



African Continental
Qualifications Framework

Developing the ecosystem: comprehensive NQF, RPL Policy and Credit Accumulation and Transfer System Policy - GHANA

Consultation and co-creation workshops


Accra

26 February – 01 March 2024

Speaker: Eduarda Castel-Branco



1. Overview of the agenda
2. Setting the scene
 - Qualifications and qualifications frameworks in transformation
 - ACQF is born
3. Qualifications and frameworks
 - Main concepts
 - Main elements of the NQF
 - Registers of qualifications



ACQF
African Continental
Qualifications Framework

Project ACQF-II
www.acqf.africa

Capacity Development & networking programme 2023
"Making National Qualifications Frameworks (NQF) operational in a changing world."
The Accra Workshop - Ghana
07-08 November 2023

Programme de renforcement des capacités et de réseautage 2023
« Rendre les cadres nationaux des certifications (CNC) opérationnels dans un monde en mutation. »
L'Atelier d'Accra - Ghana
07-08 Novembre 2023

Programa de Desenvolvimento de Capacidades e Networking 2023
"Tornar operacionais os Quadros Nacionais de Qualificações (QNQ) num mundo em mudança."
O Workshop de Accra - Gana
07-08 Novembro 2023

01

Overview of the
agenda

Objectives:

- Discussed and defined key orientations on the objectives, scope, governance, implementation of the comprehensive GNQF, RPL policy and CATS policy.
- Shared views and common language on the key topics
- Horizon for development and consultation of 3 documents: 30/12/2023
- Roadmap for drafts 1, 2

Agenda:

- 3 essential topics: NQF, RPL, CATS!
- 5 days x 4 sessions
- Brainstorming sessions – with Guiding questions: days 1 and 2
- Co-construction: days 3-5
- Work in groups and plenary
- Your active participation is KEY!
- Sources: ACQF Training Modules and Guidelines; Thematic Briefs

Topics

- Scope of the NQF
- Objectives
- Functions
- Governance
- Instruments: online register of qualification; classifications
- Innovation: new forms and types of learning and certification

Underpinnings

- Education Regulatory Acts Act 2020 - Act 1023, at Section 8(4a) mandates GTEC *“in collaboration with the relevant regulatory bodies and relevant institutions to develop and implement a comprehensive NQF and a National Learners Qualifications Framework for the tertiary level”*
- *Acknowledged the experience of the existing TVETQF – Council for TVET*

Team



All of you

GTEC in the lead

ACQF-II team: 4 experts

- Eduarda (coordination, NQF digitalisation, micro-credentials, governance)
- Michael (NQF)
- Patrick (RPL)
- James (CATS)

02

2.1 Setting the scene: NQFs in transformation

NQF

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 2017](#)

RPL

- Process of confirmation by an authorised body that **learning outcomes** (knowledge, know-how, information, values, skills and competences) acquired in non-formal or informal settings have been assessed against relevant standards (Cedefop).
- RPL may encompass **Learning outcomes** from all modes of learning (formal, non-formal and informal learning)
- RPL - a process of linked steps / phases (not only “assessment”)

CATS

‘Credit’ means confirmation that a part of a qualification, consisting of a coherent set of **learning outcomes** has been assessed and validated by a competent authority, according to an agreed standard; credit is awarded by competent authorities when the individual has achieved the defined learning outcomes, evidenced by appropriate assessments and can be expressed in a quantitative value (e.g. credits or credit points) demonstrating the estimated workload an individual typically needs for achieving related learning outcomes.

‘Credit transfer’ means the process of allowing individuals who have accumulated credit in one context to have it valued and recognised in another context.

‘Credit systems’ means a transparency tool for facilitating the recognition of credit(s). These systems can comprise, inter alia, equivalences, exemptions, units/modules that can be accumulated and transferred, the autonomy of providers who can individualise pathways, and the validation of non-formal and informal learning.

[EQF Recommendation \(2017\)](#)

GNQF in times of Transformation

- ✓ Great Time and Opportunity for rethinking and developing your comprehensive NQF
- ✓ Innovation
- ✓ Transparency tools
- ✓ Governance
- ✓ International cooperation – regional, continental, global

Transformation accelerated with Covid-19...

Digitalisation

AI - GAI

Remote work











Remote learning

Greening

Upskilling,
reskilling –
vast needs

Top 10 skills on the rise



- | | |
|--|---|
| 1.  Creative thinking | 6.  Systems thinking |
| 2.  Analytical thinking | 7.  AI and big data |
| 3.  Technological literacy | 8.  Motivation and self-awareness |
| 4.  Curiosity and lifelong learning | 9.  Talent management |
| 5.  Resilience, flexibility and agility | 10.  Service orientation and customer service |

Type of skill

■ Cognitive skills
 ■ Self-efficacy
 ■ Management skills
 ■ Technology skills
 ■ Working with others
 ■ Engagement skills

Source

World Economic Forum, Future of Jobs Report 2023.

Note

The skills judged to be increasing in importance most rapidly between 2023 and 2027



Reskilling needs

44%

of workers' core skills
are expected to change
in the next five years



Source: World Economic Forum,
Future of Jobs Report 2023.

<https://www.weforum.org/agenda/2023/05/future-of-jobs-2023-skills>

Fastest growing vs. fastest declining jobs

Top 10 fastest growing jobs

1.	AI and Machine Learning Specialists
2.	Sustainability Specialists
3.	Business Intelligence Analysts
4.	Information Security Analysts
5.	Fintech Engineers
6.	Data Analysts and Scientists
7.	Robotics Engineers
8.	Electrotechnology Engineers
9.	Agricultural Equipment Operators
10.	Digital Transformation Specialists

Source

World Economic Forum, Future of Jobs Report 2023.

Top 10 fastest declining jobs

1.	Bank Tellers and Related Clerks
2.	Postal Service Clerks
3.	Cashiers and ticket Clerks
4.	Data Entry Clerks
5.	Administrative and Executive Secretaries
6.	Material-Recording and Stock-Keeping Clerks
7.	Accounting, Bookkeeping and Payroll Clerks
8.	Legislators and Officials
9.	Statistical, Finance and Insurance Clerks
10.	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers

Note

The jobs which survey respondents expect to grow most quickly from 2023 to 2027 as a fraction of present employment figures

Future of Jobs Report 2023 Image: World Economic Forum

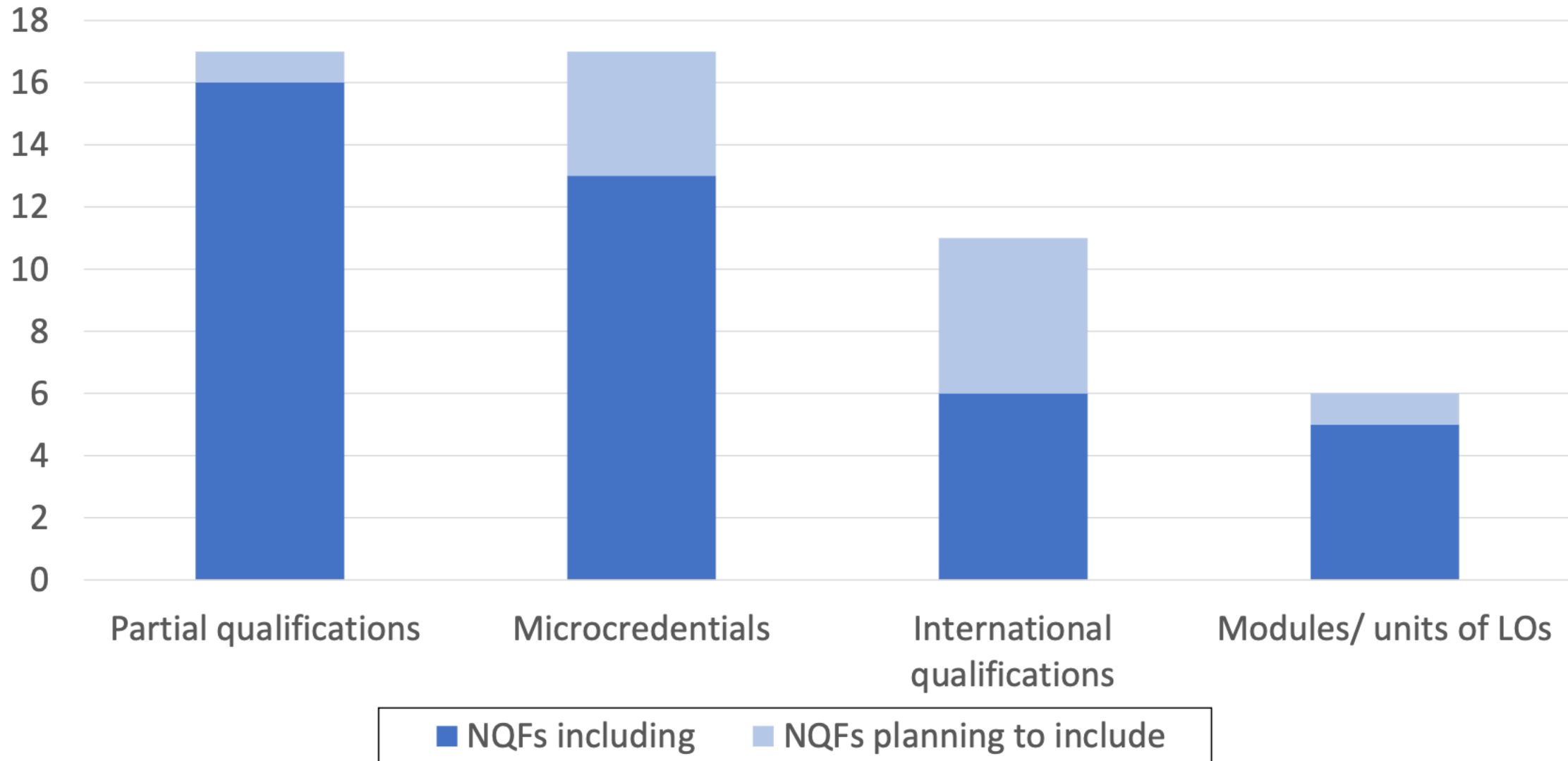
Qualifications frameworks too are changing...

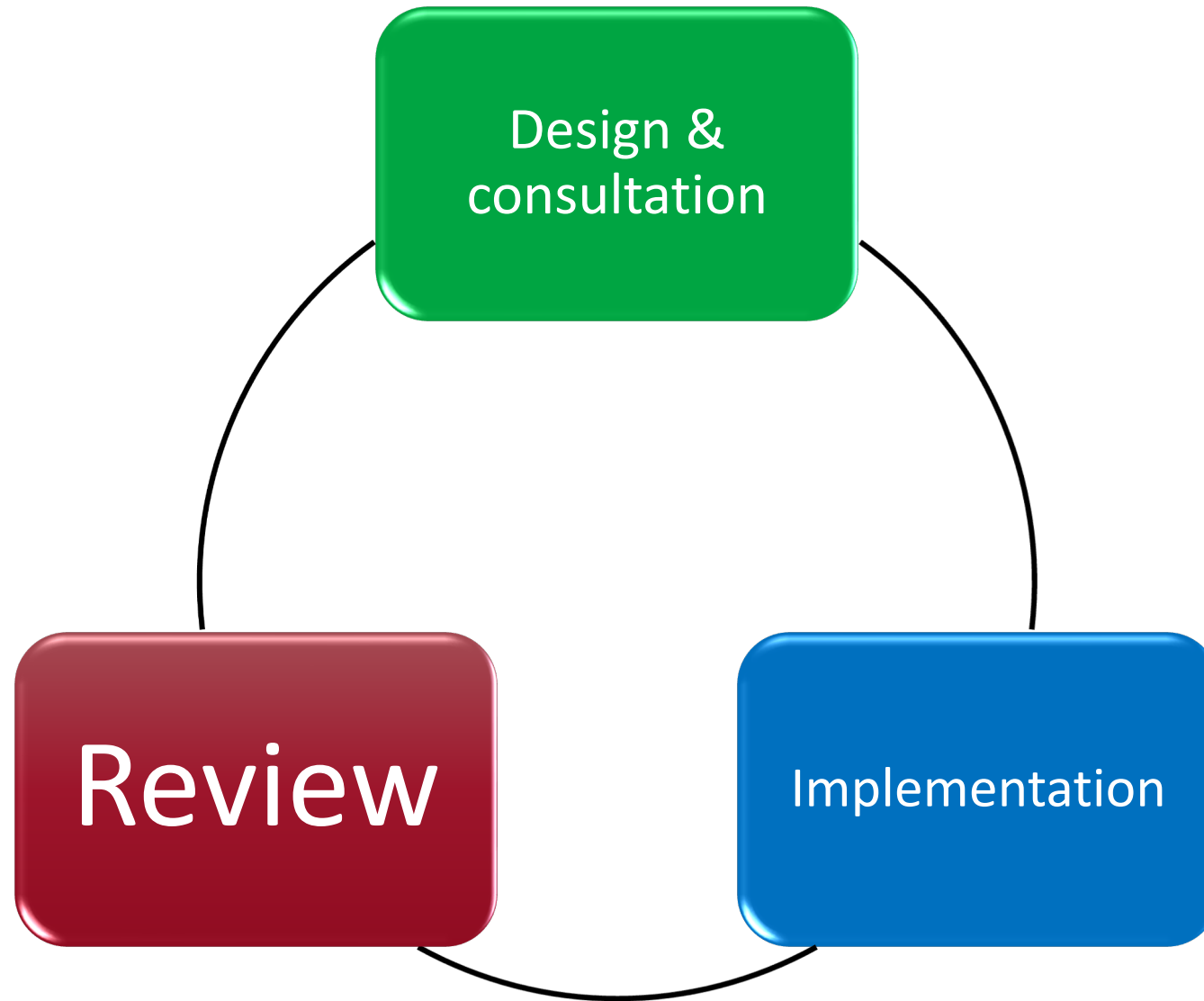
- Objectives of NQFs...(SA NQF)
- Governance (SA NQF)
- Scope: opening up to new types of qualifications; non-formal and informal learning; micro-credentials (several African NQFs)
- Digitalisation: learning, certification, databases of qualifications accessible online (all)
- Level descriptors (Zambian NQF)
- Regional, global cooperation and transparency tools (SADCQF, IGADQF, ACQF, EQF)



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

Alternative types of NQF qualifications



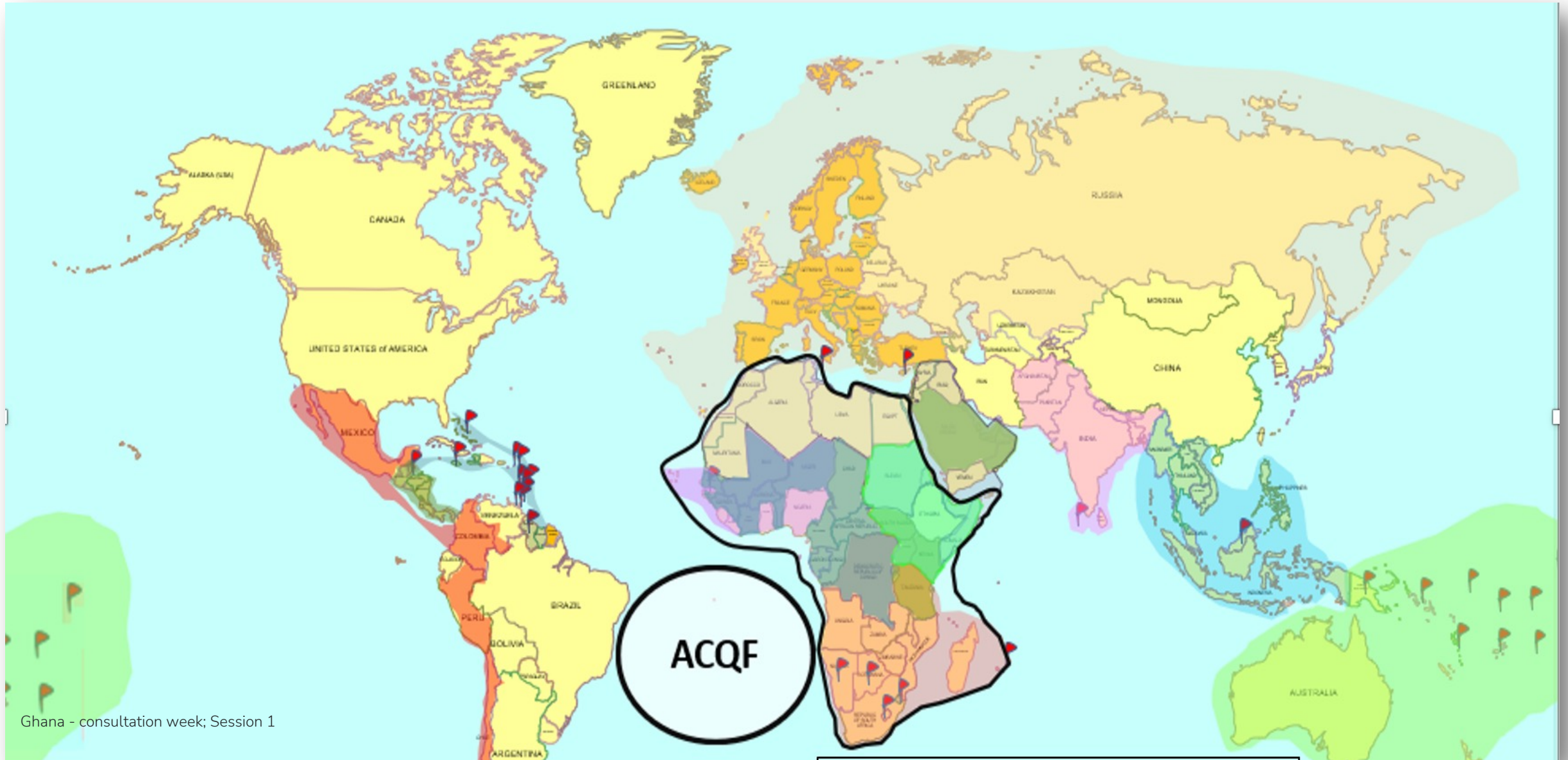


02

2.2. ACQF is born

ACQF A very large Regional Qualifications Framework

- African Union Policy Initiative
- Based on AU policies (CESA-25, AU Free Movement Protocol, AfCFTA)



AU Political and legal basis

- Agenda 2063 and its First Ten Year Implementation Plan
- CESA 16-25
- AfCFTA
- AU Free Movement Protocol
- PAQAF



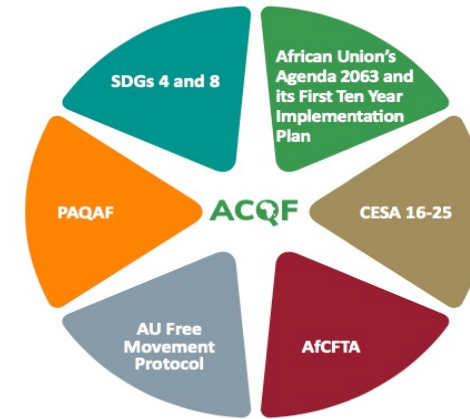


ACQF: underpinnings, purposes, principles

PURPOSES OF ACQF

- 1 Enhance** → Enhance comparability, quality and transparency of qualifications of all types and levels, support people's lifelong learning outcomes.
- 2 Facilitate** → Facilitate validation of learning, recognition of skills, diplomas and certificates and mobility of learners and workers
- 3 Cooperate** → Work in cooperation and complementarity with national and regional qualifications frameworks and support African continental integration and creation of African common space of trusted qualifications.
- 4 Promote** → Promote cooperation and referencing between qualifications frameworks (national, regional) in Africa and worldwide.

UNDERPINNINGS



PRINCIPLES



Conceptual technical design

Meta-qualifications framework

Comprehensive and inclusive scope: all levels, modes of learning

10 levels: whole continuum of qualifications of education and training systems

Level descriptors expressed as learning outcomes

Domains of learning: Knowledge, Skills, Autonomy and Responsibility

Supported by Quality Assurance

Learning outcomes orientation supports:

- ✓ Improve **transparency and comparability** of qualifications of different national systems
- ✓ **Transparency and credibility of RPL** and validation of outcomes from experience, access to quality RPL
- ✓ **Application of credit accumulation and transfer systems** in different academic and vocational pathways.
 - Access, learning progression, lifelong learning, flexibility,
 - In design of qualifications: facilitate transfer of components of qualifications

Main areas of activity of the ACQF

1. Referencing of national qualifications frameworks and systems to the ACQF, following agreed criteria and procedures.

2. Support recognition of prior learning – for example, the development of common guidelines and approaches, updated inventory of RPL systems on the continent, a wide information and support campaign

3. ACQF Qualifications Platform (database) and management information system

4. Qualifications: Development of qualifications profiles adequate for common continental use (e.g.: related with economic integration / AfCFTA).

5. Capacity development in relevant areas. Online, onsite, hybrid.

6. Advocacy, communication, networking and cooperation: African stakeholders (education and training, employment, social partners) and other RQFs globally

7. Analysis, monitoring and evaluation: for continuous improvement.

African Continental Qualifications Framework (ACQF)

Inaugural workshop of the project ACQF-II (2023-2026)

11-13 July 2023 • Addis Ababa, Headquarters of the African Union

ACQF

African Continental Qualifications Framework

Supporting and connecting Qualifications Frameworks
Transparency and Mutual Trust in qualifications
Facilitating lifelong learning and mobility

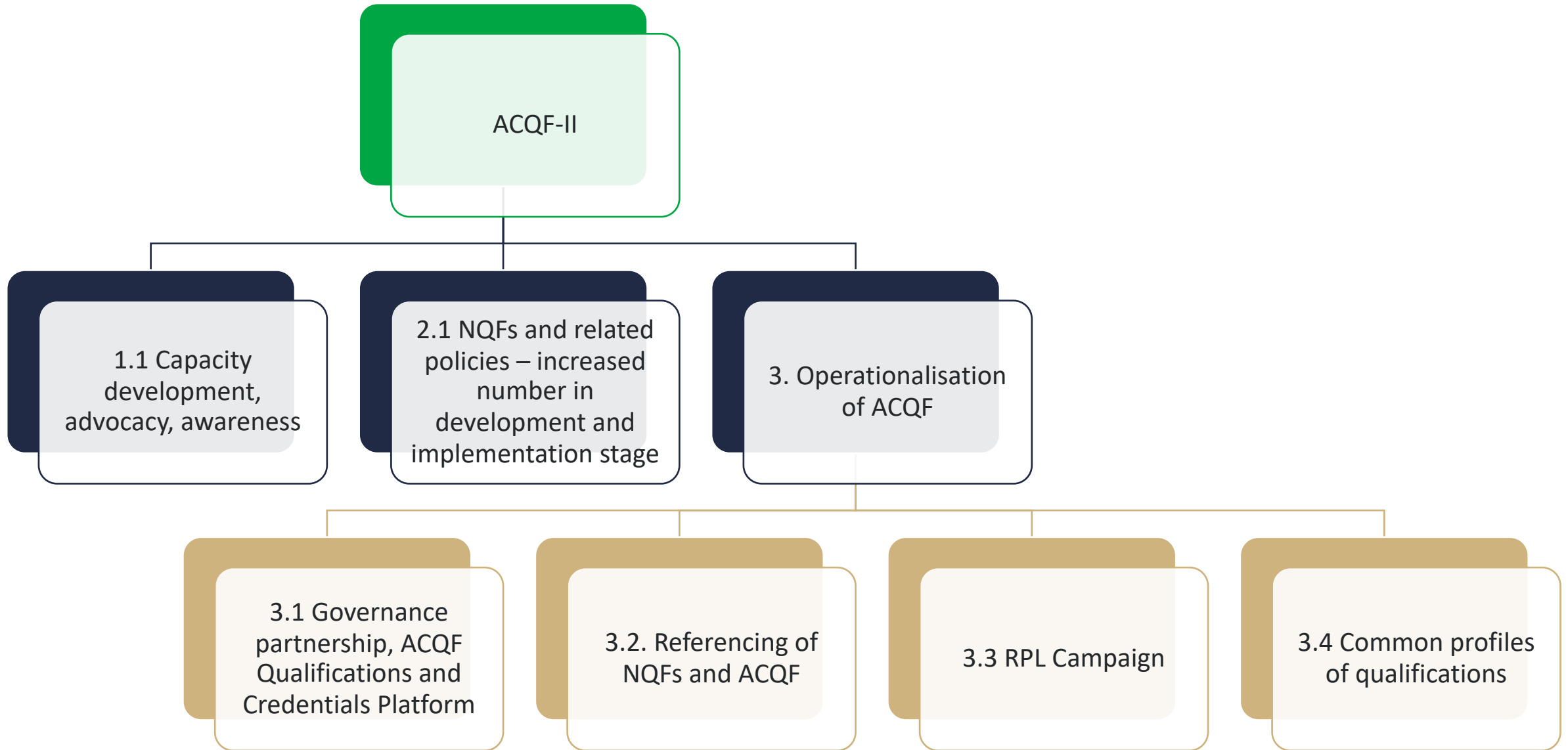


ACQF-II is:

1. Capacity development.
2. Support countries and regions: NQF development and implementation.
3. Governance. ACQF Qualifications Platform. RPL Campaign. Referencing NQF-ACQF. Common profiles of qualifications

www.acqf.africa

New ACQF Project (2023-2026) ! Main outputs



ACQF Qualifications and Credentials Platform: a game changer

Qualifications Databases Network

- National Qualifications Databases – with users Platform
- Continental Qualifications Database – with users Platform

Enhance
qualifications
management

Improve
information-
sharing

Interoperability
(African and
beyond)

03

3.1 Qualifications and frameworks – main concepts

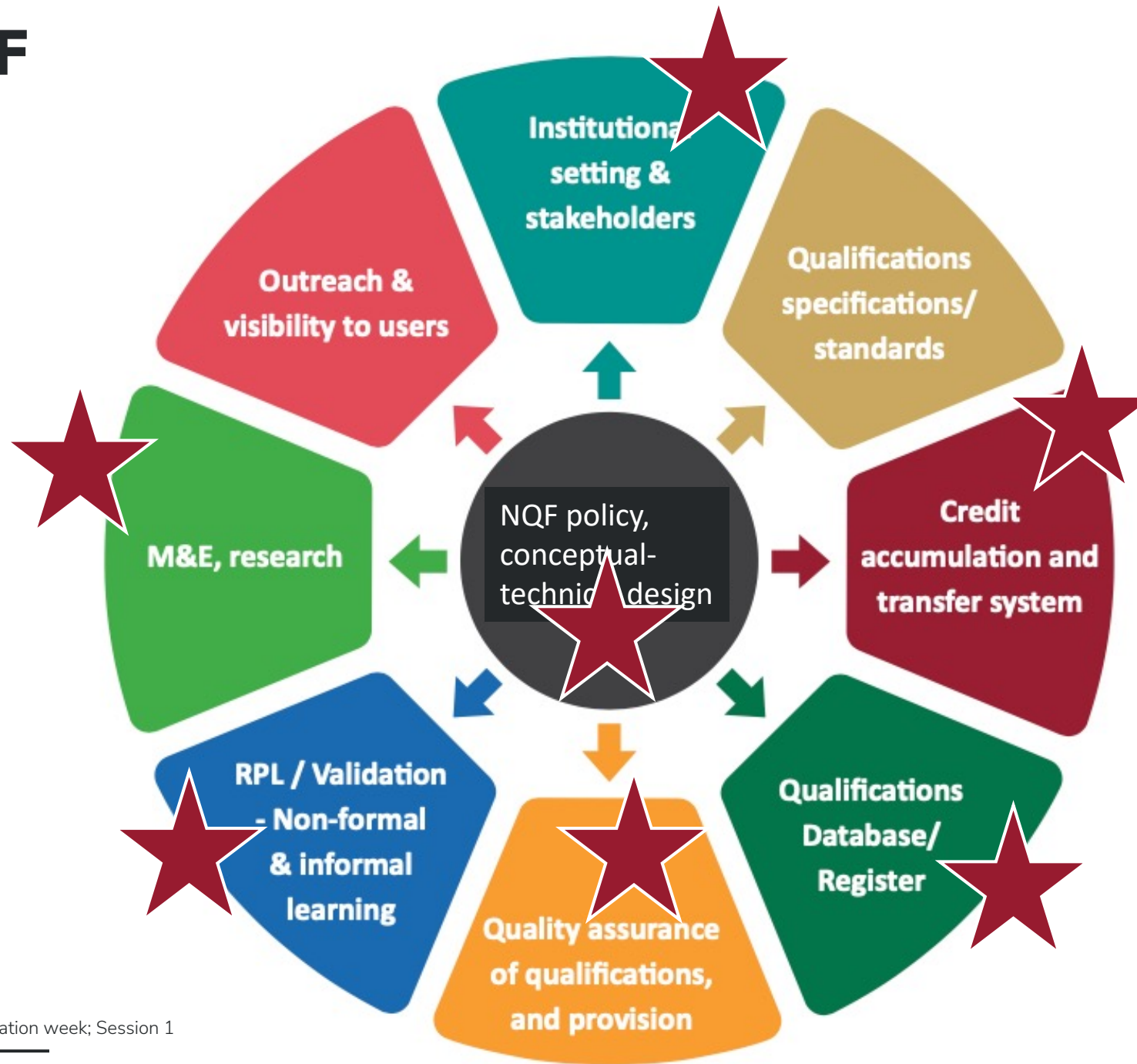
NQFs – a global phenomenon

Qualifications frameworks are a global phenomenon.

More than 150 countries have developed NQFs and many have advanced their implementation.

But NQFs do not work in isolation, or without partnerships and resources.





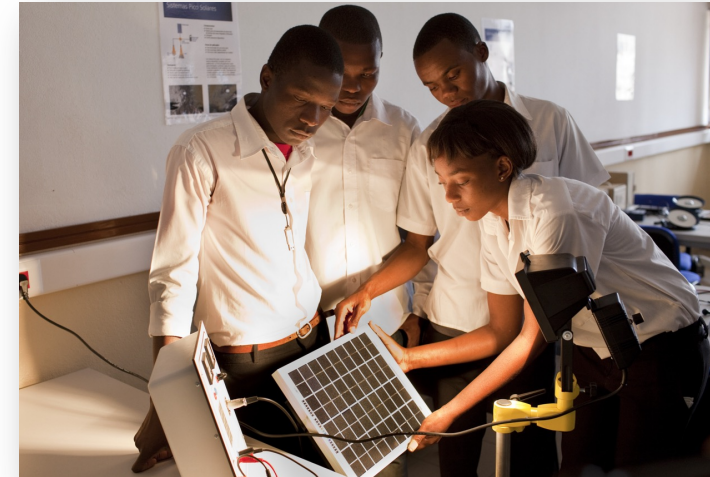
- **NQF: a systemic view or an eco-system**
- NQFs do not work in isolation
- NQF must adapt to change and meet new demands from the transformation of work, technology, learning, climate, demography
- NQFs and RQFs belong to all stakeholders

Qualifications frameworks...

- Are effective and impactful if they work with the wider eco-system of education and training and contribute to national goals and strategies
- Need to be open to innovation and adaptation to remain relevant
- Qualifications frameworks' **(digital) tools** – important for information-sharing between institutions and for end-users' guidance
- Governance of QF: participative, inclusive, based on technical competence. *“The NQF belongs to everybody”*
- *There is much information, research, sources, tools on NQFs and RQFs*

Important trends related to qualifications frameworks:

- Growing openness to qualifications and credentials of different types
- Support access, inclusion, progression, transparency and comparability
- Comprehensive and inclusive of qualifications and credentials of all sub-sectors (NQFs – RQFs for LLL) and all modes of learning (F-NF-I)
- Digitalisation: of qualifications and credentials; registers and catalogues of qualifications



ACQF

African Continental
Qualifications Framework



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

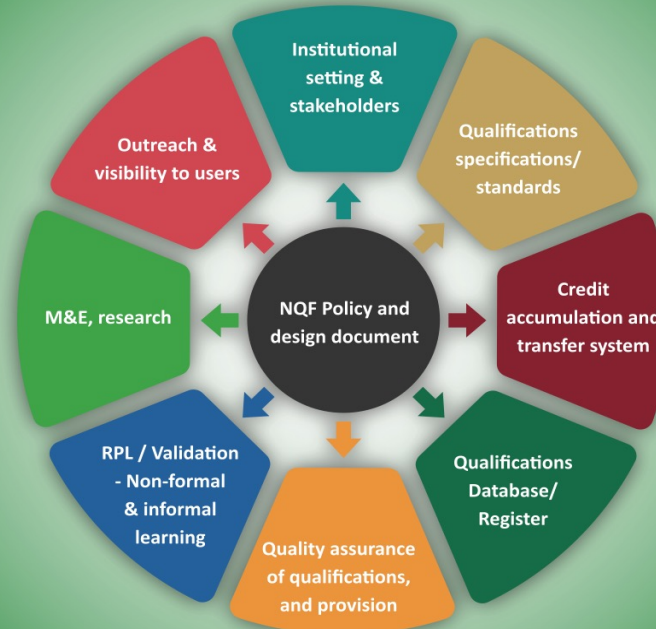
Source: EQF Recommendation

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

Source: OECD, Bridges to Lifelong Learning, 2007

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

Source: EQF Recommendation.



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

Source: SAQA, NQFPedia

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

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

Source: Cedefop

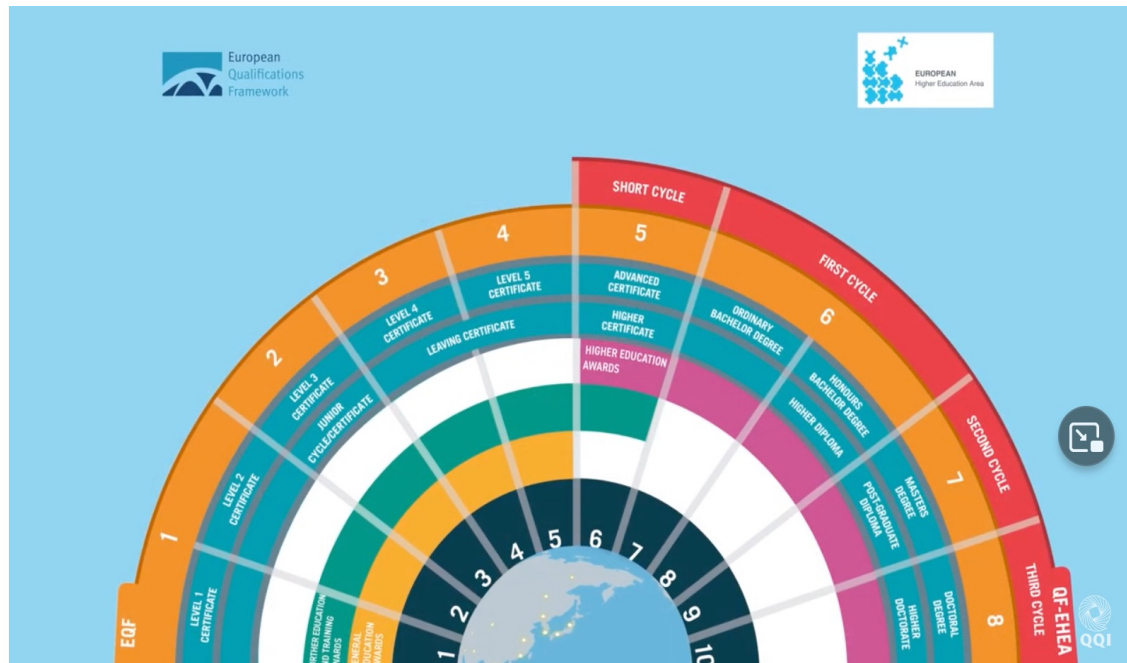
A regional qualifications framework (RQF) is a broad structure of levels of learning outcomes that is agreed by countries in a geographical region.

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

Source: ASEAN

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

National qualifications frameworks



<https://youtu.be/qK15HlhDbo4>

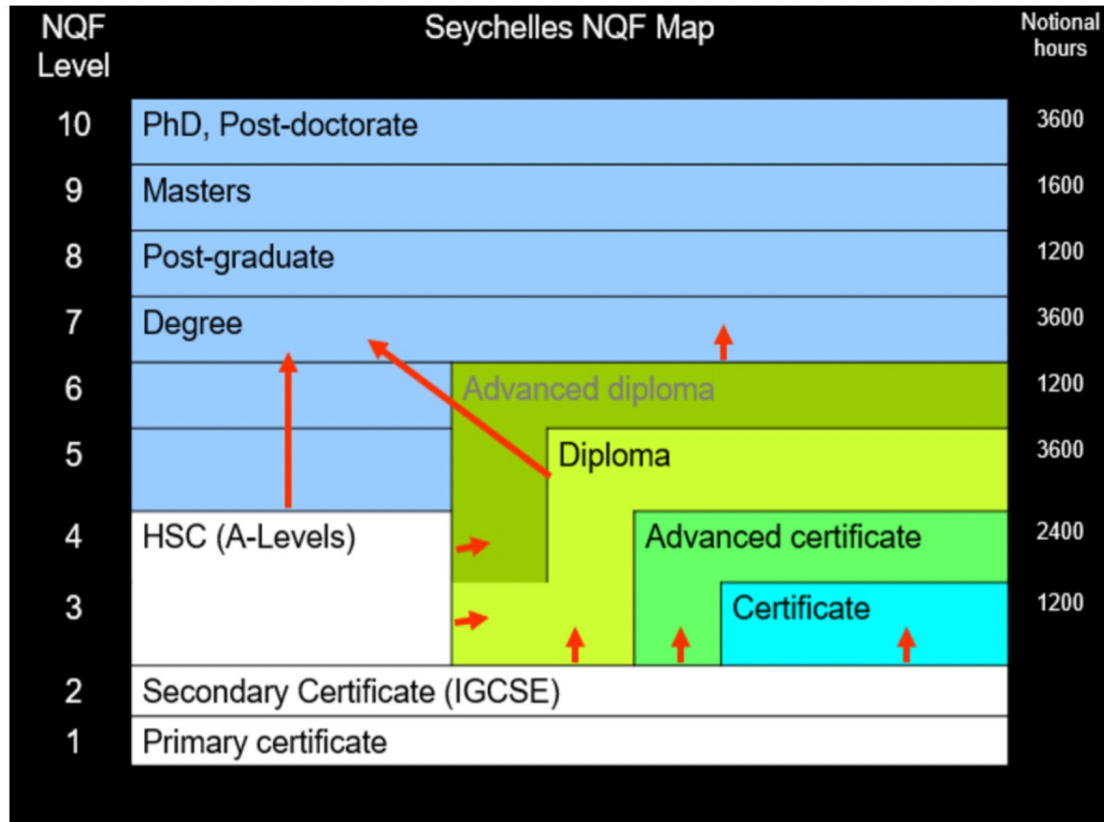
National qualifications frameworks (NQFs) help

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

Learning outcomes: a fundamental principle

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

What is an NQF? (1)



- 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 2017](#)

What is an NQF (2)

- An **instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels.**
- It is a way of **structuring existing and new qualifications**, which are defined by **learning outcomes** – clear statements of what the learner must know or be able to do, whether learned in a classroom, on the job, or less formally.
- The qualifications framework indicates the **comparability** of different qualifications and how one can **progress** from one level to another, within and across occupations or industrial sectors (and even across vocational and academic fields if the NQF is designed to include both vocational and academic qualifications in a single framework).

Source:

https://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/instructionalmaterial/wcms_103623.pdf

Lesotho NQF (3): contextualised

The LQF consists of a set of agreed principles, practices, procedures and standardised terminology intended to ensure effective comparability of qualifications and credits across borders in the SADC region, in order to: facilitate mutual recognition of qualifications among Member States; harmonise qualifications wherever possible; and to contribute to the creation of acceptable regional standards where appropriate. The main role is to make qualifications more accessible and understandable across different country systems for the purpose of advancing human and economic development in the region.

The structure of the LQF consists of level descriptors that explain what learners should know (knowledge), understand, and be able to do (capabilities and competencies), having graduated and been awarded a qualification. The credit accumulation and transfer (CAT) mechanisms built into the framework facilitates the horizontal and vertical progression of learners, and offers entry points for the recognition of prior learning (RPL) and the recognition of current competencies (RCC).

Procedures Manual of LQF. https://www.che.ac.ls/wp-content/uploads/2020/02/Procedures-Manual_LQF-Approved-1.pdf

Qualifications frameworks: types



KNQF STRUCTURE

KNQF Level	General and Further Education and Training Sub-Framework			Notional hours (minimum)
10	Doctorate Degree			3600 after KNQA level 9
9	Master's degree			2400 after KNQA level 7
8	Post-Graduate Diploma	Professional Bachelor's Degree	Professional Master Craft Person	1200 after KNQA level 7 or 6000 after KNQA level 2
7	Bachelor's Degree		Master Crafts Person –I or Management Professional	4800 after KNQA 2 or 2400 after KNQA level 6
6	National Diploma		Master Crafts Person –II or Professional Diploma	2400 after level 2 or 1200 after KNQA level 5
5	National Certificate		Professional Certificate or Master Craft Person III	1200 after KNQA level 2 or 600 after level 4
4	National Vocational Certificate-IV		National Skills Certificate –I GTT-I	600 after KNQA level 2 or 300 after level 3
3	National Vocational Certificate-III/Artisan Certificate		National Skills Certificate -II / (GTT – II)	300 after KNQA level 2
2	Secondary Certificate	National Vocational Certificate- I	National Skills Certificate -III / Government Trade Test (GTT-III)	Primary Education (Level 1)
1	Primary Certificate		Basic Skills/Skills for Life	Birth Certificate

National (currently over 150 in the world)

- Comprehensive, inclusive scope – large majority
- Partial: sub-sector – TVET, HE

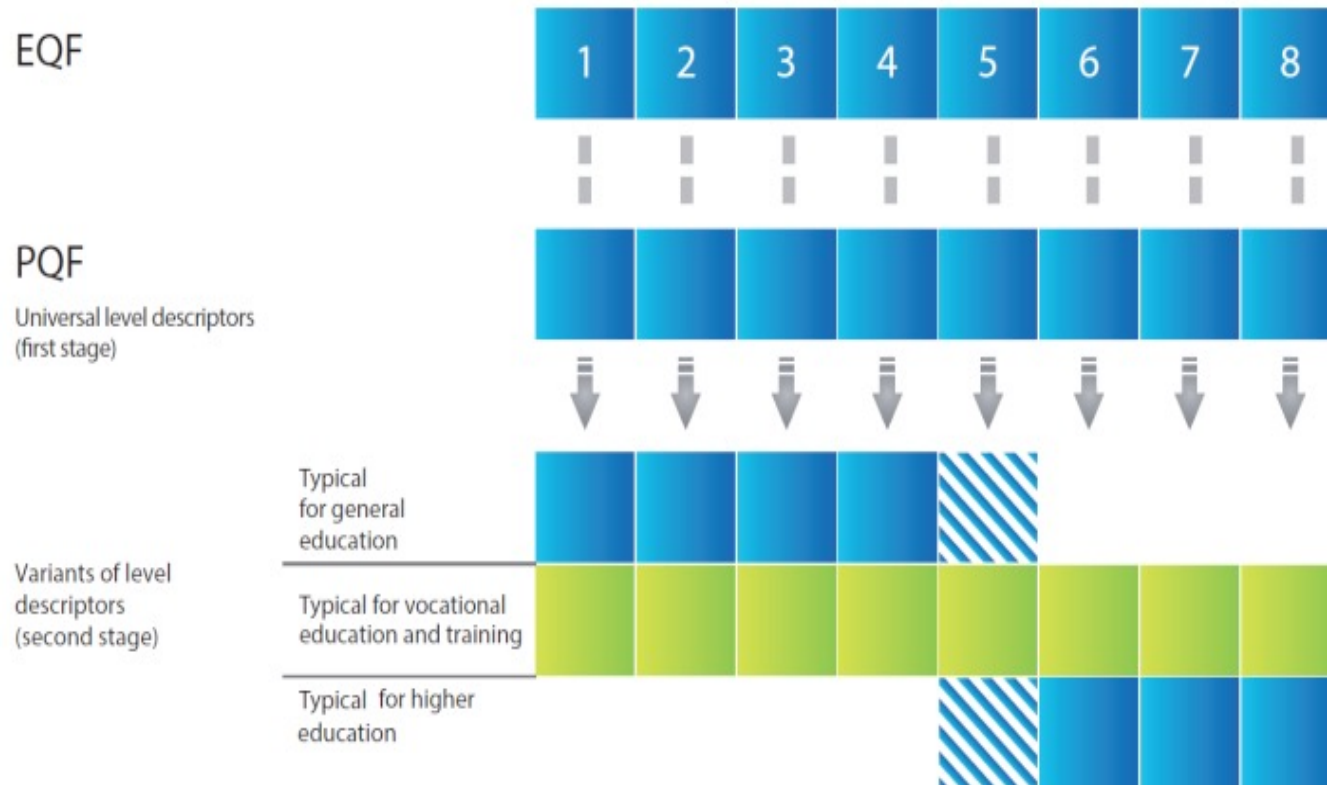
Sectoral

- Economic or professional scope: welding, banking, energy industry...

Regional: overarching, meta-frameworks (currently: some 17 initiatives at different stage of development and implementation)

NQF with several layers

The structure of the Polish Qualifications Framework



Source: IBE.

NQF

First and second stage descriptors constitute a coherent whole. They should be read together to fully understand the uniqueness of each level.

Sectoral Qualifications Framework (SQF)

Next to the Polish Qualifications Framework (PQF), sectoral qualifications frameworks (SQF), maybe established SQF: typical for TVET qualifications

Sectoral qualifications frameworks translate the assumptions of the Integrated Qualification System (IQS) into an industry/sector realities, highlighting their specificity and development directions.

4 sectoral frameworks included in the IQS:

- sport,
- tourism,
- construction,
- development services.

Draft sectoral frameworks developed for further nine areas:

- Banking
- information technology,
- telecommunications,
- fashion industry,
- public health,
- trade, \agriculture,
- chemical industry,
- energy industry,
- automotive industry.

Development of the following sectoral frameworks is planned:

- Mining
- education,
- real estate.

Functions of NQF

1. Communication: disseminate and clarify – goals, qualifications, structures; transparency.
2. Reform: contributes to change, improvements, innovation.
3. Regulation: part of regulatory framework of qualifications.

In Europe: mostly 1 and 2

In Africa: 1, 2 and 3

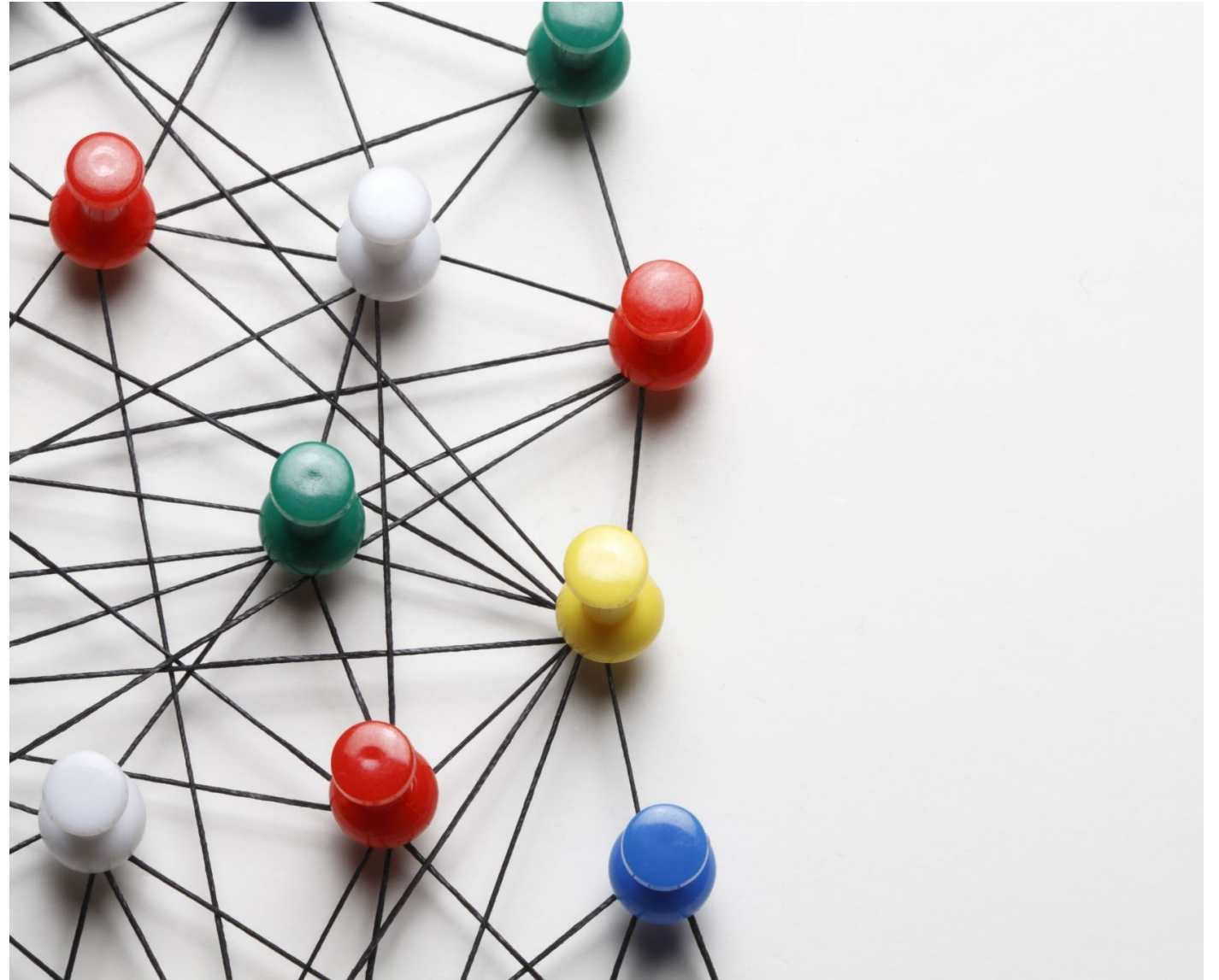
1. Communication

2. Reform

3. Regulation

Regional qualifications frameworks

- European Qualifications Framework (41 countries)
- SADC (16 countries)
- IGADQF (8 countries)
- EAQFHE (7 countries)
- ASEAN QRF (10 countries)
- ...ACQF (55 countries)



Regional Qualifications Framework

What is the common key term ?

- 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.

ASEAN QRF: [ASEAN Qualifications Reference Framework, A Practical Guide and All you Need to Know. Page 33.](#)

- Regional Qualifications Framework: consists of a set of agreed principles, practices, procedures and standardised terminology intended to ensure effective **comparability** of qualifications and credits across countries in a region

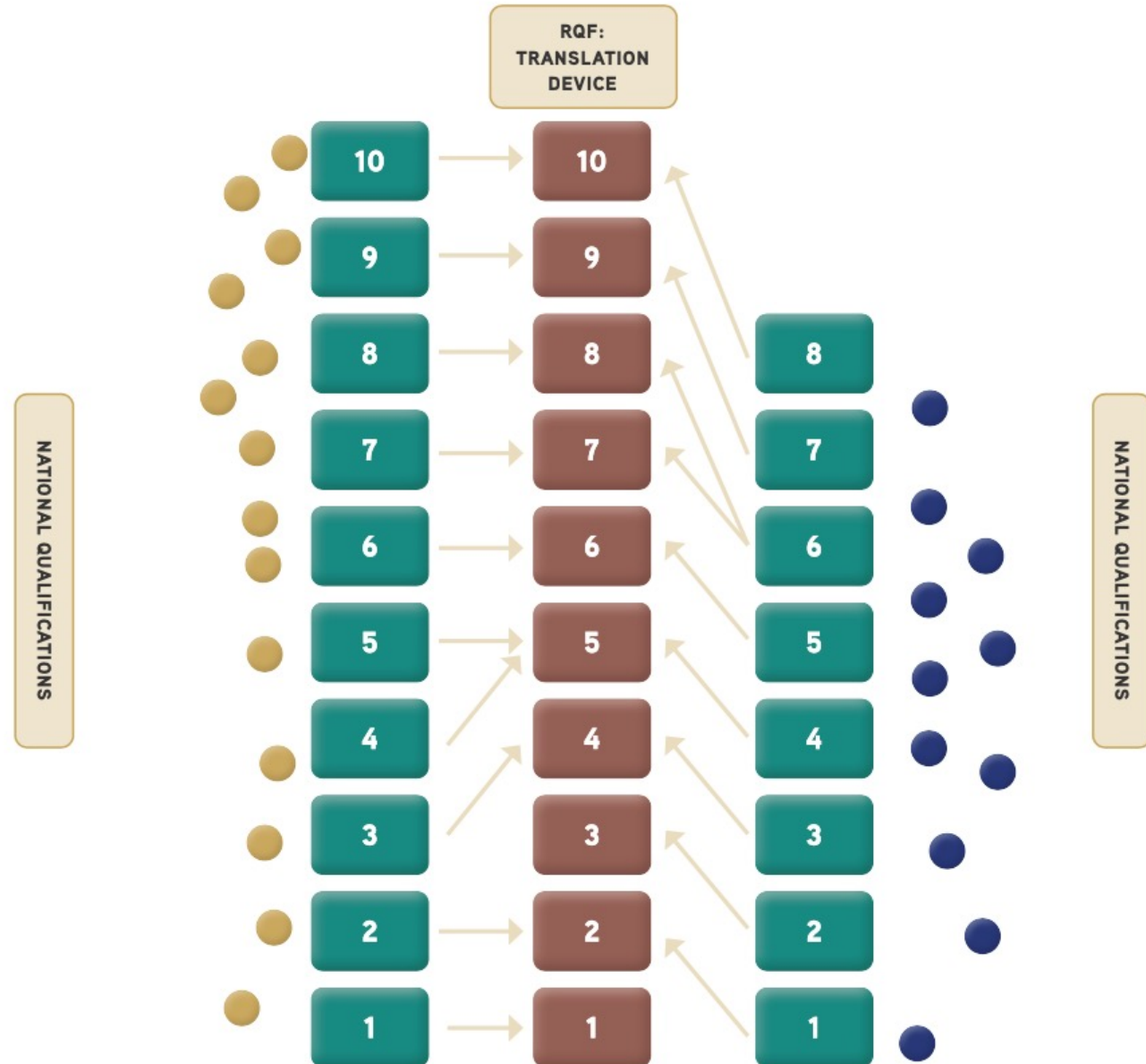
Tuck R. 2007. An Introductory Guide to NQF

RQF:

- Metaframework
- Translator / comparator / common language

Linkage NQF-RQF:

- criteria and procedures for referencing;
- peer learning;
- common database of qualifications



Example:

EQF – Tool to compare NQFs with EQF

German NQF: 8 levels

Irish NQF: 10 levels

Here: levels 5 to 8 EQF

Germany (2020)	EQF	Ireland (2020)
NQF 8 <ul style="list-style-type: none"> Doctorate and equivalent arts degrees (<i>Doktorat und äquivalente künstlerische Abschlüsse</i>) 	EQF 8 ⓘ	NQF 10 <ul style="list-style-type: none"> Doctoral degree Higher Doctorate
NQF 7 <ul style="list-style-type: none"> Master degrees and equivalent higher education qualifications (traditional German courses of higher education study such as the first degrees of Diplom or Magister, State examinations) (<i>Master und gleichgestellte Abschlüsse (Diplom, Magister, Staatsexamen)</i>) Strategic professional (IT) (certified) (<i>Strategische/r IT Professional (Geprüfte/r)</i>) Other advanced vocational training pursuant to the Vocational Training Act or Crafts and Trades Regulation Code (level 7) (<i>Sonstige berufliche Fortbildungsqualifikationen nach BBiG/HwO (Niveau 7)</i>) 	EQF 7 ⓘ	NQF 9 <ul style="list-style-type: none"> Master degree Postgraduate diploma Level 9 Professional award
NQF 6 <ul style="list-style-type: none"> Bachelor degrees and equivalent higher education qualifications (<i>Bachelor und gleichgestellte Hochschulabschlüsse</i>) Specialist commercial clerk (certified) (<i>Fachkaufmann/-frau (Geprüfte/r)</i>) Business management specialist (certified) (<i>Fachwirt (Geprüfter)</i>) Master craftsman (certified) (<i>Meister (Geprüfter)</i>) Operative professional (IT) (certified) (<i>Operative/r Professional (IT) (Geprüfte/r)</i>) Trade and technical school (advanced vocational training governed by federal State law) (<i>Fachschule (Landesrechtlich geregelte berufliche Weiterbildungen)</i>) Advanced vocational training pursuant to § 54 of the Vocational Training Act (level 6) (<i>Berufliche Fortbildungsqualifikationen nach 54 BBiG (Niveau 6)</i>) Other advanced vocational training pursuant to the Vocational Training Act or Crafts and Trades Regulation Code (level 6) (<i>Sonstige berufliche Fortbildungsqualifikationen nach BBiG/HwO (Niveau 6)</i>) 	EQF 6 ⓘ	NQF 8 <ul style="list-style-type: none"> Honours bachelor degree Higher diploma Level 8 Professional award NQF 7 <ul style="list-style-type: none"> Ordinary bachelor degree Level 7 Professional award
NQF 5 <ul style="list-style-type: none"> IT specialist (certified) (<i>IT-Spezialist (Zertifizierter)</i>) Service technician (certified) (<i>Servicetechniker/in (Geprüfte/r)</i>) Advanced vocational training pursuant to § 54 of the Vocational Training Act (<i>Berufliche Fortbildungsqualifikationen nach § 54 BBiG (Niveau 5)</i>) Other advanced vocational training pursuant to the Vocational Training Act or Crafts and Trades Regulation Code (level 5) (<i>Sonstige berufliche Fortbildungsqualifikationen nach BBiG/HwO (Niveau 5)</i>) 	EQF 5 ⓘ	NQF 6 <ul style="list-style-type: none"> Advanced certificate Show details ▾ Higher certificate Level 6 Professional award

Example:

EQF – Tool to compare NQFs with EQF

German NQF: 8 levels
Irish NQF: 10 levels

Here: levels 1 to 4 EQF

NQF 4

- Upper secondary general education school leaving certificate – General higher education entrance qualification (*Allgemeine Hochschulreife (AHR)*) Subject-linked higher education entrance qualification (*Fachgebundene Hochschulreife (FgbHR)*)
- Higher education entrance qualification for university of applied sciences (*Fachhochschulreife (FHR)*)
- Dual VET (three-year and three-and-a-half-year training courses) (*Duale Berufsausbildung (3- und 3 ½-jährige Ausbildungen)*)
- Full-time vocational school (vocational education and training governed by federal State law) (*Berufsfachschule (Landesrechtlich geregelte Berufsausbildungen)*)
- Full-time vocational school (vocational education and training governed by federal law in healthcare and elderly care) (*Berufsfachschule (Bundesrechtliche Ausbildungsregelungen für Berufe im Gesundheitswesen und in der Altenpflege)*)
- Full-time vocational school (fully qualifying vocational education and training pursuant to the Vocational Training Act or Crafts and trades regulation Code) (*Berufsfachschule (vollqualifizierende Berufsausbildung nach BBiG/HwO)*)
- Retraining qualification pursuant to the Vocational Training Act (level 4) (*Berufliche Umschulung nach BBiG (Niveau 4)*)

NQF 3

- Intermediate secondary school leaving certificate – General education, 10 years (*Mittlerer Schulabschluss (MSA)*)
- Intermediate secondary school leaving certificate – Full-time vocational school (*Berufsfachschule (Mittlerer Schulabschluss)*)
- Dual VET (two-year training courses) (*Duale Berufsausbildung (2-jährige Ausbildung)*)

NQF 2

- Lower secondary school leaving certificate – General education, 9 years (*Erster Schulabschluss (ESA)*)
- Vocational training preparation (vocational preparation scheme, prevocational training year, introductory training) (*Berufsausbildungsvorbereitung (Niveau 2; BvB, BvB-Reha, BV, EQ)*)
- Basic vocational training – Full-time vocational school (*Berufliche Grundbildung*)

NQF 1

- Vocational training preparation (vocational preparation scheme, prevocational training year) (*Berufsausbildungsvorbereitung (Niveau 1; BvB, BvB-Reha, BV))*)

EQF 4

EQF 3

EQF 2

EQF 1

NQF 5

- Level 5 certificate
[Show details](#) ▾
- Leaving certificate
- Level 5 Professional award

NQF 4

- Level 4 certificate
[Show details](#) ▾
- Leaving certificate

NQF 3

- Level 3 certificate
[Show details](#) ▾
- Junior certificate / Cycle
[Show details](#) ▾

NQF 2

- Level 2 certificate
[Show details](#) ▾

NQF 1

- Level 1 certificate
[Show details](#) ▾

Compare NQF Türkiye and North Macedonia

Source:

https://www.cedefop.europa.eu/en/tools/nqfs-online-tool/qualifications-comparison?country_1=MK&year_1=5338&country_2=TR&year_2=5338

North Macedonia (2020)	EQF	Turkey (2020)
NQF 8 Doctorate diploma Category: Educational qualifications (formal)	EQF 8 1	NQF 8 Doctoral diploma (PhD, proficiency in arts, specialty in medicine, dentistry, pharmacy, veterinary) Category: Qualification types awarded in formal education and training system
NQF 7 - 7 A Second cycle master of science diploma (from 60 to 120 ECTS) Category: Educational qualifications (formal)	EQF 7 1	NQF 7 Master diploma (with thesis) Category: Qualification types awarded in formal education and training system Master diploma (without thesis) Category: Qualification types awarded in formal education and training system
NQF 7 - 7 B Second cycle diploma for specialist studies (60 ECTS) Category: Educational qualifications (formal)		
NQF 6 - 6 A First cycle university diploma (240 ECTS) Category: Educational qualifications (formal) First cycle vocational diploma (240 ECTS) Category: Educational qualifications (formal)	EQF 6 1	NQF 6 Bachelor diploma Category: Qualification types awarded in formal education and training system Level 6 vocational qualification certificate Category: NVQ
NQF 6 - 6 B First cycle university diploma (180 ECTS) Category: Educational qualifications (formal) First cycle vocational diploma (180 ECTS) Category: Educational qualifications (formal)		
NQF 5 - 5 A Short cycle higher education (vocational) diploma (uverenie) Category: Educational qualifications (formal)	EQF 5 1	NQF 5 Associate diploma (academic) Category: Qualification types awarded in formal education and training system Associate diploma (general) Category: Qualification types awarded in formal education and training system Level 5 vocational qualification certificate Category: NVQ
NQF 5 - 5B Post-secondary diploma for specialist education (diploma za specijalistichko obrazovanie) Category: Educational qualifications (formal) Craftsman diploma (diploma za majstorski ispit) Category: Educational qualifications (formal)		
NQF 4 Upper secondary general education diploma Category: Educational qualifications (formal) Upper secondary technical diploma Category: Educational qualifications (formal) Upper secondary arts diploma Category: Educational qualifications (formal) Vocational certificate (CVET) Category: Vocational qualifications Show details	EQF 4 1	NQF 4 High school diploma Category: Qualification types awarded in formal education and training system High school diploma (VET, fine arts and sports) Category: Qualification types awarded in formal education and training system Mastership certificate Category: Qualification types awarded in formal education and training system Level 4 course completion certificate Category: Qualification types awarded in formal education and training system Level 4 vocational qualification certificate Category: NVQ
NQF 3 Vocational diploma (three years) (diploma) Category: Educational qualifications (formal) Vocational certificate (CVET) Category: Vocational qualifications Show details	EQF 3 1	NQF 3 Journeyman certificate Category: Qualification types awarded in formal education and training system Level 3 course completion certificate Category: Qualification types awarded in formal education and training system Level 3 vocational qualification certificate Category: NVQ
NQF 2 Vocational certificate (two years) Category: Educational qualifications (formal) Vocational certificate (CVET) Category: Vocational qualifications Show details	EQF 2 1	NQF 2 Level 2 adult learning certificate Category: Qualification types awarded in formal education and training system Level 2 course completion certificate Category: Qualification types awarded in formal education and training system Level 2 vocational qualification certificate Category: NVQ
NQF 1 Certificate of primary education Category: Educational qualifications (formal) State certificate for adult education (literacy and numeracy skills) Category: Vocational qualifications Show details	EQF 1 1	NQF 1 Literacy certificate Category: Qualification types awarded in formal education and training system

What is a qualification system?

- This includes all aspects of a country's activity that result in the recognition of learning.
- These systems include the means of developing and operationalising national or regional policy on qualifications, institutional arrangements, QA processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society.
- Qualifications systems may be more or less integrated and coherent. One feature of a qualifications system may be an **explicit framework of qualifications**.

Source: OECD, Bridges to Lifelong Learning, 2007. <https://www.oecd.org/education/innovation-education/qualificationssystemsbriidgetolifelonglearning.htm>

What is a qualification?

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

Source: EQF 2017

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

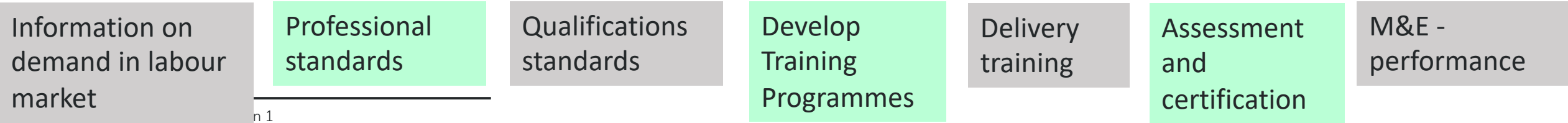


Qualificação de Nível 5 em Mecânica de Maquinagem

Código	Módulo	Créditos
ME NG480011	Documentar projetos para instalações de máquinas	4
ME NG480002	Executar desenhos e modelos tridimensionais simples por meio do computador	4
ME NG480003	Controlar a qualidade de peças usando elementos de metrologia	4
ME NG480004	Planear e organizar os trabalhos de manutenção de equipamentos industriais	4
ME NG480005	Orientar os trabalhos de manutenção e instalação de equipamentos industriais	4
ME NG480006	Utilizar técnicas e ferramentas para atividades complexas de manutenção e reparação de máquinas e equipamentos	5
ME NG480007	Utilizar ferramentas, planos e manuais para atividades de manutenção e reparação de máquinas e equipamentos	4
ME NG480008	Tornear peças simples utilizando ferramentas com comando numérico por computador (CNC)	5
ME NG480009	Fresar peças simples utilizando ferramentas com comando numérico por computador (CNC)	5
ME NG480010	Maquinar peças complexas utilizando máquinas CNC e CAD/CAM	5
ME NG480011	Supervisionar oficinas, recursos humanos e processos de produção	4
ME NG480012	Executar o projeto Integrativo	6
ME NG480013	Adaptar especificações de trabalho em empresas industriais	20
MO FEG20001	Usar o inglês para propósitos sociais, pessoais e profissionais	2
MO FEG20002	Comunicar informação relacionada com o trabalho	2
MO FEG20003	Ler e responder a comunicações escritas	2
MO FEG20004	Produzir materiais escritos	2
MO FEG20005	Interpretar o espaço físico em 3-D	2
MO FEG20006	Participar num debate como cidadão principal e como interveniente	4
MO FEG20007	Interpretar informação escrita em textos de carácter informativo e explicativo; produzir textos explicativos e informativos	2

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



Abundant literature and sources on qualifications frameworks

- ACQF website: library - <https://acqf.africa/resources/library/publications-from-international-sources>
- ACQF Training Modules: <https://acqf.africa/capacity-development-programme/training-modules>
- ACQF Thematic briefs: <https://acqf.africa/capacity-development-programme/thematic-briefs>
- ACQF Mapping study: <https://acqf.africa/resources/mapping-study>
- Cedefop: [Library of publications on NQF](#)
- [Cedefop: Online tool on NQFs Europe](#)
- Cedefop: [European Database of VNFIL](#) (“RPL”)
- Global Inventory NQF-RQF – ETF, Cedefop, Unesco
- EQF: webpage at Europass
- EQF: comparison - <https://europa.eu/europass/en/compare-qualifications>
- EQF: evaluation (2 + new in 2022-2023)
- Agencies, authorities in charge of NQFs
- ILO (Tuck, R.), 2007, An Introductory Guide to NQF.
https://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/instructionalmaterial/wcms_103623.pdf

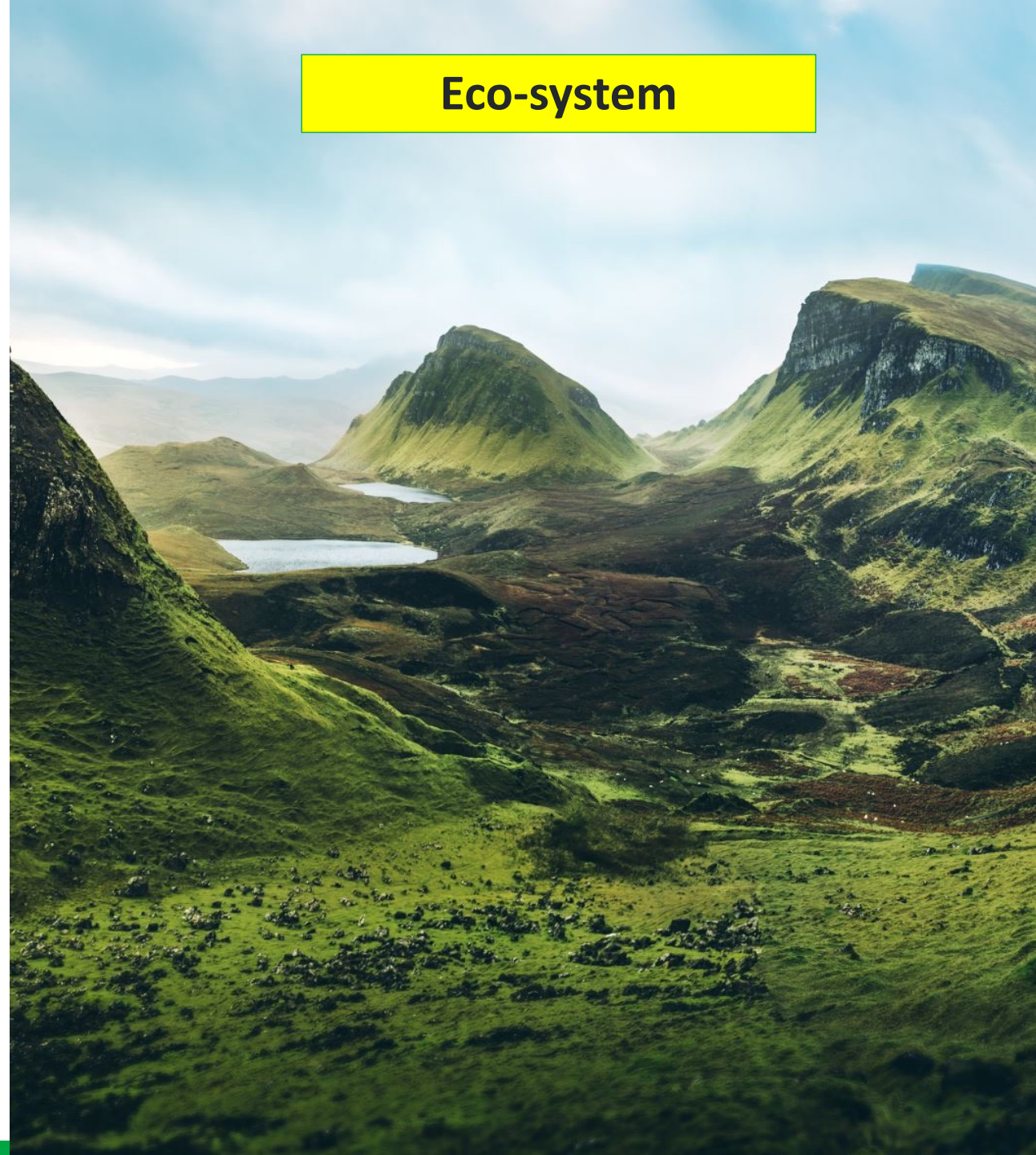
03

3.2 Main elements of the NQF

The systemic view of NQF



Eco-system



Vision

- Concept, policy document
- Rationale, objectives, scope, functions, principles, level structure, qualifications types
- Governance

Legal basis: diverse

- Law, Acts
- Decrees
- Ministerial decisions, ordinances
- Resolution
- Regulations
- No specific NQF legal act, but reference in several documents

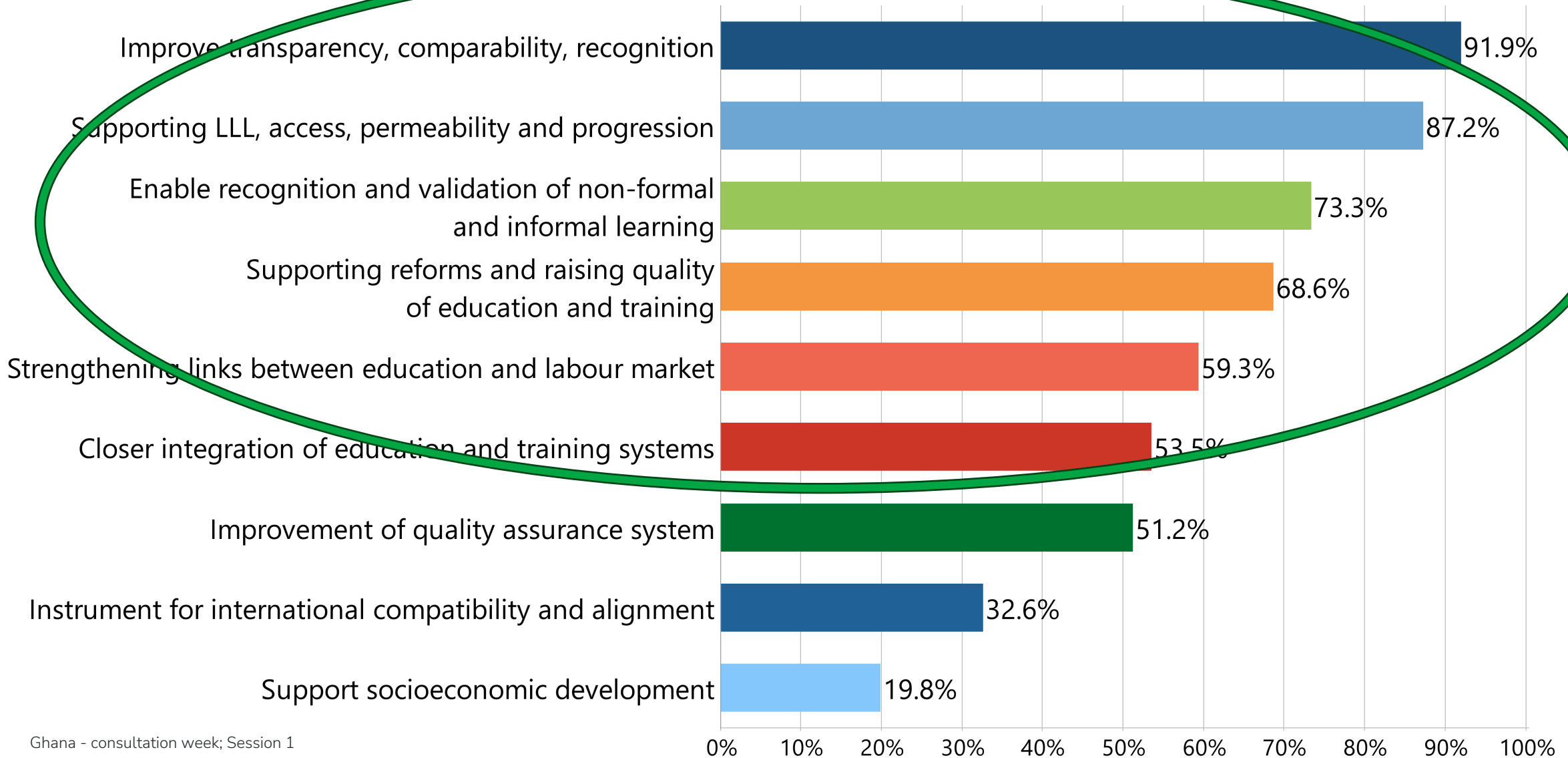
Implementation tools

- Policies and regulations: on qualifications development; on classification; on registration; on registers; on QA; on credit system; on recognition of qualifications
- NQF implementation entity: statute, internal procedures, tools and website
- Information and support packages for implementers
- Tools, registers, MIS, data analysis

Scope and purpose of the NQF

- Scope, purpose and governance set-up need to logically align, and inform the further development of the technical aspects of the NQF
- **Scope:**
 - To support LLL, articulation and progression: the large majority of NQFs are comprehensive and inclusive in scope – include qualifications from the whole continuum of the education and training system.
 - ✓ Note: however, the NQF classifies and contains qualifications. If certain parts of the education system do not issue qualifications – not concerned by the NQF.
- **Purpose:**
 - Analysis of African NQFs indicates that the purpose or objectives vary; some NQFs have highly detailed lists and others less so; some have varied over time e.g. Rwanda
 - Purpose or objectives need to be clear, relevant for the context.
 - Objectives needs to be...monitored!

Objectives of NQFs (study: 87 countries)



Objectives of NQFs - Europe



NEW! NQFs SADC: top 10 objectives

List created by AI –
LLM – documents
of 12 countries

1. Integration and Articulation: Harmonize and integrate qualifications into a unified framework, allowing for the articulation of all qualifications.
2. Quality and Comparability: Ensuring high standards, relevance, and international comparability of qualifications.
3. Mobility and Progression: Facilitating movement between qualifications and educational/training sectors, enabling career advancement.
4. Recognition of Prior Learning: Promote recognition of skills and knowledge acquired outside formal education, valuing prior learning experiences.
5. Transparency and Access: Making qualifications understandable, promoting informed choices, and facilitating access to education and training.
6. Industry Alignment: Ensuring qualifications equip learners with skills relevant to labour market needs.
7. Promotion of Lifelong Learning: Encourage lifelong learning opportunities, promoting continuous skill development and personal growth.
8. Credit Transfer and Accumulation: Allowing learners to build upon prior learning through credit systems.
9. Alignment with International Standards: Ensure qualifications meet quality criteria and align with international standards, facilitating recognition and portability globally.
10. Quality Assurance: Enhance the quality of education and training provision, ensuring qualifications meet industry and socio-economic needs.

ACQF **NEW!** NQF Authorities / Commissions

SADC: top 10 functions

List created by AI –
LLM – documents
of 12 countries

1. Development and Maintenance of NQF: Establish, implement, and maintain the National Qualifications Framework, coordinate and organize qualifications within a unified system.
2. Quality Assurance: Coordinate and implement quality assurance mechanisms to ensure standards and compliance across education and training programs.
3. Alignment with Industry Needs: Ensure qualifications are aligned with industry requirements and standards to enhance relevance and employability.
4. Recognition of Prior Learning: Recognize and evaluate competencies acquired through formal, informal, and non-formal learning experiences to provide credit where it's due.
5. Transparency and Comparability: Improve transparency, quality, and comparability of qualifications to facilitate understanding and comparison.
6. Maintain a national database of qualifications: This provides transparency and accessibility to information about qualifications.
7. Advise government and stakeholders: The lead body provides expertise and guidance on qualifications and NQF development.
8. Promote lifelong learning: This involves encouraging continuous skill development and recognizing diverse learning pathways.
9. Collect and disseminate information: Sharing information about qualifications and the NQF is crucial for stakeholders.
10. International Recognition and Cooperation: Establish equivalence of foreign qualifications, promote international recognition of national qualifications, and collaborate with other NQFs and recognition systems globally.



EXPLANATION: AI – LLM methodology for text analysis and answer generation

Text analysis and answer generation involve processing large volumes of text data to extract relevant information and provide accurate responses to user queries.

Methodology

– Pre-processing of documents:

- Before analysis, the text undergoes pre-processing to isolate important information and remove noise. This includes steps such as tokenization, punctuation removal, stop-word removal, and stemming/lemmatization to standardise the text and improve the quality of analysis.

– Model selection with different parameters:

- Several models are utilised with varying parameters to generate answers. Parameters such as temperature, tokens, model size/version, and top-k sampling are adjusted to optimise performance. Temperature controls the randomness of the generated text, while tokens and model size/version affect the complexity and depth of understanding of the model.

• For the sum-up we used these models:

- OpenAI (GPT 3.5 Turbo - <https://platform.openai.com/docs/models/gpt-3-5-turbo>)
- Google Bard (<https://blog.google/technology/ai/bard-google-ai-search-updates/>)
- Anthropic Claude (Claude 2.1 - <https://docs.anthropic.com/claude/reference/selecting-a-model>)
- Anthropic Claude Instant (claude-instant-1.2 <https://docs.anthropic.com/claude/reference/selecting-a-model>)
- BERT (deepset/roberta-base-squad2 - Roberta-Base fined tuned for Q/A - <https://huggingface.co/deepset/roberta-base-squad2>)

– Prompt Engineering for Q&A Sessions:

- Prompt engineering involves crafting specific prompts or questions to elicit relevant responses from the models. By carefully designing prompts, the models can be directed to focus on specific aspects of the text and provide more accurate answers. Examples of prompt engineering include providing context, specifying the type of information requested, and framing questions in a format familiar to the model.
<https://aws.amazon.com/it/what-is/prompt-engineering>; <https://www.promptingguide.ai>

What does this mean? Easier said than done?

Transparency?

= Not opaque

- Clarity: learning outcomes
- Coherence: linkages btw qualifications

Permeability and progression?

= Not deadend

- Recognition of all types learning / outcomes
- Qualifications different types & volume
- Closer integration btw sub-systems

Strengthen links btw education & LM

= Not flying blind

- Skills needs and occupations - anticipation & monitoring qualifications
- Systematic involvement sectors, professional bodies
- Data, analysis, LMI

Levels of NQF / RQF

Level descriptors



Level Descriptor – means a 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 – mean 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 and achieved learning outcomes!

Levels and level descriptors

- Number of levels of **learning complexity**
 - Influenced by the implicit levels of learning complexity of various qualification types
 - And by international/regional trends and consideration
- Purpose of levels is to be able to **locate a qualification** on the NQF
- Needs to have a **vertical and horizontal logic**

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.

Overview — situation in Africa

QF	Number	Comments
NQF of 10 levels	16	13 in SADC, 1 in Kenya, 1 in Rwanda, 1 in The Gambia,
NQF of 8 levels	6	West, East and North Africa
NQF of 7 levels	1	Tunisia
6-level sectoral NQF	1	Nigeria (NSQF — TVET)
5-level sectoral NQF	1	Senegal (TVET)

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	<p>“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).</p>
Seychelles	The degree of complexity of the tasks; reasoning and problem solving; knowledge; autonomy and responsibility
Zambia	Foundational competence; practical competence; reflexive competence. CHANGED: KSC

EQF context: levels



NQF Level structure	Nr of NQF
7	2
8	36
10	2
TOTAL	40

- Strong predominance of 8-level NQFs.
- Some NQFs have levels and sub-levels to better accommodate the qualifications of different national systems

EQF Context – level descriptors

EQF Context: Domains of learning NQF



6-7

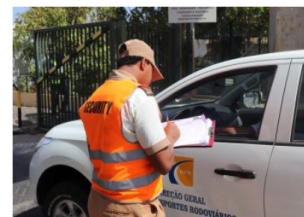
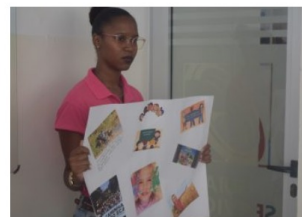
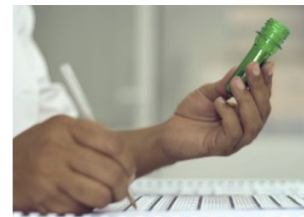
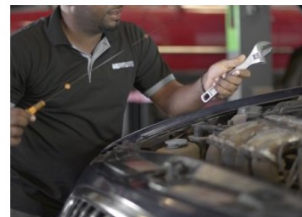
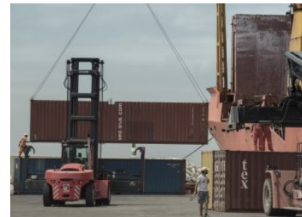
**Sessions 6 & 7: Qualifications
Panorama in Ghana.
Qualifications Database**

Topics

- Overview on Qualifications registers and databases
- Questions for debate

Databases, registers, catalogues, repertoires

Catálogo Nacional de Qualificações



Qualifications and management tools

“Objects”

- Full qualifications – “Metacredentials”
- Part qualifications
- Micro-credentials
- Units
- Standards

“Tools”

- Classification(s), taxonomy: international, national
- Register of qualifications
- Other registers



What is the Qualifications Register?



The Registration of Qualifications is a process whereby national quality-assured qualifications are placed in the NQF qualifications register/database



It is a process and tool for transparency and quality assurance.



The structure of qualifications information may vary between countries; and the formats, functions, access, and digital platforms as well.

Country	Register / database of qualifications	Number of Qualifications and levels included	Key features
Botswana	Botswana Qualifications Authority – Register of qualifications	822 full qualifications All levels of NCQF	The register is searchable by title of qualification (search by key word tool). Qualifications documents can be viewed and downloaded.
Mauritius	National Qualifications and Unit Standards Maintained and managed by MQA	167 qualifications distributed in 22 sectors. As of 21/03/2022: 98 qualifications are published, 67 under review. Includes: qualifications of Levels 1 to 6 of NQF	The digital online database of National Qualifications and Unit Standards is accessible as a repository of qualifications files in PDF format. Qualifications at all levels (1–6) are structured in unit standards – in learning outcomes. Harmonized format.
Mozambique	National Catalogue of Professional Qualifications Managed and maintained by ANEP	164 qualifications registered, at levels 2 to 5. 149 published in the online catalogue (21/03/2022) 19 independent modules	The digital online National Catalogue is accessible as a repository of qualification files in PDF format. All qualifications - standardised format, which includes: general information, units of general competencies, units of vocational competencies, training modules (general and vocational)

Country	Register / database of qualifications	Qualifications included	Key features
Cape Verde	National Catalogue of Qualifications UC-SNQ	64 full qualifications (levels 2 to 5 of the NQF) Standards RPL	<p>The digital online Catalogue is accessible as a repository of PDFs.</p> <p>All qualifications are structured based on a standardised format, including: professional profile, units of competence (learning outcomes and assessment criteria), training programme (modules) and training module for work context.</p> <p>The qualifications in the Catalogue are distributed in 15 professional families. The Catalogue includes also a new Transversal Training Module of 3 units (entrepreneurial competences).</p>
South Africa	SAQA: register of qualifications and part-qualifications Managed and maintained by SAQA	Large number of qualifications All NQF levels	<p>The SAQA online register contains searchable databases:</p> <ol style="list-style-type: none"> 1. All qualifications and unit standards (no matter their status) 2. Registered qualifications and unit standards (NQF qualifications) 3. Qualifications and unit standards that have passed their registration end date 4. Professional Bodies and Professional Designations

Exemples from EU

Portugal

<https://catalogo.anqep.gov.pt/>

The Netherlands

<https://database.nlqf.nl/>

Examples from EU

The screenshot shows the homepage of the Malta Qualifications Database. At the top, there is a navigation menu with links for Home, Qualifications and Awards, Licensed Institutions, Non-Formal and Informal Learning, and More about the MQF. The main heading is "Malta Qualifications Database" with a "beta version" tag. Below this, a sub-heading reads "Detailed information about all programmes referenced to the Malta Qualifications Framework (MQF)". The background features a large image of the MQF logo. A search bar is located below the heading, with a "SEARCH" button and an "Advanced Search" checkbox. At the bottom, there is a section titled "Malta Qualification Database" with a brief description and a list of accredited study programmes.

Search

SEARCH

Advanced Search

Malta Qualification Database

The Malta Qualifications Database is a unique database that contains information on study programmes offered in Malta. Detailed information about each programme could be accessed through this database.

All accredited study programme from MQF level 1 until MQF level 8 can be found in this database. These include

<http://qualifications.ncfhe.gov.mt/#/dashboard>

The screenshot shows the SQF Register website. The top navigation bar includes the logo for "SLOVENSKO OGRODJE KVALIFIKACIJ" and a language selector set to "SLO" with a "MENU" button. The main heading is "SQF Register". Below the heading, there are two dropdown menus for "ISCED 2013 FIELD" and "ISCED 2013 SUBFIELD", both currently set to "All". A "SEARCH" button is located at the bottom. The background features a collage of images, including a hand holding a pen and a document titled "KVALIFIKACIJSKA STRUKTURA NA PODROČJU GOSTINSTVA, HOTELIRSTVA IN TURIZMA".

SLOVENSKO OGRODJE KVALIFIKACIJ

SLO MENU

ISCED 2013 FIELD

All

ISCED 2013 SUBFIELD

All

SEARCH

Slovenia: <https://www.nok.si/en/sqf-register>

ACQF Inventory of Qualifications Ghana (discussion, proposal)

- What qualifications (programmes) are there in the different sub-sectors?
 - Higher education
 - TVET
 - General education
 - Complementary education
 - Others
- What sources of information on programmes and qualifications?
 - GTEC, CTVET, TVET Service...others...?
- What information – how is it structured?
- Inventory: in simple Excel file

Inventory of Qualifications Ghana (discussion, proposal)– (2): let us agree on the fields of information

- Elements for structuring the information on qualifications
 - a) Required
 1. Title of qualification
 2. Field of education and training (according to ISCED-2013, fields of education and training – ISCED-F 2013)
 3. Country code
 4. NQF level – ACQF level
 5. Awarding body or competent authority
 6. Description of the qualification: short statements on the learning outcomes – what the learner is expected to know, understand and be able to do
 7. Credit points/notional workload needed to achieve the learning outcomes (if available)
 8. Expiry date (if available)
 9. Link to qualifications database (if available)
- ISCED-F 2013, at: <http://uis.unesco.org/sites/default/files/documents/isced-fields-of-education-and-training-2013-en.pdf>

ACQF Inventory of Qualifications Ghana (discussion, proposal)– (3)

a) Optional

1. External quality assurance/regulatory body
2. Ways to acquire the qualification
3. Relationship to occupations or occupational classification.

Group 1:

1. What qualification types exist currently in Ghana? (degrees, diplomas, certificates, micro-credentials...) / by sub-sector (general education, TVET, higher education, adult education, alphabetization, industry-based training, others ...).
2. What are the official requirements for qualifications to be accredited / registered in Ghana. For ex.: structure of the qualification / standard; based on learning outcomes; relevance for labour market needs; credits; coherence / link to classification (education; occupational); duration of accreditation; access to qualification via RPL; professional or sector involved in design / approval.
3. Which institutions provide / are responsible for quality assurance of qualifications? And for their registration?

Group 2:

1. How and where are qualifications registered? For ex.: central national qualifications register; register of the Quality Assurance body / bodies; register of regulators.
2. In digital format and database(s).
3. Accessible online for end users – partial or full information

Group 3

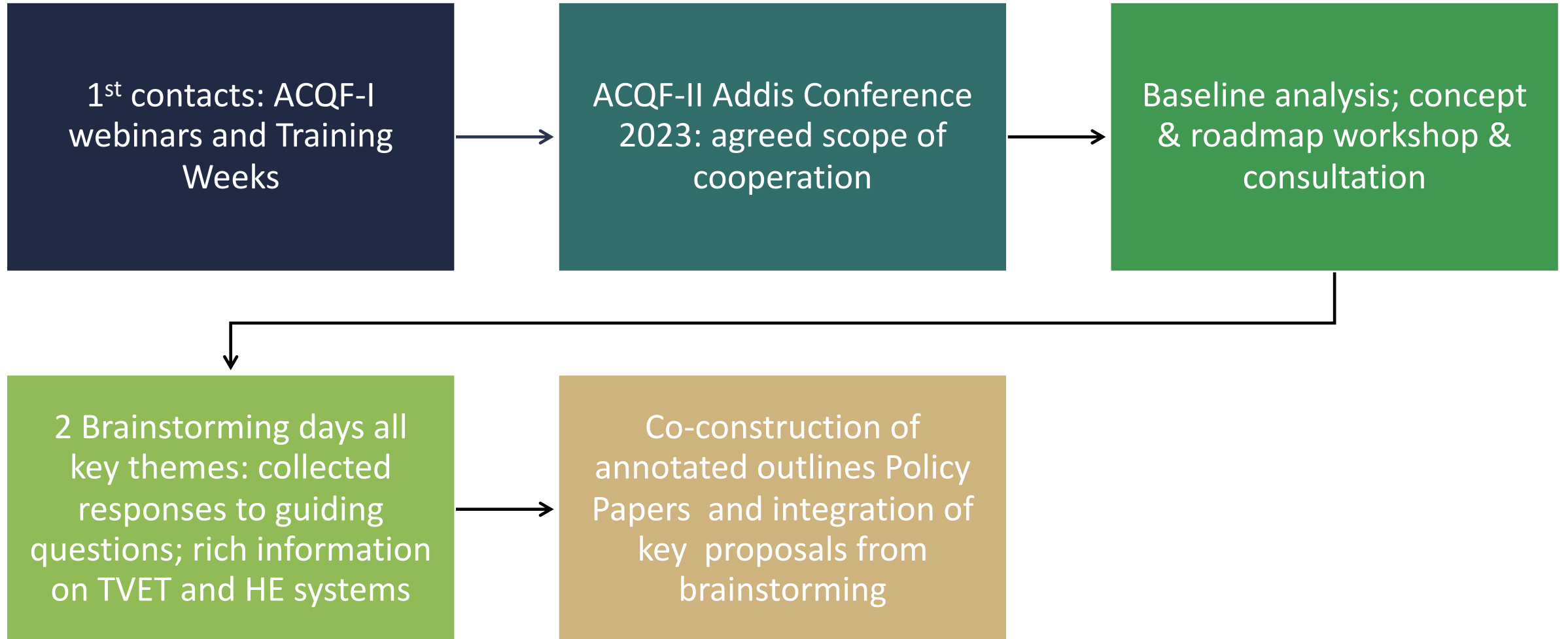
1. Currently approx. how many qualifications are:
 - a. Quality Assured and registered by the relevant institutions (GTEC, CTNET, others)
 - b. Renewed annually?
 - c. On offer for users – by different bodies and providers (especially: TVET, Higher education; small size qualifications / micro-credentials)
2. Main features of the future Ghana Qualifications Database: your views.

Session 7: QCP

Ghana NQF consultation workshop



Day 3: Start co-construction of the 3 policies: Ghana – ACQF-II



Day 3: Co-construction

- Purpose: discuss and agree the annotated outlines of the 3 Policy Papers, and complement with information on the main priorities and options as proposed / defined by the Brainstorming sessions
- Main headings (potential) – to be modified, adjusted
 - ✓ Preface, introduction
 - ✓ Summary: key features of the policy
 - ✓ Context, state-of-play, issues
 - ✓ Vision and objectives
 - ✓ Scope of the policy
 - ✓ Target groups, beneficiaries
 - ✓ Main components of the policy
 - ✓ M & E, data
 - ✓ Governance
 - ✓ Implementation mechanisms and supporting roadmap

Day 3

Global Gateway **African Union** **ETF** **Working together Learning for life**

ACQF

African Continental Qualifications Framework

Project ACQF-II

www.acqf.africa

AD 1957
FREEDOM AND JUSTICE

Three scientists in white lab coats are looking at a large digital display showing a grid of data.

Capacity Development & networking programme 2023

"Making National Qualifications Frameworks (NQF) operational in a changing world."

The Accra Workshop - Ghana

07-08 November 2023

Programme de renforcement des capacités et de réseautage 2023

« Rendre les cadres nationaux des certifications (CNC) opérationnels dans un monde en mutation. »

L'Atelier d'Accra - Ghana

07-08 Novembre 2023

Programa de Desenvolvimento de Capacidades e Networking 2023

"Tornar operacionais os Quadros Nacionais de Qualificações (QNQ) num mundo em mudança."

O Workshop de Acra - Gana

07-08 Novembro 2023

Ecosystem Qualifications LLL

– Ghana

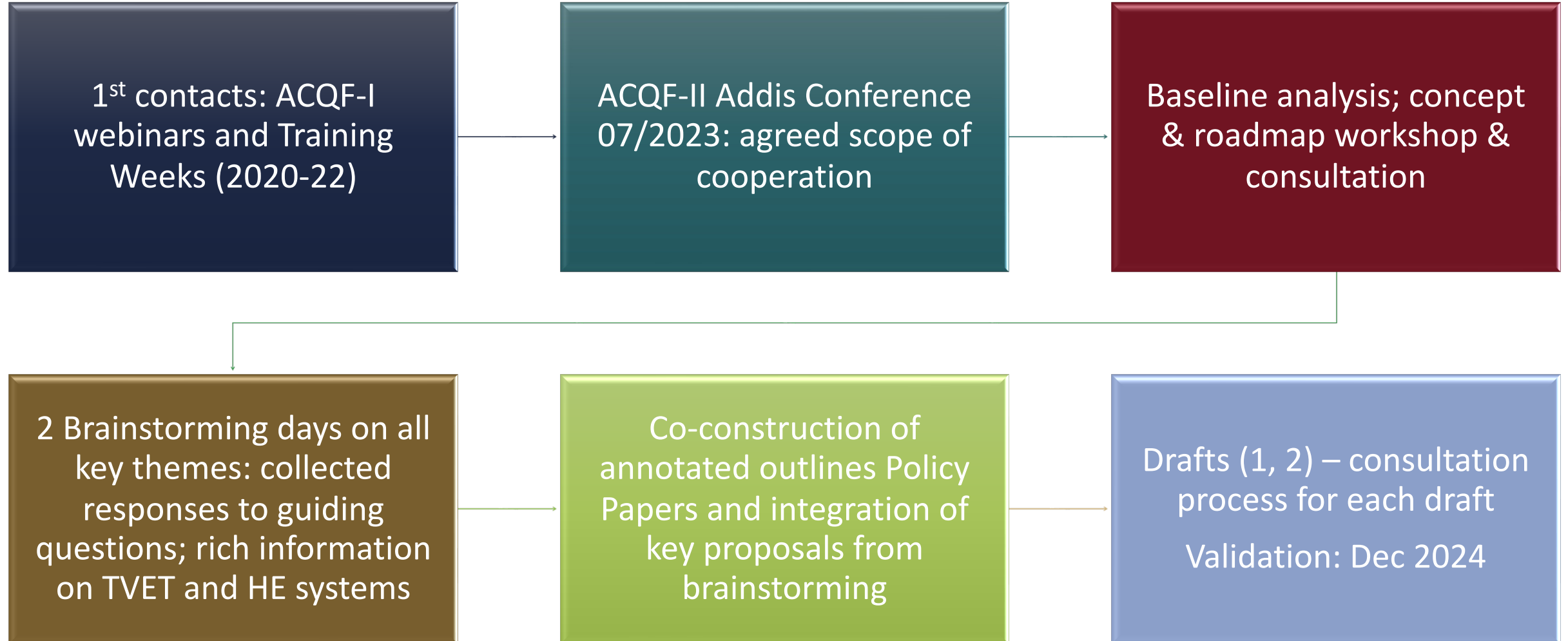


CATS

NQF

RPL

Day 3: Start of co-construction of the 3 policies: process Ghana – ACQF-II



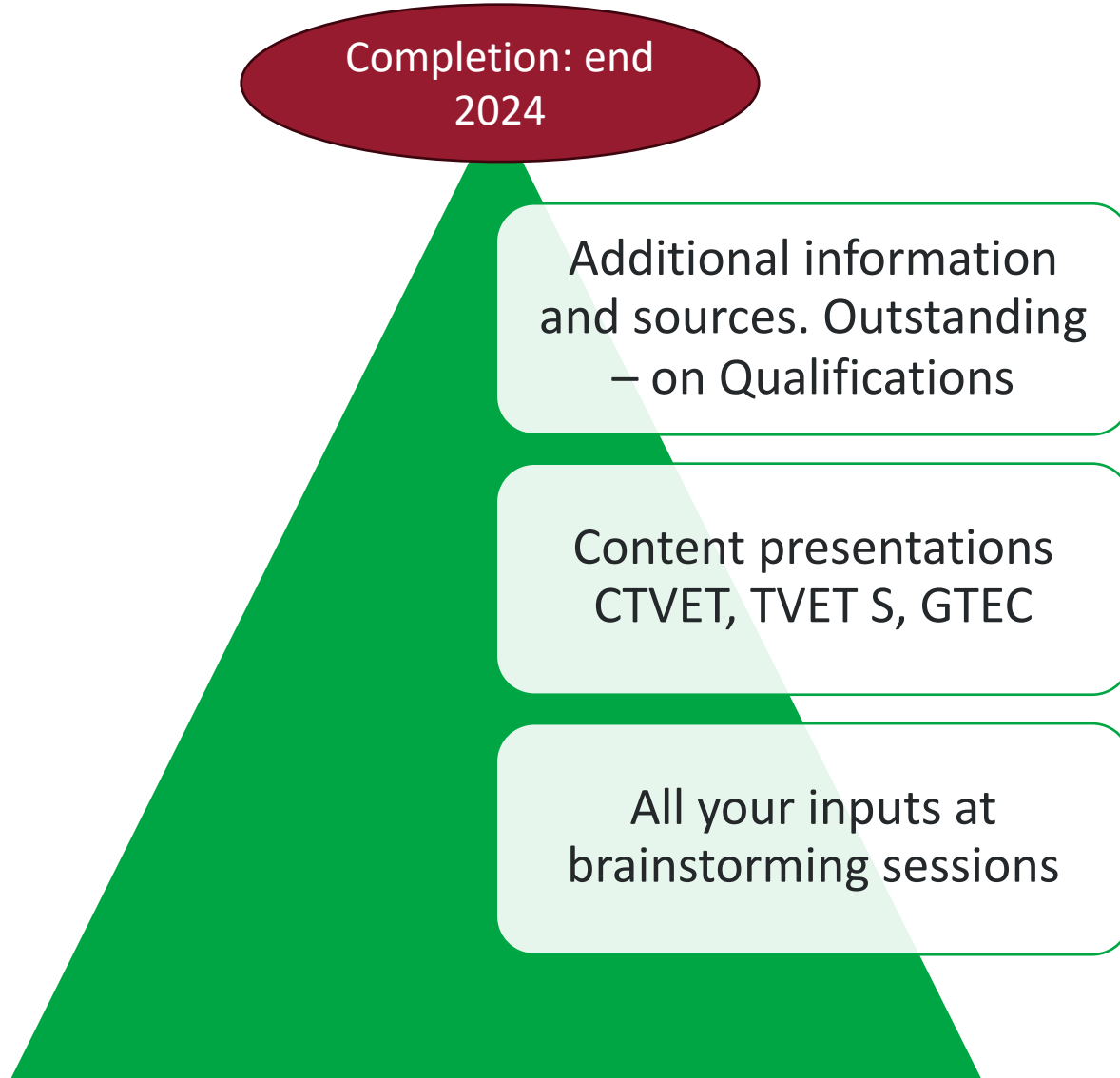
Day 3: Comprehensive NQF and CATS

- Expected outcome: discussed and agreed the annotated outlines of the 2 Policy Papers, and complement with information on the main priorities and options as proposed / defined by the Brainstorming sessions
- Main topics / heading – high level vies
 - ✓ Preface, introduction
 - ✓ Summary: key features of the policy
 - ✓ Context, state-of-play, issues
 - ✓ Vision and objectives
 - ✓ Scope of the policy
 - ✓ Target groups, beneficiaries
 - ✓ Main components of the policy (e.g. structure, descriptors, principles)
 - ✓ M & E, data
 - ✓ Governance
 - ✓ Implementation mechanisms and supporting roadmap

Days 4-5: continuation current phase of co-construction

- RPL
 - Linking the dots: governance, stakeholders, roles, financing; M&E; QA
 - Innovation, reforms, transformation – green and digital skills; emerging occupations; micro-credentials. Role and place in the eco-system NQF-RPL-CATS
 - Challenges and risks; clarifications; documentation
 - Roadmap 2024
 - Next steps
-

How?



Plus:

Proposed outlines – from ACQF-II experience

Moderation and advice ACQF-II: critical friend

Phased development: 2 drafts for consultation

04

Micro-credentials

Lifelong learning is essential



[Access the video](#)

An effective culture of lifelong learning is key to ensuring that everyone has the knowledge, skills and competences they need to thrive in society, the labour market and their personal lives.

It is essential that people can access **quality and relevant education and training, upskilling and reskilling throughout their lives**. Lifelong learning opportunities should be part of the long-term strategy of education and training institutions to improve their responsiveness to the fast-changing needs of employers and learners. This would enable a more diverse body of learners to upskill and reskill.

Higher education institutions, vocational education and training (VET) institutions, adult learning providers and other providers of micro-credentials, including employers – need to cooperate and integrate the latest research findings in the design and update of learning opportunities.

Micro-credentials can help **certify the outcomes of small, tailored learning experiences**.

They make possible the **targeted, flexible acquisition of knowledge, skills and competences** to meet new and emerging needs in society and the labour market and make it possible for individuals to fill the skill gaps they need to succeed in a fast-changing environment, while not replacing traditional qualifications.

They can, where appropriate, complement existing qualifications, providing added value while not undermining the core principle of full degree programmes in initial education and training.

Micro-credentials could be designed and issued by a variety of providers in different learning settings (formal, non-formal and informal learning settings)

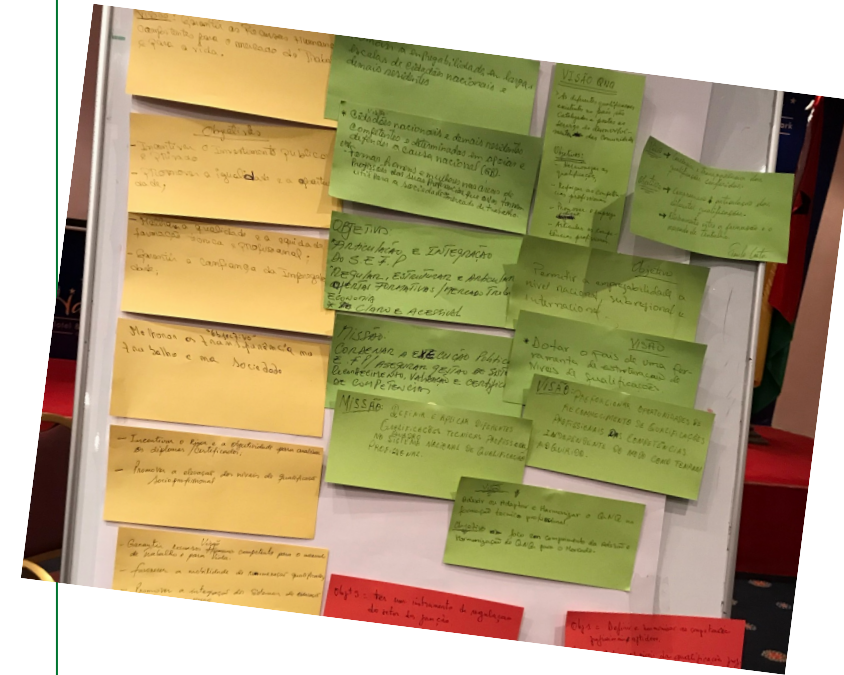


[Access the video](#)

Micro-credentials: elements of a definition

The number and diversity of micro-credential offerings have expanded substantially in recent years, accelerated by the onset of the COVID-19 pandemic. Micro-credentials hold promises and challenges.

- Existing definitions (from OECD, European Commission, UNESCO, Australian Government) point to key characteristics of micro-credentials:
 - ✓ Referring to learning over a limited time and/or in a specific area
 - ✓ May form part of or add to formal qualifications
 - ✓ Potentially 'stackable' over time, adding to individual learning careers
 - ✓ Given their limited size and focus, more flexible than traditional qualifications
 - ✓ Based on assessed learning
 - ✓ Frequently delivered in a digital form.



The Australian Government (2021) adopted the [National Micro-Credentials Framework](#), which uses the following definition:

- A micro-credential is a certification of assessed learning or competency, with a minimum volume of learning of one hour and less than an Australian Qualifications Framework (AQF) award qualification, that is additional, alternate, complementary to or a component part of an AQF award qualification.

What can constitute a micro-credential?

- TVET skill sets or units of competency.
- Modularised, assessed components of existing higher education curriculum or subjects.
- Industry learning that is assessed (such as vendor certifications, professional learning).
- Other forms of assessed learning or competencies (e.g. Vocational Education/Higher Education /Industry courses not currently accredited by a regulatory authority, and those by other providers).

What does not constitute a micro-credential?

- Unassessed learning or courses, including work-integrated learning without an assessment.
- Badges which are obtained through participation only (i.e. without an assessment).
- Formal qualifications within the AQF and macro-credentials, including diplomas, certificates and master's degrees.

EU: Recommendation on European approach to micro-credentials for LLL and employability: 10 principles

“Use micro-credentials, where appropriate, as a tool to strengthen and complement existing learning opportunities, increase participation in lifelong learning”

1. Quality
2. Transparency
3. Relevance
4. Valid assessment
5. Learning pathways

6. Recognition
7. Portability
8. Learner-centred
9. Authentic
10. Information and guidance

Micro-credential Observatory

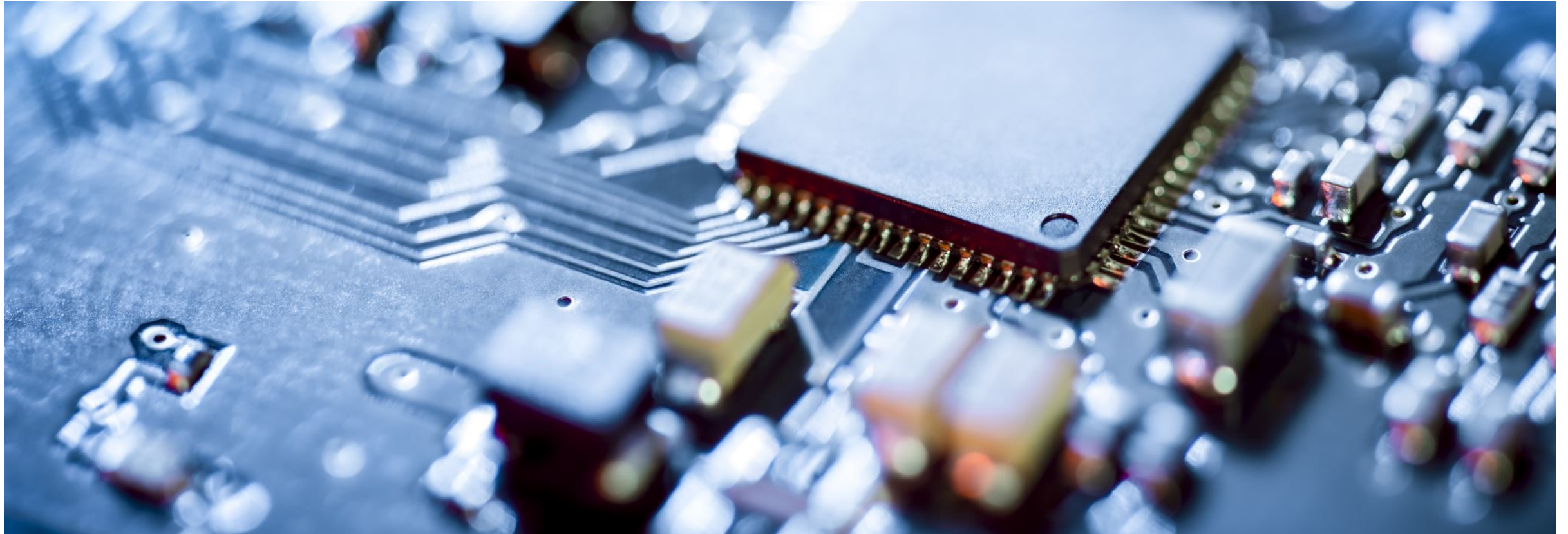
The Research Observatory on Micro-credentials (ROM) is a NIDL initiative in partnership with the [ECIU University](#). The aim is to provide a curated and regularly updated collection of major reports, policy initiatives and research-related publications on the growth of micro-credentials in higher education and lifelong learning more generally.

- [NIDL Activities](#)
- [NIDL Research](#)
- [Major Policy Initiatives](#)
- [National & International Reports](#)
- [Useful Reading: Articles, Books & Papers](#)
- [Events, Conferences and Webinars](#)
- [Microcredentials Sans Frontières Network](#)



- Many articles published in 2022:
<https://www.dcu.ie/nidl/micro-credential-observatory>

Micro-credentials survey ACQF-II: a glimpse



ACQF Micro-credentials in the context of ACQF-II implementation plan

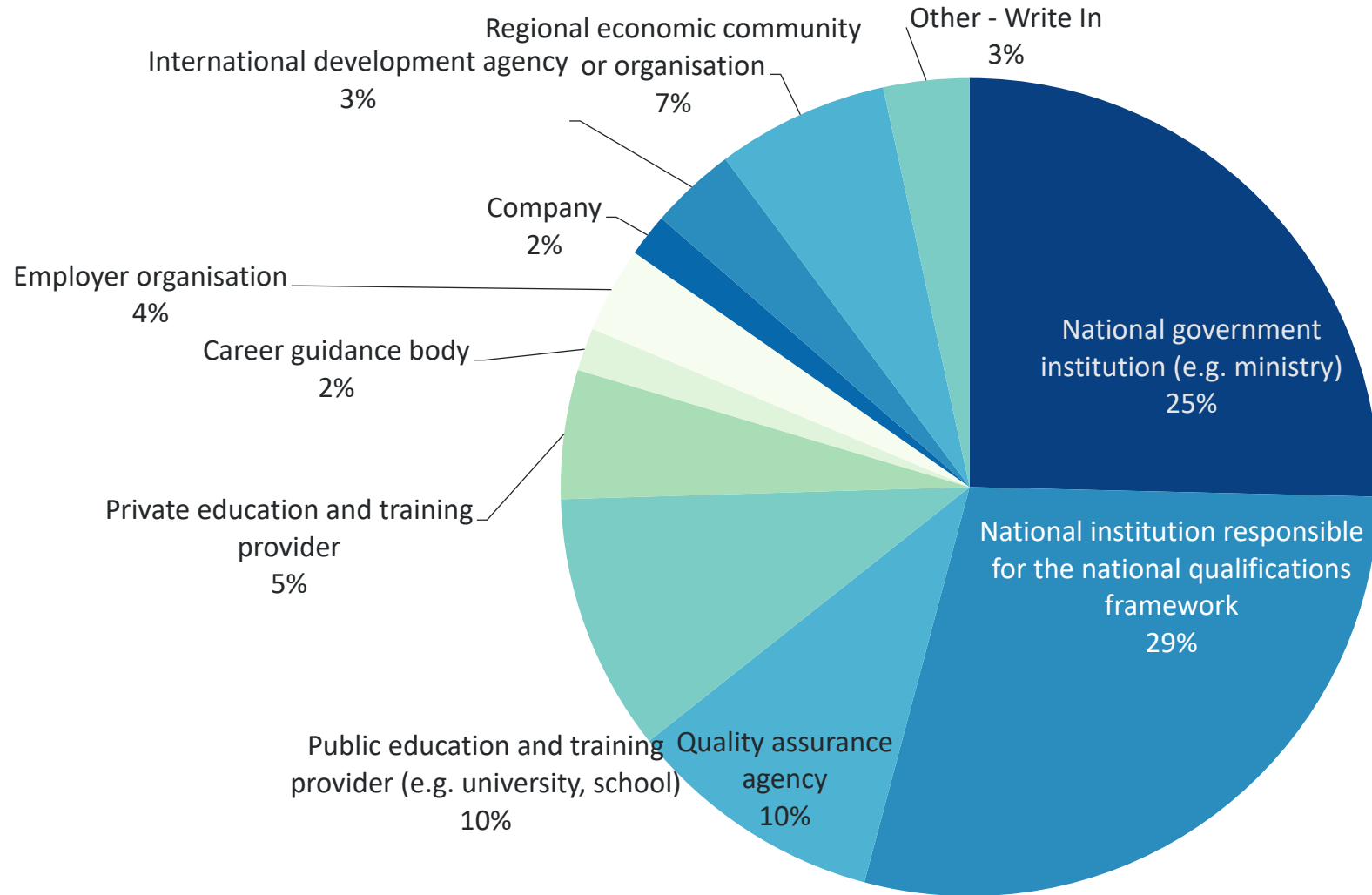
- In capacity development activities – multi-country
- In country-specific work: dialogue, analysis, development
- In research: Micro-credentials survey – final results and report soon to be released
- Country profiles – based on survey results
- Towards a common approach to micro-credentials
- African Qualifications and TVET Network: the Round Table Paper “17 Recommendations” include MC
- SADCQF TCCA: new Roadmap 2023-2026 was adopted by ESTI Ministers (Jun 2023) – includes dialogue on MC

ACQF-II MC Survey respondents

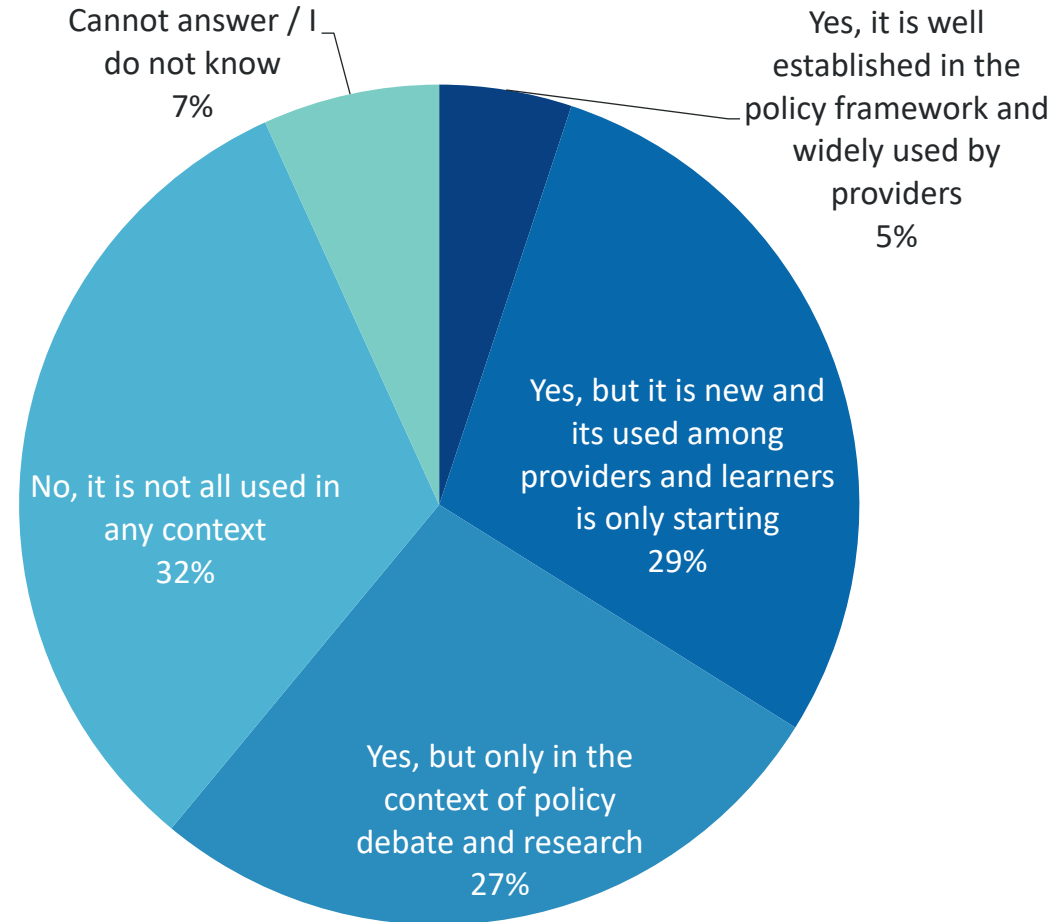
SADC countries: Angola, Botswana, DR Congo, Eswatini, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Zambia

Value	Percent	Count
Angola	5.1%	3
Botswana	1.7%	1
Burkina Faso	6.8%	4
Cabo Verde	1.7%	1
Chad	1.7%	1
Democratic Republic of the Congo	1.7%	1
Djibouti	1.7%	1
Egypt	1.7%	1
Eswatini (formerly Swaziland)	6.8%	4
Ethiopia	1.7%	1
Ghana	1.7%	1
Guinea-Bissau	6.8%	4
Kenya	5.1%	3
Malawi	1.7%	1
Mauritius	1.7%	1
Morocco	5.1%	3
Mozambique	6.8%	4
Namibia	1.7%	1
Nigeria	1.7%	1
Rwanda	1.7%	1
Senegal	1.7%	1
Seychelles	6.8%	4
Somalia	1.7%	1
South Africa	3.4%	2
Sudan	1.7%	1
Tunisia	5.1%	3
Uganda	3.4%	2
Zambia	11.9%	7
Totals		59

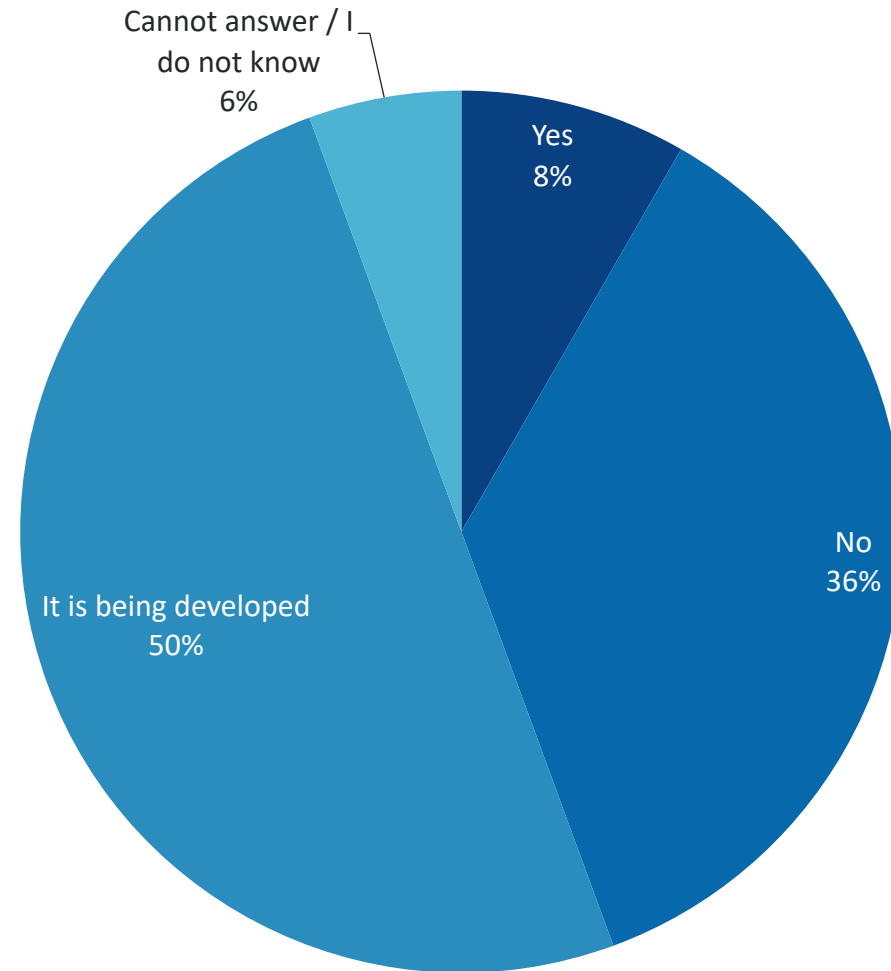
What type of organisation do you represent?



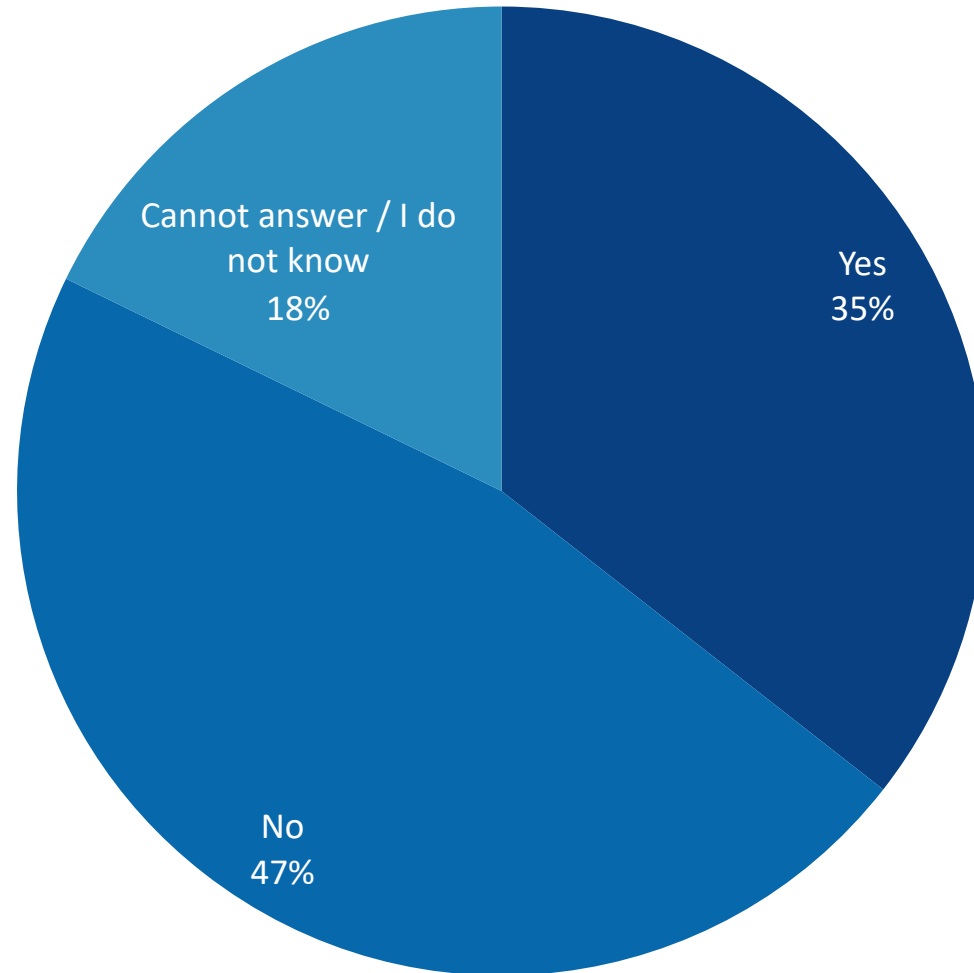
Is the term “micro-credential” used in the context of your organisation / country?



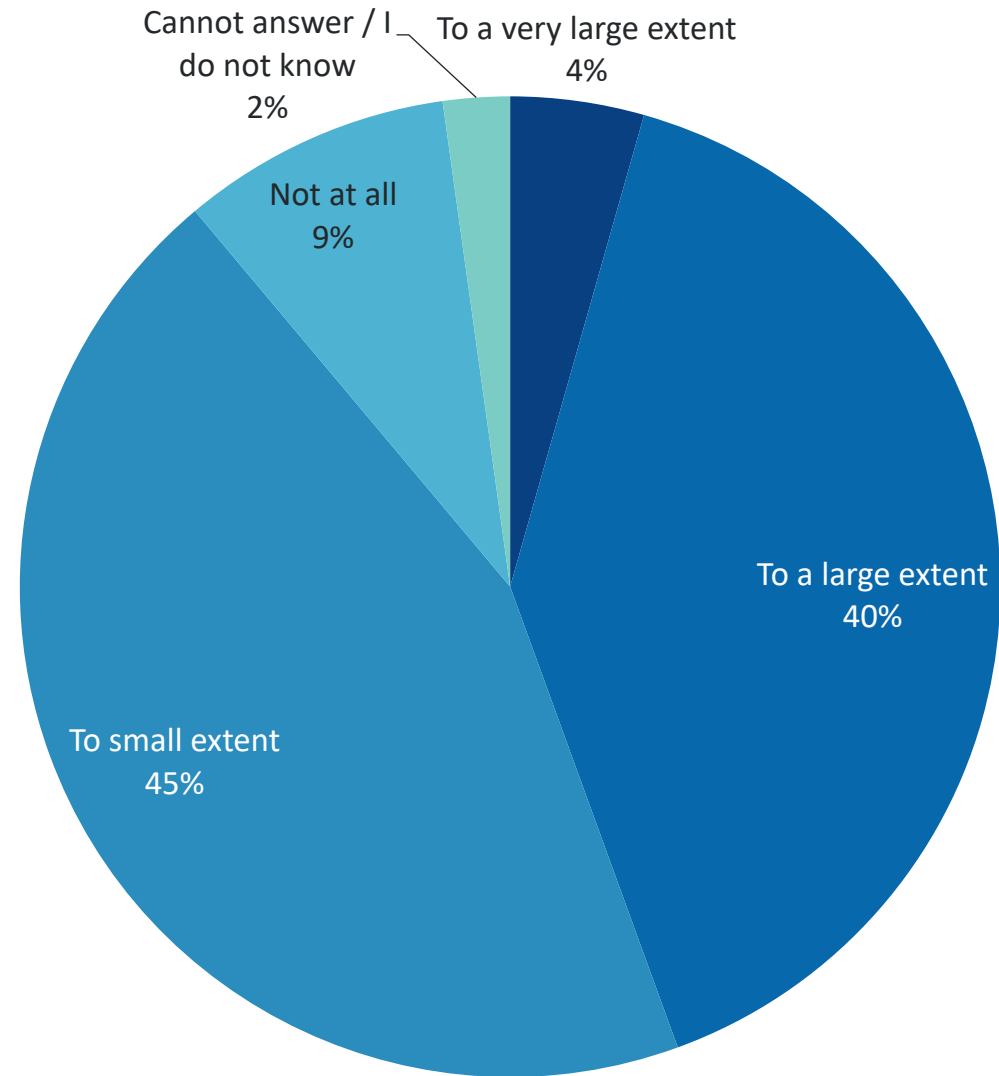
Is there a formal definition for micro-credentials in your country?



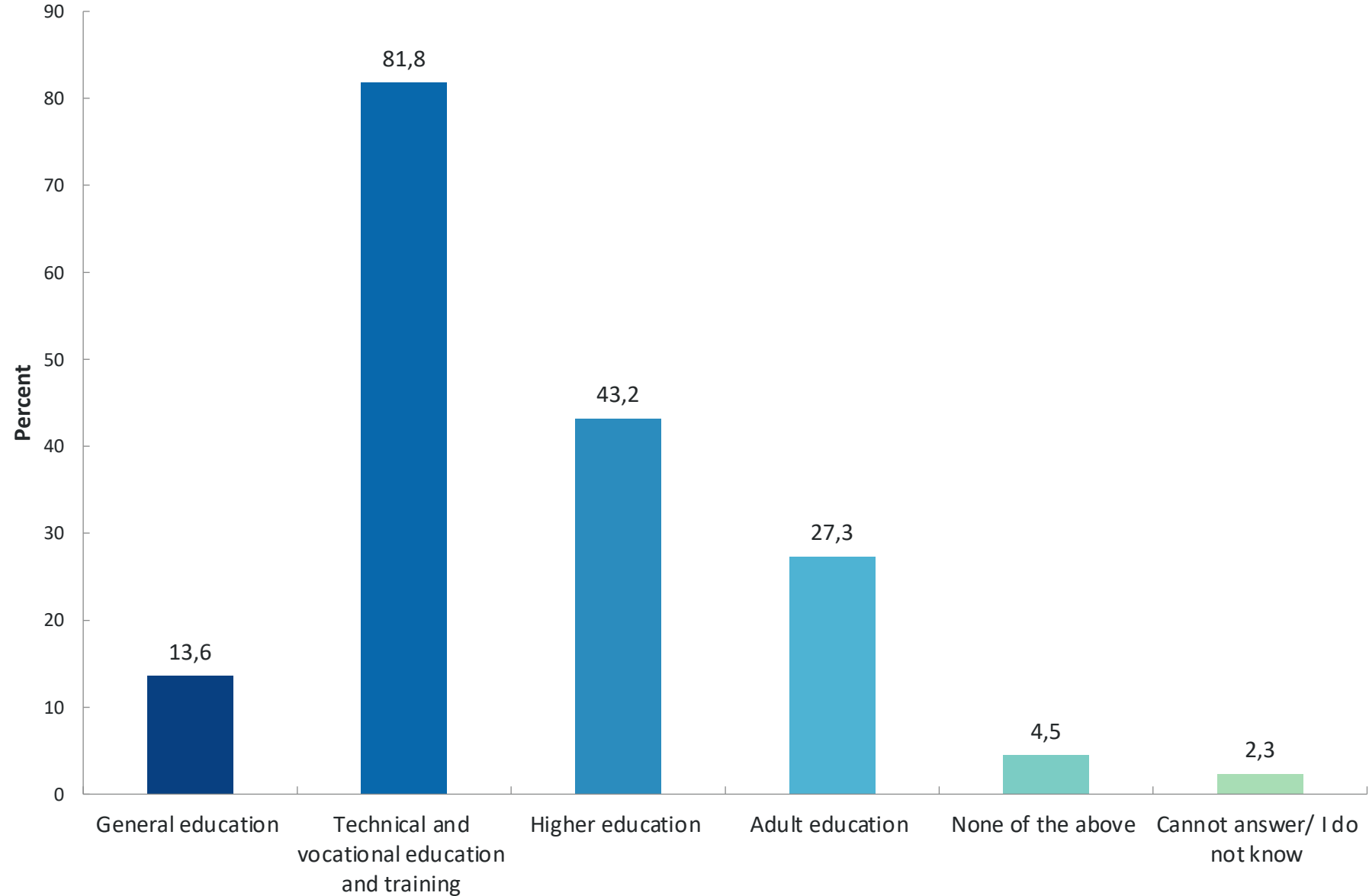
Are micro-credentials referred to in any official policy documents ?



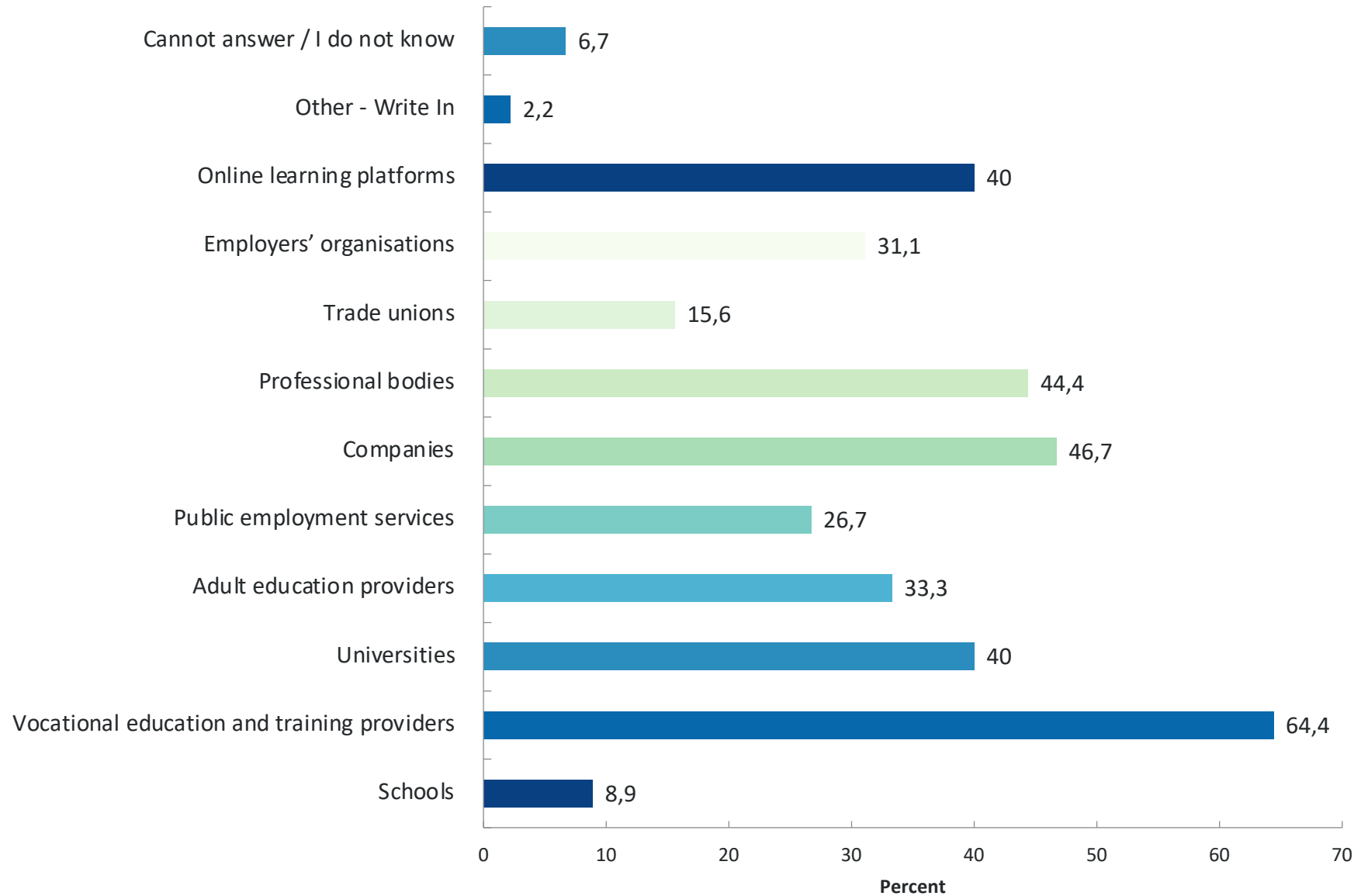
To what extent are micro-credentials (or the term specified by you) referred to in national and regional policy discussions?



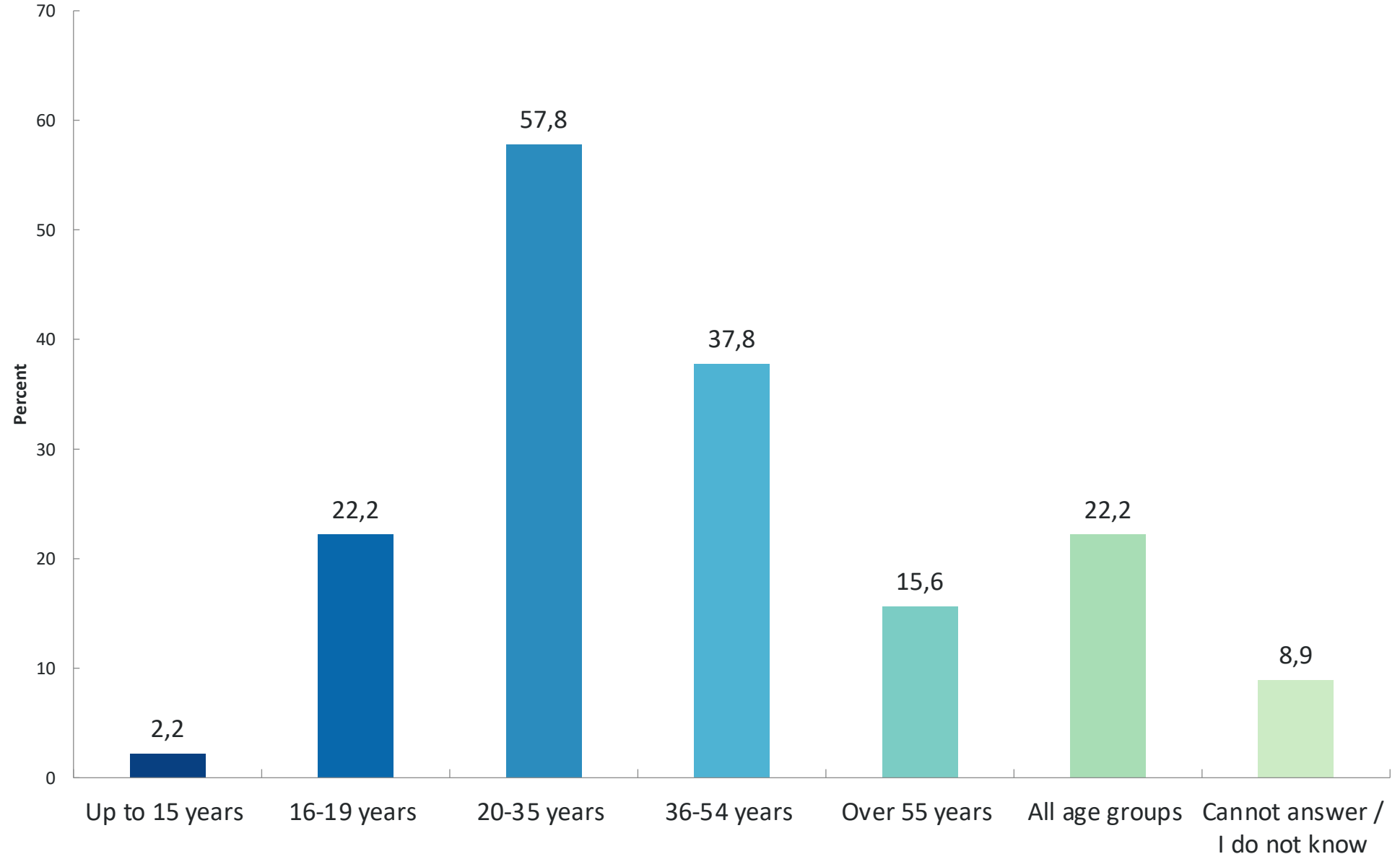
Which education and training sectors are offering micro-credentials?



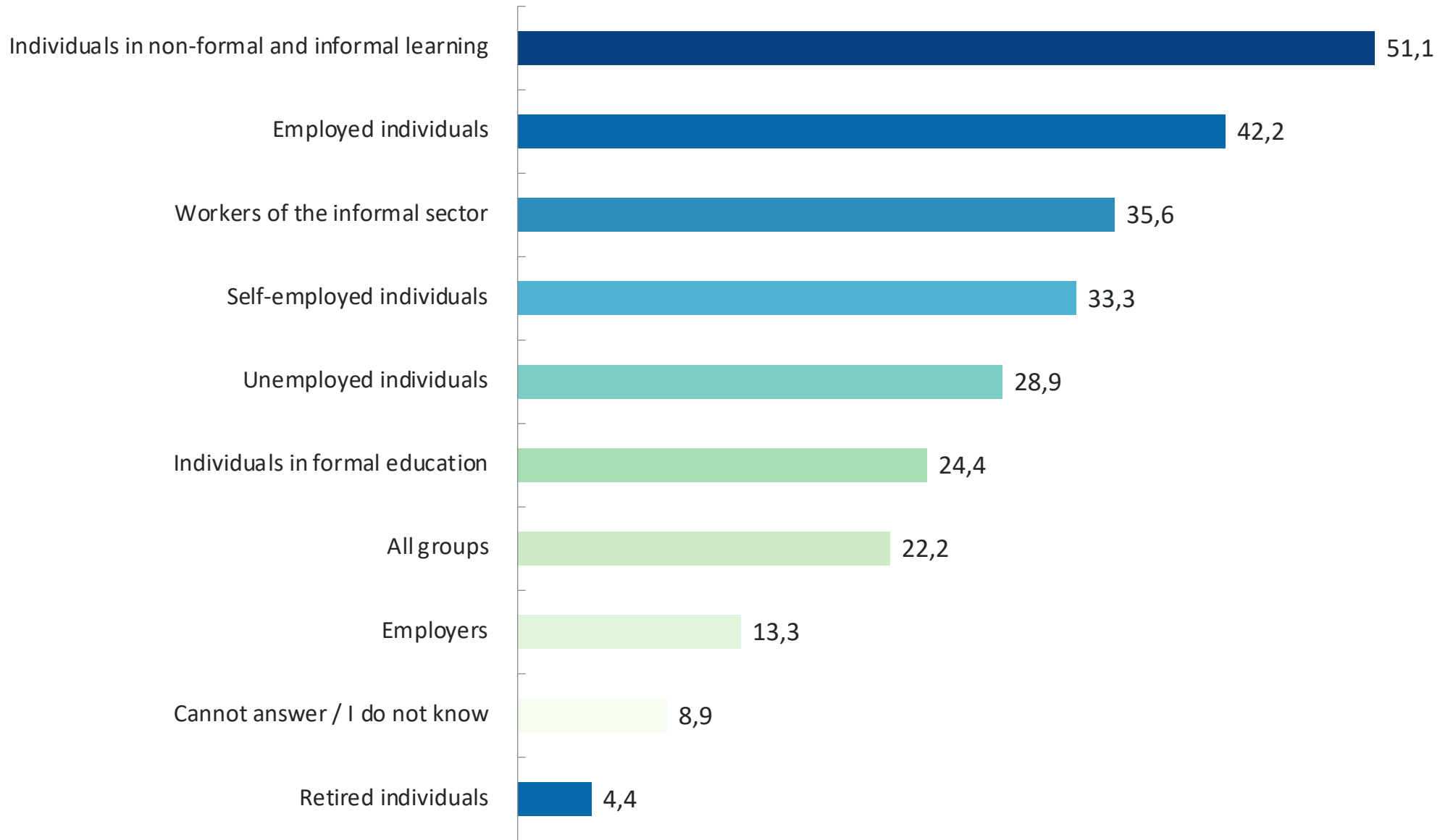
Who are the main providers of micro-credentials ?



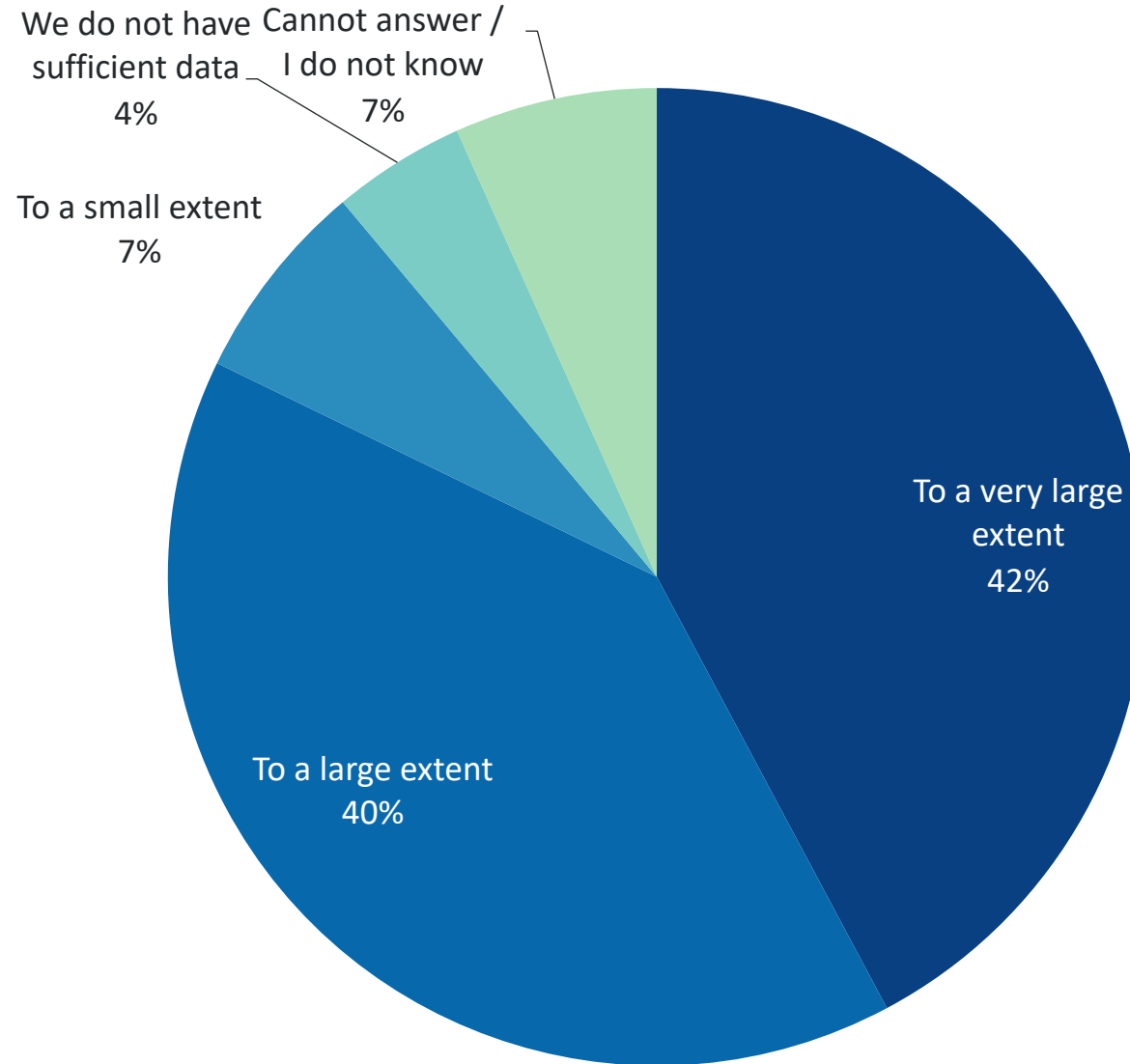
What groups of learners are the main recipients of micro-credentials in terms of age ?



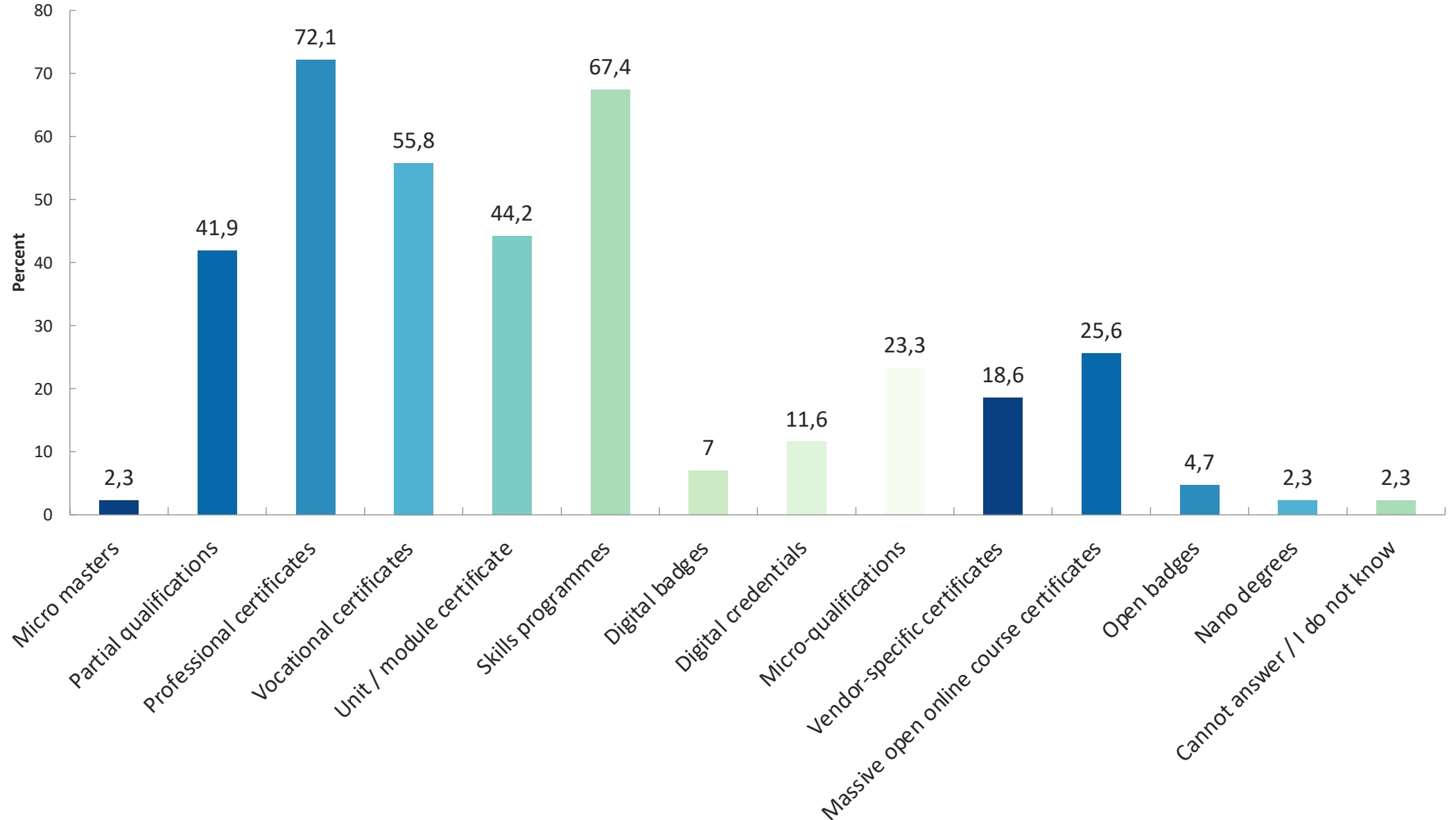
What groups of learners are the main recipients of micro-credentials ?



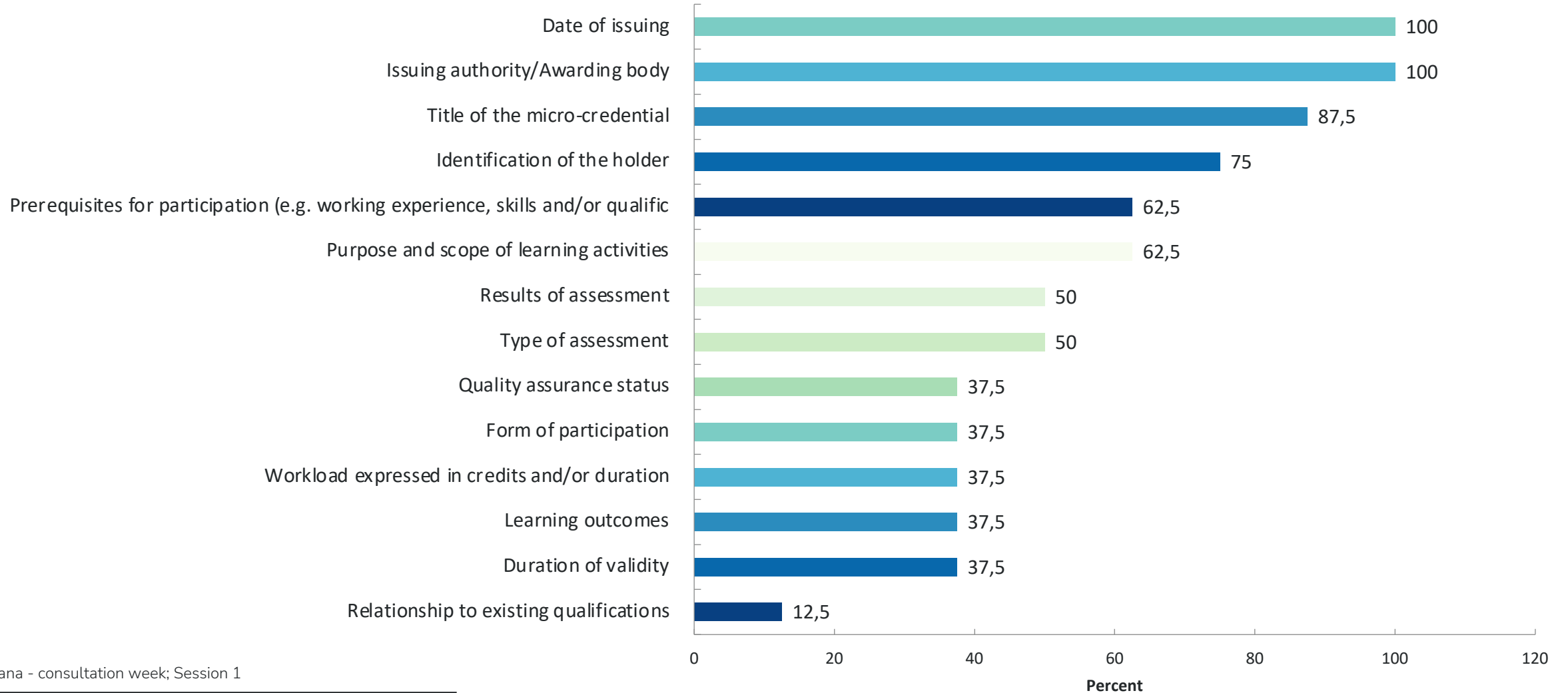
To what extent do you expect the offer of micro-credentials to grow in your country's education and training offering in the next couple of years ?



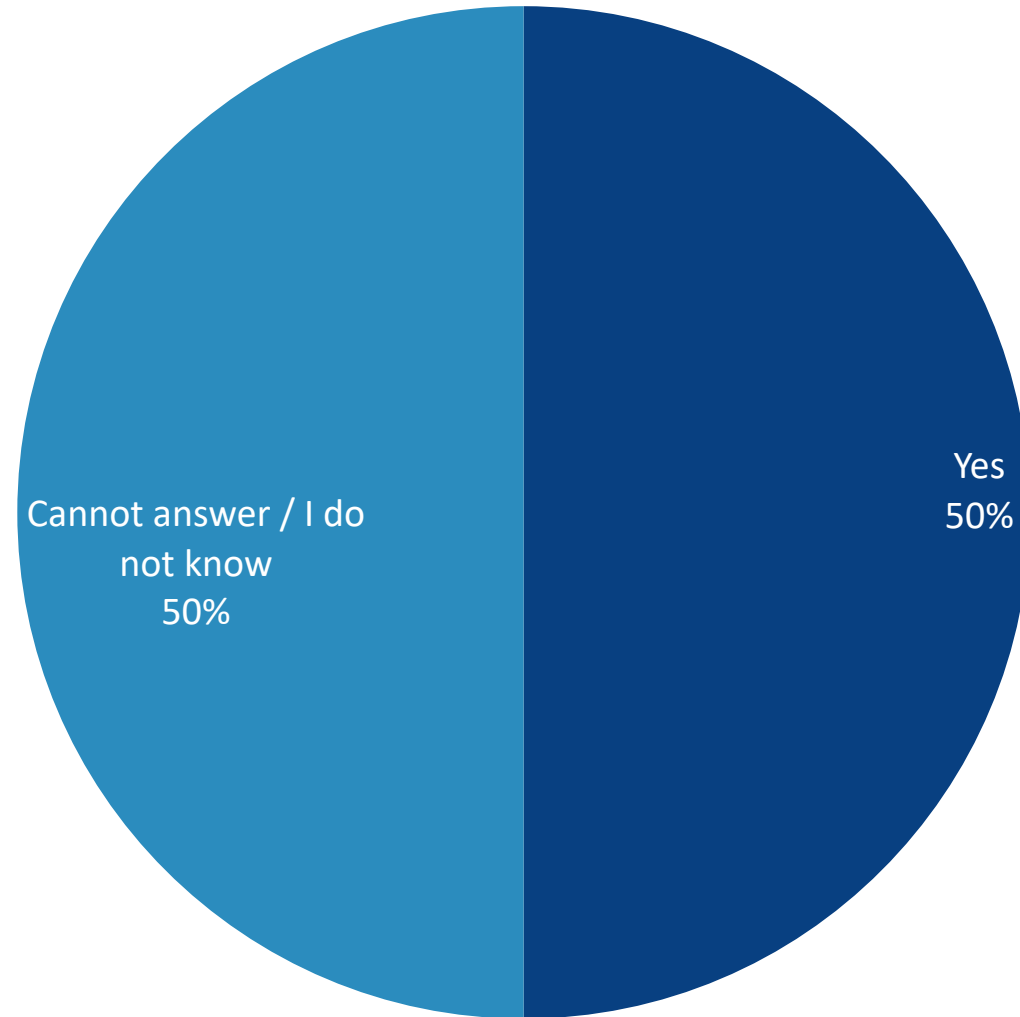
What types of micro-credentials are the most common in your country?



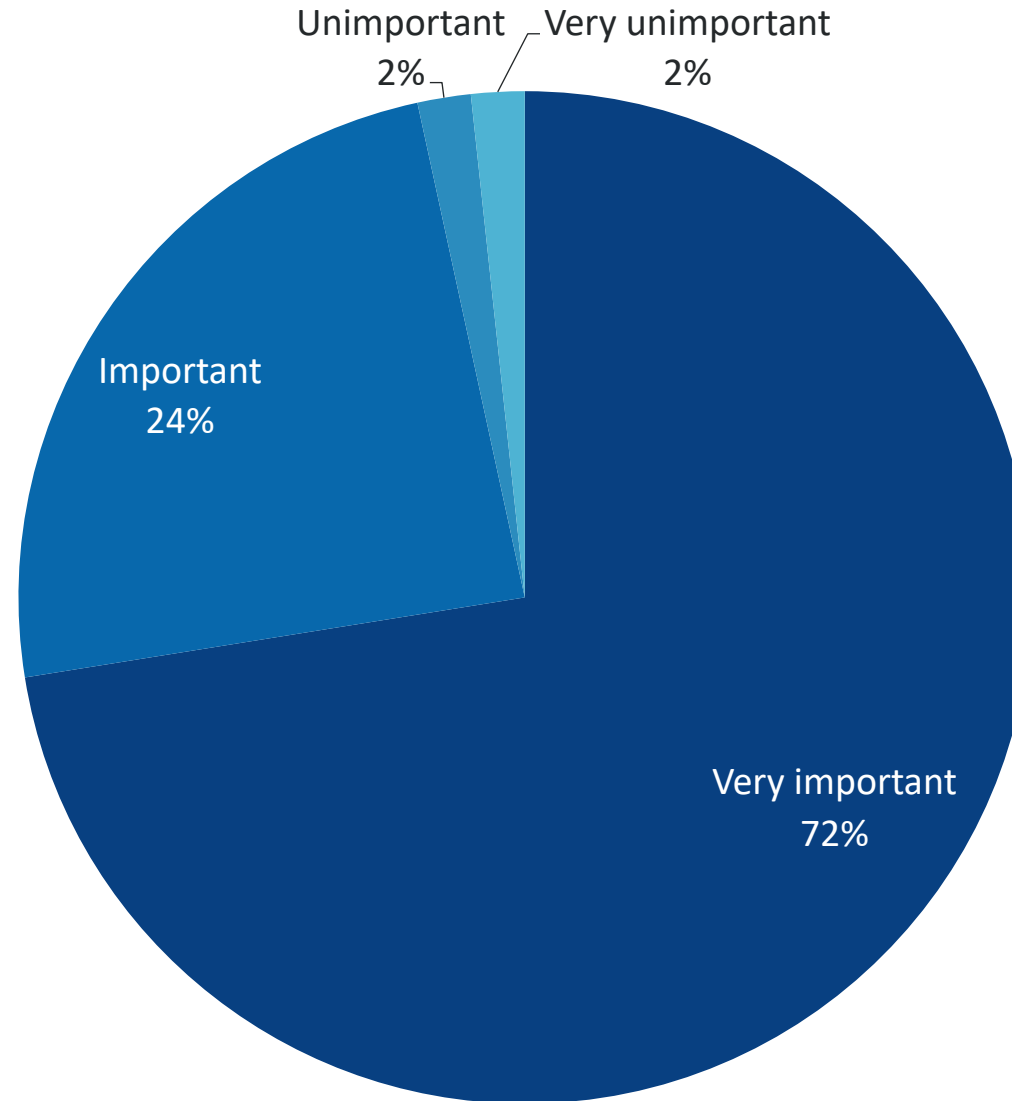
Please consider micro-credentials offered by your organisation. Which of the following information elements do they have?



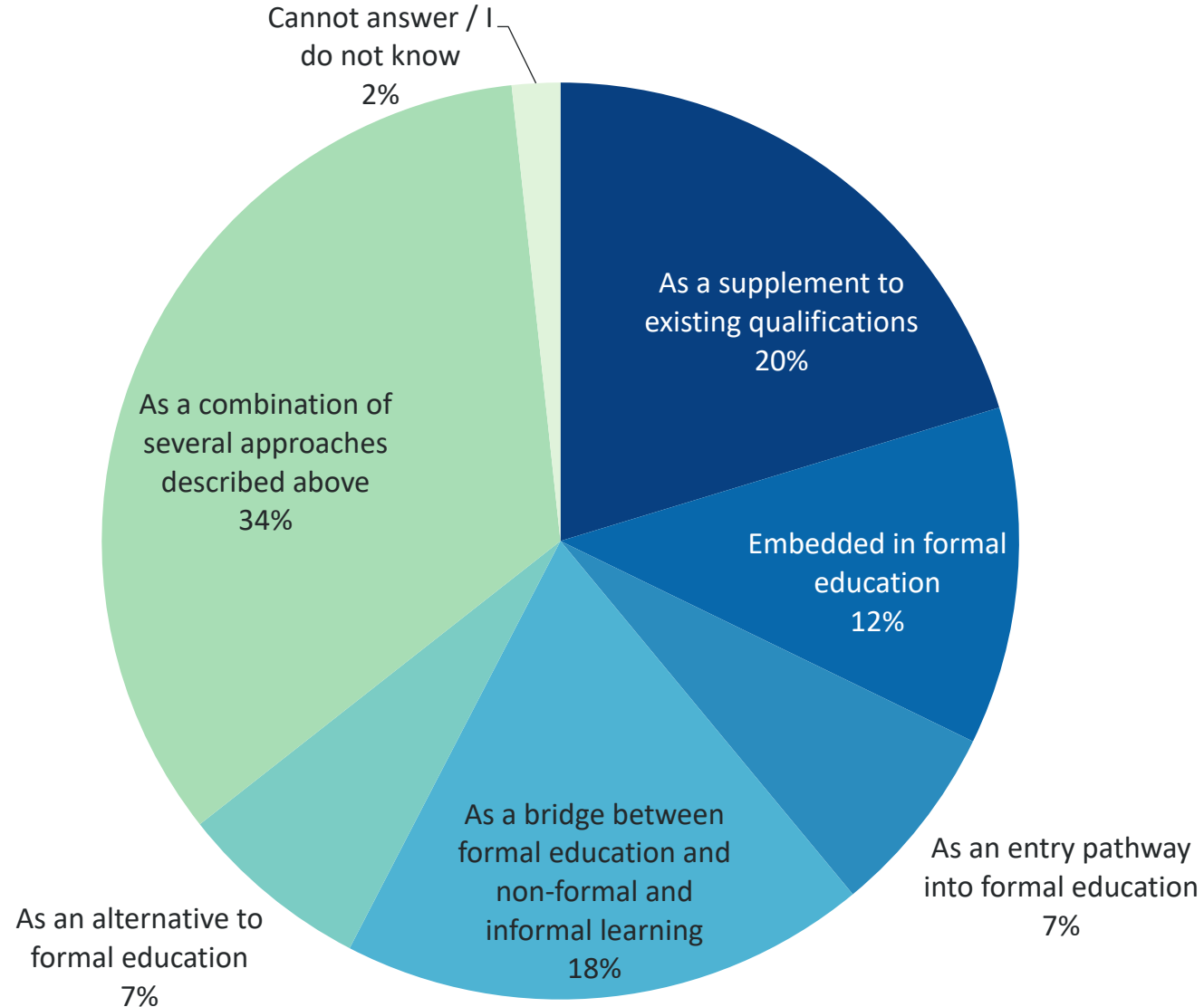
Are there any plans to include micro-credentials in your NQF / register or database of qualifications?



In your opinion, how important would it be to develop a common African approach to micro-credentials?



If a common approach was to be developed, how would you imagine the positioning of micro-credentials in the wider qualifications and credentials ecosystem?



End of presentation
References

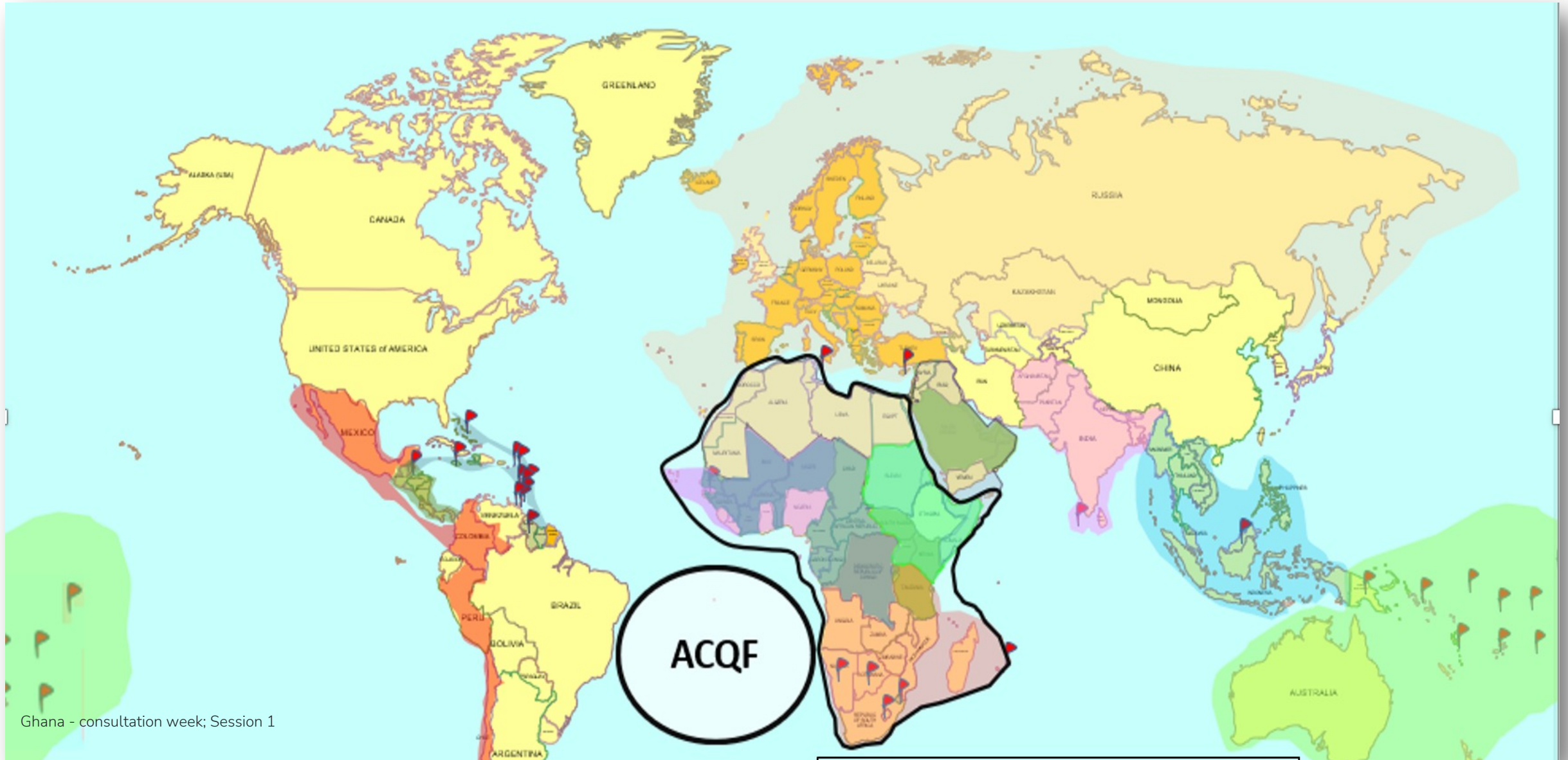
Thank you

04

ACQF is born (full PPT)

ACQF A very large Regional Qualifications Framework

- African Union Policy Initiative
- Based on AU policies (CESA-25, AU Free Movement Protocol, AfCFTA)



AU Political and legal basis

- Agenda 2063 and its First Ten Year Implementation Plan
- CESA 16-25
- AfCFTA
- AU Free Movement Protocol
- PAQAF



The ACQF is mentioned in strategic objective 4 of CESA 16-25. (African Union. CESA 16-25. pg 23).

- Strategic objective 4 c) and d) explicitly refer to the establishment of qualifications frameworks, notably a continental qualifications framework linked with national and regional qualifications frameworks:
 - Strategic objective 4: *“Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration”*.
- a) Set up national qualification frameworks (NQFs) and regional qualification frameworks (RQFs) to facilitate the creation of multiple pathways to acquisition of skills and competencies as well as mobility across the sub-sectors**
 - b) Develop continental qualifications framework linked to regional qualifications and national qualification frameworks to facilitate regional integration and mobility of graduates**

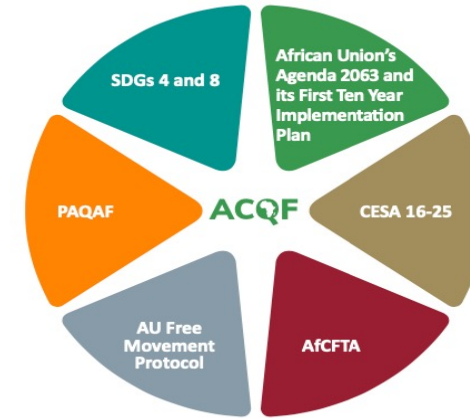


ACQF: underpinnings, purposes, principles

PURPOSES OF ACQF

- 1 Enhance** → Enhance comparability, quality and transparency of qualifications of all types and levels, support people's lifelong learning outcomes.
- 2 Facilitate** → Facilitate validation of learning, recognition of skills, diplomas and certificates and mobility of learners and workers
- 3 Cooperate** → Work in cooperation and complementarity with national and regional qualifications frameworks and support African continental integration and creation of African common space of trusted qualifications.
- 4 Promote** → Promote cooperation and referencing between qualifications frameworks (national, regional) in Africa and worldwide.

UNDERPINNINGS



PRINCIPLES



Conceptual technical design

Meta-qualifications framework

Comprehensive and inclusive scope: all levels, modes of learning

10 levels: whole continuum of qualifications of education and training systems

Level descriptors expressed as learning outcomes

Domains of learning: Knowledge, Skills, Autonomy and Responsibility

Supported by Quality Assurance

Learning outcomes orientation supports:

- ✓ Improve **transparency and comparability** of qualifications of different national systems
- ✓ **Transparency and credibility of RPL** and validation of outcomes from experience, access to quality RPL
- ✓ **Application of credit accumulation and transfer systems** in different academic and vocational pathways.
 - Access, learning progression, lifelong learning, flexibility,
 - In design of qualifications: facilitate transfer of components of qualifications

Main areas of activity of the ACQF

1. Referencing of national qualifications frameworks and systems to the ACQF, following agreed criteria and procedures.

2. Support recognition of prior learning – for example, the development of common guidelines and approaches, updated inventory of RPL systems on the continent, a wide information and support campaign

3. ACQF Qualifications Platform (database) and management information system

4. Qualifications: Development of qualifications profiles adequate for common continental use (e.g.: related with economic integration / AfCFTA).

5. Capacity development in relevant areas. Online, onsite, hybrid.

6. Advocacy, communication, networking and cooperation: African stakeholders (education and training, employment, social partners) and other RQFs globally

7. Analysis, monitoring and evaluation: for continuous improvement.

African Continental Qualifications Framework (ACQF)

Inaugural workshop of the project ACQF-II (2023-2026)

11-13 July 2023 • Addis Ababa, Headquarters of the African Union

ACQF

African Continental Qualifications Framework

Supporting and connecting Qualifications Frameworks
Transparency and Mutual Trust in qualifications
Facilitating lifelong learning and mobility



ACQF-II is:

1. Capacity development.
2. Support countries and regions: NQF development and implementation.
3. Governance. ACQF Qualifications Platform. RPL Campaign. Referencing NQF-ACQF. Common profiles of qualifications

www.acqf.africa

02

2.2 ACQF-II supports implementation

The foundations of ACQF-II



ACQF Basis for ACQF implementation: outputs

ACQF-I (2020-2022)

- ACQF Policy Document
- ACQF Level descriptors
- 10 Guidelines
- 10 Training Modules
- ACQF Handbook
- Advisory Group ACQF



- ACQF Website
- Analysis, research: ACQF mapping study collection, feasibility study ACQF, study and handbook on Competence-based training (TVET), study on links ACQF-AfCFTA, African Curriculum study, SADCQF review report
- Capacity development programme and Learning Management System (LMS)
- 2 Training Weeks
- 20 Peer Learning Webinars
- 5 Advisory Group meetings
- Work together with RECs: SADC, EAC, IGAD
- Work with countries on NQF development
- Many participations in international conferences (UNESCO, EAC, IGAD, SADC, IUCEA)

ACQF Website

- Navigate or use Search function - very useful
- Contains all outputs, materials, information of ACQF-I and ACQF-II
- Resources: mapping studies; thematic areas (on: RPL, micro-credentials)
- Capacity development space (all PPTs, videos, reports, guides)
 - 15 peer learning Webinars; 2 training weeks; 2 workshops SADC; 5 webinars AQVN; 11 thematic briefs;
- Snapshot on NQFs in 2 views: map and table
- 10 Guidelines

www.acqf.africa



CAPACITY DEVELOPMENT PROGRAMME 2021

THEMATIC BRIEFS 1

Concepts and definitions on qualifications and qualifications frameworks

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



Title: Support to the implementation of the ACQF (“ACQF-II”)

New project; but builds on and enhances the outputs of the ACQF-I. Continuity: for action and impact.

Financed: EU – under the Neighbourhood, Development and International Cooperation Instrument

Implementation: by ETF working in partnership with the 3 levels: countries, regions, continent

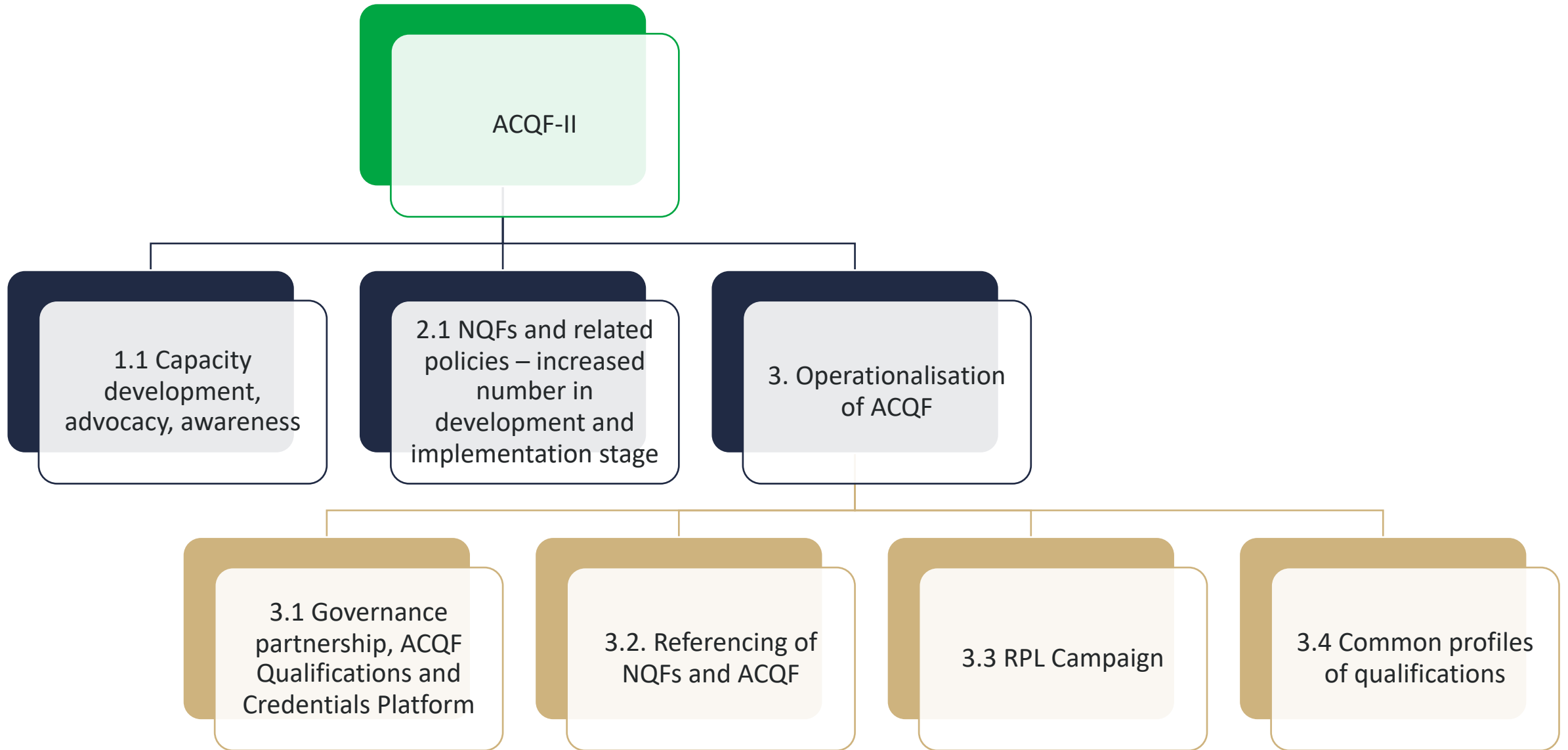
Duration: from April 2023 to December 2026

ACQF-II is part of the flagship initiative “Youth Mobility for Africa”. This flagship is included in the Global Gateway Africa-Europe Investment Package.

Overall Objective and outcomes

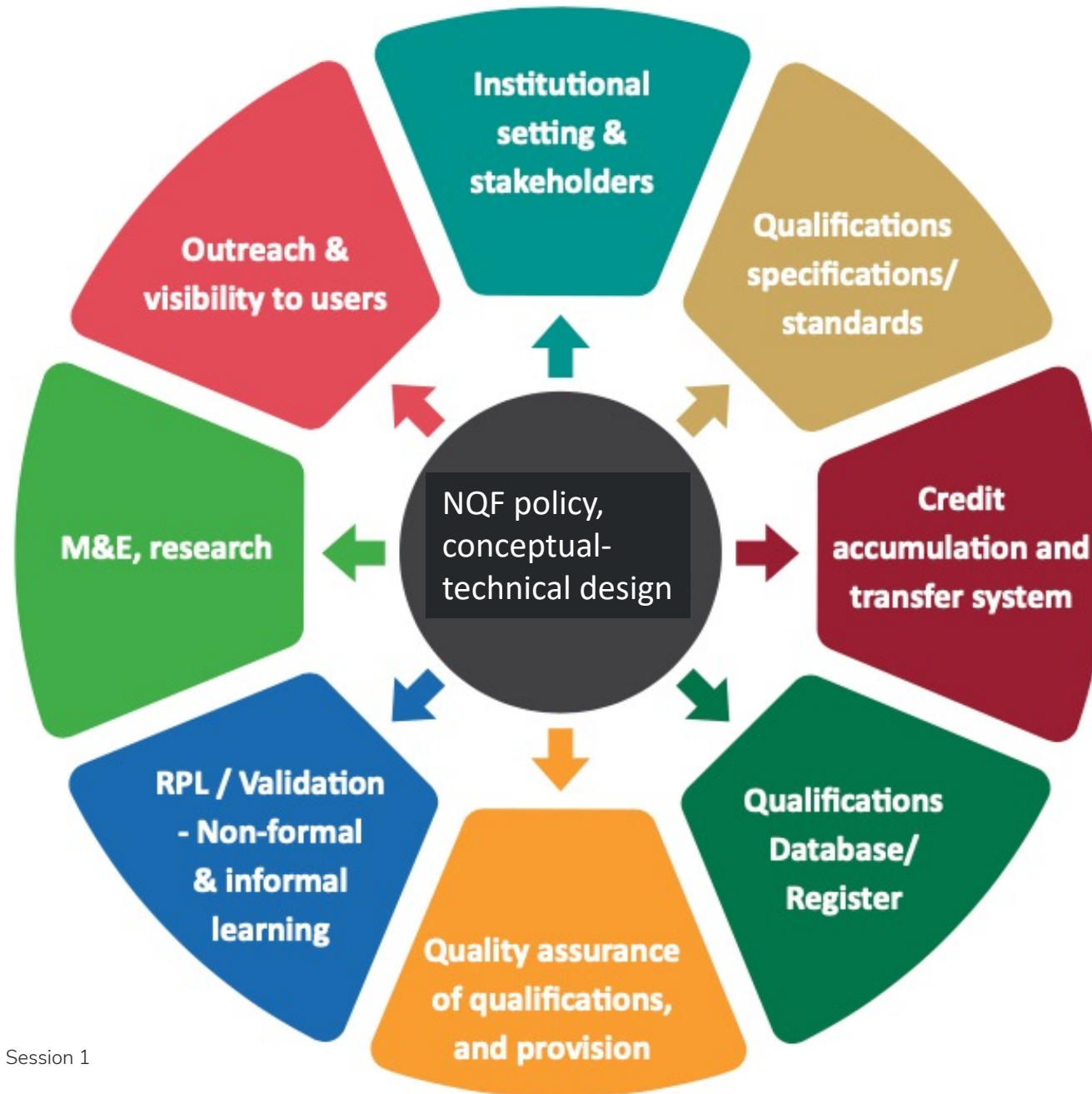
- The **Overall Objective** (Impact) of this action is to contribute to **improved mobility, lifelong learning opportunities for African youth**, as a result of enhanced comparability and transparency of qualifications, recognition of skills and diplomas, improved mutual trust and information-sharing between qualifications frameworks and systems on the continent.
- The **Specific Objectives (Outcomes)** of this action are to:
 1. Strengthen capacities at continental (AU), national and regional levels enabling the implementation of the ACQF functions and services.
 2. Support the development and implementation of national qualifications frameworks and systems, and cooperation with regional qualifications frameworks.
 3. Set-up and operationalise the ACQF systems for delivery of the services and results in
 - (i) referencing national qualifications frameworks or systems and ACQF,
 - (ii) ACQF qualifications management information system and database,
 - (iii) recognition of skills and qualifications,
 - (iv) cooperation with the European Qualifications Framework (EQF) and other frameworks,
 - (v) development of common profiles of qualifications for priority sectors of free trade, inclusive economic integration, emerging occupations, green jobs, in cooperation with AfCFTA.

Main outputs



02

2.3. ACQF supporting change, synchronisation



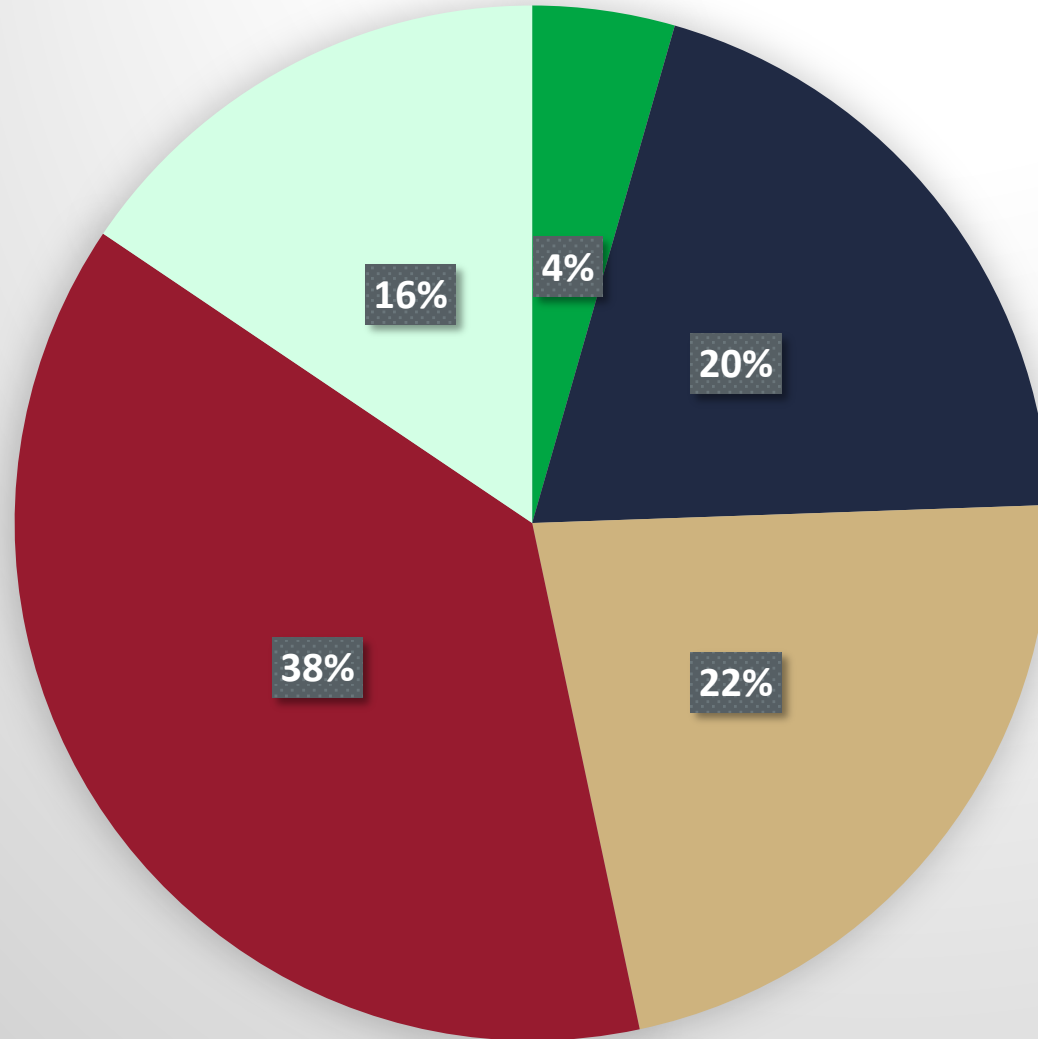
- NQF: a systemic view or an eco-system
- NQFs do not work in isolation
- NQF must adapt to change and meet new demands from the transformation of work, technology, learning, climate, demography
- NQFs and RQFs belong to all stakeholders

ACQF supporting change and synchronisation

A. Change and synchronisation

- South-South dialogue, sharing, common African knowledge basis
- Capacity development and networking for mutual trust (multi-country)
- Complementarity and support to countries' NQF and related policies
- Holistic view to education-training and qualifications
- Emphasis on new themes: micro-credentials, green skills, RPL
- ACQF QCP
- Sustainability: A new “African Qualifications Network” – based on Countries' initiatives

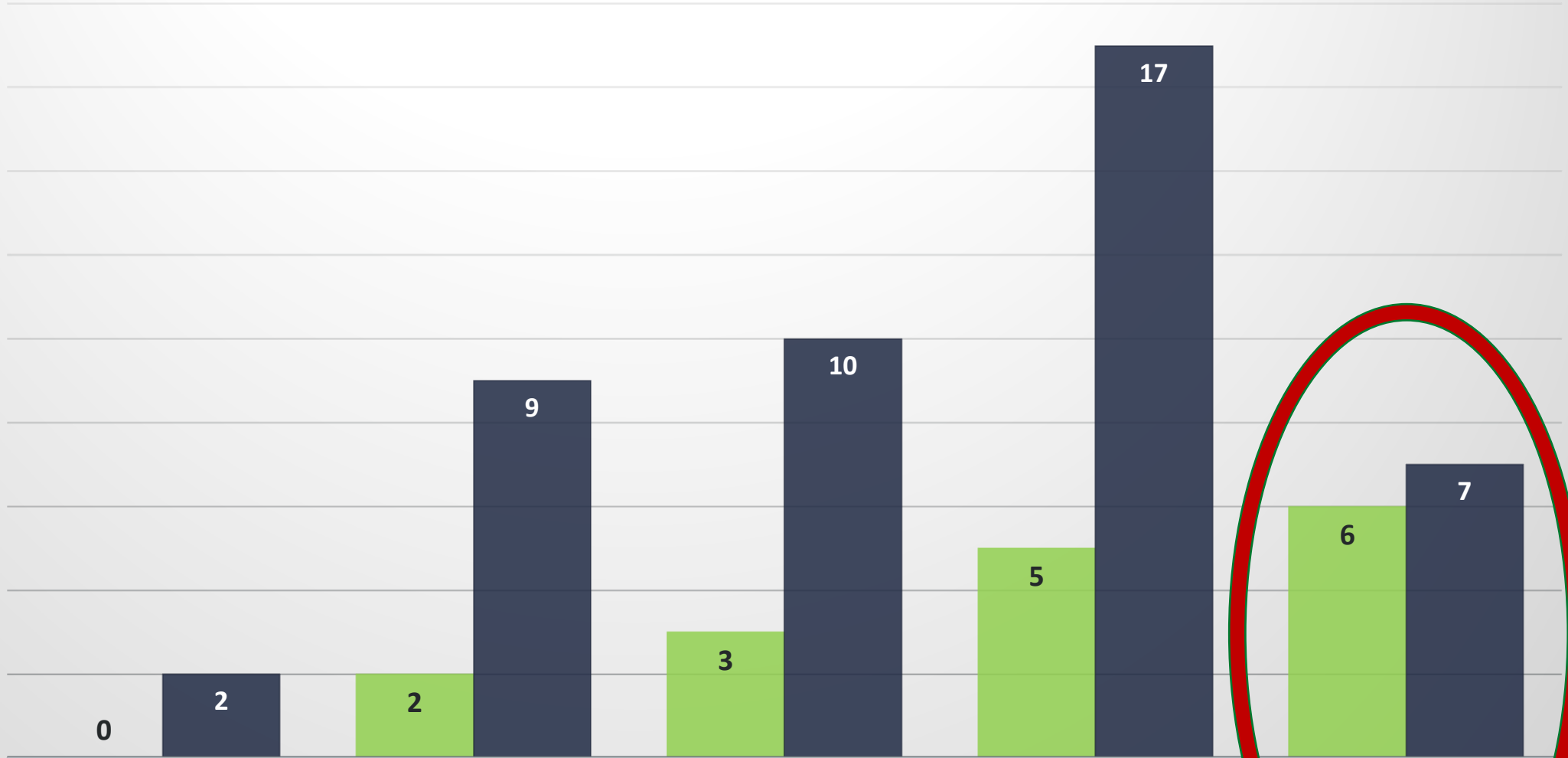
NQFs in Africa: 5 stages of development & implementation Number: 45 countries



- 1. NQF to be started
- 2. NQF in early thinking
- 3. In devel & consultation
- 4. Approved & implem started
- 5. Advanced implement & reviewed

NQFs in Africa (total) - SADC (Total Nr countries: 45)

Number of NQF



	To be started	Early thinking	In development and consultation	NQF approved & implem started	NQF advanced implementation & reviewed
Nr NQF in SADC	0	2	3	5	6
Nr NQF in Africa total	2	9	10	17	7

NQF in Africa by stage of development

Stage of NQF development and implementation	Number of NQFs Africa	Countries
NQF development to be started	2	Chad, Republic of Congo
NQF in early thinking	9	Burkina Faso, Union of Comoros, Democratic Republic of Congo, Guinea, Guinea-Bissau, Mali, São Tomé e Príncipe, South Sudan, Togo
NQF in development and consultation	10	Cameroon, Côte d'Ivoire, Liberia, Madagascar, Malawi, Morocco, Sierra Leone, Somalia, Sudan
NQF legal act approved, implementation started	17	Angola, Burundi, Djibouti, Eswatini, Egypt, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Mozambique, Nigeria, Rwanda, Senegal, Tanzania, Tunisia, Uganda, Zimbabwe
NQF in advanced implementation and reviewed	7	Cape Verde, Botswana, Mauritius, Namibia, Seychelles, South Africa, Zambia
Total	45	

South-South dialogue and sharing: ACQF among the good practices 2023

<https://www.southsouth-galaxy.org/wp-content/uploads/2023/09/Good-Practices-in-SSTC-Transforming-Education-and-Delivering-on-SDG4.pdf>

GOOD PRACTICES

**in South-South and
Triangular Cooperation**

Transforming
Education
and Delivering
on SDG 4



ACQF Model of Capacity development activities

Multi-country: Annually

- 3 training workshops
- 2 conferences (1 online)
- Several webinars

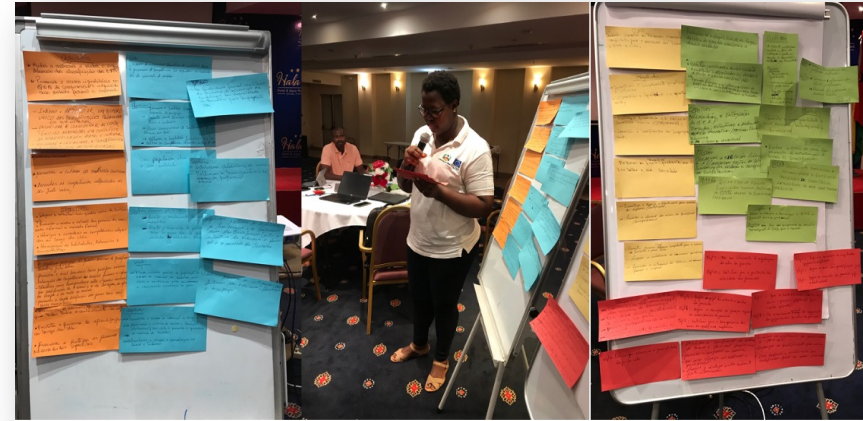


Country specific plan

- Training workshops
- Meetings and debates
- Webinars

ACQF-II Training programme 2023

- Welcome
- Benvinda(o)s
- Bienvenu(e)s



Nairobi: 9-11/Oct



Accra: 7-8/Nov



Maputo: 5-6/Dec



The Nairobi workshop



**Participation and ownership.
Co-hosted by KNQA**

The Accra Workshop



Ghana - consultation week; Session 1



**Participation and ownership
Co-hosted by GTEC**



The Maputo Workshop

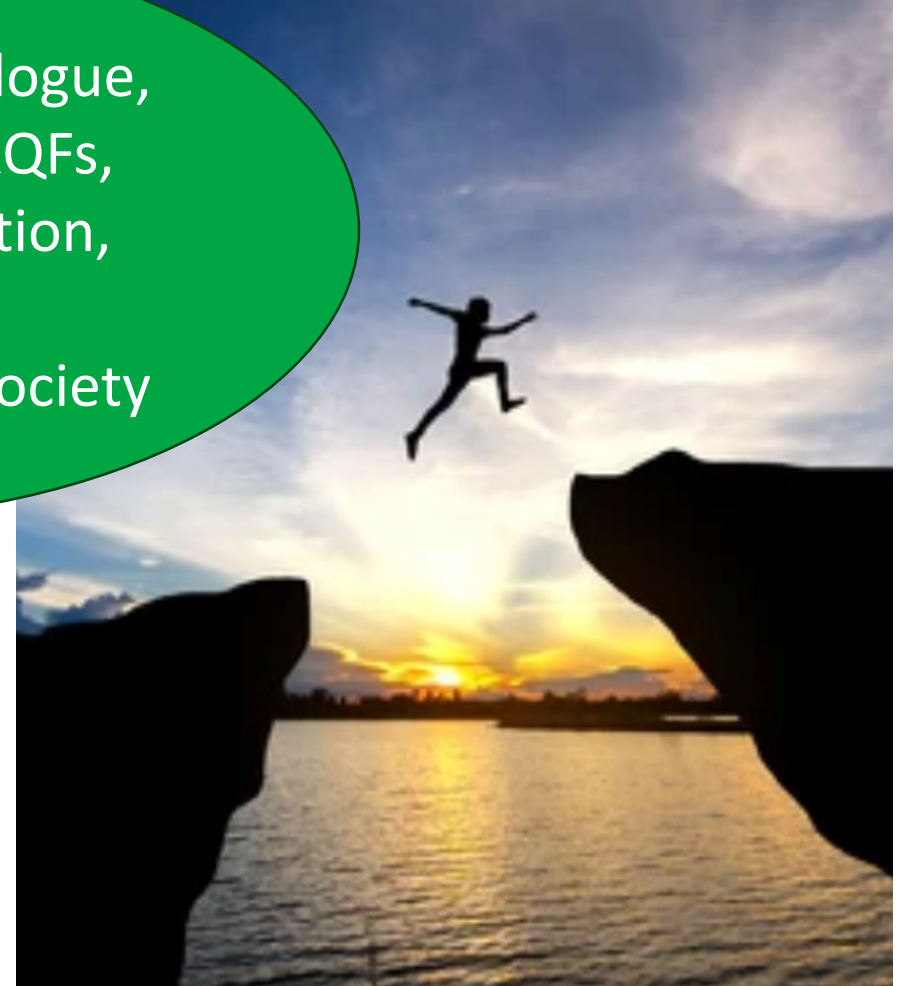


**Participation and ownership.
Co-hosted by CNAQ / ANEP**

Holistic view on education-skills and qualifications

- Education, training, and upskilling – in a life-long perspective
 - All sectors and qualifications
 - All modalities of learning
 - All forms of recognition of learning outcomes
 - All types of credentials and qualifications
 - Digitalisation

Multiple loops of dialogue, cooperation: with RQFs, TVET, Higher Education, Recognition of Qualifications, Civil Society



ACQF surveys

- On NQF
- On Micro-Credentials
- On RPL

Preliminary results
shared
Final report and DB
- forthcoming

ACQF Qualifications and Credentials Platform: a game changer

Qualifications Databases Network

- National Qualifications Databases – with users Platform
- Continental Qualifications Database – with users Platform

Enhance
qualifications
management

Improve
information-
sharing

Interoperability
(African and
beyond)

Sustainability: new African Qualifications Network

- Result of 1st TVET Round Table 10-14 November 2023, Kinshasa
- Package of Recommendations – to AUC
- Key features and proposals on mission and governance of the Network



04

All learning matters

RPL

Make the invisible - visible



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

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

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

Knowledge, skills and competences acquired in all contexts and modalities of learning (incl. experience) can be identified, documented, assessed and certified.

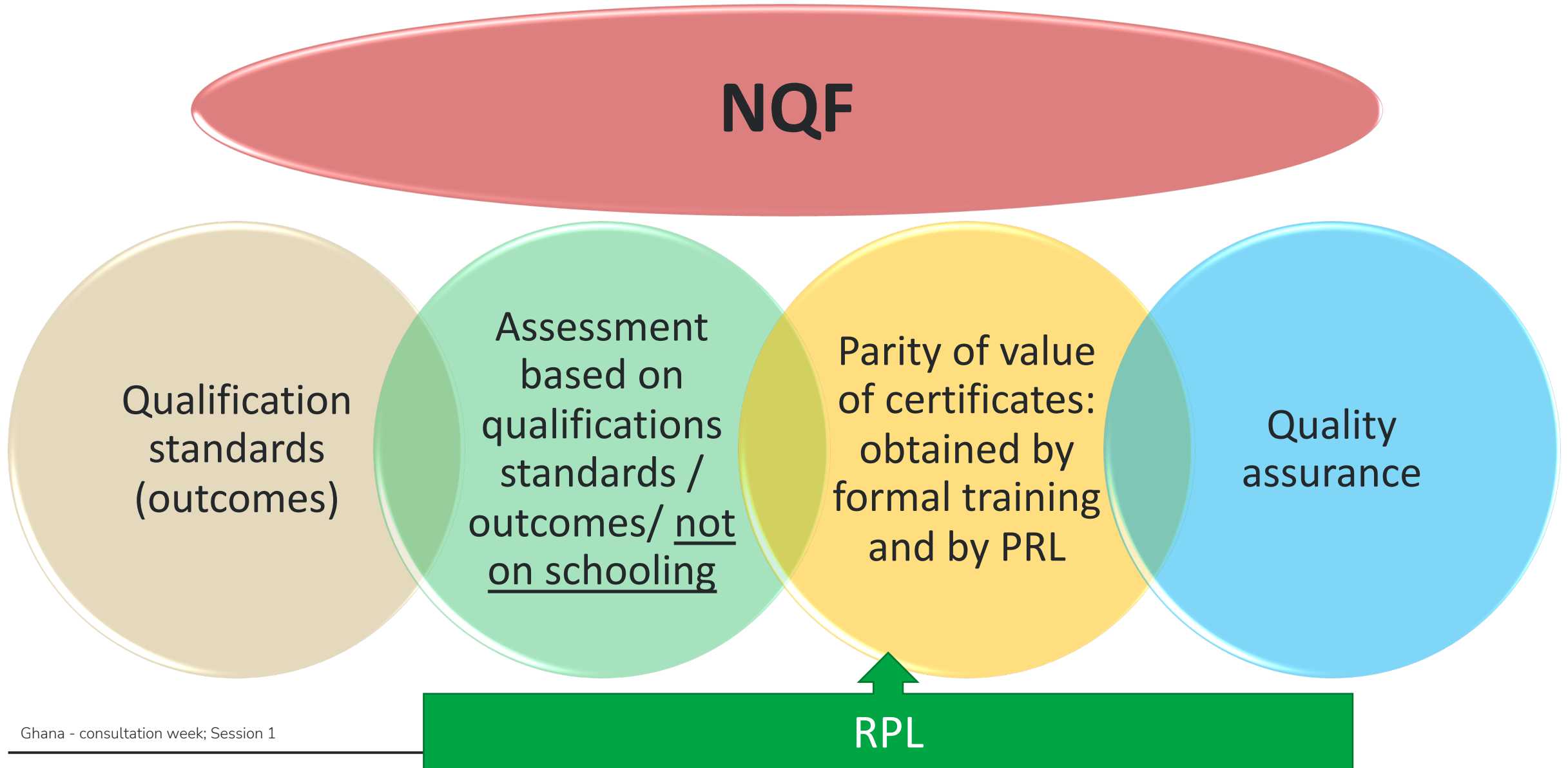
NQFs support and need RPL

- A process
- An assessment
 - (Not education and training, not in the first place at least)
- All education and training institutions assess and validate learning outcomes, but RPL is specific (mainly because no curriculum)

- Recognition of prior learning (RPL) is a process of identifying, documenting, assessing and certifying formal, non-formal and **informal learning outcomes** against **standards** used in formal education and training.
- Thus, RPL provides an opportunity for people to acquire qualifications or credits towards a qualification or exemptions (from all or part of the curriculum, or even exemption from an academic prerequisite for entering a formal study programme) without going through a formal education or training programme.

- The Recognition of Prior Learning (RPL) is a process through which formal, non-formal and informal learning is measured, mediated for recognition across different contexts and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system or workplace.
- The aim is to make it possible to obtain formal recognition for knowledge gained throughout life, such as in workplaces and own reading or experiences. The RPL process also entails providing support to a candidate to ensure that knowledge is discovered and displayed in terms of a relevant qualification registered on the National Qualifications Framework (NQF).

What connection with NQF?



RPL in Africa



SEYCHELLES QUALIFICATIONS AUTHORITY

National Guidelines for the Implementation of
Recognition of Prior Learning (RPL)

July 2017



Terça-feira, 17 de Agosto de 2021 I SÉRIE — Número 158



BOLETIM DA REPÚBLICA

PUBLICAÇÃO OFICIAL DA REPÚBLICA DE MOÇAMBIQUE

Decreto n.º 58/2021
de 17 de Agosto

Havendo necessidade de dotar o Subsistema de Educação Profissional de normas e procedimentos, aplicados ao processo de reconhecimento de competências adquiridas, através de aprendizagem ao longo da vida, em contextos de trabalho, formação não formal e informal, ao abrigo do disposto no n.º 2 do artigo 15, da Lei n.º 23/2014, de 23 de Setembro, Lei de Educação Profissional, alterada e republicada pela Lei n.º 6/2016, de 16 de Junho, o Conselho de Ministros decreta:

ARTIGO 1

É aprovado o Sistema de Reconhecimento de Competências Adquiridas, abreviadamente designado SRCA, em anexo, que é parte integrante do presente Decreto.

ARTIGO 2

Compete ao titular superintende a área do ensino técnico profissional aprovar o Regulamento do Sistema de Reconhecimento de Competências Adquiridas, no prazo de 60 dias, a partir da data da publicação do presente Decreto.

ARTIGO 3

O presente Decreto entra em vigor na data da sua publicação.



**ORIENTAÇÕES METODOLÓGICAS PARA A
IMPLEMENTAÇÃO DO SISTEMA DE RECONHECIMENTO
DE COMPETÊNCIAS ADQUIRIDAS (SRCA)**



Junho 2022



GOVERNMENT OF MALAWI

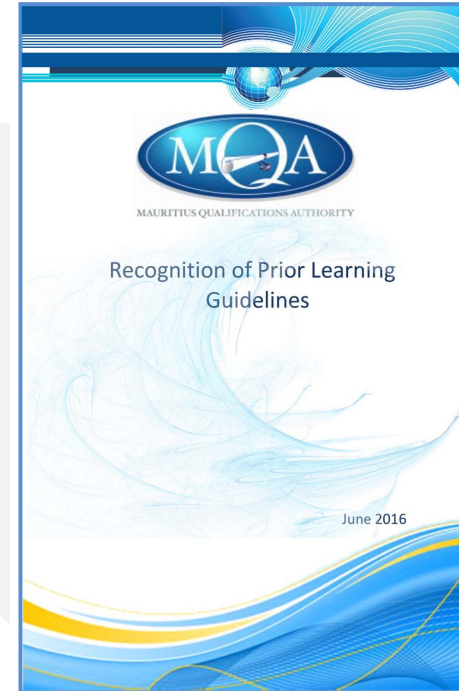
**RECOGNITION OF PRIOR
LEARNING GUIDELINES**



GOVERNMENT OF MALAWI

**RECOGNITION OF
PRIOR LEARNING (RPL)**

ASSESSORS GUIDE



POLICY AND CRITERIA FOR RECOGNITION OF
PRIOR LEARNING IN ZAMBIA

JUNE 2016



**National Policy and Criteria for the
Implementation of
Recognition of Prior Learning
(Amended in March 2019)**



VOCATIONAL EDUCATION AND TRAINING AUTHORITY (VETA)

**GUIDELINES FOR
RECOGNITION OF PRIOR
LEARNING ASSESSMENT
(RPLA) IN TANZANIA**



RPL is not only assessment! It is process...



 Autoridade Nacional da Educação Profissional

RPL in Mozambique – NQF Professional

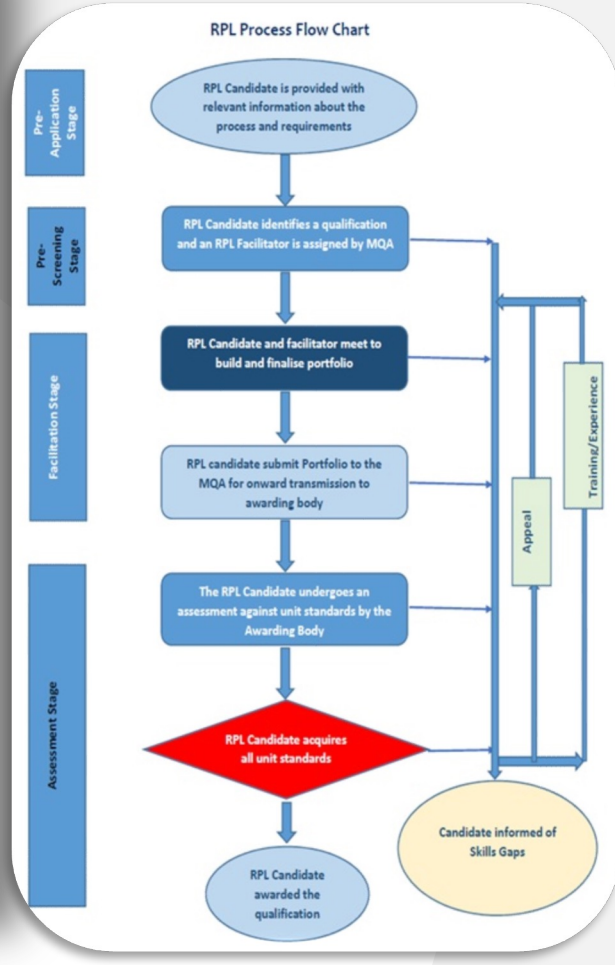
Assessment Tests in the Pilot Project:



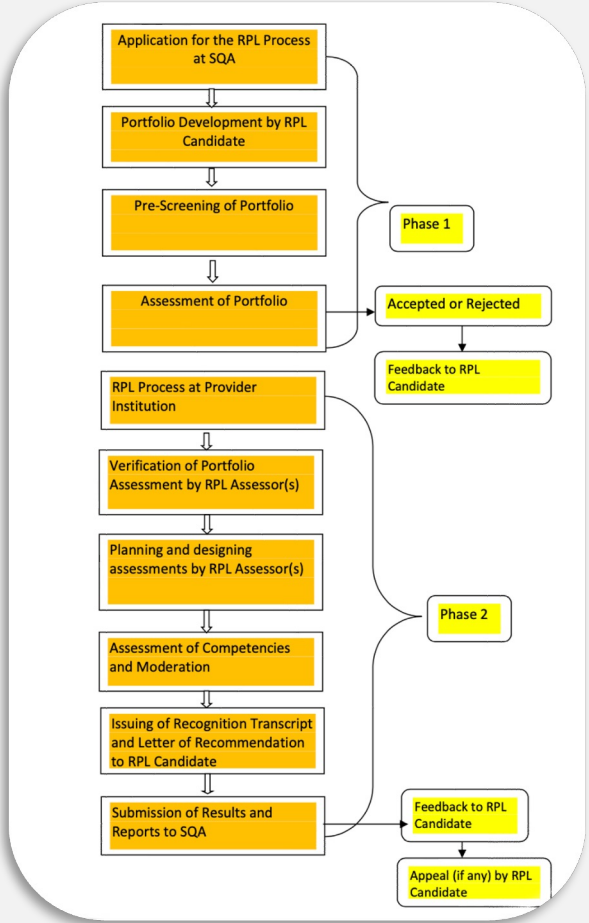


POR UMA EDUCAÇÃO PARA O TRABALHO E DESENVOLVIMENTO DO PAÍS

Mozambique



Mauritius



Seychelles

Regional RPL policies and guidelines

EU - Cedefop:

- <https://www.cedefop.europa.eu/en/projects/validation-non-formal-and-informal-learning>
- <https://www.cedefop.europa.eu/en/publications/3093>

ACQF: <https://acqf.africa/resources/recognition-of-prior-learning>

SADCQF

EAC



01

Transformation

People, society, economy...needs

- Social justice
- Green Planet
- Peace and stability
- Jobs
- Investments
- Livelihoods
- Skills and qualifications
- Lifelong learning
- Access & Quality education



Drivers of change

Digitalisation - Automation - AI

Covid-19

Greening of economy and society

Societal movements: rights, democracy, information, innovation

- The future of work arrived ahead of schedule
- “2 years of digital innovation in 2 months”
- Remote work: post-Covid19
- Wave of innovation and launch of new generation of entrepreneurs
- Digitally enabled productivity gains accelerate 4th Industrial Revolution
- Reskilling
- Learning anytime, anywhere, anything
- Hybrid skills
- New types of qualifications: micro-credentials, digital certificates

**'Double-disruption'
scenario for workers**

Tandem Covid-19
recession x automation &
digitalisation

Skills 2027: top in-demand...



The World Economic Forum's Future of Jobs 2023 report finds **analytical thinking, creative thinking and AI and big data will be top in-demand skills by 2027.**



Leadership and social influence and curiosity and lifelong learning are among other skills expected to see growing demand.



Six in 10 workers will require training before 2027, but only half of workers are seen to have access to adequate training opportunities, according to the report. Training priorities of companies (42%): AI and Big Data

Top Skills 2023



- **Cognitive skills** top the list of those deemed to be of greatest importance for workers in 2023.
- **Analytical thinking** is considered to be a core skill by more companies than any other skill, making up, on average, 9.1% of the core skills reported by companies.
- **Creative thinking** comes second, ahead of three self-efficacy skills – resilience, flexibility and agility; motivation and self-awareness; and curiosity and lifelong learning – which recognize the importance of workers' ability to adapt to disrupted workplaces.

Top 10 skills of 2023



- | | |
|--|--|
| 1.  Analytical thinking | 6.  Technological literacy |
| 2.  Creative thinking | 7.  Dependability and attention to detail |
| 3.  Resilience, flexibility and agility | 8.  Empathy and active listening |
| 4.  Motivation and self-awareness | 9.  Leadership and social influence |
| 5.  Curiosity and lifelong learning | 10.  Quality control |

Type of skill

■ Cognitive skills
 ■ Self-efficacy
 ■ Management skills
 ■ Technology skills
 ■ Working with others

Source

World Economic Forum, Future of Jobs Report 2023.

Note

The skills judged to be of greatest importance to workers at the time of the survey



Cognitive skills top the list for 2023. Image: World Economic Forum

ACQF



**ACQF is underpinned by
Quality Assurance**

Transparency and Trust in
Qualifications
Includes processes and
procedures to ensure
qualifications, assessment
and programme delivery
meet high standards

- **Metaframework:** translation device for referencing, comparison, cooperation between different NQFs
- **Comprehensive scope:** all levels, modes of learning
- **10 levels:** whole continuum of education and training
- **Level descriptors** expressed as learning outcomes
- **Domains of learning:** Knowledge, Skills, Autonomy and Responsibility
- **Learning outcomes orientation** supports:
 - Improve **transparency and comparability** of qualifications of different national systems
 - **Transparency and credibility of RPL** and validation of outcomes from experience, access to quality RPL
 - **Application of credit accumulation and transfer systems** in different academic and vocational pathways.
 - *Access, learning progression, lifelong learning, flexibility,*
 - *In design of qualifications: facilitate transfer of components of qualifications*

Contribution to facilitate recognition of foreign qualifications

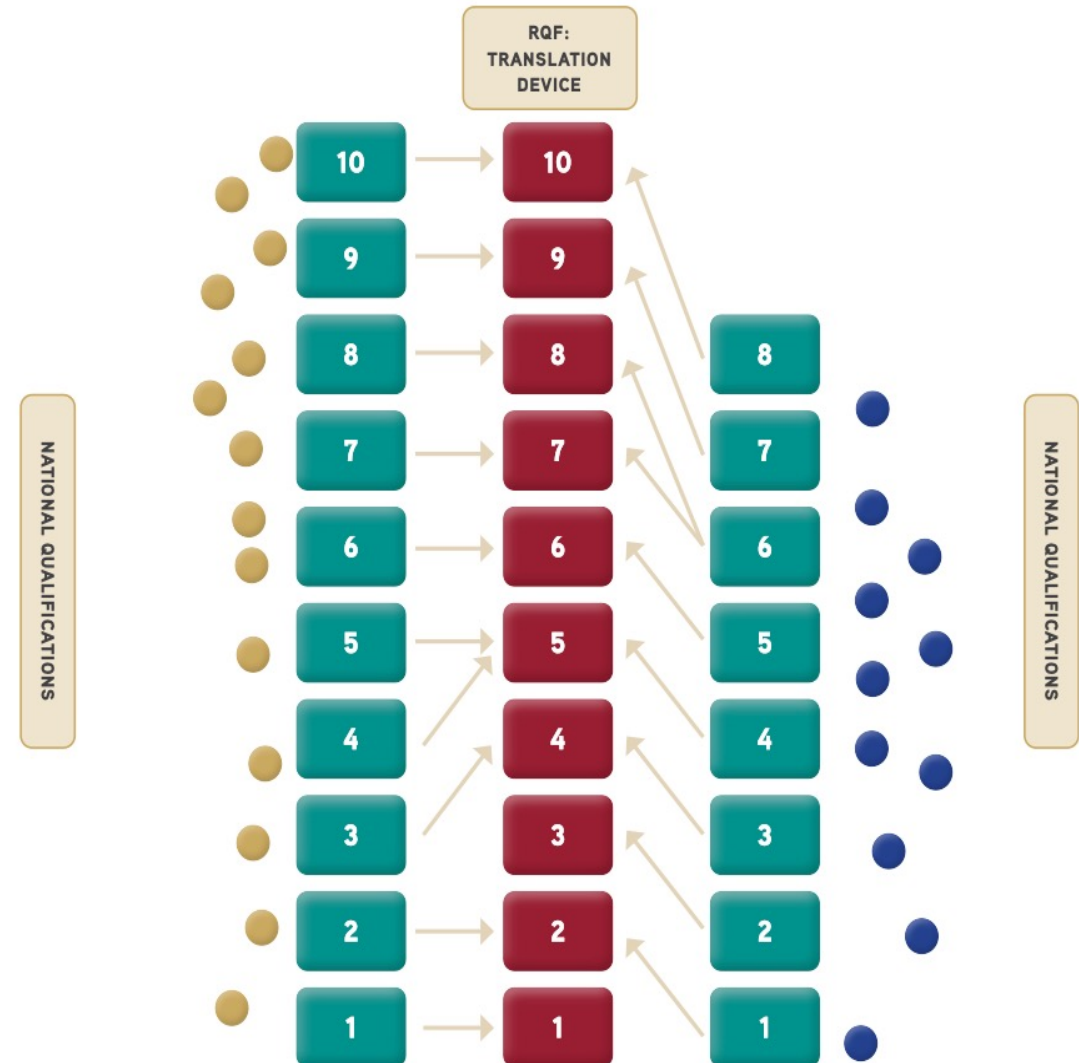
- The transparency, information-sharing and mutual trust resulting from referencing levels of NQFs to ACQF levels contribute to transparency of recognition of foreign qualifications in the context of Africa and other continents.
- The ACQF and the national information bodies involved in the recognition of qualifications will share information on learning outcomes, levels and other characteristics of qualifications frameworks referenced to the ACQF.

Underpinned by quality assurance

- The ACQF as an overarching qualifications framework and a catalyst for NQF development is underpinned by quality assurance. Quality assurance is fundamental for trust in qualifications, and for their currency and mobility.
- **Quality assurance is the subject of Criterion 4 of referencing to the ACQF**, which states that the national quality assurance system for education and training refers to the national qualifications framework or system and is consistent with the principles of quality assurance of the ACQF.

Referencing national qualifications frameworks or systems to ACQF

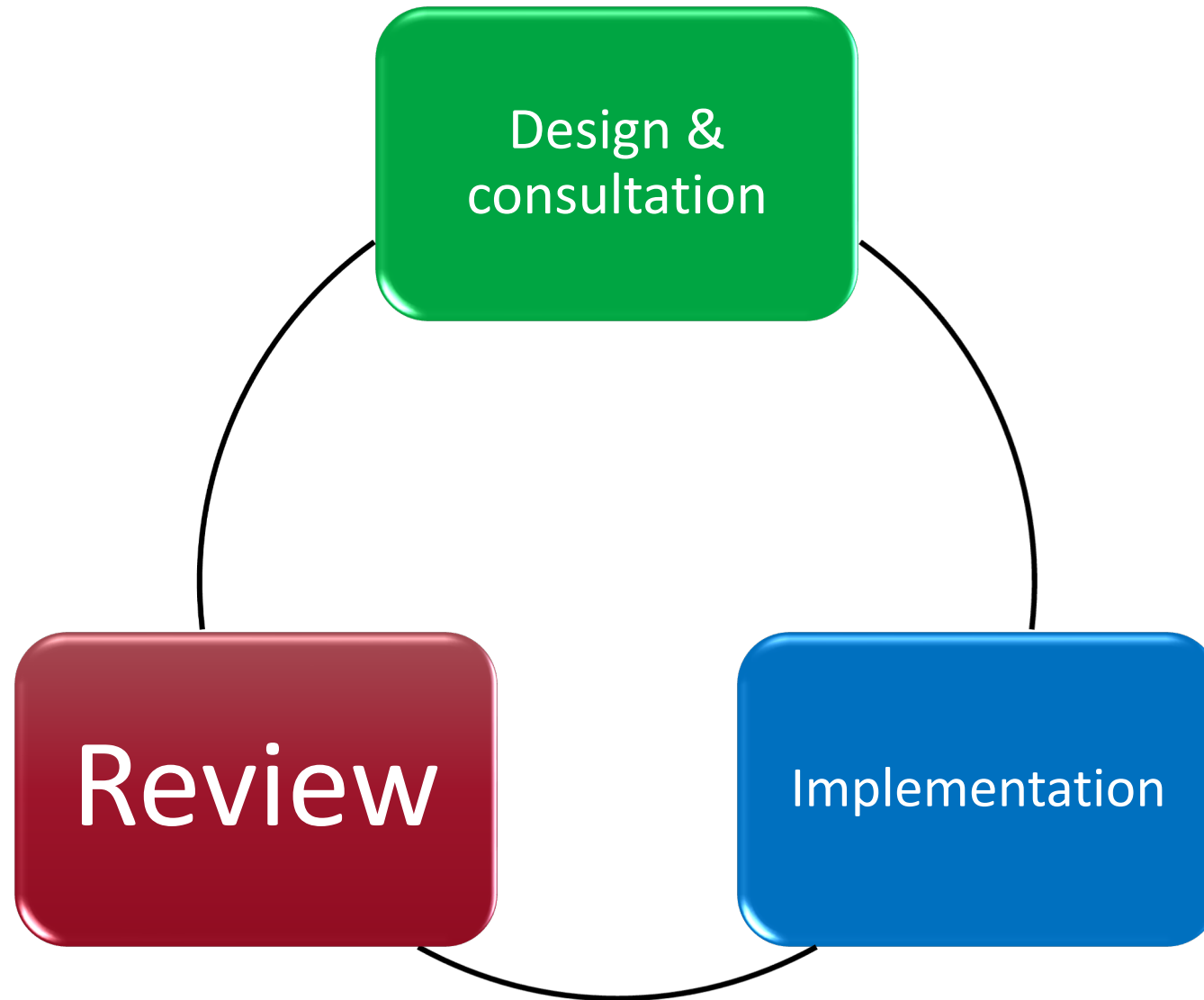
- ACQF aims at **connecting** the African national (and regional) qualifications frameworks. This core function is based on the process of **referencing to ACQF**.
- Referencing: process aimed at comparing national qualifications frameworks or systems to the ACQF following criteria and procedures (**ACQF Guideline 3**)
- At **national level**, referencing contributes to self-assessment of the status of the national qualifications framework or system, and to self-improvement.
- At **continental level and between countries**, referencing to the ACQF of a significant and increasing number of national qualifications or systems leads to the creation of a common area of trusted qualifications and enables the transformative potential of the ACQF for the continent.
- Following referencing to ACQF: countries use ACQF levels on newly issued documents related to qualifications and in registers / databases of qualifications.



03

Lifecycle of an NQF

Lifecycle of an NQF



OBa

**Phase 1 - NQF design
and development**

What is included in this phase?

1. Conceptualisation and design of the NQF during which countries analyse and define the “why, what for, what, how, with whom, when” of the NQF - rationale and main objectives of the future NQF. Results in:
 - Outline of the NQF providing the basis for wider dissemination and discussion within a smaller group of key stakeholders.
 - Key architectural features, such as purpose, scope and structures, are drafted.
2. Consultation and testing stage. Future NQF proposal is presented to and discussed within a broader group of stakeholders, normally as part of a public consultation process. Countries may choose to test the proposed NQF levels and qualification types through projects or targeted consultations.
3. Official establishment/adoption stage. NQF is formally documented and agreed to through a decree/law or a formal agreement between stakeholders.

Critical questions for proposed NQF

Focus	Questions
Plan for development	'Why, what for, what, how, with whom, when?' Overall approach to development? Who will manage development? Stakeholder engagement? Tested or trialled?
NQF design: Purpose and scope	What are the goals to be achieved? Scope of NQF? How will it link to other QFs within the country?
NQF design: Structures	Levels and descriptors: Number of levels, domains? Volume of learning measure: What will measure? How will it be used? Qualification type descriptors: How will be documented? Map/table or text based?
NQF general queries	Does design of NQF promote use of learning outcomes, lifelong learning, learning pathways, and access and equity principles? Does the structure reflect 'common sense'?
Legal basis	How will the NQF be formalise, e.g. decree, regulations, agreed in policy?
Governance and funding	How will the NQF be managed and governed? How will the NQF be 'owned' by stakeholders? How will it be funded? How will it be staffed?

Critical questions for proposed NQF: Linkages

Focus - Linkages	Questions
Recognition of NF and IF learning	How will the NQF provide the policy basis and support access to the validation of nonformal and informal learning? What policy linkages need to be made with the quality assurance strategies, e.g. embedded in quality standards for qualification specifications and for provider provision?
Credit transfer	How will the NQF provide the policy basis and support access to the validation of formal learning? Will it be only policy advice or will it link to a credit accumulation and transfer system?
Registers	What registers need to be established for those qualification located and accepted onto the NQF? Who will be responsible for these registers, e.g. centralised NQF body or sectoral QA body?
Quality assurance	How will the NQF be linked to QA strategies? Especially: development, design and approval of qualification specifications; and approval of providers and approval of programmes leading to a NQF qualification? How will policy coherence of QA strategies be achieved?
Other legal acts	Other laws and regulations will be affected by the proposed NQF? Who will be responsible for ensuring coherence across laws and regulations?
Microcredentials	How will microcredentials be recognised within the qualifications system?
Recognition of foreign qualifications	What information needs to be made available to support the country's citizens as a sending country? What linkages with other frameworks would be made? What information needs to be made available as a receiving country?

What is usually in NQF texts (suggested)

On NQF

- Background: wider issues addressed, benefits for people, LLL
- Objectives, principles, scope, NFIL
- Technical design: levels and descriptors, qualifications types, NQF map/table, volume of learning measure, e.g. credits
- Quality assurance linkages
- Components / instruments (register / database, monitoring & evaluation, standards, classifications)

On NQF governance

- NQF lead entity: different models apply
- Roles, responsibilities and key functions
- Interactions sub-sectors education and training – on NQF
- Interplay between stakeholders
- Resources

OSb

**Phase 2: NQF
implementation**

Implementation phase

- Move from initial policy design and legal framework of the NQF to the operationalisation of the framework, focusing on:
 - ✓ Consolidating governance and associated legal acts
 - ✓ Establishing and practically applying the linkages to associated structures and the quality assurance arrangements, and moving to full practical implementation
 - ✓ Consolidating administrative and technical capacity and expertise.
- Full implementation requires time and not all strategies and capacities will be available at the same time.

Critical questions of the implementation phase

Focus	Questions
Design to full implementation	How will aspirations and vision for the qualifications system be articulated? Who will develop an implementation plan? Who needs to agree to it? How funded, resourced, and monitored?
QA of qualifications	How will the link be made between NQF and the requirements for development and approval of qualifications?
QA of provider provision	How will the link be made between NQF, qualifications and the programmes leading to them? Who will approve and monitor? What sanctions and rewards will be applied?
Assessment	Who is responsible for assessment of individual achievement? How will assessment decisions be validate/moderated?
Certification	Who will issue NQF documentation? Who will monitor?
Data collection	Who is responsible for setting data standard? Who will collect and retain data?
Registers	How will registers be made public? What information should be public?
Credit transfer system	How will system be negotiated? Will it be part of or separate to the NQF?
Visibility of the NQF	How will NQF be communicated? How will dialogue with stakeholders be facilitated?
Technical capability	How will QA agency staff and provider staff capability and expertise be developed?

03c

Phase 3: NQF monitoring and review

- Learn much more at **Session 3: M&E**

Monitoring of NQF implementation



How will implementation be monitored?



What data exists that can be used to monitor implementation?



Regional examples for monitoring NQF implementation within the qualifications system:

ACQF Guideline and TM on M&E (Nº 7)

Aspects M&E within quality assurance frameworks or guidelines:

- UNESCO for the Asia Pacific TVET sector,
<https://bangkok.unesco.org/content/guidelines-quality-assurance-tvet-qualifications-asia-pacific-region>
- EQAVET framework for TVET sector,
[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1202\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1202(01)&from=EN)

- Major reviews can occur at any time, can draw on monitoring activities
- Qualifications frameworks are used to promote the trust and transparency of individual qualifications and the qualifications systems to which they belong. In doing so, they:
 1. Act as a classification device to organise qualifications according to type and/or level
 2. Set down (or link to) the quality measures for qualifications to be entered or accepted onto the qualifications framework
 3. Act as an official bridge to international users of domestic qualifications and holders of international qualifications.

Source: Quality and Qualifications Ireland 2017.

Critical questions of the review phase

Classification device	Sets out (or links to) quality measures	Bridge between domestic and international qualifications
<p>Is the NQF helping to raise aspirations to learn?</p> <p>Do citizens use the NQF to use progression opportunities?</p> <p>Does the NQF assist in overcoming barriers to qualifications, including through the validation of nonformal and informal learning?</p> <p>Are valuable qualifications sitting outside the NQF that should be brought in?</p>	<p>Is the NQF raising the standard of qualifications in terms of the use of learning outcomes, content, assessment, and certification processes?</p> <p>Is the NQF applying the right kinds of pressures to qualification owners to describe and operate their qualification appropriately?</p> <p>Is the NQF helping to increase the potential of qualifications to provide social and economic returns to holders?</p>	<p>Do people abroad use the NQF to appreciate elements of specific domestic qualifications?</p> <p>Is it easy to make comparisons between the domestic qualifications and international qualifications?</p> <p>Are the links to international qualifications clear?</p> <p>Is the quality assurance functions of the NQF inspiring confidence among international application to domestic education and training programmes?</p>

04

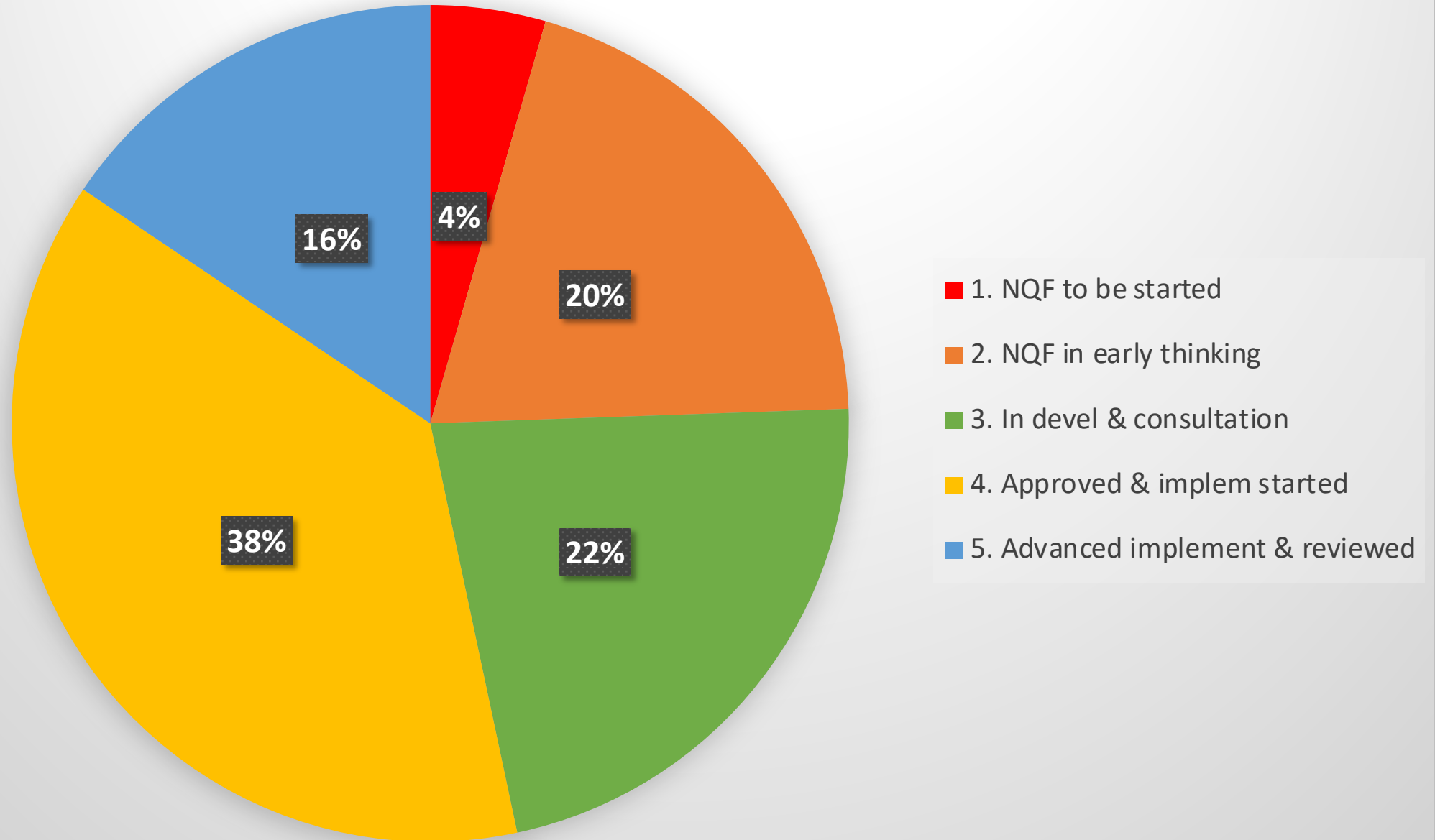
NQFs in Africa: trends

African trends

- Growing number of NQFs approved and implementation started



NQFs in Africa: 5 stages of development & implementation Number: 45 countries



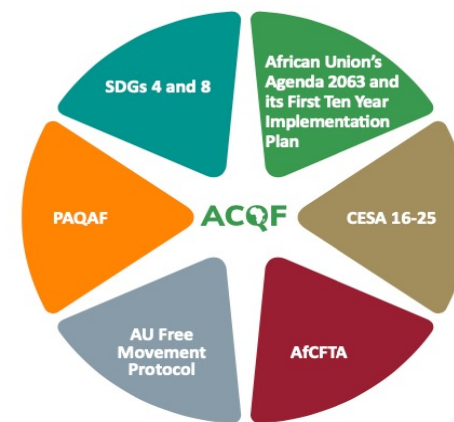


African Continental Qualifications Framework

ACQF Policy Document validated at the Addis conference 11-13 July 2023: underpinnings, purposes, principles



UNDERPINNINGS



PURPOSES OF ACQF

- 1 Enhance** → Enhance comparability, quality and transparency of qualifications of all types and levels, support people's lifelong learning outcomes.

- 2 Facilitate** → Facilitate validation of learning, recognition of skills, diplomas and certificates and mobility of learners and workers

- 3 Cooperate** → Work in cooperation and complementarity with national and regional qualifications frameworks and support African continental integration and creation of African common space of trusted qualifications.

- 4 Promote** → Promote cooperation and referencing between qualifications frameworks (national, regional) in Africa and worldwide.

PRINCIPLES



7 main areas of activity

“ACQF creates mutual trust”

Areas - as per ACQF Policy Document



Referencing NQF / NQS to ACQF



Support Recognition of Prior Learning



ACQF Qualifications Platform and MIS



Qualifications: common profiles for priority sectors AfCFTA / continental integration



Capacity development



Networking and cooperation



Analysis, monitoring and evaluation

REFERENCING NATIONAL QUALIFICATIONS FRAMEWORKS OR SYSTEMS TO ACQF



ACQF aims at **connecting** the national (and regional) qualifications frameworks of the community of African Union (AU) member states. This core function is based on the process of **referencing to ACQF**.



Referencing: process aimed at comparing national qualifications frameworks or systems to the ACQF following criteria and procedures.

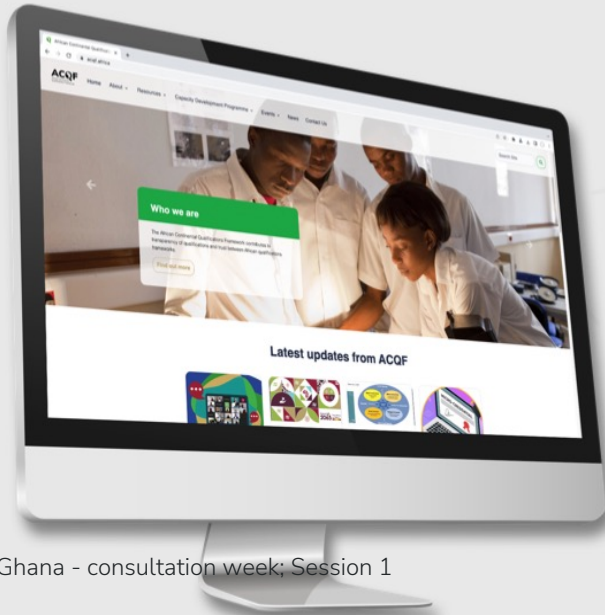


At **national level**, referencing contributes to self-assessment of the status of the national qualifications framework or system to identify areas for reform and improvement



At **continental level and between countries**, referencing to the ACQF of a significant and increasing number of national qualifications or systems leads to the creation of a common area of trusted qualifications and enables the transformative potential of the ACQF for the continent.

And much more on ACQF website for stakeholders, policy makers, education and training providers, learners and experts interested in themes and issues related to national and regional qualifications frameworks and their related systems, tools and governance.



Want to know more about ACQF?

Visit our website:
<https://acqf.africa/>

05

**Trends in Europe:
EQF**

What is the EQF?

- A **translation grid** for qualifications across countries
- Defined in terms of **learning outcomes** (knowledge, skills, responsibility & autonomy)
- 8-Level reference framework, covering **all types and all levels of qualifications**
- **41 countries**



EQF Objectives



Transparency, comparability and portability of people's qualifications

Employability, mobility and social integration of workers and learners

Linking formal, non-formal and informal learning

Supporting the validation of learning outcomes acquired in different settings

Contributing to modernising education and training systems

ACQF Main milestones (as June 2023, 39 countries reporting)

Objective	Reached by countries (number)
Referencing to EQF	36 (92% of all involved countries)
Renewed referencing to EQF	6 countries
EQF levels on certificates, diplomas, and supplements	34 (87%)
EQF levels on databases or registers of qualifications	25 (64%)
Transparency of information: Publication of referencing reports	32 (82%)
Transparency of information – inclusion in the Tool to compare NQFs on Europass portal	29 (74%)
Transparency of information and use of the Annex VI of EQF Recommendation: connection of national databases / registers with the QDR and publication of qualifications in Europass (Learning Opportunities in Europass). Accessed: 27/03/2023)	19 (49%)

https://irq.ie/

Home Page > Qualifications

COURSES PROVIDERS QUALIFICATIONS



Filters

Field of learning

NFQ Levels

EQF Levels

Award Class

Sector

Awarding Body

Credit (ECTS)

From

0

To

360

0

360

Clear Filter

Search for Qualifications



9594 results

DBABE | DBA

Field of Learning - Business

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 270 (ECTS)



DCLIND | DClindDent

Field of Learning - Dental studies

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 270 (ECTS)



DCLINP | DClinPsych

Field of Learning - Psychology

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 270 (ECTS)



DEDS | DOCTOR OF EDUCATION

Field of Learning - Education science

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 180 (ECTS)



DSOCSC | DOCTOR OF SOCIAL SCIENCE

Field of Learning - Social work and counselling

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 360 (ECTS)



DAHE | DOCTORATE IN HIGHER AND ADULT EDUCATION

Field of Learning - Education science

NFQ Level 10 | EQF Level 8

Class - Major

Credit - 180 (ECTS)



ACQF NQF Online Tool

Cedefop, <https://www.cedefop.europa.eu/en/tools/nqfs-online-tool>

CEDEFOP National Qualifications frameworks (NQFs) online tool

Introduction Overview Countries Frameworks comparison Qualifications comparison About Contact

Welcome

Frameworks help make qualifications easier to understand and compare. They can also encourage countries to rethink and reform national policy and practice on skills, qualifications and lifelong learning. By offering information on qualifications through their databases and on certificates, diplomas and supplements, they are extending their outreach to stakeholders and the wider public, ultimately also beyond their borders.

National qualifications frameworks (NQFs) classify qualifications by level, based on [learning outcomes](#). This classification reflects the content and profile of qualifications - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. The learning outcomes approach also ensures that education and training sub-systems are open to one another. Thus, it allows people to move more easily between education and training institutions and sectors.

The main catalyst for the development of comprehensive national qualification frameworks in Europe has been the [European qualifications framework for lifelong learning \(EQF\)](#). 38 countries committed to the EQF are developing or implementing national qualifications frameworks mostly covering all levels and types of qualifications: the 27 Member States, Iceland, Liechtenstein, Norway, Switzerland, Albania, Bosnia and Herzegovina, Kosovo, North Macedonia, Montenegro, Serbia, Turkey.

The development of national qualifications frameworks in Europe also reflects the [Bologna process](#) and the agreement to implement qualifications frameworks in the European higher education area (QF-EHEA). All countries implementing the EQF are participating in this process.

Overall progress by 2022 ~

Overview of national qualifications frameworks in Europe

European **inventory** on national qualifications frameworks across **38 countries**

Compare national qualification frameworks

Compare national qualifications levels to the **EQF**

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An Agency of the European Union

Use the table and the filters below to gain an overview of NQF developments in Europe. It is possible to compare countries based on reporting year, stage of development and whether the NQF has been linked to EQF.

NQF linked to EQF: - Any - Reporting year: 2020 Apply

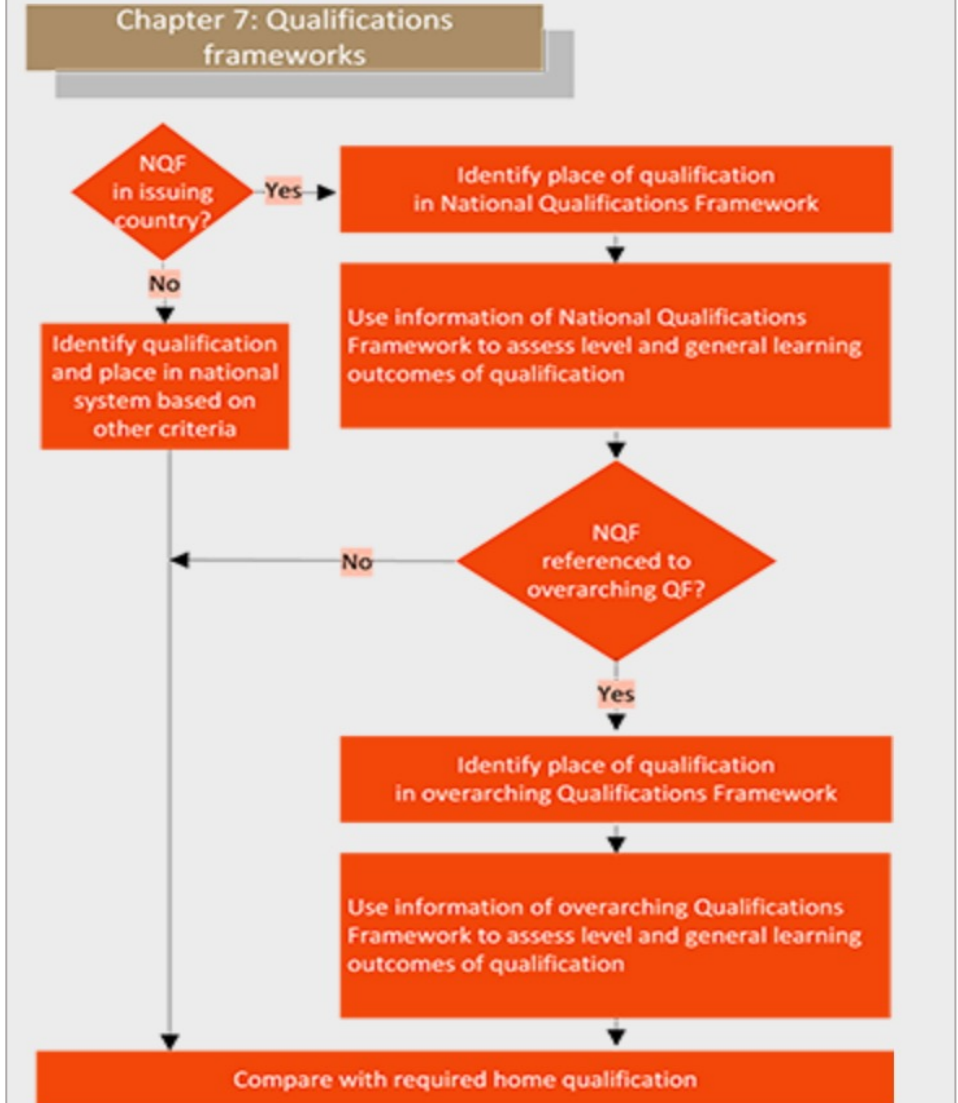
COUNTRY	REPORTING YEAR	SCOPE OF THE FRAMEWORK	NUMBER OF LEVELS	LEVEL DESCRIPTORS	LEGAL BASIS/STAGE OF DEVELOPMENT	NQF LINKED TO EQF	NQF/EQF WEBSITE	QUALIFICATIONS REGISTER/DATABASE
Albania	2020	Comprehensive NQF including all levels and types of qualification from formal education and training and lifelong learning qualifications for adults and people undertaking specialised courses for professional development.	Eight	knowledge, skills, wider competences	NQF law (adopted in 2010, revised in 2018) (in Albanian) Activating stage		Website	VET register
Austria	2020	Designed as a comprehensive NQF; currently includes qualifications awarded in formal education and training (higher education and VET qualifications); qualifications under the responsibility of other ministries such as defence and health. First non-formal/non-regulated qualifications included.	Eight	knowledge, skills, competence	Federal Law 14/2016 on the NQF (in German) Operational stage	2012	Website	Qualifications register
Belgium-DE	2020	Comprehensive NQF for lifelong learning including all levels and types of qualification from formal education and training.	Eight		Decree on establishing a qualifications framework for the German-speaking Community (2013) (in German)			
Belgium-FL	2020	Comprehensive NQF including all levels and types of qualification from formal education and training (educational qualifications) and from the professional qualifications system.	Eight	knowledge / skills, context / autonomy, responsibility	Decree on the qualification structure (2009) (in Dutch) Operational stage	2011, 2014 update	Website	Qualifications database
Belgium-FR	2020	Designed as a comprehensive framework; including all levels and types of qualification from formal education and training and from the professional qualifications system. It currently includes vocational and secondary general education qualifications and qualifications awarded through validation at levels 2, 3, 4 and 5, as well as HE qualifications at levels 6 and 7.	Eight	knowledge / skills, context / autonomy / responsibility	Decree on cooperation agreement between the three francophone governments on the creation and management of CFC (2015) (in French) Activating stage	2013	Website	Qualifications register
Bosnia & Herzegovina	2020	Designed as a comprehensive NQF for lifelong	Eight	knowledge, skills,	Decision of the CoM on the adoption of		Website	

Use of information on NQF-EQF in recognition

- EAR Manual: <http://ear.enic-naric.net/emanual/>
- This manual has been developed as part of the European Area of Recognition Project (EAR).
- It contains standards and guidelines on all aspects of the recognition of foreign qualifications and aims to provide the credential evaluators from the European National Information Centres network and National Academic Recognition and Information Centres network (www.enic-naric.net) with a practical tool to assist them in their daily recognition work.



FLOWCHART



06

Closing remarks

Closing comments

- As a policy instrument, an NQF does not function in isolation but is part of a broader ecosystem, the qualifications system. It is intrinsically linked to its **quality assurance** arrangements and a range of **associated structures (e.g. registers) and strategies (e.g. RPL)**, And needs to be part of a coherent response within the system.
- Qualifications frameworks should have at their core:
 - Accessibility for all citizens
 - Formal recognition regardless of how or where the learning was gained; formal, nonformal and informal learning
 - Transparency of learning outcomes as well as of quality assurance arrangements
 - Relevance to the needs of the country and citizens; not just limited to labour needs but relevant to the broader social and community needs
 - Quality assurance arrangements so that qualifications are recognised and accepted as an accurate reflection of what an individual knows, understands and can do.

- **Strength of an NQF is derived by its linkages and strategies deployed.**
- **National initiatives**, e.g., lifelong learning, facilitation of learning pathways, validation of formal learning (credit transfer), validation of nonformal and informal learning (recognition of prior learning)
- **Strategies and functions** of a responsible body:
 - Recognition of foreign qualifications
 - Making connections with other NQFs and RQFs
- **Quality assurance arrangements:**
 - Registers/databases of qualifications approved onto the NQF
 - Quality assurance of qualifications (utilising qualification quality standards, policies, guidelines)
 - Quality assurance of provider sand their programmes leading to a qualification (utilising quality standards, policies, guidelines).

Questions

1. NQF in your country context and strategies:

- How does the NQF fit in and contribute to the national policies, strategies and goals related to education and skills, employment, youth, social policies, economic growth, and others?

2. NQF and change in the education and training system:

- What are your plans (or concrete observations) about the key elements of change and innovation fostered (or built in) by the NQF in the wider education and training system?
- What are the key conditions / factors to make that change happen, overcoming resistance and vulnerabilities?



01

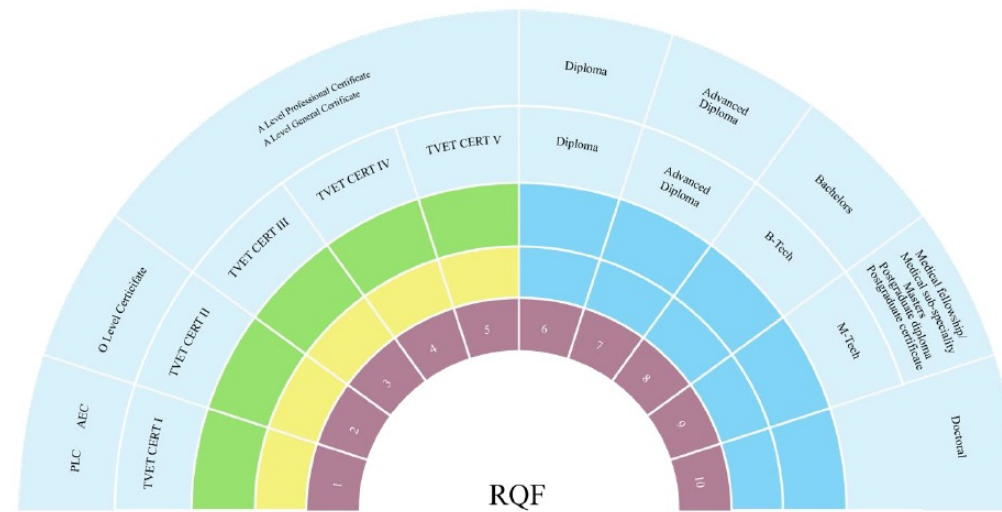
**Logic and coherence
of NQF**

Overarching considerations

- Key purpose is to reflect the needs of the country's qualification system, or be a catalyst for change of the system
- NQFs function within a regional context and the influence of RQFs cannot be ignored. RQFs can aspire to have a neutral influence, e.g. EQF, AQRF; whereas others aim to directly influence the NQF
- Consider:
 - What stakeholders need to be involved in the development?
 - How will the design be negotiated and agreed?
 - How will the NQF be tested and trialled?

Logic and coherence of the NQF

- The NQF specifications need to have logic and coherence. Do all the component parts align?
- Do the diagrams promote a range of pathways or articulation, or do they reinforce current barriers and perceptions?

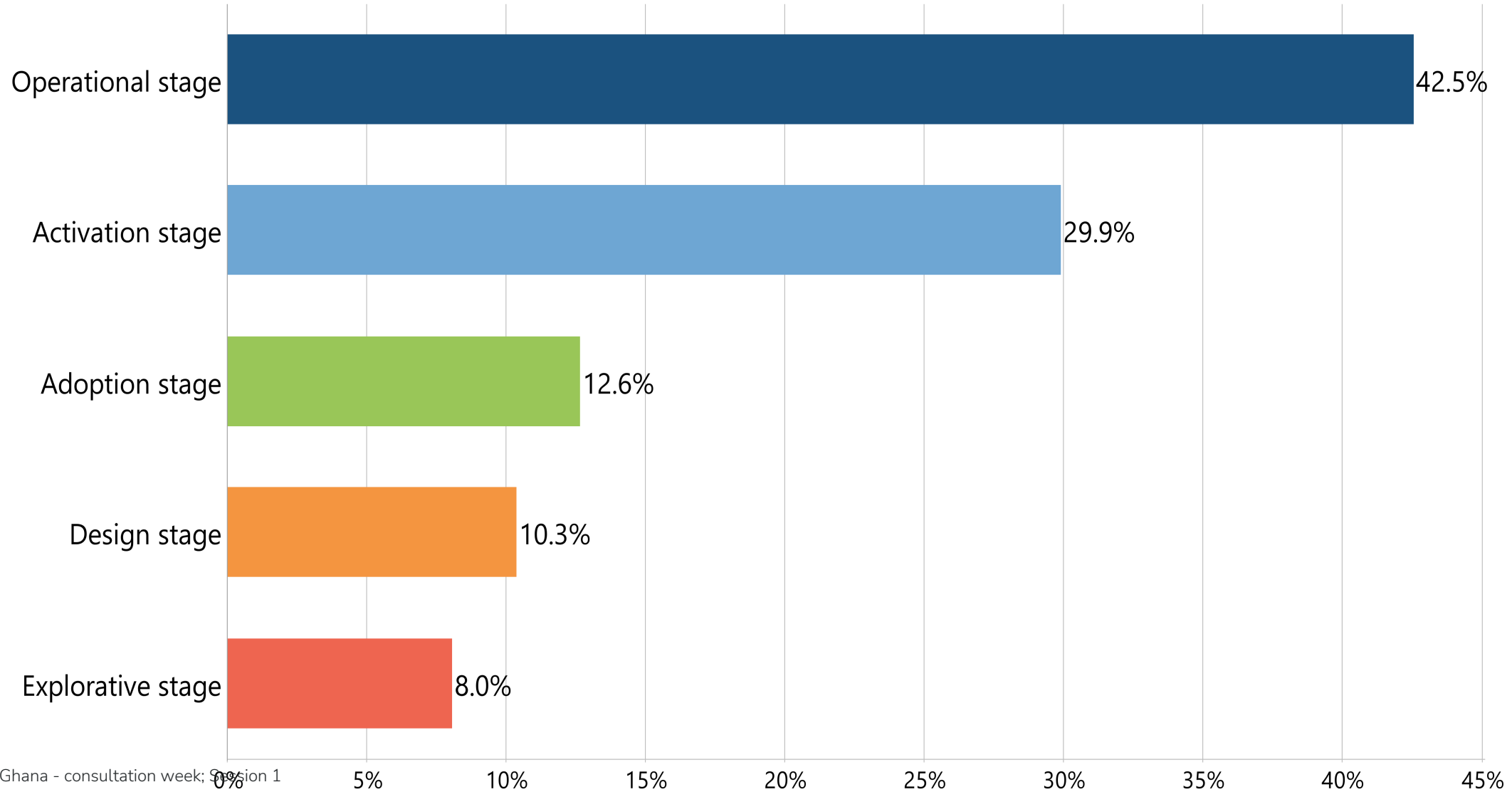


Key:

 Qualification levels	 Basic education
 Awards at the appropriate levels	 Lower level TVET
	 General & TVET Higher education

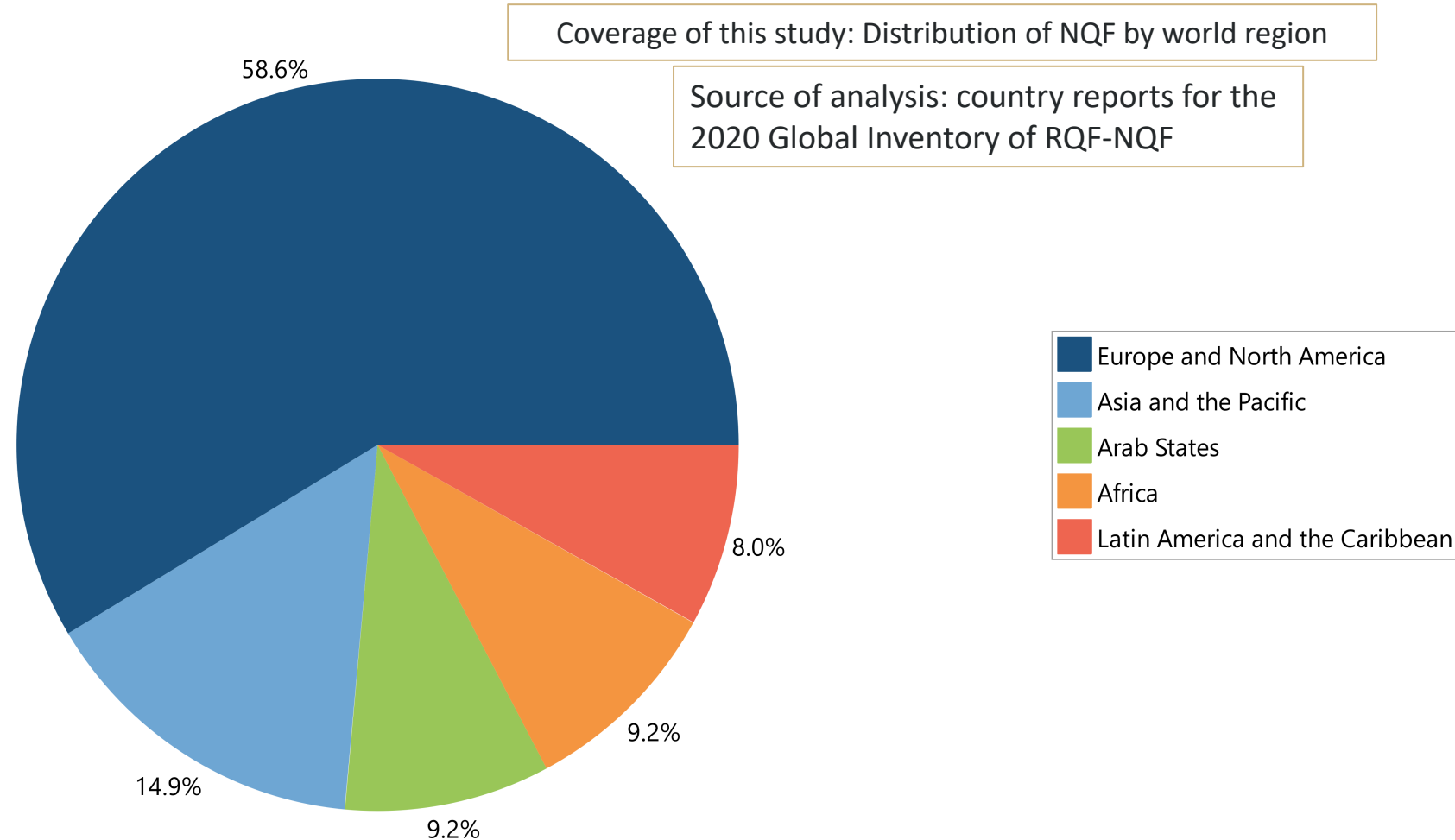
Rwanda QF 2021

Stages of the NQF (study: 87 countries)



ETF analysis based on reports from 87 countries

- More than 150 countries: developments/evolution of NQF
- The analysis takes into account **5 stages of development**: explorative, design, adoption, activation, operational



RQF in the world: 15 initiatives (+ EQF)

RQF initiatives identified and investigated	
1. African Continental Qualifications Framework (ACQF)	9. Intergovernmental Authority on Development (IGAD) in Eastern Africa
2. Arab Qualifications Framework for Higher Education (AQF; ANQAHE Model)	10. Marco de cualificaciones Alianza del Pacífico (Pacific Alliance) (MCAP)
3. ASEAN Qualifications Reference Framework (AQRf)	11. Marco de Cualificaciones para la Educación superior centroamericana (MCESCA)
4. CARICOM Qualifications Framework (CQF)	12. Pacific Register of Qualifications and Standards/Pacific Qualifications Framework (PQF)
5. Conseil Africain et Malgache pour l'Enseignement supérieur (CAMES) ³	13. Southern African Development Community (SADC) Qualifications Framework
6. ECOWAS Regional Qualifications Framework of West Africa	14. South Asian Association for Regional Cooperation (SAARC) Regional Qualifications Framework
7. East African Qualifications Framework for Higher Education (EAQFHE)	15. Transnational Qualifications Framework for the Virtual University for Small States of the Commonwealth (TQF VUSSC)
8. Gulf Qualifications Framework (GQF)	

02

Trends: NQFs in Europe
EQF (ECB)

Europe

EQF

European Commission

10 years of the European Qualifications Framework (EQF)

What is the EQF and how does it work?

2008 ○ **Launched**

The EQF is a common reference framework of eight levels based on learning outcomes.

2017 ○ **Reviewed**

2018 ○ **10th anniversary**

Framework of eight levels

The EQF covers all types and levels of qualifications, and serves as a translation device between the different National Qualifications Frameworks (NQFs) of participating countries.

What are the EQF's objectives?

The EQF aims to improve the transparency and comparability of people's qualifications.

It also aims to:

- modernise education and training systems,
- increase the employability, mobility and social integration of individuals,
- link all types of learning and support the validation of learning outcomes.

What are learning outcomes?

- 1** Learning outcomes express what a person is expected to know, understand and is able to do.
- 2** They describe the content of qualifications, clarifying what is expected from a learner.
- 3** They support progression in learning, making it possible to compare and combine learning from different contexts (formal, non-formal or informal).

Which countries participate in the EQF?

39
countries currently participate in the EQF.

34
have already related their own NQFs to the EQF.

How was the EQF developed?

Stakeholders from the world of education/training, employment and civil society are involved in the development and implementation of the EQF and of NQFs.

All qualifications with an EQF level are underpinned by quality assurance mechanisms to ensure their content and level can be trusted.

Social Europe

What is the current institutional basis of the EQF?



Legal base

Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning



Governance

- EU level: EQF Advisory Group (EQF AG)
- National level: EQF National Coordination Points (NCP)

EQF is established with a Council recommendation

2008

Evaluation of the 2008 EQF Council recommendation

2013

Review of the 2008 EQF Council recommendation

2017

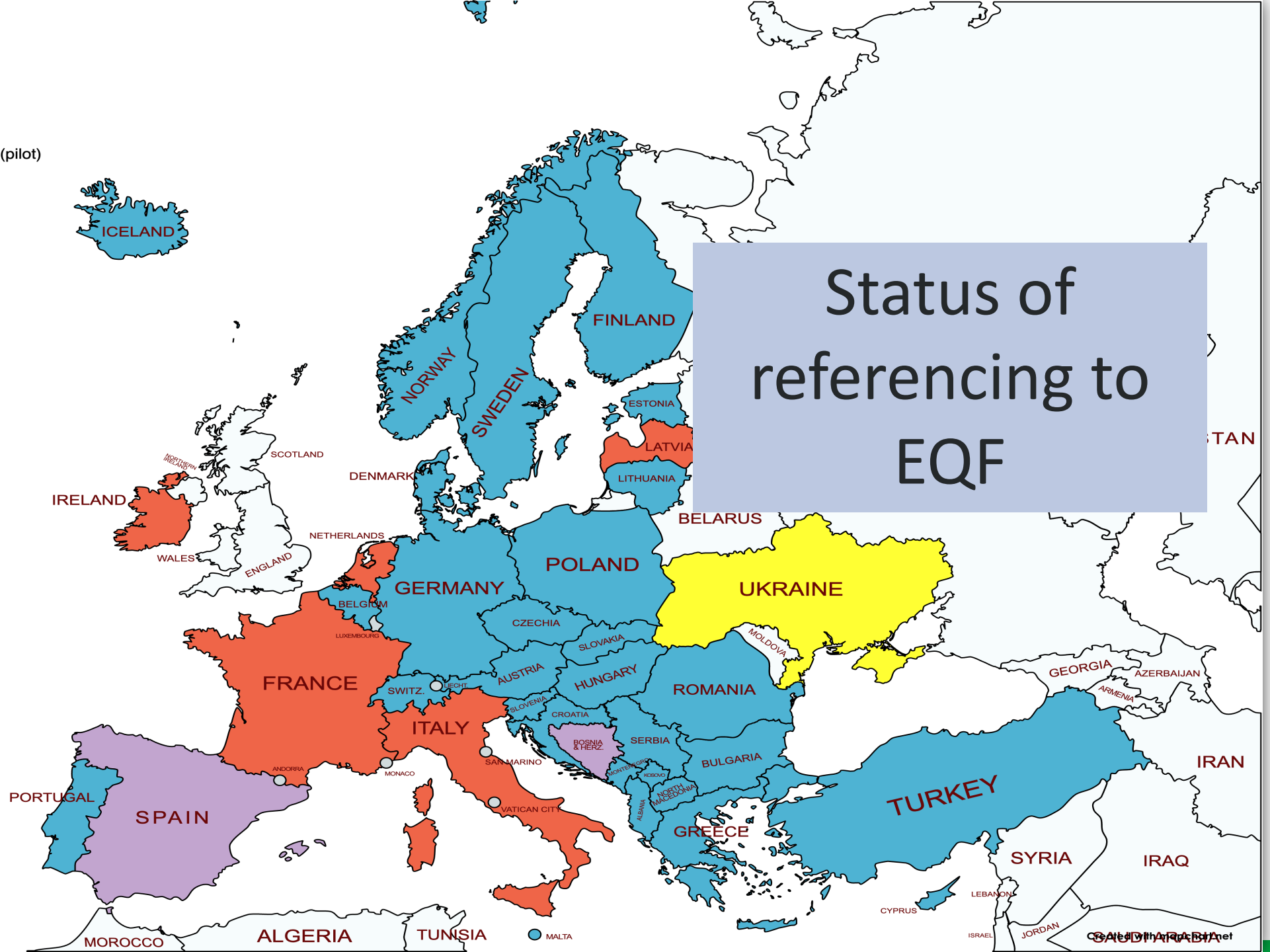
Evaluation of the 2017 EQF Council recommendation

2022

- Referenced to EQF
- Updated referencing
- Not yet referenced
- Comparison with EQF (pilot)
- Not EQF participants

38 countries

Status of referencing to EQF



- Technical comparison with NQFs of:
 - Australia
 - New Zealand
 - Hong-Kong

- **New approach to comparison:**
 - Basis: Article 13 of the EQF Recommendation 2017
 - Pilot phase (2021-2022): Ukraine (almost completed), Cape Verde (preparatory steps), SADCQF (agreed with SADC Secretariat)
 - After analysis of lessons from pilot phase: more countries and RQFs

Article 13

Explore possibilities for the development and application of criteria and procedures to enable, in accordance with international agreements, the comparison of third countries' national and regional qualifications frameworks with the EQF

Milestones - reached

Objective	Achievement	Countries
EQF levels on qualifications documents (upon referencing to EQF)	33 countries on diplomas, certificates (out of 36 referenced countries)	BE, BG, CZ, DK, DE, EE, EL, FR, IE, IT, CY, FI, LT, LV, MT, NL, HU, PL, PT, SI, SK, SE
EQF levels on qualifications databases	23 countries	
Transparency of information on NQF: inclusion in the tool to compare NQFs / EQF	30 countries	
Transparency of information on NQF: connecton of national registers to publication of qualifications in Europass platform	18 countries	BE, CZ, DE, EE, EL, FR, IE, LT, LV, MT, NL, HU, PL, PT, SI, SE

<https://europa.eu/europass/en/compare-qualifications>

Find, understand and compare qualifications types that are part of national qualifications frameworks and systems

With the help of the European Qualifications Framework (EQF) you can see how National Qualifications Frameworks (NQF) and systems relate to one another.

You can select 2 countries from the flag icon below to see what types of qualifications are included in national frameworks referenced to the EQF. You can find up to 5 examples of qualifications for each national qualification type.



Austria



Belgium - NL



Bulgaria



Croatia



Czech Republic



Denmark



Estonia



Finland



France



Germany



Greece



Hungary



Iceland



Ireland



Italy



Latvia



Lithuania



Luxembourg



Malta



Netherlands



Norway



Poland



Portugal



Romania



Serbia



Slovakia



Slovenia



Sweden



Switzerland



Turkey

Please select 2 countries to compare NQF levels

Compare

Contribution of the EQF



03

Structures of an NQF

Qualification type descriptors

- How qualification types are described within NQFs vary
- Bring together the two metrics of:
 - Level of complexity
 - Volume of learning measure
- If text based descriptors, will include additional fields:
 - Purpose
 - Admission requirements
 - Progression or pathways

Levels and level descriptors

Approaches to design of level descriptors	Pros and Cons
Qualifications types are aligned to level descriptors [using map/table or text based descriptor]	Allows for: <ul style="list-style-type: none"> • Multiple qualification types to be ascribed to a level of learning complexity • Levels to be interpreted holistically as a qualification type outcome, and that the levels build on the level below • The knowledge, skills and other domains at one level include those at the lower levels.
Level descriptors are written for each qualification type	<ul style="list-style-type: none"> • May potentially limit the descriptor to only one qualification type per level descriptor • May force the levels to be read independently of each other, and ascribes only information in this level to the qualification type • May be a confusion as to what is a qualification type descriptor • Usually only used in NQFs that have a limited number of qualification types

Volume of learning

- Is amount of learning required to successfully complete the qualification
- May be described as a duration or hours measure (often translated into a credit value). Can assist in:
 - Consistency of size of qualification
 - Credit transfer processes
- A review of the definitions indicates that the volume of learning across the following examples are based on:
 - **Notional hours** or estimated hours and are not a 'fixed' figure
 - **An average learner.** Within this notion of an average learner is also a consideration that the learner has limited knowledge and skills of the field of study/practice. Some frameworks indicate that the average learner has 'no underpinning knowledge and skills in the field of study'.

Overview – status in Africa (sample)

Country	Definition	Volume
Cape Verde	All forms of academic work	HE: 25-30 notional hours of workload. 1 curricular year = 60 credits (aligned with ECTS)
Mozambique	Notional hours: contact hours (theoretical, practical, laboratory), individual learning, projects, preparation for exams, exams	HE: 1 credit = 25-30 hours; 1500 h year TVET: 1 credit = 10 hours
Namibia	Directed and self-directed learning and assessment	1 credit = 10 notional hours
Rwanda	Notional learning hours include direct contact time with teachers or trainers ('directed learning'), time spent in studying, doing assignments, and undertaking practical tasks ('self-directed') as well as time spent in assessment	1 credit = 10 notional hours, 1200 hours for an academic year
South Africa	Notional hours includes contact time, research, completion of assignments, time spent in structured learning in the workplace, individual learning, group work, projects and others	1 credit = 10 notional hours

Qualification type descriptors

- Bring together the two metrics: level of complexity and volume of learning.
- May be dealt with as:
 - Simply the level descriptor specifically for a qualification type
 - A map/table that brings together the two metrics
 - A text based descriptor [e.g. Botswana, Namibia]. Proposed headings:
 - ❖ Entry requirements (only for Bachelor and above to promote access into qualifications)
 - ❖ Purpose as this assist especially in distinguishing between two qualification types at the same level
 - ❖ Linkages to other qualification types as this promotes pathways discussions
 - ❖ Level
 - ❖ Credit value.

04

**Recognition of
prior learning**

RPL gives us wings

Recognition, validation and certification of competence (RPL, RVCC/RCA, VAE)



