# ACQF
African Continental Qualifications Framework

## Session 12: NQF development, implementation

## Learning outcomes and level descriptors
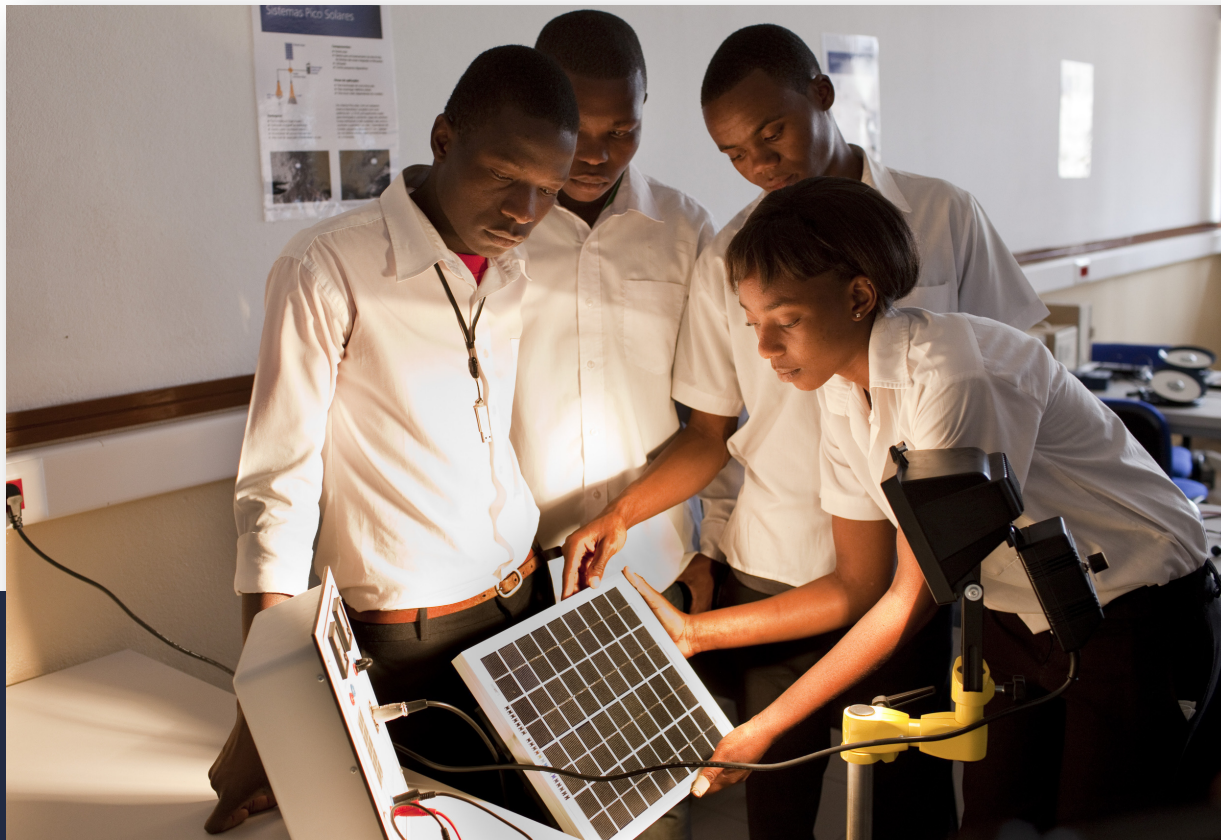## Uses, principles, development methods

ACQF-II project:
Supporting implementation of ACQF

Capacity Development and networking programme 2023 - "Making National Qualifications Frameworks (NQF) operational in a changing world."

Part 2

Accra, Ghana: 7-8 November 2023

Speaker: Coleen Jaftha

**ACQF**

# Presentation outline

1. Key concepts
2. Using level descriptors
3. Development and use of level descriptors

01

# Key concepts

# **Sources for further reading**

- ACQF Thematic Brief 3.1: level descriptors. 2021. https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-3-1-level-descriptors

- ACQF Training module 1: learning outcomes. 2022. https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-1-learning-outcomes

- ACQF Training module 2: levels and level descriptors in the context of ACQF. 2022. https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-2-levels-and-level-descriptors-in-the-context-of-acqf

- ACQF level descriptors: reflections, development story. 2022 https://acqf.africa/resources/policy-guidelines/acqf-level-descriptors/acqf-level-descriptors-article-newsletter-1-march-2022

- Comparison of the ACQF and SADCQF: initial thoughts. 2023  https://acqf.africa/news/comparison-of-the-acqf-and-sadcqf-initial-thoughts-by-coleen-jaftha

- ACQF. A Brief Handbook. 2022. https://acqf.africa/resources/policy-guidelines/brief-acqf-handbook/brief-handbook-on-acqf

- Cedefop. Analysis and overview of NQF level descriptors in NQFs of European countries. 2018. https://www.cedefop.europa.eu/en/publications/5566

# ACQF
## African Continental Qualifications Framework

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

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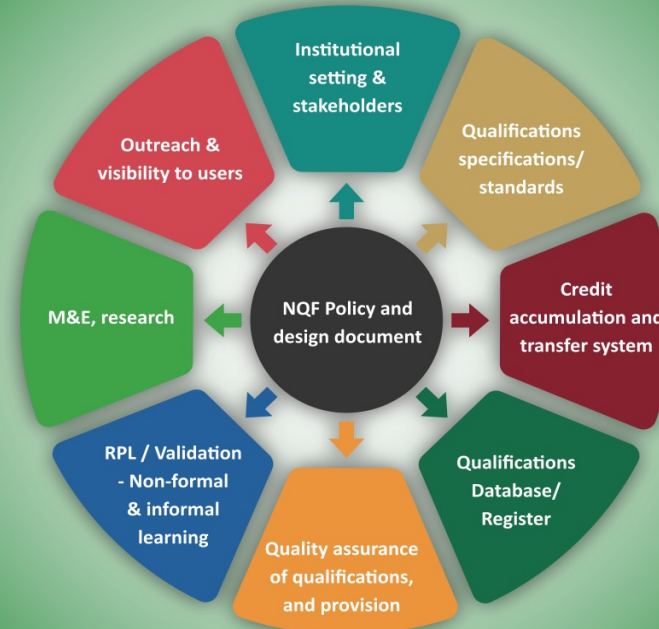*Source: EQF Recommendation*

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

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

**A national qualification system includes** all aspects of a country's activity that result in the recognition of learning. These include the means to develop and operationalise national or regional policy on qualifications, institutional arrangements, **quality assurance processes, evaluation and attribution** processes, **skills recognition** and other mechanisms linking education and training to the labour market and civil society. Qualifications systems can be more or less integrated and coherent. One of the characteristics of a qualification system may be an **explicit qualifications framework.**
*Source: OECD, Bridges to Lifelong Learning, 2007*

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

A means of enabling one national framework of qualifications **to relate** to another and, subsequently, for a qualification in one country to be compared to a qualification from another country.
*Source: ASEAN*
*QRF: ASEAN Qualifications Reference Framework,*
*A Practical Guide and All you Need to Know.*

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

## Central diagram

**NQF Policy and design document**

- Institutional setting & stakeholders
- Qualifications specifications/ standards
- Credit accumulation and transfer system
- Qualifications Database/ Register
- Quality assurance of qualifications, and provision
- RPL / Validation - Non-formal & informal learning
- M&E, research
- Outreach & visibility to users

# Learning outcomes linking the dots

**Level Descriptor**

- Statement describing learning achievement at a particular level of the NQF that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level.

**Learning Outcomes**

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

**Qualification**

- 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.

**ACQF**

The move towards a learning outcomes approach means a change!
- **Not enough**: what subjects did you study to get the qualification...
- **But**: what do you know, understand and **can do as outcome of the learning.**

Qualifications framework and a description of its learning outcomes-based levels and descriptors

**Learning outcomes-based level descriptors:**
Visibility, Transparency, Trust, Mobility, Access, Qualification, Achievement, Recognition, etc

**ACQF**

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

    Source:

**RQF:**

**Broad structure of levels of <u>learning outcomes</u>** 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 works / cooperates with several NQFs**.

Both National Qualifications Frameworks (NQFs) and Regional Qualifications Frameworks (RQFs) have level descriptors.

Although NQF and RQF descriptors are similar in design and logic, they have different purposes and certain key differences – especially related to their level of detail and contextualization.

# 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:**

✓ do not capture the same complexities that are evident in national level descriptors

✓ signify the levels of learning complexity at regional level

✓ a basis for referencing levels of NQFs or systems to the RQF

✓ orientation for countries/ regions in developing qualifications frameworks or systems and orientation towards common minimum benchmarks for outcomes of learning on the regional block

# Level descriptors – useful for...

- A degree of harmonisation and commun understanding (in country, beyond borders) of qualifications (development, levelling, registration).

- Comparison between qualifications frameworks (**more in session 15**)

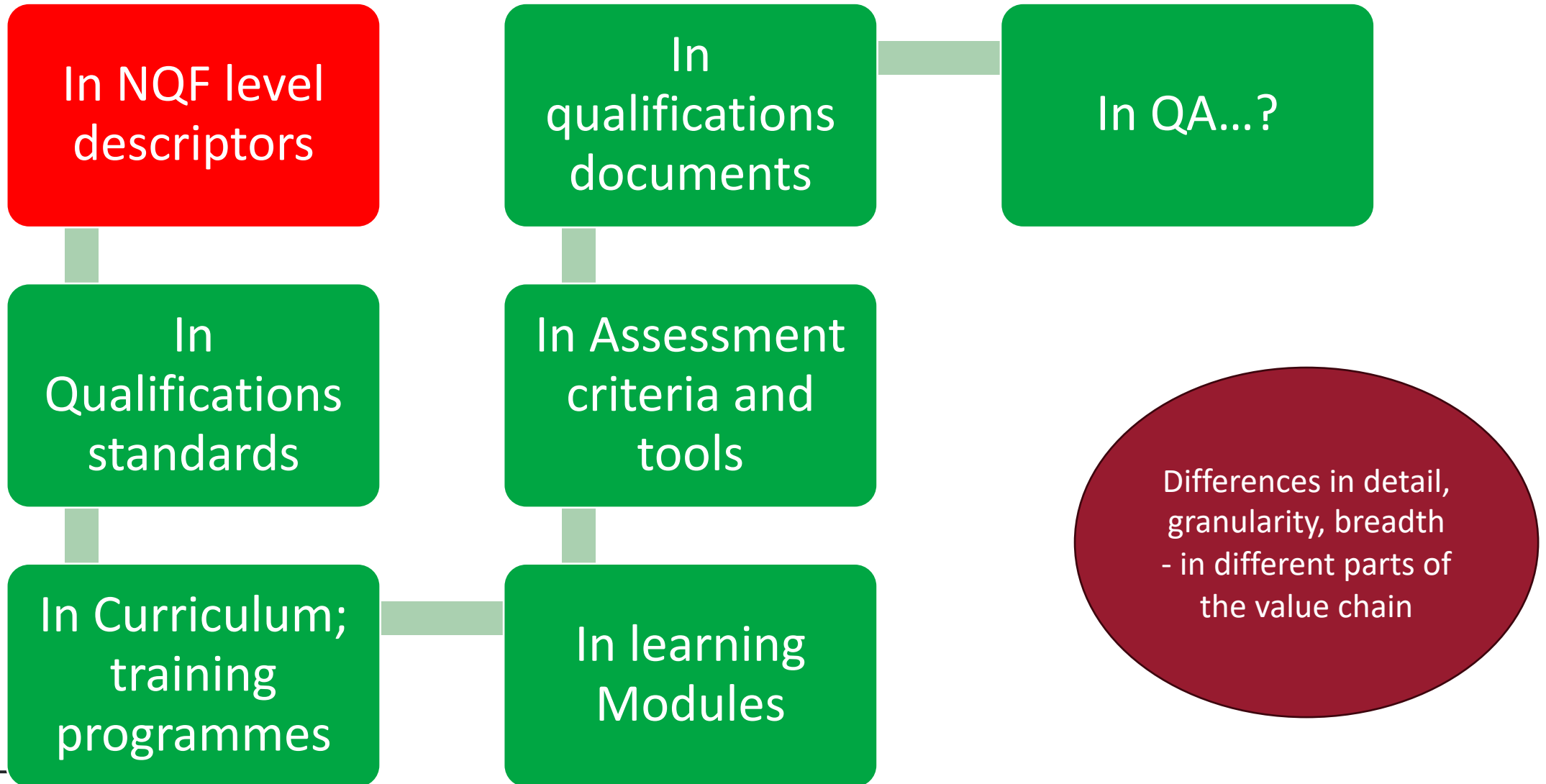- Agency, new ideas, new goals - in education and training reforms.



- **Other uses and goals? Your views?**

02

**Learning outcomes:
Basic principle for NQFs and
level descriptors**

# Learning outcomes: in the qualifications value chain

| In NQF level descriptors | In qualifications documents | In QA...? |

In NQF level descriptors

In Qualifications standards

In Curriculum; training programmes

In qualifications documents

In Assessment criteria and tools

In learning Modules

In QA...?

Differences in detail, granularity, breadth - in different parts of the value chain

**ACQF**

# Learning outcomes encourage a more systematic approach to qualifications design - and their 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 (knowledge, skills, competence...) from a qualification holder**

✓ Allow **evaluation/ comparison of the qualification** for work or study purposes (local and international)

# Education, Work, Personal development

## Work

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

- Recruitment, job vacancies; matching job seekers' CV – job vacancies
- Job descriptions and performance appraisals

## Personal

- CVs; Description of experience; Achievements
- RPL portfolios

## Education and training

Reforms of education and training

- Level descriptors of QF
- 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)
- Comparison of qualifications between countries (supporting recognition, portability, convergence); Evaluation of foreign qualifications

Career guidance

# Uses of learning outcomes – examples

# Uses of learning outcomes

In Level descriptors

In qualifications and in qualifications databases and registers

In referencing NQF – RQF (ACQF)

# Learning outcomes in 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 (NQF of 8 levels)**

**Domain: Responsibility and autonomy**

- Manage and supervise in contexts of study and work susceptible to unpredictable change

- Revise and develop performance of self and others, both in quantitative and qualitative terms

- Work independently when decisions or initiatives at intermediate level are required

- Be able to organise the work for self and the team, according to the objectives and goals of the organisation and support others to effectively manage time

**Source: Cape Verde level descriptors and National Qualifications Catalogue**

| Level descriptors in 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. | 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. |
| 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. | Units of competency:<br>• Carry out accounting and tax management<br>• Carry out financial management<br>• Carry out treasury management and control<br>• Organise administrative processes for presentation to public entities<br>• Handle office computer applications. |
| 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. | 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.<br><br>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.

**Source: Cedefop, 2017, p64**

# 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)

## Left Document

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:<br><br>Display skills in conducting events. | Learners ability to<br>• Explain the essential logistics and transport arrangements for conducting tourism events<br>• Demonstrate the kinds of duties and responsibilities to be delegated to the group members to conduct tourism events.<br>• Explain how to monitor the progress of the events. |
| Communicate effectively. | • Speak effectively and persuasively with national and international clients.<br>• Write business letters to national and international clients to facilitate good service.<br>• Prepare reports following company policy guidelines. |
| Demonstrate the skills in preparing budget for tourism management events. | • Prepare a cost analysis sheet.<br>• Prepare the budget for conducting tourism events.<br>• 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.<br>• Facilitate accommodation for the tourists of their interest.<br>• Demonstrate the ability to supervise tour guide operations.<br>• Identify the legal and health issues pertaining tourism operations with respect to country to country<br>• Explain how to assess the climatic changes and the time differences pertaining tour guide operations.<br>• 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,<br>▪ To reserve travel arrangement<br>▪ To book accommodation arrangements<br>• Explain the advantages of the following in the Travel, tourism industry,<br>▪ Internet<br>▪ Reservation system<br>▪ Mobile phone<br>▪ In-Room Technology. |

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 informáticos específicos e de gestão de informação. | |
|---|---|---|

| | N.º | Denominação | Código |
|---|-----|-------------|--------|
| **UNIDADES DE COMPETÊNCIA** | 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 | |

| | N.º | Denominação | Código |
|---|-----|-------------|--------|
| **Unidades de competência** | 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** |

# Ex.: South Africa, Advanced diploma logistics, L7

**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://reqqs.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.

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.

# 03

# Closer to the point: level descriptors

# Level descriptors: overview – Africa and Europe

# Recalling from Session 2 - Nairobi workshop

# Level descriptors and domains

- Written as **learning outcomes**
- Need to agree on the definitions of **each domain**, and the principles for drafting

| Level descriptors and domains | Pros and Cons |
|---|---|
| Separate multiple domains | Provides clarity for reader and ability to compare the 'build' of each domain. Assists in horizontal and vertical logic. |
| Merged statement with domains embedded | May be difficult to compare the different levels of complexity, and harder to determine the horizontal and vertical logic. |

# African NQFs: LEVEL DESCRIPTORS (sample of NQFs)

| Country | Domains of learning — level descriptors |
|---|---|
| Angola | Knowledge, skills, autonomy and responsibility |
| Botswana | Knowledge, skills and competence |
| Eswatini | Knowledge, skills, personal attributes |
| Lesotho | Areas of knowledge; nature of competences; Agency and context |
| Mauritius | Demand; learning processes |
| Mozambique | Knowledge, skills, autonomy and responsibility |
| South Africa | "Applied competence" has **10 categories**, used across all 10 levels: Scope of knowledge; knowledge literacy; method and procedure; problem solving; ethics and professional practice; accessing, processing and managing information; producing and communicating of information; context and systems; management of learning; accountability. And **3 constituent elements**: a) foundational competence (intellectual / academic skills of knowledge together with analysis, synthesis and evaluation; b) practical competence (operational context); c) reflexive competence (learner autonomy). |
| Seychelles | The degree of complexity of the tasks; reasoning and problem solving; knowledge; autonomy and responsibility |
| Zambia | Foundational competence; practical competence; reflexive competence. Oct 2023: Changing to: KSC |

# EQF Context – level descriptors



EQF Context: Domains of learning of NQF - count

- OTHER COMBINATIONS: 15
- KNOWLEDGE, SKILLS, COMPETENCE: 18
- KNOWLEDGE, SKILLS, AUTONOMY AND RESPONSIBILITY: 7

# Key principles

- To ease development and application of level descriptors, it is recommended that they should:

# ACQF

Strategic tool for education, training, qualifications policies

Learning outcomes

Placement of qualifications in NQF levels and related registers

Validation of learning from all contexts (formal, non-formal or informal)

Quality assurance of qualifications and NQFs

Stakeholders, users: understand and unpack the level descriptors

Regional and international context; RQFs

**Consider all elements of transparency and comparability**

o 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

o Be detailed enough to capture the complexities of an NQF/ RQF including future prospects and transformation (green and digital skills, innovation, etc)

o Be consistently applied, as reference, in the development of qualifications in the countries where they are used

o Capture the balance between being prescriptive (allocation to levels) and being descriptive

o Be general enough to accommodate the different parts of the QFs/ systems - general, TVET and higher education, as applicable

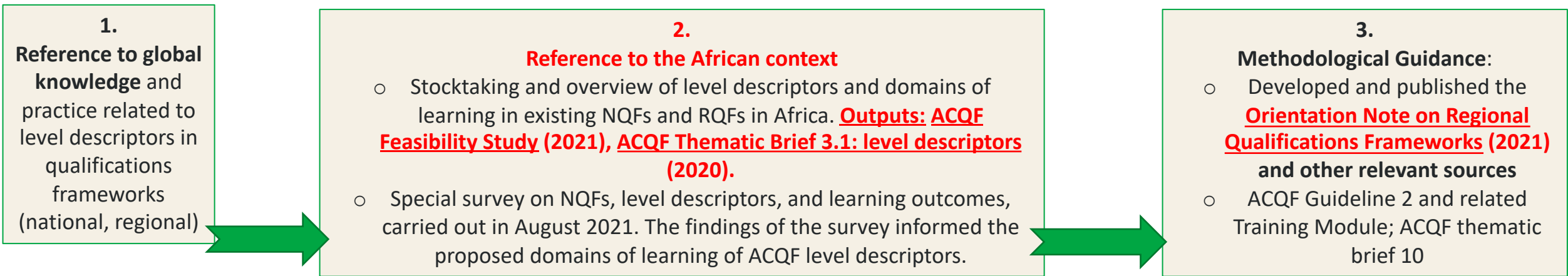o Be conceptually and technically clear and suitable for all contexts (not too academic, theoretical, and wordy)

o Be clear about the vertical and horizontal logic of the domains when moving from lower to high levels of complexity; be developmental and cumulative

o Preferably be accompanied by a glossary, to align terms with domain definitions and to ensure that there is consistency and no duplication nor ambiguity

o Be made visible and accessible to users through training, capacity building, workshops and information sessions

o 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).

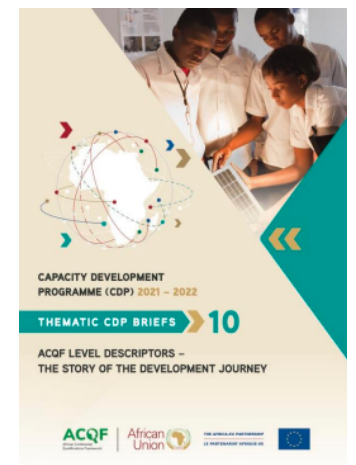Level descriptors

# Case: Development of ACQF level descriptors

# *Reference sources, Tools, Path

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

**2.**
**Reference to the African context**
o 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).**
o 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**:
o Developed and published the **Orientation Note on Regional Qualifications Frameworks (2021) and other relevant sources**
o 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.

See more here: Thematic Brief 10



CAPACITY DEVELOPMENT PROGRAMME (CDP) 2021 – 2022
THEMATIC CDP BRIEFS 10
ACQF LEVEL DESCRIPTORS – THE STORY OF THE DEVELOPMENT JOURNEY

ACQF | African Union

ACQF

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

# Vertical and horizontal logic

# Example: ACQF level descriptors

# 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 |

# Horizontal

# Read the descriptor across the 3 domains of learning

# Horizontal logic and coherence: 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 helps to identify key words in each level
- This also assists with checks for horizontal coherence

# Horizontal logic and coherence: ACQF Level descriptors 6-10

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

To assist the comparison of NQF descriptors with ACQF descriptors:

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

# 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)

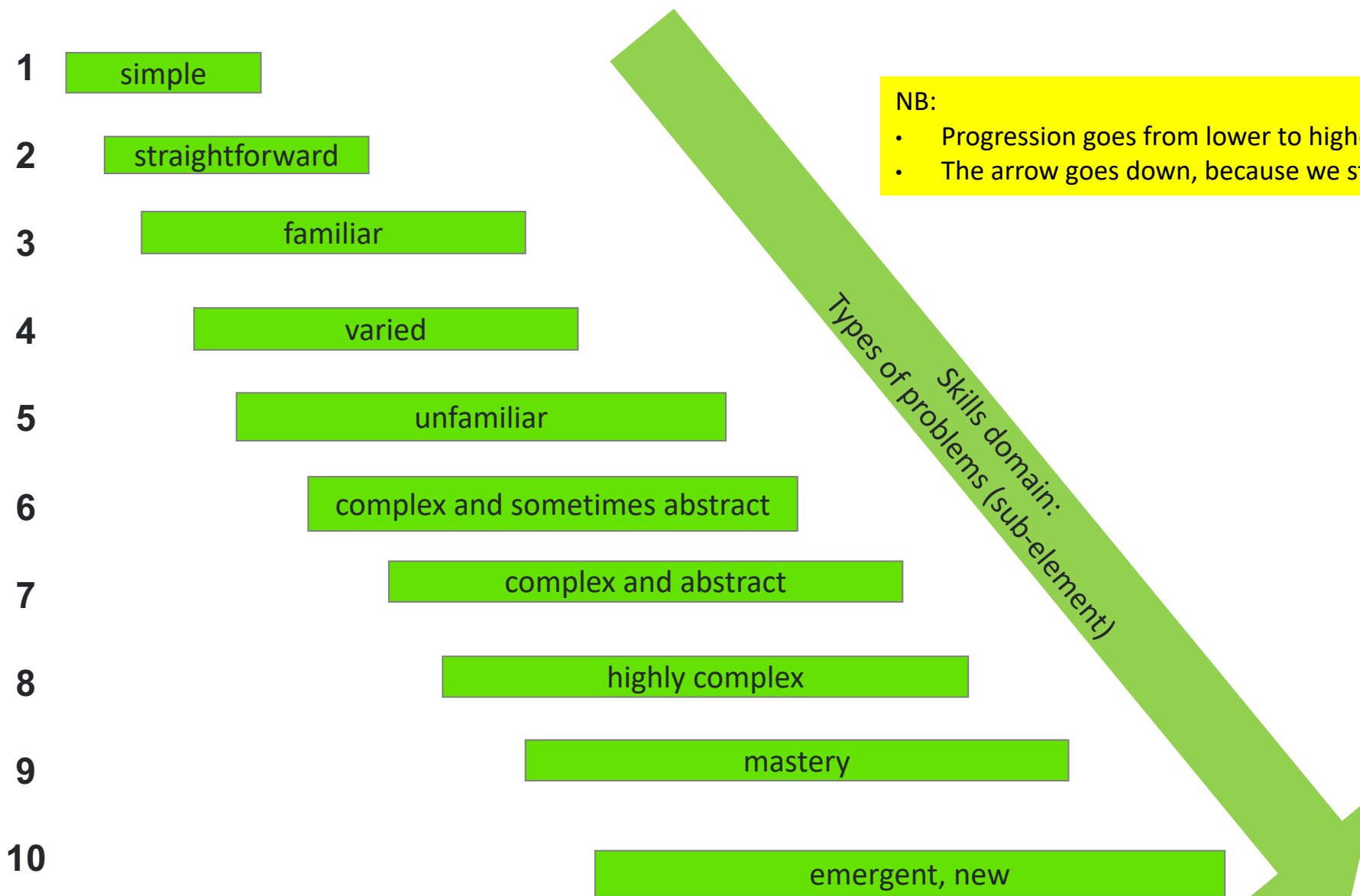| Level | Knowledge | Skills | Autonomy and Responsibility |
|---|---|---|---|
| **Level 9**: The learning outcomes related to formal, non-formal and informal learning at this level include: | **Mastery** of a complex body of knowledge **at the forefront** of a discipline/area | Skills mastery required 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 |

**Vertical logic**

**Complexity of learning**

# Vertical logic (cumulative, progression in complexity)

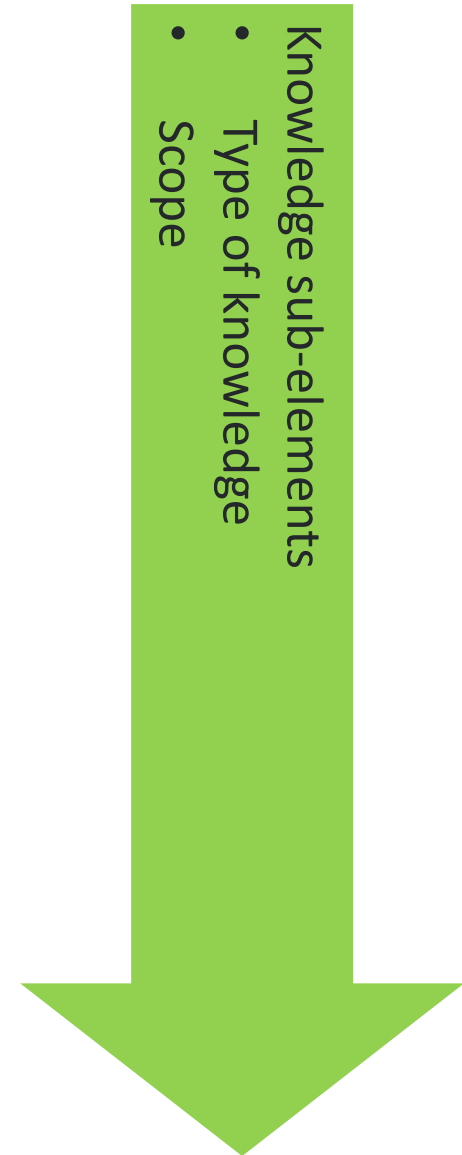| Level | Descriptor |
|---|---|
| 1 | simple |
| 2 | straightforward |
| 3 | familiar |
| 4 | varied |
| 5 | unfamiliar |
| 6 | complex and sometimes abstract |
| 7 | complex and abstract |
| 8 | highly complex |
| 9 | mastery |
| 10 | emergent, new |

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

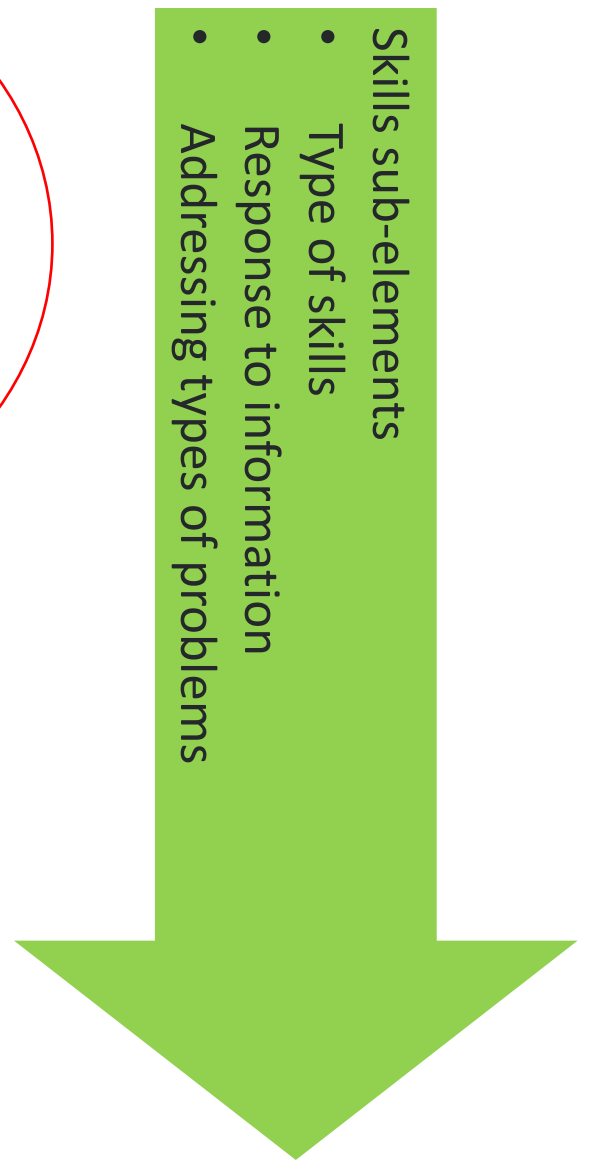To assist the comparison of NQF descriptors with ACQF descriptors:
- It helps to identify the progression in complexity
- This also assists with checks for vertical coherence

**ACQF**

| Knowledge domain and sub-domains | | |
|---|---|---|
| **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 and sub-domains | | |
|---|---|---|---|
| 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

| | 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 is found at the lowest level of complexity | simple to straightforward/ basic | L1 |
| 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 | | | | |

Level descriptors

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

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

# Summary

Level descriptors are a core feature of Qualifications Frameworks (whether sectoral, regional or national).

They are presented as a matrix of learning outcomes over cumulative levels and domains that are important to a country/ region.

They are written as statements of learning outcomes appropriate to learning at each level.

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 users through training, capacity building, workshops and brochures.