DEFINITION

➤ Skills and knowledge one would have collected through work and life experiences and then transferring them to current training course requirements for certification.

➤ Process can help individuals acquire a formal qualification that matches their knowledge and skills, and thereby contribute to improving their employability, mobility, lifelong learning, social inclusion and self-esteem.

➤ A National Qualification Framework (NQF) assists greatly in recognition of prior learning.

➤ Formal and non-formal training should be recognized in such a system.

NQF Architecture

	National Qualifications Framework	
Level	**Sub-Framework and qualification types**	
10	Doctoral Degree Doctoral Degree (Professional)	*
9	Master's Degree Master's Degree (Professional)	*
8	Bachelor Honours Degree Postgraduate Diploma Bachelor's Degree	Occupational Certificate (Level 8)
7	Bachelor's Degree Advanced Diploma	Occupational Certificate (Level 7)
6	Diploma Advanced Certificate	Occupational Certificate (Level 6)
5	Higher Certificate	Occupational Certificate (Level 5)
4	National Certificate	Occupational Certificate (Level 4)
3	Intermediate Certificate	Occupational Certificate (Level 3)
2	Elementary Certificate	Occupational Certificate (Level 2)
1	General Certificate	Occupational Certificate (Level 1)

Higher Education Qualifications Sub-Framework

General and Further Education and Training Qualifications Sub-Framework

Occupational Qualifications Sub-Framework

* Qualification types beyond Level 8 on the OQSF have not been determined.

ZIM
Quality Assurance

Features of NQF that assist in RPL

➤ **The ZNQF consists of 10 levels divided into three bands:**

• Levels <u>1 to 4</u> – Primary and high school grades or vocational training

• Levels <u>5 to 6</u> - college diplomas and technical qualifications.

• Levels <u>7 to 10</u> - university degrees.

• Each Level is characterised by level descriptors.

• "Level" refers to the level at which the outcomes of learning are allocated through the use of descriptors which constitute an integral component of qualifications frameworks internationally.

Features cont'd.

- Level descriptors provide a broad indication of learning achievements or outcomes that are appropriate to a qualification at that level.

- The competencies listed at a particular level in the framework broadly describe the learning achieved at that level eg Level 10 descriptors for PhD: Cutting edge research and creation of new knowledge in the development of the study; Advance new techniques, ideas or approaches; Autonomous in research conducted

- **NB: an individual learning programme may not necessarily meet each and every criterion listed.**

- **Level descriptors do not describe years of study but competencies whether gained formally or informally.**

Policy (current scenario)

➢ Mature entry at university is generally acceptable policy for those who are 25 year and above.

➢ No formal policy brief exists in Zimbabwe on RPL, for acquired informal learning competencies.

➢ Only the ZNQF recognizes RPL based on certified qualification.

Thank you!