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Qualifications Framework

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Transparency and Mutual Trust in qualifications
Facilitating lifelong learning and mobility



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Qualifications Framework

Stakeholder Consultation Workshop on the Development of the Zambia MCs Framework

Proposed Policy Options for the Zambia MCs Framework

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THE ZAMBIA QUALIFICATIONS
AUTHORITY
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you learn, we standardize



The national framework for micro-credentials in Zambia

- **The main objectives of the MCs framework will be to:**
 - a) Set a national definition for MCs
 - b) Define critical elements to describe MCs
 - c) Define principles for designing good quality MCs
 - d) Identify approaches for recognition of MCs in Zambia
 - e) Promote the quality assurance of MCs
 - f) Facilitate the use of MCs for RPL and CATS
 - g) ...

Scope and stakeholders

- **The scope of the MCs framework will be:**
 - a) Formal and informal learning settings
 - b) National level encompassing GE, TEVET and HE – not specific to one sub framework/ sector.
- **Key stakeholders will include:**
 - a) ZAQA – roles?
 - b) Appropriate Authorities (HEA, TEVETA, Min. of Education - Dept. of Standards/ ECZ) – roles?
 - c) Sector ministries (**Min. of Agriculture...**) - roles?
 - d) Education and training providers – roles?
 - e) Employers and industry associations – roles?
 - f) Professional bodies – roles?
 - g) Learners/ holders of micro-credentials?

National definition of micro-credentials

- **Examples from existing Zambian Documents:**

- Definition of **Micro-credentials** - RPL Policy: “these are typically focused on a specific set of learning outcomes in a narrow field of learning and achieved over a shorter period of time”.
- Definition of **Skills Award** - Guidelines for registration of qualifications: recognition of knowledge and experience needed to perform a specific task or job.
- Definition of **Prior certificated learning (PCL)** – RPL Policy: previously assessed learning considered and, as appropriate, recognised for an award.

Key elements for a national definition:

- a) Short course or award?
- b) Learning outcomes
- c) Quality assurance
- d) Assessment
- e) Focus on skills
- f) Providers

Critical information elements to describe micro-credentials

- **Recommended elements to describe micro-credentials (by the ACQF Handbook):**
 - a) Title of the micro-credential
 - b) Awarding body
 - c) Learning outcomes
 - d) Workload and duration (hours and/or credits)
 - e) Assessment methods and criteria
 - f) Quality assurance
 - g) Level in the NQF (if applicable)
 - h) Mode of delivery
- Other elements can be included (e.g. prerequisites or entry requirements, integration and stackability options, supervision, learning opportunities and pathways, etc.).

Principles of good quality micro-credentials

- a) Skill/competency-focused
- b) Outcomes-based assessment
- c) Quality assured
- d) Flexible learning pathways
- e) Learner-centred
- f) Relevance to labour market
- g) Transparency
- h) Information and guidance
- i) Issued as digital credential
- j) Could be awarded through RPL

Recognition micro-credentials

a) For education and training:

Education and training providers can recognise MCs for:

- i. Admission into a programme (for MCs from both formal and informal settings)
- ii. Exemptions from a module or course
- iii. Credit accumulation

b) For employment purposes:

Employers can recognise MCs for:

- i. Recruitment
- ii. CPD

c) National recognition:

Inclusion in the NQF and register/ database by ZAQA (on request)?

Micro-credentials and CATS and RPL

- Micro-credentials can be:
 - i. Credit bearing
 - ii. Non-credit bearing
- Formal learning providers can recognise non-credit bearing micro-credentials.
- Micro-credentials could be awarded through RPL.

Quality assurance of micro-credentials

- MCs integrated in existing institutional QA system (internal QA)
- Accreditation of providers by Appropriate Authorities or sector ministries (institutional accreditation).
- Programme accreditation?
- Accreditation of stand-alone MCs (short courses)?

Discussion points

Group 1: Definition and elements to describe micro-credentials

- Propose a national definition of a micro-credential.
- Propose information elements to describe micro-credentials.

Group 2: Stakeholders' roles

What could be the roles of key stakeholders in micro-credentials?

Group 3: Principles of quality micro-credentials

- What are the principles of good quality micro-credentials?
- How do you see the incorporation of micro-credentials into your institutional quality assurance system?

Group 4: Recognition of micro-credentials

- What could be the conditions for recognition of micro-credentials by:
 - a) Education and training providers?
 - b) Employers?
 - c) At national level?



THANK
YOU!