

EAST AFRICAN COMMUNITY Protea Hotel Entebbe, Uganda

EAST AFRICA QUALIFICATIONS
FRAMEWORK FOR HIGHER EDUCATION

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What is the EAC
Qualification
Framework for
Higher Education?

What are the
overarching values?

EAQFHE Design
Features

Who is the
EAC QF for?

How is the
Qualifications
Framework
organised?

General Introduction

How does the QF
relate to
legislation?

Who will enforce the
QF?

Why does the EAC
need a QF for Higher
Education?

How has the QF
been
developed?

What are
Expectations?

Purpose

- The EAQFHE is a framework based on outcomes, described in terms of knowledge, skills and their application.
- It relates the EAC Partner State national qualifications systems to a common EAC reference framework.
- Specifically, the EAQFHE:
 - conveys the skills, knowledge and attributes a graduate has gained through completing a qualification
 - requires the development of integrated and coherent qualifications
 - enables and supports the provision of high-quality education pathways
 - enhances confidence in the quality and international comparability of EAC Partner State qualifications
 - represents value for money, is designed to be sustainable and robust.

Who is the EAQFHE for?

- Applies to all types of education, training and qualifications from school education to academic, professional and vocational, and will be central to education reforms being undertaken now and in future, and does not distinguish between any profiles or orientations of qualifications.
- Users of the QF are employers, education providers, accrediting authorities, students and graduates, professional bodies, and licensing and regulatory bodies

What is the EA Qualifications Framework for Higher Education

Convergence Scale

Of levels for all qualifications of EAC-PS

Comparable with other regional and international qualifications

Designed to expand opportunities for mobility between countries, institutions and education levels

Serving as a common reference for:

Better understanding of achievements

Comparability of qualifications, and

Employability of graduates

Translation Device

To make NQFs more readable

Promote workers and learners mobility, and

Facilitate lifelong learning

creating a platform for cross-institutional and cross-sectoral dialogue and eventually mutual trust.

Policy Framework

Organisation, management, implementation and monitoring arrangements for qualifications framework

Registration, issuance and regulation of qualifications

Pathways

Addition and removal of qualifications

Alignment with international qualifications framework

How has the EAQFHE Been Developed

Process

- Identification and analysis of existing qualifications types, cycles and levels
- Identification and analysis of existing descriptors (learning outcomes)
- Learning from the experience of PS

Values

- Increased consistency of qualifications
- Better transparency for individuals and employers
- Increased currency of single qualifications
- A broader range of learning forms are recognised
- A national/external reference point for qualifications standards
- Clarification of learning pathways and progression
- Increased portability of qualifications
- Acting as a platform for stakeholders for strengthening cooperation and commitment
- Greater coherence of reform policies, and
- A stronger basis for international co-operation, understanding and comparison

Independent Reference Point

- Shall use level descriptors that are able **to accommodate differences across regional and sectoral approaches to qualifications** but that are also formulated with clarity so as to enable the distinction between one level or another.
- Shall use descriptors that are **seen as relevant not only in education and training but also by labour market stakeholders**.
- Shall use **learning outcomes as the common language** for different stakeholders. While the education and training pathways, conditions and requirements may be extremely variable across a country (even regarding very similar qualifications).
- Shall use **learning outcomes that define the standard of learning required** but not the content of the qualification (in terms of the exact learning outcomes required, which are defined within qualifications), the EAQFHE shall be open to a large variety of learning while maintaining the quality and trust.
- Shall require **quality assurance requirements regarding how qualifications are designed and how they are awarded** (assessment, validation and recognition) supports the credibility of qualifications in the framework. This does not mean that the EAQFHE prescribes specific quality assurance processes (this may be regulated elsewhere in the system) but that all qualifications in an EAQFHE shall be quality assured.
- The development of **trust among the different stakeholders shall make it possible for the EAQFHE to be open** to other forms of learning while maintaining credibility and ownership.

Existing Qualifications Types, Cycles and Levels

- Each country has a formal description of their qualifications from kindergarten to university
- They also have lists of occupations in different sectors of economy,
- In some cases the occupations are linked to various types of classification and regulatory systems
- These systems reveal simple and rudimentary representations of the main pathways between qualifications in the country
- These qualifications are almost always only better understood in that country

Existing Sets of Level of Descriptors

<p>SET I</p> <ol style="list-style-type: none"> 1. Knowledge; 2. Practical skills; 3. Social skills and responsibilities; 4. Values, attitudes and professionalism; 5. Communication, leadership and team skills; 6. Problem solving and scientific skills; 7. Information management and lifelong learning skills; and 8. Managerial and entrepreneurial skills. 	<p>SET II</p> <ol style="list-style-type: none"> 1. Scope of knowledge; 2. Knowledge literacy; 3. Method and procedure; 4. Problem solving; 5. Ethics and professional practice; 6. Accessing, processing and managing information; 7. Producing and communicating of information; 8. Context and systems; 9. Management of learning; 10. Accountability.
<p>SET III</p> <ol style="list-style-type: none"> 1. Complexity, 2. Autonomy, 3. Responsibility, 4. Adaptability, 5. Knowledge, and 6. Know-how and Behaviour. 	<p>SET IV</p> <ol style="list-style-type: none"> 1. Knowledge and understanding; 2. Practice (applied knowledge and understanding); 3. Generic cognitive skills; 4. Communication, ICT and numeracy skills; 5. Autonomy, accountability and working with others.
<p>SET V</p> <ol style="list-style-type: none"> 1. Work with information, 2. Reflection, 3. Ability to learn, 4. Business communication, 5. Responsibility, 6. Motivation, 7. Setting up goals, 8. Independence, 9. Ability to teach, 10. Breadth of views 	<p>SET VI</p> <ol style="list-style-type: none"> 1. Knowledge and understanding; 2. Applied knowledge and understanding; 3. Generic cognitive skills; 4. Autonomy, accountability and working with others 5. Dynamism and adoptability 6. Non-routine and operational responsibility 7. Routine operations
<p>SET VII</p> <ol style="list-style-type: none"> 1. Knowledge, Creativity and leadership 2. High level management responsibility 3. Management training 4. Independent operative, supervisory responsibility 5. Requiring support 6. Functional workplace 	<p>SET VIII: IUCEA Draft</p> <ol style="list-style-type: none"> 1. Knowledge at the most advanced frontiers of a discipline 2. Specialised problem solving skills 3. Originality and Creativity 4. generic cognitive and analytical skills 5. Adequate problem solving skills evidenced by ability to identify relevant issues, concepts, principles and theories 6. Society conscious 7. Leadership and supervisory abilities 8. Subject Proficiency

EAQFHE Descriptors Framework of Analysis

Higher Education Qualification Descriptors Relate to Programmes and not Modules or Course Units

Development of Knowledge and Understanding (subject specific)

Cognitive / Intellectual Skills

Key Transferable Skills

Practical Skills.

Volume of Learning

EAQFHE Design Features

All qualifications listed on the EAQFHE:

- Are subject to quality assurance as outlined in the quality assurance guidelines
- Have the qualification title and details publicly available
- Are defined by a qualification type and level
- Are allocated a credit value
- Have a subject area classification
- Shall have a status to indicate whether the qualification is current, expiring or discontinued.

Qualification Definition

- A qualification recognises the achievement of a set of learning outcomes for a particular purpose through formal certification

Qualification Types and Levels

- All quality assured qualifications listed on the EAQFHE fit into a qualification type.
- Each qualification type is defined by an agreed set of criteria which includes the level at which the qualification is listed and the number of credits required at each level.
- The EAQFHE has eight levels. The levels are based on complexity, with level one the least complex and level eight the most complex.
- All qualifications on the EAQFHE are assigned one of the eight levels. It is possible for qualifications to include credit achieved at levels above and below the overall level at which the qualification is listed.

Outcome Statements

- All qualifications listed on the EAQFHE contain outcome statements which describe the knowledge, skills and attributes of a graduate. The outcome statement is designed to be used by prospective employers and other tertiary education organisations, and for comparing qualifications.
- Different learners will achieve the outcomes in different ways, so outcome statements indicate the minimum achievement expected from a qualification. Each outcome statement includes information on:
 - **Graduate profiles** that identify the expected learning outcomes of a qualification. This is captured in notions of what a learner will know and understand, and be able to do when they, achieve the qualification.
 - **Education pathways** that identify other qualifications that a graduate could enroll into after completing this qualification. Where qualifications are standalone, and do not prepare graduates for further study, the outcome statement should make this clear.
 - **Employment pathways** or contributions to the community that identify the areas in which a graduate may be qualified to work, or the contribution they may make to their community

Credit Value

- All qualifications on the EAQFHE have a credit value. The credit value relates to the amount of learning in the qualification.
- In determining the amount of learning in a qualification, we estimated how long it would typically take a person to achieve the stated outcomes in the context specified and to demonstrate that achievement through assessment. This determines the credit value for a qualification. One credit is equal to ten notional learning hours.
- Notional learning hours include:
 - direct contact time with teachers and trainers ('directed learning')
 - time spent in studying, doing assignments, and undertaking practical tasks ('self-directed' or 'on-task' learning)
 - time spent in assessment.
- A qualification developer must be able to explain any significant variance in credit values in relation to similar qualifications.

EAQFHE: What is It About

To Help Compare Qualifications Levels throughout the EAC

- A translation grid for qualifications across countries
- 8-level meta framework, covers all levels of qualifications
- Focus on knowledge, skills and competence – learning outcomes
- Voluntary process and tool
- It provides automatic East Africa wide-recognition, it is about EAC standards, it is about a common EAC education and training system

Qualification Levels

EAQFHE Level 4: Certificate (Cert)	EAQFHE Level 5: Diploma (Dip)	EAQFHE Level 6: Bachelors (B)	EAQFHE Level 7: Master's (M)	EAQFHE Level 8: Doctorate (D)
<p>Qualifications Recognise</p> <ul style="list-style-type: none"> ❑ specialist learning ❑ involve detailed analysis of a high level of information and knowledge in an area of work or study. ❑ Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others. ❑ Level 4 qualifications are at a level equivalent to: <ul style="list-style-type: none"> • Diploma • Certificate of Higher Education 	<p>Qualifications Recognise</p> <ul style="list-style-type: none"> ❑ ability to increase the depth of knowledge and understanding ❑ enable the formulation of solutions and responses to complex problems and situations. ❑ involves the demonstration of high levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. ❑ appropriate for people working as higher grade technicians, professionals or managers. ❑ Level 5 qualifications are at a level equivalent to <ul style="list-style-type: none"> • Diplomas of Higher Education, • Foundation and other awards that do not typically provide access to postgraduate programmes • Full Technological Certificates 	<p>Qualifications Recognise</p> <ul style="list-style-type: none"> ❑ Well-grounded levels of knowledge ❑ Development of in-depth and original thinking ❑ Ability to respond to complicated and unpredictable problems and situations. ❑ Learning at this level involves the demonstration of high level specialist professional knowledge and is appropriate for senior professionals and managers. ❑ Level 6 qualifications are at a level equivalent to Bachelor's degrees 	<p>Qualifications Recognize</p> <ul style="list-style-type: none"> ❑ highly developed and complex levels of knowledge ❑ enable the development of in-depth and original responses to complicated and unpredictable problems and situations. ❑ involves the demonstration of high level specialist professional knowledge ❑ appropriate for high level professionals and managers. ❑ Level 8 qualifications are at a level equivalent to <ul style="list-style-type: none"> • Master's Degree • Postgraduate Diploma • Postgraduate Certificate • Postgraduate in a professional area 	<p>Qualifications Recognise:</p> <ul style="list-style-type: none"> ❑ leading experts or practitioners in a particular field. ❑ involves the development of new and creative approaches that extend or redefine existing knowledge or professional practice. <ul style="list-style-type: none"> • Doctoral • Postdoctoral

Qualification Types

Undergraduate	Postgraduate
Certificate	Postgraduate Certificate
Diploma	Postgraduate Diploma
Advanced Diploma	Master's
Bachelors	Doctorate
Graduate Diploma	Post Doctoral
Graduate Certificate	

How is the EAQFHE Organised

1

- Introduction

2

- EAQFHE Policy and Regulatory Framework

3

- EAQFHE Qualifications Types, Cycles and Levels

4

- Description of EAQFHE Level Descriptors

5

- Credit Accumulation and Transfer

6

- Assessment Criteria and Learning Outcomes

7

- Naming and Awarding of Qualifications

8

- Institutional Arrangement

Annex

- Policies: Issuance, Pathways, Register, Additions and Removal, Alignment, Benchmarking

Reference Qualifications Levels to the EAQFHE

More Than Just A Technical Process

- 8 commonly agreed criteria
- understanding own national qualifications landscape
- explaining allocation process at national and EAC-level
- quality assurance
- involvement of stakeholders

Creating Trust And Dialogue

NQFs Linked to EAQFHE

	EQAFHE	Burundi	Kenya	Rwanda	Tanzania	Uganda
PhD Degree Doctoral Degree	8		10	7	10	
Master's Degree Post Graduate Diploma Post Graduate Certificate	7		9	6	9	
Bachelor Degree Graduate Diploma Graduate Certificate	6		8	5	8	
Diploma Certificate	5		7	4	7	5
	4		6	3	6	4
	3		5	2	5	3
			4		4	
	2		3	1	3	2
			2		2	
	1		1		1	1

How does the EAQFHE Relate to Legislation

- Treaty Establishing the EAC
- PEACCM
- IUCEA Act
- National higher education policy and legislation of each Partner State
- EAC Legislation for EAQF

Who will Enforce the EAQFHE

- EAQFHE Advisory Committee
- EAQ Authority to be established by legislation

The EACQA

- To oversee the development of the EAQFHE by formulating and publishing policies and criteria for registration of bodies responsible for establishing education and training standards or qualifications and for accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards and qualifications
- To oversee the implementation of the EAQFHE by ensuring the registration, accreditation and assignment of functions to bodies referred to above, as well as the registration of national standards and qualifications on the framework. It must also take steps to ensure that provisions for accreditations are complied with and where appropriate, that registered standards and qualifications are internationally comparable.

Supporting Instruments

- Qualifications Issuance Policy
- Qualifications Pathways Policy
- Qualifications Register Policy
- Policy on Qualifications Type Addition and Removal
- Guidelines for Alignment of EAQFHE with International Qualifications Framework
- Guidelines on Subject Benchmarking