ACQF
African Continental Qualifications Framework

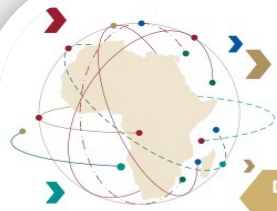DEVELOPING THE AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK (ACQF)

TRAINING MODULE ONE > 01

LEARNING OUTCOMES IN THE CONTEXT OF ACQF

DEVELOPING THE AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK (ACQF)

TRAINING MODULE TWO > 02

LEVELS AND LEVEL DESCRIPTORS

African Union | THE AFRICA-EU PARTNERSHIP / LE PARTENARIAT AFRIQUE-UE

SESSION 10:
Learning outcomes. Level descriptors.
Concepts, application, development.

Facilitator: Coleen Jaftha

"Skills, qualifications and frameworks for mutual trust in a changing world"

5-9 September: Johannesburg, South Africa

Introduction

This session addresses 2 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

- ✓ **Orientation Note on RQF**

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

01

Defining, understanding key concepts
- ➤ **Learning outcomes**
- ➤ **Level descriptors**

Learning outcomes

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What are learning outcomes

Know

Understand

Do

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 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 encourage a more systematic approach to qualifications design - and comparison

✓ **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)

Some principles for writing learning outcomes statements (1)

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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"

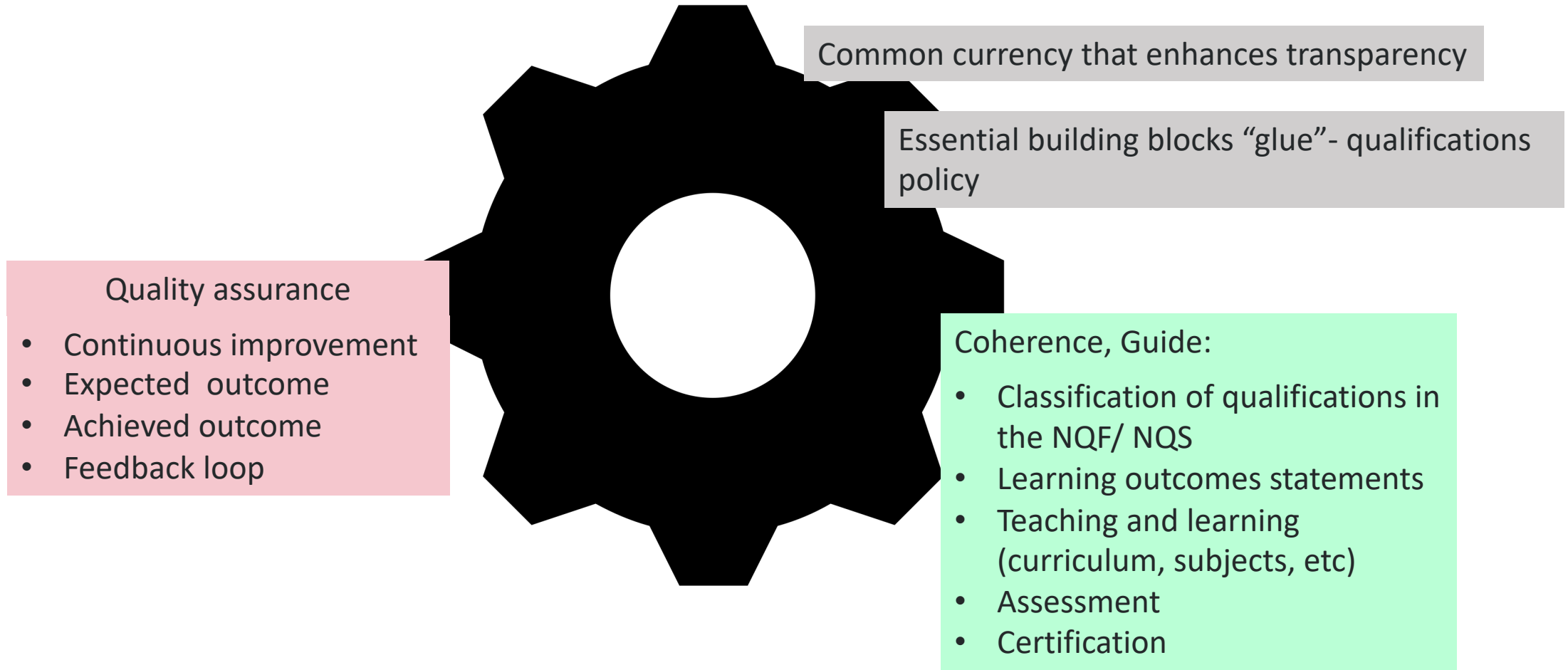➢ followed by a phrase that provides the context, e.g. "for presentation to public entities"

Example: "Organise administrative processes for presentation to public entities"

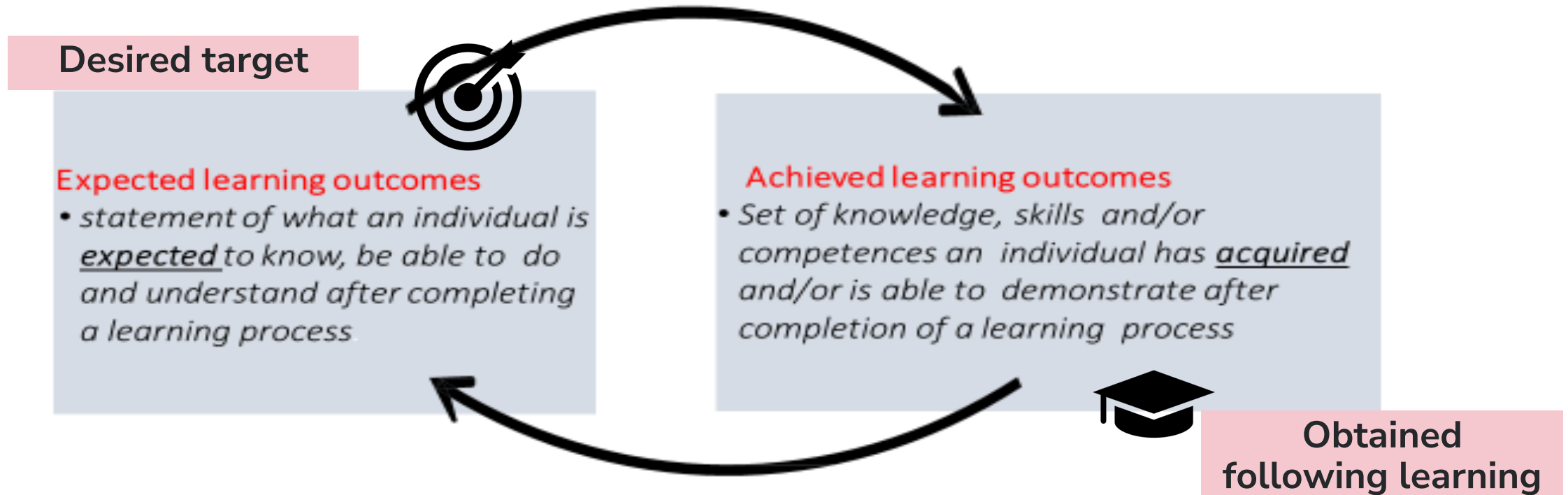**Tip: Work backwards from what the learner is required to achieve**

✓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

Learning outcomes – eco-system

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Common currency that enhances transparency

Essential building blocks "glue"- qualifications policy

Quality assurance

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

Coherence, Guide:

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

Relationship (loop) between expected and achieved learning outcomes

Desired target

Expected learning outcomes
- statement of what an individual is _expected_ to know, be able to do and understand after completing a learning process.

Achieved learning outcomes
- Set of knowledge, skills and/or competences an individual has _acquired_ and/or is able to demonstrate after completion of a learning process

Obtained following learning

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

Continuous improvement

Level descriptors

Definitions: level descriptors, qualification

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.

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

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

Level descriptors of NQFs and RQF: Differences

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

02

Applications

Personal, work and education and training

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
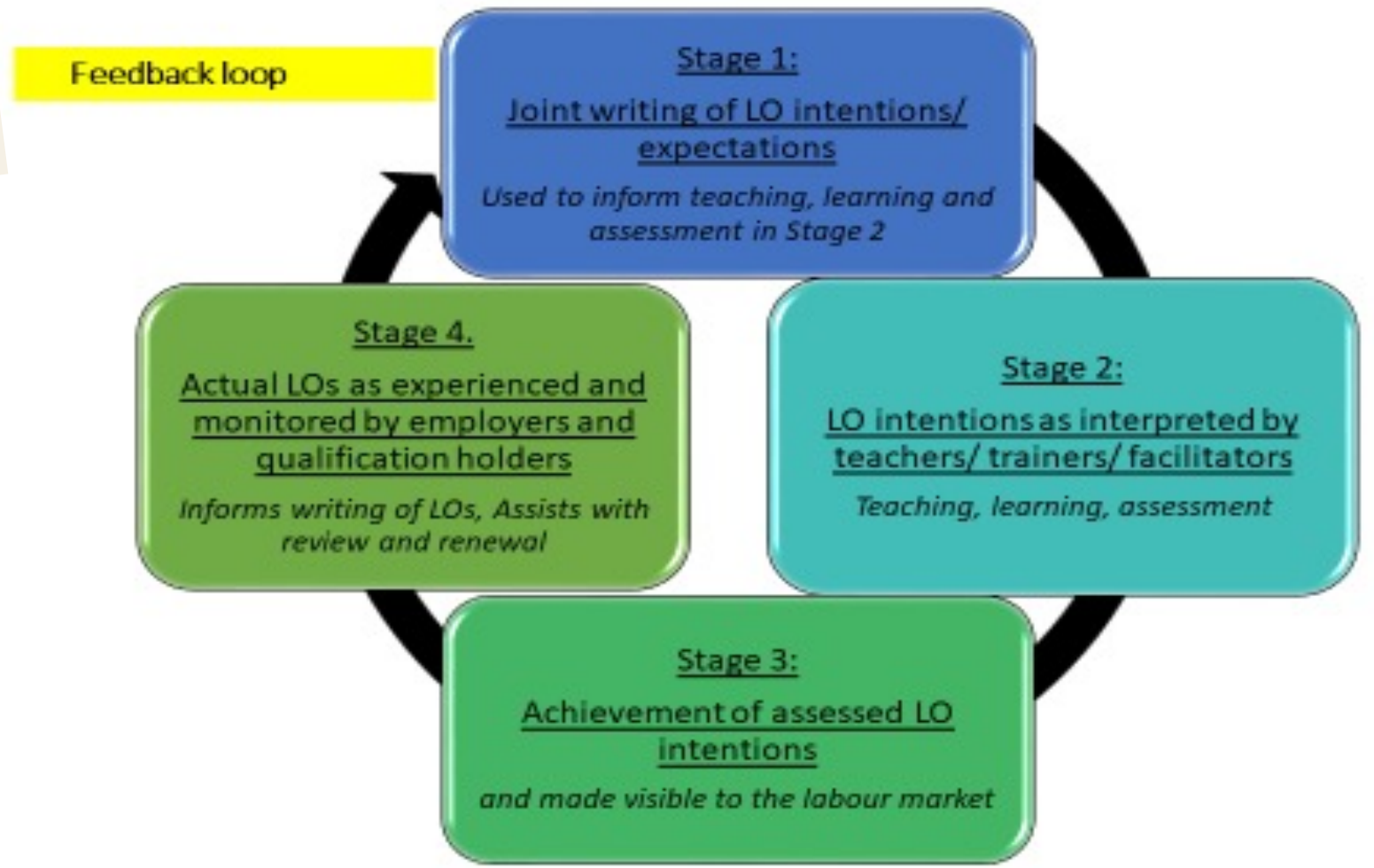- In classifications / taxonomies of occupations and skills (ISCO, ESCO, O*Net)

Your views: Any other uses?

Personal

- Description of experience
- CVs
- RPL portfolios

ACQF

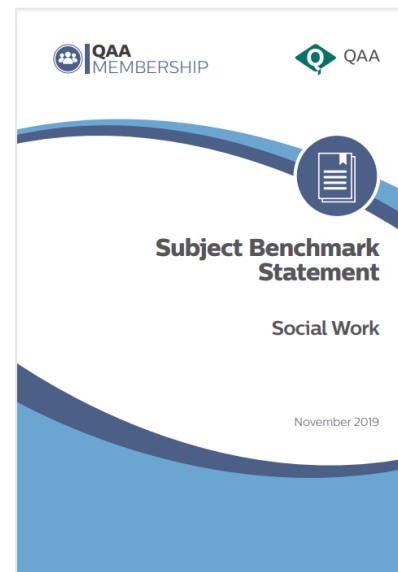Continuous improvement – including feedback from Labour market

Feedback loop

Stage 1:
Joint writing of LO intentions/ expectations

Used to inform teaching, learning and assessment in Stage 2

Stage 4.
Actual LOs as experienced and monitored by employers and qualification holders

Informs writing of LOs, Assists with review and renewal

Quality assurance

Stage 2:
LO intentions as interpreted by teachers/ trainers/ facilitators

Teaching, learning, assessment

Stage 3:
Achievement of assessed LO intentions

and made visible to the labour market

Adapted from Cedefop, 2021, p.25

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

Tuning and Degree profiles

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.
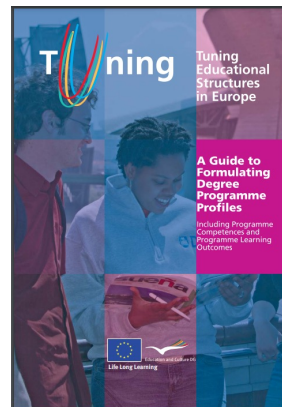
missions

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 *English translation* as mentioned in the Diploma Supplement in *italics*.

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 *italics*.

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 italics
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.

T|uning
Tuning Educational Structures in Europe

A Guide to Formulating Degree Programme Profiles

Including Programme Competences and Programme Learning Outcomes

Table of Contents

Learning outcomes in CBT – APC reforms Africa

- Competence-based training
- Approche par compétences

TVET

➡️
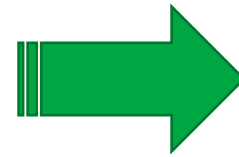
- Cape Verde
- Cameroon
- Egypt
- Ethiopia
- Kenya
- Morocco
- Mozambique
- Senegal

And others

Learning outcomes as a reform tool (example from Europe)
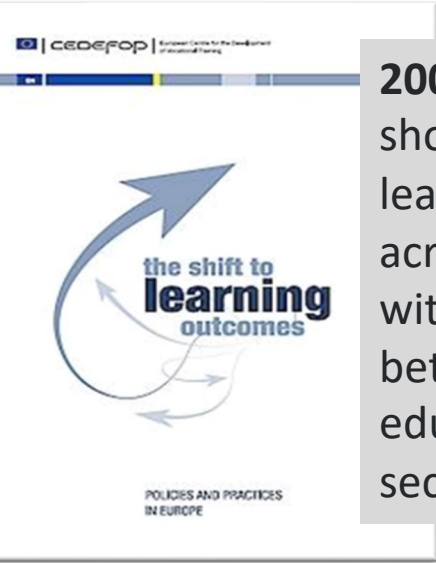
2009: Cedefop's study showed an overall shift to learning outcomes (2009) across Europe; although with clear differences between countries and education and training sectors
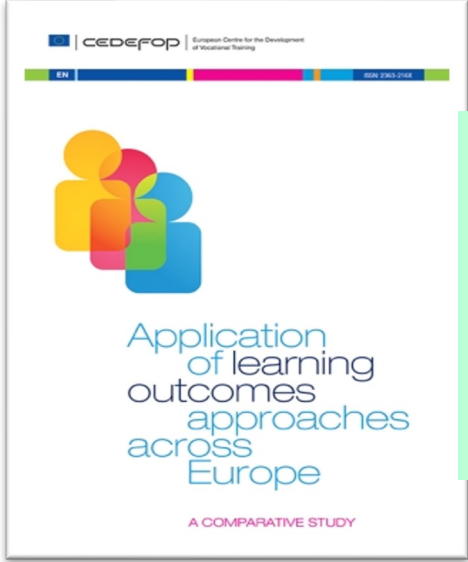
2016: Cedefop's study on learning outcomes (2016) demonstrated that the shift to learning outcomes is gaining speed and that differences between countries and education sectors are diminishing

2020: Cedefop's study on the Changing role of vocational education and training (2020) confirms this tendency
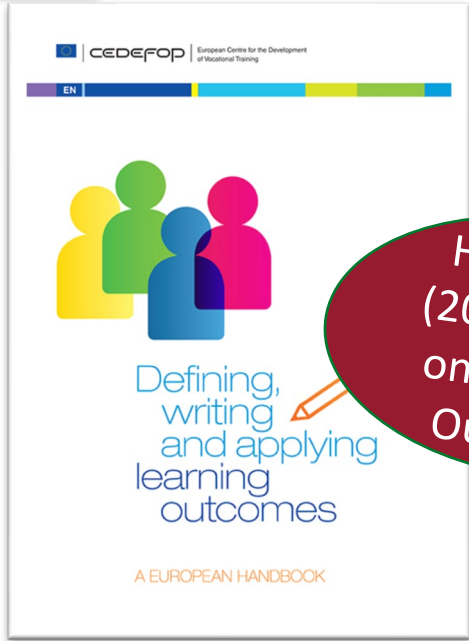
Handbook (2017, 2022) on Learning Outcomes

Tuning and Degree profiles
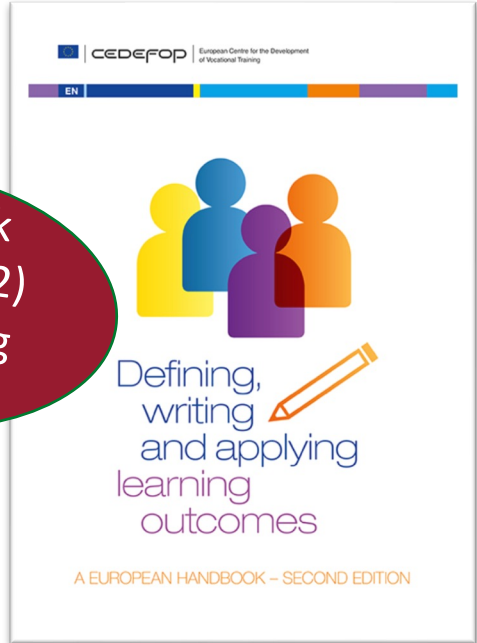
http://tuningacademy.org/reference-points
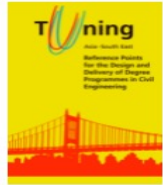
Reference Points for the Design and Delivery of Degree Programmes in Civil Engineering
English

Reference Points for the Design and Delivery of Degree Programmes in Teacher Education
English
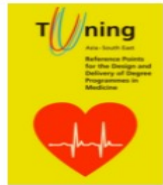
Reference points for the Design and delivery of degree Programmes in Medicine
English

Reference Points for the Design and Delivery of Degree Programmes in Linguistics
English

Reference Points for the Design and Delivery of Degree Programmes in Literary Studies
English

Reference Points for the Design and Delivery of Degree Programmes in Art History
English

Reference Points for the Design and Delivery of Degree Programmes in Tourism
Tuning MEDA
Arab

Points de Référence pour la conception et l'Exécution des Programmes d'Etudes Universitaires en Tourisme
Tuning MEDA
French

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

ACQF

Level descriptors in Cape Verde NQF, level 5. ACQF Inventory	Qualification level 5: AGE001_5: Accounting management. Qualification registered in the National Qualifications Catalogue: Cape Verde, NQF Level 5 AGE001_5
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. 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. 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.	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. Units of competency: • 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. 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. 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.

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.

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)

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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	☑		Review of existing qualification		

SUB-FRAMEWORK	General Education		TVET		Higher Education	☑
QUALIFICATION TYPE	Certificate		Diploma	☑	Bachelor	
	Bachelor Honours		Master		Doctor	

CREDIT VALUE		360 Credits

RATIONALE AND PURPOSE OF THE QUALIFICATION

Rationale

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

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).

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...''.

The stakeholder survey undertaken, also revealed the fact that Tourism Management qualifications were needed in the Botswana market currently.

Purpose of the Qualification

The Purposes of this Qualification are to equip students with skills and knowledge to

Right document

BOTSWANA Qualifications Authority

BQA NCQF Qualification Template

DNCQF.FDMD.GD04   Issue No.: 01

QUALIFICATION SPECIFICATION	
	SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
On successful completion of the qualification, the learners shall be able to: Display skills in conducting events.	Learners ability to • 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.
Communicate effectively.	• 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.
Demonstrate the skills in preparing budget for tourism management events.	• Prepare a cost analysis sheet. • Prepare the budget for conducting tourism events. • Record the day to day financial transactions of the tourism activities.
Conduct tour guide operations for national and international clients.	• 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.
Integrate technology in travel, tourism and hospitality management sectors for effective marketing, and customer service.	• Use Technology, ▪ To reserve travel arrangement ▪ To book accommodation arrangements • Explain the advantages of the following in the Travel, tourism industry, ▪ Internet ▪ Reservation system ▪ Mobile phone ▪ In-Room Technology.

https://online.bqa.org.bw/~gG6Ug   BQA, Register of Qualifications

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...

Qualificação Profissional
GESTÃO CONTABILÍSTICA
AGE001_5
Família Profissional Administração e Gestão

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 | anep Autoridade Nacional da Educação Profissional

http://www.anep.gov.mz/Portals/0/29-CV5%20Contabilidade.pdf

anep Autoridade Nacional da Educação Profissional

1 Informação para o Registo da Qualificação

Titulo 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**

ACQF

SAQA

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

https://reggs.saqa.org.za/view Qualification.php?id=101960

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.

ACQF

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.

Your views...write in chatbox and cards

"Learning outcomes are the **GPS** in the eco-system of qualifications":
- Do you agree?
- Why?
- Comments!

03

Issues and solutions

ACQF

Issues	Ways to address them
"Avoid dumbing down": Too detailed and prescriptive statements can undermine and lead to a 'dumbing down' of the learning and assessment process	Learning outcomes, written as threshold statements, do not prevent learners to go beyond these thresholds/ minimum expectations
Be aware of contradictions and tension especially between schools of thought:	Learning outcomes need to defined and written in a way which allows for local adaptation and interpretation by teachers and learners
Behaviouristic tradition: • Emphasise learning outcomes as measurable, result oriented, full-ended to prescribe and control learning • Clearly observable and measurable	Learning outcomes should assist teachers in identifying and combining teaching methods. Learning outcomes orient a learning process, they should not restrict it
Constructivist approach • emphasise learning outcomes to be process-oriented, open-ended to enable learning • Limited measurability	Finding the balance between prescriptive and descriptive learning outcomes is essential Ensure learning outcomes are fit for purpose

Adapted from Jens Bjornavold, ACQF peer learning webinar, 23 September 2021

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:

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

04

Development of ACQF level descriptors

Development of 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:

a) Developed and published the **Orientation Note on Regional Qualifications Frameworks (2021) and other relevant sources**

b) ACQF Guideline 2 and related Training Module; ACQF thematic brief 10

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

o **Expert team: lead author and four contributors and reviewers**

o **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.

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

10 levels

Detailed glossary explaining terms in the ACQF descriptors

3 domains

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

Underpinning principles of ACQF LDs

learning outcomes orientation

transparency

Future orientation

Generic in scope

Developmental and cumulative

Conceptual and technical clarity

Session 10: Level descriptors, learning outcomes

05

ACQF descriptors and horizontal logic

ACQF level descriptors: domains of learning - definition

Level	Domains of learning		
	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:	**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

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
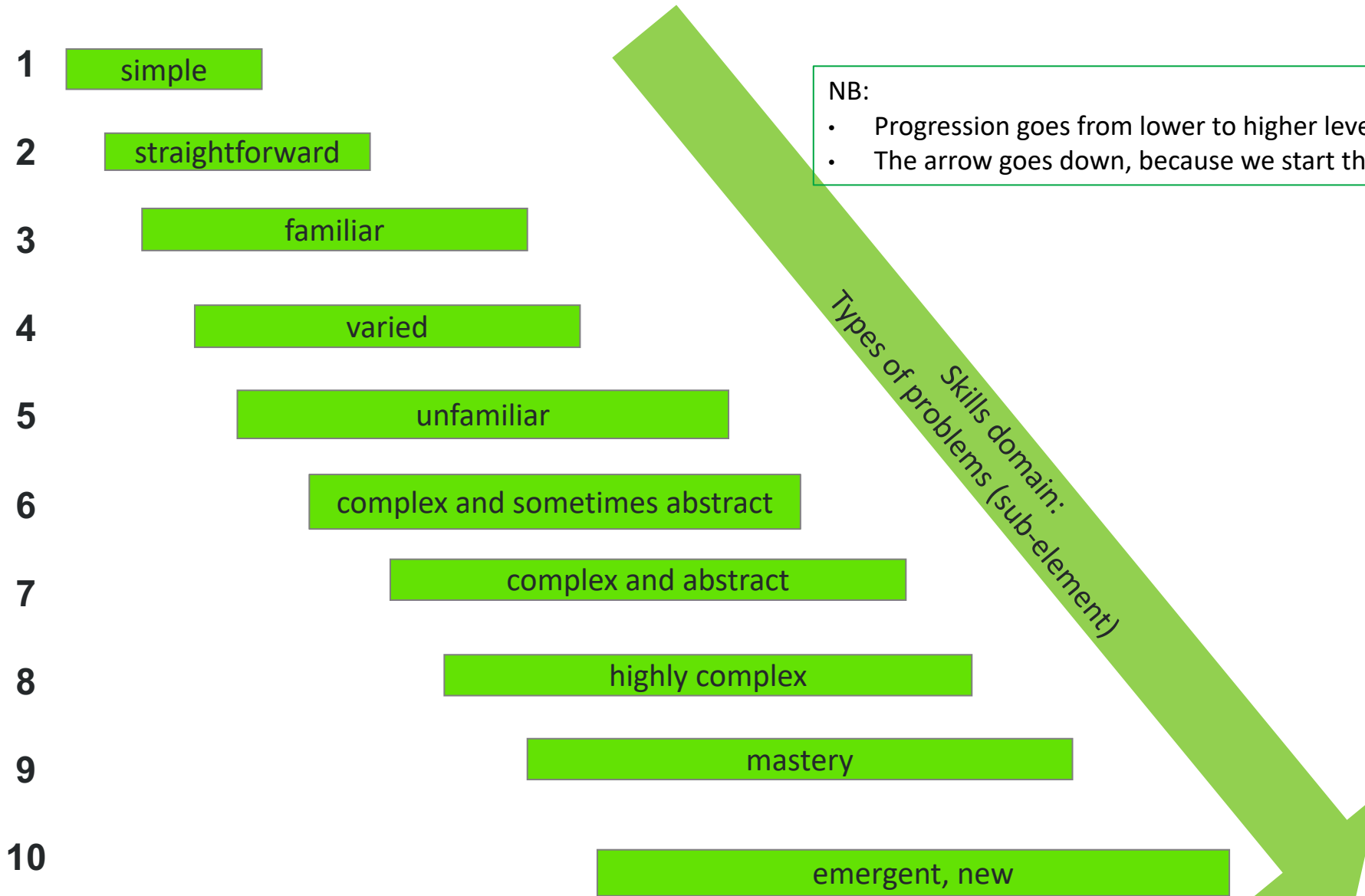- This also assists with checks for horizontal coherence

ACQF

Level	Knowledge	Skills	Autonomy and Responsibility
Level 6: The learning outcomes related to formal, non-formal and informal learning at this level include:	<u>Highly technical</u> 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	<u>Highly variable</u> 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:	<u>Highly advanced,</u> 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:	<u>Mastery</u> 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

06

ACQF descriptors- Vertical logic

Vertical logic (cumulative, progression in complexity)

1 simple

2 straightforward

3 familiar

4 varied

5 unfamiliar

6 complex and sometimes abstract

7 complex and abstract

8 highly complex

9 mastery

10 emergent, new

Skills domain:
Types of problems (sub-element)

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

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	In some areas
Level 3	Factual and operational knowledge incorporating some theoretical aspects	In some areas
Level 4	Mainly factual, operational or technical knowledge incorporating theoretical aspects	In one or more areas
Level 5	Mainly technical or theoretical knowledge with substantial depth	In a discipline/ area
Level 6	Highly technical or theoretical knowledge, with specialisation	In a discipline/ area
Level 7	Advanced analytical, and/ or specialised knowledge	Of a discipline/ area
Level 8	Highly advanced, complex knowledge	Of a discipline/ area
Level 9	Mastery of a complex body of knowledge	At the forefront of a discipline/ area
Level 10	Substantial and original knowledge contribution	That extends the forefront of a discipline/ area and/ or at the interface between disciplines/ areas

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

- Knowledge sub-elements
- Type of knowledge
- Scope

	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

ACQF

		Autonomy and responsibility domain		
	Level	Context	Autonomy	Responsibility
The learning outcomes related to formal, non-formal and informal learning at these levels include:	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

- Autonomy
- Responsibility