ACQF
African Continental Qualifications Framework

Onboarding Webinar #2

Qualifications and Credentials Platform (QCP) - Contact Persons

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4 December 2024

Main topics

- Clarifications and replies to question previous session
- Presentation of the 2 Mock-ups: Curators' Interface and Public UI
- Interoperability
- Mapping showcase
- Learning outcomes
- Quality assurance
- Wrap-up and next steps
- **Steering Committee**

2 real qualifications – for the mapping

Motivation for the selection:
- Easily accessible: online registers accessible via the Website of the Qualifications Authorities
- Different NQF levels and different fields of study
- Both countries are members of the QCP component and of the QCP SG

SAQA Register

- ID 115821
- Bachelor of Education Honours in Chemistry Education, L8
- https://allqs.saqa.org.za/showQualification.php?id=115821

MQA

- National Certificate L 5
- Sales and Marketing
- https://mqa.govmu.org/mqa/wp-content/uploads/2022/04/National-Certificate-Level-5-in-Sales-and-Marketing.pdf

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION:

Bachelor of Education Honours in Chemistry Education

SAQA QUAL ID	QUALIFICATION TITLE			
115821	Bachelor of Education Honours in Chemistry Education			
ORIGINATOR				
University of Venda				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
CHE - Council on Higher Education			HEQSF - Higher Education Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUBFIELD	
Honours Degree	Field 05 - Education, Training and Development		Schooling	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	120	Not Applicable	NQF Level 08	Regular-Provider-ELOAC
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		EXCO 0821/24	2020-01-08	2027-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2028-06-30		2031-06-30		

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 does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:
The Bachelor of Education in Chemistry Education is the first Postgraduate qualification in education. It will prepare learners for research-based Postgraduate studies in Chemistry Education. It serves to consolidate and deepen a learner's knowledge of Chemistry Education and to develop research capacity in its methodology and techniques. The curriculum package for the qualification, therefore, includes modules on Chemistry content, Nature of Science; Curriculum theories, research methods and a research project. This qualification, therefore, demands learners to develop a high level of theoretical engagement and intellectual independence in research with the support of qualified academic staff.

The following are the NQF Level 8 Exit Level Outcomes for the qualification:
• Prepare learners for research knowledge and skills for further postgraduate studies in Masters in education in Chemistry Education or another relevant Degree in education.
• Consolidate specialised and theoretical knowledge in Chemistry Education.
• Develop research capacity in the methodology and techniques of Chemistry Education.
• Provide learners with theoretical engagement and intellectual enhancement in Chemistry Education.
• Develop a systematic array of current thinking, practice and research methods in Chemistry Education as well as their application to educational settings.
• Ability to use research projects to conduct and report on research under the supervision of a competent and qualified academic staff.

Rationale:
South Africa and the Southern African region needs highly qualified and professionally grounded educators in both the basic and higher education sectors. The Bachelor of Education in Chemistry Education (BED Hons (Chemistry Education)) will, therefore, provide an opportunity for learners who wish to develop their capacity in research knowledge and skills in Chemistry Education for investigation and application to a variety of challenges that require Chemistry Education. The importance of Chemistry Education is consonant with the need for the country to develop in Science Technology Engineering and Mathematics (STEM) fields.

The qualification meets the national requirements for NQF Level 8 as per the NQF Level Descriptors. The knowledge and skills about the subject methodology are part of the physical sciences learnt. It will serve to consolidate and deepen learners' knowledge in the related field and to develop research capacity in its methodology and techniques. The qualification includes conducting and reporting on research under supervision.

Learners who qualify from this qualification may enrol in Master's qualification and further into doctoral qualifications, where they will be able to further contribute to the research capacity in higher education, and also respond to societal needs in the field of education. With the Bachelor of Education Honours (Chemistry Education) qualification, learners will also contribute to society as educators, educational analysts, subject specialists, and Heads of Department and school managers.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL):

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL):
In line with the institution's policy, Recognition of Prior Learning will apply for deserving, experienced Learners. The learners must demonstrate evidence that despite not having all the entry requirements, they have concrete evidence in the form of a compiled portfolio that they can cope with the qualification expectations if enrolled. The institution registry will verify the evidence of prior learning provided by the learners.

Entry Requirements:
The minimum entry requirement for this qualification is:
• Four-year professional teaching qualification.
Or
• An appropriate Bachelor's degree and a recognised professional teaching qualification.
Or
• Four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education.

RECOGNISE PREVIOUS LEARNING?
Y

QUALIFICATION RULES
This qualification consists of the following compulsory and elective modules at National Qualifications Framework Level 8 totalling 120 Credits.

Compulsory Modules NQF Level 8, 102 Credits:
• History, Philosophy and Nature of Science, 12 Credits.
• Science, Technology and Society, 12 Credits.
• Organic Chemistry, 12 Credits.
• Physical Chemistry, 12 Credits.
• Introduction to Educational Research, 12 Credits.
• Advanced research in Science Education, 12 Credits.
• Research Project, 30 Credits.

Elective Modules NQF Level 8, 18 Credits (Choose one):
• Teaching, Learning and Assessment Strategies, 18 Credits.
• Curriculum Design and Development, 18 Credits.

EXIT LEVEL OUTCOMES
1. Demonstrate specialist knowledge to enable engagement with and critique of current literature on practices in the field, discipline or practice of Physics education.
2. Use a wide range of specialised skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems within a field, discipline or practise; and an understanding of the consequences of any solutions or insights generated within a specialised context.
3. Design and implement a strategy for the processing and management of information, to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights.
4. Use the resources of academic and professional or occupational discourses to communicate and defend substantial ideas that are the products of research or development in an area of specialisation; and use a range of advanced and specialised skills and discourses appropriate to a field, discipline or practice, to communicate with a range of audiences with different levels of knowledge or expertise.
5. Develop his or her learning strategies, which sustain independent learning and academic or professional development; and can interact effectively within the learning or professional group as a means of enhancing learning.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome 1:
• Identify relevant and appropriate terminologies in Physics education.
• Identify the scope of knowledge in Physics education.
• Explain of knowledge of current arguments and views in Physics education.
• Conceptualise current literature on the broad field of Physics education.
• Synthesise arguments in support of a theory or to defend a position.

Associated Assessment Criteria for Exit Level Outcome 2:
• Critique the theoretical landscape in Physics education to practical settings.
• Apply specialised knowledge of Physics education to different educational settings such as related social challenges that educators and learners face.
• Justify arguments using specialised knowledge in the field of Physics education and arguments that provide situations to education stakeholders.

Associated Assessment Criteria for Exit Level Outcome 3:
• Identify a research problem and topic in the area of Physics education.
• Design a logical research proposal that relates to the application of Physics education to research problems.
• Develop related research objectives that utilise knowledge of Physics education.
• Apply the knowledge and skills to articulate and explain the processes.

Associated Assessment Criteria for Exit Level Outcome 4:
• Identify characteristics of a suitable interviewing atmosphere and environment within parameters of Physics education for use in research.
• Identify and use research instruments relevant for research in Physics education.
• Explain and justify the methodological approaches utilised on a chosen research project on Physics education.
• Report and explain research approach or process and findings and disseminate research knowledge in a logically structured manner in a written form.

...t and explain research approach or process and findings and disseminate research knowledge in a logically structured manner in a written form.

...d Assessment Criteria for Exit Level Outcome 5:
...e time, reading researches such as journals, e-books, resources from scholarly websites, online resources and other research findings and present a logical argument from own research as well as communicate findings of other researchers in the field of Physics Education.
...unicate research findings into a mini-dissertation using a given format, to nominated examiners in the field of Physics education.
...stand the comments of examiners and satisfactorily correct mini- dissertation with minimum support from supervisors

...d Assessment:
...nt of the first semester modules is both formative and summative. Formative assessments provide feedback on the teaching and learning while summative assessment provides final judgement on whether a learner has passed a module or not. The internal assessment offered through tests, ...ents and oral presentations is used as a formative strategy to inform lecturers and learners about the level of understanding and achievement of teaching objectives, thereby helping to identify areas which need improvement for both learners and lecturers.

...nt of the final mark per module will be in tandem with the University policy where 50% of the final mark is for formatively assessed course work and 50% for final summative assessment or the written exam mark. The research project will be an exception since consideration is for only the final ...ve assessment.

...individuals will work on a topic of their own choice leading to their research project, which they submit in the form of a mini-dissertation in the second semester. The report of the research project will be assessed internally and externally by nominated and approved academic experts with at least a ...degree in the field.

...e and summative assessment.

...ATIONAL COMPARABILITY
...ation University of Hong Kong is selected based on what they have, as a country, they have a five year Degree which has Honours. The B.Ed. Honours in Chemistry Education from the University of Hong Kong has a requirement for a research project and a module for Research. This provides the ...ability with our BEd Hons in Chemistry Education which also has the same. There are modules in their first, second and other years which are to assist in the teaching of subjects. The equivalent courses in the fourth year are the research project. The content of Chemistry is enhanced right through the ...s. The five years on one hand is equivalent to the 4-year BED Degree with an extra year for the Honours in South Africa, hence the comparability.

...Hallan University in the United Kingdom has a BSc Hons Science with Education and has a project and research methods instilled in its final year, which compares with our BEd Hons in Chemistry Education. This course is a three year Degree taken after A levels. Learners study the pedagogical content ...ge and submit a project in the final year. The reason for choosing this University is its focus on Chemistry Education and inclusion of a research project. These Universities have been selected because their Hons qualification compare well with the BED Degrees have a component of research in Chemistry ...n as one offered at the institution.

...LATION OPTIONS
...ification allows possibilities for horizontal and vertical articulation.

...l Articulation:
...lor of Education Honours in Physics Education, NQF Level 8.

...articulation:
...r of Education, NQF Level 9.

...TION OPTIONS
N/A

CRITERIA FOR THE REGISTRATION OF ASSESSORS
N/A

NOTES
N/A

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. University of Venda

MQA

MAURITIUS QUALIFICATIONS AUTHORITY

MAURITIUS QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE

Unit No.	Unit Standard Title	Level	Credit
4	Identify, interpret, and apply direct selling techniques and strategies	5	5
5	Demonstrate and apply accounting skills for sales operations and activities	5	5
6	Structure, develop, and manage sales territories	5	5
7	Manage sales operations to achieve objectives	5	5
8	Produce and present sales proposals	5	5
9	Provide sales administration and support services	5	5
10	Produce and coordinate sales promotion programmes	5	5
11	Implement a sales plan for product and services	5	5
12	Demonstrate and apply knowledge of sales management	5	5
13	Demonstrate and apply principles of marketing	5	6
14	Create and maintain a safe and supportive working environment	5	5
15	Demonstrate and apply professional and ethical conduct	5	5
16	Use information technology	5	3

2

Unit No.	Unit Standard Title	Level	Credit
17	Develop strategies to establish and maintain positive workplace relationships	5	5
18	Establish social, ethical, legal, and regulatory parameters for public relations activities	5	5
19	Lead a group/team to achieve an objective(s)	5	5
20	Demonstrate an understanding of the principles of implementing and managing an e-Commerce website	5	5
21	Demonstrate knowledge of email marketing	5	5
	Total Credits	**104**	

National Certificate Level 5 in Sales and Marketing

1. **Level:** 5

2. **Total Credits:** 104

3. **Review Date:** November 2025

4. **Access to qualification**

   4.1 **Entry Information**

   National Certificate Level 4 in Sales and Marketing

   or

   An alternative qualification at Level 4 of the NQF

   4.2 **Recognition of Prior Learning [RPL]**

   Potential candidates holding a qualification at NQF Level 3 and at least 3 years' experience in the field may access this qualification through Recognition of Prior Learning (RPL) process.

   4.3 **Award of Qualification Requirements**

Unit No.	Unit Standard Title	Level	Credit
1	Communicate product information to sales clients	5	5
2	Develop and coordinate the sales team	5	5
3	Implement personal selling strategies to achieve targeted results	5	5

01

QCP User Interface

Summary of previous Q/A sessions

- **Which security measures are in place to ensure security and integrity of the DB?**
    - All security measures are described in the architecture document
        - Authentication and authorisation (frontend and backend)
        - Encrypted transfer (TLS)
        - Data access restrictions (VS can only access their own data)
        - Data validation on creation/update
        - Vulnerability monitoring

Summary of previous Q/A sessions

- **What are the minimal IT equipment requirements for managing the national virtual space?**
  - The QCP UIs are WEB applications
    - They will run on any device with sufficient processing power for modern web browsers
    - Recommendation : use recent version of mainstream browsers (Chrome/Chromium based, Firefox, Edge, Safari)
    - A consistent and reliable internet connection is essential to avoid disruptions.

- **Will it be possible to grant access to the data input (aka Curator) UI to more than 1 authorised institution?**
  - The administrator of the VS will have full ownership of the user management
  - Only one VS per country is foreseen but it can have multiple administrators

# Summary of previous Q/A sessions

- **Will there be a record of the changes made on a qualification?**
  - This feature is not in scope of this version of the system
  - It will be included in the project backlog

- **How will the integration with external systems be handled?**
  - Specific use cases to be defined
  - "Reference ID" mapping national identifier to a qualification

Summary of previous Q/A sessions

- **How can we add information about the "<u>type</u>" (full/partial/micro-credential) and the "<u>assessment criteria</u>" of a qualification?**
  - Additional fields will need to be added in the UI for these values
  - The data model will need to be updated in that perspective
  - These features were added in the project backlog

Centralized System Architecture
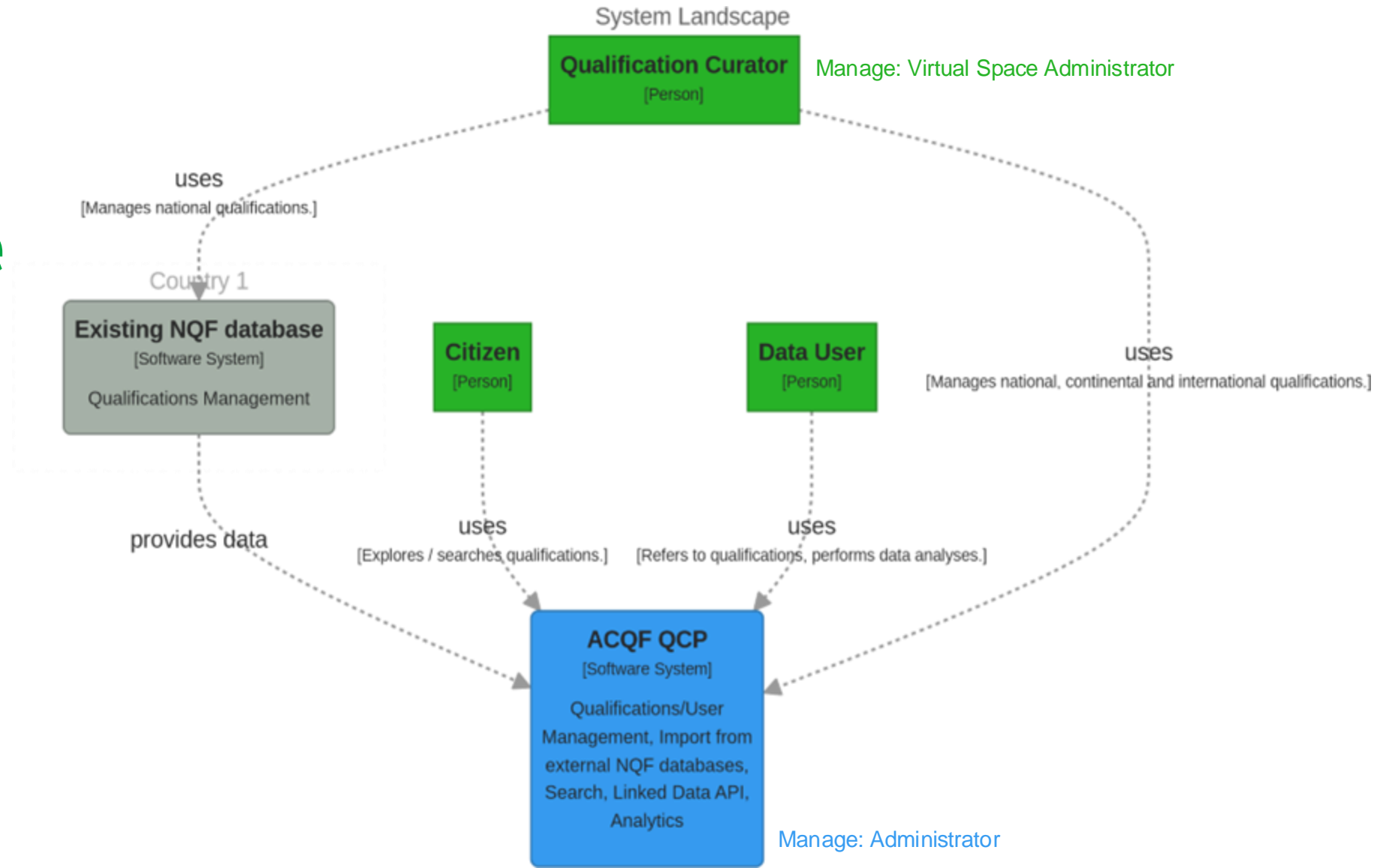
Sections of User Interface

- **Curator user interface:** Provides an interface for curating and editing individual qualifications directly within visual forms.

- **General Public user interface:** Enables the general public to view and explore qualifications.

- **Import Service user interface:** Facilitates the bulk import of qualifications from existing databases.

Today's showcase

- **Curator user interface:** Provides an interface for curating and editing individual qualifications directly within visual forms.

- **General Public user interface:** Enables the general public to view and explore qualifications.

- **Import Service user interface:** Facilitates the bulk import of qualifications from existing databases.

Today's showcase

- Curator UI User stories
  - Enter Qualifications Data Directly in UI
  - Verify Data
  - Manage Qualification Status
  - Require User Confirmation for Publication
  - Sandbox Data between countries
  - Define Virtual Space Administrators
  - Virtual Space Administrator Permissions
  - Define Qualification Curators
  - Qualification Curator Permissions

Today's showcase

- **Public UI User stories**
  - **Add URI & Publication Metadata**
  - **Search for Qualifications**
  - **Filter Qualifications**
  - **View Qualifications**
  - **View Similar Qualifications**
  - **Compare Qualifications side-by-side**

Mockup showcase
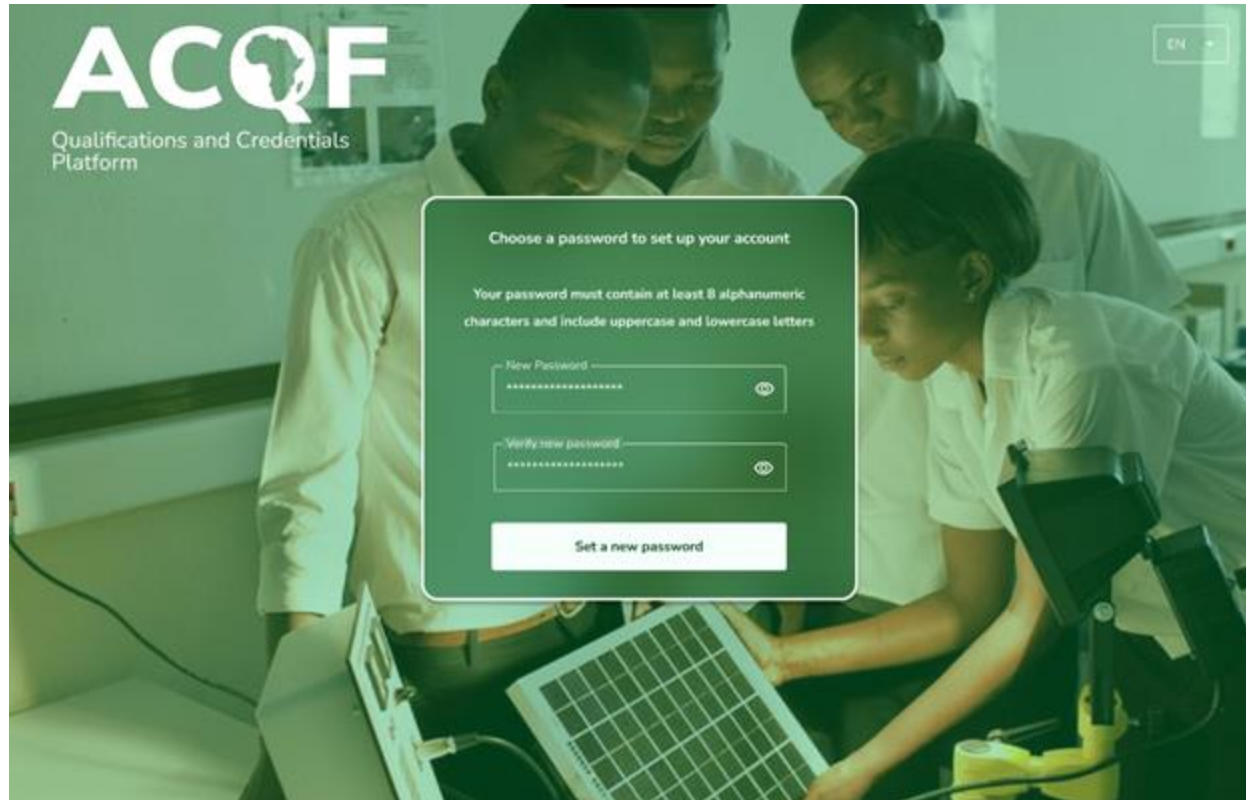
Feedback collection

What are your initial thoughts about the design and functionality of the mock-ups? [e.g. Intuitiveness / User-friendliness / Appeal]

ⓘ Start presenting to display the poll results on this slide.

slido

Please download and install the Slido app on all computers you use

Are there any concerns or recommendations you would like to address before the next round of development?

ⓘ Start presenting to display the poll results on this slide.

02

Interoperability

Key Interoperability Concepts

Core Dimensions of Interoperability

- ❖ <u>Semantic</u>: Using shared data dictionaries and ontologies (e.g., ISCED classifications)
- ❖ <u>Technical</u>: APIs and data exchange protocols (e.g., JSON, XML)
- ❖ <u>Organisational</u>: Harmonising workflows and responsibilities across stakeholders

Practical Tip: Always validate your semantic mappings with sample datasets to ensure compatibility with the QCP.

Data Mapping and Standardisation

Harmonising National QDB Data for QCP Integration

- ❖ Align qualifications with QCP's quasi-standards
- ❖ Use common reference points (e.g., NQF-EQF alignment)
- ❖ Implement a mapping framework for equivalencies

Practical Tip: Use tools like data validation scripts to pre-test your mapping before full integration.

Technical Interoperability Protocols

Building Seamless Data Exchange

- ❖ Implement open <u>APIs</u> for real-time data sharing
- ❖ Follow <u>Linked Data</u> principles for resource discoverability
- ❖ Adopt <u>JSON-LD</u> for flexible metadata exchange

Example: Integrate institutional learning outcomes as structured fields for direct querying by the QCP.

Ensuring Data Accuracy and Security

- ❖ **Validation Routines:** Automate checks for missing fields and inconsistent formats
- ❖ **Data Governance Policies:** Define roles, access levels, and update cycles
- ❖ **Security:** Encrypt sensitive information (TLS, HTTPS)

Practical Solution: Setting up dashboards to monitor interoperability issues in real-time.

Practical Application and Challenges

Simulated Case and Solutions

❖ <u>Scenario</u>: Your QDB integrates qualifications data, but mappings to the QCP's taxonomy fail.

Solution Workflow:

1. Diagnose error
2. Update mappings with correct ISCED codes
3. Revalidate

Key Takeaway: Iterative testing and stakeholder collaboration ensure integration

03

Mapping showcase

General view

Label	Filed type	Comment	Description	Example 1 - South Africa: Bachelor of Education Honours in Chemistry Education	Example 2- Mauritius: National Certificate in Sales and Marketing
Editorial Status	single-select	Can be seen regardless of step (not only "General"), but only in edit mode, not create			
Title*	short-text in any language	Obligatory field for publication		Bachelor of Education in Chemistry Education in South Africa	National Certificate Level 5 in Sales and Marketing
Reference ID	short-text			115821	
ACQF Level	single-select		An associated level of education within a semantic framework describing education levels.		
NQF Level	single-select		An associated level of education within a semantic framework describing education levels.	Level 8	Level 5
Thematic area	multi-auto complete	ISCED-F 2013	The thematic area according to the ISCED-F 2013 Classification. It should be provided using the ISCED-F controlled vocabulary.	0114 Teacher training with subject specialisation	0414 Sales and marketing
Related occupation	multi-auto complete	Occupations | ESCO	An occupation or occupational category. If provided, the value should come from a controlled vocabulary. An Occupation or Occupational Category.	Teaching professionals	Sales, marketing and public relations professionals
Homepage	URL input			https://www.saqa.org.za/	http://mqa.govmu.org/
Other documents	URL input			https://allqs.saqa.org.za/showQualification.php?id=115821	https://mqa.govmu.org/mqa/wp-content/uploads/2022/04/National-Certificate-Level-5-in-Sales-and-Marketing.pdf

Source of data model: https://data.acqf-qcp.africa/

Learning outcomes

Label	Filed type	Comments	Description	Example 1 - South Africa: Bachelor of Education Honours in Chemistry Education	Example 2- Mauritius: National Certificate in Sales and Marketing
Title*	short-text in any language	Only one value per language. In the UI, each LO will have its own corresponding field. Each LO will have its own clafficiations of "Further details" and "Related skills" Obligatory field for publication	The title. One value per language is permitted.	1) Prepare learners for research knowledge and skills for further postgraduate studies in Masters in education in Chemistry Education or another relevant Degree in education. 2) Consolidate specialised and theoretical knowledge in Chemistry Education. 3) Develop research capacity in the methodology and techniques of Chemistry Education. 4) Provide learners with theoretical engagement and intellectual enhancement in Chemistry Education. 5) Develop a systematic array of current thinking, practice and research methods in Chemistry Education as well as their application to educational settings. 6) Ability to use research projects to conduct and report on research under the supervision of a competent and qualified academic staff.	1) Communicate product information to sales clients 2) Develop and coordinate the sales team 3) Implement personal selling strategies to achieve targeted results 4) Identify, interpret, and apply direct selling techniques and strategies 5) Demonstrate and apply accounting skills for sales operations and activities [list continues further]
Further Details	long-text in any language	In the UI, each LO will have its own corresponding field.	An additional free text note about the resource.		
Related skills	multi autocomplete	ESCO Skills types	An additional free text note about the resource.	1) chemistry 2) teach chemistry 3) scientific research methodology 4) teach chemistry 5) education science 6) assist scientific research,	1) sales argumentation 2) team building, manage sales teams 3) implement sales strategies, sales argumentation 4) implement sales strategies 5) accounting

Source of data model: https://data.acqf-qcp.africa/

Accreditations

Label	Filed type	Tooltip / Hint text	Description	Example 1 - South Africa: Bachelor of Education Honours in Chemistry Education	Example 2- Mauritius: National Certificate in Sales and Marketing
Title*	short-text in any language	Obligatory field for publication	The title. One value per language is permitted.		
Type*	single select	EDC Controlled List of Accreditation Types	The type of accreditation. It should be provided e.g. using the EDC Controlled List of Accreditation Types.		
Accrediting Organisation*	single select	Obligatory field for publication	The Quality Assuring Authority (i.e., assurer).	CHE - Council on Higher Education	
	The location of the organisation.		This field is classified to the "Accrediting Organisation"	ZAF	MUS
Accreditee*	multi-valued autocomplete	Obligatory field for publication	The organisation whose activities are being accredited.	University of Venda	
	The location of the organisation.		This field is classified to the "Accreditee "	ZAF	MUS
Expiry date	date picker		The date when the accreditation expires or has expired.	30/06/2031	

Note: * obligatory fields for publication

Source of data model: https://data.acqf-qcp.africa/

Credit Point

Label	Filed type	Description	Example 1 - South Africa: Bachelor of Education Honours in Chemistry Education	Example 2- Mauritius: National Certificate in Sales and Marketing
Points*	integer	The credit points assigned to the learning specification.	120	104
Framework*	select	The framework used to assign the credit points to the learning specification. It could be provided using the EDC Controlled List of Educational Credit Systems.	Credit Accumulation and Transfer within the National Qualifications Framework	MQA CATS

Note: * obligatory field (if credit points field is created)

Source of data model: https://data.acqf-qcp.africa/

Awarding opportunity

Label	Filed type	Description	Example 1 - South Africa: Bachelor of Education Honours in Chemistry Education	Example 2- Mauritius: National Certificate in Sales and Marketing
Awarding Body	multi-values autocomplete	The awarding body related to this awarding activity (i.e., the organisation that issues the qualification) Only in cases of co-awarding/co-graduation, where a qualification is issued to an individual by two or more organisations, the cardinality is greater than 1.	University of Venda	
More information	long-text in any language	An additional free text note about the resource.		

Source of data model: https://data.acqf-qcp.africa/

Learning opportunity

Label	Filed type	Description	Example 1 - South Africa: Bachelor of Education Honours in Chemistry Education	Example 2- Mauritius: National Certificate in Sales and Marketing
Title*	short-text in any language	The title. One value per language is permitted.	Bachelor of Education Honours in Chemistry Education	
Provider*	multi-valued autocomplete	The organisation providing or directing the learning opportunity. In the case of, e.g., joint qualifications, there may be several organisations directing the learning opportunity.	University of Venda	
	The location of the organisation.	This field is classified to the "Provider"	ZAF	MUS
Language of Instruction*	single-select	The base language of the learning opportunity to be considered authoritative.	English	

Note: * obligatory fields for publication

Source of data model: https://data.acqf-qcp.africa/

04

Learning outcomes

Reminder - Learning Outcome relevance

Statements that describe what learners should know, understand, or be able to do upon completion of a qualification or programme.

Key Characteristics:

- <u>Learner-Centred</u>: Focuses on what the learner achieves.
- <u>Measurable:</u> Clear and specific, using action verbs (e.g., "analyse," "design").
- <u>Broad Yet Specific:</u> Covers knowledge, skills, and attitudes (cognitive, affective, psychomotor domains).

Relevance of Learning Outcomes

- Provides a transparent framework for aligning qualifications with national and regional priorities.

- Helps identify gaps in skills provision and supports targeted reforms.

- **Governments**: Data-driven insights for planning and decision-making.

- **Employers**: Clear understanding of graduate skills and competencies.

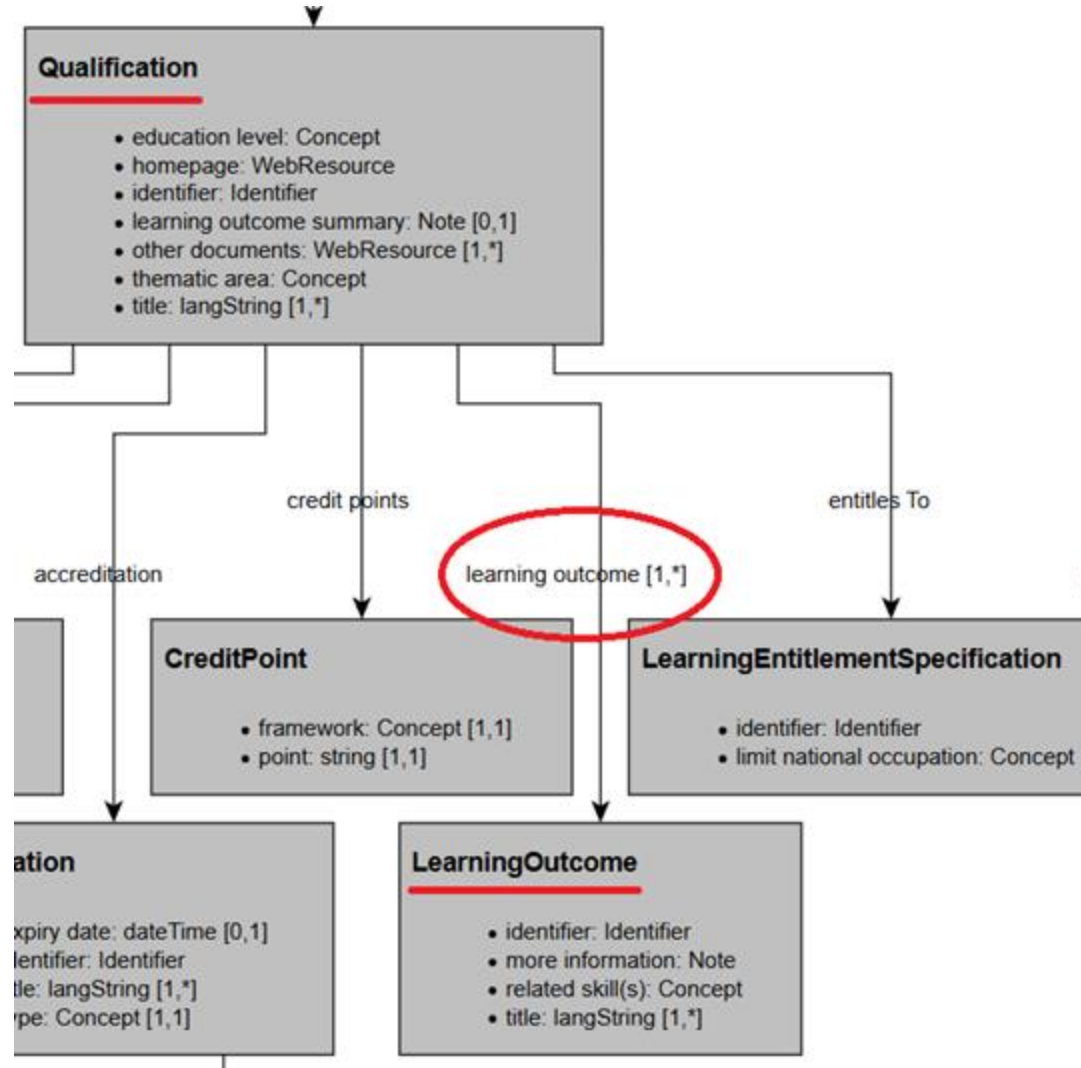- **Learners**: Recognised achievements and career pathways
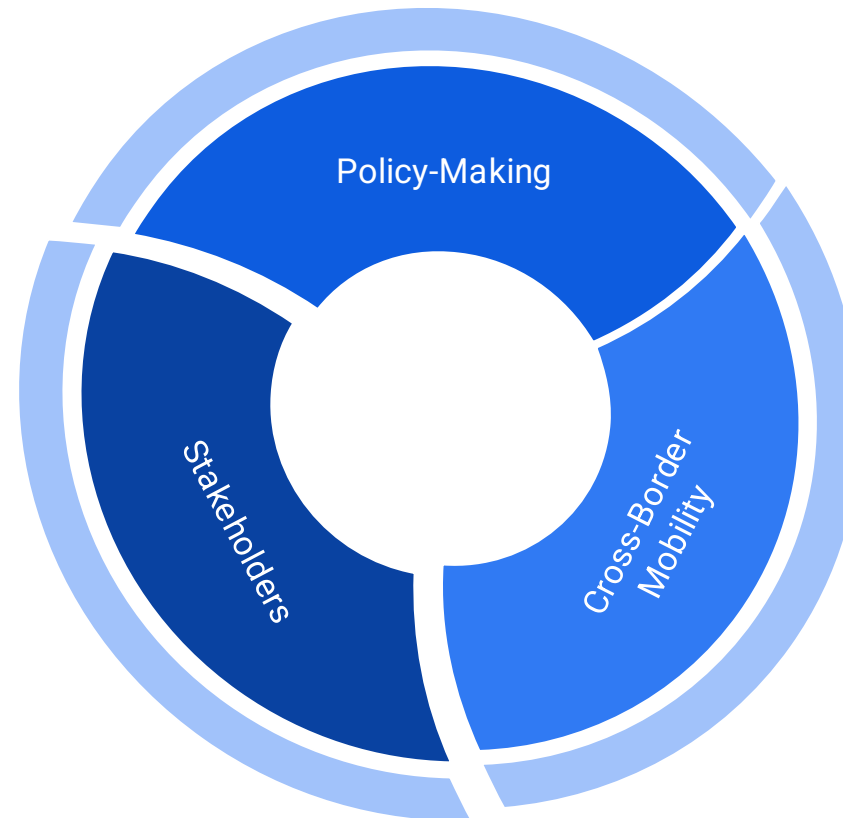
- Facilitates the comparability and recognition of qualifications internationally.

- Aligns with frameworks like ACQF and global standards.

Policy-Making

Stakeholders

Cross-Border Mobility

QCP Data model - ALM

- Every qualification has Learning Outcome(s)
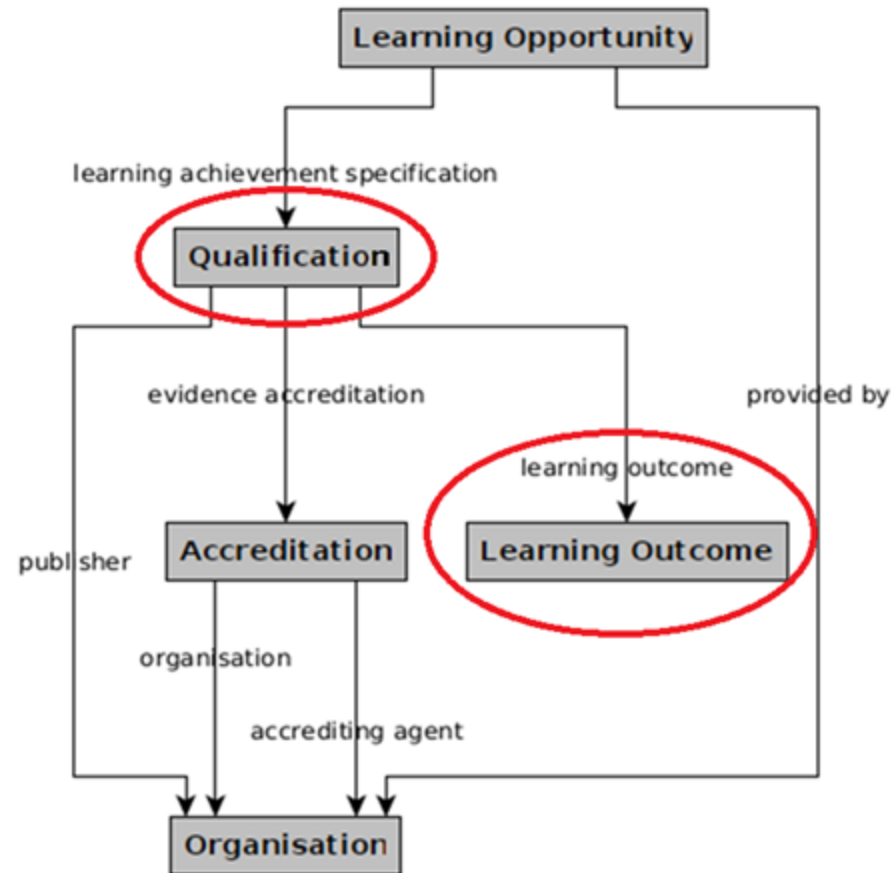
QCP Data model - ALM

Support your education providers

ACQF QCP - Training Unit dedicated to Learning Outcomes

"T4 - Integrating Learning Outcomes into Qualifications Databases"

https://acqf.africa/qualifications-platform/qcp-training-modules-and-presentations

Guidelines for Writing Learning Outcomes

1. Identify the Level

Determine the appropriate level of learning (e.g., basic knowledge, application, analysis) for the course or program.

2. Begin with an Active Verb

Use verbs that specify the action students are expected to perform, derived from Bloom's Taxonomy.

Cognitive Domain:
1. Remembering: list, define, recall
2. Understanding: explain, summarise, interpret
3. Applying: use, implement, execute
4. Analysing: compare, contrast, differentiate
5. Evaluating: judge, critique, assess
6. Creating: design, construct, produce

Affective Domain:
1. Receiving: acknowledge, listen, recognise
2. Responding: participate, discuss, comply
3. Valuing: demonstrate, support, justify
4. Organising: integrate, synthesise, adapt
5. Characterising: exemplify, advocate, embody

Psychomotor Domain:
1. Imitation: copy, follow, mimic
2. Manipulation: perform, execute, carry out
3. Precision: calibrate, measure, refine
4. Articulation: coordinate, integrate, harmonise
5. Naturalisation: automate, master, perfect

05

Quality assurance

STEP
01

Understand the Education Ecosystem Needs

STEP
02

Define Core Qualification Fields

STEP
03

Align with International Standardse

STEP
04

Implement Data Collection Processes

STEP
05

Validate and Update Data Regularly

Mapping and Standardising Qualifications Data

Key objectives of data quality assurance

Why is it important?

- Promotes trust
- Support to policy development

Main principles

- Accuracy: the data accurately reflects qualifications defined by the relevant authority
- Completeness: all required fields are completed with relevant data
- Consistency: standardised concepts, lack of discrepancies
- Timeliness: data is up-to-date

Verification and validation processes

1.Pre-upload preparation and verification

- Review and understand the ACQF Data Exchange Model (data standardisation, required fields)
- Compare and contrast national data with the QCP ACQF Data Exchange Model
- Prepare qualifications data according to the standardised format
- Check mapped qualification against requirements

2.Ongoing validation and monitoring

- Data validation tools
- Random spot-checks
- Monitoring reports

3. Audit trails

- Track data changes
- Apply version control

Practical tips

- Develop **a data entry checklist** for the persons handling data imputation
- Designate **clear roles** (e.g. mapping, imputation, quality control)
- Conduct **regular audits**: perform periodic audits to verify data accuracy and integrity (random checks, error tracking)
- Integrate **feedback loops**
- Regularly check the learning **materials** posted on the ACQF QCP website

Support by the project team

Technical support

- Guidance on data formats
- Platform integration
- Automated validation system
- Manual checks
- Monitoring reports

Communication channels

- Dedicated mailbox
- Bilateral calls
- Regular progress updates

06

Wrap-up and Next Steps

Development, Testing, and Launching of the ACQF QCP

- **2024 :**
  - Development of the Curator user interface service
  - "General Public UI" and "Import service" prototypes
- **20/12/2024:** Initial demonstration of the QCP
- **2025:**
  - UAT of the user interface service
  - Prototypes validation and development of "General Public UI" and "Import service" (partial)

Operationalisation and Scaling of the ACQF QCP

- **2024**
  - Preparatory steps, data collection protocol
  - Framework set-up, communication with stakeholders
- **2025**
  - Q1: Data collection system set-up, ongoing data collection and initial upload
  - Q2: Ongoing data collection and validation
  - Q3: Final validation and consolidation of collected data, upload (out of the scope of this Order Form)
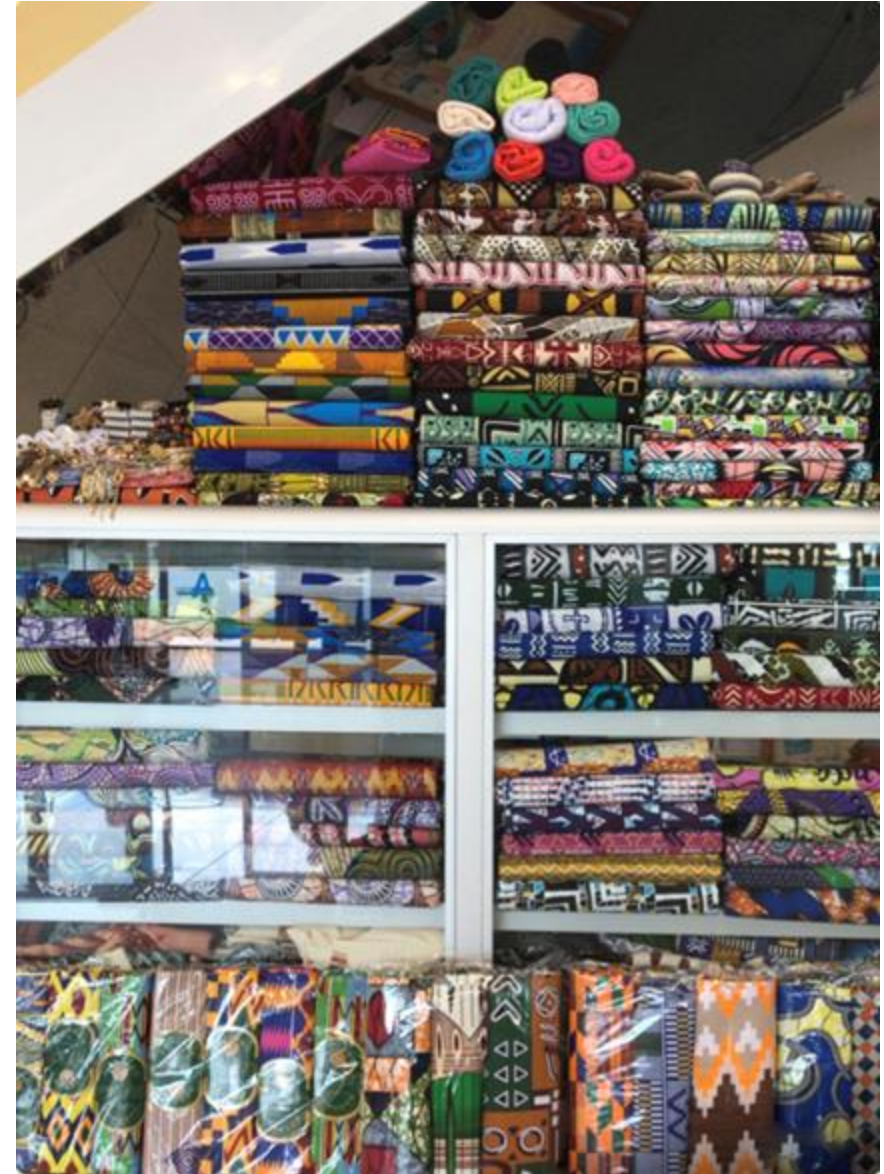
Capacity Development and Advocacy

- **2024**
  - Knowledge and skills to effectively manage Qualification Databases (QDs)
  - Special focus on how to utilise the African Qualifications and Credentials Platform (QCP) that is being developed
- **2025**
  - Discussion ongoing on focus and targets

ACQF

Thank you

Obrigado

Merci

Credit: Eduarda Castel Branco

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Which areas should the capacity development focus on (e.g. Data collection/governance, Interoperability and Standards, Use of QCP interface, Strategic Policy alignment, Qualifications data)

ⓘ Start presenting to display the poll results on this slide.

Who should the capacity-building efforts target

ⓘ Start presenting to display the poll results on this slide.