

Session 10-2

Referencing Lesotho Qualifications Framework (LQF) to ACQF

Presentation by:

Dr Molise Nhlapo and Ms Ntsoaki Mapetla

Council on Higher Education

Lesotho

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Referencing LQF to AQCF

- Lesotho is part of the Referencing NQFs to ACQFs pilot countries.
- Progress to date
 - National Referencing Committee (NRC) established and inaugurated
 - NRC trained on ACQF referencing by ACQF II project coordinator
 - First NRC meeting to develop a roadmap for the referencing exercise
 - Preliminary report writing team members identified

Proposed roadmap

Activity	Responsible	Estimated Date of Completion
Update information on Lesotho Education System	Basic Education TVD Council on Higher Education	15 th November 2024
Criterion 1 – Sector Specific referencing of LQF to ACQF	Basic Education TVD Council on Higher Education	22 nd November-Share documents 27 th November- Review meeting
Criterion 2 – Sector Specific referencing of LQF to ACQF	Basic Education TVD Council on Higher Education	6 th December -Share documents
Criterion 3 – Sector Specific referencing of LQF to ACQF	Basic Education TVD Council on Higher Education	13 th December -Share documents 13 th - Review meeting for criteria 2 and 3

Proposed roadmap

Activity	Responsible	Estimated Date of Completion
Criterion 4 – Sector Specific referencing of LQF to ACQF	Basic Education TVD Council on Higher Education	6 th January 2025 -Share documents 8 th January 2025 Review meeting
Governance	Basic Education TVD Council on Higher Education	17 th January 2025
Compilation of final report	Report Writing team	To be confirmed
Submission of draft report	Basic Education TVD Council on Higher Education	To be confirmed
Stakeholder Consultation	Basic Education TVD Council on Higher Education	To be confirmed

Education System in Lesotho

Education in Lesotho was organized in four key stages:

- Early Childhood Care and Development (ECCD)
 - Three years duration
 - Not formalised except for the one-year reception/pre-primary class which is supported by Government and has only been implemented in a few primary schools
- Primary
 - Provided under the Education Act 2010 which made provision for free and compulsory education at primary level
 - All learners join Grade 8 which is a continuation of primary education with a focus on preparing learners for secondary education (middle school)
- Secondary education
 - Starts at Grade 9 secondary education
 - Offered in two streams: Academic LGCSE and Technical education stream

Education System in Lesotho

Academic LGCSE stream

- At grade 11 level (4th year of secondary school) learners write LGCSE Exam
- At 5th Year of secondary school learners join AS-Level qualification
- They can then proceed to A-Levels diploma
- Then to Three-year Degree Programmes

Education System in Lesotho

Technical Education Stream

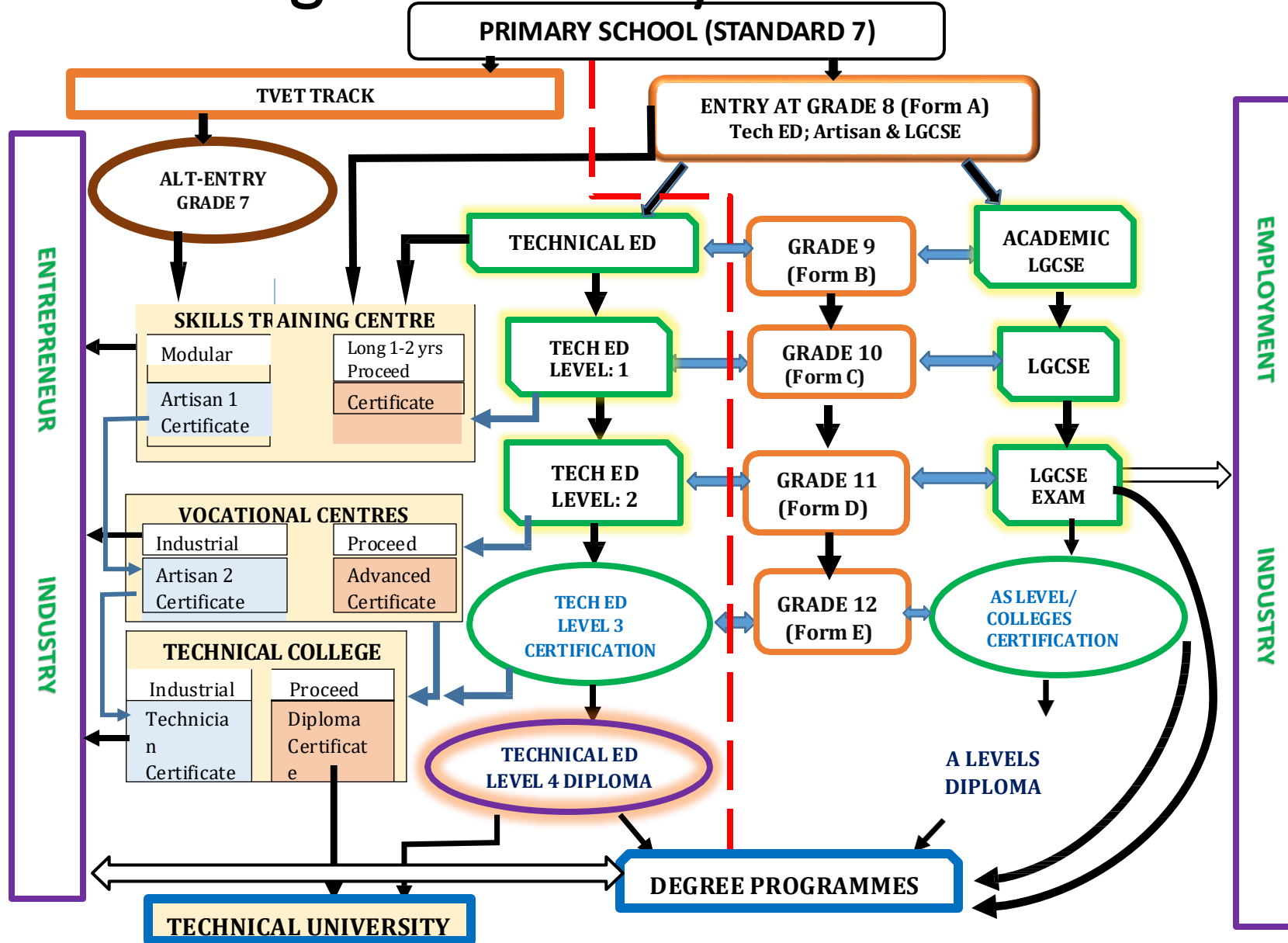
- At grade 10 level (3rd year of secondary school) Learners can complete Level 1 Technical Education
- At grade 11 level (4th year of secondary school) Learners can complete Level 2 Technical Education
- At grade 12 level (5th year of secondary school) Learners can complete Level 3 Technical Education Certification
- Learners can then proceed to Technical Education Level 4 (Diploma level qualification)

Education System in Lesotho

TVET Track

- Learners may proceed to skills training right after primary school
- The TVET track allows for progression from Skills Training Centres
- to Vocational Centres and to Technical Colleges and then to Technical University

Envisaged Secondary Education Model



Accreditation of qualifications in the Lesotho Education System

Qualification	Accreditation Body
LGCSE	Foreign qualification, foreign accreditation
AS	Foreign qualification, currently being reviewed for localisation and local accreditation process
Higher education programmes in Lesotho	Accreditation by CHE

The Status of NQF in Lesotho

- The Lesotho Qualifications Framework (LQF) was approved by the cabinet in 2019;
- Lesotho Qualifications Authority (LEQA) not established yet, to implement LQF;
- CHE is given extended mandate to implement LQF.
- LQF level descriptors are clear, complete and understood by the relevant stakeholders including HEIs.
- The LQF level descriptors are implemented in practice BY TVET & HEIs;
- RPL, CAT & RCC policies developed and to be signed by the minister of education and training;

Approach to Referencing LQF to ACQF

- **The referencing of LQF to ACQF will be done through four (4) criteria;**
- **In each criteria, the approach will cover: Structural comparison, and Conceptual comparison.**

LESOTHO QUALIFICATIONS FRAMEWORK (LQF)	AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK (ACQF)
Domains and level descriptors	Domain and level descriptors
1. 10 Levels level descriptors;	1. 10 Levels level descriptors;
2. Level descriptors in LQF are divided into 3 domains;	2. Level descriptors in LQF are divided into 3 domains;
3. Generic statement and credit value;	3. NO Generic statement and credit value;
4. Areas of knowledge;	4. knowledge;
5. Nature of skills;	5. skills;
6. Agency and context.	6. Autonomy & responsibility.

Generic Statement and Credit Value	Areas of Knowledge	Nature of Skills	Agency and Context
<p>Qualifies an individual to apply a broad and coherent body of knowledge in a range of contexts to undertake professional duties and as a learning pathway for further learning</p> <p>Minimum of 360 credits, usually over 3 years, of which 120 credits are at LQF 7 or above</p> <p>Professional four-year degrees at 480 credits exiting at LQF 8 must ensure that the minimum of 120 credits is met at that level</p>	<p>Integration of knowledge of the central areas or more fields</p> <p>Understanding of and ability to evaluate key terms, concepts, facts and principles, rules and theories of that field, discipline or practice</p>	<p>Demonstrate research and analytical skills, critical evaluation of different problem-solving methods.</p>	<p>Ability to design and manage processes in unfamiliar and changing contexts, recognising that problem-solving is context and system bound</p>

Level	Knowledge	Skills	Autonomy & Responsibility
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

CRITERIA 2: LEARNING OUTCOMES

The Lesotho qualifications framework is based on learning outcomes principles and related to arrangements for recognition of prior learning (including non-formal and informal) and to credit systems.

- Programme designers derive learning outcomes (Los) from level descriptors;
- Programmes are accredited in alignment with LQF;
- The LQF is built on the principle of Learning Outcomes (LO).
- The LOs link to non-formal and informal learning, and credit systems.
- Review of programmes – some standards (criteria) address RPL;
- RPL, CAT & RCC developed and to be signed by the minister of Education.

CRITERIA 3: Transparency in inclusion of qualification on LQF

There are transparent processes and procedures for including qualifications in the LQF or for describing the place of qualifications in the LQMIS and information on qualifications is accessible, trustworthy and verifiable in a national register(s) of qualifications.

- LQF Integrates all National qualifications into a single framework;
- CHE has database (CHE website) on HEIs and programmes (accredited & recognized);
- CHE launched LQMIS records recognized HEIs;
- Basic education & TVET sectors are still lacking on this criteria.

Criteria 4: Quality Assurance

The national quality assurance system for education and training refers to the national qualifications framework or system and is consistent with the principles of quality assurance of the African Continental Qualifications Framework (ACQF).

- CHE undertakes robust Institutional audit reviews and programme accreditation reviews;
- Both reviews involve local and international peers;
- Standards and criteria for reviews are consistent with the principles of quality assurance of ACQF;
- Standards and criteria for reviews are derived from SGI developed by International Network for Quality Assurance Agencies (INQAAHE);
- Lesotho is the current secretariat to SAQAN;

An aerial photograph of a multi-lane highway bridge spanning across a body of water. The bridge has several lanes in each direction, with a few vehicles visible. The water is a deep blue color with some ripples. The text is overlaid in the center of the image.

Thank you
REA LEBOHA