

## Project “Supporting Implementation of the African Continental Qualifications Framework” (ACQF-II)

### Referencing to ACQF

**Main source:** [Summary Guidance on referencing](#)

### Referencing report Indicative report outline

#### Meeting on 13/Dec: Peer validation – main criteria / guiding questions:

- Clarity of report
- Evidence
- Level referencing map

Country:

National qualifications institution responsible and leading the pilot referencing exercise:

Drafting team:

Date of report:

#### Table of Contents

1. **Summary** (*indicatively: 1 page*)
2. **Structure of education and training system. Overview of NQF – stage of development and implementation** (*indicatively: 2 pages*)
3. **Referencing criterion 1: There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the **level descriptors** of the ACQF.**  
(*indicatively: 2 pages + annexes*)

#### Level referencing map

(*model frequently used in referencing reports globally*)

EQF levels	NQF 10 levels (example)	Qualifications	NQF 8 levels (example)	Qualifications
10	10	Doctoral degree ...	8	Grau de Doutor
9	9	Master’s degree ...	7	Grau de Mestre
8	8	Bachelor Honours degree	Level 6	Grau de Licenciado
7				
6			5	DESP Certificado qualificação profissional Nível 5
5			4	Diploma Ensino secundário (12 <sup>o</sup> via geral)

				Diploma ensino secundário dupla certificação Certificado de qualificação profissional nível 4
4			3	Certificado de Ensino Secundário (10º ano) Certificado de Qualificação Profissional de Nível 3
3			2	Diploma de Educação Básica de adultos com dupla certificação correspondente à qualificação profissional do Nível 2 Certificado de Qualificação Profissional de Nível 2
2			Level 1	Diploma de Escolaridade Básica Obrigatória
1				

4. Referencing criterion 2: 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**.

(indicatively: 3 pages)

*Brief text, demonstrating that the NQF meets this criterion, and provide the relevant evidence (references: legal and regulatory texts, procedures and methodologies, examples of qualifications standards / unit standards / micro-credentials showing the use of learning outcomes)*

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

(indicatively: 2 pages)

*Brief text, demonstrating that the NQF meets this criterion. Use relevant evidence, such as: legal and regulatory texts, guidelines of the National Qualifications Authority / Agency for providers and applicants, registration procedures, examples of approved / registered qualifications standards / unit standards / micro-credentials), information on the national register / catalogue of qualifications and how it is managed / maintained.*

6. Referencing criterion 4: The national **quality assurance system** for education and training refers to the **national qualifications framework or system** and is consistent with the principles of quality assurance of the African Continental Qualifications Framework (ACQF).

(indicatively: 3 pages)

*Brief text, demonstrating that the NQF meets this criterion. Use relevant evidence, such as: legal and regulatory texts, guidelines of the National Qualifications Authority, procedures from regulators and other relevant bodies.*

*For the structure of this chapter, please use the Principles of quality assurance, as indicated in the Guidance for referencing – listed below:*

**Quality assurance – a criterion for ACQF referencing: the referencing to the ACQF of national qualifications frameworks or systems demonstrates the degree to which quality assurance of national qualifications:**

1. addresses the qualifications quality chain, from design of standards underpinning qualifications to learning, assessment, and certification;
2. addresses the application of the learning outcomes approach;
3. includes feedback instruments and processes supporting continuous quality improvement;
4. addresses internal and external quality assurance, and the regular review of quality assurance agencies;
5. is based on measurable objectives, standards, and guidelines for quality assurance;
6. is supported by resources; and
7. provides transparent information-sharing on results of evaluation.
8. takes account of African Union policy orientations such as African Standards and Guidelines for Quality Assurance (for higher education), to which both internal and external quality assurance adhere.

**7. Governance procedures and follow-up of referencing**

*(indicatively: 1 page)*

*1-2 paragraphs per item*

**Governance procedures and follow-up**

1. Responsibilities and/or legal competence of relevant national bodies involved in the ACQF referencing process are clearly defined and published by the relevant competent authorities.
2. The relevant national quality assurance bodies state their agreement with the referencing outcome and referencing report.
3. People from other countries who are experienced in the field of qualifications are involved in certain aspects and steps of the referencing process. Their role is advisory and supports transparency, improvement and credibility. The national referencing committee informs the ACQF Governance Structure on the involved international experts.
4. Competent national bodies certify the referencing to the ACQF and publish one comprehensive, evidence-based referencing report, which addresses all referencing criteria.
5. The referencing outcome is published by the participating country and the ACQF network upon its final validation by the ACQF Governance Structure, on the dedicated ACQF website.
6. Following the completion of referencing, all newly issued documents related to qualifications that are part of the national qualifications frameworks or systems (e.g.: certificates, diplomas, supplements) and qualifications registers issued by the competent national authorities will contain a clear reference to the appropriate ACQF level, based on national legislation and procedures.

**8. Issues to be addressed. Conclusions. (indicatively: 1 page)**

*Main challenges and opportunities for the NQF and the country / region; lessons learned; recommendations to ACQF.*

- 9. Sources:** national legal basis, guidelines, handbooks, academic articles, analyses, news, statistics; international (regional, continental, global) sources as adequate

## Annexes

### Annex 1: Level descriptors of the African Continental Qualifications Framework

Each of the ten ACQF levels represents learning outcomes related to formal, non-formal and informal learning at that level. The ACQF level descriptors capture how the three domains of knowledge, skills and autonomy and responsibility (A&R) increase in breadth, depth and complexity when moving from lower to higher levels and are supported by a glossary explaining the terms.

#### ACQF Level descriptors

Level	Domains of learning		
	Knowledge	Skills	Autonomy and responsibility
<b>Definition of the domains of learning</b>	<i>In the context of ACQF “Knowledge” includes various kinds of knowledge such as facts, principles, and theories in various areas</i>	<i>In the context of ACQF “Skills” refer to the ability to use knowledge to respond to information and address problems. Skills include cognitive, communication, digital, green, innovation, practical and social skills.</i>	<i>In the context of ACQF “Autonomy and responsibility” refers to the context and extent of the application of autonomy and responsibility</i>
<u>Level 1</u> : the learning outcomes related to formal, non-formal and informal learning at this level include:	simple knowledge, literacy and numeracy	simple communication, cognitive and practical skills required to follow simple instructions, and use simple, repetitive solutions to address simple problems	highly structured, repetitive contexts under close supervision and guidance taking minimal responsibility for self
<u>Level 2</u> : the learning outcomes related to formal, non-formal and informal learning at this level include:	basic knowledge incorporating comprehension and recall of factual and operational knowledge in some areas	basic communication, cognitive and practical skills required to use concrete information, ideas and known solutions to address straight forward problems	structured contexts under limited supervision and guidance taking limited responsibility for self and group outcomes
<u>Level 3</u> : the learning outcomes related to formal, non-formal and informal learning at this level include:	factual and operational knowledge incorporating some theoretical aspects in some areas	a range of communication, cognitive, practical and technical skills required to interpret and communicate ideas and detailed information and select and use known solutions to address familiar problems	predictable contexts under routine supervision and guidance, with initiative for self-responsibility and some responsibility for group outcomes
<u>Level 4</u> : the learning outcomes related to formal, non-formal and informal learning at this level include:	mainly factual, operational or technical knowledge incorporating theoretical aspects in one or more areas	well-developed technical skills required to analyse information and new ideas, make informed judgements, communicate outcomes and apply varied solutions to varied (familiar and unfamiliar) problems	varied (predictable and unpredictable) contexts with adaptability and initiative for self-direction under general guidance, taking full responsibility for self, some planning and responsibility for group outcomes and initiative for responsibility for others
<u>Level 5</u> : the learning outcomes related to formal, non-formal and informal learning at this level include:	mainly technical or theoretical knowledge with substantial depth in a 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
<u>Level 6</u> : the learning outcomes related to formal, non-formal and informal learning at this level include:	highly technical or theoretical knowledge, with specialisation in a discipline/ area	highly technical and specialised skills required to collate, analyse, synthesise and communicate a range of information and new ideas, and formulate or adapt different solutions to address	highly variable contexts with well-developed autonomy and responsibility for self and group outcomes and responsibility for resources and processes

Level	Domains of learning		
	Knowledge	Skills	Autonomy and responsibility
		complex and sometimes abstract problems	
<u>Level 7:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	advanced analytical and/ or specialised knowledge of a discipline/ area	advanced, specialised skills required to demonstrate advanced analysis and initiative for new insights and ideas in research and/ or innovation, and formulate advanced solutions to address complex and abstract problems	complex and variable contexts with advanced autonomy and responsibility
<u>Level 8:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	highly advanced, complex knowledge of a discipline/ area	highly advanced, complex skills required to demonstrate highly advanced analysis, communicate new insights and ideas in research and/ or innovation, and formulate highly advanced solutions to address highly complex and abstract problems	highly complex contexts with some specialisation demonstrating highly advanced autonomy and responsibility
<u>Level 9:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	mastery of a complex body of knowledge at the forefront of a discipline/ area	skills mastery required to demonstrate originality and new insights in research and/ or innovation and formulate and test theories to show mastery of highly complex, abstract problems	highly specialised contexts demonstrating mastery in autonomy and responsibility
<u>Level 10:</u> the learning outcomes related to formal, non-formal and informal learning at this level include:	substantial and original knowledge contribution that extends the forefront of a discipline/ area and/ or at the interface between disciplines/ areas	expert skills and techniques that demonstrate innovation, interpretation and creation of new ideas required to critically evaluate, formulate, and test theories to address emergent, new and critical problems	emergent new contexts demonstrating expertise in management of new ideas

### Definition and scope of the three domains of learning of ACQF level descriptors

#### Knowledge

Includes various kinds of knowledge such as facts, principles, and theories in various areas. The learning outcomes at all ten ACQF levels relate to formal, non-formal and informal learning. The knowledge domain comprises two sub-domains or elements:

- Type of knowledge
- Scope of knowledge

#### Skills

Refer to the ability to use knowledge to respond to information and address problems/ issues. Skills include cognitive, communication, digital, green, innovation, practical and social skills. The learning outcomes at all ten ACQF levels relate to formal, non-formal and informal learning. The skills domain comprises three sub-domains:

- Type of skills required
- How the skills are used to respond to information
- How skills are used to address types of problems

#### Autonomy and responsibility

Refers to the context and extent of the application of autonomy and responsibility. The learning outcomes at all ten ACQF levels relate to formal, non-formal and informal learning. The autonomy and responsibility domain comprises 3 sub-domains:

- the context in which autonomy and responsibility is applied

- the extent to which autonomy is applied
- the extent to which responsibility is applied.

Responsibility as a domain of level descriptors has three elements: self, group outcomes and resources.

## **Annex 2: Level descriptors of the NQF**