Learning outcomes.
Level descriptors.
Concepts, application, development.

Learning outcomes – the GPS in qualifications systems?

CINTERFOR
TRAINING PROGRAMME 19/10/2022
Authors: Eduarda Castel-Branco and Coleen Jaftha
01

Themes

Sources and references
Introduction

This presentation addresses two essential building blocks of qualifications frameworks:

- Learning Outcomes
- Level descriptors

To learn more:

- ACQF Training Modules 1 and 2

- ACQF Thematic Brief 10

- Orientation Note on RQF

Cedefop


Sources, references on NQFs


• Global Inventory NQF-RQF (every 2 years) – ETF, Cedefop, Unesco

• ACQF website: library - [https://acqf.africa/resources/library/publications-from-international-sources](https://acqf.africa/resources/library/publications-from-international-sources)


• ACQF Thematic briefs: [https://acqf.africa/capacity-development-programme/thematic-briefs](https://acqf.africa/capacity-development-programme/thematic-briefs)

• ACQF Mapping study: [https://acqf.africa/resources/mapping-study](https://acqf.africa/resources/mapping-study)
Defining, understanding key concepts
➢ Qualifications Frameworks
➢ Learning outcomes
➢ Level descriptors
A national qualifications framework (NQF) is a policy and instrument for the development and classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

Source: EQF Recommendation.

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

Source: EQF Recommendation.

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

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

Source: Cedefop

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

Source: OECD, Bridges to Lifelong Learning, 2007

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

Source: SAQA, NQFPedia

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

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

Source: ASEAN

QRF: ASEAN Qualifications Reference Framework, A Practical Guide and All you Need to Know.
The systemic view of NQF
Place of Learning Outcomes

- Outreach & visibility to users
- Qualifications specifications/standards
- M&E, research
- Credit accumulation and transfer system
- RPL / Validation - Non-formal & informal learning
- Qualifications Database/Register
- Quality assurance of qualifications and provision
- Institutional setting & stakeholders

NQF policy, conceptual-technical design
National qualifications frameworks (NQFs) help

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

Learning outcomes: a fundamental principle

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

https://youtu.be/qK15HlhDbo4
What is a qualification?

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

Source: EQF 2017

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

Work
Employment
Activities

Qualifications

Skills development (education, initial training, LLL)

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

What a learner is expected to know, be able to do and understand at the end of a learning process

The move towards a learning outcomes approach presents a shift from the question:

• “What did the graduate do / study to get this qualification?”

to the question:

• “What can the graduate do now that s/he has this qualification?”
Learning outcomes: 2 definitions – common meaning

A. Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence. Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal and informal.


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

Source: Addis Convention (UNESCO)

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

Learning outcomes – eco-system

1. **Structure**
   - As building blocks of qualifications policy
   - As common currency that enhances transparency

2. **Guide for coherence**
   - Classification of qualifications in the NQF/NQS
   - Learning outcomes statements
   - Teaching and learning (curriculum, modules)
   - Assessment
   - Certification

3. **Quality assurance**
   - Continuous improvement
   - Expected outcome
   - Achieved outcome
   - Feedback loop

Learning outcomes: GPS of the qualifications system
Learning outcomes encourage a more systematic approach to qualifications design - and comparison

✓ Common language for describing and comparing qualifications

✓ Provides understanding of what will be learned and how best to achieve it. Set expectations, guide teaching and learning, essential for assessment.

✓ Enable learner-centred approach: Enable learners to be clearer about learning expectations, encourage learners to take initiative and responsibility for own learning

✓ Promote personal achievement, mobility and recognition. Achievement (through formal, non-formal and informal pathways) of assessed learning outcomes signals that an individual has achieved certain learning outcomes, and usually culminate in a qualification award

✓ Supports credit systems to create flexible ways for individuals to gain access to qualifications

✓ Allow stakeholders to have a better understanding of what to expect from a qualification holder

✓ Allow evaluation/comparison of the qualification for work or study purposes (local and international)
Relationship (loop) between expected and achieved learning outcomes

Desired target

Expected learning outcomes
• statement of what an individual is expected to know, be able to do and understand after completing a learning process

Achieved learning outcomes
• Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process

Continuous improvement

Obtained following learning

Adapted from Cedefop, 2017, p.29
Continuous improvement – including feedback from labour market

Stage 1:
Joint writing of LO intentions/expectations
Used to inform teaching, learning and assessment in Stage 2

Stage 2:
LO intentions as interpreted by teachers/trainers/facilitators
Teaching, learning, assessment

Stage 3:
Achievement of assessed LO intentions
and made visible to the labour market

Stage 4:
Actual LOs as experienced and monitored by employers and qualification holders
Informs writing of LOs, Assists with review and renewal

Quality assurance

Feedback loop

Adapted from Cedefop, 2021, p.25
Level descriptors
Level descriptor

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

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

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

**More detailed and complex**

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

## RQF level descriptors

**RQF level descriptors serve purposes complementary to those of NQF’s:**

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

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

In each context the learning outcomes formulations are more or less detailed, specific, comprehensive.
### Personal, work and education and training

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

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

#### Personal
- Description of experience
- CVs
- RPL portfolios
Learning outcomes as a reform tool (example from Europe)

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

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

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

Adapted from Jens Bjornavold, ACQF peer learning webinar, 23 September 2021
Learning outcomes in CBT – APC reforms

Africa

- Competence-based training
- Approche par compétences

TVET

- Cape Verde
- Cameroon
- Egypt
- Ethiopia
- Kenya
- Morocco
- Mozambique
- Senegal
- And others
Some principles for writing learning outcomes statements (1)

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

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

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

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

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

- Complicated, double-barrelled sentences should rather be split into more than one sentence to ensure clarity

- Learning outcomes’ descriptions must be fit for purpose / suit the context (e.g.: level descriptors, qualifications standards, curricula, assessment...)

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

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

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

Used extensively in QAA

Source: QAA

Subject Benchmark Statement
Social Work
November 2013

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

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

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

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

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

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

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?%20sfvrsn=5c35c881_6#:~:text=This%20is%20the%20Subject%20Benchmark,subject%20areas%2C%20and%20what%20they%20are%20expected%20to%20know%20at%20the%20end%20of%20their%20studies.
Tuning and Degree profiles

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

Short, learning outcomes-based descriptions of qualifications – some ideas (EQF project)
Purpose and benefits

• The reader of a short description (learners, employers, teachers, parents etc.) should be able to grasp the content and level of learning required to attain the qualification, allowing them to judge its relevance for further learning and/or employment.

• At national level, short descriptions can be used for information and communication purposes, notably supporting qualifications frameworks and forming part of qualifications databases and registers.

• At European and international level, for example through Europass and the EQF, these short descriptions facilitate transparency and comparability of qualifications.
Main building blocks

Based on an extensive exchange and analysis of examples from different countries the following elements have to be considered when developing and writing short descriptions:

1. Length of the description
2. Syntax of the description
3. Overall objective and orientation of the qualification
4. Context in which the qualification operates
5. Breadth of learning required
6. Depth of learning required
How to use the building blocks

These elements play different roles.

- While guidance on length and syntax (elements 1 and 2) are important to ensure ease of use and comparability, they cannot stand alone.

- A clear presentation of the overall objective (element 3) should act as concise introduction helping the reader to grasp the main aim of the qualification.

- The presentation of context, depth and breadth (elements 4, 5 and 6) should help the reader to further understand the orientation and content of the qualification, including the complexity and level of learning involved.

- While treated separately by the guidelines, these three elements interact and support each other in the final description. These elements should therefore not be applied in a rigid way but in the end seen as a totality.

  - Breadth = horizontal dimension
  - Depth = vertical dimension
Overall objective and orientation of the qualification
Introduction to grasp the main aim of the qualification

Horizontal dimension
Breadth of the qualification
What skills, knowledges, competences

Context

Depth and breadth to clarify the context

Context gives information on role, value and position of the qualification in the labour market and further education and training
Length

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

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

Overall orientation and objective of qualification

This statement should make it possible for the reader to grasp the core of the qualifications and ease further reading. The NQF/EQF level of the qualification should be included when applicable. Possible questions:

- What can the qualification be used for, in the labour market, education and training system and/or in society in general?
- Which core learning outcomes are expected from a holder of the qualification?
- What is expected from the holder of the qualification in terms of autonomy and responsibility?

(...)

This introductory statement on the overall orientation and objective of the qualification will be further detailed through the elaboration of context as well as depth and breadth of the qualification.
Issues and solutions
“Avoid dumbing down”: Too detailed and prescriptive statements can undermine and lead to a ‘dumbing down’ of the learning and assessment process.

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

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

**Constructivist approach**
- Emphasise learning outcomes to be process-oriented, open-ended to enable learning
- Limited measurability

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

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

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

Finding the balance between prescriptive and descriptive learning outcomes is essential.

Ensure learning outcomes are fit for purpose.

Adapted from Jens Bjornavold, ACQF peer learning webinar, 23 September 2021
Easing the application of level descriptors

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

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

To ease use and application, level descriptors should:

- Be detailed enough to capture the complexities of an NQF/ RQF
- Be general enough to accommodate different parts of the qualifications systems
- Be suitable for all contexts (not too academic, theoretical, and wordy)
- Explain the logic of the domains, sub-domains, and levels preferably with an accompanying glossary
- Be consistently applied in countries
- Be made visible and accessible to users through training, capacity building, workshops, and information sessions
- Capture the balance between being prescriptive and being descriptive
Examples from concrete qualifications
Qualifications from official online registers of qualifications
Countries: Botswana, Cape Verde, Mozambique, South Africa
In qualifications and in qualifications databases / registers

Examples:

• Botswana
• Cape Verde
• Mozambique
• South Africa

Online Registers of National Qualifications

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

Source: Eduarda Castel-Branco, ESCO project – Linking LO of qualifications to ESCO Skills
Level descriptors: example

Example: Cape Verde NQF, level 5

Domain: Responsibility and autonomy

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

- Linked to an NQF level
- What is expected of graduates / holders of a qualification at that level
In practice: defining and writing learning outcomes – case: Cape Verde NQF (Accounting management, L5)

Table 16. Principles supporting the presentation of learning outcomes

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

Source: Cedefop

Unit of competency:
- Carry out accounting and tax management
- Carry out financial management
- Carry out treasury management and control
- Organise administrative processes for presentation to public entities
- Handle office computer applications.

Each “Unit of competency” is defined through a range of four to seven more granular “Elements of competency”, which in turn are specified in greater detail by “Assessment criteria”. This approach to describing the learning outcomes of the qualification cascades from the broad definition of the qualification to the granular outcomes applied as criteria in the context of assessment.

A similar approach is applied in the context of the Competency-Based Approach implemented in some variation in TVET systems of several countries in Africa, e.g.: Cape Verde, Cameroon, Kenya, Morocco, and Mozambique.

Source: Cedefop, 2017, p64

Table 17. Example of presenting learning outcomes

<table>
<thead>
<tr>
<th>The learner</th>
<th>The verb</th>
<th>The object and scope</th>
<th>The context</th>
</tr>
</thead>
<tbody>
<tr>
<td>A master of occupational therapy science...</td>
<td>has insight into</td>
<td>the organisation of health care</td>
<td>at regional, national and international level</td>
</tr>
<tr>
<td>He/she can critically test</td>
<td></td>
<td>these insights in the field</td>
<td>from the perspective of the principles of management and quality assurance of therapeutic interventions</td>
</tr>
<tr>
<td>He/she can give advice</td>
<td></td>
<td>on policy for the organisation and progress of occupational therapy</td>
<td></td>
</tr>
<tr>
<td>He/she is able to take responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To be presented in summary (414 characters)

A master of occupational therapy science has insight into the organisation of health care at regional, national and international level and can critically test these insights in the field and give advice on policy. He/she is able to take responsibility for the organisation and progress of occupational therapy from the perspective of the principles of management and quality assurance of therapeutic interventions.

Source: Cedefop
### PERFIL PROFISSIONAL

<table>
<thead>
<tr>
<th>Código</th>
<th>Denominação</th>
<th>Gestão CONTABILÍSTICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE001_5</td>
<td>Family Professional</td>
<td>Administração e Gestão</td>
</tr>
</tbody>
</table>

### COMETÊNCIA GERAL

Realizar a gestão contábilística, fiscal, financeira e o controle da tesouraria nas organizações e preparar processos administrativos para apresentação às instituições públicas, manuseando aplicativos informativos específicos e de gestão de informação.

### UNIDADES DE COMPETÊNCIA

<table>
<thead>
<tr>
<th>Nº</th>
<th>Denominação</th>
<th>Código</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Realizar a gestão contábilística e fiscal.</td>
<td>UC195_5</td>
</tr>
<tr>
<td>2</td>
<td>Realizar a gestão financeira.</td>
<td>UC196_5</td>
</tr>
<tr>
<td>3</td>
<td>Realizar a gestão e controle da tesouraria.</td>
<td>UC197_5</td>
</tr>
<tr>
<td>4</td>
<td>Organizar processos administrativos para apresentação às instituições públicas.</td>
<td>UC198_4</td>
</tr>
<tr>
<td>5</td>
<td>Manusear aplicativos informáticos de escritório.</td>
<td>UC199_3</td>
</tr>
</tbody>
</table>

**Âmbito profissional:**

É um profissional que auxilia a sua empresa no gerenciamento e controle financeiro.

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### PROGRAMA FORMATIVO DA QUALIFICAÇÃO PROFISSIONAL

<table>
<thead>
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### Duração indicativa

1.360 Horas

### Unidades de competência

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<td>UC199_3</td>
</tr>
</tbody>
</table>
Example: Botswana, Diploma in Tourism Management, L6

QUALIFICATION SPECIFICATION

QUALIFICATION DEVELOPER: Imperial School of Business and Science (ISBS)

TITLE: Diploma in Tourism Management

NQF LEVEL: 6

FIELD: Services

SUB-FIELD: Tourism Management

New qualification: [ ]

Review of existing qualification: [ ]

SUB-FRAMEWORK: General Education [ ]

TVET [ ]

Higher Education [ ]

QUALIFICATION TYPE: Certificate [ ]

Diploma [ ]

Bachelor [ ]

Bachelor Honours [ ]

Master [ ]

Doctor [ ]

CREDIT VALUE: 360 Credits

RATIONALE AND PURPOSE OF THE QUALIFICATION

Rationale

The field of Tourism Management is crucial in developing countries such as Botswana. The government’s long-term strategy to create a SADC tourism hub will require people who can communicate at all levels of the tourism industry. Botswana’s core strength in this area can provide leadership in this sector, and this qualification will prepare the youth of Botswana to create, lead and help grow the tourism industry.

Human Resource Development Council (HRDC) has identified 12 key sectors of economy, which are derived from the National Economic Priorities and Strategic Sectoral Programs such as the Economic Diversification Drive in Botswana. Tourism Management is an identified crucial field under Business Commerce and Management Sectors, which demonstrates the need for this qualification in Botswana. (BHROS Fair and Career Clinics 2018, Pages 144-150).

According to the National Development Plan (NDP) II, April 2017- March 2023 (p.126 S.6.196), “Tourism continues to be a key sector in diversifying Botswana’s economy. Some of the key programmes, which will continue to be implemented include tourism, cluster development, product development and diversification of tourism offer.”

The stakeholder survey undertaken also revealed the fact that Tourism Management qualifications were needed in the Botswana market currently.

Purpose of the Qualification

The purposes of this qualification are to equip students with skills and knowledge to:

- Be able to explain the essential logistics and transport arrangements for conducting tourism events.
- Demonstrate the kinds of duties and responsibilities to be delegated to the group members to conduct tourism events.
- Explain how to monitor the progress of the events.
- Communicate effectively.
- Prepare and present cost analysis sheets.
- Prepare the budget for conducting tourism events.
- Record the daily and other transactions of the tourism activities.
- Explain the needs and wants of the national and international clients.
- Facilitate accommodation for the tourists of their interest.
- Demonstrate the ability to supervise tourism operations.
- Identify the legal and health issues pertaining tourism operations with respect to country to country.
- Explain how to assess the climatic changes and the time differences pertaining tourism operations.
- Identify the cultural differences and explain how it affects the international tourists.

Integrate technology in travel, tourism and hospitality management sectors for effective marketing, and customer service.

- Use technology:
  - To reserve travel arrangement
  - To book accommodation arrangements
  - Explain the advantages of the following in the Travel, tourism industry:
    - Internet
    - Reservation system
    - Mobile phone
    - In-room technology.

https://online.bqa.org.bw/~gG6Ug

BQA, Register of Qualifications
### 1 Informação para o Registo da Qualificação

<table>
<thead>
<tr>
<th>Título da Qualificação:</th>
<th>Certificado Vocacional de Nível V em Contabilidade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Código Nacional:</td>
<td>Q ADG02500191</td>
</tr>
<tr>
<td>Campo:</td>
<td>Administração e Gestão</td>
</tr>
<tr>
<td>Subcampo:</td>
<td>Contabilidade</td>
</tr>
<tr>
<td>Nível do ONQP:</td>
<td>5</td>
</tr>
<tr>
<td>Créditos totais:</td>
<td>120</td>
</tr>
<tr>
<td>Data do registo:</td>
<td></td>
</tr>
<tr>
<td>Data do revisão:</td>
<td></td>
</tr>
</tbody>
</table>

#### Progressão

Os graduados com esta qualificação serão elegíveis para trabalhar no sector empresarial público e privado, assistindo o Chefe do Departamento de Administração e Finanças, podendo ainda assumir a responsabilidade pela liderança do departamento de contabilidade, numa pequena organização ou a direcção geral de uma micro empresa. Os técnicos com esta qualificação poderão progredir para o ensino superior.

### Regras de combinação de módulos

#### Módulos de habilidades genéricas: O candidato deve completar um mínimo de 16 créditos.

#### Módulos de habilidades vocacionais obrigatórios: O candidato deve completar um mínimo de 64 créditos.

#### Projecto Integrado e Experiência de Trabalho: O candidato deve completar o mínimo de 20 créditos

### Conteúdo da Qualificação

#### Módulos constantes nesta Qualificação

<table>
<thead>
<tr>
<th>Código do Módulo</th>
<th>Código da Unidade de Competência relacionada</th>
<th>Título do Módulo</th>
<th>Número de Créditos</th>
<th>Número de Horas Normativas</th>
</tr>
</thead>
<tbody>
<tr>
<td>MO HG0025001</td>
<td>UC HG0025001</td>
<td>Utilizar o inglês para propósitos sociais, pessoais e profissionais</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>MO HG0025002</td>
<td>UC HG0025002</td>
<td>Comunicar Informação relacionada com a profissão</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>MO HG0025003</td>
<td>UC HG0025003</td>
<td>Ler e responder a materiais escritos</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>MO HG0025004</td>
<td>UC HG0025004</td>
<td>Produzir materiais escritos</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>MO HG003501117</td>
<td>UC HG003501117</td>
<td>Resolver problemas de crescimento logarítmico.</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>MO HG003502171</td>
<td>UC HG003502171</td>
<td>Resolver problemas de optimização usando limites e derivadas.</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>MO HG04501191</td>
<td>UC HG04501191</td>
<td>Participar num debate como orador principal e como interventente</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>MO HG04502191</td>
<td>UC HG04502191</td>
<td>Interpretar e produzir textos expositivos e informativos</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Módulos de Habilidades Genéricas

<table>
<thead>
<tr>
<th>Código do Módulo</th>
<th>Código da Unidade de Competência relacionada</th>
<th>Título do Módulo</th>
<th>Número de Créditos</th>
<th>Número de Horas Normativas</th>
</tr>
</thead>
<tbody>
<tr>
<td>MO ADG025001191</td>
<td>UC ADG025001191</td>
<td>Operar com a contabilidade da Banca, Seguros e instituições sem fins lucrativos</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>MO ADG025007191</td>
<td>UC ADG025007191</td>
<td>Sistematizar a informação para apoio à tomada de decisão</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>MO ADG025008191</td>
<td>UC ADG025008191</td>
<td>Avaliar alternativas roteiras e não roteiras numa empresa</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>MO ADG025009191</td>
<td>UC ADG025009191</td>
<td>Aplicar regulamentação, procedimentos e técnica de auditoria externa</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>MO ADG02505191</td>
<td>UC ADG02505191</td>
<td>Elaborar o orçamento e apurar os desvios orçamentais</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>MO ADG025010191</td>
<td>UC ADG025010191</td>
<td>Utilizar instrumentos de controlo de gestão</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>MO ADG014005191</td>
<td>UC ADG014005191</td>
<td>Aplicar os procedimentos de Higiene e Segurança no Trabalho</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>MO ADG025004191</td>
<td>UC ADG025004191</td>
<td>Analisar procedimentos de controlo interno e elaborar parecer de auditoria interna</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>MO ADG025020191</td>
<td>UC ADG025020191</td>
<td>Realizar a análise económico financeira</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>MO ADG025003191</td>
<td>UC ADG025003191</td>
<td>Realizar a análise de projecto de investimento</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>MO ADG025006191</td>
<td>UC ADG025006191</td>
<td>Aplicar técnicas de angariação e avaliação de alternativas de financiamento</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>MO ADG035001191</td>
<td>UC ADG035001191</td>
<td>Organizar e zelar por espaços e equipamentos de trabalho</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>MO ADG025011191</td>
<td>UC ADG025011191</td>
<td>Aplicar os procedimentos da Etica do profissional de Contabilidade</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Subtotal | 84 | 840

### Projecto Integrado e Experiência de Trabalho

<table>
<thead>
<tr>
<th>Código do Módulo</th>
<th>Código da Unidade de Competência relacionada</th>
<th>Título do Módulo</th>
<th>Número de Créditos</th>
<th>Número de Horas Normativas</th>
</tr>
</thead>
<tbody>
<tr>
<td>MO ADG025012191</td>
<td>UC ADG025012191</td>
<td>Elaborar Projecto Integrado</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>MO ADG025013191</td>
<td>UC ADG025013191</td>
<td>Levar a cabo uma experiência de trabalho</td>
<td>16</td>
<td>160</td>
</tr>
</tbody>
</table>

#### Sub-total | 20 | 200

### TOTAL | 120 | 1200
Ex.: South Africa, Advanced diploma logistics, L7

1. Plan and coordinate logistics processes and practices so that operational and strategic targets are met.

2. Optimise supply chain processes through selecting and/or combining the best methods and practices in a globalised supply chain environment.

3. Identify and apply appropriate and applicable logistics-related quantitative techniques and methods relevant to specific logistics situation.

4. Identify and explain the key logistics related problems and solutions from a simulation model.

5. Execute logistics and distribution decisions within a supply chain.

6. Complete a research project related to logistics management.

Links between level descriptors, learning outcomes and the ACQF

ACQF Criterion 1:
There is a clear and demonstrable link between the qualifications levels in the NQF or NQS and the level descriptors of the ACQF.

ACQF Criterion 2:
The NQF or NQS are based on learning outcomes principles and related to arrangements for RPL (incl non-formal and informal) and, where appropriate, to credit systems.

ACQF Criterion 3:
There are transparent processes and procedures for including qualifications in the NQF or for describing the place of qualifications in the NQS and information on qualifications is accessible, trustworthy and verifiable in a national register(s) of qualifications.

ACQF Criterion 4:
The national quality assurance (QA) system for education and training refers to the NQF or NQS and is consistent with the principles of QA of the ACQF.

Four criteria: Interplay between ACQF-NQF/NQS
RPL gives us wings

Inclusion, equity

Recognition, validation and certification of non-formal and informal learning, skills and compeences
(RPL, RVCC/RCA, VAE, VNFIL)

Learning outcomes are central for RPL
Make the invisible - visible: skills acquired by experience/informal, non-formal learning

<table>
<thead>
<tr>
<th>Non-formal and informal learning are key parts of lifelong learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>People learn at any time, anywhere throughout their lives, not only in formal education and training systems and pathways, but also in non-formal and informal learning settings.</td>
</tr>
<tr>
<td>This learning can be made visible via RPL / VNFIL. <strong>Identification, documentation, assessment and certification of learning outcomes.</strong></td>
</tr>
<tr>
<td>The growth of digital and online learning, access to digital skills assessment and digital credentials tools offer new potentialities that can benefit applicants, and the effectiveness of RPL / RVCC / RCA systems</td>
</tr>
</tbody>
</table>
What connection with NQF?

NQF

Qualification standards (outcomes)

Assessment based on qualifications standards / outcomes/ not on schooling

Parity of value of certificates: obtained by formal training and by PRL

Quality assurance

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

- Do you agree?
- Why?
- Comments!
For your further reading:
ACQF level descriptors
Development of ACQF level descriptors

1. Reference sources, tools and path

2. Reference to the African context
   • Stocktaking and overview of level descriptors and domains of learning in existing NQFs and RQFs in Africa. **Outputs:** ACQF Feasibility Study (2021), ACQF Thematic Brief 3.1: level descriptors (2020).
   • Special survey on NQFs, level descriptors, and learning outcomes, carried out in August 2021. The findings of the survey informed the proposed domains of learning of ACQF level descriptors.

3. Methodological Guidance:
   a) Developed and published the Orientation Note on Regional Qualifications Frameworks (2021) and other relevant sources
   b) ACQF Guideline 2 and related Training Module; ACQF thematic brief 10

4. Practical method for conceptualisation, drafting, review of the ACQF level descriptors:
   o **Expert team:** lead author and four expert contributors and reviewers
   o **Systematic process,** based on:
     ▪ Planned focused team meetings
     ▪ Progressive matrix, encapsulating all versions, specific glossary, comments
     ▪ Advanced draft of the grid of ACQF level descriptors was presented and discussed at a wider internal meeting with all experts
     ▪ Final draft of the level descriptors was incorporated in the dedicated ACQF Guideline Two and presented for comments to the ACQF advisory group meeting, on 13 January, 2022. The guideline was shared with the advisory group four weeks before the meeting. All documents for review and debate by the advisory group are accessible at the ACQF intranet
     ▪ The advisory group was invited to provide more substantive comments on all ACQF guidelines presented at the meeting held on 13 January, 2022. A period of four weeks was given for this consultation process, administered through a survey. The comments received were incorporated in the draft guidelines. The proposed draft level descriptors did not receive objections or requests of major modifications.
The ACQF descriptors:
- are regional, generic, broad statements of learning outcomes complexity that can accommodate and value all forms of learning (formal, non-formal and informal)
- can be applied across all African Union countries and all education and training sectors

Underpinning principles of ACQF LDs:
- learning outcomes orientation
- transparency
- Future orientation
- Generic in scope
- Developmental and cumulative
- Conceptual and technical clarity

Overall design: ACQF level descriptors

10 levels

Detailed glossary explaining terms in the ACQF descriptors

3 domains

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

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

3. “Autonomy and responsibility” refers to the context and extent of the application of autonomy and responsibility
# ACQF level descriptors: domains of learning - definition

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

**Domains of learning**

**Knowledge**: Various kinds of knowledge such as facts, principles, and theories in various areas.

**Skills**: Ability to use knowledge to respond to information and address problems. Skills include cognitive, communication, digital, green, innovation, practical, and social skills.

**Autonomy and responsibility**: Context and extent of the application of autonomy and responsibility.
ACQF descriptors (horizontal logic and glossary)

Example (simple, L1)

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

Meta-descriptor glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>In the ACQF level descriptors the term:</th>
<th>Progression in complexity</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>Means uncomplicated and easy to understand. It can be used without experience and is found at the lowest level of complexity</td>
<td>Simple to straightforward/basic</td>
<td>L1</td>
</tr>
</tbody>
</table>
### ACQF descriptors (horizontal logic and glossary)
#### Example (mastery, L9)

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

#### Meta-descriptor glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>In the ACQF level descriptors the term:</th>
<th>Progression in complexity</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>Means superiority in knowledge and skills</td>
<td>Mastery to expertise</td>
<td>L9</td>
</tr>
</tbody>
</table>

*Page 62*
<table>
<thead>
<tr>
<th>Level</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Autonomy and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1:</strong> The learning outcomes related to formal, non-formal, and informal learning at this level include:</td>
<td><strong>Simple</strong> knowledge, literacy, and numeracy</td>
<td>Simple communication, cognitive and practical skills required to follow simple instructions, and use simple, repetitive solutions to address simple problems</td>
<td><strong>Highly structured</strong>, repetitive contexts under close supervision and guidance taking minimal responsibility for self</td>
</tr>
<tr>
<td><strong>Level 2:</strong> The learning outcomes related to formal, non-formal and informal learning at this level include:</td>
<td><strong>Basic</strong> knowledge incorporating comprehension and recall of factual and operational knowledge in some areas</td>
<td>Basic communication, cognitive and practical skills required to use concrete information, ideas and known solutions to address straightforward problems</td>
<td><strong>Structured</strong> contexts under limited supervision and guidance taking limited responsibility for self and group outcomes</td>
</tr>
<tr>
<td><strong>Level 3:</strong> The learning outcomes related to formal, non-formal, and informal learning at this level include:</td>
<td><strong>Factual and operational</strong> knowledge incorporating some theoretical aspects in some areas</td>
<td>A range of communication, cognitive, practical and technical skills required to interpret and communicate ideas and detailed information, and select and use known solutions to address familiar problems</td>
<td><strong>Predictable</strong> contexts under routine supervision and guidance, with initiative for self-responsibility and some responsibility for group outcomes</td>
</tr>
<tr>
<td><strong>Level 4:</strong> The learning outcomes related to formal, non-formal and informal learning at this level include:</td>
<td>Mainly factual, operational or technical knowledge incorporating theoretical aspects in one or more areas</td>
<td>Well-developed technical skills required to analyse information and new ideas, make informed judgements, communicate outcomes and apply varied solutions to varied (familiar and unfamiliar) problems</td>
<td>Varied (predictable and unpredictable) contexts with adaptability and initiative for self-direction under general guidance, taking full responsibility for self, some planning and responsibility for group outcomes and initiative for responsibility for others</td>
</tr>
<tr>
<td><strong>Level 5:</strong> The learning outcomes related to formal, non-formal, and informal learning at this level include:</td>
<td>Mainly technical or theoretical knowledge with substantial depth in a discipline/area</td>
<td>A range of well-developed technical skills, with some specialisation, required to analyse information and new ideas, construct and communicate a coherent argument, and apply a range of solutions, often in combination, to address unfamiliar problems</td>
<td>Unpredictable contexts with full autonomy and full responsibility for self and group outcomes, and some responsibility for others</td>
</tr>
</tbody>
</table>

To assist the comparison of NQF descriptors with ACQF descriptors:
- It will help to identify key words in each level
- This also assists with checks for horizontal coherence
## ACQF Level descriptors 6 - 10

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

To assist the comparison of NQF descriptors with ACQF descriptors:
- It will help to identify key words in each level
- This also assists with checks for horizontal coherence
Vertical logic (cumulative, progression in complexity)

1. simple
2. straightforward
3. familiar
4. varied
5. unfamiliar
6. complex and sometimes abstract
7. complex and abstract
8. highly complex
9. mastery
10. emergent, new

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

To assist the comparison of NQF descriptors with ACQF descriptors:
- It will help to identify the progression in complexity
- This also assists with checks for vertical coherence
<table>
<thead>
<tr>
<th>Level</th>
<th>Type of Knowledge</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Simple knowledge, literacy and numeracy</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>Basic knowledge incorporating comprehension and recall of factual and operational knowledge</td>
<td>In some areas</td>
</tr>
<tr>
<td>Level 3</td>
<td>Factual and operational knowledge incorporating some theoretical aspects</td>
<td>In some areas</td>
</tr>
<tr>
<td>Level 4</td>
<td>Mainly factual, operational or technical knowledge incorporating theoretical aspects</td>
<td>In one or more areas</td>
</tr>
<tr>
<td>Level 5</td>
<td>Mainly technical or theoretical knowledge with substantial depth</td>
<td>In a discipline/ area</td>
</tr>
<tr>
<td>Level 6</td>
<td>Highly technical or theoretical knowledge, with specialisation</td>
<td>In a discipline/ area</td>
</tr>
<tr>
<td>Level 7</td>
<td>Advanced analytical, and/ or specialised knowledge</td>
<td>Of a discipline/ area</td>
</tr>
<tr>
<td>Level 8</td>
<td>Highly advanced, complex knowledge</td>
<td>Of a discipline/ area</td>
</tr>
<tr>
<td>Level 9</td>
<td>Mastery of a complex body of knowledge</td>
<td>At the forefront of a discipline/ area</td>
</tr>
<tr>
<td>Level 10</td>
<td>Substantial and original knowledge contribution</td>
<td>That extends the forefront of a discipline/ area and/ or at the interface between disciplines/ areas</td>
</tr>
<tr>
<td>Level</td>
<td>Skills domain</td>
<td>Type of skills</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Level 1</td>
<td>Simple communication, cognitive and practical skills</td>
<td>Follow simple instructions</td>
</tr>
<tr>
<td>Level 2</td>
<td>Basic communication, cognitive, and practical skills</td>
<td>Use concrete information and ideas</td>
</tr>
<tr>
<td>Level 3</td>
<td>A range of communication, cognitive, practical and technical skills</td>
<td>Interpret and communicate ideas and detailed information</td>
</tr>
<tr>
<td>Level 4</td>
<td>Well-developed technical skills</td>
<td>Analyse information and ideas, make informed judgements and communicate outcomes</td>
</tr>
<tr>
<td>Level 5</td>
<td>A range of well-developed technical skills with some specialisation</td>
<td>Analyse information and new ideas, and construct and communicate coherent arguments</td>
</tr>
<tr>
<td>Level 6</td>
<td>Highly technical and specialised skills</td>
<td>Collate, analyse, synthesise, and communicate a range of information and new ideas</td>
</tr>
<tr>
<td>Level 7</td>
<td>Advanced skills</td>
<td>Demonstrate advanced analysis and initiative for new insights and ideas in research and/or innovation</td>
</tr>
<tr>
<td>Level 8</td>
<td>Highly advanced, complex skills</td>
<td>Demonstrate highly advanced analysis and communicate new insights and ideas in research and/or innovation</td>
</tr>
<tr>
<td>Level 9</td>
<td>Mastery</td>
<td>Demonstrate originality and new insights in research and/or innovation</td>
</tr>
<tr>
<td>Level 10</td>
<td>Expert skills and techniques</td>
<td>Demonstrate innovation, interpretation and creation of emergent and new ideas</td>
</tr>
<tr>
<td>Level</td>
<td>Context</td>
<td>Autonomy</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>Level 1</td>
<td>Highly structured, repetitive contexts</td>
<td>Close supervision and guidance</td>
</tr>
<tr>
<td>Level 2</td>
<td>Structured contexts</td>
<td>Limited supervision and guidance</td>
</tr>
<tr>
<td>Level 3</td>
<td>Predictable contexts</td>
<td>Routine supervision and guidance and initiative for adaptability</td>
</tr>
<tr>
<td>Level 4</td>
<td>Varied (predictable and unpredictable) contexts</td>
<td>Adaptability and initiative for self-direction under general guidance</td>
</tr>
<tr>
<td>Level 5</td>
<td>Unpredictable contexts</td>
<td>Full autonomy</td>
</tr>
<tr>
<td>Level 6</td>
<td>Highly variable contexts</td>
<td>Well-developed autonomy</td>
</tr>
<tr>
<td>Level 7</td>
<td>Complex and variable contexts</td>
<td>Advanced autonomy</td>
</tr>
<tr>
<td>Level 8</td>
<td>Highly complex contexts with some specialisation</td>
<td>Highly advanced autonomy</td>
</tr>
<tr>
<td>Level 9</td>
<td>Highly specialised contexts</td>
<td>Mastery of autonomy</td>
</tr>
<tr>
<td>Level 10</td>
<td>Emergent, new contexts</td>
<td>Expertise</td>
</tr>
</tbody>
</table>