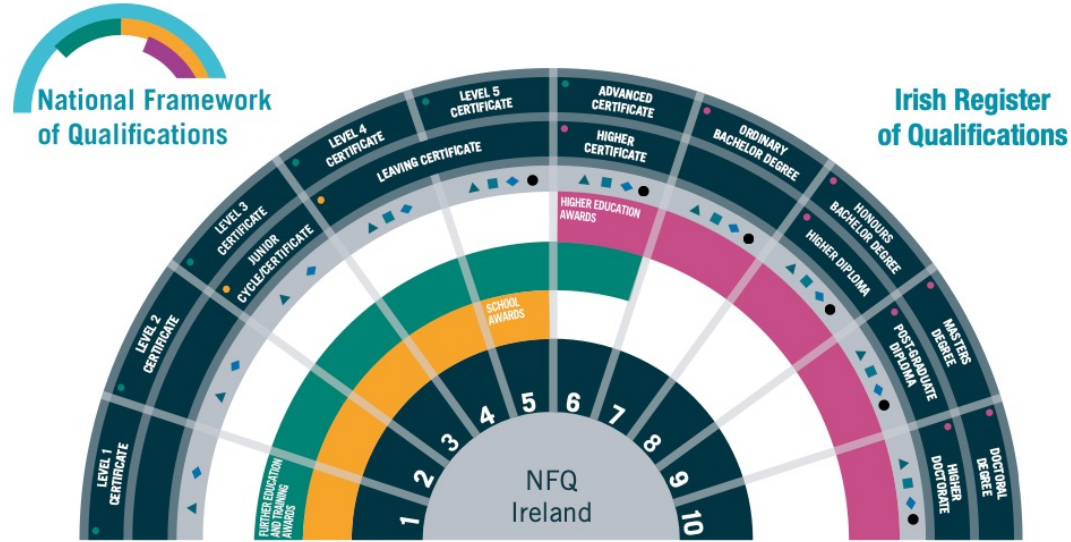


Figure 9 The NFQ – Levels, Award-Types and Classes of Awards



CLASSES OF AWARD

- Major Awards:** named in the outer rings, are the principal class of awards made at a level.
- Minor Awards:** are for partial completion of the outcomes for a Major Award
- Supplemental Awards:** are for learning that is additional to a Major Award
- Special Purpose Awards:** are for relatively narrow or purpose-specific achievement
- Professional Awards:** these are for occupation-orientated qualifications including apprenticeships

IRISH REGISTER OF QUALIFICATIONS

For more information on
 - Qualifications
 - Providers
 - Courses
 visit www.irq.ie

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Session 7: Registration and classification of qualifications Freetown Workshop

ACQF-II project:
Supporting implementation of ACQF

Capacity Development

Freetown, 26 November to 1 December 2023

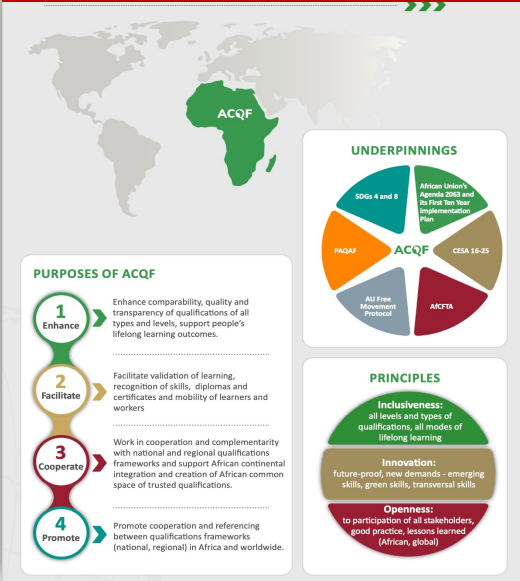
Presentation outline

1. Concepts and benefits
2. Common criteria: qualification design and registration
3. Stakeholder endorsements and quality assurance



01

**Concepts and
benefits**



ACQF developed 5-stage model of NQF development: Stages present a transitional situation for easier identification of

- **what needs to be done** and
- **what type of support is needed to progress and move on to a next stage**



Stage of NQF development and implementation	Stage NQF development & consultation	Number of SADC NQFs	Number of NQFs Africa	Countries
NQF development to be started (2)	To be started	0	2	Chad, Republic of Congo
NQF in early thinking (9)	Early thinking	2	9	Burkina Faso, Union of Comoros, Democratic Republic of Congo, Guinea, Guinea-Bissau, Mali, São Tomé e Príncipe, South Sudan, Togo
NQF in development and consultation (8)	In develop & consultation	2	8	Cameroon, Côte d'Ivoire, Madagascar, Malawi, Morocco, Sierra Leone, Somalia , Sudan
NQF legal act approved, implementation started (18)	NQF approved & implementation	6	18	Angola, Burundi, Djibouti, Eswatini, Egypt, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Mozambique, Nigeria, Rwanda, Senegal, Tanzania, Tunisia, Uganda, Zimbabwe
NQF in advanced implementation and reviewed (7)	NQF advanced impl & reviewed	6	7	Cape Verde, Botswana, Mauritius, Namibia, Seychelles, South Africa, Zambia
Total		16	44	

What is registration?

Registration:

- a regulated process of placing qualifications in an NQF register,
- based on agreed quality-assured procedures
- to enhance transparency, quality and trust in the registered qualifications

[ACQF Training Module 6: Registration of qualifications](#)



[See more here: Training Modules 1 to 10 ENGLISH — ACQF](#)

Benefits of registered qualifications

Provides **valid, transparent information on qualifications** (entry requirements, learning outcomes, progression, credits, etc).

- Information can be used to support verification, comparison and recognition of qualifications to support opportunities for work and further learning (own or other countries)
- Once qualification is registered: can be offered as study opportunity by education and training institutions (supports eligibility for bursaries, scholarships, learnerships)
- Employers can use registered qualifications to get a sense of what qualification holder is able to know, understand and do, and use information to develop job advertisements and job profiles



Provides **trust in the quality** of the qualification in the register, as **endorsed** by relevant stakeholders. In this regard, registered qualifications protect the public, including learners, employers and the greater public against misleading information on qualifications



Provides **statistics and real-time information** on qualifications that can be used for research purposes, policy development, and educational and economic decision-making

Common concepts (recap)



[Learn more here:
ACQF Thematic brief
1 Concepts and
definitions WEB.pdf](#)

National Qualifications Framework (NQF):

- means 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.

Level Descriptor:

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

Learning Outcomes:

- mean statements of what **a learner knows, understands and is able to do** on completion of a learning process, which are defined in terms of knowledge, skills and competence.

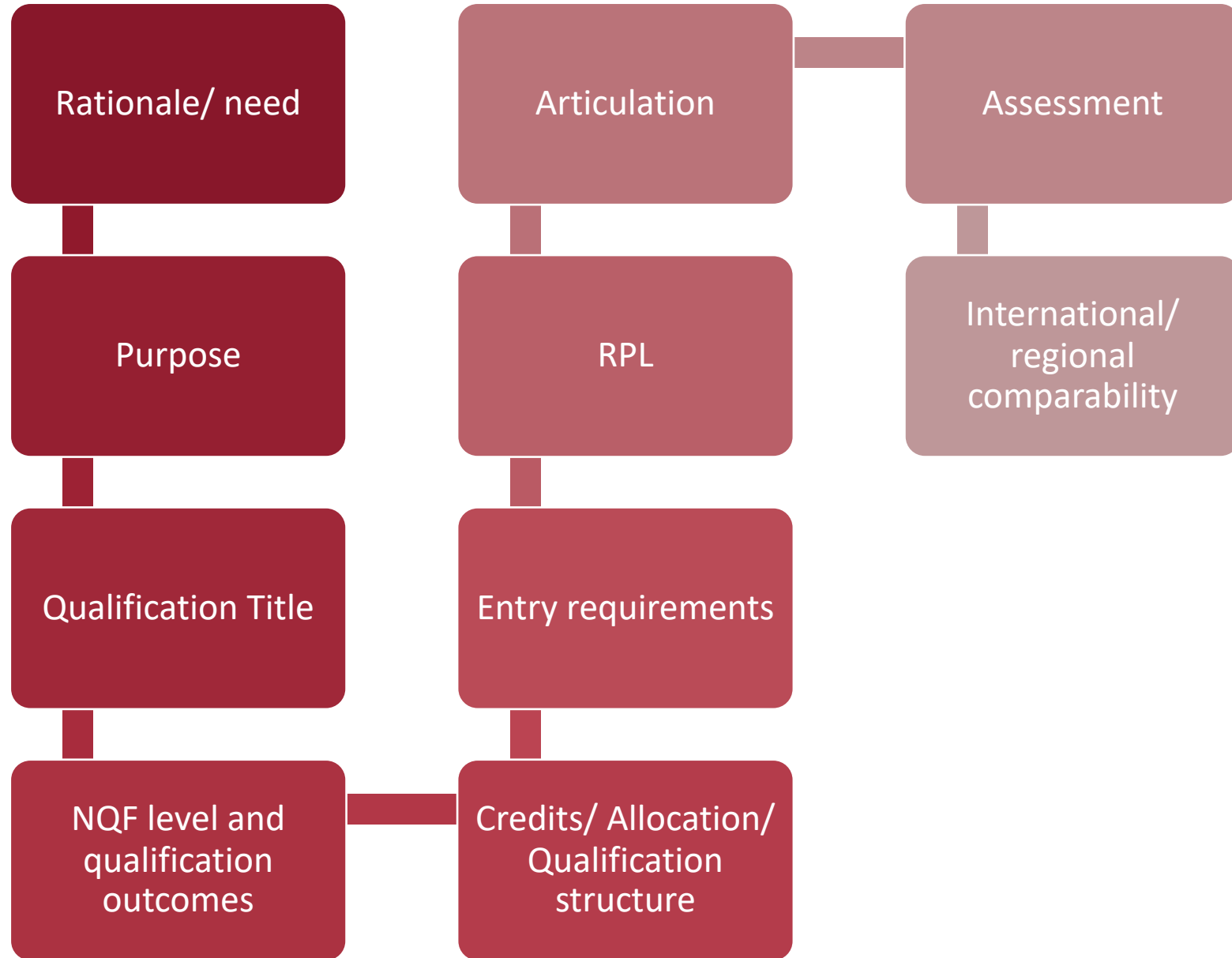
02

Common criteria

Processes, procedures, methods vary

- The chain of design, approval, registration of qualifications varies (across countries and between sectors in a country):
 - By sub-sector (TVET, HE, general education, others)
 - Formal vs non-formal qualifications
 - National context (legislation, culture, reforms, stakeholders)

- Influencing factors:
 - Stability of the education and training policies and practices related to programmes and qualifications
 - Maturity of the NQF and the lead NQF body
 - Collaboration and cross-fertilisation between regulators and authorities of the different sub-sectors
 - Capacity and used methodologies
 - Labour market demand, stakeholders pressure
 - Reforms
 - International factors
 - Others



Rationale or need for the qualification

How will the qualification **benefit** the sector, society and the economy?

- Who identified the need for the qualification and why; how will the qualification meet the sectoral needs (e.g address a scarce skill)
- Who was consulted/ who participated in the development (e.g professional/ industry bodies, higher education institutions, etc),
- How will society and the economy benefit (e.g green economy, digital economy, etc).
- **Typical learners for the qualification and types of occupations**/ jobs/ professions that qualifying learners are likely to enter/ possible work and learning pathways for qualifying learners
- Where relevant: How does the qualification meets the **requirements for professional registration**, membership or licencing required by recognised professional bodies

Purpose of the qualification (uses a learning outcomes orientation)

What will the learner know, understand and do after achieving the qualification?

- Who are the **target learners**? Why would a learner want to complete the qualification? How will the learner benefit from the qualification?
- What is the qualification **pathway**: academic or general, occupational, vocational, professional, etc? What will the learner be responsible for doing/delivering, linked to the relevant pathway?. (**Responsibilities** should be pegged at the correct NQF level of complexity, guided by the level descriptors, and linked to modules and assessment).
- Can be guided by: **“The learner, who completes this qualification, will be able to.....”**

The **NQF Level and Descriptors** describe what is expected of learners, on completion of a qualification at a **particular NQF level** in terms of

- Knowledge
- skills and
- Competence/ autonomy and responsibility.

The level descriptors assist in **pegging the qualification learning outcomes at the correct level of complexity.**

Qualification outcomes (exit level) consider the purpose of the qualification, what a learner must achieve on completion of the qualification, and against which a learner is assessed for competence.

Assessment is linked to the purpose of the qualification: the intention is to ensure that the learners are assessed in the modes in which they have to demonstrate competence.

A variety of assessment techniques may be used to determine a learner's applied competence and successful achievement of qualification outcomes:

- **formative assessment:** during learning, developmental in nature and used to inform summative assessment
 - ✓ e.g. Tests, Assignments, Essays, Group projects, Problem-solving projects, Research proposal evaluations, Ongoing evaluation of research, Oral presentations, Written presentations, Simulations, Workplace assessments
- **summative assessment:** at the end of learning, usually associated with some type of award like credits or qualifications
 - ✓ e.g. Written examinations, Oral examinations, Dissertation/ thesis evaluation, Oral presentations to peers or others, Published articles, Portfolio of evidence, Written presentations, Providing new knowledge
- **practical** demonstrations of competence, experiential learning, work-based learning, work integrated learning (WIL), where relevant

Credits

Details on the national credit system (e.g. for full qualifications; part-qualifications; micro-credentials, etc)

- How credits are **calculated**
 - ✓ (e.g one (1) credit is equal to ten (10) notional hours of learning.
- Agreed **estimate of the learning time that it would take an average learner to meet the defined outcomes** (includes consideration of **contact time, research, completion of assignments, time spent in structured learning in the workplace, and individual learning**).

Single-year qualification with exit at NQF Level 5

- Min credits: 120
- 1200 notional hours
- All modules compulsory

Ex.: Mozambique, Accounting, L5

<http://www.anep.gov.mz/Portals/0/29-CV5%20Contabilidade.pdf>



1 Informação para o Registo da Qualificação

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

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

Allocation of credits/ qualification structure rules

- Single-year qualification? Minimum credits at exit level?
- Multi-year qualification? NQF exit level of the qualification? Minimum credits at exit level?

- Names of modules and credits. Which modules are:
 - Compulsory
 - Elective (only where there is a selection of more than one)

Ex.: South Africa
NQF Level 7

**Bachelor of Applied Science in
Industrial Chemistry**

Source: www.saqqa.org.za

Multi-year qualification with
exit at NQF Level 7

- Minimum credits: 360
- Minimum credits at exit level : 120

380 credits (this qualification):

- In this example all the modules are compulsory, no electives

This qualification consists of the following compulsory modules at National Qualifications Framework Level 7 totalling 380 Credits.

Compulsory Modules, Level 5, 124 Credits:

- Industrial Chemistry 1A, 16 Credits.
- Mathematics 1A, 12 Credits.
- Physics 1, 12 Credits.
- Computer Skills, 8 Credits.
- Cornerstone 101, 12 Credits.
- Applied Sciences for Sustainable Development, 12 Credits.
- Industrial Chemistry 1B, 12 Credits.
- Mathematics 1B, 12 Credits.
- Applied Statistics, 12 Credits.
- Introduction to Technopreneurship, 8 Credits.
- Maritime Heritage, 8 Credits.

Compulsory Modules, Level 6, 132 Credits:

- Organic Chemistry Methods 2, 12 Credits.
- Inorganic Chemistry Methods 2, 12 Credits.
- Chemical Process Fundamentals, 16 Credits.
- Physical Chemistry Methods 2, 12 Credits.
- Role of Applied Science in Society, 12 Credits.
- Chemistry Industry Processes 2A, 16 Credits.
- Wet Analytical Chemistry Methods, 12 Credits.
- Chemistry Industry Processes 2B, 16 Credits.
- Instrumental Analysis, 16 Credits.
- Work Preparedness, 8 Credits.

Compulsory Modules, Level 7, 124 Credits:

- Applied Analytical Chemistry, 32 Credits.
- Inorganic Chemistry Methods 3, 20 Credits.
- Organic Chemistry Methods 3, 20 Credits.
- Physical Chemistry Methods 3, 20 Credits.
- Research Project, 32 Credits.

“Bachelor of Applied Science in
Industrial Chemistry”

- Rules of using qualifiers in title of qualification:
Demonstrate that at least
 - ✓ 50% of the minimum total credits for the qualification and
 - ✓ 50% of the minimum credits at the qualification's exit level is in the field of specialisation of the qualifier.

The modules are typically guided by the purpose of the qualification, what the learner is expected to know, understand and do

- Minimum learning competencies assumed to be in place to be admitted for a qualification, which includes alternative entry requirements through RPL.
- Since the entry-level competencies are assumed to be in place, it will not be covered in the qualification.

Recognition of Prior Learning (RPL)

In qualification design, RPL is specific:

Does the qualification consider:

- alternative access/ entry into the qualification,
- exemption from modules
- credits towards the qualification.

Articulation/ progression

Qualifications should open new learning pathways for learners and never be a dead end. The qualification design must indicate the learning pathway/ articulation options for learners who have achieved the qualification.

- Stakeholders involved in determining the **rationale** for the qualification must work together to optimise **lifelong learning possibilities (for personal development and social, community and industry needs) through clear articulation routes**.
- Programmes/learning offerings must be designed intentionally with horizontal, vertical, and diagonal articulation pathways to allow learners to work towards their desired learning and work destinations.

By placing more than one qualification, from different Sub-Frameworks/ Sectors, on the same NQF level, the NQF creates a **framework for articulation** between and within NQF Sub-Frameworks/ Sectors. This is made possible by the level descriptors.

In certain countries articulation options are mandatory in qualification design: All articulation forms (horizontal, vertical, diagonal) consider systemic (based on policy), specific (articulation in practice as based on agreements) and individual (institutional accommodation of the individual) articulation.

- Horizontal Articulation is at the same level within and between Sub-Frameworks.
- Vertical Articulation is across NQF levels within a Sub-Framework.
- Diagonal Articulation is across NQF levels and across Sub-Frameworks.

International/ Regional comparability

How the qualification compares to similar qualifications or meets certain standards in other parts of the world, including in the African region.

Example: Engineering qualifications refer to International Engineering Accords that are implemented in signatory countries e.g.:

- Washington Accord (Degree programmes)
- Dublin Accord (Engineering Technicians)
- Sydney Accord (Engineering Technologists)

03

Stakeholder endorsements and quality assurance

Considerations

Who develops the qualification?

- Accreditation/ validation of developers
- Processes
- Quality assurance

Who registers the qualification? (Time periods: registered, expired, de-registered, renewed registration, etc):

- Mandates/ legal order
- Processes / workflow
- Quality assurance
- Validation

Who may offer the qualification?

- Accreditation/ validation of programmes
- Quality assurance
- Renewal

04

Some questions

Q1: In your country, what is the greatest benefit of registered qualifications?

- Transparent information on qualifications
- Trust in the quality of qualifications
- Realtime information for policy/ statistical purposes
- Other (specify)

Q2: In your country, which of these criteria are considered when developing and/ or registering a qualification criteria (select all applicable)

- Learning outcomes approach
- The purpose of the qualification
- The rationale/ need for the qualification
- The Qualification title
- NQF level and level descriptors
- Credits
- Qualification structure/ Qualification combination rules
- Assessment
- RPL
- International/ regional comparability
- Entry requirements
- Articulation/ progression
- Other (specify)

Poll questions contd.

Q3: In your country:

1. Which stakeholders are involved in developing a qualification?
2. Which stakeholders are responsible for registering the qualification?
3. Which stakeholders are involved in determining who may offer the qualification?