



ACQF-II Project

Training Support Note Qualifications Frameworks level descriptors: uses, key principles, development methods

31 October 2023

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1. Objective of this Training Support Note

The [project ACQF-II](#) (2023-2026) supports implementation of the ACQF Policy Document and its Guidelines, through a combination of actions and methods, and dissemination of knowledge products such as guidelines, training modules, analyses and reports. The new series of “Technical Notes” elaborated by the ACQF-II follows on the series of “[Thematic Briefs](#)” initiated in 2021 in the context of the first ACQF project.

This **Training Support Note** addresses level descriptors, a core feature of Qualifications Frameworks (QFs) (whether sectoral, regional or national) that signal the complexity of the learning at a particular level of a National Qualifications Framework (NQF) or Regional Qualifications Framework (RQF).

Since they are written as a hierarchy of learning complexity based on learning outcomes, they are typically referred to as learning outcomes-based level descriptors. To improve transparency and recognition of qualifications, the learning outcomes approach must be fully embedded i.e., qualifications need to be expressed in terms of learning outcomes, linked to NQF level descriptors/ qualifications levels, and be fully quality assured.

2. Introduction and context

Level descriptors are presented as a matrix of learning outcomes (preferably including formal, non-formal and informal learning) structured over several levels and domains that are important to a country/ region. The descriptors define and clarify the vertical and horizontal logic of the national/ regional learning outcomes.

- Learning outcomes are the results of what a learner knows, understands and is able to do upon completion of a learning process. They indicate, not what the graduate did to get the qualification but what the graduate can do now that s/he has the qualification.

Level descriptors relate to a specific level of a QF and:

- Signal the learning outcomes orientation of the QF being presented
- Enable the allocation of qualifications/ qualification types to specific levels in a National Qualifications Framework (NQF). A qualification (ibid) is defined as 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
- Signal what a qualification holder will be able to know, understand and do at the end of a successful learning process.
- Enable the inking of national level descriptors or national qualifications levels to levels of a Regional Qualifications Framework (RQF)
- Is further strengthened when compared to another set of level descriptors in another QF and the transparent information shared because of the comparison.

Table 1 provides definitions for an NQF and an RQF.

Table 1: Defining NQFs and RQFs

NQF	RQF
Policy and instrument for developing and classifying qualifications according to a continuum of agreed levels of learning achievement defined by learning outcomes statements of what a learner must know, understand and be able to do no matter how the learning was obtained: in a classroom, on the job, or less formally	Broad structure of levels of learning outcomes agreed by countries in a defined geographical location, that can enable one national framework of qualifications to relate to another and, subsequently, for qualifications to be compared between countries. An RQF may relate and cooperate with several NQFs.

Level descriptors are common to both NQFs and RQFs and are defined as statements, describing learning achievement at a particular level of a Qualifications Framework, that provide a broad indication of the types of learning outcomes and assessment criteria that are appropriate to learning at that level.

Although NQF and RQF descriptors are similar in design and logic, there are key differences as shown in Table 2.

Table 2: Difference between NQF descriptors and RQF descriptors

NQF level descriptors	RQF level descriptors
Are fit for purpose and capture the complexities of the national system, national policy, vision, aspirations, purpose, scope, quality assurance (QA) and governance arrangements	Will not capture complexities of national systems but are typically embedded in regional policy, vision, aspirations, purpose, scope, QA, and governance arrangements
Statements describe the complexity of learning in qualifications/qualification types and are often linked to features of existing qualifications in the country	Statements describe regional, generic, broad statements of the complexity of learning outcomes that can accommodate, and value all forms of learning (formal, non-formal and informal), and can be applied across several countries and education and training sectors
Serve as a benchmark for levels of learning achievement recognised at national level: <ul style="list-style-type: none"> ○ Indicates the allocation of a national qualification to an NQF level 	Provide an orientation towards common minimum benchmarks for regional learning outcomes: <ul style="list-style-type: none"> ○ Enables linking of NQFS/ national qualifications levels/ descriptors to levels of learning complexity at a regional level
Describe the generic competencies that must be achieved by all NQF qualifications: <ul style="list-style-type: none"> ○ Purpose: to locate a qualification at an NQF level 	Describe the generic competencies applicable to a region: <ul style="list-style-type: none"> ○ Purpose: to reference NQFs to a RQF level; to compare with other qualifications frameworks.
Enable a positioning of two or more qualifications on the same NQF level, indicating 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	Identify a general, central regional reference point that can enhance transparency as it supports the RQF as translation device that can compare different countries and their systems

All related [concepts and definitions](#) can be found in Thematic Brief 1 (ACQF, 2021a).

3. Role and place of levels and descriptors in NQF conceptualisation

Development of QFs is pervasive on the African continent- Information on the ACQF database indicate that there are over 45 QFs in Africa, at different stages of development, the majority of which are ten-level QFs (See Thematic Brief 3.1 (ACQF, 2021d) for an overview of [level descriptors of 24 African QFs](#)), as well as [Guideline 2](#) (ACQF, 2022c and 2022g) on Levels and level descriptors; [Guideline 1](#) (ACQF, 2022b and 2022f).

Level descriptors are at the heart of development of QFs and signal a learning outcomes orientation: They:

- Provide a common language for describing and comparing qualifications
- Provide understanding of what will be learned and how best to achieve it
- They set expectations, guide teaching and learning, and assessment
- Enable a learner-centred approach: Enable learners to be clearer about learning expectations, and encourage learners to take initiative and responsibility for their 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
- Support 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) of the qualification for work or study purposes (local and international).

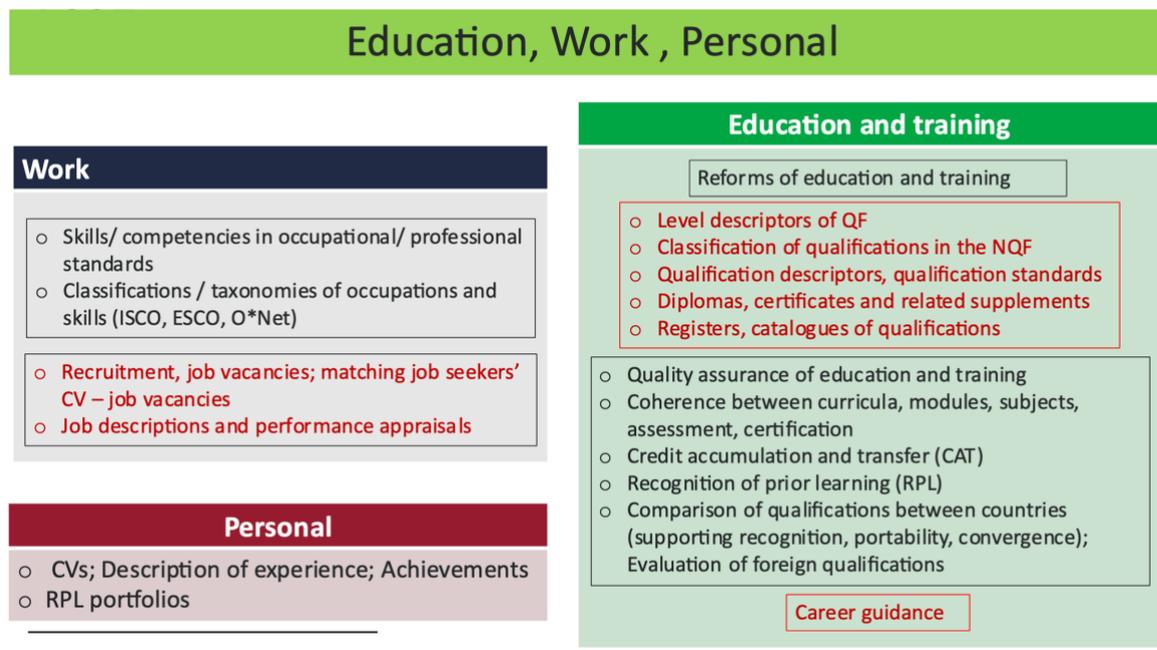


Figure 1: Uses of levels and descriptors

3.1 NQF conceptualisation

They have a key role to play in NQF conceptualisation, particularly in pegging/ registering a qualification at a specific NQF level. In this regard, they guide all related elements of NQF policy and qualifications development: purpose and rationale, credits, certification, assessment, RPL, entry requirements, articulation and quality assurance, etc. (See Figure 1)

- Classification of qualifications in the NQF
- Qualification descriptors, qualification standards
- Diplomas, certificates and related supplements
- Registers, catalogues of qualifications
- Quality assurance of education and training
- Coherence between curricula, modules, subjects, assessment, certification
- Credit accumulation and transfer (CAT)
- Recognition of prior learning (RPL)

Inter-relationships

There is a reciprocal relationship between level descriptors and qualifications descriptors:

- The generic outcomes in the level descriptors cascade into the more specific outcomes found in the more contextualised qualification descriptors
- The qualification descriptors are aligned to the level descriptors.

Location/ pegging/ registration

Level descriptors provide a benchmark for pegging/ locating and registering, reviewing and renewing qualifications on the QF:

- The wording in the level descriptors is very important to pitching the qualification outcomes at the correct level of complexity on an NQF, no matter how many NQF levels there are
- The level descriptor competencies are intended to have a positive, progressive and cumulative effect on the holistic development of learners as these competencies are applicable to all areas of learning- in learning institutions, the workplace and in everyday living.

Purpose and rationale of the qualification

The level descriptors guide the learning outcomes/ graduate attributes that are reflected in the purpose and rationale of the qualification and ensures that the qualification reflects the correct level of complexity of learning according to the NQF level:

- The learning outcomes shape the purpose of the qualification: who are the target learners, why they would want to complete the qualification, how the qualification will benefit the learner, what is the learning pathway (academic, vocational, occupational, professional, etc). Stakeholders involved in determining the need for the qualification have an opportunity to work together to enhance lifelong learning possibilities (personal development, social, community and industry needs). To ensure consistency, the learning outcomes/ graduate attributes, purpose, teaching and learning, modules and assessment are aligned.
- The purpose guides the assessment techniques. The intention is to ensure that the learners are assessed in the modes in which they must demonstrate competence.

Assessment, credits, certification, RPL

The level descriptors guide the complexity of assessment that will result in the qualification holder receiving the relevant credits at the correct NQF level at the end of a learning process which further enables access to the workplace and or further learning.

- A variety of assessment techniques may be used to determine a learner's applied competence and successful achievement of qualification outcomes including:
 - formative assessment (during learning, developmental in nature and used to inform summative assessment)
 - summative assessment (at the end of learning, usually associated with certification of some type of award like credits or qualifications)
 - practical demonstrations of competence, experiential learning, work-based learning, work integrated learning, where relevant
- The level outcomes also provide a way to assess recognition of prior learning (RPL) for achievement of credits towards qualifications.

Entry requirements including alternative entry requirements through RPL

Level descriptors provide an indication of entry requirements to qualifications at specific levels. Since the entry-level competencies are assumed to be in place, it will not be covered in the qualification. In this regard the level descriptors can be used to assess RPL for access to qualifications.

Articulation/ progression

By placing more than one qualification on the same NQF level, from the same or different sectors (general, TVET, occupational higher education), an NQF creates a framework for articulation/ progression made possible by the level descriptors. Qualifications should open new learning pathways for learners and never be a dead end. Learning offerings must be designed with horizontal, vertical, and diagonal articulation/ progression pathways to allow learners to work towards their desired learning and work destinations.

Quality assurance

The participation of key stakeholders involved in ensuring the integrity and credibility of the QF and its related descriptors, is fundamental to the ensuring trust in the QF and relevance of the descriptors. It is important that the level descriptors encapsulate the benefit to the sector, society, industry and the economy. In this regard, it is important that there is room for feedback from industry, to review and strengthen learning outcomes.

Education reforms

A shift to a learning outcomes orientation is a fundamental reform technique.

Career guidance

Qualification levels and descriptors add value to CVs through description of experience and achievements and also support RPL portfolios. They also play a key role in recruitment, job vacancies; matching job seekers' CVs to job vacancies; job descriptions and can support performance appraisals

In the workplace

- Skills/ competencies in occupational/ professional standards
- Classifications / taxonomies of occupations and skills (ISCO, ESCO, O*Net)

Comparison

Comparison of qualifications between countries (supporting recognition, portability, convergence); Evaluation of foreign qualifications

4. Place of level descriptors in referencing

The ACQF is a framework of QFs/ systems, however, national qualifications cannot be registered on the ACQF because they are registered in their own respective NQFs/ systems. ACQF referencing is a way of comparing qualifications levels across the continent, using the ACQF and its level descriptors as a common reference point and then linking qualifications frameworks (QFs) to the ACQF. Referencing should be done through the national qualifications frameworks or, where these do not exist, national qualifications systems.

The ACQF will act as a reference point/ translation device that will encourage recognition of qualifications between countries. To ease the comparison between qualifications frameworks/ systems and the ACQF, countries/ regions participating in referencing are encouraged to use learning outcomes approaches to describe their qualifications and related standards. In this way, referencing will act as a tool to strengthen learning outcomes orientations throughout the continent. It is envisaged that the ACQF level descriptors will bring together the ACQF community of countries and regions to:

- facilitate the referencing of national qualifications levels to the ACQF levels
- create a transparent relationship and correspondence between levels of different NQFs / NQS.

The ACQF connects both to NQFs and RQFs in its ambit. The key outcome of the ACQF referencing process includes enhanced trust and mutual understanding between countries/ regions and their QFs/ systems. Comparisons between level descriptors of RQFs can produce rich conclusions that can support mobility of lifelong learning through shared transparent information about systems. An example is a comparison between the ACQF and SADCQF (See [a first draft of a comparison between the ACQF and the SADCQF](#), ACQF, 2023a), and the comparisons undertaken by the European Qualifications Framework with QFs of other regions and continents.

Referencing to the ACQF is guided by four Referencing Criteria and a set of procedures and follow-up steps defined in the Governance Procedures and Follow-up Steps. Guideline 3 (ACQF, 2022d) and Training Module 3 (ACQF, 2022g) provides more information and training modules on referencing in the ACQF context.

There are two referencing criteria that speaks directly to learning outcomes-based level descriptors:

- ACQF Referencing Criterion 1: There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the ACQF.
- ACQF Referencing Criterion 2: The national qualifications frameworks or systems are based on learning outcomes principles and related to arrangements for recognition of prior learning (including non-formal and informal) and, where appropriate, to credit systems

Complementary methodological support for ACQF Criteria 1 and 2 can be found in [Guideline 2](#) (ACQF, 2022c) and [Training Module 2](#) (ACQF, 2022g) on Levels and level descriptors; [Guideline 1](#) (ACQF, 2022b) and [Training Module 1](#) (ACQF, 2022f) on learning Outcomes and [Guideline 4](#) (ACQF, 2022e) and [Training Module 4](#) (ACQF, 2022i) on Validation of Learning.

After successful referencing, all newly issued documents related to NQF/ NQS qualifications like certificates, diplomas, certificate supplements, diploma supplements and / or qualification registers issued by the competent authorities may contain a clear reference to the appropriate ACQF level. This labelling/ acknowledgement of ACQF levels on qualifications documents will support lifelong learning by easing mobility/ recognition of qualifications inside and outside Africa.

5. Development of level descriptors

5.1 Key principles

There is no set way to approach development of level descriptors but there is a large body of knowledge from which to draw. Additionally [Thematic Brief 10](#) (ACQF, 2022i) describes the journey to engineer the ACQF level descriptors. The journey established a methodological approach using research, consultations and a builder matrix to develop and shape the ACQF descriptors. This approach can be used as complementary orientation and can be adapted for countries wishing to develop or review their own level descriptors.

To ease the use and application of level descriptors (see ACQF, 2022c and 2022g), it is recommended that they should:

- Encompass all elements of transparency:
 - A learning outcomes orientation
 - Validation of learning from all contexts whether formal, non-formal or informal
 - Placement of qualifications in NQF levels and related registers
 - Quality assurance of qualifications and NQFs
 - Stakeholder participation and endorsement
- Identify key domains/ elements to describe the principles, skills, competencies that a country/ region deems important to personal, social and economic development
 - Define the key domains and where applicable, sub-domains of learning
- Be detailed enough to capture the complexities of an NQF/ RQF including future orientation (green skills, innovation, etc)
- Be consistently applied in the development of qualifications in the countries where they are used
- Capture the balance between being prescriptive (allocation to levels) and being descriptive
- Be general enough to accommodate the different parts of the QFs/ systems – (general, TVET, occupational qualifications, higher education, as applicable)
- Be conceptually and technically clear and suitable for all contexts (not too academic, theoretical, and wordy)
- Be clear about the vertical and horizontal logic of the domains when moving from lower to high levels of complexity; be developmental and cumulative
- Preferably be accompanied by a glossary, to align terms with domain definitions and to ensure that there is consistency and no duplication nor ambiguity
- Be understandable and accessible to users through training, capacity building, workshops and leaflets.
- Consider the regional and international context and other relevant experiences.

Level descriptors consist of verb-driven outcome statements that typically: -

- Start with words similar to: “The individual can...” - - -
- Include an active verb/ combination of verbs/ verbal phrase
- Include an object/ objective
- Include context (one or more indicators of quality or scope).

5.2 Horizontal and vertical logic

It is important that a country's level descriptors are vertically and horizontally coherent and makes sense. The identification of key words as well as a complementary glossary will assist key stakeholders to understand and make sense of the country's level descriptors.

In the ACQF case, the learning outcomes at all ten ACQF levels relate to formal, non-formal and informal learning. ACQF level descriptors reflect and capture how knowledge, skills and autonomy and responsibility (A&R) increases in breadth, depth and complexity when moving from lower to higher levels. Table 1 shows the definitions of the three ACQF domains and relevant sub-domains.

Table 3: Definitions of ACQF domains

Knowledge	Skills	Autonomy and Responsibility
<p>"Knowledge" includes facts, principles and theories in various areas.</p> <p>The knowledge domain comprises two sub domains:</p> <ul style="list-style-type: none"> ○ Type of knowledge ○ Scope of knowledge 	<p>"Skills" refer to the ability to use knowledge to respond to information and address problems/ issues. Skills include cognitive, communication, digital, green, innovation, practical and social skills.</p> <p>The skills domain comprises three sub-domains:</p> <ul style="list-style-type: none"> ○ Type of skills required ○ How the skills are used to respond to information ○ How the skills are used to address types of problems 	<p>"Autonomy and responsibility" (A&R) refers to the context and extent of the application of autonomy and responsibility.</p> <p>The A&R domain comprises three sub-domains:</p> <ul style="list-style-type: none"> ○ The context in which autonomy and responsibility is applied ○ The extent to which autonomy is applied ○ The extent to which responsibility is applied. Responsibility has three elements: self, group outcomes and resources

To demonstrate the horizontal and vertical logic and coherence, the ACQF level descriptors will be used, in particular Levels 1 to 5.

However, the same procedures can be applied to show the logic in Levels 6 to 10.

Table 2 below shows five ACQF levels (1 to 5), with the keywords identified in each domain. The key purpose of identifying key words in each level is to assist in establishing and following through with progression in complexity. For each keyword, a definition/ glossary has been provided (see ACQF, 2022c and 2022g).

Table 4: Descriptors for ACQF Levels 1 to 5 with key words underlined

Level	Knowledge	Skills	Autonomy and Responsibility
Level 1: The learning outcomes related to formal, non-formal, and informal learning at this level include:	<u>Simple</u> knowledge, literacy, and numeracy	Simple communication, cognitive and practical skills required to follow simple instructions, and use simple, <u>repetitive</u> solutions to address simple problems	<u>Highly structured</u> , repetitive contexts under <u>close</u> supervision and guidance taking <u>minimal</u> responsibility for self
Level 2: The learning outcomes related to formal, non-formal and informal learning at this level include:	<u>Basic</u> knowledge incorporating comprehension and recall of factual and operational knowledge in some areas	Basic communication, cognitive and practical skills required to use <u>concrete</u> information, ideas and <u>known</u> solutions to address <u>straight-forward</u> problems	<u>Structured</u> contexts under limited supervision and guidance taking <u>limited</u> responsibility for self and group outcomes
Level 3: The learning outcomes related to formal, non-formal,	<u>Factual and operational</u> knowledge incorporating	A <u>range</u> of communication, cognitive, practical and technical skills required to <u>interpret</u> and	<u>Predictable</u> contexts under <u>routine</u> supervision and guidance, with <u>initiative</u> for

and informal learning at this level include:	some theoretical aspects in some areas	communicate ideas and detailed information, and <u>select and use</u> known solutions to address <u>familiar</u> problems	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 <u>incorporating theoretical</u> aspects in one or more areas	<u>Well-developed technical</u> skills required to analyse information and new ideas, <u>make informed judgements</u> , communicate outcomes and apply <u>varied</u> solutions to varied (familiar and unfamiliar) problems	Varied (predictable and unpredictable) contexts with adaptability and initiative for self-direction under general guidance, taking <u>full responsibility for self</u> , 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 <u>substantial depth</u> in a discipline/area	A <u>range</u> of well-developed technical skills, <u>with some specialisation</u> , required to analyse information and new ideas, construct and communicate a <u>coherent argument</u> , and apply a <u>range of solutions</u> , often in combination, to address <u>unfamiliar</u> problems	<u>Unpredictable</u> contexts with full autonomy and <u>full responsibility for self and group outcomes</u> , and some responsibility for others

5.2.1 Horizontal logic

To show horizontal logic and coherence, the ACQF descriptors of Level 1 is used (See Table 5).

However, the procedure can be applied to all the levels.

For each of the underlined keywords, a description (See Table 6) is provided, showing the horizontal logic. The purpose is to show consistency and coherence. The glossary assists in showing:

- The term used
- What the term means in the ACQF descriptors
- How the term progresses in complexity. The purpose is to eliminate duplication
- At which levels the term is found. The purpose is to eliminate ambiguity

Table 5: Using Level 1 keywords to show horizontal logic

Level	Knowledge	Skills	Autonomy and Responsibility
Level 1: The learning outcomes related to formal, non-formal, and informal learning at this level include:	<u>Simple</u> knowledge, literacy, and numeracy	<u>Simple</u> communication, cognitive and practical skills required to follow <u>simple</u> instructions, and use <u>simple, repetitive</u> solutions to address <u>simple</u> problems	<u>Highly structured</u> , repetitive contexts under <u>close</u> supervision and guidance taking <u>minimal</u> responsibility for self

Table 6: Extract from ACQF Glossary to describe keywords at Level 1

	Term	In the ACQF level descriptors, the term	Progression in complexity	Levels
Keywords at	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
	Repetitive	means repeated or recurring		L1

ACQF Level 1	Highly structured and structured	means organised by someone else other than the individual doing the task	highly structured to structured	L1 to L2
	Close	means the most direct and most frequent supervision	close to limited to routine to general to full autonomy	L1
	Minimal	means the smallest amount	minimal to limited	L1

5.2.2 Vertical logic

Vertical logic and coherence are essential to show the consistency in progression from lower to higher levels of complexity in the QF. To show an example of vertical logic, in the case of the ACQF level descriptors, levels 1 to 5 of the Skills domain is used. Table 3 shows the Skills sub-domains: type of skills, response to information and addressing types of problems.

Table 7: Sub-domains of ACQF Skills domain

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

To further assist in the understanding of the development of vertical logic, Table 4 shows how a complementary glossary can assist.

This example uses the ACQF skills sub-domain: Addressing types of problems, with emphasis on types of problems and provides definitions to show what the term means, how the term is used in progression in complexity, and where the term is used.

Table 8: Extract from ACQF Glossary to show vertical logic in “types of problems” in the skills domain

Skills sub-domain		ACQF glossary of terms			
Level	Addressing types of problems	Term	In the ACQF level descriptors, the term	Progression in complexity	Levels
Level 1	Use simple repetitive solutions to address simple problems	simple	means uncomplicated and easy to understand. It can be used without experience and	simple to straightforward/basic	L1

			is found at the lowest level of complexity		
Level 2	Use known solutions to address straightforward problems	straightforward	means clearly defined and uncomplicated but requires some experience	simple to straightforward to familiar	L2
Level 3	Select and use known solutions to address familiar problems	familiar and unfamiliar	Familiar means frequent and well known. Unfamiliar means it is new to the individual, but the individual can draw on experience with familiar problems to identify an appropriate response	Familiar, to familiar and unfamiliar, to unfamiliar	L3 to L5
Level 4	Apply varied solutions to address varied (familiar and unfamiliar) problems				
Level 5	Apply a range of solutions often in combination to address unfamiliar problems				

6. Summary

Level descriptors are a core feature of Qualifications Frameworks (whether sectoral, regional or national). They are presented as a matrix of learning outcomes structured over several, cumulative levels and domains that are important to a country/ region. They are written as statements, describing learning achievement at a particular level of a Qualifications Framework, that provide a broad indication of the types of learning outcomes that are appropriate to learning at that level.

Level descriptors are at the heart of development of QFs and play a key role in NQF conceptualisation, particularly in registering a qualification at a specific NQF level and all related elements relevant to qualifications like purpose and rationale, credits, certification, assessment, RPL, entry requirements, articulation and quality assurance, etc.

Level descriptors contribute to a degree of harmonisation and to comparability of qualifications – in a country, and beyond borders.

It is important that a country's level descriptors are guided by key principles, are clear, vertically and horizontally coherent and make sense. To enhance understanding and consistency in application of level descriptors, it is recommended to disseminate information to stakeholders and users through training, capacity building, workshops and leaflets.

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