ACQF

African Continental Qualifications Framework

Session 8: Learning outcomes approaches and applications

Training Module 1

Facilitator: Coleen Jaftha

Countries will use learning outcomes approaches to:
- describe their level descriptors and their qualifications
- classify these qualifications in the national qualifications framework or system
- Increase transparency of learning, trust in qualifications levels and mutual understanding of qualifications
- In assessment, including in the context of RPL

01

Key elements of learning outcomes

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What are learning outcomes

Know

Understand

Do

…what a learner knows, understands and is able to do…

Learning outcomes: definitions are similar

A.

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

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

Source: Cedefop. Terminology. https://www.cedefop.europa.eu/files/4117_en.pdf

B.

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

Source: Addis Convention

Learning outcomes in different contexts

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

A move towards a learning outcomes approach presents a shift from the question: "What did the graduate do to get this qualification?" to
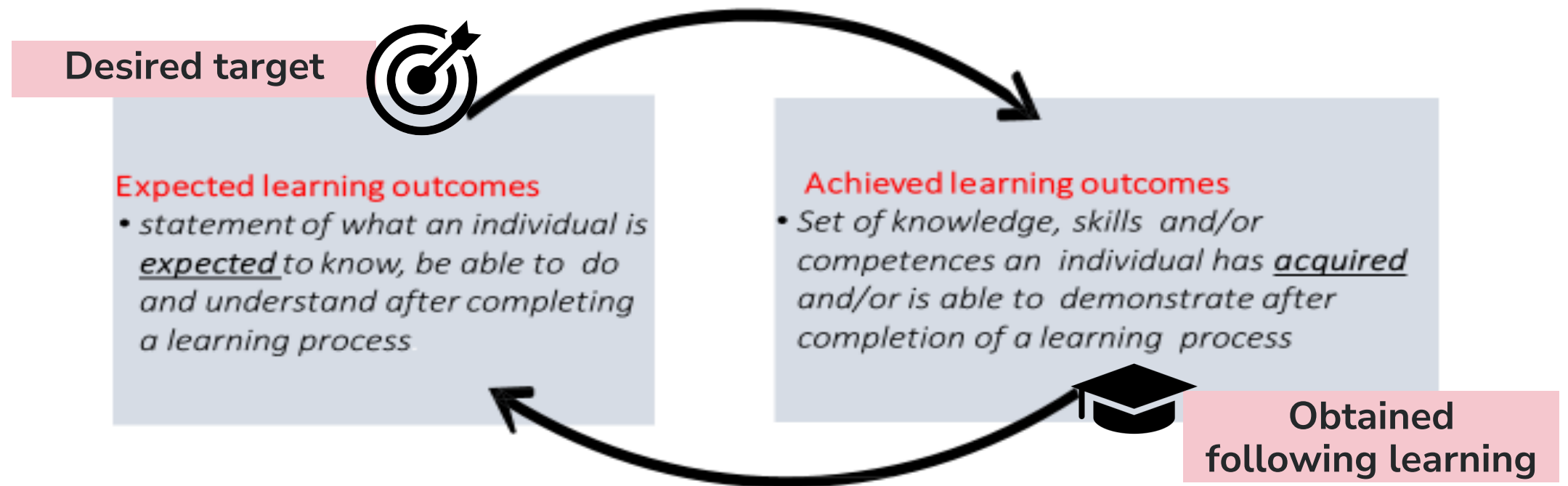
o **"What can the graduate do now that s/he has this qualification?"**

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)

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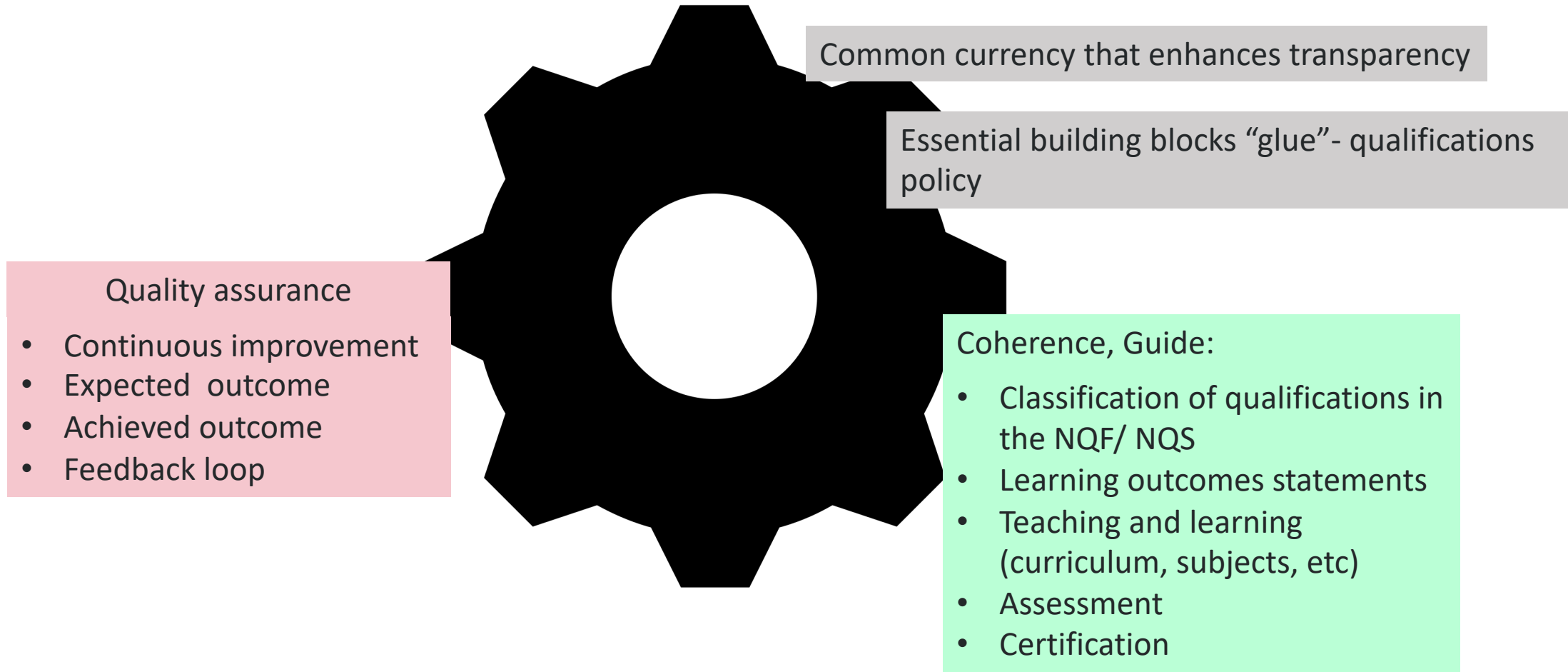## Relationship (loop) between expected and achieved learning outcomes
- **Continuous improvement**

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*

Obtained following learning

Relationship (loop) between expected and achieved learning outcomes
Adapted from Cedefop, 2017, p.29

Learning outcomes – eco-system

Common currency that enhances transparency

Essential building blocks "glue"- qualifications policy

Quality assurance

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

Coherence, Guide:

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

Some principles for writing learning outcomes statements (1)

Learning outcome statements are **verb-driven, specific learner 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"

Some principles for writing learning outcomes statements (2)

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

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

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

Learning outcomes must be fit for purpose/ suit the context e.g. statements in meta-descriptors will be different to NQF level descriptors

Learning outcomes must be achievable within the time and the resources available

POLL 1: Session8a

Think about the learning outcomes in your country (in general terms or in a specific sub-sector of education and training) and what they are linked to.

Are learning outcomes linked to:

- Design and description of qualifications
- Credits for qualifications
- Professional/ occupational standards
- Curriculum and subjects
- Assessment
- Comparison of qualifications achieved in other countries
- Recognition of prior learning

02

Various applications of learning outcomes

Level descriptors

- Linked to an NQF level

- What is expected of graduates / holders of a qualification at that level

Example Cape Verde NQF, level 5

Domain: **Responsibility and autonomy:**

- Manage and supervise in contexts of study and work susceptible to unpredictable change

- Revise and develop performance of self and others, both in quantitative and qualitative terms

- Work independently when decisions or initiatives at intermediate level are required

- Be able to organise the work for self and the team, according to the objectives and goals of the organisation and support others to effectively manage time

Developing common profiles of qualifications

Source: Cape Verde level descriptors and national qualifications catalogue

Level descriptors in Cape Verde NQF, level 5. ACQF Inventory	Qualification level 5: AGE001_5: Accounting management. Qualification registered in the National Qualifications Catalogue: Cape Verde, NQF Level 5 AGE001_5
Knowledge: Comprehensive, specialised, factual and theoretical knowledge within a field of study or work and an awareness of the boundaries of that knowledge, which includes abstract technical understanding and capacity to search additional information and knowledge to improve the execution of functions. Skills: A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems in routine situations and new contexts and activities. Capacity to select and apply equipment and methods, explain the alternatives, and ensure the technical support to solve more specific problems in known routines. 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.	Broad short definition of the qualification: Carry out accounting, tax, financial and treasury control management in organisations and prepare administrative processes for presentation to public institutions, handling specific information and information management applications. Units 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 (Approche par Competences) implemented with some variation in TVET systems of several countries in Africa, e.g.: Cape Verde, Cameroon, Kenya, Morocco, and Mozambique.

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Table 16. **Principles supporting the presentation of learning outcomes**

The learning outcomes description should be 500 to 1 500 characters and be written considering the following elements			
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	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.	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.	It should clarify the occupational and/or social context in which the qualification operates.

Source: Cedefop.

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

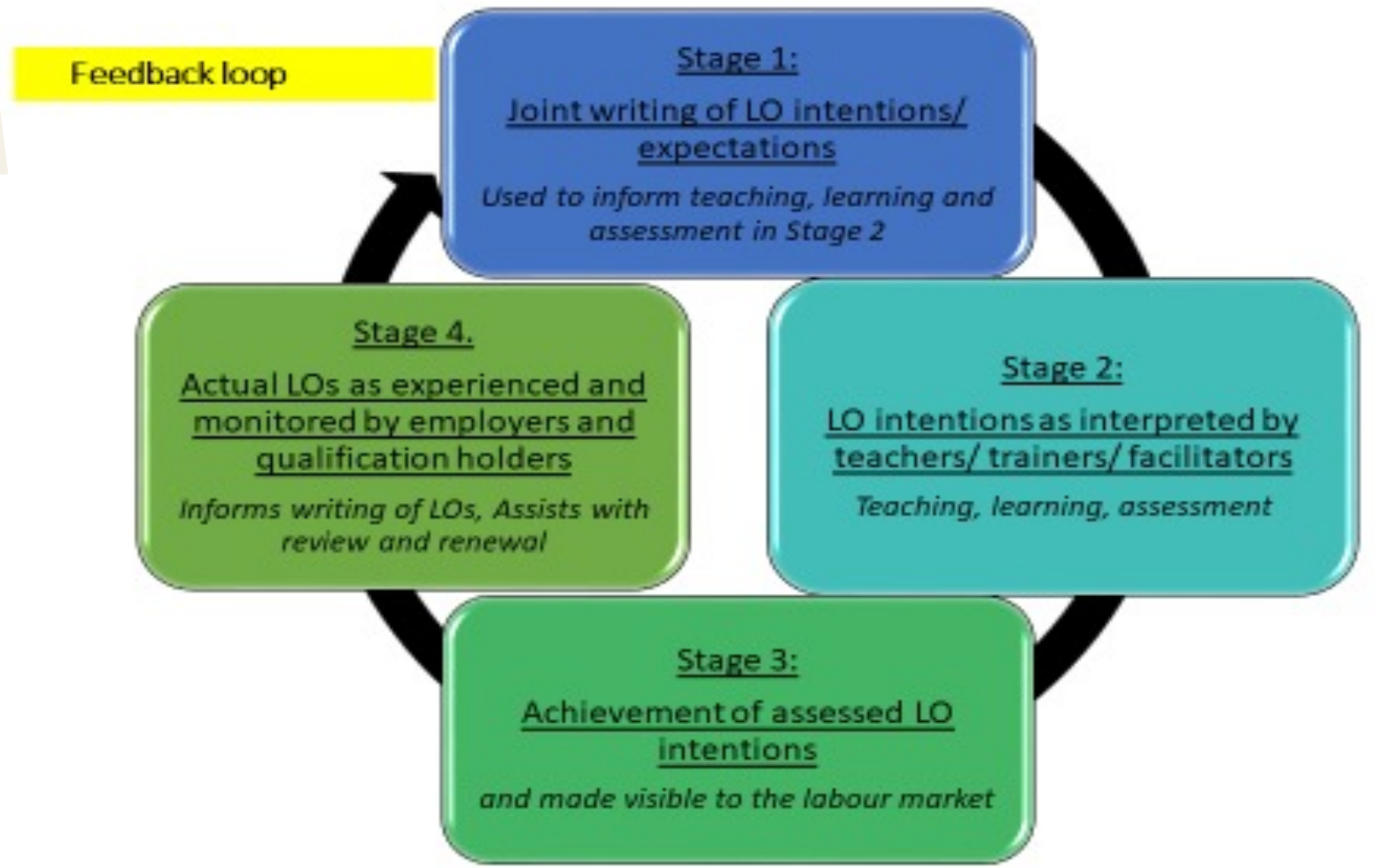Table 17. **Example of presenting learning outcomes**

The learner	The verb	The object and scope	The context
A master of occupational therapy science…	• has insight into	• the organisation of health care	at regional, national and international level
	• can critically test	• these insights in the field	from the perspective of the principles of management and quality assurance of therapeutic interventions
	• can give advice	• on policy for the organisation and progress of occupational therapy	
He/she…	• is able to take responsibility		
To be presented in summary (414 characters)			
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, 2017, p64

Continuous improvement – including feedback from Labour market

Feedback loop

Quality assurance

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

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

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

Adapted from Cedefop, 2021, p.25

Personal, work and education and training

Education and training

- Level descriptors
- Qualification descriptors, qualification standards,
- Diplomas, certificates and related supplements
- Classification of qualifications in the NQF
- 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-vacancies
- Job descriptions
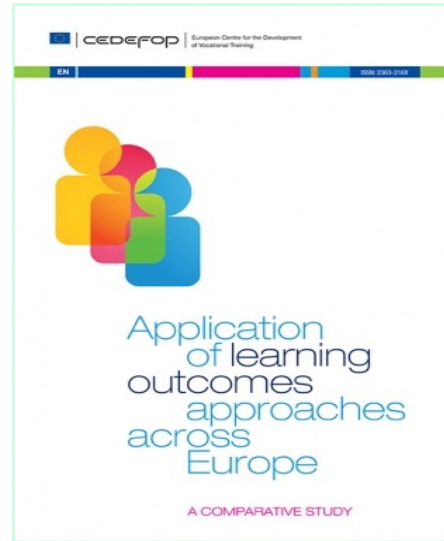- Performance appraisals

Personal

- Learning outcomes in qualification levels
- Description of experience
- CVs
- RPL portfolios

Learning outcomes as a reform tool (example from Europe)
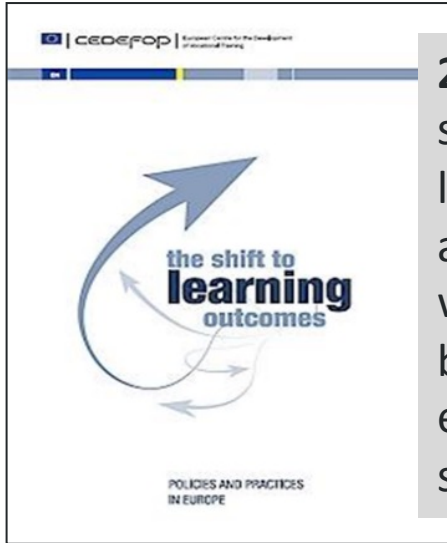
2009: Cedefop's study showed an overall shift to learning outcomes (2009) across Europe; although with clear differences between countries and education and training sectors

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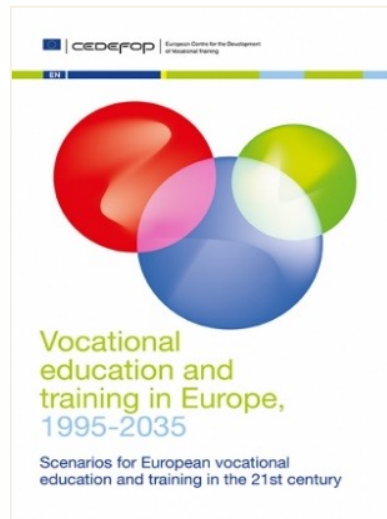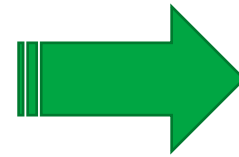
2020: Cedefop's study on the Changing role of vocational education and training (2020) confirms this tendency

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

03

Examples of clear formulations of learning outcomes in qualifications
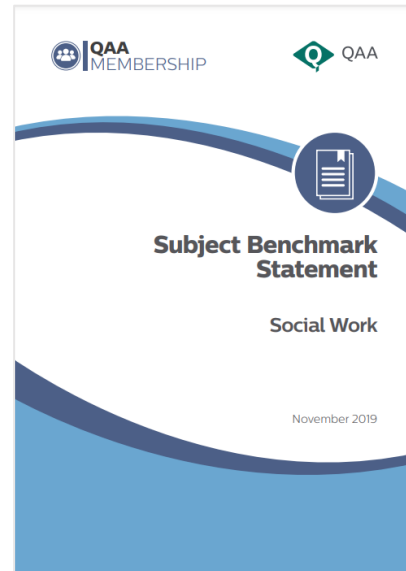
Subject benchmark statements

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

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

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

Used extensively in QAA

Source: QAA

1   Introduction

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

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

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

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

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

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

Tuning and Degree profiles

http://tuningacademy.org/wp-content/uploads/2014/02/A-Guide-to-Formulating-DPP_EN.pdf

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.
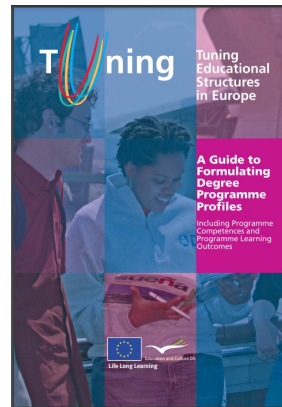
Please note that the Degree Profile should:

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

29

Title field of the Degree Profile

The title field contains basic information about the Degree.

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

Tuning and Degree profiles

http://tuningacademy.org/reference-points

Reference Points for the Design and Delivery of Degree Programmes in Civil Engineering
English

Reference Points for the Design and Delivery of Degree Programmes in Teacher Education
English

Reference points for the Design and delivery of degree Programmes in Medicine
English

Reference Points for the Design and Delivery of Degree Programmes in Linguistics
English

Reference Points for the Design and Delivery of Degree Programmes in Literary Studies
English

Reference Points for the Design and Delivery of Degree Programmes in Art History
English

Reference Points for the Design and Delivery of Degree Programmes in Tourism
Tuning MEDA
Arab

Points de Référence pour la conception et l'Exécution des Programmes d`Etudes Universitaires en Tourisme
Tuning MEDA
French

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)

Eduarda Castel-Branco, ESCO project – Linking LO of qualifications to ESCO Skills

Example: Botswana, Diploma in Tourism Management, L6

Left document

BQA NCQF Qualification Template

DNCQF.FDMD.GD04   Issue No.: 01

QUALIFICATION SPECIFICATION

SECTION A

QUALIFICATION DEVELOPER	Imperial School of Business and Science (ISBS)		
TITLE	Diploma in Tourism Management	NCQF 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. Tourism is the core strength of the Botswana economy and this qualification will prepare the youth of Botswana to create, lead and help grow the tourism industry

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

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

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

Right document

BQA NCQF Qualification Template

DNCQF.FDMD.GD04   Issue No.: 01

QUALIFICATION SPECIFICATION

SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
On successful completion of the qualification, the learners shall be able to: Display skills in conducting events.	Learners ability 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.	• Speak effectively and persuasively with national and international clients. • Write business letters to national and international clients to facilitate good service. • Prepare reports following company policy guidelines.
Demonstrate the skills in preparing budget for tourism management events.	• Prepare a cost analysis sheet. • Prepare the budget for conducting tourism events. • Record the day to day financial transactions of the tourism activities.
Conduct tour guide operations for national and international clients.	• Explain the needs and wants of the national and international clients. • Facilitate accommodation for the tourists of their interest. • Demonstrate the ability to supervise tour guide 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 tour guide 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

Ex.: Cape Verde, Accounting Management, L5

Qualificação **AGE001_5**
GESTÃO CONTABILÍSTICA

PERFIL PROFISSIONAL			
Código	AGE001_5	**Denominação**	GESTÃO CONTABILÍSTICA
Nível	5	**Família Profissional**	Administração e Gestão

COMPETÊNCIA GERAL	Realizar a gestão contabilística, fiscal, financeira e o controlo da tesouraria nas organizações e preparar processos administrativos para apresentação às instituições públicas, manuseando aplicativos informáticos específicos e de gestão de informação.		
UNIDADES DE COMPETÊNCIA	**N.º**	**Denominação**	**Código**
	1	Realizar a gestão contabilística e fiscal.	**UC195_5**
	2	Realizar a gestão financeira.	**UC196_5**
	3	Realizar a gestão e controlo da tesouraria.	**UC197_5**
	4	Organizar processos administrativos para apresentação às instituições públicas.	**UC198_4**
	5	Manusear aplicativos informáticos de escritório.	**UC199_3**

Âmbito profissional:
É um profissional que executa o seu trabalho por conta própria ou por conta...

Qualificação **AGE001_5**
GESTÃO CONTABILÍSTICA

Qualificação Profissional
GESTÃO CONTABILÍSTICA
AGE001_5
Família Profissional Administração e Gestão

PROGRAMA FORMATIVO DA QUALIFICAÇÃO PROFISSIONAL			
Código	AGE001_5	**Denominação**	GESTÃO CONTABILÍSTICA
Nível	5	**Família Profissional**	Administração e Gestão
Duração indicativa	1.360 Horas		

	N.º	**Denominação**	**Código**
Unidades de competência	1	Realizar a gestão contabilística e fiscal.	UC195_5
	2	Realizar a gestão financeira.	UC196_5
	3	Realizar a gestão e controlo da tesouraria.	UC197_5
	4	Organizar processos administrativos para apresentação às instituições públicas.	UC198_4
	5	Manusear aplicativos informáticos de escritório.	UC199_3

Ex.: Mozambique, Accounting, L5

anep — Autoridade Nacional da Educação Profissional

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

anep — Autoridade Nacional da Educação Profissional

1 Informação para o Registo da Qualificação

Titulo da Qualificação:	Certificado Vocacional de Nível V em Contabilidade		
Código Nacional:	Q ADG02500191		
Campo:	Administração e Gestão	Subcampo:	Contabilidade
Nível do QNQP:	5	Créditos totais:	120
Data do registo:		Data do revisão:	
Progressão:	Os graduados com esta qualificação serão elegíveis para trabalhar no sector empresarial público e privado, assistindo o Chefe do Departamento de Administração e Finanças, podendo ainda assumir a responsabilidade pela liderança do departamento de contabilidade, numa pequena organização ou a direcção geral de uma micro empresa. Os técnicos com esta qualificação poderão progredir para o ensino superior.		

Regras de combinação de módulos

Módulos de habilidades genéricas: O candidato deve completar um mínimo de 16 créditos.
Módulos de habilidades vocacionais obrigatórios: O candidato deve completar um mínimo de 84 créditos.
Projecto Integrado e Experiência de Trabalho: O candidato deve completar o mínimo de 20 créditos

Conteúdo da Qualificação
Módulos constantes nesta Qualificação

Código do Módulo	Código da Unidade de Competência relacionada	Título do Módulo	Número de Créditos	Número de Horas Normativas
		Módulos de Habilidades Genéricas		
MO HG025001	UC HG025001	Utilizar o Inglês para propósitos sociais, pessoais e profissionais	**2**	**20**
MO HG025002	UC HG025002	Comunicar informação relacionada com a profissão	**2**	**20**
MO HG025003	UC HG025003	Ler e responder a materiais escritos	**2**	**20**
MO HG025004	UC HG025004	Produzir materiais escritos	**2**	**20**
MO HG03501171	UC HG03501171	Resolver problemas de crescimento logarítmico.	2	20
MO HG03502171	UC HG03502171	Resolver problemas de optimização usando limites e derivadas.	2	20
MO HG04501191	UC HG04501191	Participar num debate como orador principal e como interveniente	2	20
MO HG04502191	UC HG04502191	Interpretar e produzir textos explicativos e informativos	2	20
		Total	**16**	**160**

Módulos de Habilidades Vocacionais Obrigatórios

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

Projecto Integrado e Experiência de Trabalho

MO ADG025012191	UC ADG025012191	Elaborar Projecto Integrado	4	40
MO ADG025013191	UC ADG025013191	Levar a cabo uma experiência de trabalho	16	160
		Sub-total	**20**	**200**
		TOTAL	**120**	**1200**

Certificado Vocacional de Nível V em Contabilidade - edição de 2019

Session 8: Learning outcomes approaches and applications- TM1

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SAQA

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED QUALIFICATION:

Advanced Diploma in Logistics

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

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

This qualification replaces:

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

PURPOSE AND RATIONALE OF THE QUALIFICATION

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

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

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

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

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

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

04

Issues and solutions

Issues

"Avoid dumbing down": Too detailed and prescriptive statements can undermine and lead to a 'dumbing down' of the learning and assessment process

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

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

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

Ways to address them

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

Learning outcomes need to 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

ACQF

POLL 2: Session8b

Reflecting on your own country and its learning outcomes approach:
- What has been done to ease the use of learning outcomes approaches
- What ideas do you have to improve the use of learning outcomes approaches

05

Link between learning outcomes and the ACQF

Learning outcomes at the core of referencing to the ACQF

The ACQF:

➢ Is a learning outcomes based QF- its level descriptors are described as a hierarchy of levels of learning complexity, based on learning outcomes

➢ Will support NQF development and promote learning outcomes based approaches on the continent

➢ Will, in line with priorities of the African Continental Free Trade Area (AfCFTA) and other AU policies, develop common continental qualifications profiles using learning outcomes

TM3 (Referencing) →

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.**

Learn more about Learning Outcomes

- ACQF Training Module 1. https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-1-learning-outcomes

- Cedefop. 2017. Handbook on learning outcomes: defining, writing and applying learning outcomes. https://www.cedefop.europa.eu/sl/news/new-european-handbook-learning-outcomes

Group exercise

- The group exercise relates to ACQF referencing Criterion 2

- Participants can be split into natural country groups and have 10 minutes to draft a response

- A few groups will be selected to report back

ACQF

ACQF Criterion Two:			
The national qualifications frameworks or systems are based on learning outcomes principles and related to arrangements for recognition of prior learning (including non-formal and informal) and, where appropriate, to credit systems			
Self-assessment	Yes, fully: indicate evidence	Partly: indicate evidence	No: Comments
Learning outcomes (LOs)			
The LO approach is enabled by legislation			
The LO approach is agreed and applied in all sub-sectors			
The key features of the LO approach are clear and understood			
There are links between learning outcomes and classification of qualifications levels			
Recognition of Prior Learning (RPL)			
RPL is related to the NQF			
RPL is defined and agreed at policy level			
Assessment of LOs apply to formal, non-formal and informal learning			
RPL is applied in all sub-sectors of education and training			
Credit Accumulation and Transfer (CAT)			
CAT is related to the NQF			
CAT is defined and agreed at policy level			
CAT is applied in all sub-sectors			
Studies/ research/ analyses			
There are studies/ research/ analyses to support this criterion			
Main sources of information you can refer to: • Learning outcomes (LOs): legislation, agreement, application, features, platforms, supporting tools • RPL: legislation, application, assessment • CAT: legislation and application • Studies/ research/ analyses			

For Reference

POLLS

ACQF

POLL 1

Think about the learning outcomes in your country (in general terms or in a specific sub-sector of education and training) and what they are linked to.

Are learning outcomes linked to:

- Design and description of qualifications
- Credits for qualifications
- Professional/ occupational standards
- Curriculum and subjects
- Assessment
- Comparison of qualifications achieved in other countries
- Recognition of prior learning

ACQF

POLL 2

Reflecting on your own country and its learning outcomes approach:
- What has been done to ease the use of learning outcomes approaches
- What ideas do you have to improve the use of learning outcomes approaches