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Session 10-3

PAPER ON THE REFERENCING PROCESS FOR THE ZIMBABWE NATIONAL QUALIFICATIONS FRAMEWORK

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WHAT TO EXPECT

How



- Strategic Policies informing ZNQF Referencing Imperative
- Referencing process in Zimbabwe
- Criterion 1 ZNQF/ACQF Level Descriptors & Learning Outcomes
- Criterion 2 ZNQF/ACQF Recognition of Prior Learning RPL & Credit Accumulation and Transfer System
- Criterion 3: Transparent procedures for Inclusion of Qualifications in the NQF Register of Qualifications

What



Where

- Criterion 4 ZNQF/ACQF Quality Assurance



SUSTAINABLE DEVELOPMENT GOALS



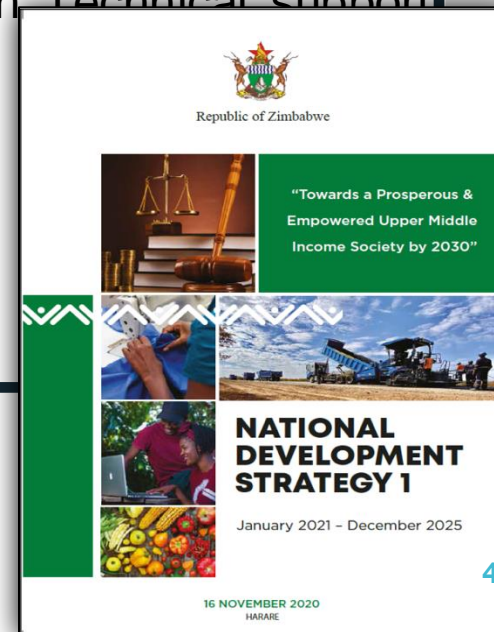
□ The main principle underpinning the Zimbabwe's NQF referencing efforts is pursuit of regional and continental targets aimed at also advancing Zimbabwe's strategic Vision 2030.



Imperative
Continental
Policies
speaking to
ZNQF
Referencing

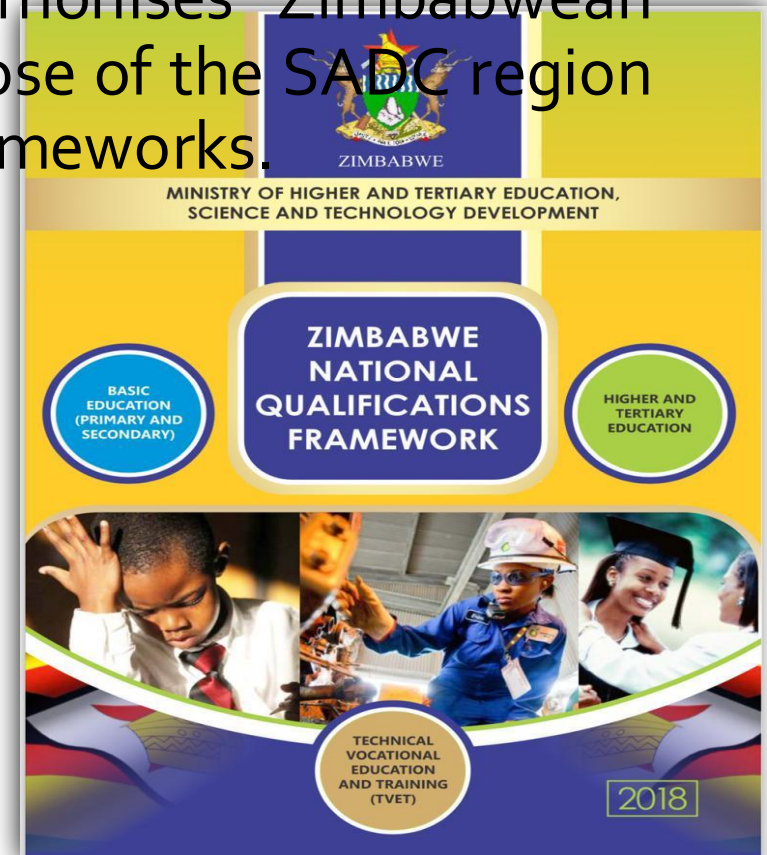
ACQF NQF REFERENCING ACKNOWLEDGEMENT

- ACQF is a vital policy initiative of the **African Union**, aimed to enhance transparency and portability of qualifications of all sub-systems and levels of education and training, supporting complementarity with national and regional qualifications frameworks and contributing to CESA 16-25 and the continental integration agenda of AfCFTA.
- Zimbabwe supports the Referencing of MS NQFs initiative and acknowledges the critical nature of having Member State ACQF/NQF Self Assessment Reports Developed followed by Independent ACQF/NQF Referencing with Technical support from ACQF.



What is the Zimbabwe National Qualifications Framework?

- The Zimbabwe National Qualifications Framework (ZNQF) is a formal structure to provide a mechanism to harmonise national qualifications to enable vertical and horizontal mobility of learners and graduates.
- The ZNQF also harmonises Zimbabwean qualifications with those of the SADC region and other regional frameworks.





10. GOVERNANCE AND ADMINISTRATION OF THE ZNQF

- There is a National Referencing Committee (NRC) formerly NAC; comprising of stakeholders (Ministries and professional bodies that domicile qualifications) to ensure that ZIMCHE, HEXCO & ZIMSEC as ZNQF regulatory authorities maintain flexibility, autonomy & responsiveness in line with international best practices.

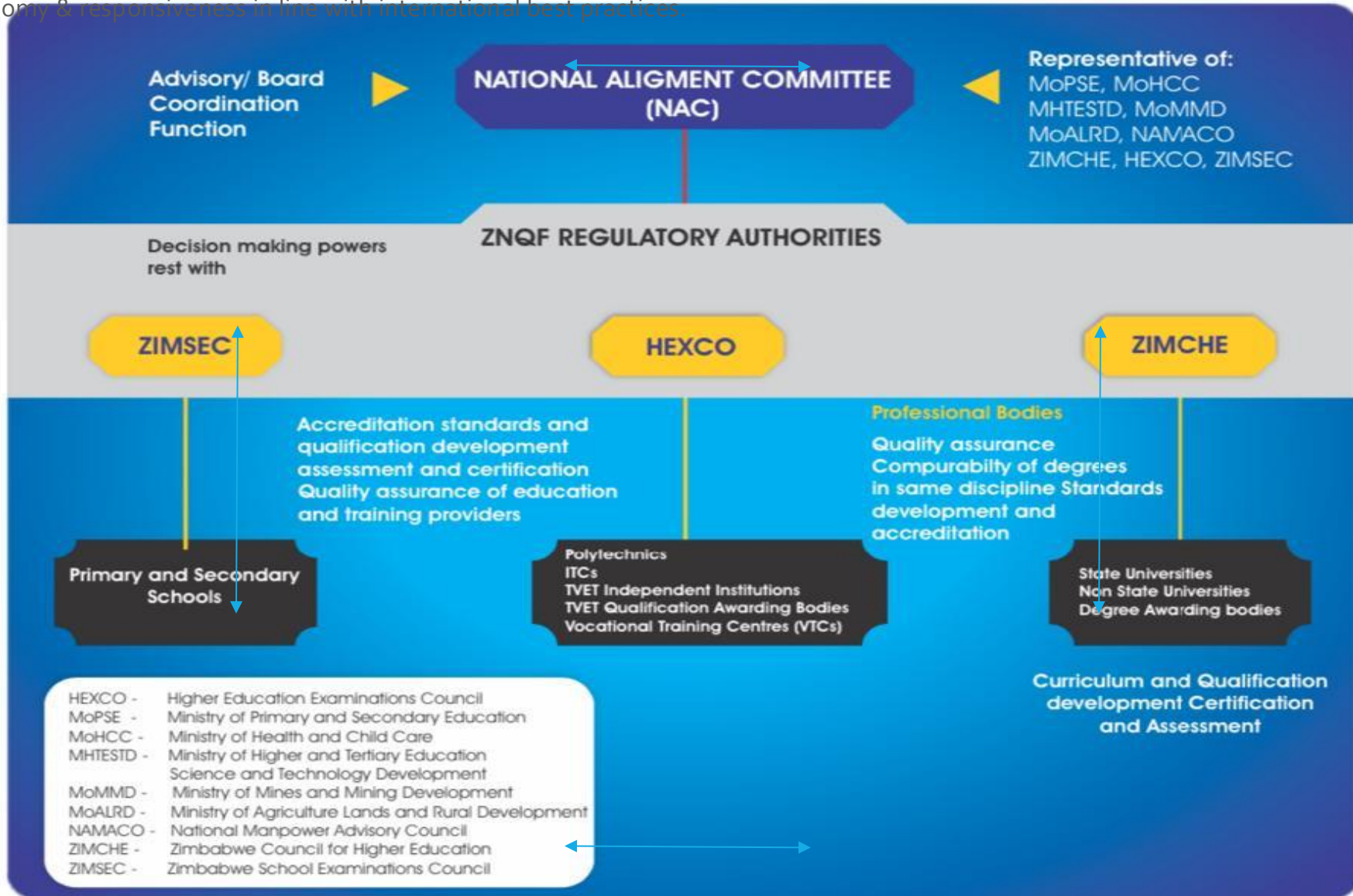


Figure 2: ZNQF Governance Structure

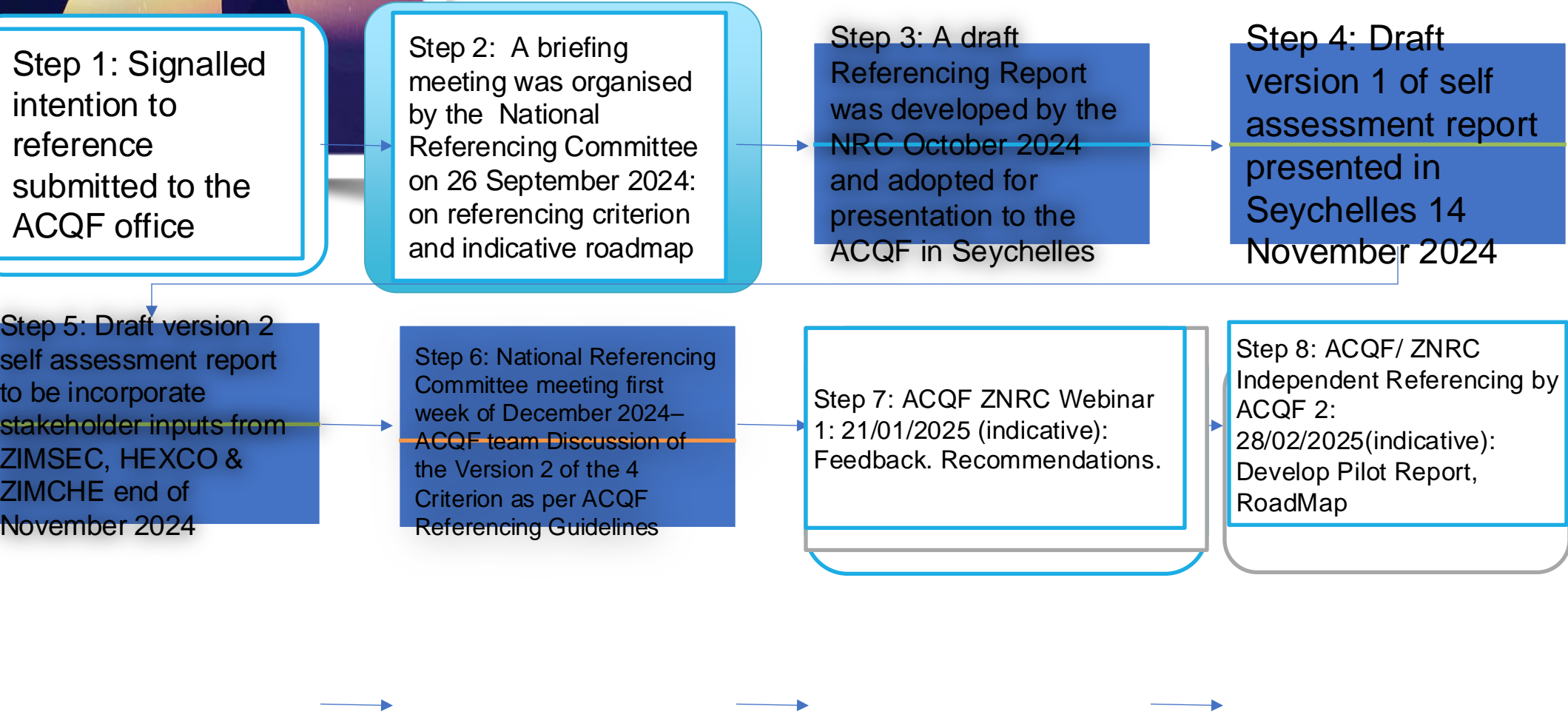
Primary goals of the ZNQF

THE PRIMARY GOALS ARE TO:

- ❑ Establish pathways for vertical progression of education and training qualifications;
- ❑ Establish pathways for horizontal comparability of education and training qualifications; and
- ❑ Increase coherence between education output and needs of the labour market.



PROPOSED ZNQF REFERENCING PROCESS



Structure of the ZNQF

The ZNQF consists of 10 qualification levels.

- It covers primary and secondary education(Basic Education), technical and vocational education and training (TVET) and higher education.
- The 10 levels are divided into three bands:
 - Levels 1 to 4 – primary, high school education and vocational training
 - Levels 5 to 6 - college diplomas and technical qualifications, and
 - Levels 7 to 10 - university degrees.

QUALIFICATIONS ON THE ZNQF

1. Primary Level Certificate	6.Higher National Diploma
2. Ordinary Level Certificate/ National Foundation Certificate	7.General Degrees
3. General Advanced Level Certificate	8.Honours Degree(& Post Grad Diplomas)
4. National Certificate	9.Masters
5. National Diploma	10.PhD

Criterion 1: ZNQF Level Descriptors Compatibility

- Learning Level Descriptors are clearly stated statements that provide a broad indication of learning appropriate to attainment at a particular level
- They describe the characteristics and context of learning expected at that level
- They are designed to support the reviewing of specified learning outcomes and assessment criteria in order to develop particular modules and units and to assign credits at the appropriate level
- Descriptors are formulated using **Learning Outcomes** language, and are divided into different domains (Cognitive,(K) Affective(A) and Psychomotor (S)) based on specific contextual decisions.
- These domains are referred to as sets of Competences which describe progression across the levels.

Criterion 1: ACQF Level Descriptors

	Knowledge	Skills	Autonomy and responsibility
Level 5	Mainly technical or theoretical knowledge with substantial depth in discipline/area	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	Unpredictable contexts with full autonomy and full responsibility for self and group outcomes, and some responsibility for others

Zimbabwe National Qualifications Framework (ZNQF)

Level	QUALIFICATION TYPE	DESCRIPTORS	TYPE OF OCCUPATION
10	PhD	<ul style="list-style-type: none"> · Cutting edge research and creation of new knowledge in the development of the study · Advance new techniques, ideas or approaches · Autonomous in research conducted 	Doctor /Researcher
9	Masters	<ul style="list-style-type: none"> · Mastery of knowledge in the field of study · Analysis of complex issues and research proposing solutions based on critical thinking · Participate in resource management and supervision of others · In-depth expert knowledge in the field of study · Specialised skills and principles based on systematic scrutiny of information · Function within wide-ranging independence 	Expert /Specialist
8	Honours Degree	<ul style="list-style-type: none"> · Methodical comprehension of strategic facets area of specialty · Implement precisely analysis and enquiry procedures within the area of specialty · Work out setbacks using thoughts and methods in their area of specialty · Work within wide-ranging self-sufficiency 	Manager/Supervisor

Level	QUALIFICATION TYPE	DESCRIPTORS	TYPE OF OCCUPATION
7	General Degree	<ul style="list-style-type: none"> Comprehensive knowledge in the area of specialty Apply recognized tenets, calling for a wide range of information to work out challenges in diverse settings 	Manager/Supervisor
6	Higher National Diploma	<ul style="list-style-type: none"> Work within wide-ranging self-sufficiency Specialised knowledge in the area of specialty Relate various and specific methods in the area of specialty entailing elementary investigation Work within wide-range of structures and a specific self-sufficiency 	Technician specialised
5	National Diploma	<ul style="list-style-type: none"> Comprehensive knowledge in the area of specialty Relate wide-ranging procedures, to work out real problems, in non-routine situations work under broad supervision 	Technician

Zimbabwe National Qualifications Framework (ZNQF)

Level	QUALIFICATION TYPE	DESCRIPTORS	TYPE OF OCCUPATION
4	National certificate	<ul style="list-style-type: none"> Operational knowledge in the area of specialty Relate diverse of techniques in the area of specialty, to get to the bottom recognisable problems in moderately usual settings Work under general supervision 	Artisan/Trades person/ Apprentice/ Skilled at basic level
3	General Advanced Level Certificate	<ul style="list-style-type: none"> In-depth knowledge in specific subject areas Relate series of techniques in the field of study, to resolve challenges in broad circumstances Function under general supervision 	Specialised general education
2	Ordinary Level Certificate	<ul style="list-style-type: none"> Broad-based knowledge Relate basic procedures and techniques Work in a controlled atmosphere, under direct supervision 	General education
1	Primary Level Certificate	<ul style="list-style-type: none"> Rudimentary knowledge Relate elementary techniques to mastery and mathematical ability including desirable values Work under intermittent guidance, consistent scrutiny and limited autonomy 	Basic educational foundation

TABLE 3 SKILLED WORKER LEVEL DESCRIPTORS



ZNQF LEVEL	QUALIFICATION TYPE	ELEGIBILITY FOR A TRADE TEST	LEVEL DESCRIPTORS
5.	Class One (1)	Five or more Years	Performs more complex non-routine precision tasks using blue prints/manuals with no supervision. Can diagnose, analyze, effect or recommend solutions, test and write reports. Can detect and adjust or recommend adjustment of specifications in the blueprints/manual. Supervises other Skilled Workers with lower classes and general operatives. Has a lot of discretion in his or her work.
4	Class Two (2)	Four Years	Performs complex non-routine tasks using blueprints/manuals with minimum or no supervision. Can diagnose, analyze, rectify, test and write reports. Supervise other Skilled workers with lower classes and general operatives. Has considerable discretion in his or her work.
3.2	Class Three (3)	Three Years	Performs complex routine tasks using blueprints/manuals with minimum supervision. Can supervise other Skilled workers with a lower class (4) and general operatives. Has little discretion in his/her work.
3.1	Class Four (4)	Two Years	Performs basic routine tasks under supervision. Has the ability to demonstrate safe working procedures and appreciate safe working. Has little or no discretion in his/her work.

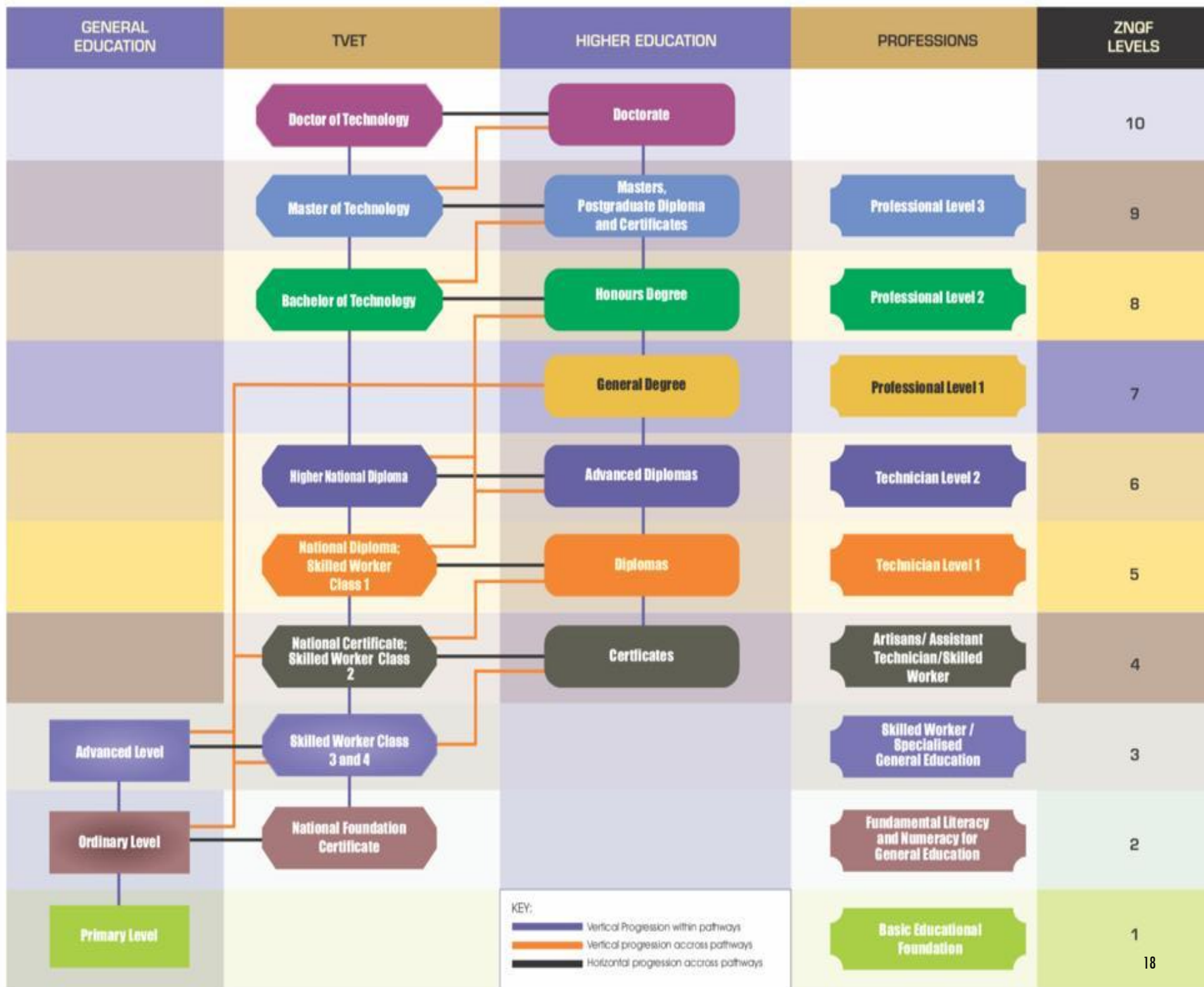
Criterion 2: ZNQF Learning Outcomes, RPL, CATS Compatibility

- Level Descriptors are designed to act as a guide and a starting point for, inter alia:
 - determining Learning Outcomes for qualifications and part qualifications
 - Pegging a qualification at an appropriate level on the ZNQF
 - Assisting learners to gain admission through RPL at an appropriate level on the ZNQF
 - Making Comparisons across qualifications in a variety of fields and disciplines pegged at the same level of the ZNQF
 - Learning Outcomes are compulsory and are supported and promoted by the ZNQF from Level 1 to Level 10
 - Programme Quality Management, used together with purpose statements, Learning Outcomes and assessment criteria

Criterion 2: ZNQF Learning Outcomes, RPL, CATS Compatibility Contd'

Recognition of Prior Learning

- The ZNQF defines Recognition of Prior Learning (RPL) as a process of identifying, assessing and recognising what a person knows and can do.
- It assesses the skills and knowledge a person may have developed as a result of formal and or informal learning, either in the workplace or through life experiences.
- Recognition of Prior Learning has provided for Vertical Progression and eliminated unnecessary repetition and duplication of material familiar to the students' already completed qualifications.
- Module Exemptions have been processed through ZIMSEC, HEXCO, ZIMCHE and both Students and Institutions are embracing this facility.
- RPL has facilitated trade testing and certification of informally apprenticed students with credible evidence based portfolios of prior experience within industry in designated trade areas
- Clear Policy Guidelines on RPL are in Place through the ZIMCHE **Zimbabwe Credit Accumulation and Transfer System** (Established 2018) Guidelines as well as the HEXCO **Industrial Training RPL Guidelines System** (established 1986 and continuously reviewed by industry every three years)
- Credit Transfer allows learners to move between qualifications or institutions ((and up to a maximum of 50% in the higher education sector)
- 10 notion hours= 1 credit
- ZNQF provides for Articulation between qualifications both within and between the three Sub-Frameworks of the National Qualifications Framework (NQF)



Criterion 3: ACQF ZNQF CATS BRIEF

Credit Accumulation and Transfer (CAT): ZNQF

- Policy for Credit Accumulation and Transfer (ZIMCATS), 2019
- The credit system of one credit = ten notional hours
- Learners can be offered **Exempted in modules** already completed with known Credits: ZNQF provides for Module Exemptions
- **ZNQF Transfer of Credits** for qualifications that are not yet complete but students opt to move to a different programme learners accumulate credits as they complete each component (module, unit) of the new

Credit Accumulation and Transfer (CAT): ACQF

Key principles of CATS

[EN TM4 Validation and Recognition of Learning WEB.pdf \(acqf.africa\)](#)

Promotes credit system

The ACQF supports credit transfer and credit accumulation and transfer systems in different academic and vocational pathways

Criterion 2: ACQF RECOGNITION OF PRIOR LEARNING BRIEF

RPL in ZNQF Context

- The ZNQF supports RPL as a key component of Life long Learning and a mechanism of equity and social inclusion
- The ZNQF provides Recognition of Prior Learning (RPL) as a process of identifying, assessing and recognising what a person knows and can do.
- It assesses the skills and knowledge a person may have developed as a result of formal and or informal learning, either in the workplace or through life experiences. and awarding of credits for, or towards, a qualification or part-qualification registered on the NQF.

RPL in ACQF Context

- RPL and validation of learning outcomes from experience, for **purposes of further study, employment, and acquisition of a full or part qualification.**
- The ACQF supports **quality and accessible** RPL, as a key component of lifelong learning policies and a mechanism for equity and social inclusion

Criterion 3: Transparent Procedures for inclusion of qualifications on the ZNQF; register of qualifications: ZNQF LEGISLATURE



In order to operationalise the ZNQF Policy , the Government developed and ratified the following Statutory Instruments that provide for the transparent registration of qualifications onto the ZNQF:

- i. The ZIMCHE ZNQF regulations SI.
- ii. The HEXCO ZNQF Regulations SI
- iii. The ZIMSEC ZNQF Regulations SI.

These were gazzeted on Friday the 20th of July 2018.

NB* It must be noted that the Ministry amended the MPD Act [28:02] of 1984 in 2021 as well as the ZIMCHE Act

Zimbabwe targets to establish a National Qualifications Authority in 2025 (A draft Bill is in place) to align with the next phase of implementation of the ZNQF, SADCQF and ACQF

Criterion 3: Transparent Procedures for inclusion of qualifications on the ZNQF; register of qualifications

- ❑ Minimum Bodies of Knowledge (MBKs) have been developed and ratified across TVET and University Institutions using Learning Outcome Competency Based Modular Approach across different examination /professional bodies in Zimbabwe. Ensuring 70-80% comparability of Qualifications offered at the same level across institutions. This has eliminated parity of qualifications across HTEIs.
- ❑ The ZNQF compliant MBKs have allowed HEXCO (TVET Qualifications Regulator) and ZIMCHE (University Education Regulator) to facilitate the transfer of credits and free movement of students between various TVET/University institutions within and outside Zimbabwe through vertical as well as horizontal progression pathways.
- ❑ RPL has also been facilitated in Universities through a standard mature entry policy
- ❑ Clear policy procedures for registration of Qualifications are in place at HEXCO, ZIMCHE and ZMSEC
- ❑ ZIMSEC has a functional EMIS system, HEXCO and ZIMCHE have a centralised HEMIS Database of Qualifications code name Dura Isiphala 263: These however need to be harmonised into One Central Qualifications and Credentials Portal an application submitted to ACQF for technical and funding support

Transparent
Procedures for
inclusion of
qualifications on
the ZNQF;
register of
qualifications
Cont'd

- ❑ HEXCO the TVET Regulator Stopped the TVET Institutions from offering of Unaccredited/ Own Associate Certificates in 2018 and now insists on TVET Institutions offering programmes through accredited programmes or affiliation and or associateship with institutions like Universities and Professional Boards that have charters to confer qualifications;
- ❑ The ZNQF has made Minimum Bodies of Knowledge, Qualification Standards, Skills Proficiency Schedules and or Training Standards mandatory for all qualifications across the education and training sectors in Zimbabwe as applicable, all informed by Industry produced Qualification Standards developed in consultation with industry experts module/programme/trade panels.
- ❑ QA has Offered a dynamic and flexible system which can adapt quickly to new developments in the labour market, workplace, education and training;
- ❑ Micro- Credentials Yet to be introduced we do have part qualifications or unit qualification standards as part of

Qualification Portability informed by the ZNQF

ZNQF2018



Criterion 4: Quality Assurance

QA Guidelines for Referencing

Zimbabwe NQA Framework is a single integrated qualifications system for learners, instructors, employers, parents and all other stakeholders for ease of reference. ZNQF system is compatible with QA guidelines for referencing even by the ACQF and is providing an articulation between qualifications and actual competence (Attitudes+ Skills+ Knowledge) standards needed at the workplaces (diversify career routes) uses clear Qualification Standards

Transparent Evidence collection

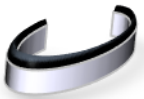
ZNQF QA regulations have a fair assessment system, which measures achievements against clearly stated national standards via established methods for the collection of evidence of competence (includes RPL) from ZNQF Level 1- Level 10. Register of Qualifications is available but Digitalisation of this process is yet to be done. Capacity Development in this regard is needed

Data Analysis on Quality, Labour Market Surveys

Whilst ZNQF enables foreign organisations and Member States to compare the performance levels of Zimbabwean qualifications in relation to fellow NQF Frameworks based on evidence against set standards. Zimbabwe Still has a very manual Data Analysis Systems to track mobility statistics, Qualification Assessments, effectiveness of qualifications for users. Zimbabwe needs technical and financial support to improve in this regard.

Transparent
Procedures for
inclusion of
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the ZNQF;
register of
qualifications
Cont'd

- **Qualification Portability:** ease of movement of local TVET students that is vertical as well as horizontal career progression pathways from **Basic Education** to **TVET** and/or **University Education** has been achieved e.g NUST, HIT, ZOU, CUT are taking up HEXCO TVET Diplomas as entry requirements to undergraduate programmes;
- **Skilled Labour Mobility:** facilitate mobility of qualified and or skilled labour as part of enhancing human capital for the industrialisation and modernization of the Zimbabwe and cooperate with transferees locally and even in the region e.g the biggest Employer Public Service Commission verifies all TVET Qualifications foreign and Local; National Employment Councils (NECs), Private Sector HR departments have come on board. Regional authorities such as SAQA, BQA, NAMQA, MQA and even KNQA are facilitating seamless Qualification Assessments; and
- **Support Regional Labour Initiatives:** Zimbabwe is an active member of the SADC, African Union and COMESA negotiations for Mutual Recognition Agreements (MRAs) for Profession Qualifications



Criterion 4: ACQF ZNQF QUALITY ASSURANCE BRIEF

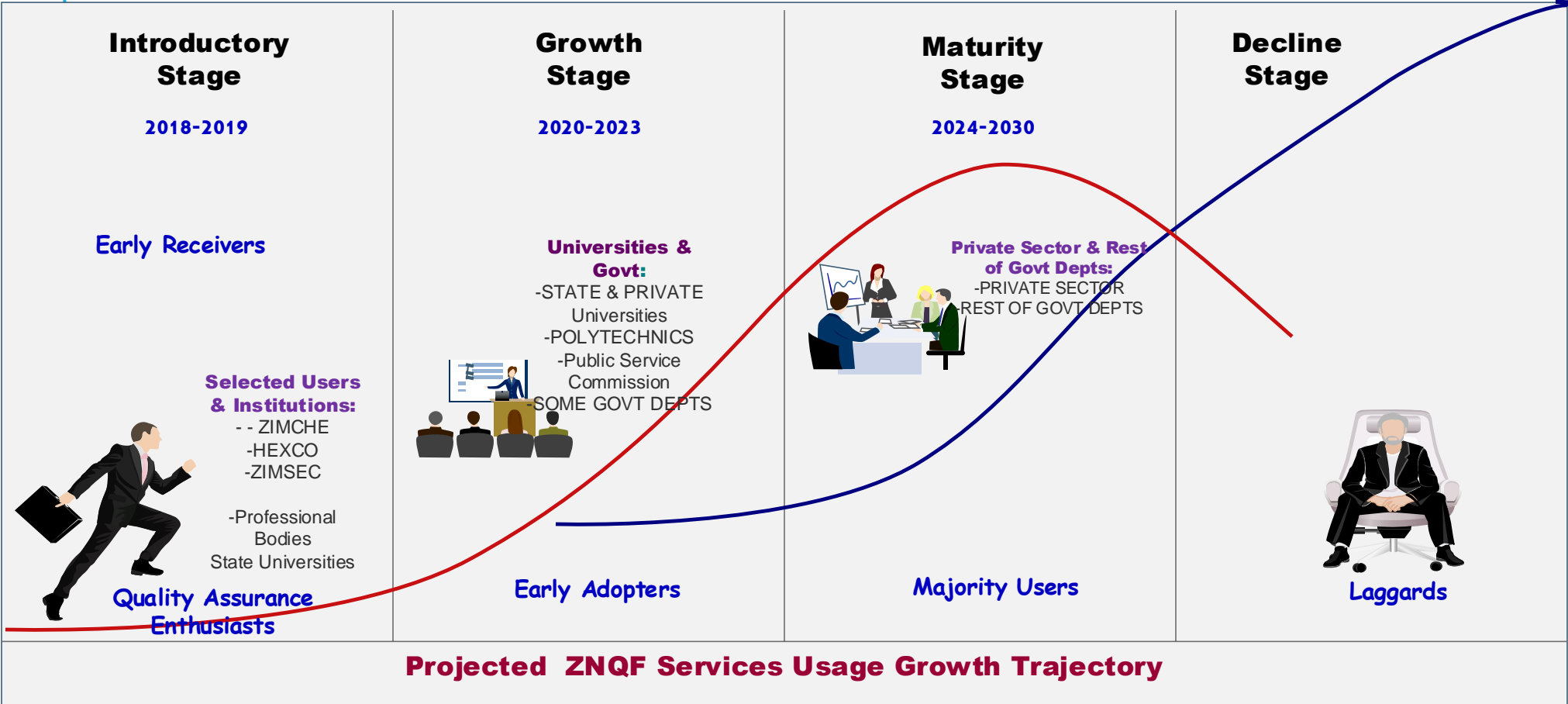
Quality Assurance: ZNQF

- Clear defined roles of ZIMSEC HEXCO and ZIMCHE in administering of the ZNQF in the Manpower Planning and Development Act [28:02] of 1984 amended in 2023 (and the NQF Statutory Instruments 135; 136; and 137 of 2021)
- National Learner Records Database ZIMSEC
- Register of Qualifications HEMIS:DURA ISIPHALA (ZIMCHE and HEXCO)
- ONE CENTRALISED ZNQF QUALIFICATIONS AND CREDENTIALS PORTAL yet to be established

Quality Assurance: ACQF

- Addresses the qualifications quality chain, from design of standards underpinning qualifications to learning, assessment, and certification;
- Provides transparent information-sharing on results of evaluation

2018-2030 PROJECTED ZNQF USAGE GROWTH

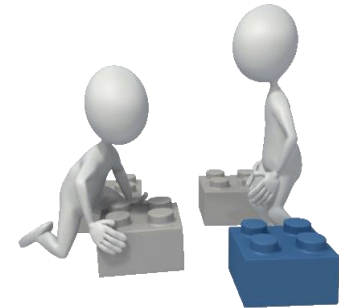
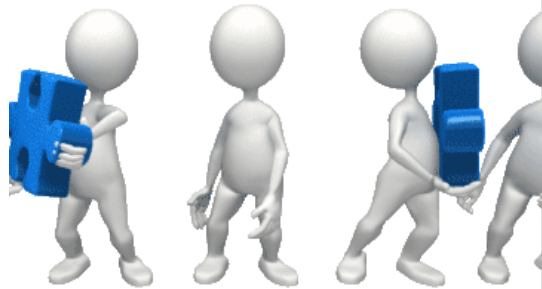


Conclusion on ACQF ZNQF Referencing

- The concepts underpinning “referencing” in the ACQF context against the four referencing criteria are comparable and compatible, albeit the need for a more comprehensive comparison
- The ACQF referencing criteria and procedures are similar to the procedures used in the ZNQF.
- The status of implementation of referencing shall be more comprehensive when an Independent Referencing Session is undertaken by the ACQF team on the ZNQF working with the ZNRC

**ASANTE SANA
MAZVITA
SIYABONGA**

“The illiterate of the 21st century are not those who cannot read nor right but those who fail to unlearn learn and relearn” Alvin Toffler



Upgrade: “The illiterate of the 21st century are not those who cannot read nor wright but those who cannot code” Unknown