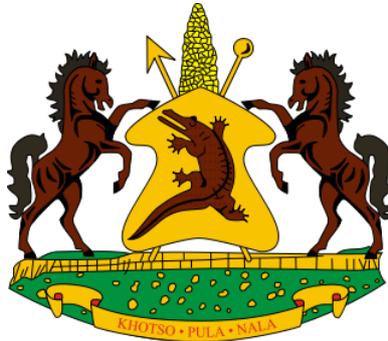# Ministry of Education and Training

Revised Lesotho Qualifications Framework

Strategic Repositioning of Qualifications for Education and Training in Lesotho

JUNE 2019

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Abbreviations and Acronyms

AQF	Australian Qualifications Framework
AQVN	African Qualifications Verification Network
AU	African Union
BNCQF	Botswana National Credit and Qualifications Framework
BQA	Botswana Qualifications Authority
CAT	Credit Accumulation and Transfer
CE	Chief Executive
CHE	Council on Higher Education
CPD	Continuous Professional Development
EAC	Expert Advisory Committee
EC	European Commission
ECOL	Examination Council of Lesotho
ECTS	European Credit Transfer and Accumulation System
EQF	European Qualifications Framework
ETIF	Education and Training Innovation Fund
HE	Higher Education
INFQ	Irish National Framework for Qualifications
LGCSE	Lesotho General Certificate of Secondary Education
LIA	Lesotho Institute of Accountants
LQF	Lesotho Qualification Framework
LQQC	Lesotho Qualifications and Quality Council
LVQ	Lesotho Vocational Qualification
MIS	Management Information System
MoET	Ministry of Education and Training
NQA	Namibia Qualifications Authority
PDAs	Professional Development Awards
PGC	Post Graduate Certificate
PGD	Post Graduate Diploma
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
RCC	Recognition of Current Competences
RPL	Recognition of Prior Learning
SA NQF	South African National Qualifications Framework
SADC	Southern African Development Community
SADCQF	Southern African Development Community Qualifications Framework
SAQA	South African Qualifications Authority
SCQF	Scottish Credit and Qualifications Framework
TAFE	Technical and Further Education
TCCA	Technical Committee on Certification and Accreditation
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training

Foreword

The revisions to the Lesotho Qualifications Framework (LQF) reflect critically the implications of a model that ensures the goal of achieving equivalence, harmonisation and standardisation of qualifications in the Lesotho education and training system. Insights and lessons from more than 2 decades of framework developments across the developed and developing world have been examined and benchmarked for the Lesotho context. The emerging LQF serves as the principal instrument through which national education and training qualifications are recognised and quality-assured.

The implementation of the LQF is a country requirement in fulfilment of the Southern African Development Community (SADC) Protocol on Education and Training, encouraging member states to progressively work towards coherence, equivalence, harmonization and the standardisation of education and training systems in the region. Furthermore, the LQF is one more step towards the Vision of the African Union expressed as "an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena."

The revisions to the LQF build upon earlier development investments e.g. the Ministry of Education and Training (MoET) Education Strategic Sector Plan (2005-2015) and reflect the current developments and discourse being implemented through the National Strategic Plan (2012-2017), the Education Sector Plan (2016-2026) and the Higher Education Policy (2013).

The August 2016 Stakeholder Validation Workshop recommended the explicit inclusion of the AU Agenda to refine the conceptualisation and repositioning of the strategic contributions from the education, training, skills development, research and innovation sectors. As a result, principles and ideological commitments have emerged throughout the various dialogues of revising the LQF.

In October 2016, the MoET in conjunction with the Council on Higher Education (CHE) published an Analytical Report that set out the Strategic Repositioning of Education and Training in Lesotho. This revision of the LQF is a direct result of these previous initiatives and provides the conceptual framework, policy, structures and methodologies that will enable the implementation of a high quality qualifications system in our country.

Hon. Ntoi Rapapa (Associate Professor)
Minister of Education and Training

Acknowledgements

A number of people through local and international organisations contributed in the revision of the LQF. CHE led the process on behalf of the Ministry with financial support from the Commonwealth of Learning (COL). We acknowledge their immense contribution. Key stakeholders comprising Government Ministries, higher education institutions, parastatals, professional bodies, teacher formations, student bodies and the private sector were involved at various levels of the process. The staff of the Ministry including Senior Management were instrumental towards refinement of this document.

The revision of the LQF policy has built on prior work dating back from 2005 aligning with the objectives of the MoET Education Sector Plan (2005 -2015), the Higher Education Policy (2013) and the Education Sector Plan (2016-2026). These developments have been underpinned through the provisions in the Education Act (2010) and the Higher Education Act (2004).

The work on policy and planning has identified the need for a more equitable and accessible qualifications system, with more choice and flexibility that comes with a National Qualifications Framework (NQF).

In 2016 a Stakeholder Validation Workshop refined the conceptualisation and repositioning of strategic contributions and ideological commitments that resulted in the emergence of the LQF as an integrated, comprehensive and inclusive framework. It is fully aligned to the SADC Qualifications Framework (SADCQF) and in line with the proposals from the Addis Convention (2014).

The conceptual revisions to the LQF have resulted in reflective engagement of prior developments both in Lesotho and internationally, to ensure that the goals of achieving harmonisation and comparability within and between qualifications systems are achieved.

Thabiso Lebese (Dr.)
Principal Secretary MoET

Executive Summary

The Lesotho Qualifications Framework (LQF) reflects developments and trends to transform the provision of qualifications into coherent country frameworks that are consistent worldwide. The revision of the LQF aligns qualifications provision with countries in the SADC and beyond, thus allowing qualifications to be compared, and the mobility of learners to be enhanced.

The policy outlines the background and rationale underpinning the LQF from both national and international perspectives. The shared objectives and goals are identified and underlying principles clearly laid out along with clear structures for governance that integrate all sub-sectors of education. These are common within developments in SADC and beyond, and defines the relationship between the LQF and other frameworks.

Like other frameworks, qualifications on the LQF are aligned by Level using defined Level Descriptors that indicate the complexity of learning at various levels in terms of knowledge, skills, abilities and competences expected. The LQF has 10 Levels catering for general, TVET, academic and professional qualifications. Level Descriptors outline how the Learning Outcomes for each qualification can be specified. To indicate the volume of learning, a Credit allocation system is used that equates 10 notional learning hours to 1 Credit. Therefore, every registered qualification is specified in terms of Learning Outcomes and Credits at a corresponding LQF Level. As a result, qualifications can be compared with one another. Comparing qualifications in this manner is not restricted to Lesotho qualifications, as the same criteria can be used when evaluating foreign qualifications. In addition, the LQF provides flexibility by defining learning pathways throughout an individual's lifelong learning journey by the application and practice of Credit Accumulation and Transfer (CAT), Recognition of Prior Learning (RPL) and Recognition of Current Competences (RCC).

The implementation of the LQF has significant implications for resourcing and human capital development. However, the benefits and advantages it brings to all stakeholders in the management of qualifications and education in Lesotho makes this investment and transformation necessary and worthwhile.

1.0 Introduction

The Government of Lesotho, through the Ministry of Education and Training, has developed this policy document, the Lesotho Qualifications Framework (LQF) to regulate qualifications in the country. The LQF is an integrated qualifications framework. It covers all qualifications, namely, basic education, technical and vocational education and training, academic, professional development awards, and part-qualifications. It defines qualifications, provides pathways for learners and sets clear parameters for registering qualifications, verifying qualifications, and evaluating foreign qualifications among other things. It will enable and ease mobility of learners and graduates within the country and internationally through comparability of the Kingdom's qualifications with any other in the world.

It is critical that the LQF is managed as an integrated framework, thus, it should not be fragmented to ensure effective implementation. Its implementation should be supported by legislation in order to give it the necessary force of law.

1.1 Rationale for Revising the LQF

Revisions to the LQF have been necessitated as a direct response to the developed objectives of the MoET Education Strategic Sector Plan (2005-2015), the Education Sector Plan (2016-2026) and the Higher Education Policy (2013). Concerted efforts have been made to align such discourses and reflective thinking throughout the revision process by including direct contributions of stakeholders towards the transformative intent and implementation imperatives of the LQF. In addition, the Stakeholder Validation Workshop (August 2016) recommended the explicit inclusion of the African Union (AU) Agenda 2063 and Vision of the African Union to refine the conceptualisation and repositioning of the strategic contributions from the education, training, skills development, research and innovation sectors. Similar principles and ideological commitments emerged consistently throughout the various dialogues of revising the LQF.

The revisions to the LQF built upon earlier development investment and intent from the 2005 Qualifications Framework towards a visionary framework scenario modelling a sustainable and streamlined structure for qualifications. This groundwork has been concluded and forms a pivotal part of the implementation road map, together with the statutory requirements of education Acts and strategic plans.

Furthermore, the implementation of the LQF is a country requirement in fulfilment of the Southern African Development Community (SADC) Protocol on Education and Training, encouraging member states to progressively work towards coherence,

equivalence, harmonization and the standardisation of education and training systems in the region.

In order to remain responsive to AU policies and regional economic communities, (especially SADC), individual Member States, including Lesotho, are expected to adapt national policies and programmes, thus expanding responsibility, scope and reach. In particular, Lesotho is well positioned to galvanise and facilitate further developments of the SADC Qualifications Framework (SADCQF), given the political will and commitment evident amongst its stakeholders.

Therefore, the conceptual revisions to the LQF reflected critically on the implications of different models to ensure that the goal of equivalence, harmonisation and standardisation of the Lesotho education and training system is achieved. Insights and lessons from more than two decades of framework developments across the developed and developing countries have been examined and benchmarked for the Lesotho context. Essentially, this means a fitness–for–purpose with minimum costs to society approach has been followed to ensure higher level policy alignment, cohesive governance and oversight arrangements of all training interventions.

The crafting of an *integrated, comprehensive and inclusive LQF* has been fully supported by key stakeholders as the most sensible and responsible way forward. The *fitness-for–purpose with minimum costs to society* approach has been supported, with all sub-sectors (private and public institutions, professional bodies and other government departments) indicating their willingness to have their sub-frameworks critically integrated and accommodated during the revision and re-accreditation processes once the LQF is enacted.

The absence of a functional qualifications framework renders Lesotho vulnerable as a country, in terms of enabling and enacting the transformative aspects of the framework, such as the recognition of prior learning (RPL), the recognition of current competencies (RCC) and credit accumulation and transfers (CAT) to provide lifelong learning for all citizens, and many more challenges outlined below.

Building internal capacity to verify qualifications and competencies to ensure a highly skilled workforce remains an ongoing challenge for most countries. In this regard, the recently launched African Qualifications Verification Network (AQVN) is expected to make a significant difference. The impact upon institutions with regard to transformation and realigning their qualification mix to a revised LQF has capacity and resource implications, as well as a window to a whole new world of opportunities, and enhancing responsiveness to the labour market.

The Education Sector Strategic Plan 2016 – 2026 outlines access to quality and relevant education; and curricula that is relevant to the needs of Lesotho as some of the key priority areas. The Higher Education Policy has identified the need to expand

access, given the projection that the number of higher education (HE) places will need to more than double over the next ten years. A more equitable system will have to systematically address barriers to access for especially economically-disadvantaged and minority groups, and to enhance accessibility for people living with disabilities. The demands are expected to come from different groups of prospective students, such as school leavers and delayed entrants into the system. Additionally, with the affordances of technology, citizens will be challenged to stay abreast and upgrade qualifications, and previously excluded mature-age entrants and international candidates also need to be factored into the mix proactively.

The goal of improving access to higher education in Lesotho needs to be embedded in the overall transformation of the entire education and training sector. Extrapolating from the Higher Education Policy (2013) set policy objectives, the reformulated elements remain pertinent foundational features for the revised LQF. These are to:

i. Increase the number of available places and broadening the range of qualifications and programme offerings for Basotho who wish to pursue all levels of education.

ii. Ensure that each and every Mosotho, regardless of economic circumstances or geographical location, has an equal chance to participate and succeed.

iii. Offer prospective students greater choice and flexibility by enabling them to apply for a diverse range of well-coordinated and articulated programmes with a number of different providers that lead to relevant qualifications.

iv. Facilitate access for employees committed to staff development to pursue further education and training opportunities in a structured manner.

v. Guarantee that Lesotho lives up to its international obligations, specifically in relation to the UN Convention on the Rights of Persons with Disabilities, safeguarding the right of equitable access to all forms of educational opportunities for people living with disabilities.

1.2 Underlying Developmental Principles

The objectives of the LQF are underpinned by the following development principles:

i. Adopt and actively monitor a long-term "fitness-for-purpose at minimum cost to society" approach, underpinned by the notions of "simplicity", "incrementalism", and "iterative stakeholder involvement";

ii.   Benchmark and advise on the governance, oversight, structural and transformation reconfigurations necessary to ensure systematic, streamlined and consistent implementation;

iii.   Rectify poor credibility and quality assure existing qualifications and training programmes to build public confidence in and respect for the system. Since all LQF qualifications will be quality assured, learners can be confident that their awards will be recognised at home and abroad;

iv.   Introduce smart processes for efficient management and affordable joint quality enhancement reviews;

v.   Address the exclusion of vulnerable groupings and facilitate their access into formal systems and all learning and skills development opportunities;

vi.   Provide the skills base required for growth and poverty alleviation and to stimulate the national economy through increasing articulation between graduate capabilities and required workplace skills;

vii.   Promote learner and worker mobility and support decisions through the recognition of qualifications across all stakeholders; and

viii. Ensure regional and international comparability and compatibility of qualifications.

2.0 Strategic Objectives of LQF

The LQF is a strategic framework that expresses policy intentions and gives clear and unambiguous guidance to all stakeholders, supported by the Procedural Manual for its implementation. To give expression to the strategic objectives of the LQF, such as adopting and actively monitoring a long-term "fitness-for-purpose at minimum cost to society" approach, that is underpinned by the notions of "simplicity", "incrementalism", and "iterative stakeholder involvement" a visionary, affordable and coherent intervention strategy is required. The LQF sets out the following objectives to be achieved:

i.   To integrate existing sector frameworks into a single framework, as reflected in the Level Descriptors. The statutory and regulatory requirements for Basic Education, Technical and Vocational Education and Training (TVET), Higher Education, Lesotho Institute of Accountants (LIA) and Teacher Education frameworks and those of other professional bodies (e.g. law and health) need to be revisited and realigned.

ii.   To remove barriers between institutions and other sub-sectors for improving articulation and learner progression. General Level Descriptors for each Level

of qualifications provide a comprehensive and integrated Framework that reflects the diverse purposes, institutional cultures and traditions of the qualification system in Lesotho. Descriptors are inclusive and responsive to the epistemological differences in knowledge and learning that exist in different parts of the system. Descriptors within sub-sectors (e.g. TVET, HE or Basic Education) can be more specific to promote undergraduate consistency of qualification types and learning outcomes regardless of their root disciplines. The volume and complexity of learning are included as an integral part of the level descriptor.

iii.   To uphold equity and redress enabling citizens to acquire qualifications irrespective of age and lack of formal qualifications. Special measures are in place to allow access for disabled, and disadvantaged minority groups and promote gender access to scarce skills programmes.

iv.   To improve articulation and learner mobility through links and pathways between education and training courses and qualifications. Competences obtained in different settings are recognized through the recognition of prior learning (RPL) and the recognition of current competencies (RCC) at workplaces or educational institutions.

v.   To foster quality and relevance through outcomes and standard-based education and training which is more demand-driven and leads to meaningful employment. This requires the engagement and commitment of all social partners.

vi.   To acknowledge and value diversity and worth of all qualifications as they serve identified purposes contributing to the larger developmental goals.

vii.   To facilitate curriculum innovation and qualifications renewal. The Level Descriptors facilitate reflection that identifies gaps through the realignment process. The crafting of the Descriptors and qualification purposes/standards accommodates provision of existing qualifications and new ones up to LQF Level 6.

viii.   To ensure consistency in terms of the qualification verification and articulation processes of all awards in education, training, research, innovation and skills development within Lesotho, the SADC region and internationally.

Careful consideration has been given to the models of qualifications frameworks and the need for joint implementation strategies within broader policy agendas and institutional arrangements that are most appropriate to the Lesotho context. Given the developmental role of the state, the NQF model being adopted consists of tight registration and accreditation criteria and processes, and a more responsive and flexible approach to the diversity of providers to retain pockets of excellence and address quality gaps.

The LQF provides an aspirational, contemporary, and responsive Framework as a means of creating an integrated National Qualifications Framework for learning, articulating with qualifications in industry and other social partners, and supporting efforts to enhance the consistency of standards, as well as gaining greater measures of equivalence and the mutual recognition of qualifications. The LQF has consciously sought to accommodate the diversity of purposes and institutional cultures of all providers in the Lesotho education and training landscape now and into the future.

To increase public confidence in the awards of qualifications, all providers will adhere to an outcomes-based qualifications structure within inherent quality imperatives embedded in the implementation of the LQF. The LQF clearly describes the kinds of qualifications, the nature of the knowledge, skills and professional attributes that graduates will obtain, as well as the complexity, depth and volumes of learning at the various Levels, with credits assigned for comparability and articulation.

The LQF will also assist professional and statutory agencies to relate and realign their qualification structures to the wider Lesotho context, and in so doing, offer a range of routes to professional recognition and continuing professional development (CPD). Furthermore, education providers, external examiners, and quality reviewers will be assisted through the provision of a common point of reference for setting and assessing standards.

Lastly, a sustained and diverse communication and dissemination function is necessary to assist all stakeholders to understand the potential progression routes, credit accumulation and transfer arrangements, in order to advance wider participation and lifelong learning. More critically, building public confidence will promote the credibility and integrity of qualification awards and the legitimacy and excellence of the educational, training, research and innovation systems.

3.0 Governance

3.1 Governance Structures

In response to the Lesotho Government's concern about proliferation of parastatals that are not sustainable in the long run, CHE will be dissolved and a new organisation established to be responsible for managing qualifications at all LQF Levels and quality assurance of Basic Education, Higher Education and Technical and Vocational Education and Training (TVET). This is the most efficient and effective way of implementing the LQF given the context and size of the Lesotho education sector. This new institution will be called the Lesotho Qualifications and Quality Council (LQQC), and part of its mandate will be to take over the quality assurance functions in higher education currently being performed by CHE.

While LQQC will be responsible for implementing the LQF in relation to basic education, quality assurance at that level will be a shared responsibility with the Inspectorate within the Ministry of Education and Training (MoET). Furthermore, at the basic education level LQQC will develop standards for qualifications and quality assurance, register qualifications and verify qualifications. The current Examinations Council of Lesotho (ECOL) and its structures will remain performing its current mandate as stipulated in the Examinations Council Regulations of 1986, but be aligned to the LQQC in terms of the LQF imperatives.

The Technical and Vocational Department (TVD) within MoET will continue with its responsibilities as outlined in the Technical and Vocational Training (TVT) Act of 1984. Accreditation of TVET programmes and implementation of the qualifications framework will be the responsibility of LQQC. While the primary responsibility for implementation of improvement plans lies with LQQC, TVD through its inspections will perform quality assurance and other related initiatives. When dealing with TVET programmes LQQC will work closely with TVD, such that submissions made to LQQC by TVET institutions on programme accreditation will have been endorsed by TVD.

The composition of the Council of LQQC will comprise nominated representatives drawn from relevant sub-sectors in MoET, and experts from different fields that are relevant to the work of LQQC. MoET nominees need to be relevant senior officers. The governing body of LQQC will serve as a high level overarching body that accommodates the transformation and quality promotion of all key stakeholders including professional bodies and all qualification sub-sectors (Basic Education, TVET and HE). It will have oversight and decision-making powers to advise the

Minister of MoET. Its processes and procedures will provide for appeals to evaluation outcomes among other things.

3.2 Structural Model for LQF

As indicated above the LQF governance model proposes to dissolve CHE and establish LQQC in its place. The governing body of the new organisation will include expertise in qualifications management, Basic Education, TVET and Higher Education. In order to respond to the LQF as a transformative and integrative strategy for repositioning and streamlining the education and training system, fundamental structural and legal changes need to be effected in the structures of Basic Education, TVET and HE.

The LQF governance model considers the re-engineering options for all the sub-sectors based on streamlined efficiencies and improved effectiveness in a resource-constrained context. The model implies a radical structural and legislative overhaul to create a new system based on quality enhancements within a fitness–for–purpose with minimum costs to society approach that ensures higher level policy alignment, cohesive governance, oversight and resourcing arrangements for all education and training interventions. The establishment of LQQC provides a strategic and overarching body for dealing with qualifications and quality assurance. The LQF will be managed as an integrated framework, and this will ensure that each sub-sector develops at a similar pace and more importantly eliminates costly duplications.

The LQF qualifications registration and systems management components will be built upon existing systems. The system will need technological enhancement and development to meet the more complicated and longer term data warehousing needs of the LQF. This includes the following features:

i.   a national database of all learner records according to the achievements on the LQF;

ii. regularly updated status accounts of institutional and system performance outcomes from quality reviews;

iii. transitional arrangements for teaching out options;

iv. expert support to the policy development; and

v.   research and benchmarking as well as monitoring and reporting on collaborative arrangements.

The Figure below presents a graphic depiction of the transformative and integrated structure for implementation of the LQF. The roles and functions of the LQQC are quite different to, and expanded from the notions of a conventional qualifications council. In addition to implementing the LQF it is also responsible for quality assurance of HE and TVET sub-sectors. The principles of sustainability, integration, and enhancing systemic performance underpins this model. The LQQC is responsible for the implementation of all the provisions of the LQF across the Basic

education, TVET and Higher Education from Level 1 to Level 10. The Minister of Education and Training is at the apex responsible for LQQC. The Council is in charge of the Secretariat which comprises five business units. The functions of the first two are cross-cutting and supportive to the core responsibilities. Through the business unit on HE, LQQC will manage qualifications in respect of HE and deal with quality assurance of programmes in that tier. The unit responsible for TVET will be in charge of the relevant qualifications and quality assure the related programmes. The unit responsible for Basic Education qualifications will manage them in collaboration with relevant agencies within MOET.
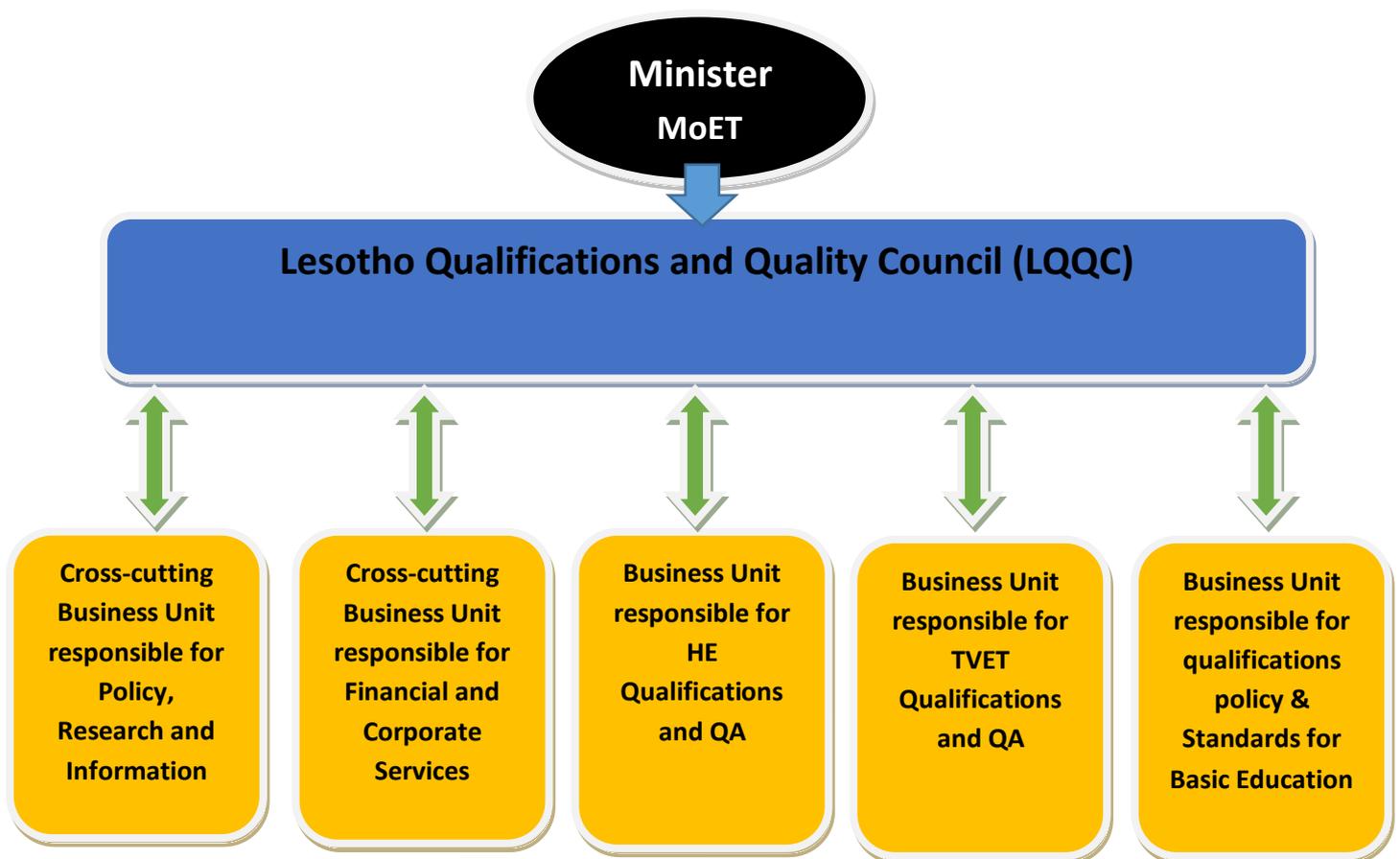
Figure 1. Governance and management of the LQF

Implementation of the LQF will require further unpacking of this structure which only shows the key areas of responsibility. That process will be informed by a piece of legislation establishing the LQQC as a body corporate responsible for qualifications and quality assurance in Lesotho. As has been the experience elsewhere, capacity building and reorientation to the provisions of the LQF needs to be a conscious and principled intervention to ensure compliance from all stakeholders.

3.2.1 Education, Training and Innovation Fund

It is imperative that an Education, Training and Innovation Fund (ETIF) be established to support implementation of the LQF. Its mandate will be to collect revenue from various sources including government and industry; to support professional development of employees of both public and private sectors; and to provide financial support towards establishment and improvement of systems required for the effective implementation of the LQF; and research on skills gaps among other areas. This will enable monitoring of skills development and continuous improvements. It will also ensure that LQF generic qualifications and procedures are used effectively to advance human development in Lesotho and include all training and staff development across government departments. Capital for this strategic umbrella fund can be sourced from industry sector contributions and Government.

3.3 Legislative and Regulatory Framework

For the LQQC to perform its functions in the context of the LQF there must be adequate legislative and regulatory instruments for Qualifications Framework architecture and maintenance, qualifications design, quality assurance of education and training provision, and monitoring and evaluation of the LQF system. The legislative and regulatory context should provide for the following functions which are typical of the implementation of a Qualifications Framework and associated quality assurance system:

   i.   Qualifications Framework architecture and maintenance;

   ii. Development of Level Descriptors and qualifications descriptors;

   iii. Registration and validation of qualifications and part-qualifications;

   iv. Development of standards and criteria for recognition of foreign qualifications;

   v.   Evaluation of foreign qualifications;

   vi. Development of competency frameworks and standards for fields of work and occupations;

   vii. Development and application of standards and criteria for achieving regional and international recognition of the LQF and international comparability of qualifications;

   viii. Maintenance of a national database of qualifications; and

ix. Establishment of structures (sub-sector and cross-sector) for quality assurance and validation of qualifications to be registered on the LQF.

4.0 Relationship with other frameworks

Generally, the LQF, as a National Qualifications Framework (NQF) provides the statutory and structural arrangements and supporting quality instruments, to achieve equivalence, harmonisation and the standardisation within the Lesotho education and training system and that of other country qualification frameworks. Like other frameworks, the LQF describes the purpose and titles of all qualifications within the education, training, research and innovation system, their respective levels and how they can be interlinked across different tracks. The many different types and sizes of qualifications included in the LQF, are organised based on their levels of complexity in terms of knowledge, skills, an agency and context. In Lesotho, and most other NQFs, an additional feature is that the attitudes, ethical and value dispositions that underpin the professional identities of graduates are also consciously factored into the Level Descriptors. Like other frameworks, the structure of the LQF consists of Level Descriptors that explain what learners should know (knowledge), understand and be able to do (capabilities and competencies), as well as value and ethically appreciate, having graduated and awarded a qualification. The credit accumulation and transfer (CAT) mechanisms built into NQFs facilitate the horizontal and vertical progression of learners, and offers entry points for the RPL and RCC.

4.1 LQF alignment to external qualification frameworks

Implementing an NQF comes with significant challenges, not least, alignment and interaction with existing regional and international frameworks. The LQF provides measures for learning achievements across all sectors, and describes the relationships in a coherent way. The LQQC is responsible for developing, and advancing the LQF, as well as facilitating the recognition and verification of foreign qualifications. The following principles guide the interaction and engagement of the LQQC with its foreign counterparts:

i. Accreditation of programmes is the responsibility of LQQC;

ii. The jurisdiction and contexts of other frameworks are acknowledged and respected;

iii. LQQC identifies potential partners to pursue collaboration and perform an advisory function to the MoET, providing technical expertise to inform bilateral or multi-lateral agreements;

iv. LQQC endeavours to build trust and recognition of frameworks between individual countries, regional and continental agencies;

v. The processes of ensuring comparability and fit does not compromise the integrity of other frameworks;

vi. Alignment processes of the LQF does not imply automatic acceptance and recognition of external frameworks and qualifications;

vii. The alignment with other qualifications frameworks serves to promote student, staff and citizen mobility in a global knowledge economy;

viii. The alignment process aims to inspire confidence and enhance public understanding of frameworks and their qualifications;

ix. Outcomes of alignment processes is to be published jointly by each party in a comprehensive report;

x. The alignment process serves to increase responsiveness to the external environment and offers comparative benchmarking opportunities;

xi. The embedded CATS arrangements within all qualifications frameworks (regional and international) are fully supported to promote workers and the rights of vulnerable groups to equity and redress in accessing educational and training opportunities.

4.2 LQF relationship to the SADC Qualifications Framework

Regional Qualification Frameworks (RQFs) are meta-frameworks and overarching systems that align different countries' qualifications systems to make qualifications easier to understand across different country contexts. Their main aim is to support the movement of citizens across countries to work, or to continue their education or training, without duplicating efforts and wasting scarce resources.

The SADCQF covers qualifications at all levels and in all sub-systems of education and training (general and adult education, vocational education and training as well as higher education and professional training). The main role is to make qualifications more accessible and understandable across different country systems for the purpose of advancing human and economic development in the region. Structurally the LQF is completely aligned to the provisions of the SADCQF and stakeholders have systematically tested and verified the arrangements through the Level Descriptors and comparative models.

5.0 Design of the LQF

The design of the LQF is based on a 10 Level structure aligned to the SADCQF, and contains a suite of generic qualifications titles for aligning all existing provision as well as pre-empting newer and advanced forms of qualifications for the future. The inclusion of part-qualifications, industry based vocational qualifications and modern technical and professional apprenticeship awards seek to address the need for skills and competence development in order to reduce unemployment and poverty levels.

The distinctive design features include a purpose statement and learning outcomes for each qualification, and the assignment of credits to qualifications. The standard interpretation is that credit refers to the average amount of learning and assessment for learning that would be required to gain a qualification or the skills and knowledge tied to a training standard, measured in terms of "notional hours". Calculating the notional hours should include time spent in independent and/or peer collaborative learning, attending classes and interaction with trainers/academics, doing assignments, attending practicals and participating in work integrated learning and assessment for learning activities. The notional hours do not include teaching workloads in any form and are exclusively focussed on learning progression and achievements.

Notional hours are expressed in terms of credits, with one (1) credit being equivalent to ten (10) notional hours. A full time year of study therefore translates into 120 credits. The LQF makes a provision for a minimum of 40 credits to be allocated for part-qualifications which can cumulatively lead to a full qualification. In order to ensure meaningful learning and articulation the curriculum needs to be modularised across all sectors. It is important to ensure that the "chunks" of learning are not assigned with too little credits, as this clutters the system and creates challenges for management information systems (MIS), learner databases that record achievements, as well as for sensible articulation and credit transfers. Hence the need to set a limit for part-qualifications.

Table 1 below refers to the LQF structure and its generic qualification types, which are consistent with qualification structures in the region, continent and globally. Essentially, in the Lesotho context, there are additional qualification types to the conventional Certificates, Diplomas (their advanced and postgraduate forms), Degrees, Postgraduate Honours, Masters and Doctoral qualifications. The major dual tracks are academic/professional and TVET. Students can navigate up within each or divert across the tracks, carrying credits earned to facilitate their progression.

The inclusion of a *professional development awards (PDAs) track* is a conscious attempt to validate all forms of additional continuous professional development

(CPD), in the form of short courses and targeted programmes. Outstanding performance in the government and broader civil society spheres is also recognised and the intention is that such interventions will be designed according to the LQF and have credit weightings. The CPD arrangements for most professions are a requirement and credits are assigned accordingly to retain practice status, most commonly applied in teaching, the health sector, and in engineering.

The *academic/professional track* acknowledges the inclusion of academic/scholarly qualifications and those directly related to obtaining the right to practice as a professional in areas such as engineering, medicine, psychology, social work, accountancy, and administrative and management sciences.

It is possible for academic and professional qualifications to be at the same level on the LQF. However, this does not mean that they are equivalent awards. The difference will be in the number of credits allocated and the mode of delivery. For example, a Masters Degree from a university could be allocated 240 credits at level nine (9) on the LQF and be awarded after a 2-year full-time programme. Similarly, a professional award recognising the right to practice in a particular field could be allocated 120 credits at the same Level 9 and obtained through a 3 year programme of on-the-job learning and study. The use of Levels and Credit values make these two awards comparable, but not equivalent i.e. they are both at the same Level of complexity – Level 9, but differ in the volume and mode of learning.

The Table below presents a summary of the LQF with Column 1 indicating progression in levels of complexity from 1 – 10. Level 1 is the most basic and is an initial stage to prepare learners of any age for future learning and/or work. The Level carries a minimum of 120 credits learning load for a qualification and provides access for learners to have basic knowledge and skills for initial work and further learning. At the top of the Table is Level 10 which is a Doctoral qualification. It qualifies an individual to apply a substantial body of knowledge, to research, investigate and develop new knowledge in one or more fields of investigation or professional practice. It carries 360 credits. At this Level learner demonstrate specialised and transferable skills required for managing complex and unpredictable situations. They are able to provide novel solutions to intractable societal problems.

The second column depicts academic and professional tracks covering levels 1 – 10 with Primary Education Certificate or Basic Adult Education at the bottom, and Doctorate at Level 10. Levels 1 - 5 are sub-divided into two with the second sub-division outlining technical education as a pathway within basic education leading to higher qualifications in both academic and/or TVET tracks. Learners following this pathway still follow the mainstream secondary education, albeit with a bias towards technical education. Thus, they have the flexibility to switch into the full mainstream education at any time of their progression between Levels 2 and 5. Both Lesotho General Certificate of Secondary Education (LGCSE) at Level 4 and Advanced

Standard (AS) Certificate at Level 5 lead to university admission. This is a transitional arrangement since the AS Certificate as a school leaving qualification has only been introduced recently. It is envisaged that once it has taken root there will be adjustment in the system such that LGCSE provides access to college and polytechnic admission while the AS Certificate provides access to university admission.

The third column presents the TVET Track covering qualifications obtained through formal training, and industry based learning through work-integrated approaches respectively. The track is sub-divided into two from levels 2 – 5 with the second sub-division focusing on qualifications obtained through RPL assessed through trade tests. The TVET track also provides flexibility for learners from Grade 7 to follow a pathway through part-qualifications designed in modular form. The modules will be designed such that part-qualifications enable learners to earn a living through self-employment or other means upon completion. Those who complete all relevant part-qualifications will obtain full qualifications at various Levels under this track. From Level 6 to Level 10 there are, from Diploma qualifications to Doctoral qualifications obtained through formal learning and modern professional apprenticeships.

The last two columns present credits for various Levels from 1 to 10 with the second and last column indicating ranges where necessary. The LQF is flexible and provides for learners to advance from different Levels. For instance, learners with Levels 4, 5, and 6 qualifications can be admitted to study for a Level 7 qualification. There will be variations in respect of their entry Levels on the basis of credits accumulated at other levels. A learner with a Level 4 qualification will be expected to cover all 360 credits at Level 7, whereas those with Level 5 and/or 6 qualifications would be exempted from some components and at times end up covering only 240 credits at that Level.

Table 1: Lesotho Qualifications Framework

Qualification Types

Degrees
(Levels 7 – 10)

Diplomas
(Levels 6 – 8)

PDAs
(Levels 6 - 10)

Certificates
Levels 1 – 8)

Level	Academic / Professional Track		TVET Track *(formal, professional & industry based qualifications)*		Credit Values (Minimum)	Credit Values
10	Doctorate		Doctorate		360	360
9	Masters		Masters		120	240
8	PGC/PGD/Honours Bachelor		PGC/PGD/Honours Bachelor		120	120
7	Bachelor		Bachelor		360	360 - 480
6	Diploma		Diploma		120	240
5	AS Certificate	Technical Education Certificate A	National Craft Certificate	Trade Test A	120	120 - 240
4	O Level / LGCSE Certificate	Technical Education Certificate B	Vocational Education & Training Certificate	Trade Test B	120	
3			Basic Vocational Education & Training Certificate	Trade Test C	120	
2	Junior Certificate	Technical Education Certificate C	Basic Operative Certificate	Trade Test Operative	120	
1	Primary Cert / Basic Adult Education Cert.		Foundation Certificate		120	

6.0 The LQF Level Descriptors

This section on the Level Descriptors is intended to assist users to conceptualise qualifications and programmes using the LQF design features. The formulation and expansion of the LQF Level Descriptors draws from exemplars of country integration and referencing to Regional Qualifications Frameworks, enriched by global best practice and experience. In particular, valuable lessons have been learned from developing frameworks in SADC countries and ongoing improvements and reviews to frameworks referencing to the European Qualifications Framework (EQF).

The Level Descriptors are the most critical design feature to ensure that the diversity, depth and breadth of qualifications and part-qualifications can be adequately represented on the LQF. The Level Descriptors define the relative complexity and depth of achievements and capabilities of graduates to demonstrate their knowledge, skills and competence.

The LQF applied notions of depth that operate on a continuum from general to specialised; breadth (single topic to multidisciplinary areas of knowledge); kinds of knowledge (concrete – abstract and segmented to accumulative); and lastly, complexity (combinations of kinds of depth and breadth of knowledge), as the criteria and lens of inquiry. The resulting LQF Level Descriptors have been completely aligned to the SADCQF.

The Table below describes, in general terms for each LQF Level, the purpose and credit value, knowledge, skills, competencies and abilities covered in qualifications. The generic purposes and descriptions of *knowledge* outcomes is explained in the first two columns. The third column, describes the nature of *skills and competencies* of graduates that the qualification should facilitate. The *agency and context* column refer to personal and professional attributes expected to be displayed by a graduate. Together, these columns can be used to describe the specific learning outcomes of a qualification and expected attributes of a graduate at each LQF Level.

Table 2: LQF Level Descriptors

Level	Generic statement and credit value	Areas of knowledge (depth, breadth and complexity)	Nature of skills (covering competencies of graduates)	Agency and Context
10	The purpose of a Doctorate is to generate new knowledge that other experts in the field agree to be novel, innovative and that has societal benefits in the field of application and beyond. An award qualifies an individual to apply a substantial body of knowledge to research, investigate and develop new knowledge in one or more fields (for transdisciplinary and multidisciplinary programmes) of investigation or professional practice. Minimum total credits = 360 Minimum at LQF 10 = 360 No early exit allowed (Typically, a Doctoral Degree is 3-4 years in duration.)	• Critical knowledge in the forefront of a field, discipline or practice, and ability to conceptualise new research to create new knowledge and /or practices. • Generation of new knowledge contributed through intensive research and scholarship. • Commitment to promoting Indigenous Knowledge Systems (IKS).	• Demonstrate specialist and transferable skills required for managing complex and unpredictable situations. • Critique and offer novel solutions to intractable societal problems. • Manage research projects and lead multi-disciplinary teams and large consortia. • Identify, and manage emerging ethical issues, and to advance ethical decision-making processes, including monitoring and evaluating the consequences of actions where appropriate. • Design innovative solutions to societal problems through research and scholarship in the specified field.	• Capacity to discover and develop new knowledge and skills and engagement in critical dialogues. • Ability to communicate results of research and innovation • Ability to identify, and manage emerging ethical issues, and to advance ethical decision-making processes, including monitoring and evaluating the consequences of actions where appropriate. • Ability to contribute to scholarly theories of knowledge and their production in an area of study or practice. • Ability to demonstrate confidence to lead as an expert in a selected field.
9	Qualifies an individual to apply an advanced body of knowledge in a range of contexts for research and as a pathway for further learning. Minimum total credits = 180 Minimum credits at LQF 9 = 120 (To accommodate research / professional specialisation.) 60 credits are transferable from cognate courses to promote CAT advanced standing. (Typically, a Masters Degree learning is 2-3 years of duration.)	• Specialist knowledge to enable engagement / critique of current practices or research, as well as advanced scholarship / research in a discipline, field or practice. • Knowledge and understanding which is at the forefront of a field of learning that includes current processes of knowledge production applicable to different fields, disciplines or practices. • Planning systemic interventions appropriately within hierarchical relationships and skills to address intended and unintended consequences of action. • Communicate and defend substantial notions in academic, professional or occupational discourses with a wide range of audiences of different levels of knowledge and expertise • Commitment to promoting Indigenous Knowledge Systems (IKS).	• Evaluate current processes of knowledge production and to select a suitable method of enquiry for the area of study or practice. • Analyse and synthesise knowledge, developing coherent and compelling arguments. • Have the critical expertise and confidence to design, select and apply creative methods, techniques and processes and technologies to complex practical and theoretical problems. • Make autonomous and ethical decisions that affect knowledge, production, professional or organisational issues • independently design rigorous and systematic projects that contribute to societal development in a specified context • Ability to contribute critically to the development of ethical standards in a specified context.	• Ability to demonstrate knowledge and problem-solving skills that are applied in new and unfamiliar contexts. • Demonstrate well-developed capabilities and leadership skills in managing own and group outcomes in complex and unpredictable contexts . • Ability to demonstrate understanding of impacts of insights and solutions within a specialised environment. • Ability to take responsibility for lifelong learning and embracing new developments • Ability to operate independently, accounting for leading and implementing systems, ensuring sound resource management and good governance practices. • Demonstrate initiative, creativity, imagination and originality in own and

Level	Generic statement and credit value	Areas of knowledge (depth, breadth and complexity)	Nature of skills (covering competencies of graduates)	Agency and Context
				group outcomes.
8	Qualifies an individual to apply a body of knowledge at the forefront within specific contexts to undertake professional work and as a pathway for further learning. Minimum 120 credits (1200 hours, typically over 1-2 years)	• Broad knowledge base that encourages innovation, engagement at the forefront of a field, and understanding of systematic and coherent theories and research methodologies, • Replicate knowledge in particular contexts. • Systematically analyse of bodies of knowledge within a field, discipline or practice to appreciate paradigm and knowledge boundaries. • Commitment to promoting Indigenous Knowledge Systems (IKS).	• Interrogate multiple sources of knowledge in specialisation area and to evaluate knowledge and processes of knowledge production. • Demonstrate understanding the complexities of selecting, applying or transferring standard procedures and techniques to unfamiliar problems in a specialised field, discipline or practice. • Use sound analytical and communication skills in presenting academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions.	• Ability to identify and respond to ethical issues based on critical reflection and the appropriateness of different ethical value systems to specific contexts. • Ability to operate efficiently and effectively in a system, managing a system based on an understanding of the roles and relationships between elements of the system. • Ability to apply self-reflective and critical learning strategies to own work and that of a group professional and ongoing learning needs and those of others too.
7	Qualifies an individual to apply a broad and coherent body of knowledge in a range of contexts to undertake professional duties and as a pathway for further learning. Minimum of 360 credits, usually over 3 years, of which 120 credits are at LQF 7, or above. Professional four-year degrees of 480 credits exiting at LQF 8 must ensure that the minimum of 120 credits is met at that level.	• Integration of knowledge of the central areas of one or more fields, • Understanding of and ability to evaluate key terms, concepts, facts and principles, rules and theories of that field, discipline or practice. • Detailed knowledge of an area or areas of specialisation and how that knowledge intersects with other fields, disciplines and practices. • Knowledge as contested space and the ability to evaluate types of knowledge and explanations typical for designated area of study and practice. • identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments • Knowledge of range and suitable application of methods of inquiry to resolve problems or transform practices. • Commitment to promoting Indigenous Knowledge Systems (IKS).	• Demonstrate research and analytical skills; critical evaluation of different problem-solving methods. • Take ethical standpoints using professional and appropriate ethical values within a supported environment. • Demonstrate critical thinking to solve complex problems.	• Ability to design and manage processes in unfamiliar and changing contexts, recognising that problem-solving is context and system bound. • Ability to identify, evaluate and be aware of own learning needs in a self-directed manner and facilitate collaborative learning processes. • Ability to take full responsibility for own work, decision-making and use of resources, with broad accountability for the actions of others in varied contexts.
6	Qualifies an individual to apply specialised knowledge in a range of contexts to undertake advanced skilled work and as a pathway for further learning 120 credits (1200 hours, usually over	• Specialized and in-depth knowledge and skills for para-professional / highly skilled work and/or further learning. • Detailed knowledge of main area and one or more fields, disciplines or practices including ability to apply key terms, concepts, facts and principles, rules and theories of that field.	• Use cognitive, technical specialist knowledge and skills to solve problems in different contexts. • Analyse information to complete a range of activities • Interpret and transmit solutions to unpredictable / complex problems.	• Ability to apply knowledge and skills to demonstrate autonomy, judgement in planning and define knowledge boundaries responsibly. • Ability to provide specialist advice and functions within broad parameters, design technical or management

Level	Generic statement and credit value	Areas of knowledge (depth, breadth and complexity)	Nature of skills (covering competencies of graduates)	Agency and Context
	1- 2 years, straddling levels for exit /graduation. Documented pathways for CAT; RPL and RCCs	• Knowledge of an area of specialisation and its relationship to other fields, disciplines or practices (paradigm boundaries). • Ability to analyse and synthesise a wide range of technical information. • Commitment to promoting Indigenous Knowledge Systems (IKS).	• Evaluate performance against given criteria, accurately identify task-specific needs within a given context and provide support to others, where appropriate.	functions taking accountability for personal outputs and team outcomes. • Ability to demonstrate understanding of the ethical implications of decisions and actions within an organisation/ professional context with an appreciation for the complexity ethical dilemmas.
5	To equip the individual to apply integrated technical and theoretical concepts in broad range of contexts to undertake advanced skills and as a pathway for further learning 120 Credits (1200 notional hours usually over 1-3 years, straddling levels for exit /graduation) Documented pathways for CAT; RPL and RCCs	• A broader span of technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning. • Show understanding of different kinds of systems, their constituent parts and the inter-relationships. • Ability to analyse how actions in one area impact on other areas within the same system (appreciation of boundaries and limits of knowledge paradigms). • Analyse information to construct logical and coherent argument. • Commitment to promoting Indigenous Knowledge Systems (IKS).	• Gather information from a wide range of sources, (oral, written, symbolic texts), select information appropriate to the task, and apply basic processes of analysis, synthesis and evaluation of the information. • Evaluate own and others' performance • Take appropriate action when necessary. • Use cognitive, technical and communication skills to plan, analyse, design and evaluate perspectives to unpredictable problems and / or management requirements	• Ability to account for actions, respect and work effectively in a team. • Ability to take initiative and supervisory responsibility for others using resources responsibly where applicable. • Ability to take responsibility for own work in a structured process, and promote the learning of others. • Ability to communicate reliably, accurately and coherently, using appropriate conventions to the context, in written, oral/signed or practical demonstration.
4	To equip an individual to apply moderate range of specialised knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning. Up to 120 credits (1200 hours) Learning usually lasts 6 months – 2 years with variations between short learning specialist qualifications and longer qualifications that are designed as entry level work requirements. Documented pathways for CAT; RPL and RCCs	• Apply broad knowledge in a range of known and unfamiliar contexts. • Ability to use factual, technical and theoretical knowledge in a specialised field of learning or work. • Apply knowledge and skills to specialised tasks or functions in known and changing contexts. • Ability to analyse information and make informed judgements. • Understand key concepts, terms, rules and established principles and theories in one or more fields/disciplines. • Commitment to promoting Indigenous Knowledge Systems (IKS).	• Demonstrate a range of skills and ability to interpret information, identify and analyse information from different sources. • Apply cognitive, technical skills to communicate and share solutions or a non-routine nature to defined predictable and unpredictable problems. • Evaluate own performance against set criteria. • Take initiative and address shortcomings	• Ability to work in self-directed contexts with growing sense of responsibility for quality of own work. • Ability to demonstrate limited responsibility for quantity and quality of the output of team members within limited parameters. • Ability to adhere to organisational ethics and codes of conduct, understand societal values and ethics as well as the consequences of own and others' actions. • Ability to apply and carry out actions, interpreting information from texts (audio, Braille) and operational symbols or representations.
3	Covers basic understanding of key concepts and knowledge of one or more fields / disciplines, in addition to the fundamental areas of study. Understanding the boundaries of a	• A basic understanding of key concepts and knowledge of one or more fields/disciplines, in addition to the fundamental areas of study. • Ability to use own knowledge to select appropriate procedures to solve problems within	• Ability to produce a coherent presentation and report, providing explanations for positions taken. • Solve basic problems within the familiar operating environment .	• Ability to adapt, transfer skills and apply knowledge within known routines, methods and procedures under time constraints. • Capacity to actively contribute to team

Level	Generic statement and credit value	Areas of knowledge (depth, breadth and complexity)	Nature of skills (covering competencies of graduates)	Agency and Context
	field / discipline and the inter-relation between systems. Typically, 120 credits (1200 hours). Typically, 1-2 years. Up to 4 years may be required to achieve the learning outcomes of a programme of professional apprenticeships.	given parameters. • Knowledge literacy in respect of understanding the boundaries of a field / discipline and the inter-relatedness between systems. • Commitment to promoting Indigenous Knowledge Systems (IKS).	• Use cognitive, technical and communication skills to convey ideas and concepts. • Interpret and act on readily available information to provide solutions to a limited range of predictable problems.	effectiveness, and the ability to learn within a managed environment. • Ability to confer minimum employability for occupations requiring specific skills, under supervision with some ability to make judgements and discretion. • Ability to comply with organisational ethics.
2	To have basic and functional knowledge and skills to undertake mainly routine work and as a pathway to further learning. 120 credits (1200 hours)	• Basic operational knowledge of one or more areas of study in addition to fundamental areas of study. • Basic factual technical and procedural knowledge of a defined area of work and learning. • Knowledge to collect, organise and report information clearly and accurately, in spoken/signed and written form. • Demonstrate an understanding of the environment in which she/he operates in a wider context.	• Demonstrate basic cognitive, technical and communication skills to apply appropriate methods, tools and materials. • Use readily available information to provide solutions to a limited range of predictable problems. • Apply literacy and numeracy skills to a range of different but familiar contexts. • Apply technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options.	• Capacity to function in a disciplined way in a well-structured and supervised environment. • Ability to manage own time effectively, develop sound working relationships and function effectively as a team member. • Ability to apply knowledge and skills to demonstrate autonomy and limited judgement of knowledge in structured and stable contexts within narrow parameters. • Ability to demonstrate some accountability for the quality of own outcomes and some responsibility for own inputs in skills, work and learning.
1	To have basic knowledge and skills for initial work and further learning. 120 credits (1200 hours)	• Basic knowledge in an area of learning • Cognitive, numeracy and literacy skills which enable a learner to receive, recall, access and organise information accurately. • Knowledge to solve problems in well-defined and familiar contexts. • Commitment to promoting Indigenous Knowledge Systems (IKS).	• Apply basic numeracy, literacy and digital literacy skills • Select tools suitable for the task. • Use basic communication technologies and understand symbolic systems. • Demonstrate listening and communication skills in spoken/signed and written forms.	• Ability to apply knowledge and skills to demonstrate some autonomy in highly stable contexts for further learning and within narrow (basic) parameters. • Ability to function as a team member.

7.0 Defining and Development of Qualifications for the LQF

7.1 Credit Value

The principle of one learning credit representing 10 notional hours of learning is a widespread practice. However, there are some differences in terms of the credits required for the completion of one year of study, e.g. within the European Qualifications Framework (EQF), this equates to 60 European Credit Transfer and Accumulation System (ECTS) credits per annum. The LQF makes clear how qualifications are represented in terms of credit value. This will have an underlying impact on curriculum planning and a knock-on effect for managing the articulation and alignment with foreign qualifications frameworks. The following principles outline the LQF position on Credit value and Credit Accumulation and Transfer (CAT).

i. One (1) LQF Credit represents 10 hours of learning activitiy that an average learner is expected to be engaged. This includes class/workshop/lecture time, study and assessment, and is based on what can be achieved in that time by an average learner. Therefore, this time is notional, to be considered when designing qualifications and programmes.

ii. The volume, complexity of work and demonstrable levels of student achievement should inform the total minimum number of credits required for a qualification.

iii. The completion of one full-time year of study equates to 120 Credits. Qualifications or part-qualifications taking less than 1200 notional hours of learning will have proportionally less credit value.

iv. Credit ratings are set at minimal levels, but some programmes may require credit loads above the minimum e.g. those requiring Work Integrated Learning (WIL) or extended practical activities.

v. The credit rating of a qualification is considered to be independent of the mode of delivery i.e. formal, non-formal, remote, e-learning, etc.

vi. Credit Accumulation and Transfer (CAT) allows the recognition of a learner's achievements at each stage of a qualification programme even if the learner does not complete the qualification. Credits for an incomplete qualification may be recognised as meeting part of the requirements for a different qualification.

vii. Where a learner uses CAT to transfer across providers, a minimum of 50% of a qualification's credit value must be offered to confer with the new provider.

Note: The methodology for allocating credit to a qualification design is provided in the accompanying LQF Procedural Manual.

7.2 Qualification Titles and Nomenclature

In order to facilitate a streamlined and coherent system the LQF contains the following generic qualification types as indicated above: Degrees, Diplomas, Certificates, professional development awards, vocational qualifications, and modern apprenticeships. The principles and nomenclature used in naming qualifications is important, in order to reflect the purposes and outcomes of the diverse scope across General/Academic / Professional and TVET tracks within the LQF. The approach used also provides the structure to streamline qualifications and enable CAT, RPL and RCC connectors to be applied. Here are some examples:

Table 3: Qualification titles & nomenclature

Full Title	Shortened Title
LQF Level 7 Bachelor of Commerce in Auditing	BCom Auditing
LQF Level 5 Certificate of Engineering in Water Management	CertEng in Water Mgt
LQF Level 5 Advanced Level Certificate in Mathematics	A Level Maths
LQF Level 3 Basic Vocational Training Certificate	BVTC
LQF Level 1 Basic Adult Education Certificate	BAEC

These titles are arrived at through the conventional nested approach presented below:
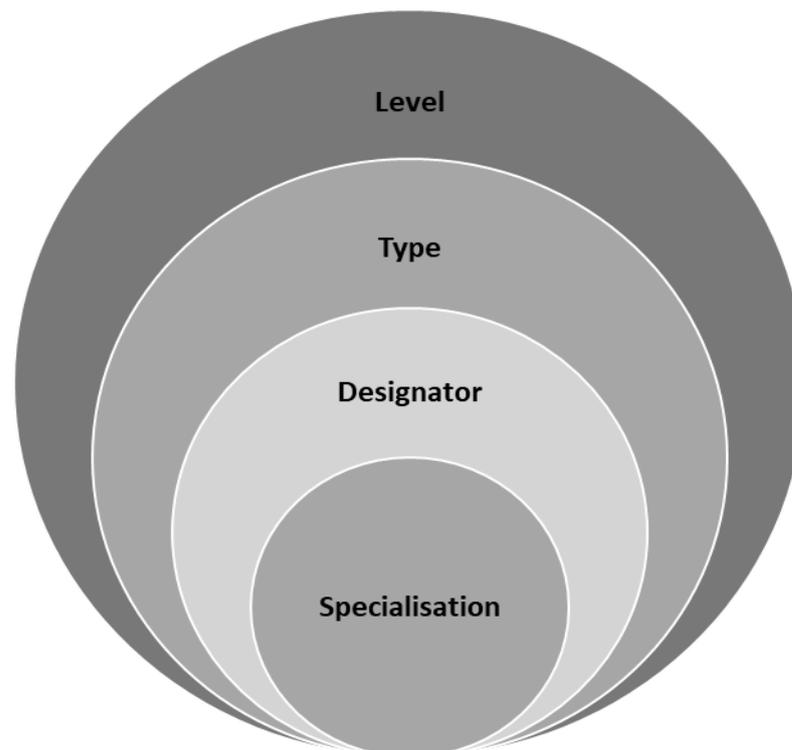

Figure 2. Naming qualifications

Note: The methodology for naming qualifications is expanded in the accompanying LQF Procedural Manual.

7.3 Credit Accumulation and Transfer (CAT)

Implementing CAT arrangements will have a direct bearing upon the management information systems (MIS) for maintaining accurate student achievement and progression records. In order to maintain a valid and coherent record of student achievements, the following rules will be applied to CAT arrangements:

i.   A maximum of 50% credits of a completed qualification may be transferred to another qualification;

ii. No more than 50% of the credits required for the 'new' qualification can be credits used for other completed qualifications;

iii. Credits can also be granted for completed courses or part-qualifications, even though a full qualification has not been attained;

iv. In some cases, specifying the duration of the incomplete credits attained might be necessary, especially in fast changing fields like Information Technology (IT) and Law.

7.4 Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC)

The LQF makes it possible for learners to demonstrate their knowledge and skills to gain access into programmes, or obtain formal credentials for what they know and can do. This will require a comprehensive range of mechanisms that can include:
Site visits, observations, challenge tests, references and testimonials from line managers.

RPL and RCC applies equally in all sectors across all qualifications, whether in general, TVET, academic or professional awards. Depending on the nature and depth of the portfolios of evidence submitted, applicants can apply for advanced standing into qualifications across the different pathways.

Related policy, procedures and resources targeted at RPL and RCC will enable individuals and institutions to use these mechanisms effectively.

8.0 Populating the LQF

The LQF Procedures Manual, provides a suite of guidelines covering the alignment, revision and development of qualifications as well as an Appeals Policy and other administrative instruments to facilitate the effective implementation of the LQF.

8.1 Aligning Qualifications to the LQF

The provisions and statutory functions of the revised LQF will guide all implementation processes. In time, every legitimate qualification on offer in Lesotho will be recognised on the LQF. This will include new qualifications, the revision of existing qualifications and the evaluation of foreign qualifications. For current qualifications to remain legitimate they must also be aligned to the LQF. For those due for review, the review and revision process must be undertaken for them to be registered on the LQF.

8.2 Qualification Design / Redesign within a Framework Paradigm

The need for more contextualised and incremental sets of instruments to underpin effective qualification design and evaluation requires a common set of planning and designing processes to give effect to the transformative intentions of the LQF. The complexities of responding to the redesign of existing qualifications and pre-empting new submissions that comply with the requirements of the LQF has been addressed in the accompanying LQF Procedures Manual. In addition, a strategy for planning LQF quality enhancements in order to ensure robust submissions of qualifications for inclusion on the LQF, has been designed and is featured in the Manual.

8.3 Evaluation of National and Foreign Qualifications

Ensuring a consistent and robust LQF that would meet the needs of evaluating national and foreign qualifications has been refined and fully supported in the guidelines in the LQF Procedures Manual. A programme review model and supporting methodology has been tested and resulted in the realignment and amplification of the CHE programme accreditation decision-making framework.

Furthermore, a set of principles and practices to align the LQF to external qualifications frameworks has been developed and will contribute to the understanding and shared interpretations of LQF qualifications.

9.0 Benchmarking and Referencing to other NQFs

The Southern African Development Community Qualifications Framework (SADCQF), the African Qualifications Verifications Network (AQVN) and the Addis Convention (2014), provide regional benchmarks and reference points when developing and revising the LQF. The SADCQF is a meta-framework overarching and aligning different NQFs allowing the recognition of qualifications across countries in the region. Aligned to the SADCQF, the LQF covers qualifications at all Levels and sub-sectors (general, academic, professional and vocational) of education that are uniformly described in terms of Level (1-10), and volume (by allocating a credit value based on notional learning hours). At each Level, the knowledge, skills and competences expected are described. Furthermore, each qualification (or part-qualification) is specified in learning outcomes appropriate for each LQF Level.

Each Level of qualification in the LQF is described in Level Descriptors which draw from descriptors in other regional QFs, including amongst others: the SADCQF; the EQF; and the Australian Qualifications Framework (AQF). Furthermore, developed individual country frameworks e.g. the South African NQF, the Scottish Credit and Qualifications Framework (SCQF) and the Irish National Framework of Qualifications (INFQ), provide comprehensive international references and benchmarks. In the South Africa case, the NQF has been reconceptualised in response to a range of diverse provision of qualifications and used in Lesotho to verify and validate the host of qualifications available. Similarly, the AQF provides a useful comparative analysis in response to qualification development meeting labour market needs and the integration between higher education and technical and further education (TAFE) systems.

Strengthening ties with the other African Regional Economic Communities in the African Union (AU) is equally important in harmonising education systems so developments in African frameworks provide useful referencing, particularly, the Kenya National Qualifications Framework and the Nigerian Skills Qualification Framework.

Lessons have also been learned from other countries when considering the governance of qualifications frameworks. For example, in Ireland, sector and regulatory bodies have been merged into one coherent quality and qualifications authority resulting in a completely integrated qualifications framework. As a result, the recommendation from the Analytical Report (2016) that the LQQC be established as the body for managing the LQF has been agreed.

Table 4: International Benchmarking Grid

Country or Region	Framework	Number of Levels	Credit value (notional learning)	Integrated Sub-sector frameworks	CAT possible	Part-qualifications recognised	RPL and RCC possible	Governance structure
				Features				
Southern Africa	SADCQF	1-10	10 hours	Yes	Yes	Yes	Yes	TCCA
Europe	EQF	1-8	10 hours	Yes	Yes	Yes	Yes	EC
Australia	AQF	1-10	Accredited units	Yes	Yes	Yes	Yes	AGDET
South Africa	SA NQF	1-10	10 hours	Yes	Yes	Yes	Yes	SAQA
Botswana	BNCQF	1-10	10 hours	Yes	Yes	Yes	Yes	BQA
Namibia	NQF	1-10	10 hours	Yes	Yes	Yes	Yes	NQA
Scotland	SCQF	1-12	10 hours	Yes	Yes	Yes	Yes	SCQF Partnership
Ireland	INFQ	1-10	10 hours	Yes	Yes	Yes	Yes	QQI
Lesotho	**LQF**	**1-10**	**10 hours**	**Yes**	**Yes**	**Yes**	**Yes**	**LQQC**

10.0 Resourcing for Effective Implementation

10.1 Financial

Funding should be determined by ensuring that the independence and accountability of the LQQC is safeguarded. Funding sources include: government subvention and funds raised from services; levies and fees from institutions for verifying and evaluating qualifications; and commissioned research studies rendered by the respective sub-sectors.

LQQC will also receive support from institutions, professional agencies and industry, through the Education, Training and Innovation Fund (ETIF). The ETIF should manage all budgetary allocations for training and development so that coherent and LQF aligned activities are all coordinated and systematically improved.

10.2 Human Capital Development

LQQC will need substantial financial support from Government in order for it to deliver on its mandate. Once its operational organisational structure has been developed, money will be needed to populate the structure with competent people. Without a critical mass of staff LQQC will not be effective. There is also need for development of systems to enable optimum functioning of the organisation. Such systems will include Management Information Systems (MIS) with huge capacity for dealing with learner related data for all learners in the country. Designing of online accreditation and review systems, maintaining the data warehouses of learner performance records and evaluation outcomes are some of the areas that are critical for the functioning of LQQC.

Ensuring adequate research-development and benchmarking expertise is another layer of critical skills required to support effective implementation of the LQF in order to address the shifts in quality enhancement, revising criteria and standard setting. These dynamic and iterative processes require a higher level of stakeholder involvement and cross fertilisation across sectors.

It is envisaged that, similarly to CHE, the law will provide for LQQC to charge fees for services rendered to members of the public and to institutions. Fees could be linked to verification of qualifications for individuals and employers, evaluation of foreign qualifications, and quality assurance services to institutions. This would enhance resource mobilisation capacity of LQQC such that it is not totally dependent on government subvention.

This approach will help LQQC to be most effective in implementing the LQF and therefore improve its contribution towards human capital development in the country. Facilitation of mobility of learners and professionals within the country and between Lesotho and other countries will also be enhanced by a well-resourced and proper functioning LQQC.

Glossary of LQF Terminology

A

Accreditation A process by which a competent authority carries out a systematic review of an academic programme to ascertain whether or not it meets the set standards.

Advanced standing is an outcome which permits higher access into a qualification based on credits attained for any previous learning. (Also see articulation arrangements, credit transfer, progressions routes, recognition of prior learning and recognition of current competencies.

Application of knowledge and/or skills refers to how a graduate applies knowledge and/or skills in context and in terms of autonomy, agency and context.

Apprentice means any person employed in a designated trade under a registered contract of apprenticeship;

Apprenticeship is a system of training new practitioners in a trade or profession. Traditionally this was in domain of technical training in trades whilst working on-the-job, but now modern apprenticeships include programmes of work and study towards a qualification or professional award.

Articulation refers to a transformative element of the LQF and implies that curriculum planning and design needs to consider the nesting and integration of qualifications and training programmes to facilitate streamlined efficiencies and promote student progression.
The process of forming possibilities of connection between qualifications and/or part-qualifications to allow for the vertical, lateral and diagonal movement of learners through the formal education and training system and its linkages with the world of work

Articulation arrangements enable students to progress from a completed or partially completed Qualification to another in a defined qualification pathway (see credit accumulation and transfer systems– CATS).

Assessment is a process to determine a student's achievement of expected learning outcomes and may include a range of methods including written, oral, practice, or various forms of work integrated learning.

Assessment criteria are statements which the standard of learner performance are measured against.

Assessor is a person who collects evidence of learners work in order to measure and judge performance.

Authoritative judgement is the highest degree of judgement exercised by graduates of level 10 qualifications.

Award of a qualification occurs when a student has met the requirements of the qualification and the qualification is certified and presented formally to the student. The term 'conferral' may also be used to describe this process.

B

Basic education refers to education and training that takes place in primary and secondary schools, as well as in adult education and training centres.

Basic knowledge and/or skills include those that form a starting point or basis on the lower levels of the LQF for development of learning and work.

Block credit is credit granted towards whole stages or components of a program of learning leading to a qualification (see advanced standing).

Body of knowledge refers to the complete set of concepts, terms and activities that make up a field of study (see discipline).

Broad knowledge and/or skills describes a general or extensive area of learning or work.

C

Certification: Process of formally validating knowledge, know-how and/or skills and competences acquired by an individual, following a standard assessment procedure, leading to the award of qualification by an accredited awarding body.

Certification documentation is the set of official documents that confirms that a qualification has been completed and awarded to an individual.

Cognitive skills include the mental skills that are used in the process of acquiring and applying knowledge and might include reasoning, perception and intuition.

Coherent knowledge and/or skills includes those that are logically ordered, sound and/or integrated.

Communicative skills enable a person to convey information so that it is received and understood and includes written and oral skills appropriate for the level of the qualification.

Competence: Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and/or personal development.

Complexity describes information, problems, situations and theories that are made up of complicated and inter-related parts.

Components of a qualification include modules, subjects, and units of competency or learning units, the completion of which leads to a qualification.

Comprehensive knowledge and/or skills refer to the range of knowledge or skills that cover a complete area or field of work or learning.

Context of learning and/or work refers to the contexts within which a graduate applies knowledge and skills.

Continuous Professional Development –learning activities beyond initial training/qualification that develops and enhances skills, knowledge abilities and experience.

Course is a smaller component that contributes to the curriculum and is regulated by learning outcomes (also referred to as module or learning unit).

Coursework is a method of teaching and learning that leads to the acquisition of skills and knowledge that does not include a major research component.

Creative skills are those that may lead to innovative, imaginative and artistic outputs.

Credit A measure of the volume of learning required for a qualification or part-qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part-qualification. One credit is equated to ten (10) notional hours of learning.

Credit accumulation is the totalling of credits towards the completion of a qualification or a part- qualification.

Credit arrangements are formally negotiated and built into the LQF qualification types. They also refer to transfer arrangements within and between providers entitling students to credit. They may also be formal arrangements made between providers and students.

Credit loading refers to the number of credits assigned to parts and the whole qualification, as well as identifying which components will facilitate the RPL / RCC application processes.

Credit outcomes are the results of a process of determining a student's application for credit or credit transfer.

Credit transfer is the vertical, horizontal or diagonal relocation of credits towards a qualification or part-qualification registered on the same qualifications framework.

Credit accumulation and transfer (CAT) is a process that provides students with agreed and consistent credit outcomes for components of a qualifications that can be transferred to another matched qualification or learning outcomes.

Curriculum: Set of actions followed when developing a learning programme, including defining training goals, content, methods (including assessment) and materials.

D

Depth of knowledge/skills indicates the complexity or degree of difficulty of knowledge/skills.

Design requirements are statements outlining expected characteristics of new/reviewed qualifications.

Defined activities and/or contexts refer to definite and clear activities and/or contexts within distinct boundaries.

Discipline refers to a broad knowledge domain within which one or more programmes lead to different qualifications.

E

Employer: means any person or undertaking, corporation, company, public authority or body of persons who or which has taken into employment a trainee or worker and includes; any agent, representative, foreman or manager of such person, undertaking, corporation, company, public authority over the employee.

Examination means:

    a. any test conducted to determine whether or not a person is qualified to be issued with a certificate of skilled worker qualification; or

    b. a formal examination conducted at a technical or vocational institution or any institute of learning;

    c. any other formal examination recognized by the authority as such;

Examiner: means a person appointed by a competent authority to develop, administer and oversee formal assessment.

Exit level outcomes refer to the knowledge, skills and attitudes that a learner should have obtained or mastered on completion of a qualification and against which the learner is assessed for competence.

Expert knowledge and/or skills are the highest level of skills underpinned by extensive knowledge or ability based on research, experience or occupation at the forefront of a particular field.

External examiner is a person specially appointed for external quality assurance of examinations processes and/or higher research degrees. Person is not connected to the institution or postgraduate student's research work.

F

Field of study, work and/or learning refers to the main focus of work activities and/or a learning program. Also see discipline.

Formal learning takes place through a structured curriculum or program of learning that leads to the full or partial achievement of an officially accredited qualification.

Foundational knowledge and skills are initial or introductory knowledge and skills upon which further development can be built. They are usually the combination of English language, literacy and numeracy skills and employability skills required for participation in work, the community and education and training (see generic learning outcomes).

Foreign qualification is a qualification that either: (1) forms an intrinsic part of an education and training system other than Lesotho, and is awarded by an institution that is accredited or recognised in that system, in accordance with the relevant laws, policies, or generally accepted practice.

G

General Education includes all formal, informal and non-formal education and training offered in the LQF General track.

Generic learning outcomes refer to the sets of soft skills that should be built into each qualification and are transferable, non-discipline specific skills a graduate may achieve through learning that have application in study, work and life contexts.

Graduate is a person who has been awarded a qualification by an accredited institution or organisation.

Graduate attributes/capabilities - See generic learning outcomes above.

Graduation statement is a supplementary statement and record of results that provides additional information to enhance understanding of the qualification by students, employers, industry, professional associations and internationally – also see academic transcript.

H

Higher Education (HE) is education that normally takes place in public and private institutions (universities, polytechnics and colleges) recognised or registered by the competent authorities which offer qualifications that meet the requirements of the levels 5 to 10 on the LQF.

Higher education provider is a body that is established or recognised by the Ministry of Education and Training to issue qualifications leading to levels 5 to 10 of the LQF in the higher and TVET education and training sectors. It may be a university, college, polytechnic, private provider or industry based provider.

I

Indigenous Knowledge Systems (IKS) refers to contextualised and cultural knowledge that resonates in a particular context. These forms of knowledges have often been neglected and are largely undocumented, often appreciated as tacit knowledge. Translating them into outcomes for RPL or RCC is an emerging challenge in the SADC and African context.

Industry: means any branch of trade, industry or commerce;

In-service training: means training which is carried out either within the company or organisation by whom the person being trained is employed, or in a training institution to which the person has been assigned to undergo a specific training programme or course whilst retaining his employment with this employer;

Instructor: includes a head of a technical or vocational institution and a principal of a teachers TVET institution;

Informal learning is learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal or non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support. See also formal and non-formal learning.

Integrated knowledge combines two or more kinds of knowledge and concepts (e.g. technical and theoretical).

Integrated qualifications are purposely designed qualifications that enable explicit articulation pathways and encompass more than one LQF level and/or qualification type and/or education and training sector. See also nested qualifications.

Instructor: includes a head of a technical or vocational institution and a principal of a teachers TVET institution;

J

Judgement in the application of knowledge and/or skills includes the ability to apply knowledge to form opinions or to evaluate work and/or learning activities appropriate for the level of the qualification.

K

Knowledge refers to what a graduate knows and understands and it can be described in terms of depth, breadth, kinds of knowledge and complexity.

L

Leading practitioner and/or scholar is a person at the forefront of a field of work and/or learning.

Learning is a process by which a person assimilates information, ideas, actions and values and acquires knowledge, skills and/or the application of the knowledge and skills.

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process, defined in terms of performance criteria based on knowledge, skills, attitudes and competence.

Learning programme is the sequential learning activities associated with curriculum design and implementation, which leads to a qualification. It can also be defined as programme of study or training defined by a curriculum that may consist of one or more modules, units, subjects or courses or any combination of those elements.

Level is a position where a qualification is located on the qualifications framework based on level descriptors indicating relative complexity and/or depth of achievement and the agency required to demonstrate that achievement. Level 1 has the lowest complexity and Level 10 has the highest complexity.

Levels descriptors explain the relative complexity and/or depth and the learning outcomes and assessment criteria that are appropriate to a qualification at each of the LQF levels from 1 – 10.

Lifelong learning is the term used to describe any learning activities that are undertaken throughout the lifespan to acquire knowledge, skills and the application of knowledge and skills within personal, civic, social and/or employment-related contexts

Lesotho Qualifications Framework (LQF) is a comprehensive system, approved by the Cabinet of Ministers for the maintenance, qualification design, quality assurance of education and training provision, classification and registration of qualifications and part-qualifications.

M

Mapping refers to both a conceptual and research activity used to generate student or curriculum profiles from available or projected data.

Mastery of knowledge refers to the attributes of a graduate who demonstrates comprehensive knowledge and understanding of a field of work or learning.

Modularisation: A system in which qualifications consist of a number of modules, each of which can be certificated independently. Sometimes, this is known as 'unitisation' and 'modularisation' is used to refer to a system in which learning programmes consist of a number of components

Module: A component of a larger qualification, which is certificated independently. (Sometimes, it means a component of learning and teaching within a programme, not independently certificated)

N

Nested qualifications are qualifications that include articulated arrangements from a lower level qualification into a higher level qualification to enable multiple entry and exit points. The LQF naming of qualifications builds upon this principle. (See integrated qualifications).

Non-formal learning refers to learning that takes place through a structured program of learning but does not lead to an officially accredited qualification. (Also see formal and informal learning). Such learning is recognised as prior learning or as current competency.

Notional learning hours is the time an average learner needs to achieve specific learning outcomes and includes directed and self-directed study and assessment.

O

Outcomes refer to specific learning unit/module/course outcomes and exit level outcomes which indicate the graduate capabilities and attitudes. See learning outcomes.

Off-the-job training: means training which is carried out outside a person's place of employment focusing on a specific area of their work;

On-the-job training: means training which is carried out prior to employment in industry;

P

Parameters refers to the boundaries that define the context of learning and/or work.

Paraprofessional work and/or learning are work contexts that generally support professional practice.

Part-qualification is an assessed unit, module or course of learning that is registered as part of a qualification.

Pre-service training: means training which is carried out prior to employment in industry.

Progression pathways allow students to move through qualification levels with full or partial recognition for the qualifications and/or learning outcomes they already have.
See also credit, credit transfer, recognition of prior learning and articulation.

Practical knowledge and skills are concrete or hands-on knowledge and skills.

Professional work and/or learning are contexts requiring specialised knowledge, advanced learning, responsibility and autonomy, and require intensive preparation through learning.

Program of learning is a course, curriculum, training package, units of study, or structured workplace learning that leads to the award of a qualification. Learning programmes might be used strategically to nest or align cognate qualifications and introduce new Trans or multidisciplinary knowledge areas. More progressive formulations refer to programmes as a structured curriculum from which qualifications emerge.

Provider of education and training: Education and training body (institution, organisation, company, centre, collaborative partnership or consultancy) which delivers learning programmes that are directed to a specified NQF standard(s) and/or qualifications and manages the assessment thereof.

Q

Qualification is the formal outcome of assessment which is awarded when a competent body determines that a learner has achieved stated learning outcomes to a particular standard and/or the requirements for an individual to enter or progress within an occupation.

Qualifications framework: A system for placing qualifications that meet certain standards of quality on one of a series of hierarchical levels

Qualification title is the nomenclature used for an LQF qualification that denotes the type, level, credit loading and field of study/discipline of the qualification.

Qualification type refers to the broad discipline-free nomenclature used in the LQF to describe each category of qualification.

Qualification descriptors are the set of statements that describes the learning outcomes of each of the LQF qualification types in terms of knowledge, skills and the application of knowledge and skills. These are different to and more contextualised than the level descriptors.

Qualifications system: All aspects of a country's activity that result in the recognition of learning.

Quality assurance: Generic term for a systematic process of assessing and verifying inputs, processes, outputs, and outcomes as a way of safeguarding quality and standards to provide assurance that the educational and training services of an organisation are continually being delivered effectively, to the required standard, and in line with published goals and objectives.

R

Range is the area between the limits of variation as in a narrow or a broad or limited range of knowledge/skills.

Record of results is a record of all learning leading to an LQF qualification or an accredited unit in which a student is enrolled and is issued by an accredited institution or organisation. This is often called a 'transcript of results', 'academic transcript', 'record of achievement' or 'statement of results'.

Recognition of a foreign qualification is the formal acceptance of the appropriateness of a foreign qualification for a specific purpose.

Recognition of prior learning (RPL) is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit towards gaining certification for further studies or placement at work.

Register is the formal recording instrument of the LQF, jointly maintained by the key stakeholders that contains the status of all accredited programmes and qualifications.

Registered training organisation (RTO) is a vocational education and training organisation accredited and registered by MoET.

Registration: Process of providing an institution with the opportunity to establish a formal, publicly recognised relationship with the relevant national body (competent authority).

Research comprises systematic experimental and theoretical work, application and/or development that results in an increase in the dimensions of knowledge.

Responsible person is an individual in an organisation who has the responsibility, or delegated responsibility, to act officially on behalf of the organisation.

Responsibility in the application of knowledge and/or skills refers to the degree of accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification.

S

Scholarship of Teaching and Learning (SOTL) refers to expertise as a reflective practitioner and knowledge producer in the domains of teaching and learning.

Skilled work is an outcome that requires specific sets of knowledge and skills and specialised training.

Skills refer to ability to apply knowledge to complete tasks and solve problems. They can be described in terms of complexity and include cognitive skills, technical skills, communication skills, creative skills, interpersonal skills and generic skills.

Specialised knowledge and/or skills refers to the depth and specificity of knowledge and/or skills required at a particular LQF level.

Specialised qualification is one of short duration that builds on the knowledge and skills already acquired (see Continuous Professional Development).

Specified credit is credit granted towards particular or specific components of a qualification or program of learning.

Statement of attainment recognises that one or more accredited units have been achieved.

Student is a person enrolled in a formal programme of learning in an educational institution and/or a workplace setting.

Substantial body of knowledge and/or a substantial original contribution is the extensive and significant knowledge and outputs at the highest level of the LQF and characteristic of graduates of a level 10 qualification.

Systematic knowledge and/or skills are those that are coherent and well-ordered.

T

Taxonomy refers to the system of classification of learning outcomes in a qualifications framework.

Teaching portfolios refers to an evidence-based account of expertise in teaching innovation, curriculum design, assessment and related activities such as publishing in these fields.

Technical skills are the operational skills necessary to perform certain work and learning activities.

Technical studies: means the studies of technologies, related sciences and the acquisition of practical skills in secondary schools;

Technical training means training designed to prepare middle-level personnel such as technicians, middle management, for employment in trade, industry and commerce and includes theoretical, scientific and technical components and related skill training;

Technical and vocational education and training means education designed mainly to prepare students for direct entry into a particular occupation or trade (or class of occupations or trades). Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognized by the competent authorities in the country in which it is obtained.

Theoretical knowledge and concepts are those knowledge requirements relating to or having the character of theory rather than practical application.

Trade or occupation: means any legitimate and viable activity pursued by individuals to earn livelihood other than and occupation requiring a university degree or any qualification.

Trainee: means a person who is being trained by or for an employer, or for employment, under a training scheme in any trade or occupation;

U-Z

Unit – A Unit is the component part of a LQF qualification. Like a qualification, a Unit is specified in terms of Level and Credit value, and when combined form the complete qualification.

University is a higher education provider that is established by the MoET as a university.

Validation is a process of ensuring that specifications of a national qualification conform to the minimum established criteria for registration on the Lesotho Qualifications Framework.

Vocational training: means training which aims at providing the skills, knowledge and attitudes required for employment in a particular occupation, trade or job, or for exercising a function in any field of economic activity.

Volume of learning is a dimension of the complexity of a qualification. It is used with the level descriptors to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required

for the achievement of the learning outcomes specified for a particular LQF qualification type. It is expressed in equivalent full-time years.

Work Integrated Learning (WIL) is a characteristic of vocational and professionally oriented qualifications that may be incorporated into programmes at all levels of the LQF. WIL may take various forms including simulated learning, work-directed theoretical learning, problem-based learning, project-based learning and workplace-based learning.

Workload allocation refers to a formal procedure used by providers to assign relative workloads based on academic leadership, seniority and equitable teaching and research supervision functions. Workload allocation frameworks also include the expected research outputs from different rungs of academics, as well as other performance indicators, such as successfully introducing new programme areas and harnessing commissioned research and developmental projects.