

# ACQF

African Continental  
Qualifications Framework



Recognising your Competencies



## Seychelles webinars – Day 2:

**Learning outcomes:  
Concepts, application, development.  
Short descriptions of learning  
outcomes of qualifications**

Learning outcomes – the GPS in qualifications systems?

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18 April 2024  
Seychelles, SQA

**Day 2: 18 April, 09.00-11.00 CET / 11.00-13.00 (Seychelles)**

**Topic: Learning Outcomes – the GPS of qualifications systems**

## Agenda

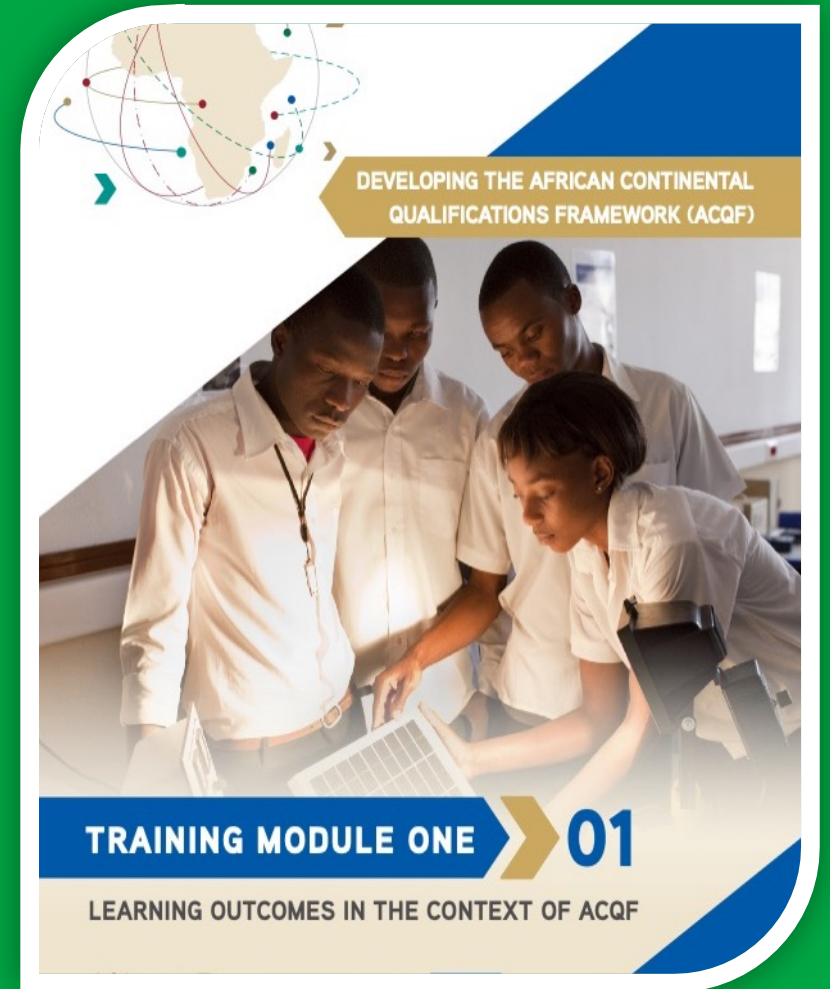
- 11.00-11.10: opening, brief introduction
- 11.10-11.50: Learning Outcomes - the GPS of Qualifications systems? Trends, guidelines, and handbooks (*ACQF-II*)
- 11.50-12.20: Learning Outcomes – application in CBT (*Kenya, TVET CDACC – to be confirmed*)
- 12.20-12.45: Learning Outcomes – role and place in Seychelles NQF
- 12.45-13.00: Questions and answers. Closure





# 01

## Learning outcomes Sources and references



# Introduction

This presentation addresses an essential building block of qualifications frameworks: **Learning Outcomes**

To learn more:

- ✓ ACQF Training Modules 1 and 2

At: <https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english>

- ✓ ACQF Thematic Brief 10

At: <https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-10-acqf-level-descriptors-the-story-of-the-development-journey>

- ✓ Orientation Note on RQF

At: <https://acqf.africa/resources/library/publications-from-international-sources/etf-orientation-note-on-regional-qualifications-frameworks-2021>

## Cedefop

Cedefop: Handbook on Learning outcomes (second edition, 2021):  
<https://www.cedefop.europa.eu/en/publications/4209>

Cedefop: Handbook on Learning outcomes (first edition, 2017):  
<https://www.cedefop.europa.eu/en/publications/4156>



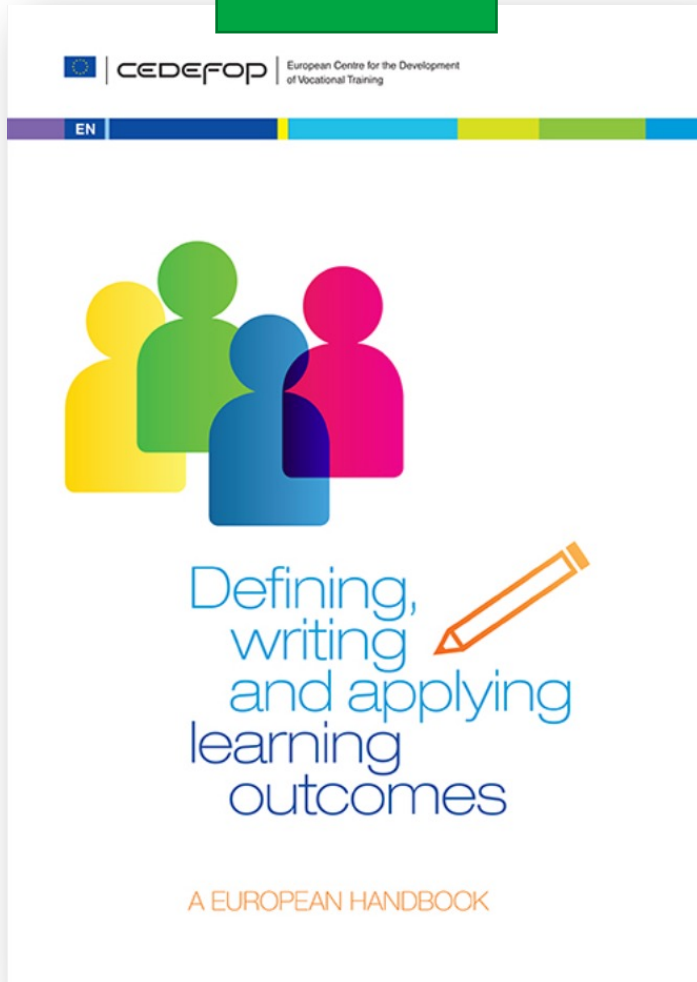


# Sources, references on NQFs

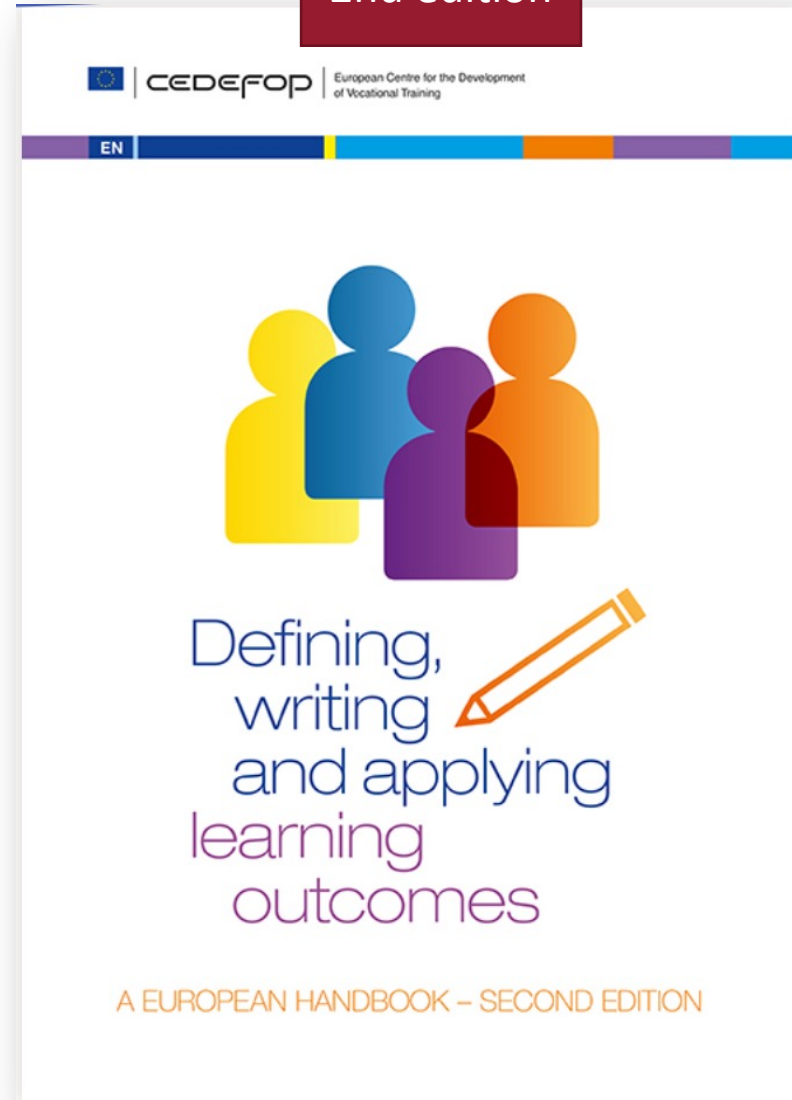
- Cedefop: Online tool on NQF in Europe: <https://www.cedefop.europa.eu/en/tools/nqfs-online-tool>
- Cedefop: Handbook on Learning outcomes (second edition, 2021): <https://www.cedefop.europa.eu/en/publications/4209>
- Cedefop: Handbook on Learning outcomes (first edition, 2017): <https://www.cedefop.europa.eu/en/publications/4156>
- EQF and Europass: <https://europa.eu/europass/en/european-qualifications-framework-eqf>
- Global Inventory NQF-RQF (every 2 years) – ETF, Cedefop, Unesco
- 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>

# European Handbooks on Learning outcomes (Cedefop)

1st edition



2nd edition



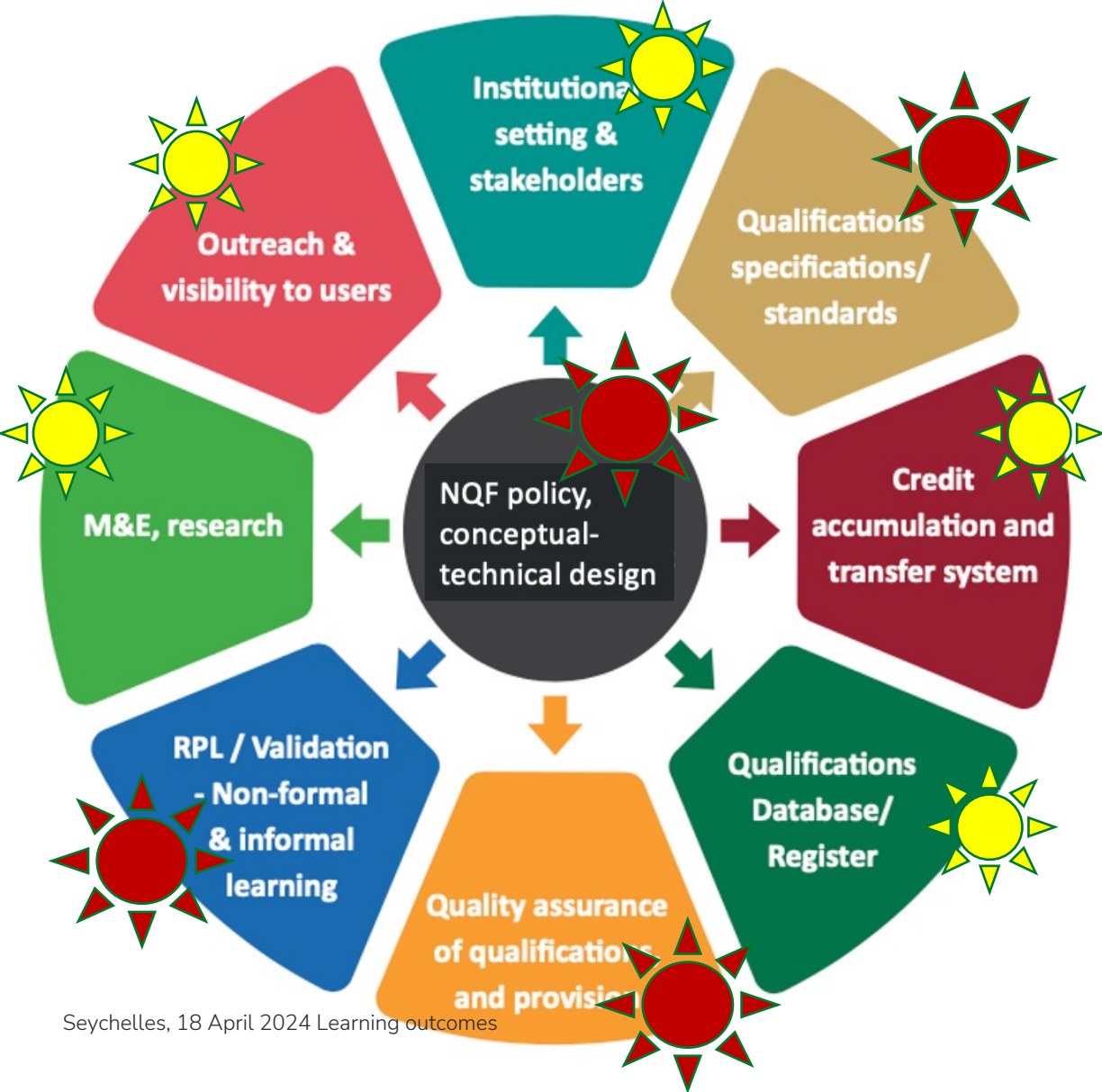


# 02

**Defining, understanding key concepts**

- **Learning outcomes**

# The systemic view of NQF Pervasive place of Learning Outcomes





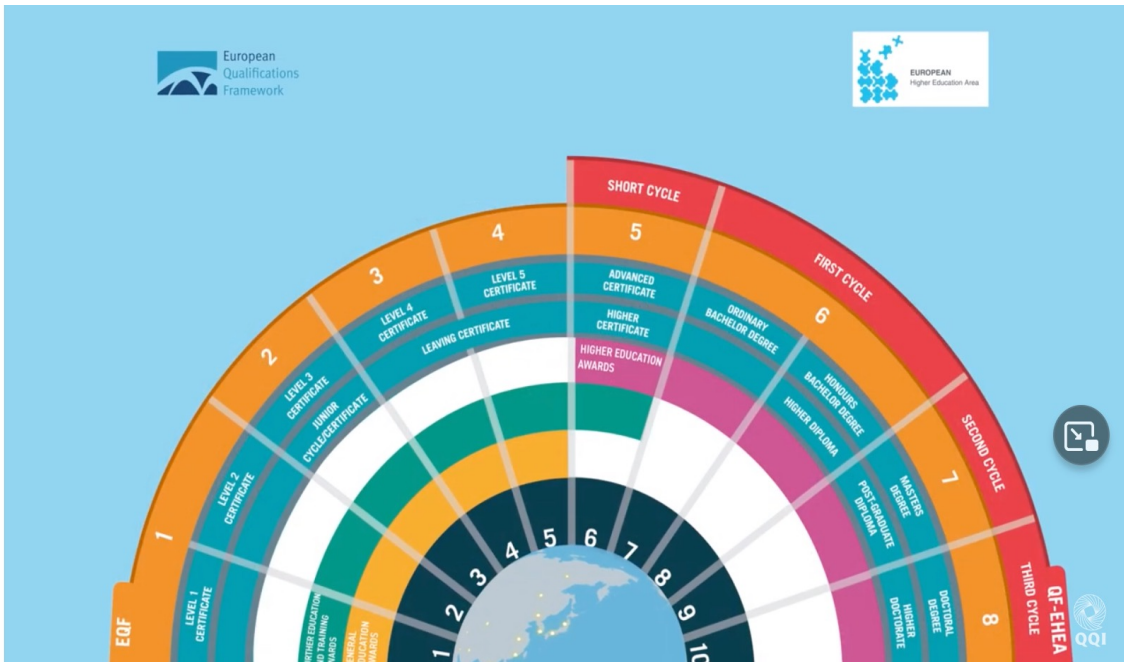
# National qualifications frameworks

## 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, it allows people to move more easily between education and training institutions and sectors.
- **Learning outcomes-based qualifications: essential for RPL**



<https://youtu.be/qK15HlhDbo4>

# 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, planas e mandrilados para atividades de manutenção e reparação de máquinas e equipamentos	4
ME NG480008	Tornear peças simples utilizando ferramentas com comando numérico por computador (CNC)	4
ME NG480009	Fresar peças simples utilizando ferramentas com comando numérico por computador (CNC)	4
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 mensagens escritas	2
MO FEG20004	Produzir mensagens escritas	2
MO FEG20005	Interpretar o espaço físico em 3-D	2
MO FEG20006	Participar num debate como orador 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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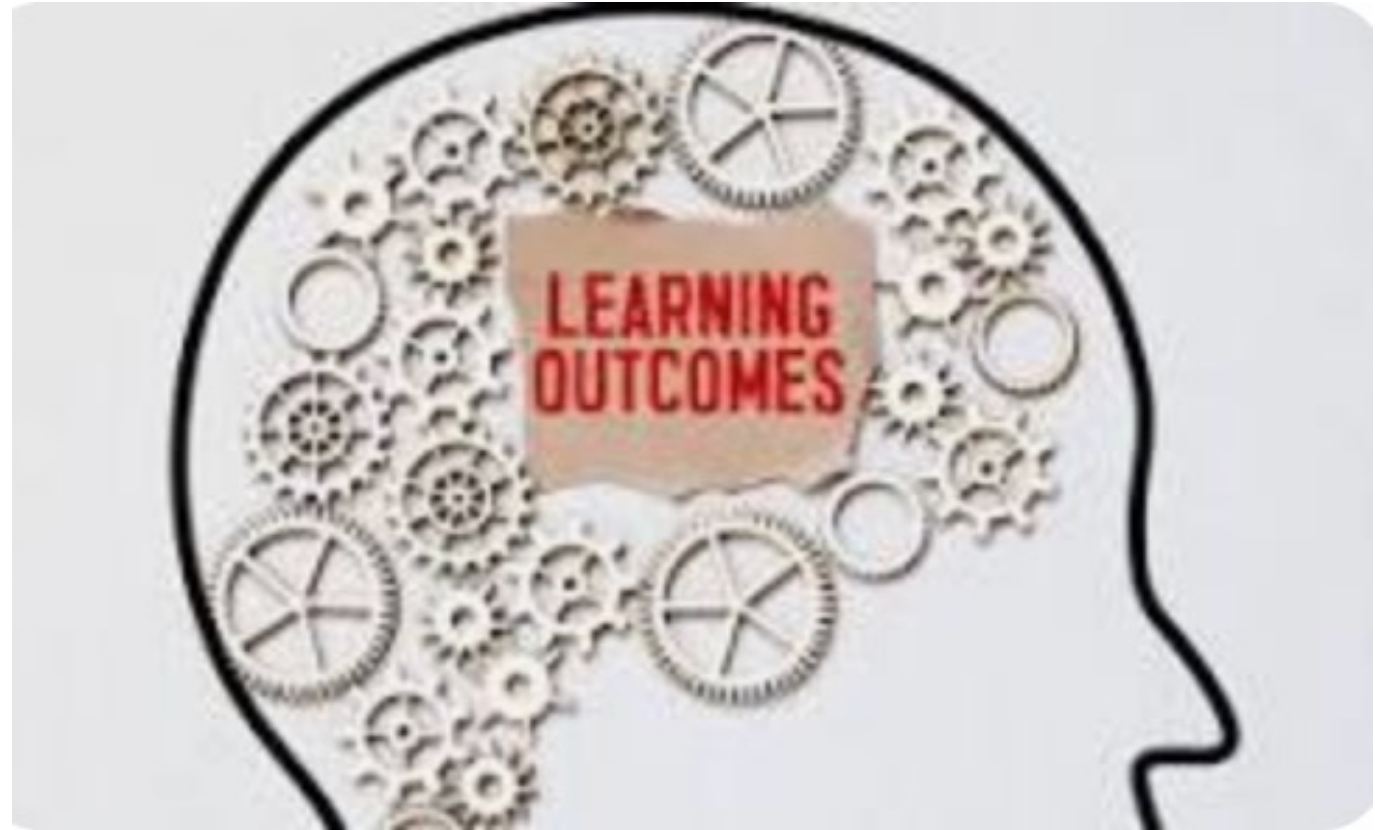


# Between the world of work and the world of education and training



Information on demand in labour market	Professional standards	Qualifications standards	Develop Training Programmes	Delivery training	Assessment and certification	M&E - performance
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# Learning outcomes



# 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.

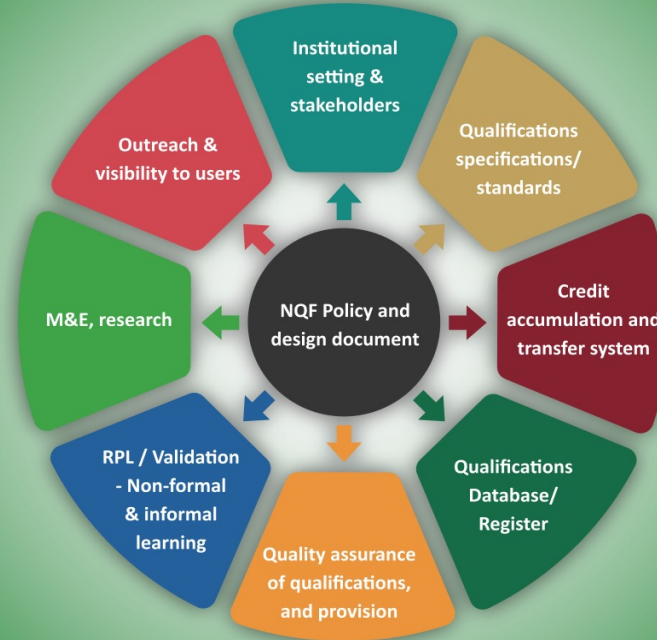
*Source: EQF Recommendation*

**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.*



**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.*

**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*



Completion of a “Learning process” – not about “duration of formal schooling”

A.

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. Terminology.**

[https://www.cedefop.europa.eu/files/4117\\_en.pdf](https://www.cedefop.europa.eu/files/4117_en.pdf)

Results of what a learner knows, understands and is able to do upon completion of a learning process.

**Source: Addis Convention (UNESCO)**

*[Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications on Higher Education in African States](#) (Addis Convention), adopted on 12 December 2014 in Addis Ababa*

<https://en.unesco.org/news/unescos-addis-convention-higher-education-enter-force>

## Learning outcomes encourage a more systematic approach to qualifications design - and comparison

- ✓ **Common language** for describing and comparing qualifications and for defining level descriptors
- ✓ Provides understanding of what **will be learned and how best to achieve it**. Set expectations, guide teaching and learning, essential for assessment.
- ✓ Enable **learner-centred approach**: Enable learners to be clearer about learning expectations, encourage learners to take initiative and responsibility for own learning
- ✓ Promote **personal achievement, mobility and recognition**. Achievement (through formal, non-formal and informal pathways) of assessed learning outcomes signals that an individual has achieved certain learning outcomes, and usually culminate in a qualification award
- ✓ **Supports credit systems** to create flexible ways for individuals to gain access to qualifications
- ✓ Essential for transparency and quality of RPL
- ✓ Allow stakeholders to have a better understanding of what to **expect from a qualification holder**
- ✓ Allow **evaluation/ comparison of the qualification** for work or study purposes (local and international)

## Question 1

**Learning outcomes:  
what terms are used  
in Seychelles?**

- Please answer in the chat box





# Learning outcomes – eco-system

## 1. Structure

- As building blocks of qualifications policy
- As common currency that enhances transparency

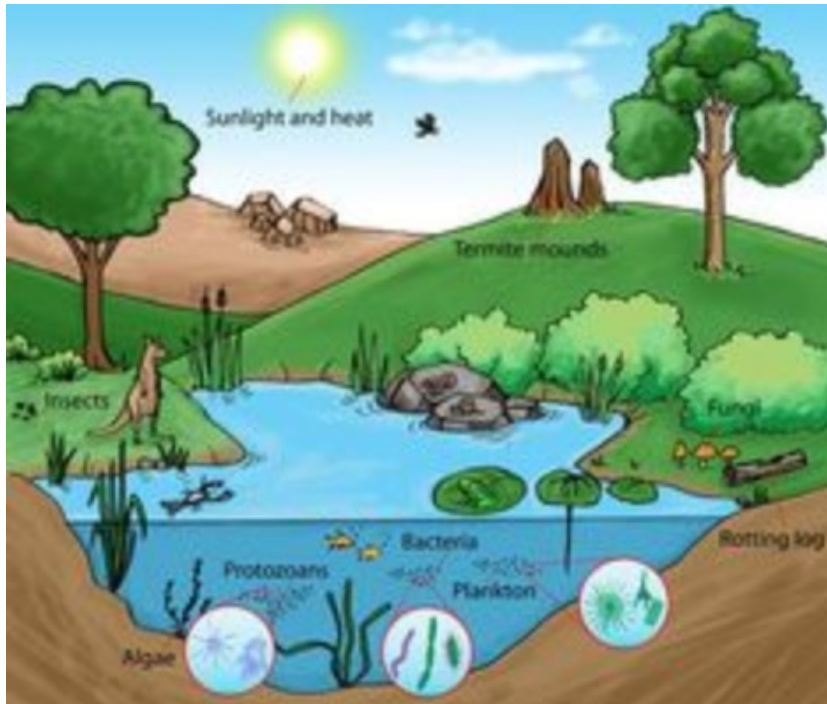
## 2. Guide for coherence

- Classification of qualifications in the NQF/ NQS
- Learning outcomes statements
- Teaching and learning (curriculum, modules)
- Assessment
- Certification

Learning  
outcomes: GPS  
of the  
qualifications  
system

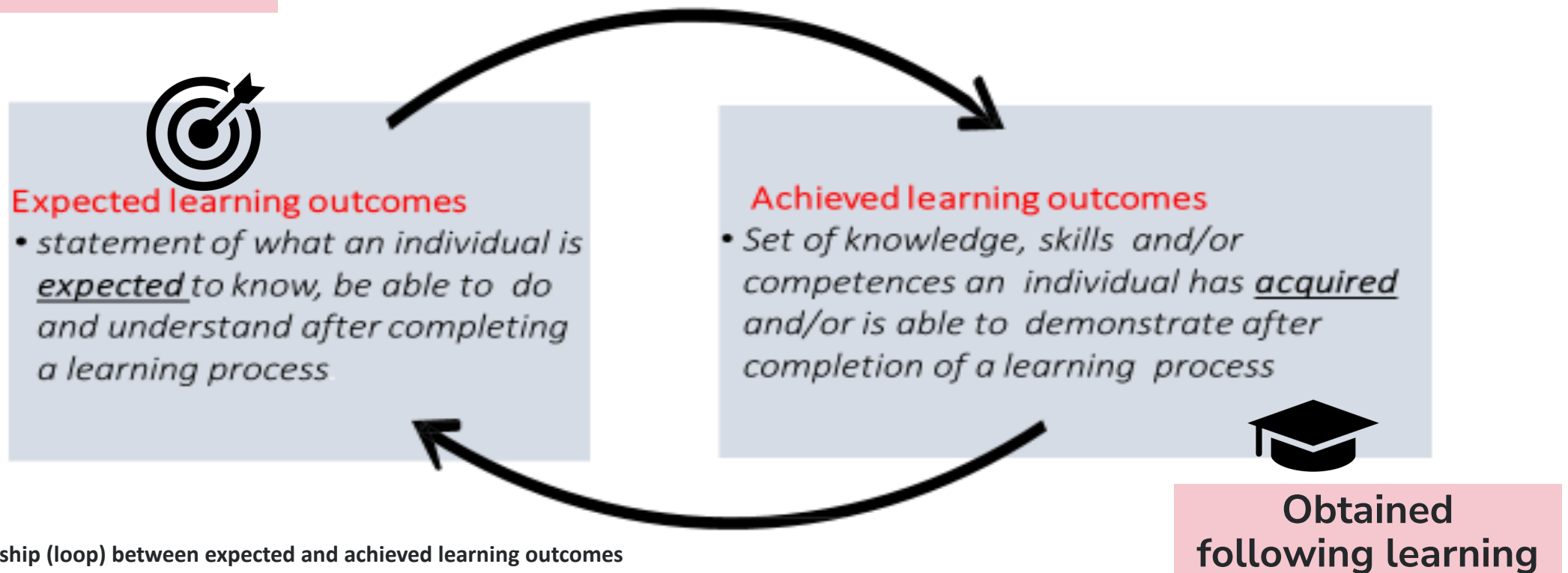
## 3. Quality assurance

- Continuous improvement
- Expected outcome
- Achieved outcome
- Feedback loop



## Relationship (loop) between expected and achieved learning outcomes

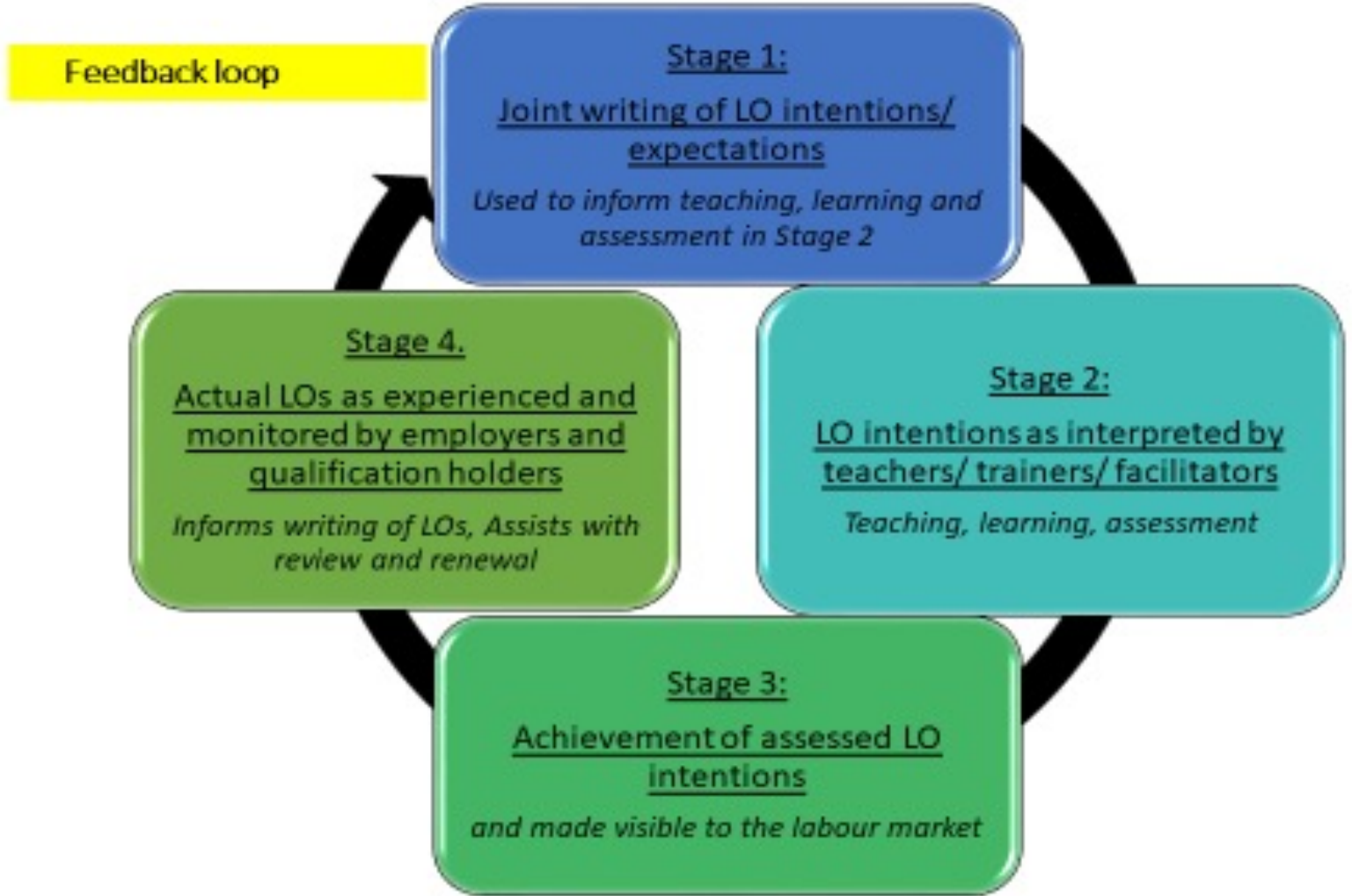
Desired target



Relationship (loop) between expected and achieved learning outcomes

*Adapted from Cedefop, 2017, p.29*

Continuous improvement –  
including feedback from Labour  
market





03

**Applications**

# Learning outcomes in different contexts

- As reform tool
- In the NQF /RQF level descriptors
- In the standards of qualifications
- In training standards / programmes
- In assessment criteria
- In RPL / VNFIL processes and standards
- In qualifications documents, credentials: diplomas, certificates, diploma supplements, micro-credentials
- In databases / registers of qualifications

**In each context the learning outcomes formulations are more or less detailed, specific, comprehensive.**



## Education and training

- Reforms of education and training
- Level descriptors of QF
- Qualification descriptors, qualification standards
- Diplomas, certificates and related supplements
- Classification of qualifications in the NQF
- Registers, catalogues of qualifications
- Comparison of qualifications between countries (supporting recognition, portability, convergence)
- Quality assurance of education and training
- Coherence between curricula, modules, subjects, assessment, certification
- Credit accumulation and transfer (CAT)
- Recognition of prior learning (RPL)
- Evaluation of foreign qualifications
- Career guidance

## Work

- Skills/ competencies in occupational/ professional standards
- Recruitment, job vacancies
- Matching job seekers' CV – job vacancies
- Job descriptions
- Performance appraisals
- In classifications / taxonomies of occupations and skills (ISCO, ESCO, O\*Net)

## Personal

- Description of experience
- CVs
- RPL portfolios



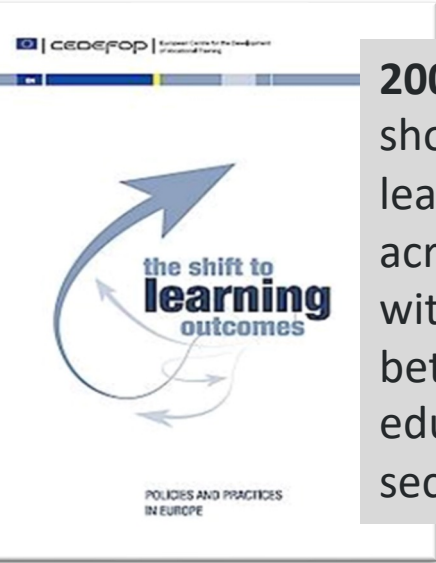
## Question 2

In **which areas and contexts** are Learning Outcomes used in Seychelles?

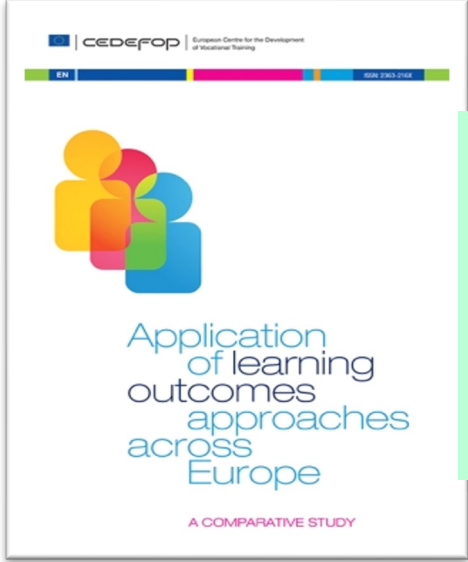
- Please write in chat box. Thanks



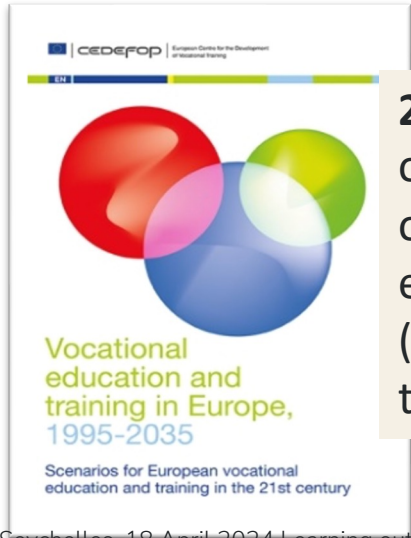
# Learning outcomes as a reform tool (example from Europe)



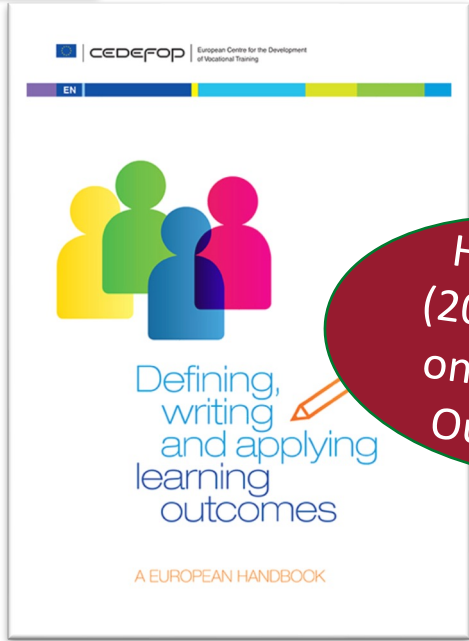
**2009:** Cedefop's study showed an overall shift to learning outcomes (2009) across Europe; although with clear differences between countries and education and training sectors



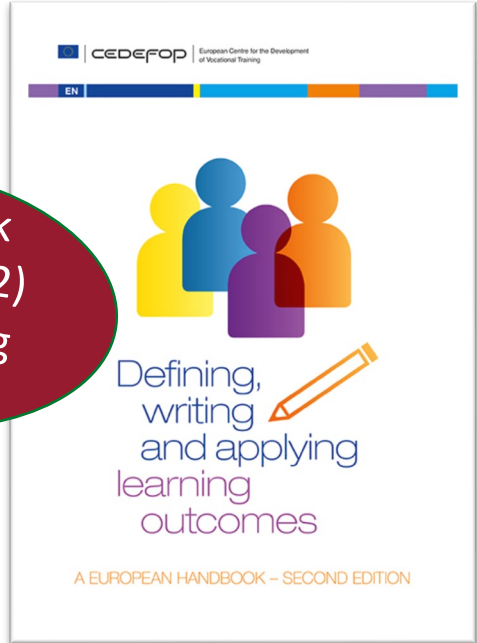
**2016:** Cedefop's study on learning outcomes (2016) demonstrated that the shift to learning outcomes is gaining speed and that differences between countries and education sectors are diminishing



**2020:** Cedefop's study on the Changing role of vocational education and training (2020) confirms this tendency



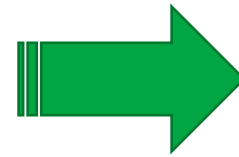
Handbook (2017, 2022) on Learning Outcomes



# Learning outcomes in CBT – APC reforms Africa

- Competence-based training
- Approche par compétences

TVET



- Angola
- Cape Verde
- Cameroon
- Egypt
- Ethiopia
- Kenya
- Mauritius
- Morocco
- Mozambique
- Senegal
- And others

# ACQF Some principles for writing learning outcomes statements (1)

**Learning outcomes statements are verb-driven, learner-centred actions**

- start with an action verb, e.g. “organise”
- followed by the object of that verb, e.g. “administrative processes”
- followed by a phrase that provides the context, e.g. “for presentation to public entities”

**Example:** “Organise administrative processes for presentation to public entities”

**Tip: Work backwards from what the learner is required to achieve**

- ✓ For every verb-driven learning outcome statement, teaching/ learning activities and different examples of assessments should flow logically from the verb of the statement

- ✓ Complicated, double-barrelled sentences should rather be split into more than one sentence to ensure clarity
- ✓ Learning outcomes’ descriptions must be fit for purpose / suit the context (e.g.: level descriptors, qualifications standards, curricula, assessment...)
- ✓ Learning outcomes must be achievable within the time and the resources available



# Subject benchmark statements

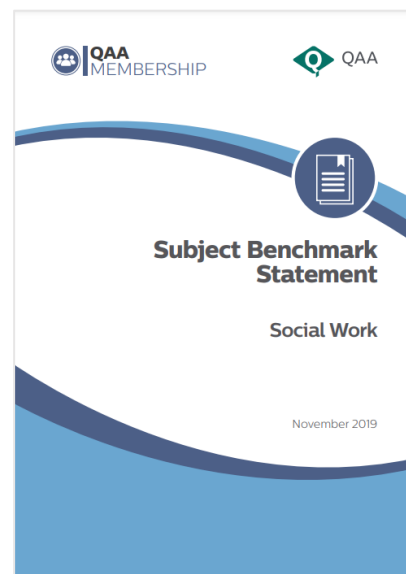
[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?%20sfvrsn=5c35c881\\_6#:~:text=This%20is%20the%20Subject%20Benchmark,the%20nature%20of%20the%20subject.](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?%20sfvrsn=5c35c881_6#:~:text=This%20is%20the%20Subject%20Benchmark,the%20nature%20of%20the%20subject.)

Learning outcome statements make explicit the nature of study and general subject-specific academic features and standards expected of graduates in specific subject areas, and what they are expected to know at the end of their studies.

They are written by subject specialists and function as subject-specific external reference points for designing, delivering and reviewing academic programmes.

They provide guidance but are not intended to prescribe approaches or curriculum.

Used extensively in QAA



Source: QAA

## 1 Introduction

1.1 This Subject Benchmark Statement covers social work as an academic subject applied through professional practice. It sets out expectations concerning:

- the subject knowledge, understanding and skills of a qualifying graduate in social work
- the teaching, learning and assessment methods employed in their education.

1.2 The minimum academic standards required at the point of qualification. The scope of this Statement is higher education courses that constitute a qualifying degree in social work. This Subject Benchmark Statement fully acknowledges recent changes within the context of social work and its regulation across the UK. These changes include:

- the establishment of care councils as regulatory bodies in England, Scotland, Wales and Northern Ireland
- articulation of new rules and requirements governing social work education across the UK
- formal registration of social workers
- development of national occupational and capability standards for social work across the UK
- development of care standards, proficiency standards, codes of conduct and codes of practice.

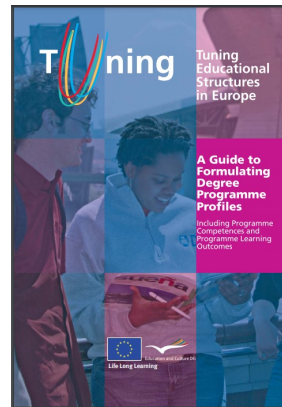
1.3 While developments in policy and practice have led, in some countries, to a greater degree of specialisation, this Statement reflects the generic knowledge and skills required for the award of a social work degree as the preparatory qualification for practice across settings and 'client' groups. It recognises that the degree of specialisation offered within social work courses varies and evolves to reflect organisational and workforce requirements which develop in response to service user need.

1.4 This Subject Benchmark Statement reflects the complexity and rapidly changing nature of this context by including specific reference to the legislative, professional and institutional arrangements in England, Scotland, Wales and Northern Ireland. It also acknowledges the European and international context of social work and the desirability of mutual recognition of social work qualifications across the UK and more widely.

# Tuning and Degree profiles

[http://tuningacademy.org/wp-content/uploads/2014/02/A-Guide-to-Formulating-DPP\\_EN.pdf](http://tuningacademy.org/wp-content/uploads/2014/02/A-Guide-to-Formulating-DPP_EN.pdf)

The Tuning Africa project (Africa-EU, 2016) developed Degree programme profiles, with identified learning outcomes and blocks of competences that need to be achieved in order to obtain the Degree.



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Please note that the Degree Profile should:

- be readable in five minutes;
- not be longer than two pages;
- provide a coherent impression of the specific degree; and
- be succinct and to the point, yet provide detailed information and references where necessary.

### Title field of the Degree Profile

The title field contains basic information about the Degree.

DEGREE PROFILE OF	
Please provide (in bold): The <b>full name of the qualification as written in the original language</b> . When this is not English, please provide an official <i>English translation</i> as mentioned in the Diploma Supplement in <i>italics</i> .	
Please provide the <b>official name of the programme</b> offered by the institution, in the original language. Please provide also an official translation <b>in English (if applicable)</b> in <i>italics</i> .	
TYPE OF DEGREE & LENGTH	Please identify the type of degree, e.g. whether the degree is the result of a programme offered by a single institution or whether the degree is the result of a joint programme (joint degree or double / multiple degree). Please indicate between brackets the length of the degree programme in ECTS-credits, and/or - if applicable - national/institutional credits and/or years of study.
INSTITUTION(S)	Please give the official name of the awarding institution(s), and the country where it is based (if the name is not in Latin Alphabet, please provide a transliteration or transcription. In addition, please provide also an official translation in English (if applicable) in <i>italics</i>
ACCREDITATION ORGANISATION(S)	Please identify the accreditation organisation(s) that provides the accreditation of the degree programme or the degree awarding institution, and the country in which the accreditation organisation operates.
PERIOD OF REFERENCE	Please identify the year(s) for which the curriculum is validated/approved.
CYCLE/LEVEL	Please indicate the cycle/level of the qualification in relation to the National Qualifications Framework (where available), the EQF for LLL and the QF for EHEA.

# 04

**Short, learning outcomes-based  
descriptions of qualifications:  
Guidelines – Source: EQF project**

# Purpose and benefits

- The reader of a short description (learners, employers, teachers, parents etc.) should be able to grasp the content and level of learning required to attain the qualification, allowing them to judge its relevance for further learning and/or employment.
- At national level, short descriptions can be used for information and communication purposes, notably **supporting qualifications frameworks and forming part of qualifications databases and registers.**
- At European and international level, for example through Europass and the EQF, these short descriptions facilitate **transparency and comparability of qualifications.**



# ACQF Guideline: Short descriptions of learning outcomes of qualifications (1)

- The aim of is to **promote common principles** and therefore a **consistent structure and approach** to develop short and synthetic descriptions of learning outcomes of qualifications for publication on qualifications databases and registers.
- Transparency of qualifications is necessary to **reduce barriers to mobility for learning and work purposes and to support lifelong learning**. Qualifications databases/registers make qualifications transparent to a wider public.
- Full descriptions of national qualifications are developed according to national criteria and priorities and may refer to numerous specific learning outcomes. **Differences in the formulation of learning outcomes, for examples in terms of length, format, granularity, limits comparability of qualifications reduces the potential of digital tools for analysing, comparing or using information on qualifications.**

# Guideline: Short descriptions of learning outcomes of qualifications (2)

- To achieve comparability of qualifications, it is therefore key that learning outcomes of qualifications in national databases/registers are described in an **easily understandable and comparable way**.
- **Short and synthetic descriptions** of learning outcomes of qualifications have multiple benefits as they can be an entry point for individual learners or employers seeking information on particular qualifications. They can support better understanding of the content and profile of a qualification, going beyond just the title and the EQF/NQF level. They can be **translated more easily** compared to long descriptions of qualifications.
- Any actor responsible for defining and describing learning outcomes of qualifications can benefit from these guidelines when creating short descriptions of qualifications. Although their main focus **is on full qualifications, the guidelines are also of relevance for parts or units of qualifications, or micro-credentials**, as well as for short descriptions of learning outcomes of learning programmes.

# Use of short descriptions of learning outcomes

- The development of short descriptions facilitates **transparency and comparability of qualifications from different sectors and countries**.
- They also provide an opportunity to further **improve the quality and reach of existing tools for sharing information** on qualifications.
- Short descriptions of qualifications should allow national and international users and stakeholders (learners, employers, counsellors, parents, teachers, education and training providers, validation practitioners, etc) to **quickly understand the content and complexity** of learning.

- **Block A: Formal aspects**

- A.1 Length of the description (750-1500 characters without space)
- A.2 Format of the description (narrative summary + bullet points)

- **Block B: Content aspects**

- B.1 Overall objectives and orientation of the qualification (in form of the narrative text)
- B.2 The main learning outcomes (in the form of bullet points) to capture orientation, content and complexity of the qualification developed covering the following aspects:
  - B.2.1 Breadth/scope of learning acquired
  - B.2.2 Depth/complexity of learning acquired
  - B.2.3 Context information

**Block A: formal aspects**

- A.1 Length
- A.2 Format

**Block B: content aspects**

- B.1 Objectives and orientation of qualification
- B.2 Main learning outcomes
  - B.2.1 Breadth / scope of learning
  - B.2.2 Depth / complexity of learning
  - B.2.3 Context information



## Formal aspects

### A.1 Length

### A.2 Format of the description

#### A.1 - Length

The description should stay in the range of 750 to 1500 characters (without space). This indicative length can provide sufficient space for capturing the essence of the qualification and it allows readers to quickly grasp its essential features. An indicative limit was set to ensure the description can be considered short.

#### A.2 – Format of the description

Describe the qualification using a combination of narrative and bullet points. The narrative should be used to present the overall objective and orientation of the qualification (aspect 3). Bullet points should be used to capture the specific learning outcomes (aspect 4)

*Table 1. Structure and format of the short description (narrative and bullet points)*

Narrative presenting the overall objectives and orientation of the qualification.	The holder of the qualification.....
Bullet points expressing learning outcomes	He/she is able to: 1) 2) 3) ...

*Source: EQF and Europass project group on short descriptions of learning outcomes of qualifications*

## Block A

# Length

- **750 to 1500 characters (without space).**
  - This indicative length provides sufficient space for capturing the essence of the qualification and it allows readers to quickly grasp its essential features.
- The following questions can guide this **process of shortening of a full description**:
  - Agree on what to emphasize and prioritize in the short description;
  - Focus on the core content of the qualification;
  - Pay attention to overlaps and redundancies in the text of the full description and merge/reorganise accordingly;

## Block B.1

## B1 - Overall objectives and orientation of the qualification in the form of a narrative

The description should start with a concise introduction in the form of a narrative expressing the overall objective and orientation of the qualification, including information on context <sup>(13)</sup>. This should enable the reader to grasp the essence of the qualification and understand its role and position in relation to the labour market, education and training systems and/or society in general.

*Table 2. Overall objective and orientation of the qualification*

Narrative presenting the overall objective and orientation of the qualification.	The holder of the qualification.....
Bullet points expressing learning outcomes	He/she is able to: 1) 2) 3) ...

**Breadth/scope of learning** means to clarify the *scope* of the learning acquired with the qualification, and therefore delimit and point to the borderlines and boundaries of the achieved learning outcomes. This means to convey information on the types of knowledge acquired as well as to describe the skills and competences mastered by the holder of the qualification. The learning domains (also called horizontal dimension of qualification frameworks) outlined in EQF/NQF level descriptors are a starting point to reflect on the breadth of learning <sup>(15)</sup>. See also annex III.

## Block B.2.1

## Verb – object - context

**Example:** *The holder of the qualifications can compare and evaluate educational policy initiatives of EU countries to inform evidence-based decision-making.*

**Example:** *The holder of the qualification can select and apply the most innovative restoration technique to preserve and protect historical structures*

**Example:** *The holder of the qualification can install and repair wooden constructions for different residential and industrial building*

**Comment:** by carefully choosing the verbs (“compare and assess” “select and apply” “install and repair”), the object (“educational policy initiatives of EU countries” “innovative restoration technique” “wooden constructions”) and by adding information on context (“to inform evidence-based decision-making” “to preserve and protect historical structures” “for different residential and industrial building); the knowledge, skills and competence acquired by the holder of the qualification – the breadth/scope of the learning – can emerge (knowledge on educational policy initiatives, techniques to conduct cross-country comparison and policy evaluation or restoration of historical structures; practical skills related to installing and repairing, etc).



**Depth/complexity of learning** is about clarifying the complexity and sophistication of learning acquired. In fact, within the same learning domain (e.g., theoretical knowledge or practical skills) there can be varying degree of expertise achieved. The EQF/NQF level descriptors are a starting point to define the depth and complexity of learning <sup>(16)</sup>.

## Block B.2.2

Verb – object –  
qualifier -  
context

**Example:** *the holder of the qualification can autonomously select and apply the most suitable research tools for collecting empirical evidence in the field of marine biology.*

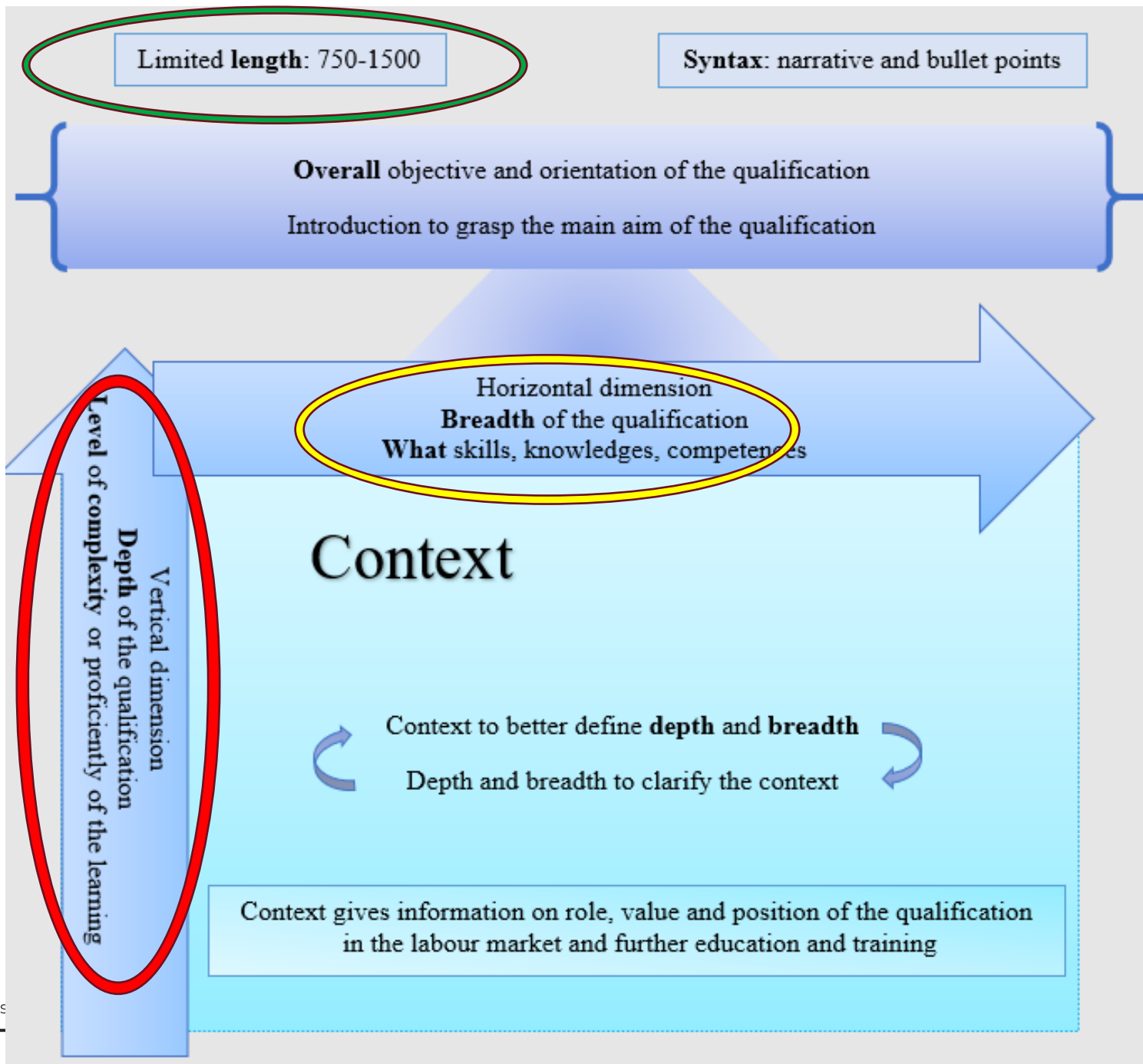
**Example:** *the holder of the qualification can collect empirical evidence under supervision contributing to ongoing studies in the field of marine biology.*

**Comment:** by carefully choosing the verbs (“select and apply” “collect”), the object (“research tool” “empirical evidence”) and making use of qualifier “autonomously” and by adding information on context (“for collecting evidence” or “supporting studies in the field of marine biology” ) it can emerge the level of complexity of the learning acquired.

Information on context completes the definition of breadth and depth of learning outcomes

### Block B.2.3

**Information on context:** when writing the specific learning outcomes sentences in the form of bullet points, information on context serves to specify the learning outcomes acquired. To support this process these guidelines also provide recommendations on the syntactical structure of sentences expressing learning outcomes (see table 3). In addition to verbs and objects composing a basic sentence, additional information on context serve to provide further details, for example, on situations, methods and conditions. In fact, verbs or objects alone are not sufficient to capture the breadth and depth of learning outcomes. At the same time, information on context can help clarify the role and the position of the qualification in relation to the labour market, education and training and society in general. This last aspect should already emerge in the narrative presenting the overall objectives and orientation of the qualification (B1).



## Overall objective and orientation of the qualification - B.1

### Guiding questions:

- What can the qualification be used for in the labour market, in education and training and/or society in general?
- Which core knowledge, skills and competence acquired are held by the holder of the qualification?
- What is expected in terms of autonomy and responsibility?

In the form of narrative text

## Description of the main learning outcomes to capture orientation, content, and level of the qualification - B.2

In the form of bullet points

The three aspects should interact and not be treated separately or applied rigidly

### Breath/scope of learning

#### B.2.1 (horizontal dimension)

- Delimit, specify, and link knowledge, skills, competences (starting point NQF/ EQF descriptors)
- Reflect on the balance between, for example, general, basic and technical knowledge, analytical, technical, practical skills and transversal skills and competences

### Depth/complexity of learning

#### B.2.1 (vertical dimension)

Show the level of complexity through a careful selection of actions verbs and objects; provide information on context; use precise adjectives and adverbs sparingly

### Context B.2.3

#### Double function:

- Better contextualise/specify the sentence's verb and object, providing for instance information on where the learning can take place, situations, conditions and expectations on autonomy → This can enhance clarity on the depth/complexity of learning as well as the breadth/scope of learning.
- Offer insights into the qualification's role in the labour market, education and training or society in general → This aspect should be already covered in the introductory narrative

### Guiding questions:

- What is the holder of the qualification expected to know and with what level of proficiency?
- What is the holder of the qualification expected to be able to do and with what level of proficiency?
- What is expected from the holder of the qualification in terms of wider, transversal skills and competences?
- What is expected from the holder of the qualification – for example as regards ability to work autonomously and taking responsibility?

Formal aspects of the description  
Length – A.1: 750 - 1500 characters (without spaces)  
Format A2: Narrative text and bullet points

Supporting documents: Annex with action verbs and qualifiers (adjectives and adverbs)



# Basic structure of learning outcomes statements

<b>Subject</b>	<b>Action verb</b> <i>(and adverb if relevant)</i>	<b>Object of the verb</b> <i>(and adjective if relevant)</i>	<b>Context</b> <i>(and adverb/adjective if relevant)</i>
The learner...	is expected to present	in writing the results of the risk analysis	allowing others to follow the process and replicate the results.
The learner...	is expected to distinguish between...	the environmental effects...	of cooling gases used in refrigeration systems.
The learner...	is expected to coordinate	activities of the executive staff	on construction sites with <i>limited complexity</i>
The learner...	is expected to conduct	<i>advanced</i> financial projections	by using business planning tools and to support financial and business planning

Source: project group and Cedefop (2022). *Defining, writing and applying learning outcomes: a European handbook - second edition*. Luxembourg: Publications Office of the European Union.

**Action verbs extracted from national qualifications and other material provided and analysed in the context of the EQF-EUROPASS project group on short learning outcomes descriptions<sup>(22)</sup>**

<b>Broad/general action verbs</b>					
use	perform	finish	define	take	satisfy
work	set	consider	allow	act	take on
carry out	keep	note	bring	do	deal with
make	proceed	put	determine	take into account	
give	fill	act	possess	show	

<b>Precise action verbs</b>					
apply	accept	construct	initiate	shape	correct
check	lead	resolve	organise	enforce	estimate
identify	configure	eliminate	acquire	serve	learn
prepare	adjust	consult	self-evaluate	calculate	pack
demonstrate	optimize	conclude	reproduce	replace	deliver
develop	collect	find	guide	summarize	observe
analyse	rebuild	initiate	dismount	establish	handle
produce	comply with	count	accompany	support	test
communicate	supervise	divide	realise	intervene	repair
participate	manufacture	direct	react	disassemble	report
process	meet	repeat	remedy	cooperate	sell
plan	receive	guide	anticipate	return	look up
implement	recognize	expose	mount	assure	conduct
install	formulate	program	employ	transfer	standardize
respect	complete	explain	limit	elaborate	structure
integrate	update	draft	stake out	justify	insert
maintain	document	promote	assist	negotiate	fulfil
describe	disseminate	reflect	refine	visualise	assess
monitor	measure	assess	design	compare	set up

# Verbs

# ACQF Verbs (cont.)

manage	read	propose	compile	decide	connect
select	assemble	collaborate	calibrate	delegate	sketch
present	advise	respond	extract	follow up	improve
follow	build	adapt	write	examine	share
present	store	master	rehabilitate	detect	combine
ensure	coordinate	inform	look after	sell	specify
prevent	commission	solve	obtain	dismantle	exchange
create	evaluate	explore	administer	synthesise	indicate
process	organise	draw	synthesise	modify	verify
place	choose	adopt	take part	renovate	consolidate
provide	include	undertake	interpret	allocate	supply
take stock	validate	approve	relate	transform	execute
involve	mobilise	reorganise	protect	judge	conceptualise
lead	search	instruct	introduce	accomplish	critique
oversee	revise	run	research	diagnose	restore
experiment	validate				

# Verbs (cont.)

Examples of combination of actions verbs with same object that can show increasing complexity → make reference to chapter	
Design and implement	Store and maintain
Implement and document	Manage and process
Assure and document'	Identify and initiate
Install and configure	Identify and prevent
Install and check	Identify and monitor
Assemble and install	Identify and propose
Organise and check	Pack and deliver
Construct and check	Assemble and insert
Check and comply with	Prepare, identify and explain
Plan and organise	Plan, prepare and implement
Plan and sketch'	Coordinate, prepare and look after
Plan and implement	Monitor, plan and report
Measure and analyse	Develop, create and support
Analyse and manage	Develop, write and evaluate
"Analyse and compare"	Implement, integrate and check
Interpret and apply''	Analyse, remedy and maintain
Inform and advise''	Look up, analyse and assess
Advise and guide	Demonstrate, integrate and apply
Cooperate and communicate	Identify, select, analyse
Communicate and negotiate	Analyse, evaluate and improve
Prepare and conclude	Lead, supervise and respond
Prepare and compile	Coordinate, direct and adjust
Undertake and organise	Build, install, rebuild, maintain and rehabilitate
Produce and present	Mount, assemble, disassemble and dismount
Develop and adjust	



# ACQF Verbs (cont.)

*Ambiguous and precise verbs - Cedefop Handbook on learning outcomes <sup>(21)</sup>*

Ambiguous		Precise	
Know	Grasp the significance of	Distinguish between	Write
Understand	Become familiar with	Differentiate	Recite
Enjoy	Believe	Assemble	Construct
Determine	Be aware of	Adjust	Contrast
Appreciate	Comprehend	Identify	Compare
		Solve	List

# Qualifiers

Examples of qualifiers extracted from level descriptors of national qualifications frameworks of countries referenced to the EQF <sup>23</sup>.

<b>Examples of broad/general qualifiers</b>		
Certain	Key	Appropriate/appropriately
Relevant	Particular/particularly	Suitable/suitably
Very	Broad/Broadly	Successful/successfully
Various	Proper/properly	Usual/usually
Good	Effective/effectively	Important/importantly
Required	Wide/widely	

# Qualifiers (cont.)

## Example of qualifiers (adverbs or adjectives) that can support in conveying levels of complexity

Basic	Advanced	Complete/completed/completely
Familiar	Intermediate	Complex/complicated
Simple	Autonomous/autonomously	Innovative/innovation/innovatively
Repetitive	Creative/creatively	Management/managerial
Structured	Independent/independently	Original/originality
Defined	Specialised/specialist	Substantial
Routine	New/novel	Responsible/responsibly
Elementary	Critical/critically	Strategic/strategically
Assigned	Comprehensive	Unforeseeable/unforeseen
Integrated	Non-routine	Conceptual/conceptually
Non-specialised	Unpredictable	Predictable/predicably
Limited	In-depth	Partially/partial/partly
Everyday/daily/day-to-day	Predefined/predetermined	Sophisticated

# Examples





# Examples of short learning outcomes-based descriptions of qualifications

- The following “role examples” of short description aim to provide a **practical application of guidelines and to make it clear how the guidelines can be implemented**. They are built upon real national descriptions developed using the guidelines within the project group's context and have undergone collective adjustments and revisions by members of the project group to better align them with the guideline recommendations.
- It is important to acknowledge **that developing the perfect description is a challenging task**, as different countries may wish to emphasise different aspects and may need to find a balance with existing national criteria. Therefore, the following examples should be considered as part of an ongoing cooperative effort to develop and apply guidelines for learning outcomes descriptions aimed at improving transparency and comparability of qualifications. With experience, continuous collaboration and exchanges on the guideline’s application across countries and sectors, additional examples will be added to further inform the process.

## EQF 7

**Qualification: Clinical psychologist**

The clinical psychologist (EQF/NQF 7) independently develops and applies the theories, methods and techniques from scientific clinical psychology in the health promotion, screening, psychological diagnostics and evaluation of health problems, as well as in the prevention, guidance and treatment of persons with care or support needs. By doing so the health care users are supported from the start both by working on their development as well as optimising their functional independence and wellbeing.

Holding the visa of clinical psychologist as determined in the Law on Mental Health Professions is a prerequisite to perform the profession.

The clinical psychologist is able to:

- draw up a psychological evaluation
- apply interventions to relieve suffering and to promote health and wellbeing of individuals, groups and organisations
- generate research and findings that contribute to the professional knowledge and/or evaluates the efficiency of diverse professional activities
- integrate research and clinical expertise in coordination with the care user and the context
- apply scientific insights and methods
- act according to the code of ethics
- develop and maintain a professional working relation with the care user
- practice the profession in a professional and societally responsible way
- develop and maintain own expertise
- reflect, carry out self-evaluation and self-care
- **interact with professionals from multiple disciplines**

## EQF 4

**Qualification: Information technology assistant**

The qualification holder (EQF/NQF 4) is able to ensure the smooth running of IT systems. They can develop, adapt and/or maintain these and look after users. He/she has practical knowledge from computer science, electrical engineering and production engineering.

He/she works independently and/or as part of a team in companies that develop and offer information and communication technology products and services or in public authorities and institutions.

This is a school based initial vocational training. Optionally, the higher education entrance qualification can be acquired.

The qualification holder can

- analyse, assess and optimise operational processes, workflows and framework conditions with regard to the use of IT systems
- design work processes using technical and organisational aids
- develop and adapt application software for operational processes
- analyse, plan, build, commission and network IT systems
- analyse, build, connect to IT systems, programme and commission automation systems,
- plan, create and maintain databases using appropriate programming languages and software development tools
- secure the energy supply for IT systems and optimise energy consumption
- observe industry and legislative standards and regulations and use of technical rules and regulations
- observe data security, data protection and copyrights
- responsibly shape and reflect on his/her working environment and processes
- apply standards and guidelines to ensure process and product quality
- cooperate and communicate in teams
- analyse customer requirements and advise customers also in English
- obtain, prepare and present information and documents in English in relation to the activity

**Qualification: Concrete work**

The concrete profession (EQF/NQF 4) can plan formwork, reinforce and cast new building and construction structures, as well as maintaining existing buildings. The holder of the qualification is able to build homes, commercial buildings, hospitals, schools and dams. The qualification can be obtained following a four-year dual training in the training company and vocational school. Competence can be further expanded with tertiary vocational education at EQF 5.

The qualification's holder is able to

- work independently according to building information models, drawings, descriptions and prefabricated solutions
- assess the costs, time consumption and environmental impact of the work
- formwork constructions and building parts using traditional and system formwork
- reinforce constructions and building parts according to descriptions for covering, anchoring and splice
- give account for work processes using prefabricated and traditional methods
- cast different structural parts and floors and assess the consequences of different casting pressures
- sort and handle waste according to current regulations, reuse materials and reflect on the consequences of incorrect handling
- account for and use quality assurance systems, carry out work in line with current requirements for health, environment and safety and reflect on the consequences of not following the requirements
- assess risks in accordance with current regulations and carry out a safe job analysis.
- work according to regulations and agreements that regulate working conditions in the profession, and explain the duties and rights of the employer and the employee.
- reflect on the demands and expectations placed on an equal and inclusive professional community



## Question 3

**What are your views on this approach? What are the most relevant take aways for your work?**

- Please write in chat box.  
Thanks



05

**Issues and solutions**

## Issues

**“Avoid dumbing down”:** Too detailed and prescriptive statements can undermine and lead to a ‘dumbing down’ of the learning and assessment process

**Be aware of contradictions and tension especially between schools of thought:**

***Behaviouristic tradition:***

- Emphasise learning outcomes as measurable, result oriented, full-ended to prescribe and control learning
- Clearly observable and measurable

***Constructivist approach***

- emphasise learning outcomes to be process-oriented, open-ended to enable learning
- Limited measurability

## Ways to address them

Learning outcomes, written as threshold statements, do not prevent learners to go beyond these thresholds/ minimum expectations

Learning outcomes need to be defined and written in a way which allows for local adaptation and interpretation by teachers and learners

Learning outcomes should assist teachers in identifying and combining teaching methods. Learning outcomes orient a learning process, they should not restrict it

Finding the balance between prescriptive and descriptive learning outcomes is essential

Ensure learning outcomes are fit for purpose

# Easing the application of level descriptors

Application of learning outcomes-based level descriptors can be challenging.

Understanding the role, concepts, vertical and horizontal logic of NQF level descriptors is fundamental, and should be a theme in every teacher training programme, in the curricula of pedagogical institutes and in relevant capacity development programmes promoted by ministries, NQF institutions, and curriculum development projects. Level descriptors are a fundamental link between the NQF and the eco-system of learning, teaching, and certification.

## To ease use and application, level descriptors should:

- Be detailed enough to capture the complexities of an NQF/ RQF
- Be general enough to accommodate different parts of the qualifications systems
- Be suitable for all contexts (not too academic, theoretical, and wordy)
- Explain the logic of the domains, sub-domains, and levels preferably with an accompanying glossary
- Be consistently applied in countries
- Be made visible and accessible to users through training, capacity building, workshops, and information sessions
- Capture the balance between being prescriptive and being descriptive

06

**Examples from  
concrete qualifications**



# **Qualifications from official online registers of qualifications**

## **Countries: Botswana, Cape Verde, Mozambique, South Africa**

# In qualifications and in qualifications databases / registers


## Examples:

- Botswana
- Cape Verde
- Mozambique
- South Africa

## Online Registers of National Qualifications

- Botswana: BQA: [Register of registered qualifications](#)
- Cape Verde: [UC-SNQ National Catalogue of Qualifications](#)
- Mozambique: [ANEP – National Catalogue of Professional Qualifications](#)
- South Africa: [SAQA: Registration of Qualifications and Part-Qualifications](#) (4 searchable databases)

# Level descriptors: example

- Linked to an NQF level
  - What is expected of graduates / holders of a qualification at that level
- 

## Example: Cape Verde NQF, level 5

### **Domain: Responsibility and autonomy**

- Manage and supervise in contexts of study and work susceptible to unpredictable change
- Revise and develop performance of self and others, both in quantitative and qualitative terms
- Work independently when decisions or initiatives at intermediate level are required
- Be able to organise the work for self and the team, according to the objectives and goals of the organisation and support others to effectively manage time

Source: Cape Verde level descriptors and National Qualifications Catalogue

<p>Level descriptors in <u>Cape Verde NQF, level 5</u>. <u>ACQF Inventory</u></p>	<p>Qualification level 5: AGE001_5: Accounting management. Qualification registered in the National Qualifications Catalogue: <u>Cape Verde, NQF Level 5 AGE001_5</u></p>
<p><b>Knowledge:</b> Comprehensive, specialised, factual and theoretical knowledge within a field of study or work and an awareness of the boundaries of that knowledge, which includes abstract technical understanding and capacity to search additional information and knowledge to improve the execution of functions.</p> <p><b>Skills:</b> A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems in routine situations and new contexts and activities. Capacity to select and apply equipment and methods, explain the alternatives, and ensure the technical support to solve more specific problems in known routines.</p> <p><b>Responsibility and autonomy:</b> Manage and supervise in contexts of study and work susceptible to unpredictable change. Revise and develop performance of self and others, both in quantitative and qualitative terms. Work independently when decisions or initiatives at intermediate level are required. Be able to organise the work for self and the team, according to the objectives and goals of the organisation and support others to effectively manage time.</p>	<p>Broad short definition of the qualification: Carry out accounting, tax, financial and treasury control management in organisations and prepare administrative processes for presentation to public institutions, handling specific information and information management applications.</p> <p>Units of competency:</p> <ul style="list-style-type: none"> <li>• Carry out accounting and tax management</li> <li>• Carry out financial management</li> <li>• Carry out treasury management and control</li> <li>• Organise administrative processes for presentation to public entities</li> <li>• Handle office computer applications.</li> </ul> <p>Each “Unit of competency” is defined through a range of four to seven more granular “Elements of competency”, which in turn are specified in greater detail by “Assessment criteria”. This approach to describing the learning outcomes of the qualification cascades from the broad definition of the qualification to the granular outcomes applied as criteria in the context of assessment.</p> <p>A similar approach is applied in the context of the Competency-Based Approach (Approche par Competences) implemented with some variation in TVET systems of several countries in Africa, e.g.: Cape Verde, Cameroon, Kenya, Morocco, and Mozambique.</p>

Seychelles, 18 April 2024 Learning outcomes

Table 16. Principles supporting the presentation of learning outcomes

<p>The learning outcomes description should be 500 to 1 500 characters and be written considering the following elements</p>			
<p>It should present the qualification from the perspective of the learner and what he/she is expected to know, be able to do and understand.</p>	<p>It should use action verbs to signal the level of learning expected, normally with an (explicit or implicit) reference to the levels of the national qualifications framework and/or the EQF.</p>	<p>It should indicate the object and scope of the expected learning outcomes. This description should capture the main orientation of the qualification and the depth/breadth of the expected accomplishment. It can, if deemed appropriate, use domains as defined by NQFs/EQF.</p>	<p>It should clarify the occupational and/or social context in which the qualification operates.</p>

Source: Cedefop.

Table 17 illustrates how the structure could be used in practice.

Table 17. Example of presenting learning outcomes

The learner	The verb	The object and scope	The context
A master of occupational therapy science...	• has insight into	• the organisation of health care	at regional, national and international level
	• can critically test	• these insights in the field	from the perspective of the principles of management and quality assurance of therapeutic interventions
	• can give advice	• on policy for the organisation and progress of occupational therapy	
He/she...	• is able to take responsibility		
To be presented in summary (414 characters)			
<p>A master of occupational therapy science has insight into the organisation of health care at regional, national and international level and can critically test these insights in the field and give advice on policy. He/she is able to take responsibility for the organisation and progress of occupational therapy from the perspective of the principles of management and quality assurance of therapeutic interventions</p>			

Source: Cedefop.

Source: Cedefop, 2017, p64

# Ex.: Cape Verde, Accounting Management, L5

Qualificação AGE001\_5  
GESTÃO CONTABILÍSTICA

PERFIL PROFISSIONAL			
<b>Código</b>	AGE001_5	<b>Denominação</b>	GESTÃO CONTABILÍSTICA
<b>Nível</b>	5	<b>Família Profissional</b>	Administração e Gestão
<b>COMPETÊNCIA GERAL</b>	Realizar a gestão contabilística, fiscal, financeira e o controlo da tesouraria nas organizações e preparar processos administrativos para apresentação às instituições públicas, manuseando aplicativos informativos específicos e de gestão de informação.		
<b>UNIDADES DE COMPETÊNCIA</b>	<b>N.º</b>	<b>Denominação</b>	<b>Código</b>
	1	Realizar a gestão contabilística e fiscal.	UC195_5
	2	Realizar a gestão financeira.	UC196_5
	3	Realizar a gestão e controlo da tesouraria.	UC197_5
	4	Organizar processos administrativos para apresentação às instituições públicas.	UC198_4
	5	Manusear aplicativos informáticos de escritório.	UC199_3
<b>Âmbito profissional:</b> É um profissional que executa o seu trabalho por conta própria ou por conta			

Seychelles, 18 April 2024 Learning outcomes




[http://snq.cv/wp-content/uploads/2019/07/AGE001\\_5-Gestão-Contabil%C3%ADstica.pdf](http://snq.cv/wp-content/uploads/2019/07/AGE001_5-Gestão-Contabil%C3%ADstica.pdf)

Qualificação AGE001\_5  
GESTÃO CONTABILÍSTICA

PROGRAMA FORMATIVO DA QUALIFICAÇÃO PROFISSIONAL			
<b>Código</b>	AGE001_5	<b>Denominação</b>	GESTÃO CONTABILÍSTICA
<b>Nível</b>	5	<b>Família Profissional</b>	Administração e Gestão
<b>Duração indicativa</b>	1.360 Horas		
<b>Unidades de competência</b>	<b>N.º</b>	<b>Denominação</b>	<b>Código</b>
	1	Realizar a gestão contabilística e fiscal.	UC195_5
	2	Realizar a gestão financeira.	UC196_5
	3	Realizar a gestão e controlo da tesouraria.	UC197_5
	4	Organizar processos administrativos para apresentação às instituições públicas.	UC198_4
	5	Manusear aplicativos informáticos de escritório.	UC199_3



# ACQF Example: Botswana, Diploma in Tourism Management, L6



**BOTSWANA**  
Qualifications Authority

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD04 Issue No.: 01

QUALIFICATION SPECIFICATION				SECTION A
<b>QUALIFICATION DEVELOPER</b>		Imperial School of Business and Science (ISBS)		
<b>TITLE</b>	Diploma in Tourism Management	<b>NCQF LEVEL</b>	6	
<b>FIELD</b>	Services	<b>SUB-FIELD</b>	Tourism Management	
New qualification	<input checked="" type="checkbox"/>	Review of existing qualification		
<b>SUB-FRAMEWORK</b>	General Education	TVET	Higher Education	<input checked="" type="checkbox"/>
<b>QUALIFICATION TYPE</b>	Certificate	Diploma	<input checked="" type="checkbox"/>	Bachelor
	Bachelor Honours	Master		Doctor
<b>CREDIT VALUE</b>	360 Credits			
RATIONALE AND PURPOSE OF THE QUALIFICATION				
<b>Rationale</b>				
<p>The field of Tourism Management is crucial in developing countries such as Botswana. The government's long-term strategy to create a SADC tourism hub will require people who can communicate at all levels of the tourism industry. Tourism is the core strength of the Botswana economy and this qualification will prepare the youth of Botswana to create, lead and help grow the tourism industry</p> <p>Human Resource Development Council (HRDC) has identified 12 key sectors of economy, which are derived from the national strategies and priorities such as the Economic Diversification Drive in Botswana. Tourism Management is an identified crucial field under Business Commerce and Management Sectors, which demonstrates the need of this qualification in Botswana, (BHRDS Fair and Career Clinics 2018. Pages 144-150).</p> <p>According to the National Development Plan (NDP) II, April 2017- March 2023 (p.126.S.6.196),"Tourism continues to be a key sector in diversifying Botswana's economy. Some of the Key programmes, which will continue to be implemented included tourism, cluster development, product development and diversification of programme..."</p> <p>The stakeholder survey undertaken, also revealed the fact that Tourism Management qualifications were needed in the Botswana market currently.</p>				
<b>Purpose of the Qualification</b>				
The Purposes of this Qualification are to equip students with skills and knowledge to				



**BOTSWANA**  
Qualifications Authority

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD04 Issue No.: 01

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
On successful completion of the qualification, the learners shall be able to:	Learners ability to	
Display skills in conducting events.	<ul style="list-style-type: none"> <li>• Explain the essential logistics and transport arrangements for conducting tourism events</li> <li>• Demonstrate the kinds of duties and responsibilities to be delegated to the group members to conduct tourism events.</li> <li>• Explain how to monitor the progress of the events.</li> </ul>	
Communicate effectively.	<ul style="list-style-type: none"> <li>• Speak effectively and persuasively with national and international clients.</li> <li>• Write business letters to national and international clients to facilitate good service.</li> <li>• Prepare reports following company policy guidelines.</li> </ul>	
Demonstrate the skills in preparing budget for tourism management events.	<ul style="list-style-type: none"> <li>• Prepare a cost analysis sheet.</li> <li>• Prepare the budget for conducting tourism events.</li> <li>• Record the day to day financial transactions of the tourism activities.</li> </ul>	
Conduct tour guide operations for national and international clients.	<ul style="list-style-type: none"> <li>• Explain the needs and wants of the national and international clients.</li> <li>• Facilitate accommodation for the tourists of their interest.</li> <li>• Demonstrate the ability to supervise tour guide operations.</li> <li>• Identify the legal and health issues pertaining tourism operations with respect to country to country</li> <li>• Explain how to assess the climatic changes and the time differences pertaining tour guide operations.</li> <li>• Identify the cultural differences and Explain how it affects the international tourists.</li> </ul>	
Integrate technology in travel, tourism and hospitality management sectors for effective marketing, and customer service.	<ul style="list-style-type: none"> <li>• Use Technology,                             <ul style="list-style-type: none"> <li>▪ To reserve travel arrangement</li> <li>▪ To book accommodation arrangements</li> </ul> </li> <li>• Explain the advantages of the following in the Travel, tourism industry,                             <ul style="list-style-type: none"> <li>▪ Internet</li> <li>▪ Reservation system</li> <li>▪ Mobile phone</li> <li>▪ In-Room Technology.</li> </ul> </li> </ul>	

## 1 Informação para o Registo da Qualificação

<b>Título da Qualificação:</b>		Certificado Vocacional de Nível V em Contabilidade		
<b>Código Nacional:</b>		Q ADG02500191		
<b>Campo:</b>	Administração e Gestão	<b>Subcampo:</b>	Contabilidade	
<b>Nível do QNQP:</b>	5	<b>Créditos totais:</b>	120	
<b>Data do registo:</b>		<b>Data do revisão:</b>		
<b>Progressão:</b>	Os graduados com esta qualificação serão elegíveis para trabalhar no sector empresarial público e privado, assistindo o Chefe do Departamento de Administração e Finanças, podendo ainda assumir a responsabilidade pela liderança do departamento de contabilidade, numa pequena organização ou a direcção geral de uma micro empresa. Os técnicos com esta qualificação poderão progredir para o ensino superior.			
<b>Regras de combinação de módulos</b>				
<b>Módulos de habilidades genéricas:</b> O candidato deve completar um mínimo de 16 créditos.				
<b>Módulos de habilidades vocacionais obrigatórios:</b> O candidato deve completar um mínimo de 84 créditos.				
<b>Projecto Integrado e Experiência de Trabalho:</b> O candidato deve completar o mínimo de 20 créditos				
<b>Conteúdo da Qualificação</b>				
<b>Módulos constantes nesta Qualificação</b>				
Código do Módulo	Código da Unidade de Competência relacionada	Título do Módulo	Número de Créditos	Número de Horas Normativas
<b>Módulos de Habilidades Genéricas</b>				
MO HG025001	UC HG025001	Utilizar o Inglês para propósitos sociais, pessoais e profissionais	2	20
MO HG025002	UC HG025002	Comunicar informação relacionada com a profissão	2	20
MO HG025003	UC HG025003	Ler e responder a materiais escritos	2	20
MO HG025004	UC HG025004	Produzir materiais escritos	2	20
MO HG03501171	UC HG03501171	Resolver problemas de crescimento logarítmico.	2	20
MO HG03502171	UC HG03502171	Resolver problemas de optimização usando limites e derivadas.	2	20
MO HG04501191	UC HG04501191	Participar num debate como orador principal e como interveniente	2	20
MO HG04502191	UC HG04502191	Interpretar e produzir textos explicativos e informativos	2	20
<b>Total</b>			<b>16</b>	<b>160</b>

Módulos de Habilidades Vocacionais Obrigatórios				
MO ADG025001191	UC ADG025001191	Operar com a contabilidade da Banca, Seguros e Instituições sem fins lucrativos	12	120
MO ADG025007191	UC ADG025007191	Sistematizar a informação para apoio à tomada de decisão	12	120
MO ADG025008191	UC ADG025008191	Avaliar alternativas rotineiras e não rotineiras numa empresa	6	60
MO ADG025009191	UC ADG025009191	Aplicar regulamentação, procedimentos e técnica de auditoria externa	6	60
MO ADG025005191	UC ADG025005191	Elaborar o orçamento e apurar os desvios orçamentais	8	80
MO ADG025010191	UC ADG025010191	Utilizar instrumentos de controlo de gestão	4	40
MO ADG014005191	UC ADG014005191	Aplicar os procedimentos de Higiene e Segurança no Trabalho	4	40
MO ADG025004191	UC ADG025004191	Analisar procedimentos de controlo interno e elaborar parecer de auditoria interna	4	40
MO ADG025002191	UC ADG025002191	Realizar a análise económico financeira	8	80
MO ADG025003191	UC ADG025003191	Realizar a análise de projecto de investimento	8	80
MO ADG025006191	UC ADG025006191	Aplicar técnicas de angariação e avaliação de alternativas de financiamento	8	80
MO ADG035001191	UC ADG035001191	Organizar e zelar por espaços e equipamentos de trabalho	2	20
MO ADG025011191	UC ADG025011191	Aplicar os procedimentos de Ética do profissional de Contabilidade	2	20
<b>Subtotal</b>			<b>84</b>	<b>840</b>
Projecto Integrado e Experiência de Trabalho				
MO ADG025012191	UC ADG025012191	Elaborar Projecto Integrado	4	40
MO ADG025013191	UC ADG025013191	Levar a cabo uma experiência de trabalho	16	160
<b>Sub-total</b>			<b>20</b>	<b>200</b>
<b>TOTAL</b>			<b>120</b>	<b>1200</b>



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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### REGISTERED QUALIFICATION:

#### Advanced Diploma in Logistics

<b>SAQA QUAL ID</b>	<b>QUALIFICATION TITLE</b>			
101960	Advanced Diploma in Logistics			
<b>ORIGINATOR</b>				
University of Johannesburg				
<b>PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY</b>			<b>NQF SUB-FRAMEWORK</b>	
CHE - Council on Higher Education			HEQSF - Higher Education Qualifications Sub-framework	
<b>QUALIFICATION TYPE</b>	<b>FIELD</b>	<b>SUBFIELD</b>		
Advanced Diploma	Field 11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>PRE-2009 NQF LEVEL</b>	<b>NQF LEVEL</b>	<b>QUAL CLASS</b>
Undefined	120	Not Applicable	NQF Level 07	Regular-Provider-ELOAC
<b>REGISTRATION STATUS</b>		<b>SAQA DECISION NUMBER</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>
Reregistered		SAQA 091/21	2021-07-01	2023-06-30
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification replaces:

Qual ID	Qualification Title	Pre-2009 NQF Level	NQF Level	Min Credits	Replacement Status
83908	Bachelor of Technology: Logistics	Level 7	Level TBA: Pre-2009 was L7	120	

### PURPOSE AND RATIONALE OF THE QUALIFICATION

**Purpose:**  
The purpose of this qualification is to make provision for the development of intellectual knowledge and applied competence related to procurement, logistics processes and practices, project management, logistics research, global supply management and quantitative techniques.

The inclusion of research methodology and a research project module, as well as a practical module in which learners will be required to apply their acquired theoretical knowledge to current industry-related challenges. This qualification offers students the opportunity to balance theory, research and practical application in their learning experience.

The simulation programme provides a practical application in a logistics environment, including, but not limited to, the management of time, materials handling, in-bound and out-bound logistics, staff deployment and morale, process design, cost effectiveness, customer service, cash/money flow, product-mix decisions, demand forecasting, quality assurance, procurement, and stock rotation. Teaching for this module is action-based, i.e. the module provides an environment in which learners, apply theoretical understanding, take actions and discover the consequences of the actions in order to develop an understanding of the objectives and business drivers of a logistics business. The simulation also focuses on group participation and interaction.

The learning outcomes of this qualification is aligned with requirements of the Level 7 Exit Level Outcomes since learners are required to apply theoretical knowledge to complex problems and to present such application in a well-structured argument using academic discourse. The learners are also expected to demonstrate the following: integrated knowledge

<https://regqs.saqa.org.za/view/Qualification.php?id=101960>

## Exit level outcomes

1. Plan and coordinate logistics processes and practices so that operational and strategic targets are met.
2. Optimise supply chain processes through selecting and/or combining the best methods and practices in a globalised supply chain environment.
3. Identify and apply appropriate and applicable logistics-related quantitative techniques and methods relevant to specific logistics situation.
4. Identify and explain the key logistics related problems and solutions from a simulation model.
5. Execute logistics and distribution decisions within a supply chain.
6. Complete a research project related to logistics management.

07

For your further reading:  
ACQF level descriptors

7.1

RPL



# RPL gives us wings

## Inclusion, equity

Recognition, validation and certification of non-formal and informal learning, skills and competences

(RPL, RVCC/RCA, VAE, VNFIL)

**Learning outcomes are central for RPL**



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

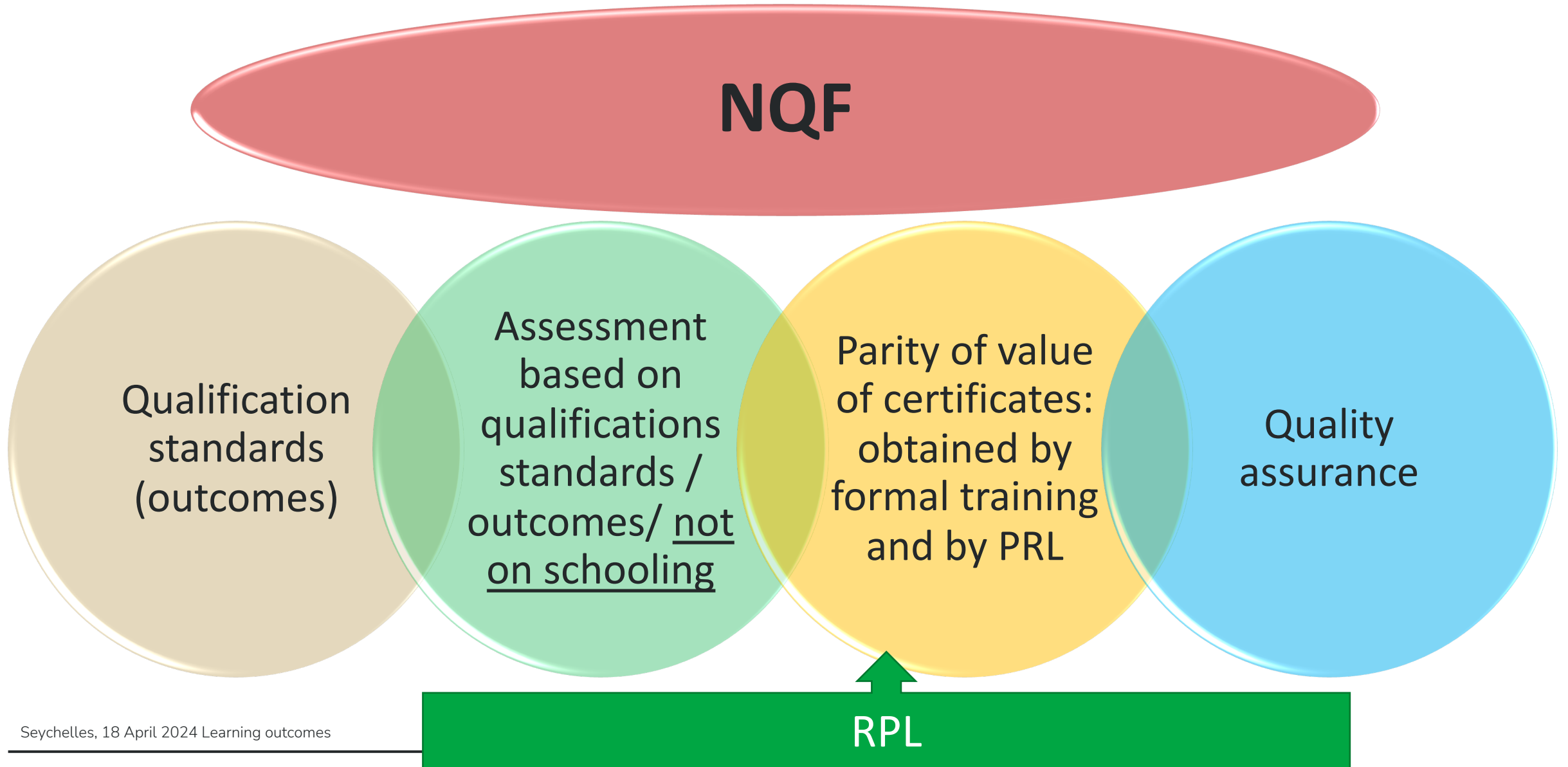
Non-formal and informal learning are key parts of lifelong learning

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

This learning can be made visible via RPL / VNFIL. **Identification, documentation, assessment and certification of learning outcomes.**

The growth of digital and online learning, access to digital skills assessment and digital credentials tools offer new potentialities that can benefit applicants, and the effectiveness of RPL / RVCC /RCA systems

# What connection with NQF?



# Your views...write in chatbox



“Learning outcomes are the GPS in the eco-system of qualifications”:

- Do you agree?
- Why?
- Comments?
- What is the main benefit of this understanding of learning outcomes?

# Level descriptors





# Definition: level descriptors

## 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.

# Level descriptors of NQFs and RQFs: Similarities

## NQF

- Are at the heart of development of qualifications frameworks
- Are formulated as general learning outcomes statements and signal transparency
- Are suited to a particular purpose
- Are an agreed central reference point and multi-stakeholder platform for dialogue
- Based on logic along vertical and horizontal dimensions



## RQF

- Based on learning outcomes
- Level descriptors are described as a hierarchy of levels of learning complexity, based on learning outcomes
- Support NQF development and promote learning outcomes based approaches in the regional block

## NQF level descriptors

### More detailed and complex

- ✓ capture the complexities of the national system
- ✓ describe the complexity of learning in qualifications/ qualification types and are often linked to features of existing qualifications.
- ✓ as a benchmark for levels of learning achievement recognised at national level they orient the allocation of a national qualification to an NQF level.
- ✓ The positioning of two or more qualifications on the same NQF level indicates that the qualifications are broadly comparable in terms of generic complexity at that level of the NQF, regardless of where or how the qualification was obtained.



## RQF level descriptors

### RQF level descriptors serve purposes complementary to those of NQF's:

- ✓ a basis for referencing levels of NQFs or systems to the RQF
- ✓ orientation for countries/ regions in developing qualifications frameworks or systems
- ✓ orientation towards common minimum benchmarks for outcomes of learning on the regional block
- ✓ level descriptors signify the levels of learning complexity at regional level
- ✓ do not capture the same complexities that are evident in national level descriptors

## Overall design: ACQF level descriptors

### The ACQF descriptors:

- are regional, generic, broad statements of learning outcomes complexity that can accommodate and value all forms of learning (formal, non-formal and informal)
- can be applied across all African Union countries and all education and training sectors

10 levels

Detailed glossary explaining terms in the ACQF descriptors

3 domains

### Underpinning principles of ACQF LDs



learning outcomes orientation



transparency



Future orientation



Generic in scope



Developmental and cumulative



Conceptual and technical clarity

1.  
“Knowledge” includes various kinds of knowledge such as facts, principles and theories in various areas

2.  
“Skills” refer to the ability to use knowledge to respond to information and address problems. Skills include cognitive, communication, digital, green, innovation, practical and social skills.

3.  
“Autonomy and responsibility” refers to the context and extent of the application of autonomy and responsibility

# ACQF level descriptors: domains of learning - definition

		Domains of learning	
Level	Knowledge	Skills	Autonomy and responsibility
Definition of the domains of learning	In the context of ACQF “Knowledge” includes various kinds of knowledge such as facts, principles, and theories in various areas	In the context of ACQF “Skills” refer to the ability to use knowledge to respond to information and address problems. Skills include cognitive, communication, digital, green, innovation, practical and social skills.	In the context of ACQF “Autonomy and responsibility” refers to the context and extent of the application of autonomy and responsibility



# ACQF descriptors (horizontal logic and glossary)

## Example (simple, L1)

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

Meta-descriptor glossary

Term	In the ACQF level descriptors the term:	Progression in complexity	Levels
<b>Simple</b>	Means uncomplicated and easy to understand. It can be used without experience and is found at the lowest level of complexity	Simple to straightforward/basic	L1

# ACQF descriptors (horizontal logic and glossary)

## Example (mastery, L9)

Level	Knowledge	Skills	Autonomy and Responsibility
<b>Level 9:</b> The learning outcomes related to formal, non-formal and informal learning at this level include:	<b>Mastery</b> of a complex body of knowledge <b>at the forefront</b> of a discipline/area	Skills mastery required to demonstrate originality and new insights in research and/or innovation and <b>formulate and test</b> theories to show mastery of highly complex, abstract problems	<b>Highly specialised</b> contexts demonstrating mastery in autonomy and responsibility
<b>Level 10:</b> The learning outcomes related to formal, non-formal, and informal learning at this level include:	<b>Substantial and original</b> knowledge contribution that extends the forefront of a discipline/area and/or <b>at the interface</b> between disciplines/areas	<b>Expert</b> skills and techniques that demonstrate innovation, interpretation and creation of new ideas required to critically evaluate, formulate, and test theories to address <b>emergent, new,</b> and critical problems	Emergent new contexts demonstrating expertise in management of new ideas

Meta-descriptor glossary

Term	In the ACQF level descriptors the term:	Progression in complexity	Levels
<b>Mastery</b>	Means superiority in knowledge and skills	Mastery to expertise	L9

Level	Knowledge	Skills	Autonomy and Responsibility
<b>Level 1:</b> The learning outcomes related to formal, non-formal, and informal learning at this level include:	<b>Simple</b> knowledge, literacy, and numeracy	Simple communication, cognitive and practical skills required to follow simple instructions, and use simple, <b>repetitive</b> solutions to address simple problems	<b>Highly structured</b> , repetitive contexts under <b>close</b> supervision and guidance taking <b>minimal</b> responsibility for self
<b>Level 2:</b> The learning outcomes related to formal, non-formal and informal learning at this level include:	<b>Basic</b> knowledge incorporating comprehension and recall of factual and operational knowledge in some areas	Basic communication, cognitive and practical skills required to use <b>concrete</b> information, ideas and <b>known</b> solutions to address <b>straight-forward</b> problems	<b>Structured</b> contexts under limited supervision and guidance taking <b>limited</b> responsibility for self and group outcomes
<b>Level 3:</b> The learning outcomes related to formal, non-formal, and informal learning at this level include:	<b>Factual and operational</b> knowledge incorporating some theoretical aspects in some areas	A <b>range</b> of communication, cognitive, practical and technical skills required to <b>interpret</b> and communicate ideas and detailed information, and <b>select and use</b> known solutions to address <b>familiar</b> problems	<b>Predictable</b> contexts under <b>routine</b> supervision and guidance, with <b>initiative</b> for self-responsibility and some responsibility for group outcomes
<b>Level 4:</b> The learning outcomes related to formal, non-formal and informal learning at this level include:	Mainly factual, operational or technical knowledge <b>incorporating theoretical</b> aspects in one or more areas	<b>Well-developed technical</b> skills required to analyse information and new ideas, <b>make informed judgements</b> , communicate outcomes and apply <b>varied</b> solutions to varied (familiar and unfamiliar) problems	Varied (predictable and unpredictable) contexts with adaptability and initiative for self-direction under general guidance, taking <b>full responsibility for self</b> , some planning and responsibility for group outcomes and initiative for responsibility for others
<b>Level 5:</b> The learning outcomes related to formal, non-formal, and informal learning at this level include:	Mainly technical or theoretical knowledge with <b>substantial depth</b> in a discipline/area	A <b>range</b> of well-developed technical skills, <b>with some specialisation</b> , required to analyse information and new ideas, construct and communicate a <b>coherent argument</b> , and apply a <b>range of solutions</b> , often in combination, to address <b>unfamiliar</b> problems	<b>Unpredictable</b> contexts with full autonomy and <b>full responsibility for self and group outcomes</b> , and some responsibility for others

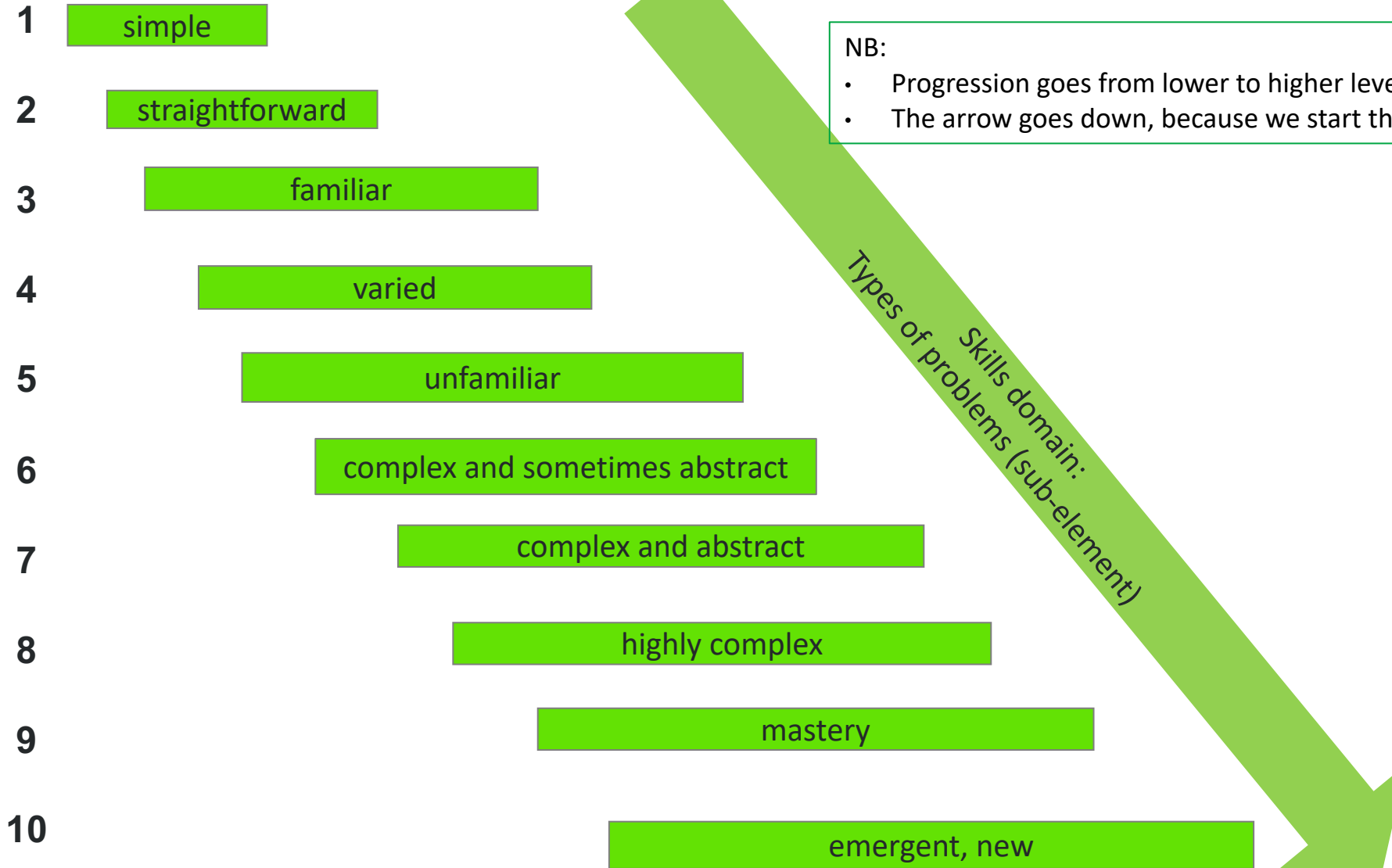
To assist the comparison of NQF descriptors with ACQF descriptors:

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

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

- To assist the comparison of NQF descriptors with ACQF descriptors:
- It will help to identify key words in each level
  - This also assists with checks for horizontal coherence

## Vertical logic (cumulative, progression in complexity)



NB:

- Progression goes from lower to higher levels of complexity
- The arrow goes down, because we start the levels matrix at level 1

To assist the comparison of NQF descriptors with ACQF descriptors:

- It will help to identify the progression in complexity
- This also assists with checks for vertical coherence



The learning outcomes related to formal, non-formal and informal learning at these levels include:	Knowledge domain		
	Level	Type of Knowledge	Scope
	Level 1	Simple knowledge, literacy and numeracy	
	Level 2	Basic knowledge incorporating comprehension and recall of factual and operational knowledge	In some areas
	Level 3	Factual and operational knowledge incorporating some theoretical aspects	In some areas
	Level 4	Mainly factual, operational or technical knowledge incorporating theoretical aspects	In one or more areas
	Level 5	Mainly technical or theoretical knowledge with substantial depth	In a discipline/ area
	Level 6	Highly technical or theoretical knowledge, with specialisation	In a discipline/ area
	Level 7	Advanced analytical, and/ or specialised knowledge	Of a discipline/ area
	Level 8	Highly advanced, complex knowledge	Of a discipline/ area
Level 9	Mastery of a complex body of knowledge	At the forefront of a discipline/ area	
Level 10	Substantial and original knowledge contribution	That extends the forefront of a discipline/ area and/ or at the interface between disciplines/ areas	

- Knowledge sub-elements
- Type of knowledge
  - Scope



include: The learning outcomes related to formal, non-formal and informal learning at these levels	Skills domain			
	Level	Type of skills	Response to information	Addressing types of problems
	Level 1	Simple communication, cognitive and practical skills	Follow simple instructions	Use simple repetitive solutions to address simple problems
	Level 2	Basic communication, cognitive, and practical skills	Use concrete information and ideas	Use known solutions to address straightforward problems
	Level 3	A range of communication, cognitive, practical and technical skills	Interpret and communicate ideas and detailed information	Select and use known solutions to address familiar problems
	Level 4	Well-developed technical skills	Analyse information and ideas, make informed judgements and communicate outcomes	Apply varied solutions to address varied (familiar and unfamiliar) problems
	Level 5	A range of well-developed technical skills with some specialisation	Analyse information and new ideas, and construct and communicate coherent arguments	Apply a range of solutions often in combination to address unfamiliar problems
	Level 6	Highly technical and specialised skills	Collate, analyse, synthesise, and communicate a range of information and new ideas	Formulate or adapt different solutions to address complex and sometimes abstract problems
	Level 7	Advanced skills	Demonstrate advanced analysis and initiative for new insights and ideas in research and/ or innovation	Formulate advanced solutions to address complex and abstract problems
	Level 8	Highly advanced, complex skills	Demonstrate highly advanced analysis and communicate new insights and ideas in research and/or innovation	Formulate highly advanced solutions to address highly complex and abstract problems
Level 9	Mastery	Demonstrate originality and new insights in research and/or innovation	Formulate and test theories to show mastery of highly complex, abstract problems	
Level 10	Expert skills and techniques	Demonstrate innovation, interpretation and creation of emergent and new ideas	Critically evaluate, formulate and test theories to address emergent, new and critical problems	

- Skills sub-elements
- Type of skills
  - Response to information
  - Addressing types of problems

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

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