EAC

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EAST AFRICAN COMMUNITY

East African
Qualifications Framework For
Higher Education

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Content

Foreword

In the Treaty Establishing the East African Community (EAC), the Partner States made an explicit agreement to undertake concerted measures to foster cooperation in education and training in the Community, in particular harmonization of education and training systems for comparability and compatibility purposes of qualifications among the Partner States. Particularly, the Partner States agreed to co-ordinate their human resources development policies and programmes and also to harmonize curricula, examination, certification and accreditation of education and training institutions through the joint action of their relevant national bodies.

Furthermore, linked to the above, the coming into force of the EAC Common Market Protocol in July 2010 prompted the urgent need to develop tools and systems that would facilitate its operationalization. In the case of higher education, there was need to develop tools for the operationalization of Article 11 of the Protocol in order to facilitate easy mobility of learners and labour which, among others, requires the establishment of a framework to enable mutual recognition of academic and professional qualifications across the region.

The need to establish systems to support mutual recognition of studies, certificates, diplomas, degrees and other academic qualifications in higher education in Africa is a long-standing agenda. In order to guide such a process, on 5th December 1981, UNESCO adopted the Arusha Convention on recognition of qualifications in higher education in Africa. For the purpose of improving the focus of the Arusha Convention taking into consideration developments in the higher education sub-sector, particularly after the UNESCO World Conference on Higher Education that was held in 1998, the Arusha Convention was revised in 2002. At the same time, elsewhere in the world, particularly in Asia and Europe, qualifications frameworks have been developed as instruments that provide a platform enabling harmonization of education and training systems, and for facilitating recognition of qualifications including professional qualifications within countries and across borders.

The above developments prompted EAC, through the Inter-University Council for East Africa (IUCEA) as its institution responsible for coordinating the development of higher education and research in the Community, to develop the East African Qualifications Framework for Higher Education (EAQFHE). The qualifications framework is an important tool for harmonization of education and training systems and the qualifications attained. It will facilitate operationalization of Article 11 of the Common Market Protocol as a guiding instrument for mutual recognition of qualifications among the Partner States. It will also serve as a convergence platform for harmonization of qualifications levels and types, entry requirements, progression and articulation, thus contributing towards transforming East Africa into a common higher education area.

Globally, qualifications frameworks are regarded as all encompassing tools for guiding a systematic approach to human resources development. Qualifications frameworks are also designed to serve as useful instruments for guiding higher education institutions in curriculum development, delivery, assessment and certification, in line with the needs of the labour market. Hence, the EAQFHE has been designed both as a higher education supportive tool and as an instrument for guiding structured human resources development in the Community, focusing on skills and competences, and relevance of such skills and competences to the region's socio-economic needs.

It is expected that each Partner State will develop a national qualifications framework that is aligned,

but not necessarily identical to the EAQFHE. The EAQFHE will only guide the alignment of the national qualifications frameworks to the regional set up. This will facilitate comparability of the education and training systems and the qualifications attained in the Partner States. It will also facilitate a more systematic approach to human resource development in the Community. Moreover, the EAQFHE will facilitate the enjoyment of education as a human right by enhancing more access to higher education opportunities in the region. This is because the framework provides various higher education access and articulation modes and pathways among the education and training levels, including recognition of prior learning and life-long learning. The EAQFHE will also provide mechanisms for streamlining qualifications, thereby simplifying their comparability and mutual recognition nationally, regionally, and globally. The mutual recognition arrangement provided by the EAQFHE covers all types of qualifications, regardless of the mode of programme delivery or training system, so long as the minimum number of credits required for a particular award or qualification type has been attained.

The EAQFHE is a generic instrument for the region upon which the Partner States' national qualifications frameworks will be anchored for the purpose of harmonization and synchronization of education and training systems, and the qualifications attained in the Community. The framework is by no means a replacement of the national qualifications framework or similar instruments of the Partner States, nor is it a prescription for each Partner State to make its national qualifications framework exactly the same as the EAQFHE. Rather, it is meant to be an instrument to guide the Partner States' qualifications framework for alignment with the regional framework, so that the regional education and training systems and the qualifications attained are appropriately harmonized.

I am aware that the concept of a qualifications framework is new to East Africa, and elsewhere. However, where similar frameworks are fully operational, they have offered enormous benefits towards harmonization of education and training systems, and the qualifications attained, and in guiding systematic approach to human resource development. Therefore, such benefits should be foreseen in the Community. However, new as it is, it is important that appropriate sensitization and advocacy strategies are developed and implemented by IUCEA and the Partner States. It is also important for the users of the EAQFHE to realize the importance of the framework and hence to fully accept it as a guiding tool for the region's education and training systems, and in guiding systematic human resources development processes.

In adopting this new approach in higher education and training, and in human resources development, it is very important that the users of the qualifications framework apply it with an open mind. Therefore, it is my sincere expectation that the EAQFHE will be used by all stakeholders in higher education for the region to realize the intended purpose of facilitating mutual recognition of qualifications among the Partner States, thereby promoting free movement of learners and labour for the eventual attainment of the Community's socio-economic development and regional integration.

As I conclude, I wish to thank the Inter-University Council for East Africa staff for their enormous efforts to develop this qualifications framework. With a special note, I wish to extend sincere appreciations to Sida for providing financial support that facilitated the development and production of the qualifications framework.

HE Amb. Dr. Richard Sezibera,
Arusha, 30th April 2015
Secretary General
East African Community

Acknowledgements

The process to develop the East African Qualifications Framework for Higher Education (EAQFHE) started way back in 2006 when the Inter-University Council for East Africa (IUCEA) started developing a regional quality assurance system for East Africa. In order to supplement the regional quality assurance system with an instrument to facilitate harmonization of the education and training systems in East Africa, and the qualifications attained, it was considered important to develop a regional qualifications framework to cater for that purpose. Therefore, in 2012 IUCEA initiated the process to develop the EAQFHE, in collaboration with the national commissions and councils for higher education and higher education institutions in the EAC Partner States, as well as the East African Business Council (EABC).

At the initial stages the process focused on a qualifications framework that was perceived as applicable only to higher education and training systems. However, it was later realized that despite guiding higher education and training systems in curriculum design, delivery, assessment and certification, a qualifications framework was also a human resource development instrument than only being a higher education tool. Therefore, in September 2013 the process to develop the EAQFHE was restarted, with the involvement not only of national commissions and councils for higher education and higher education institutions, but also the governments of the EAC Partner States through the Ministries responsible for education and labour, other government departments, the private sector through EABC, private sector associations, foundations, or alliances in the Partner states, and employers' and professional associations.

It was also recognized that as the first step towards the development of the qualifications framework,

a study be carried out to establish the status of higher education in the region and to identify skills gaps in the education and training systems versus human resources needs in the Community. Results from the study were expected to be a major input in the development of the EAQFHE. Therefore, in October 2013 to February 2014 IUCEA in collaboration with EABC carried out the survey in all the Partner States. The successful conclusion of this process led to the development of a draft EAQFHE, which then underwent several refinement stages, including incorporation of views from stakeholders provided during a stakeholders' forum that was held in May 2014, and views collected through the press.

I am pleased that this long process has culminated in the production of the EAQFHE, which is a reliable tool for harmonization of higher education and training systems in the region. It is a versatile framework for facilitating mutual recognition of qualification among the EAC Partner States, and in recognition of qualifications obtained outside the Community.

The process to develop the EAQFHE would not have been possible without the invaluable support and cooperation of various organizations and individuals. Therefore, I wish to express my sincere appreciation to all those who have contributed towards the development of the EAQFHE. First is the Swedish International Development Agency (Sida), which in June 2013 accepted a request to provide funding for facilitating this undertaking. Therefore, on behalf of IUCEA and on my own behalf, I extend sincere appreciations to Sida for the generous support.

Whereas it might not be possible to list the names of all the individuals and groups who have contributed to the development of the qualifications framework, I would like to specifically express sincere appreciations to

the team of experts who carried out the survey, namely Dr. Mohammed Kerre from of PERC-PACE International in Nairobi, Kenya and an expert in higher education policy research and analysis, Fr. Dr. Charles Kitima, formerly Vice Chancellor of St Augustine University of Tanzania, and Mr. Salim wa-Mwawaza, who represented the East African Business Council in the study. I acknowledge the enormous contribution of the IUCEA Quality Assurance staff, namely, Dr. Cosam Joseph and Ms. Juru Eglantine, who ably assisted the team of experts.

Furthermore, I wish to acknowledge the contribution of the Ministries responsible for Education and Labour and several other government departments and institutions in the EAC Partner States, as well as higher education institutions, private sector associations, foundations, or alliances in the Partner states, national examinations councils or boards of the Partner States, and employers' and professional associations, for providing invaluable information during the survey and at the stakeholders' forum. The information they provided was used as important input into the EAQFHE.

I sincerely that the national commissions and councils for higher education in the EAC Partner States for their instrumental contribution as partners in the development of the EAQFHE, and in spearheading and coordinating in their respective Partner States, the processes toward developing the qualifications framework. EABC, which is an umbrella organization of the private sector in East Africa, is highly commended for invaluable support to this process, which is a clear testimony of the Business Council's commitment to the now established academia-private sector partnership in the region that has brought about unique impetus in promoting academia – private sector engagement in the region.

It is my sincere expectations that the EAQFHE will provide an important building block for facilitating harmonization of education and training systems, and mutual recognition of qualifications among the EAC Partner States, as we strive to transform East Africa into a common higher education area.

Prof. Mayunga H.H. Nkunya
Kampala, April 2015

IUCEA Executive Secretary

Abbreviations

CUE	Commission for University Education
EAC	East African Community
EACAT	East African Credit Accumulation and Transfer
EACIA	East African Institutes of Accountants
EAIA	East Africa Institute of Architects
EAQFHE	East African Qualifications Framework for Higher Education
HE	Higher Education
HEC	Higher Education Commission, Rwanda
HEIs	Higher Education Institutions
IUCEA	Inter-University Council for East Africa
LLL	Lifelong Learning
NCHE	National Commission/Council for Higher Education
NQF	National Qualifications Framework
NRT	National Recognised Training
PET	Professional Education and Training
PSRB	Professional Statutory or Regulatory Body
QA	Qualifications Authority, Kenya
QPBP	Qualifications Program Benchmarking Policy
QPP	Qualifications Pathways Policy
QRP	Qualifications Register Policy
QTAR	Qualifications Type Addition and Removal Policy
RPL	Recognition of Prior Learning
TCU	Tanzania Commission for Universities
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education Scientific and Culture Organisation
VET	Vocational Education and Training

Introduction

1.1   Background

In the Treaty for the Establishment of the East African Community (EAC), the Partner States have made an explicit agreement to undertake concerted measures to foster cooperation in education and training in the Community, in particular harmonization of education and training systems for them to be comparable and compatible among the Partner States. Particularly, the Partner States agreed to co-ordinate their human resources development policies and programmes and also to harmonize curricula, examination, certification and accreditation of education and training institutions through the joint action of their relevant national bodies. Furthermore, linked to the above, the coming into force of the EAC Common Market Protocol in July 2010 prompted the urgent need to develop tools and systems that would facilitate its operationalization. In the case of higher education, there was need to develop tools for the operationalization of Article 11 of the Protocol in order to facilitate easy mobility of learners and labour, which among others, requires establishment of a framework to enable mutual recognition of academic and professional qualifications across the region. The above developments prompted EAC through the Inter-University Council for East Africa (IUCEA) as its institution responsible for coordinating the development of higher education and research in the Community, to develop the East African Qualifications Framework for Higher Education (EAQFHE).

For purposes of this qualifications framework higher education shall be defined to include all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments approved as institutions of higher education by the competent national authority. Institutions of higher education include not only colleges and universities, but also professional schools and institutes of technology.

The East African Community (EAC) Partner States that consist of Burundi, Kenya, Rwanda, Tanzania and Uganda are in the process and at different levels of developing national qualifications frameworks (NQF) based on learning outcomes, and Kenya, Rwanda and Tanzania have already completed developing their NQFs and are at different stages of implementation. In that regard, the East African Qualifications Framework for Higher Education (EAQFHE) is to be viewed as a convergence instrument of levels for all qualifications of the EAC Partner States, which provides a comparability framework of qualifications obtained in one Partner State with those in other Partner States, as well as in other countries and regions around the world. It expands the opportunities for mobility for the EAC citizens, not only between countries, but also between various institutions and education levels. It recognizes knowledge and skills acquired outside the formal education system as being components of a qualification.

A higher education qualification constitutes the learning outcome attainable through successful completion of an educational and training programme and is certified by an award issued by a higher education/professional institution. The EAQFHE provides description of higher education qualifications through learning outcomes. The learning outcomes for each field of study are further specified by a sectoral standard developed on the basis of this document, which describes the competences of a holder of the qualification of relevant cycle and specialty.

The EAQFHE will facilitate the process of building public confidence in East African academic standards by enabling the public to understand the achievements represented by higher education qualifications. The EAQFHE will enable higher education institutions to communicate to

their stakeholders (employers, schools, parents, prospective learners, professional, statutory and regulatory bodies, and other stakeholders) the achievements and attributes represented by the typical higher education qualifications titles.

1.2 Purpose

The EAQFHE provides the set of policies, objectives and information central to the organisation, management, implementation and monitoring arrangements for the qualifications framework. The EAQFHE:

a) provides important points of reference for setting and assessing academic standards for higher education providers;

b) assists in the identification of potential progression routes, particularly in the context of life-long learning; and

c) promotes a shared and common understanding of the expectations associated with typical qualifications by facilitating a consistent use of qualifications titles across the higher education sector within the region.

1.3 Aim

The EAQFHE is aimed at:

a) ensuring the description of higher education qualifications based on learning outcomes attainable through successful completion of an educational and training regiment and certified by an award issued by a higher education/professional institution;

b) enabling individuals and employers to better understand and compare the qualifications levels of education and training systems among the EAC Partner States and in other countries;

c) enhancing international recognition of qualifications obtained in the Partner States both for studies and employability;

d) enabling employers to better understand the education process and the expected skills and competences of job applicants;

e) enabling learners to choose education programmes according to their interests and needs and to understand requirements in each study area, and therefore being able to plan their learning more successfully; and

f) providing wider possibilities to life-long learning and for recognition of prior learning acquired outside formal education system.

1.4 Scope

The EAQFHE, applies to all types of education, modes of delivery, training and qualifications from basic to higher education, professional and vocational institutions, obtained through formal, and or non-formal, and or informal learning. The EAQFHE is central to education reforms currently being undertaken in the Community. The Framework does not distinguish between any profiles or orientations of qualifications, as such distinctions shall be made in the national qualifications frameworks. Given that the Partner States have different titles for qualifications obtained in professionally or academically-oriented higher education programmes, this distinction is illustrated in the EAQFHE. This means that in addition to distinguishing between the levels of programmes, the EAQFHE also specifies their orientation.

1.5 Objectives

The EAQFHE has eight guiding and operational objectives, which provide a standard and flexible framework to enable the Partner States to develop and implement NQFs that address current and future education and comparability challenges. Particularly the EAQFHE:

a) Facilitates the development and maintenance of pathways leading to access to qualifications and enabling people to easily and readily move from and between different education and training spheres and sectors/segments and the labour market;

b) Facilitates and enhances national, regional and international mobility of learners and labour through recognition of value and comparability of qualifications.

c) Strengthens national regulatory and quality assurance arrangements for education and training; and

d) Instils public confidence in the achievements and attributes of qualifications by supporting contemporary, relevant and region-wide consistency of qualifications outcomes.

1. Qualifications Types, Cycles and Levels

1.1 Qualifications Types

Higher education in East Africa is part of the entire education system, which consists of 20 types of qualifications, twelve at basic education (including primary, vocational and secondary school), and eight higher education (including four undergraduate and five postgraduate). The types of qualifications have been clustered into five cycles and eight levels. The whole education system, starting from basic to higher education, displays a wide range of qualifications, which inform the entry levels to the EAQFHE. The EAQFHE qualifications types are listed in Matrix 2.1.

Matrix 2.1: Qualifications Types in the East African Education System

Basic Education Qualifications	
Lower Primary Qualification Types	**Upper Primary Qualification Types**
• Certificate of general basic education	• Certificate of general basic education • Government/Grade Trade Test (GTT) Cert. I • GTT II • GTT III
Lower Secondary Qualification Types	**Upper Secondary Qualification Types**
• Certificate of general basic education • Certificate of vocational basic education • Artisan Cert. (Theory and Practice) • Artisan Cert. (Practice)	• Certificate of general secondary education • Certificate of vocational education • Diploma of vocational secondary education
Higher Education Qualifications	
Undergraduate Qualifications Types	**Postgraduate Qualifications Types**
• Certificate • Diploma • Advanced Diploma • Bachelors Degree	• Postgraduate Certificate • Postgraduate Diploma • Master's Degree • Doctorate Degree • Post-Doctoral

1.2 Education Cycles and Levels

Cycles and levels describe the five sequential levels of the East African education system (Matrix 2.2).

Matrix 2.2: The Structure of the education and training sector in the EAC Partner States

Cycle		Levels	Qualifications	Nomenclature
Cycle V Higher Education	Sub Cycle 3: Doctoral	8	• PhD, Doctorate Degree • Post-Doctoral	Researcher, Innovator
	Sub Cycle 2 : Master's programme	7	• Master's Degree • Postgraduate Certificate • Postgraduate Diploma	Scientist, Manager
	Sub Cycle 1: Undergraduate Programme	6	• Bachelors Degree • Professional Certificate • Advanced Diploma • Diploma	Professional Nonprofessional Uncertified worker

Cycle IV: Technical & Vocational Education & Training	Sub-cycle 2: Post Secondary Training (P.S.T.) Programmes	5	• Tech. Diploma • Craft Certificate • Non tech. Diploma • Craft certificate	• Associate Professional, • Certified Specialist or Technician • Master Craft person • Paraprofessional • Craft Operator
	Sub-cycle 1: Upper Secondary Education	4	• Certificate of general secondary education • Certificate of vocational education • Diploma of vocational secondary education	• Semi-skilled school leaver
Cycle III	Lower Secondary Education	3	• Certificate of general basic education • Certificate of vocational basic education • Artisan Certificate (Theory or Practice)	Semi-skilled Skilled Artisan Skilled Operator
Cycle II	Upper Primary	2	• Certificate of general basic education[1]. • Certificate of primary education • GTT Certificate I • GTT certificate II • GTT certificate III	Skilled Operative Semi-skilled operatives Semi-skilled artisans
Cycle I	Early Childhood Development Education (ECDE) & Lower Primary Education	1	Certificate of general basic education[1] (CGBE)	Numeracy and Literacy

[1]. For learners in special education programmes/ for learners with special needs

The structure of the education and training sector in the EAC Partner States as shown in Matrix 2.2 broadly comprises basic education, industrial/technical training including vocational training, professional training, and higher education. Therefore, in harmonisation of these systems, the cycles and levels have been identified in the EAQFHE based on levels of competences. First and second cycles relate to Early Childhood Development Education and Primary School programmes; the third and fourth cycles relate to Secondary, Postsecondary, Technical and Vocational Training programmes; and the fifth cycle corresponds to Undergraduate and Postgraduate programmes.

1.3   Outline of the Higher Education Structure in East Africa

The cycles of higher education are described hierarchically according to learning outcomes as shown in Matrix 2.3. Each next cycle of higher education implies the attainment of additional learning outcomes based on those of the previous cycle. For instance, the learning outcomes of the admission cycle to technical and industrial education (Cycle IV) are based on the learning outcomes of general secondary and/or vocational and technical education and training.

Matrix 2.3:   Higher Education Structure in East Africa

Admission from Cycle IV	Cycle V		
	Sub-cycle 1 (Level 6)	Sub-cycle 2 (Level 7)	Sub-cycle 3(Level 8)
• Tech. Diploma • Craft Certificate • Non tech. Diploma • craft certificate • Certificate of general secondary education • Certificate of vocational education • Diploma of vocational secondary education	• Bachelors Degree 360 credits • Professional Diploma min 300 c • Advanced Diploma 240 min credits • Diploma 120 min credits	• Master's Degree 180 credits • Postgraduate Certificate min 60 credits • Postgraduate Diploma min 120 credits	• PhD, Doctorate Degree standard 540 min credits • Post-Doctoral (not specified) • Design Engineer (standard 240 min credits • Medical Specialist 360-720 min credits
Learning Outcomes	Qualifications that signify completion of Cycle V sub-cycle 1 are awarded to learners who: • have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, while supported by advanced learning, includes some aspects that will be informed by knowledge of the forefront of their field of study; • can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;	Qualifications that signify completion of Cycle V sub-cycle 2 are awarded to learners who: • have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context; • can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;	Qualifications that signify completion of Cycle V sub-cycle 3 are awarded to learners who: • have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field; • have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity; • have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication; • are capable of critical analysis, evaluation and synthesis of new and complex ideas;

	• have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues; • can communicate information, ideas, problems and solutions to both specialist and non- specialist audiences; and • have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.	• have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements; • can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously; and • have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	• can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise; and • can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.

1.4   Qualifications Type Specifications

Qualifications Type Specifications inform the design and accreditation of awards of Education and training qualifications, whose principal users are the accrediting authorities in each education and training sector responsible for the accreditation of qualifications in East Africa. The users also include the developers of qualifications in each education and training sector in the EAC Partner States. The other users of the Specifications are the authorised issuing organisations, industry and professional bodies, licensing and regulatory bodies, learners, graduates and employers. The purpose of each qualifications type is to qualify individuals as having acquired knowledge, skills and values for diverse pathways to further learning, work and effective participation in civic life, and to determine the volume of learning required to attain these competences.

Volume of learning is expressed in credit points. A system of credit points is used to describe the amount or volume of learning expected for qualifications at each level. For example, for undergraduate an average of sixty credit points

represents the minimum amount of learning is expected to be achieved for learners in one academic year of study. The same system of credit points is used for regulations governing major components of study, such as the scale of a thesis requirement, the amount of general studies required in an undergraduate programme, and equivalent credits for formal instruction, laboratory work or field work. Details of these requirements are presented in Chapter 5.

The length of programmes (and the number of credit points given) may differ for programmes with the same or similar titles. For example a bachelor degree may be three or four (or even six) years in length depending on the amount of learning expected at the level of complexity expected for bachelor degree studies. A similar period of study in different programmes could lead to a bachelor and a master degree, but only if the study for the master degree component was taken at the more advanced level required for that degree. The title is based on the level or complexity of learning rather than the time taken, though there are minimum credit requirements.

Matrix 2.4 defines the purpose of qualifications types related to knowledge and skills, the application of the knowledge and skills, and the volume of learning expressed in terms of credits as given in the EAQFHE.

Matrix 2.4: EAQFHE Qualifications type Specifications

Qualifications Type	Purpose	Knowledge	Skills	Application of Knowledge and Skills	Volume of Learning (Credits)
Certificate of General Basic Education (CGBE) 1	The CGBE I qualifies individuals with basic functional knowledge and skills to undertake work, further learning and community involvement	Graduates of a CGBE I will have basic fundamental knowledge and understanding in a narrow area of work and learning	Graduates of a Certificate I will have: • basic skills to participate in everyday life and further learning • cognitive and communication skills to receive, pass on and recall information in a narrow range of areas • technical skills involving the use of tools appropriate to the activity and use of basic communication technologies	Graduates CGDE I will demonstrate the application of knowledge and skills: • with some autonomy in defined contexts and within established parameters • in contexts that may include preparation for further learning, life activities and/ or a variety of initial routine and predictable work-related activities including participation in a team or work group	The volume of learning of CGBE is minimum of one year equivalent to 40 credits
• CGBE 2 • Government Trade Test (GTT) Certificate I-III	CGBE 2 and or Government Trade Test Certificate I-III qualify individuals with knowledge skills and values to further learning in vocational education and training or general upper secondary education and participation in community service.	Graduates of a CGBE 2 and graduates of GTT I-III will have knowledge to carry out limited functions with supervision	Graduates of CBGE and GTT certificates will have the ability to carry out simple routine work operations	Graduates of CGBE and GTT demonstrate capacity to undertake that the activity is performed under the guidance of a qualified worker. All these aspects are consistent with the description of Level 2 of the LTQF.	The volume of learning of CGBE 2 and GTT1-III is 4-6 years (minimum of 90 credits)

Level / Certificate	Purpose	Knowledge	Skills	Competence	Volume of learning
CGBE 3 **VBE Certificate** **Artisan Certificate**	CGBE and VBE certificates qualify individuals with knowledge, skills and values for further learning, civic activities and good quality of life	Graduates at this level qualify with comprehensive general knowledge about people, society, cultures and the environment.	Graduates at this level are provided with information, society skills for data acquisition and communication, mastering basic relationship skills and critically assessing information.	Graduates of CGBE 3 and VBE have competence to perform specialised work not requiring important autonomous decisions. and cooperation skills, which enable them to work both independently and in groups.	The volume of learning of CGBE and VBE is minimum two years (minimum 240 credits)
• **CGBE 4** • **Certificate of vocational education** • **Diploma of vocational secondary education**	This level of certificates qualifies individuals with knowledge, skills and values for diverse pathways to further learning, work and effective participation in civic life.	Graduates at this level would have foundational knowledge across a range of learning areas and some specialist discipline or technical knowledge.	• literacy, numeracy and communication skills and use of information technologies • skills to access, record and act on information • cognitive, technical, communication and creative skills • problem solving skills • can work with others	Demonstrate the application of knowledge and skills • with depth in some tasks or functions in known or changing contexts, • Confident team members • Take responsibility with some direction and accountability	The volume of learning of an average of two years (Minimum 240 credits)
Craftsman **Certificate 1**	This certificate qualifies individuals with basic functional knowledge and skills to undertake work, further learning and community involvement.	Graduates at this level will have *basic fundamental knowledge and understanding in a narrow area of work and learning, and/or *foundational knowledge for everyday life, further learning and preparation for initial work	Graduates at this level will have foundational cognitive, technical and communication skills to: • undertake defined routine activities • identify and report simple issues and problems • basic skills to participate in everyday life and further learning • cognitive and communication skills	Graduates at this level will apply knowledge and skills • to demonstrate autonomy in highly structured and stable contexts and within narrow parameters • in contexts that may include preparation for further learning, life activities and/or a variety of initial routine and predictable	The volume of learning of a Certificate I is usually 0.5 – 1 year (minimum 80 credits)

			Skills	Application of knowledge and skills	Volume of learning
(continued from previous qualification)			to receive, pass on and recall information in a narrow range of areas • technical skills involving the use of tools appropriate to the activity and use of basic communication technologies	work-related activities including participation in a team or work group	
Craftsman **Certificate II**	The Certificate II qualifies individuals to undertake mainly routine work and as a pathway to further learning	Graduates of a Certificate II will have basic factual, technical and procedural knowledge in a defined area of work and learning	• cognitive skills to access, record and act on a defined range of information from a range of sources • cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems • technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options	• Demonstrate the application of knowledge and skills: • of knowledge • with some accountability for the quality of own outcomes and some responsibility for own outputs in work and learning • with limited autonomy and judgement in the completion of own defined and routine tasks in known and stable contexts • with limited autonomy and judgement to complete routine but variable tasks in collaboration with others in a team environment	The volume of learning of a Certificate II is typically 0.5 – 1 year (minimum 120 credits)

Craftsman Certificate III	The Certificate III qualifies individuals who apply a broad range of knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning	Graduates of a Certificate III will have factual, technical, procedural and theoretical knowledge in an area of work and learning	Graduates of a Certificate III will have: • cognitive, technical and communication skills to interpret and act on available information • cognitive and communication skills to apply and communicate known solutions to a variety of predictable problems and to deal with unforeseen contingencies using known solutions • technical and communication skills to provide technical information to a variety of specialist and non-specialist audiences • technical skills to undertake routine and some non-routine tasks in a range of skilled operations	Graduates of a Certificate III will demonstrate the application of knowledge and skills: • with discretion and judgement in the selection of equipment, services or contingency measures and skills • to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints • in contexts that include taking responsibility for own outputs in work and learning including participation in teams and taking limited responsibility for the output of others within established parameters	The volume of learning of a Certificate III is typically 1 – 2 years. Up to 4 years may be required to achieve the learning outcomes through a course work or internship program (Minimum requirements for a craftsman certificate III is 120 credits)

	Purpose	Knowledge	Skills	Application of knowledge and skills	Volume of learning
Nontechnical Diploma	Non-Technical Diploma qualifies individuals who apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning	Graduates of Non-Technical Diploma will have broad factual, technical and theoretical knowledge in a specialised field of work and learning	They have: • cognitive skills to identify, analyse, compare and act on information from a range of sources • cognitive, technical and communication skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems • specialist technical skills to complete routine and non-routine tasks and functions • communication skills to guide activities and provide technical advice in the area of work and learning	They demonstrate the application of knowledge and skills: • to specialised tasks or functions in known or changing contexts and skills • with responsibility for own functions and outputs, and may have limited responsibility for organisation of others • with limited responsibility for the quantity and quality of the output of others in a team within limited parameters	The volume of learning of a Certificate IV is typically 0.5 – 2 years. There may be variations between short learning duration specialist qualifications that build on knowledge and skills already acquired and longer duration qualifications that are designed as entry level requirements for work (minimum 120 credits)
Tech. Diploma	The Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake skilled or advanced skilled or paraprofessional work and as a pathway for further learning	Graduates of a Diploma will have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning	Graduates of a Diploma have: • cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources	Graduates of a Diploma will demonstrate the application of knowledge and skills: • with depth in some areas of specialisation, in known or changing contexts	The volume of learning of a Diploma is typically 1 – 2 years (Minimum credits for Technical Diploma is 240 credits)

Advanced Diploma					
Summary	The Advanced Diploma qualifies individuals who apply specialised knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning				
Knowledge	Graduates of an Advanced Diploma will have specialised and integrated technical and theoretical knowledge with depth within one or more fields of work and learning				
Skills	Graduates of an Advanced Diploma will have: • cognitive and communication skills to identify, analyse, synthesize and act on information from a range of sources • cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements • specialist technical and creative skills to express ideas and perspectives • communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge.				
Application of knowledge and skills	Graduates of an Advanced Diploma will demonstrate the application of knowledge and skills: • with depth in areas of specialisation, in contexts subject to change and skills • to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations • with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality • with initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters				
Volume of learning	The volume of learning of an Advanced Diploma is typically 1.5 – 2 years (Minimum credits requirement for a advanced diploma is 300 credits)				

	Summary	Knowledge	Skills	Application of knowledge and skills	Volume of learning
			• cognitive and communication skills to transfer knowledge and skills to others and to demonstrate understanding of specialised knowledge with depth in some areas • cognitive and communication skills to formulate responses to complex problems • wide-ranging specialised technical, creative or conceptual skills to express ideas and perspectives	• with initiative and judgment in planning, design, technical or management functions with some direction • to adapt a range of fundamental principles and complex techniques to known and unknown situations • across a broad range of technical or management functions with accountability for personal outputs and personal and team outcomes within broad parameters	The volume of learning of a Bachelor Degree is usually 3 years (Minimum credits for a Bachelor's degree is 360 credits)
Bachelors Degree	The Bachelors Degree qualifies individuals who apply a broad and coherent body of advanced knowledge of the underlying principles and concepts in one or more disciplines and knowledge of research principles and methods to undertake professional work and as a pathway for further learning, and to have developed those skills needed to study further with a high level of autonomy	Graduates of a Bachelors Degree will have a broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines and knowledge of research principles and methods as a basis for independent lifelong learning	Graduates of a Bachelors Degree will have cognitive and creative skills: • to gather and interpret relevant data • to review critically, analyse, consolidate and synthesize knowledge to identify and provide solutions to complex problems with intellectual independence	Graduates of a Bachelors Degree will demonstrate the application of knowledge and skills: • with initiative and judgement in planning, problem solving and decision making in professional practice and skills and/or scholarship • to adapt knowledge and skills in diverse contexts	

Graduate Certificate	Purpose	Knowledge	Skills	Application of knowledge and skills	Volume of learning
Graduate Certificate	The Graduate Certificate qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning	Graduates of a Graduate Certificate will have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area	Graduates of a Graduate Certificate will have cognitive skills: • to review, analyse, consolidate and synthesize knowledge and identify and provide solutions to complex problems • to think critically and to generate and evaluate complex ideas • to demonstrate a broad understanding of a body of knowledge and theoretical concepts with depth and advanced understanding in some areas • to exercise critical thinking and judgement in identifying and solving problems with intellectual independence and in developing new understanding technical skills to design and use research in a project • and communication skills to present a clear, coherent independent exposition of knowledge and ideas to a variety of audiences	Graduates of a Graduate Certificate will demonstrate the application of knowledge and skills: • to make high level, independent judgements in a range of technical or management functions in varied specialised contexts • with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters • to plan and execute project work and/or a piece of research and scholarship with some independence	The volume of learning of a Graduate Certificate is typically 0.5 – 1 year (Minimum credits for graduate certificate is 120 credits)

	Summary	Knowledge	Skills	Application of knowledge and skills	Volume of learning
			and specialised technical and creative skills in a field of highly skilled and/or professional practice • and communication skills to demonstrate an understanding of theoretical concepts • and communication skills to transfer complex knowledge and ideas to a variety of audiences	• to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts • with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters	
Graduate Diploma	The Graduate Diploma qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning	Graduates of a Graduate Diploma will have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area	Graduates of a Graduate Diploma will have cognitive: • skills to review, analyse, consolidate and synthesize knowledge and identify and provide solutions to complex problems • skills to think critically and to generate and evaluate complex ideas • specialised technical and creative skills in a field of highly skilled and/or professional practice • communication skills to demonstrate an understanding of theoretical concepts	Graduates of a Graduate Diploma will demonstrate the application of knowledge and skills: • to make high level, independent judgements in a range of technical or management functions in varied specialised contexts • to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts	The volume of learning of a Graduate Diploma is typically 1 – 2 years (Minimum credit hours for Graduate Diploma is 240 hours)

| Master's Degree | The Master's Degree qualifies individuals who apply an advanced body of knowledge in a range of contexts for research, professional practice or scholarship and as a pathway for further learning in a manner that may be largely self-directed or autonomous. | Graduates of a Master's Degree (will have:
• a body of knowledge that includes the advanced understanding of recent developments in one or more disciplines and or professional practice
• advanced knowledge of research principles and methods applicable to the discipline, its professional practice and field of work for learning | Graduates of a Master's Degree will have cognitive:
• skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory, professional practice or scholarship
• technical and creative skills to
➤ investigate, analyse and synthesize complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice
➤ generate and evaluate complex ideas and concepts at an abstract level
➤ design, use and evaluate research and research methods | Graduates of a Master's Degree will demonstrate the application of knowledge and skills:
• with creativity and initiative to new situations and/or for further learning
• with high level personal autonomy and accountability
• to plan and execute a substantial research based project, capstone experience and or piece of scholarship or professionally focused project
• with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters
• communication skills to transfer complex knowledge and ideas to a variety of audiences | Volume of learning of a Master's degree is usually 1-2 years. (Minimum credits for qualification for Master's degree 180 hours) |

- Communication and technical skills to
  - present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audiences
  - to communicate their conclusions and the underpinning knowledge and rationale to specialist and non-specialist audiences
- research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences
- technical and communication skills to design, evaluate, implement, analyse, theorize and disseminate research that makes a contribution to knowledge

PhD, Doctorate Degree					
The Doctoral Degree qualifies individuals who apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation, scholarship or professional practice	Graduates of a Doctoral Degree will have: • a substantial body of knowledge at the frontier of a field of work or learning, including knowledge that constitutes an original contribution • substantial knowledge of research principles and methods applicable to the field of work or learning • a systematic understanding of their field of study and mastery of the methods of research* associated with that field.	Graduates of a Doctoral Degree will have cognitive skills: • to demonstrate expert understanding of theoretical knowledge and to reflect critically on that theory and practice • and use of intellectual independence to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflect on theory and practice to generate original knowledge • expert technical and creative skills applicable to the field of work or learning • communication skills to explain and critique theoretical propositions, methodologies and conclusions • communication skills to present cogently a complex investigation of originality or original research for external examination against	Graduates of a Doctoral Degree will demonstrate the application of knowledge and skills: • with intellectual independence and skills • with initiative and creativity in new situations and/or for further learning • with full responsibility and accountability for personal outputs • to conceive, design, implement and adapt a substantial process of research with scholarly integrity • with a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication. • to plan and execute original research • with the ongoing capacity to generate new knowledge, including in the context of professional practice	The volume of learning of a Doctoral Degree is typically 3 – 4 years (Minimum Credits for qualification 540 credits)

	international standards and to communicate results to peers and the community • expert skills to design, implement, analyse, theorize and communicate research that makes a significant and original contribution to knowledge and/or professional practice
Post-Doctoral	Recent graduates who have completed doctoral studies may undertake additional study and research. This work should be recognized in an official university transcript, but no academic award is granted. However, where a Post Doctoral Degree is awarded this must be done by an issuing organisation on the basis of an internationally recognised original contribution to knowledge and knowledge transfer rather than through the process of supervised independent study.

Description of Level Descriptors

1.5   Reference Levels

The core of the EAQFHE is reference levels and their corresponding learning outcomes. Learning outcomes describe what a learner knows, understands and is able to do. In the EAQFHE, national qualifications will be placed at one of the central reference levels, ranging from Levels 1 to Level 8. This will facilitate ease of comparison between national qualifications and should also mean that people do not have to repeat the same learning process if they move to another country.

1.6   Using the Descriptors

Most descriptors in the level descriptors are relevant to the majority of programmes, but it is not necessary that all should be represented in a programme. The descriptors can be used directly to guide the development of learning outcomes. Furthermore, it has been found helpful to guide the translation of generic descriptors into subject or programme descriptors. The descriptors then become 'owned' and can guide more easily the formulation of specific subject learning outcomes.

It is also appropriate to recognise that some descriptors may not address all the programmes. Similarly there may be specific areas that need new descriptors to be added depending on evolvement of new development in some fields of studies. When the descriptors are used for writing learning outcomes, it is important not to just look at the descriptors for a particular level, but also to look at the same descriptors for the levels below and above the level under consideration.

1.7   Criteria for Each Level

The criteria for each level and the descriptor for each qualification type include the three dimensions of learning outcomes (knowledge, skills, and attitude). The levels are expressed broadly to allow for more than one qualifications type to be located at the same level.

1.8   Volume of Learning

A volume of learning is included as an integral part of the descriptor for each qualifications type. It identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular EAQFHE qualifications type. It is expressed in equivalent notional hours.

1.9   Areas of Learning

Areas of learning differ according to the extent to which the knowledge or skills developed are **generic** or more **subject-specific.**

1.10   Progression

Progression is characterised by two important related factors (i) the **autonomy** of the learner, and (ii) the increasing **responsibility** that is expected of the learner in the guidance given and the tasks set.

1.11   Indicative Skills

It may be useful for subject specialists to develop more detailed descriptors of skills in association with the other level descriptors in order to determine achievement at each level. Subject specialists at any level will identify some or all of the skills listed below to provide indicative descriptors:

(a)   Investigative skills/methods of enquiry;
(b)   Laboratory skills/field craft;
(c)   Data and information processing/IT;
(d)   Content/textual analysis;
(e)   Performance skills;
(f)   Product development;
(g)   Professional skills;
(h)   Spatial awareness; and
(i)   Management of resources.

1.12   Competences

Also referred to as contextualized learning outcomes, the term competences when referring to qualifications are sometimes described in terms of learning outcomes. The concept of competence has wide application in defining performance and certainly in vocational education and training it is a critically important and central concept. Competences take into account the influence of the learning (or working) context when learning outcomes are defined and assessed. This context has a strong influence on the range of learning outcomes that are considered important, the interaction between them, the way the learner learns, how the outcomes are assessed and, most importantly, the value attached to qualifications in the field.

Competences are fundamentally a statement that a person is able to do after achieving a particular level of learning. Some formulations of learning outcomes may not be able to satisfy this requirement for contextual specification. For this reason it is important that in qualifications frameworks, levels are defined in terms of expected learning outcomes when a person achieves the outcomes in certain conditions. The EAQFHE shall enable learning outcomes to be contextualized and represent competence. Once this competence is validated and certificated a person is considered qualified.

An important issue in incorporating competence-based qualifications into EAQFHE concerns the limits to the way that types of competence (for example, knowledge, skills and competence) can be accommodated in level descriptors. Many qualifications place emphasis on generic skills, such as those involved in managing people and organisations, language skills and to ethical approaches to solving problems.

1.13   Level Descriptors

Level descriptors are generic outcome statements of what a learner is expected to have achieved at the end of a level of learning. Higher education (Cycle V) qualifications descriptors represent the learning that should have been achieved at the end of qualifications. They are written at the level at which the programme/module is completed and therefore relate to the level descriptors for that level and may bear greater relationship to the learning outcomes for modules at that level than previous levels.

The EAQFHE levels define the relative complexity and depth of achievement and the autonomy required of graduates to demonstrate that achievement. In the EAQFHE there are 8 levels, with level 1 being the least complex. The levels are defined by criteria (descriptor) expressed as learning outcomes. The EAQFHE levels and the corresponding descriptors are shown in Matrix 3.1.

Matrix 3.1:   EAQFHE levels and the corresponding descriptors

Level	Level Descriptors			
	Development of Knowledge and Understanding	Cognitive and Intellectual Skills	Key / Transferable Skills	Practical Skills
Level 1 **Certificate of general basic education**	Able to demonstrate elementary knowledge, which manifests itself in recognition and recollection	Able to: 1. use elementary practical and cognitive skills; 2. execute them under direct supervision using simple tools ; 3. Able to perform simple tasks, which are repetitive as to their content and predictable	Able to perform tasks in a structured environment, to function in a limited context. Is able to perform elementary tasks, following a model, able to master basic self-care skills	Graduates of a Certificate I will be able to carry out simple tasks such as reading, writing, using numbers; carrying out basic processes with computers; working within a supervised structure or working with other people.
Level 2 • **Certificate of general basic education** • **GTT Cert. I** • **GTT II** • **GTT III**	Able to demonstrate basic knowledge in specific subject syllabi	Able to use basic cognitive and practical skills, which are necessary to solve everyday problems by using relevant information; perform tasks and using simple rules and means; Able to understand the consequences of one's own actions with regard to self and others. The knowledge is mainly be factual, about the usual content, terminology, processes, tools or materials of an educational subject, occupation, or occupational area.	Able to perform tasks individually or in a group under supervision or semi-independently; Able to participate in setting some learning objectives and planning the course of action	Able to combine basic practical skills and thinking skills, using the kind of information listed under Knowledge at this level. The skills will include reasoning, mathematical skills and planning to carry out tasks and solve problems which are subject specific, occupation or occupational area. This will be done by following routine practices based on clear rules, using simple tools and materials.

Level 3: **Level 3 qualifications recognise the ability to increase the depth of knowledge and understanding** • **Certificate of general basic education** • **Certificate of vocational basic education** • **Artisan Cert. (Theory and Practice)** • **Artisan Cert. (Practice)**	Able to demonstrate the knowledge of facts, principles, processes and general concepts and to use them in the field of studies and professional activities; Able to understand various information about materials, technologies in the relevant field of studies or a concrete profession	Able to use various cognitive and practical skills, which are necessary to perform tasks and to solve simple problems, by selecting and using basic methods, means, materials, information and technologies. This will include the facts, principles, processes and ideas which they need to undertake structured learning or work successfully in the subject, occupation, or occupational area.	Aware of and assume responsibility for performing work or study tasks in a permanent and stable environment under the supervision of a specialist in the sector When solving the tasks, is able to adjust one's actions to conditions and to be responsible for the result of work	They will be able to apply a number of practical and thinking skills to complete tasks and solve problems in an educational subject, occupation, or occupational area. This will be done by using information (such as that listed under Knowledge at this level) to choose appropriate methods and carry them out with suitable tools and materials. The work will not yet be at the level required for a fully qualified worker or for entry to studies in higher education.
Level 4 **Level 4 qualifications recognise the ability to increase the depth of knowledge and understanding of an area of work or study to enable the formulation of solutions and responses to complex problems and situations. Learning at this level involves the demonstration of high levels of knowledge, a high level of work expertise in**	• **Knowledge Base:** Graduates at this level have a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology; • **Ethical Issues:** They demonstrate awareness of ethical issues in current areas of study and is able to discuss these in	• **Analysis:** Graduates can analyse with guidance using given classifications and/or principles • **Synthesis:** They can collect and categorise ideas and information in a predictable and standard format • **Evaluation:** Have the ability to evaluate the reliability of data using defined techniques and/or tutor guidance • **Application:** They can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues	• **Group Working:** Graduates can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues) • **Learning Resources:** They can work within an appropriate ethos and can use and access a range of learning resources • **Self Evaluation:** Able to evaluate own strengths and weakness within criteria largely set by others	• **Application:** can operate in predictable, defined contexts that require use of a specified range of standard techniques • **Autonomy** in skill use: is able to act with limited autonomy, under direction or supervision, within defined guidelines

relation to personal beliefs and values.

job roles and competence in managing and training others. Qualifications at this level are appropriate for people working as higher grade technicians, professionals or managers. Qualifications at this level include, among others:

- **Certificate of general secondary education**
- **Certificate of vocational education**
- **Diploma of vocational secondary education**
- Diplomas
- Full Technological Certificates

- **Management of Information**: Have the capability to manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance
- **Autonomy**: Able and willing to take responsibility for own learning with appropriate support
- **Communications**: Are able to communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner
- **Problem Solving**: can apply given tools/methods accurately and carefully to a well defined problem and begins to appreciate the complexity of the issues in the discipline

Level 5

Level 5 qualifications recognise a specialist high level knowledge of an area of work or study to enable the use of an individual's own ideas and research in response to complex problems and situations. Learning at this level involves the achievement of a high level of professional knowledge and is appropriate for people working as knowledge-based professionals or in professional management positions. Level 5 qualifications are at a level equivalent to:

- **Graduate Certificate**
- **Graduate Diplomas.**
- **Professional Diploma**
- **Professional Certificate**
- **Advanced Diploma**

* **Knowledge Base:** has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks

* **Ethical Issues:** is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives

* **Analysis:** can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data

* **Synthesis:** can reformat a range of ideas and information towards a given purpose

* **Evaluation:** can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected

* **Application:** can identify key elements of problems and choose appropriate methods for their resolution in a considered manner

- **Group Working:** can interact effectively within a team / learning group, giving and receiving information and ideas and modifying responses where appropriate

- **Learning Resources:** can manage learning using resources for the discipline. Can develop working relationships of a professional nature within the discipline(s)

- **Self Evaluation:** can evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement

- **Management** of information: can manage information. Can select appropriate data from a range of sources and develop appropriate research strategies

- **Autonomy:** can take responsibility for own learning with minimum direction

- **Application of Skills:** can operate in situations of varying complexity and predictability requiring application of a wide range of techniques

- **Autonomy in skill use:** able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines

Level 6: Bachelors		
Level 6 qualifications recognise well-grounded levels of knowledge, which enable the development of in-depth and original thinking and responses to complicated and unpredictable problems and situations. Learning at this level involves the demonstration of	• **Knowledge Base:** has a comprehensive, detailed specialised, factual and theoretical knowledge of the relevant major discipline with areas of specialisation in depth and an awareness of the provisional nature of knowledge • **Analysis:** can analyse new and / or abstract data and situations without guidance, using a range of techniques appropriate to the subject • **Synthesis:** with minimum guidance can transform abstract data and concepts towards a given purpose and can design novel solutions	• **Communications:** can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats • **Problem-Solving:** can identify key areas of problems and choose appropriate tools / methods for their resolution in a considered manner • **Group Working:** can interact effectively within a team / learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict • **Application of Skills:** can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques. Skills and understanding in a wide and unpredictable variety of contexts. • **Autonomy in Skill Use:** able to act autonomously, with minimal supervision or direction, within agreed guidelines

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

- **Ethical Issues:** is aware of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work

- **Evaluation:** can critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance. Can investigate contradictory information/identify reasons for contradictions

- **Application:** is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution

- **Learning Resources:** with minimum guidance can manage own learning using full range of resources for the discipline(s). Can work professionally within the discipline

- **Self Evaluation:** is confident in application of own criteria of judgement and can challenge received opinion and reflect on action. Can seek and make use of feedback

- **Information Management:** can select and manage information, competently undertake reasonably straight-forward research tasks with minimum guidance

- **Autonomy:** can take responsibility for own work and can criticize it

- **Communications:** can engage effectively in debate in a professional manner and produce detailed and coherent project reports

Level 7: Masters			
Level 7 qualifications recognise highly developed and complex levels of knowledge which enable the development of in-depth and original responses 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 7 qualifications are at a level • **Master's degree** • **PGDip** • **PGCert**	• **Knowledge Base:** has depth and systematic understanding of knowledge in specialised / applied areas and / across areas and can work with theoretical / research-based knowledge at the forefront of their academic discipline • **Ethical Issues:** has the awareness and ability to manage the implications of ethical dilemmas and work pro-actively with others to formulate solutions	• **Analysis:** with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively • **Synthesis:** with critical awareness, can synthesis information in a manner that may be innovative, utilising knowledge or processes from the forefront of their discipline / practice • **Evaluation:** has a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches • **Application:** Able to demonstrate self direction and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level	• **Problem Solving:** is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution • **Group Working:** can work effectively with a group as leader or member. Can clarify task and make appropriate use of the capacities of group members. Is able to negotiate and handle conflict with confidence • **Learning Resources:** is able to use full range of learning resources • **Self Evaluation:** is reflective on own and others' functioning in order to improve practice • **Management of Information:** can competently undertake research tasks with minimum guidance • **Autonomy:** is independent and self critical learner, guiding the learning of others • **Analysis:** with critical awareness, can undertake analysis, managing complexity, incompleteness of data or contradiction in the areas of knowledge • **Synthesis:** can undertake synthesis of new approaches, in a manner that can contribute to the development of methodology or understanding in that discipline or practice • **Evaluation:** has a level of conceptual understanding and critical capacities that will allow independent evaluation of research, advanced scholarship and methodologies. Can argue alternative approaches

Level 8 Doctorate				
Level 8 qualifications recognise leading experts or practitioners in a particular field. Learning at this level involves the development of new and creative approaches that extend or redefine existing knowledge or professional practice. **Doctorates and Post- Doctoral**	• **Knowledge Base:** Graduate at this level has great depth and systematic understanding of a substantial body of knowledge. Can work with theoretical and/ or research knowledge at the forefront of the discipline at publication-quality and peer reviewed standards • **Ethical Issues:** can analyse and manage the implications of ethical dilemmas and work pro-actively with others to formulate solutions	• **Analysis:** with critical awareness, can undertake analysis, managing complexity, incompleteness of data or contradiction in the areas of knowledge • **Synthesis:** can undertake synthesis of new approaches, in a manner that can contribute to the development of methodology or understanding in that discipline or practice • **Evaluation:** has a level of conceptual understanding and critical capacities that will allow independent evaluation of research, advanced scholarship and methodologies. Can argue alternative approaches	• **Group Working:** can lead /work effectively with group. Can clarify task, managing the capacities of group members, negotiating and handling conflict with confidence • **Learning Resources:** Is able to use full range of learning resources • **Self Evaluation:** is reflective on own and others' functioning in order to improve practice • **Management of Information:** competently and independently can undertake innovative research tasks	• **Application of Skills:** can operate in complex and unpredictable / specialised contexts that may be at the forefront of knowledge. Has overview of the issues governing good practice • **Autonomy in skill use:** can act in a professional capacity for self / others, with responsibility and largely autonomously initiative in complex and unpredictable situations • **Technical Expertise:** has technical mastery, performs smoothly with precision and effectiveness; can adapt skills and design or develop new skills / procedures for new situations.
	• **Disciplinary Methodologies:** has a comprehensive understanding of techniques and methodologies applicable to their own work be it theory or research-based.		• **Communications:** can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently • **Problem solving:** has independent learning ability required for continuing professional study, making professional use of others where appropriate	• **Application:** can act independently and with originality in problem solving, is able to lead in planning and implementing tasks at a professional or equivalent level

- **Disciplinary Methodologies:** has a comprehensive understanding of techniques / methodologies applicable to the discipline (theory or research-based).

- **Application:** can act independently and with originality in problem solving, is able to lead in planning and implementing tasks at a professional or equivalent level

- **Autonomy:** is independent and self-critical as learner; supports the learning of others

- **Communication:** can communicate complex or contentious information clearly and effectively to specialists / non-specialists, understands lack of understanding in others. Can act as a recognised and effective consultant

- **Problem Solving:** independently can continue own professional study, professionally can make use of others within / outside the discipline.

2. Recognition of Prior Learning

2.1   Introduction

Recognition of Prior Learning (RPL) means the acknowledgement through assessment of a person's knowledge, skills and competences acquired through previous training, work or life experience. It is the acknowledgement of skills, competencies, knowledge and work ethos obtained through informal training, on-the-job experience and life experiences when measured against specific learning outcomes. RPL is one of the entry requirements to the different education and training levels indicated in the EAQFHE. Therefore, IUCEA and the National Commissions and Councils for higher education will establish appropriate guidelines to guide higher education providers in the Community in employing RPL on the placement of a learner into an appropriate entry and qualifications level within a study programme.

The recognition of knowledge and skills acquired through non-formal and informal learning in East Africa within the framework of recognition of prior learning is based on the principle that knowledge and skills are valuable, irrespective of the way in which they are acquired. Therefore, the recognition of prior learning allows confirmation of this value, by issuing a document of formal education or qualification and thus making a person's knowledge or skills visible. The certification through RPL should be the same with that acquired formal education or qualification document issued by an education institution upon a successful graduation of programme.

2.2 Levels of Attainment

The EAQFHE appreciates that RPL could be obtained at any level of the qualifications in the following format:

a) **General education (basic, secondary, the EAQFHE Levels 1-4)**: A person may obtain general, basic or secondary education by proving that he/she has the knowledge and skills included in the education cycle and level descriptors

b) **Vocational education (the EAQFHE Levels 3-5):** A person may obtain vocational education by proving that he/she has the knowledge and skills included in the education cycle and level descriptors.

c) **Higher education (the EAQFHE levels 5-8)**: A person may acquire higher education (or become enrolled into a formal level of higher education), by proving that he/she has the requisite knowledge and skills for the subsequent level in the education cycle and level descriptors.

In many cases, learners will commence higher education studies directly after completion of basic education and will undertake full programmes in higher education institutions that are consistent with the levels and credits described in the EAQFHE. In other cases learners may have developed important skills and knowledge through informal or non-formal education systems or in employment, or have taken further studies beyond the level of basic education in vocational education or other higher education institutions. Under the EAQFHE such learners will also be eligible for enrolment into higher education at an entry level above what they acquired before joining higher education. Thus, learners should not be required to duplicate learning they have already acquired or repeat work they have already completed satisfactorily elsewhere. They should be given advanced standing when it can be demonstrated that they have knowledge and skill that are substantially equivalent to the learning outcomes described in the EAQFHE, and be permitted to proceed to further studies in a flexible way. On the other hand it is of little benefit to learners if they are expected

to proceed with studies for which they do not have adequate background.

It is also important that where institutions have identified special student attributes that reflect their particular mission and objectives, learners admitted with advanced standing should be given adequate time that is required to develop such special attributes. Therefore, higher education institutions should develop processes to evaluate the background of learners who might be considered for advanced standing towards academic awards, and provide counselling and guidance for those who are admitted in this way. They should also monitor the performance of these learners and adjust the processes and criteria they use in response to their experiences.

2.3 Validation Procedure

The procedure for validating professional competencies obtained outside formal education shall be as follows:
a) Individual's application for assessment of their professional competence;
b) Professional qualification exam;
c) Awarding document certifying a professional qualification.

A person wishing his/her professional competencies assessed shall submit relevant application to institution assessing professional competence. The institution assessing professional competence must provide to the candidate consultations regarding the requirements for such a process. The learning outcomes achieved through professional experience may be recognized only within that particular study programme. Furthermore, the learning outcomes should be obtained in a profession relevant to the education thematic field of particular study programme. The

mentioned type of learning outcomes may be also recognized in a study course or module of a study programme, which ensures the acquisition of practical knowledge, skills and competence.

2.4 Recognition of Learning Outcomes

The learning outcomes acquired in the previous education may be recognized if they correspond to higher education level in the EAQFHE such that:
a) Continuing vocational education programme, which leads to the EAQFHE professional qualification level 4 or 5 ;
b) Individual course of a study programme or study module, which an applicant has acquired as a learner;
c) Part of a study programme within the level given level descriptors in the EAQFHE

An applicant who is not a learner in any particular study programme entailed in the EAQFHE, after the recognition of his/her learning outcomes can be matriculated in the relevant study stage of the mentioned study programme, and if need be, additional study courses or modules to be acquired or exams may be assigned.

Crucial to a qualifications framework is an appropriate international interpretation of levels and corresponding qualifications. In this regard, it is essential that higher education institutions build and assess their programmes in terms of attainment targets and/or exit competences. This requires a strict application of a description of learning achievements in terms of knowledge, skills and competences, which is comprehensible for learners and employers as well.

3. Credit System

3.1   Credit Framework

Credit is a measurement unit for notional or average learning time. The notional learning time includes all the activities, which a learner is expected to undertake in order to achieve the designated learning outcome. A credit is awarded when the specific set of learning outcomes for a module or programme have been successfully demonstrated. Small amounts of measurable learning can therefore be credited and recorded, and can potentially be accumulated towards a qualification. Such activities include but are not limited to:

a) Lectures
b) Seminars/tutorials
c) Assignments
d) Independent studies
e) Project work/research, and
f) Practical training/Industrial attachment/ Internship

The credit architecture in the EAQFHE is particularly designed to

a) acknowledge, codify and provide clarity about the relative demand and level of diverse higher education and professional qualifications developments.
b) provide a 'route map' showing progression routes to enable learners to navigate personal learning pathways more easily
c) facilitate the accreditation of small amounts of measurable learning which can build confidence and encourage further learning
d) enable learners to interrupt their studies and/ or transfer more easily between and within institutions, while maintaining a verified record of achievements (credit transcript) to date
e) provide a common language supporting curriculum development within and between HEIs
f) support the achievement of consistent student workloads across programmes within similar disciplines
g) encourage and facilitate partnerships between institutions
h) facilitate learners' entry to an international education arena where national credit frameworks can be recognised as a passport to mobility.

3.2   The Purpose and Benefits of Credit

Credit has an increasingly important role to play in recording student achievement and providing support for learners and their progression both into and within the given higher education system. It is a key tool for promoting life-long learning and student mobility.

Credit shall serve a number of functions, which include among others:

a) To support entry to a higher education programme of study. As credits are accumulated, it makes it easier to take a break from study, or to transfer to another programme either within the same institution or at a different institution.
b) As a tool for describing the comparability of learning achieved in terms of its volume and intellectual demand. Credit is used and recognised internationally and so can facilitate mobility of learners.
c) Assisting higher education providers to design modules/programmes in different disciplines and contexts, which are similar in volume and intellectual demand.
d) To provide a basis for recognising learning achieved in other institutions or elsewhere.

Learning undertaken outside formal educational settings, for example in the community service or work-based learning, shall also be credited. Credits shall be accumulated to meet a range of personal and career development needs.

3.3   Minimum Credits for Award of Qualifications

A credit in the EAQFHE is a numerical value that represents the estimated time needed for an average learner to achieve required specific learning outcomes. It is a measurement unit for "notional" or "average learning" time. In the EAQFHE, 1 credit is equal to learning outcomes achieved in 10 hours of learning time determined on the basis of a learner with an average learning speed. In other words, a credit equals to 10 notional hours. The minimum number of credit points required for award of a qualification at various levels of the EAQFHE are summarised in the EAQFHE Credit Framework (Matrix 5.1). However, The minimum credits required for graduation will depend on the levels in the EAQFHE and the programme cluster/cycle. For example, a minimum of 360 credits will be required for one to graduate with a Bachelor's degree in Sociology while an award of a Bachelor's degree in medicine may require a minimum of 540 credits. It should be noted that a particular credit value is achieved when the learner has satisfied the learning assessment criteria for all (or the majority) of the designated learning outcomes. Therefore, for a learner to qualify for a particular award, a minimum number of credits at the respective level in the EAQFHE should be attained.

Matrix 5.1 Minimum Credits for Graduation

Qualifications Type	Minimum Credits Required for Graduation	EAQFHE Level	Qualification Types
Doctorate Degree	540	8	
Master's Degree	180	7	Postgraduate
Postgraduate Diploma	120		
Post graduate Certificate	60		
Bachelor degree	360	6	Undergraduate
Advanced Diploma	300		
Graduate Diploma	240		
Graduate Certificate	120		
Diploma	240	5	Upper Secondary and Post-Secondary Education and Training
Certificate	120	4	
	???- is this incalculable or why is it left blank?	3	Lower Secondary School
		2	Upper Primary
		1	Lower Primary

3.4   Credit Accumulation and Transfer in EAC Higher Education Systems

The Credit Accumulation and Transfer in the EAC (EACAT) shall be the standard for comparing the study attainment and performance of learners of higher education across the East African Community and other collaborating countries. For successfully completed studies, EACAT credits shall be awarded.

EACAT shall be used to monitor, record and reward learning achievements and facilitate movement between programmes and institutions. HE providers will be aware that they may need to make clear to learners that, while all learning may be expressed in terms of credit values, not all credit can or will necessarily be accumulated

towards a specific programme or award. The design, content and requirements of individual programmes are unique and are determined by individual institutions. Each higher education awarding body will determine what credit it will accept for purposes of accumulation or transfer and the interests of the potential student and the universities' mission and vision are taken into account in determining this. Both higher education awarding bodies and professional, statutory and regulatory bodies which accredit specific higher education programmes can also have regulatory requirements that must be met in addition to the simple achievement of credits. For instance, these might relate to the number of attempts at assessment for a course or marks achieved).

Each higher education awarding body will determine its position on the principles, which underpin their acceptance of credit transfer such as:

a) the proportion of credit which may be transferred between qualifications and/or accepted by an HEI for inclusion in one of its awards;
b) the currency or shelf-life of credit;
c) the use and re-use of credit;
d) knowledge of a subject being studied (for example, learning a new language).

The recognition of credit enables institutions to consider applications from the holders of credit. However, the acceptance of learners onto HE programmes depends on the direct relevance of prior learning achieved to the intended programme of study and the availability of places on the programme. Recognition of credit shall indicate eligibility for consideration but not entitlement to enter a certain level.

The EACAT is developed to promote the international recognition of qualifications and student mobility within the EAC and internationally. One academic year corresponds to 60 EACAT credits that are equivalent to an average of 1500–1800 hours of study in all countries irrespective of standard or qualification type and is used to facilitate transfer and progression throughout the Community.

3.5 Main Features

a) Use of Credit

Institutions shall use credits in the design of their programmes to indicate how much learning is expected to be undertaken. They shall decide for themselves on the range of module sizes that are available at each level taking into account the flexibility needed for programme design. Credit is also used in determining the volume of learning accumulated by a learner in the EAQFHE levels of qualifications and for the learner's mobility including in the recognition of prior learning.

The credit framework is premised on the concept of intended learning outcomes which are approved by the higher education awarding body for individual modules/units, and for programmes as a whole, and which are assessed. The credits assigned to each module or unit are based on the approximate number of hours (notional hours of learning) a student is expected to spend learning to achieve the learning outcomes for that module.

The EAQFHE recognizes that one credit represents 10 notional hours of learning. This includes not only formal contact hours, but also preparation for project work, dissertation or thesis, private reading and study, and the completion of formative assessment tasks and revision.

b) Progression Pathways

This framework is designed to facilitates flexibility in progression pathways, which necessitate the accumulation of credits at each programme level. The pattern and sequence of credit accumulation in any program pathway shall be clearly indicated in the curriculum design and integral to program policies on progression, transfer, repeat or even

multiple entries and exits.

The qualifications framework provides for admission of learners into programmes so long as they have acquired prerequisite learning outcomes. Similarly, the framework provides for certification and recognition of credits obtained by learners who exit programmes at defined levels.

c)   **Credit Values and Credit Requirements**

Credit gives an indication of the volume of learning required by a programme in form of learning time required to complete a programme of outcomes. In some cases, where the programme is well established, it will be possible to do this by reference to experience; and/or making comparisons with well-established and previously credit-rated programmes; but in some cases the process will have to be carried out from scratch.

Credit is expressed as a numerical value linked to notional learning time. The precise definition of notional learning time may vary from system to system. The EAQFHE works on the basis that one credit point represents the outcomes of learning achieved through a notional 10 hours of learning. Notional learning time will include all learning activities required for the achievement of the learning outcomes, including:

i.   formal learning (classes, training sessions, structured coaching, seminars and tutorials);
ii. non-formal learning (community groups, community-based workshops, etc.);
iii. practical work and practice to gain and refine skills and knowledge (in the workplace, laboratories, workshops, necessary private study, including information retrieval, preparation, revision); and

The use of credit values is particularly important when determining equivalencies between qualifications and components of qualifications for cross-credit and credit transfer purposes, for the recognition of prior learning and for the development of part-time and part-year full-time courses of study. The process is greatly facilitated if a common currency for the determination of credit has been agreed.

Learning hours include direct contact time with trainers, time spent in study, doing assignments and assessment. This time is expressed in terms of credits where 1 credit is equivalent to 10 notional learning hours. A typical full-time single year of learning may, therefore???, translate into 120 credits. However, other details are important based on orientation of programmes. Modules with lectures only shall have one Credit equivalent to 15 contact hours.   Modules with laboratory work only shall have one Credit equivalent to 45 hours of laboratory work. In cases where learning modules combine lectures and laboratory work one Credit will be equivalent to 10   hours of lecture plus 15 hours of laboratory work.

d)   **Validity of Credits**

The EAQFHE also facilitates transfer of credits from one institution/programme to another. The credits to be transferred shall be valid for a maximum of 5 years. This is in line with the common practice of programme review cycle in East Africa. The institution to grant an award shall own at least 60% of the total core credits required for graduation.

Within the EAQFHE framework credit transfer shall be time bound. However,

i.   In line with the above credit transfer applications for formal study completed within the last 5 years are considered automatically;
ii. In certain institutions, a longer period may be applied for specified qualifications and applications are considered on a case-by-case basis; and
iii. Also learners on non-formal and informal programmes may have their cases considered on case by case basis.

3.6   Assessment and Award of Credit

Institutions shall specify in their individual assessment regulations what their requirements are, including the number of credits to be achieved, both for progression within a programme and for the award of a qualification. Institutions will also specify, within their assessment regulations, their position with regard to compensation for, or disregard of, failure and the provision for re-sit and reassessment opportunities and any implications of these for credit awarded.

Institutional decision-making processes regarding academic standards for awards shall and are, properly and entirely, the responsibility of each higher education institution.

3.7   Recognition of Prior Learning

A HE awarding body shall recognise (accredit) learning which has taken place (or is concurrently taking place, for example, work-based learning) elsewhere and count this towards the requirements of any award or qualifications. This might involve the recognition of certificated learning completed in another informal educational setting a process known as recognition of prior certificated learning. Alternatively, it might involve the assessment and recognition of experiential learning (for academic purposes), which has taken place in an informal setting such as the work-place or voluntary sector known as recognition of prior experiential learning.

Credit can be a useful aid to the recognition of prior learning and the accreditation of work-based learning. Institutions may make reference to credit level and credit volume when deciding how much and at what level they might formally recognise the learning presented for accreditation as part of a specific programme.

4. Learning Outcomes and Assessment Criteria

4.1 Introduction

Effective and appropriate assessment is essential to the operation of qualifications framework based on learning outcomes. The focus in on the achievement of expected learning outcomes rather than the nature of any component element of study. For example, a student may, in an appropriate learning environment, build on introductory material and be assessed against the outcomes of a qualifications at a level above that associated with the introductory material alone.

4.2 Use of Learning Outcomes

The use of learning outcomes and associated threshold assessment criteria provides a mechanism for describing learning either in prospective terms (to be achieved), or in retrospective terms (learning that has been achieved already) for instance in assessment of prior learning purposes.

Learning outcomes are relatively general statements, related to level descriptors and to assessment and assessment criteria that focus on the standards of achievement required in assessment of that learning. Therefore:

a) It is important to relate learning outcomes to a specific level in the EAQFHE. This means that it is not appropriate to use the same learning outcomes for a module that may be delivered at two different levels. In such situations, while the delivery method may be the same, the learning outcomes and assessment should differ.
b) It is good practice to be explicit about what you expect of the learner in terms of learning to be attained and the assessment.
c) Learning outcomes should link with assessment criteria and assessment practice and indicate teaching strategies.
d) They are written in relation to level descriptors and shall:
   • provide an indication of the standards that the higher education community expects of learners;

   • be a good way of communicating the learning purpose that the module is intended to fulfil, providing pertinent and precise information to other stakeholders; and

   • be a useful tool for communication with external examiners;

The use of learning outcomes provides a means of judging and attaining consistency of volumes and standards of learning within and across institutions, which is a measure of volume of learning.

4.3 Assessment Criteria

The assessment of qualifications (academic, technical and professional) is done on the basis of five standards recognising the type and level of qualification - academic and professional. These standards are summarised in this matrix.

Matrix 6.1 Standards for Recognising Types and Levels of Qualification

Theme	Standard	Criterion	
		Academic Higher Education	**Professional Higher Education**
Objective	Orientation	The final qualifications are derived from the requirements of scientific disciplines, international scientific practice and where applicable for specific programmes, relevant practice in the future occupational field. In this respect the holders of: a) Academic Bachelor's degrees shall have obtained the qualifications to allow admission to at least one subsequent academically-oriented course of study at the Master's level and to the labour market; b) Academic Master's degrees shall have obtained the qualifications to carry out independent scientific research or to resolve multi- disciplinary and inter-disciplinary issues in professional practices for which a academically oriented degree is required or would be of use.	The final qualifications of a professional-oriented degree are derived in part from occupation profiles and/or professional competences drawn up by (or discussed with) the relevant occupational field, and/or any applicable national or international statutory requirements for the profession. Therefore the holders of a) Professional-oriented Bachelor's degrees shall have obtained the qualifications for the level of starter professional practitioner in a specific occupation or linked field of occupations for which a professional degree is either required or would be of use. b) Professional Master's degrees shall have obtained the qualifications for the level of independent and/or management level professional practitioner in an occupation or range of occupations, and shall have reached the level needed to work in a multi-disciplinary environment in which a professional degree is either required or would be of use.
Programme	**Requirements** The program shall meet the following criteria	The knowledge of learners is developed through interaction between the educational programme and scientific research within the relevant disciplines. The training and education programme is in line with developments in the relevant scientific discipline(s) through its demonstrable links with current scientific theories, and it guarantees the development of skills in the field of scientific research. Where applicable, programmes have demonstrable links with the current practice of the relevant occupations.	The knowledge of learners is developed through specialised literature, course material derived from professional practice and through interaction with professional practice and/or (applied) research. The programme can be shown to be linked to current developments in the field of study or discipline, and guarantees the development of professional skills and can be shown to be linked to current professional practice.

Programme	Intake: In terms of its form and content, the programme shall be in line with the qualifications of incoming learners	a) Bachelor's Programmes comparable qualifications as demonstrated in entrance exams; b) Master's programmes require Bachelor's degree and possibly (content-based) selection	a) Bachelor's programmes require middle-management courses or specialised training or comparable qualifications as demonstrated in admission tests b) Master's programmes: Bachelor's degree and possibly (content-based) selection
Programme	**Volume of Learning**	a) Bachelor's programmes: as a rule, 360 minimum credit points b) Master's programmes: 180 credit points minimum, depending on the programme	a) Bachelor's programmes: 360 minimum credit points b) Postgraduate programmes: 180 credit points minimum
Staffing	**Requirements**	A major part of the course is given by researchers who contribute to the development of the field of study	A major part of the course is given by staff who link the programme to professional practice

4.4   Programme Benchmarks

Learning outcomes, written in relation to benchmarks, provide a frame of reference of what a learner is required to achieve in that particular field of study. Therefore, a set of learning outcomes provides information about what the learner has achieved. Skills and other components of learning can be identified in learning outcomes and mapped across a programme.

A factor that may influence the manner in which learning outcomes are constructed is the development of program benchmarks. Subject benchmarks are more likely to be more influential on learning outcomes written for modules at level 6 but of course, should only influence learning outcomes if they influence the content of the learning as well.

Program benchmark statements are written for subjects studied in higher education and they represent the outcome of discussion in a group of subject specialists on what might be the typical achievements of learners when they graduate in that subject area. These benchmarks can only be provided by this group of specialists within the policy framework provided in **Annex V** to this framework.

5. Naming and Awarding of Qualifications

5.1   Purpose

Public understanding of the achievements represented by higher education qualifications requires a transparent use of qualifications titles. Therefore, the Quality Assurance mechanism ensures that titles of any qualifications accurately reflect the level of achievements, represents appropriately the nature and field(s) of study undertaken and is not misleading.

5.2   Level and Type of Qualification

To ensure that the name given to any qualifications within the EAQFHE appropriately represents its level, and to promote public understanding of the achievements represented by higher education qualifications, clarity in the use of qualifications titles is required. The following guidance is designed to assist higher education providers in achieving clarity and consistency in the ways in which qualifications titles convey accurately information about the level of the qualifications:

- the titles 'honours' (for example, bachelor's degree with honours), 'master' (for example, Master of Arts) and 'doctor' (for example, Doctor of Philosophy) shall be used only for qualifications that meet, in full, the expectations of the qualifications descriptors at level 6, level 7 and level 8 respectively,

- titles with the stem 'postgraduate' (for example, postgraduate diploma) shall be restricted to qualifications where the learning outcomes of the programme of study match relevant parts of the descriptor for a qualifications at level 6 or above. A programme leading to a graduate certificate or graduate diploma might have some level 6 outcomes, but use of the 'postgraduate' title for the award would be justified only if most or all of the outcomes were assessed at level 6.

- titles with the stem 'graduate' (for example, graduate diploma) shall be used for qualifications from programmes of study that typically require graduate entry, or its equivalent, and have learning outcomes that match relevant parts of the descriptor for a qualifications at level 5.

5.3   Nature of Qualifications

The titles bachelor's degree, master's degree and doctoral degree shall be used only in respect of qualifications at levels 6, 7, and 8 respectively, which are awarded for achievement in full of the outcomes set out in the relevant qualifications descriptor.

Use of the abbreviated titles PhD and DPhil shall be restricted to qualifications where assessment is solely by a final thesis or published work; or by artefact or performance that is accompanied by a written commentary placing it in its academic context.

The abbreviated title MPhil shall normally be reserved for qualifications awarded following extended master's courses that typically involve a substantial element of research or equivalent enquiry.

When used with the stems 'graduate' or 'postgraduate', the title 'certificate' shall signify learning outcomes, which would imply study equivalent to at least one-third of a full-time academic year, and the title 'diploma' should normally signify study equivalent to at least two-thirds of a full-time academic year.

5.4   Programmes

Titles used for doctoral qualifications awarded after programmes that include a substantial taught element shall normally include the name of the discipline in the title (for example- EdD for Doctor of Education, DBA Doctor of Business

Administration, DClinPsy for Doctor of Clinical Psychology). In all the cases, the common nomenclature in naming of doctoral qualifications is Doctor of Philosophy, Ph.D.

Qualifications titles that reflect the subject focus of programmes of study in two disciplines (for example, a joint honours award) should consider nomenclatures based on:

- 'A **and** B', where there is an approximately equal balance between two components

- 'A **with** B' for a major/minor combination where the minor subject accounts for at least a quarter of the programme.

Qualifications titles should not normally reflect more than three subject components. Where there are more than three significant components, the title 'Combined Studies' would be appropriate.

5.5   Award of Qualifications

Qualifications shall be awarded to mark the achievement of positively defined outcomes, not as compensation for failure at any level, or by default. However, failure at a higher level does not mean that a lower qualifications cannot be awarded. Where a learner does not demonstrate the outcomes set out in a qualifications descriptor, a lower qualifications should only be awarded if the student has demonstrated the outcomes required for that qualifications. Higher education providers shall ensure that:

- the outcomes required for each of their qualifications are specified clearly

- achievements of those outcomes is demonstrated before a qualifications is awarded

- assessment procedures that permit reward are not applied in a way that might allow a qualifications to be awarded without achievement of the full outcomes being demonstrated.

6. Policy and Regulatory Framework

6.1   Introduction

The EAQFHE is the policy for regulated qualifications in the EAC Partner States education and training systems. It mainstreams the qualifications of each Partner State, and education and training sector into a single regional qualifications framework.

6.2   Standards for Partner States' Qualifications

The EAQFHE provides the standards for the Partner States qualifications, and comprises:

1. an identification of generic qualifications types;
2. the learning outcomes for each identified EAQFHE level and qualifications type;
3. the specifications for the application of the EAQFHE in the accreditation and development of qualifications;
4. requirements for issuing EAQFHE qualifications;
5. requirements for qualifications linkages and study pathways;
6. requirements for establishing and running registers of organisations authorised to accredit EAQFHE qualifications, and to issue EAQFHE qualifications;
7. requirements for operating a register or registers of EAQFHE qualifications and qualifications pathways
8. requirements for the addition or removal of qualifications types in the EAQFHE; and
9. the definitions of the terminology used in this document.

6.3   Legislation

The accreditation of qualifications, the authorization of organisations to issue qualifications and quality assurance of qualifications and issuing organisations shall be as legislated within the Partner State jurisdiction.

6.4   Verification of Qualifications

Verification of qualifications and the organisations authorised to issue these qualifications shall be through the EAQFHE established Register. At Partner State level, each authorised accreditation and issuing organisation shall also establish a Register for this purpose.

6.5   Management Arrangement

Under the current cooperation arrangement of Partner States in higher education and in view of the mandate of IUCEA, the EAQFHE shall be operationalized through IUCEA. At national level, an EAQFHE national coordination point shall be designated for this purpose in each Partner State.

6.6   Role of Partner States

In this respect the Partner States shall:

(a) Use the EAQFHE as a reference tool to compare the qualifications levels of different education systems and to promote both life-long learning and equal opportunities in the knowledge-based society, as well as the further integration of the EAC labour market, while respecting the rich diversity of national education systems

(b) Relate their national qualifications systems to the EAQFHE, in particular by referencing, in a transparent manner, their qualifications levels to the levels defined in the EAQFHE, and, where appropriate, by developing NQFs in accordance with national legislation and practice;

(c) Adopt measures, as appropriate, so that, by 2018, all new qualifications certificates, diplomas and documents issued by the competent authorities contain a clear reference, by way of national qualifications systems, to the appropriate EAQFHE level;

(d) Use an approach based on learning outcomes when defining and describing qualifications, and promote the validation of informal and non-formal learning in accordance with the common EAC principles.

(e) Promote and apply the principles of quality assurance in education, when relating higher education and vocational education qualifications to the EAQFHE;

(f) Designate national higher education regulatory agencies linked to the particular structures and requirements of the Partner States, in order to support and, in conjunction with other relevant national authorities, guide the relationship between national qualifications systems and the EAQFHE with a view to promoting the quality and transparency of that relationship.

6.7   Inter-University Council for East Africa

The IUCEA shall bring together representatives from national authorities and other stakeholders to constitute East African Qualifications Framework for Higher Education Committee, whose functions are shall be to:

a) Lay the foundation for the establishment and operation of a sustainable EAC Qualifications management system;

b) Continue to create and build confidence in qualifications that contribute to national and regional development obtained by recognising qualifications and competencies obtained through formal, informal and prior learning at national

and across borders;

c) Develop a structure to support pathways that provide access to qualifications that contribute to skills and competence development and life-long learning;

d) Align with international qualifications to enhance national and international mobility of graduates and workers; and

e) Strengthen national regulatory and quality assurance systems for education and training to ensure they are ready for implementation of a regional system.

6.8   Qualifications Review

Both national and provider qualifications registered on the EAQFHE are subject to periodic reviews to ensure that they maintain relevance and that the outcomes are still appropriate and consistent with similar qualifications. For national qualifications, the normal period of NQF qualification registration is five years but IUCEA may initiate an earlier review if circumstances demand it. Provider qualifications will be reviewed by IUCEA as part of programme accreditation and/or the quality audit.

If a higher education provider wishes to change the title, level, outcome statement, credit value, entry requirements or any component of a qualification registered on the NQF, the changes must be communicated for inclusion in the EAQFHE from IUCEA as soon as practicable. The changes should not be implemented until they have been approved by IUCEA.

GLOSSARY	
Term	**Explanation**
Academic Transcript:	A record of all studies leading to an EAQFHE qualification in which a student is enrolled at an institution, whether complete or incomplete, and can be issued at any time.
Accrediting Authority	An authority authorised under legislation to accredit EAQFHE qualifications and/or register institutions to issue EAQFHE qualifications.
Accredited Qualification	An EAQFHE qualification.
Accredited Short Course	A program of learning accredited by an accrediting authority that comprises two or more components (e.g. units of competency, modules or subjects), leading to an EAQFHE qualification.
Analytical and communication skills	The ability to use basic mathematical and statistical techniques, communicate effectively in oral and written form, and use information and communications technology.
Authorised Issuing Organisation	An organisation authorised through State, EAC legislation to issue EAQFHE qualifications.
Assessment Regulations	The rules governing assessment of a programme of study including marking scheme, pass mark, requirements for progression to subsequent levels or stages of a programme and award and classification requirements (for instance in terms of credits to be achieved and specific marks to be attained).
Award of a Qualification	The formal acknowledgement that a graduate has met the requirements of the qualification and is eligible for certification through a certificate.
Certification	The verification and authentication of an individual's entitlement to a qualification.
Certification Document	The official document that confirms that a qualification has been completed. In the EAC and its Partner States this document may be called a 'certificate', 'award', or 'testimonial'. In this policy, the term 'award' is used.
Certification documentation	The set of official documents that confirms that a qualification has been completed and awarded. This documentation includes a award and academic transcript and may include an EAC Graduation Statement.
Cognitive skills	The ability to apply knowledge and understanding of concepts, principles, theories and procedures when asked to do so; and analyse situations and apply conceptual understanding of principles and theories in critical thinking and creative problem solving when faced with unanticipated new situations.
Combined Qualification	This is a qualification awarded when a graduate has completed the requirements for two different qualifications at consecutive EAQFHE levels. A separate award is issued for each qualification completed.
Completion of Qualification:	Stage signifying that a student has met the requirements of a qualification, prior to award of the qualification.
Components of a qualification	These are units of competency, modules or subjects completion of which lead to an EAQFHE qualification.
Credit	Credit is awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level. For purposes of this qualifications framework, the higher education institutions shall use credit as a means of quantifying the amount or volume and complexity of work associated with learning outcomes. The credit unit shall be based on 10 notional hours of learning, knowing that some learners shall take more and some less time. For learners credit provides a tool for describing and comparing learning in terms of volume and intellectual demand and can therefore assist learners in planning and accumulating learning towards an award. Credit can also help in transfer between institutions (both nationally and internationally) if learners wish or need to interrupt their studies or move.

Credit Accumulation	This is a process of achieving credits over time in relation to a planned programme of study. Each HE awarding body determines what credit it will accept for purposes of accumulation or transfer in relation to its individual programmes.
Credit Accumulation and Transfer System	A system which enables learners to accumulate credit, and which facilitates the transfer of that credit within and between education providers.
Credit Level	An indicator of the relative complexity, demand and/or depth of learning and of learner autonomy.
Credit Level Descriptors	The generic characteristics of learning at a specific level used as reference points.
Credit Transfer	A mechanism which allows credit awarded by a higher education (HE) awarding body to be recognised, quantified and included towards the credit requirements for a programme delivered by another HE provider and/or between programmes offered by an HE provider.
Credit Value	The number of credits, at a particular level, assigned to a body of learning. The number of credits is based on the estimated notional learning hours (where one credit represents 10 notional hours of learning).
Cycle	Description of the five sequential levels identified by the EAQFHE, First and second Cycles relate to Early Childhood Development Education and primary school programmes, the third and fourth cycles relate to secondary, post secondary, technical and vocational training programmes, and the fifth cycle corresponds to undergraduate and postgraduate qualifications.
Double Qualification	This is a qualification awarded when the requirements of two EAQFHE qualifications of the same type have been completed, concurrently and in less time than the minimum time required to complete each qualification separately. A separate award is issued for each of the two qualifications completed. Double qualifications may be issued by one institution or by two institutions under a formal agreement.
East African Graduation Statement	This is a supplementary statement to qualification certification documentation that provides information to enhance understanding of the qualification by learners, employers, industry, professional associations and internationally. A graduation statement shall be issued only on award of a qualification.
EAQFHE Qualification	This is an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the EAQFHE.
Higher Education	Higher education (HE) primarily describes post-secondary learning that takes place at universities, as well as other colleges and institutions that award degrees, professional qualifications and continuing professional development modules. Whilst HE is the common name in the East Africa, it is also known as post-secondary, tertiary and third level education. The right of access to higher education is enshrined in both UN Conventions and EAC Partner State Constitutions.
Higher Education Awarding Body	An institution with the power to award degrees conferred by a Charter, or under a relevant national Act of Parliament or a Higher Education Act or decree.
Interpersonal skills and responsibility	The ability to work effectively in groups, and exercise leadership; accept personal and social responsibility, and plan and take responsibility for their own learning
Issuance Number	This is the unique number assigned to awards to enable verification of authenticity.
Joint Qualification:	A qualification awarded to a graduate who has undertaken a single qualification in more than one institution under a formal agreement between the institutions. One award is issued to the graduate.

Knowledge	The ability to understand, recall and present information including knowledge of specific facts, knowledge of concepts, principles and theories and knowledge of procedures.
Learning Outcomes	Statement of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Learning outcomes are linked to the relevant level and since they should generally be assessable they should be written in terms of how the learning is represented.
Module/Unit	A self-contained, formally structured, learning experience with a coherent and explicit set of learning outcomes and assessment criteria.
Notional Hours of Learning	The number of hours in which a learner is expected (at a particular level) to spend, on average, to achieve the specified learning outcomes at that level.
Postnominals	The abbreviated forms of an EAQFHE qualification type and field
Qualification Codes	The unique codes assigned by accrediting authorities to qualifications to enable verification of authenticity.
Qualification Descriptors	Generic statements of the outcomes of study for the main qualification at each level which exemplify the nature and characteristics of that qualification.
Recognition of Prior Learning	The identification, assessment and formal acknowledgement learning of prior learning and achievement. This may either be certificated learning or prior experiential learning, where learning achieved outside education or training systems is assessed and recognised for academic purposes.
Registration Codes	The unique codes assigned by accrediting authorities to institutions registered to deliver EAQFHE qualifications to enable verification of authenticity.
Skills Set	A group of units/modules/subjects from an EAQFHE qualification identified as a subset of a qualification in a HE, Professional or a VET Training Package that meets a licensing or regulatory requirement or a defined industry or professional need.
Statement of Attainment	A form of academic transcript that confirms that an accredited short course or a group of units/modules/subjects from an EAQFHE qualification that form a skills set have been completed. See also Academic transcript.

ANNEX 1: EAQFHE QUALIFICATIONS ISSUANCE POLICY AND PROCEDURES

Introduction

1. This Qualifications Issuance Policy (QIP) forms part of the East African Community Qualifications Framework for Higher Education (EAQFHE) and sets out the guidelines for issuing EAQFHE qualifications.

2. The issuance of EAQFHE qualifications under one policy is meant to provide clarity and consistency at national level, across the Partner States and across the various education and training sectors.

3. This QIP also provides the basis for the protection of the titles of the EAQFHE qualifications through consistency in their application across the education and training sectors which include basic education, higher education, technical and vocational education and training, and professional education and training. Consequently, it provides the framework for a harmonised EAC education industry that delivers a consistent application of processes and procedures.

4. The EAQFHE supports initiatives designed to raise the quality of education and training within the EAC and its Partner States, and introduces reforms that intend to promote a consistent application of requirements that Basic Education, Vocational Education and Training (VET), Professional Education and Higher Education (HE) should take into account in their diversity.

5. The EAQFHE recognises that all the education and training systems are built on the premise that to obtain a qualification a student must be deemed to be competent.

Purpose of the Policy and Procedures

6. The purpose of the QIP is to ensure that graduates receive the certification documentation to which they are entitled when they complete an EAQFHE qualification and that the graduate and others are confident that the EAQFHE qualifications they have been awarded are legitimate.

7. The QIP provides a means of protecting EAQFHE qualifications and ensuring that they are recognised in East Africa and internationally. The most significant means by which EAQFHE qualifications are protected comes from:

a) Legislation that provides for the accreditation of qualifications and organisations authorised to issue qualifications by accrediting authorities

b) Approval of authorised issuing organisations to issue qualifications

c) Quality assurance arrangements for qualifications and authorised issuing organisations

d) The use of consistent form and content for certification documentation, and

e) nationally consistent and correct use of EAQFHE qualification titles, and

f) nationally consistent use of certification documentation.

8. Adherence to the EAQFHE policy and procedures on issuing qualifications enhances the integrity and authenticity of EAC and Partner State qualifications.

Scope of Policy and Procedures

9. The QIP covers all education and training sectors that issue EAQFHE qualifications. It covers all EAQFHE qualifications and, through

the issuance of a statement of attainment, accredited units regardless of where and how they are delivered.

Users of the Policy and Procedures

10. The users of the QIP are the authorised issuing organisations and the accrediting authorities for each Partner State and each education and training sector. Each sector has its own quality assurance arrangements, and different accrediting authorities are responsible for the implementation and monitoring of these policies and procedures.

11. The other users are graduates, employers, industry and professional associations, licensing and regulatory bodies, other countries and other interested parties who may want to use this policy to identify authentic EAC and Partner State qualifications.

Monitoring

12. The accrediting authorities in each education and training sector are responsible for the implementation and monitoring of the use of this policy.

Policy for Issuing EAQFHE Qualifications

13. On award of an EAQFHE qualification, a graduate will receive the following certification documentation:

a) An academic transcript, and

b) EAC Graduation Statement from degree awarding institutions

14. Graduates are entitled to be issued with a full set of certification documentation once they have completed the requirements of the qualification.

15. Graduates are entitled to retain the certification documentation once it has been issued regardless of their progression to a higher level qualification that builds on the first.

16. Graduates are entitled to list title after their name to indicate the EAQFHE qualifications they have been awarded.

17. Learners who complete only some or part of the requirements for a qualification are entitled to receive an academic transcript.

18. EAQFHE qualifications will normally be delivered and assessed at a level of English language proficiency appropriate to the context of delivery and intended use of the qualification. This does not preclude the use of languages other than English for delivery and assessment.

19. Where any part of the qualification has been delivered and/or assessed in a language other than English, a statement that this has occurred will be included on the award, the academic transcript and the EAC and Partner States Graduation Statement.

Responsibility for Issuing, Authenticating and Verifying EAQFHE Qualifications

20. The following procedures are designed to reduce the misrepresentation of EAQFHE qualifications and guard against their fraudulent use.

21. The EAQFHE qualifications will only be issued by organisations authorised by legislation to do so. Proposed issuance arrangements for EAQFHE qualifications are summarised as follows:

a) Government authorised statutory bodies are responsible for issuing the Primary and Secondary Certificate of Education in their own Partner State and jurisdiction.

b) Government accrediting authorities for vocational education and training are responsible for the authorizing of registered training organisations to issue EAQFHE qualifications.

c) Government accrediting authorities for higher

education are responsible for authorizing non-self accrediting higher education institutions to issue EAQFHE qualifications.

d) Universities and other self-accrediting higher education institutions are empowered in legislation to accredit and issue their own EAQFHE qualifications.

22. The protection of qualifications requires that any authorised issuing organisation delivering, assessing or issuing EAQFHE qualifications adheres to the regulatory and quality assurance arrangements for each qualification type.

23. The authorised issuing organisation is responsible for authentication and verification of any graduate's certification document.

24. The national register of all EAQFHE qualifications and institutions shall be used to enhance the ability of national and international stakeholders to authenticate and verify the existence of EAQFHE qualifications and the organizations authorized to issue them.

Use of the EAQFHE Logo

25. The EAQFHE logo will be used on the award and EAC and Partner States graduation statements of all EAQFHE qualifications issued by all authorised issuing organisations. Use of the EAQFHE logo ensures that graduates and others can be certain that the qualification is a legitimate EAQFHE qualification.

26. Use of the EAQFHE logo means that at the time the certification documentation was issued:

a) The issuing organisation was authorised by a Partner State, EAC authorised accrediting authority or was an authorised self-accrediting institution;

b) The issuing organisation was authorised to issue the relevant qualification and complied with the relevant regulatory and quality

assurance requirements for accreditation and registration ; and

c) The delivery and assessment resulted in a recognised EAQFHE qualification.

27. The EAQFHE logo specifications provide the conditions and requirements for the use of the EAQFHE logo by authorised issuing organisations and are available at the time of authorization.

Replacement, Certification and Documentation

28. All authorised issuing organisations will have a policy that permits the replacement of certification documentation. Any replacement certification documentation will include:

a) All the required elements listed above for a qualification award, academic transcript, EAC and Partner State's Graduation Statement or statement of attainment

b) A statement that the document is a replacement of an original

c) The date of the original document

d) The date on which the replacement is issued

e) The signature, name and title of the person in the organisation authorised to issue the replacement certification.

Procedure for Issuing EAQFHE Qualifications

29. Awards for EAQFHE qualifications will include the following required elements:

a) Legal and trading name and logo of the authorised issuing organisation

b) Full name of the person being issued the qualification

c) Correct qualification title, and if relevant, the qualification field and in brackets an occupational or functional stream

d) Date issued

e) Signature, name and title of the person or persons in the organisation authorised to issue the award

f) IUCEA logo and the statement indicating that this qualification is recognised within the EAC Qualifications Framework

g) Authorised issuing organisation's seal or other mode of uniqueness such as a watermark

Will there be a template??

30. In addition, awards may include the following elements:

a) Accrediting authority/statutory authority logo

b) Statement indicating that the certification is issued under authority of a relevant legislation

c) Registration and qualification codes

d) Unique issuance number

e) Legal name and logo of a partnering institution where a formal arrangement is in place for a joint qualification

f) National recognised training (NRT) logo for vocational education and training.

g) Student identification number

31. The award will be limited to one page, the reverse may be used for registration and qualification codes and issuance and/or paper stock numbers.

32. Graduates will be provided with the detail of their qualification including the units of study/ competency, modules, subjects or courses that they have undertaken during their learning. This will be provided in form of an academic transcript as indicated earlier. An academic transcript will be used to document:

a) Partial completion of a qualification

b) Full completion of a qualification

c) Recognition of completion of an accredited short course

d) Recognition of completion of a skills set.

33. An Academic transcript may also be called a 'statement of attainment' when used to recognise completion of an accredited short course or a skill set. The term 'statement of attainment' will be used for these purposes only.

34. The term 'statement of attainment' will not be used for partial completion of qualifications. An academic transcript will be issued to the student to document partial completion of a qualification.

35. An academic transcript will not have the same appearance or format as an award, it will, instead, include the following features:

a) Legal and trading name and logo of authorised issuing organisation

b) The Term ... Academic Transcript (or, where relevant, ... Statement of Attainment)

c) Full name of the person receiving the academic transcript

d) Date issued

e) Full qualification title (or, where relevant, the full title of the accredited short course or skills set) in which the individual is, or was, enrolled

f) The qualification award issuance number will be included for completed qualifications

g) List of the components of the qualification including the code for each, the results for each, and each identified by the term, semester or study period and year of study (Academic Transcript only)

h) Signature, name and title of the person or persons in the organisation authorised to issue the document

i) If relevant, where units, modules or subjects

have been delivered and assessed in a language other than English, a note will be included against each unit, module indicating such and the proportion (fully or partially).

j) If relevant… legal and trading name and logo of a partnering institution where a formal arrangement is in place for the joint qualification.

36. Where an academic transcript is used to recognise completion of an accredited short course or skills set, academic transcripts or statements of attainment may include the following elements:

a) Accrediting authority/statutory authority logo

b) Registration and course codes

c) For a skills set, the list of completed competencies

d) Unique issuance number

e) Student unique identifier

f) Statement … issued under authority of (relevant legislation)

g) Student identification number

h) Authorised issuing organisation's seal or other mode of uniqueness such as a watermark

i) National recognised training (NRT) logo for a vocational education and training.

Supporting Documentation Procedures: EAC Graduation Statement

37. The EAC graduation statement is a supplement to each qualification issued that provides factual information to enhance understanding of the qualification by learners, employers, industry, professional associations and other countries. A graduation statement is only issued on award of each qualification.

38. Partner State HEIs may provide graduates with an EAC graduation statement. The information on the EAC Graduation Statement will contain information about the graduate, the qualification, the issuing institution, the graduate's academic and relevant other activities and a description of the EAC education and training system and may include details about delivery methodologies used in the qualification. This statement will be presented in a uniform sequence by all authorised issuing organisations as detailed above.

39. The following purpose statement will be used on all EAC graduation statements by authorised issuing organisations:

The EAC Graduation Statement is provided by education and training organisations to graduating learners on completion of the requirements for a particular qualification. It provides a description of the nature, level, context and status of the studies that were pursued by the individual named. Its purpose is to assist in both national and international recognition of EAC qualifications and to promote international mobility and professional recognition of graduates.

Qualification Titles, Abbreviations and Postnominals Procedures

40. To ensure consistency in the use of qualification titles, abbreviations and postnominals, the following conventions will be used:

a) the first letter of each word of all qualification titles will be capitalized and all numbers will be in the form of roman numerals. For example: Certificate IV in Artisan Processing.

b) EAQFHE qualification titles and abbreviations will be used as follows:

41. Titles and Postnominals are effective ways of communicating information about a graduate's qualifications or achievements . They enable the community to identify the roles, activities and characteristics associated with that title and postnominal. They validate community expectations about the body of knowledge and expertise that an individual has gained.

Qualification Type	Qualification Title	Abbreviation
Basic Certificate of Education	Various according to Partner State	
Secondary Certificate of Education	Various according to Partner State	
Certificates I-IV	Certificate .... in...(field of study)	Cert...(field abbreviated)
Diploma	Diploma of...(field of study)	Dip...(field abbreviated)
Advanced Diploma	Advanced Diploma of...(field of study)	AdvDip...(field abbreviated)
Bachelor Degree	Bachelor of...(field of study) (Hons)	B...(field abbreviated)
Vocational Graduate Certificate	Vocational Graduate Certificate in...(field of study)	VocGradCert...(field abbreviated)
Vocational Graduate Diploma	Vocational Graduate Diploma of...(field of study)	VocGradDip...(field abbreviated)
Graduate Certificate	Graduate Certificate in...(field of study)	GradCert (field abbreviated)
Graduate Diploma	Graduate Diploma of...(field of study)	GradDip(field abbreviated)
Master Degree	Master of ...(field of study) (mode of study e.g. coursework)	M..(field abbreviated)
Doctoral Degree	Doctor of Philosophy	PhD
	Doctor of ...(field of study)	D...(field of study)

42. Postnominals use the abbreviation for the qualification type and field of study of the qualification. They are usually placed immediately following the graduate's title and name.

> **Illustration**
>
> - CertIIBus for Certificate II in Business
> - CertIVHosp for Certificate IV in Hospitality
> - DipBldDes for Diploma of Building Design
> - AdvDipEng for Advanced Diploma in Engineering
> - GradCertIT for Graduate Certificate in Information Technology
> - BSc for Bachelor of Science
> - MAppPM for Master of Applied Project Management
> - CPA for Certified Public Accountant

43. Titles may be attributed to an individual through a variety of ways, usually as a result of training or education activities (such as a Doctoral Degree), formal acknowledgement of professional (such as Engineer - Eng) or other services to the community (such as the Moran of the Burning Spear (MBS), Kenya) or of a position held (such as Director or Professor) or by convention (such as the use of the title 'Doctor' in certain professions).

44. The title 'Doctor' will only be used if the individual has been awarded a Doctoral Degree at Level 8 on the EAQFHE or where legislation associates the title with traditional usage within the medical profession.

Honorary Awards

45. An honorary award is not an EAQFHE qualification. It is usually awarded by an education and training organisation to recognise a person's public service or service to the organisation, or in recognition of distinguished contribution by the person in a field of academic endeavour. As such any certification documentation issued to an honorary award recipient will specify that the award is honorary.

ANNEX II: EAQFHE QUALIFICATIONS PATHWAYS POLICY

Introduction

1. Pathways shall be defined as a path or sequence of learning or experiences that can be followed to attain competency.

2. Specific pathways shall not be mandatory and may vary depending on the qualification or training program, and the needs of the individual.

3. The EAQFHE Qualifications Pathways Policy (QPP) builds into the EAQFHE the capacity to lifelong learning (LLL). It is EAC's policy on qualifications pathways.

Purpose

4. The purpose of the QPP is to maximize the credit that learners can gain for learning already undertaken. It aims to:

   a) enhance student progression into and between EAQFHE qualifications

   b) recognise the multiple pathways that learners take to gain EAQFHE qualifications and that learning can be formal, non-formal or informal, and

   c) support the development of pathways in qualifications design.

Scope

5. This policy covers all education and training sectors that issue EAQFHE qualifications and the responsibilities for making qualification pathways accessible to learners.

Users

6. The principal users of this policy shall be the authorised issuing organisations, accrediting authorities including self-accrediting organisations, learners and graduates in each education and training sector.

7. The other users of this policy are employers, industry and professional bodies, and licensing and regulatory bodies who may use this policy as a guide to the role of credit in developing learning pathways and achieving learning outcomes.

Monitoring

8. Accrediting authorities in each education and training sector are responsible for the implementation and monitoring of the use of this policy.

Policy

9. This policy is underpinned by the principles that pathways

   a) are clear and transparent to learners

   b) are systemic and systematic

   c) enable flexible qualification pathways

   d) may be horizontal across EAQFHE qualifications at the same level as well as vertical between qualifications at different levels

   e) can facilitate credit for entry into, as well as credit towards, EAQFHE qualifications, and

   f) eliminate unfair or unnecessary barriers for student access to EAQFHE qualifications.

Responsibilities of Issuing Organisation

10. All issuing organisations will have clear, accessible and transparent policies and processes to provide qualifications pathways and credit arrangements for learners.

11. These policies and processes will:

    a) ensure that pathways into and between qualifications are available to all learners for all relevant qualifications

b) be made publicly available, widely promoted and easily accessible to all prospective and existing learners to enable them to:

    i. make well-informed choices between alternative pathways

    ii. take into account the credit that may be available to them, and

a) be regularly reviewed to maximize applicability to new and updated qualifications and to student and industry needs.

12. Issuing organizations' decisions regarding the giving of credit into or towards EAQFHE qualifications will:

a) be evidence-based, equitable and transparent

b) be applied consistently and fairly with decisions subject to appeal and review

c) recognise learning regardless of how, when and where it was acquired, provided that the learning is relevant and current and has a relationship to the learning outcomes of the qualification

d) be academically defensible and take into account the learners' ability to meet the learning outcomes of the qualification successfully

e) be decided in a timely way so that learners' access to qualifications is not unnecessarily inhibited

f) allow for credit outcomes to be used to meet prerequisites or other specified requirements for entry into a program of study leading to a qualification or for the partial fulfillment of the requirements of a qualification, and

g) be formally documented for the student including any reasons for not giving credit.

13. Giving credit into or towards an EAQFHE qualification should not impinge upon:

a) the integrity of qualification outcomes and discipline requirements, or

b) the responsibility of issuing organisations to make decisions on admission, prerequisites or programs of study, and the learners' likely successful completion of the qualification.

14. Credit will be given on the basis of formal individual negotiations between learners and issuing organisations or formal negotiated agreements between issuing organisations.

15. Recognition of prior learning or advanced standing for relevant and current informal or non-formal learning will be available for learners and may be used for entry requirements or credit towards an EAQFHE qualification.

16. Credit can be given to learners in the form of block, specified or unspecified credit.

17. Issuing organisations will systematically negotiate credit agreements with other issuing organisations for any EAQFHE qualifications to maximize the credit available to eligible learners for both entry into and credit towards EAQFHE qualifications.

18. Credit agreements negotiated between issuing organisations for credit for learners towards EAQFHE qualifications at any level, vertical or horizontal, will take into account the comparability and equivalence of the:

a) learning outcomes

b) volume of learning

c) program of study, including content, and

d) learning and assessment approaches.

19. Credit agreements negotiated between issuing

organisations for credit for learners towards higher level EAQFHE qualifications in the same or a related discipline, having taken into account 16 above, should use the following as the basis of negotiations:

    a) 50% credit for an Advanced Diploma linked to a 3 year Bachelor Degree

    b) 35% credit for an Advanced Diploma linked to a 4 year Bachelor Degree

    c) 33% credit for a Diploma linked to a 3 year Bachelor Degree

    d) 25% credit for a Diploma linked to a 4 year Bachelor Degree.

20. These agreements do not preclude any further institutional or individual student negotiations for additional credit.

Responsibilities of Accrediting Authorities and Qualifications Developers

21. Accrediting authorities and organisations developing qualifications will have policies and processes that facilitate and promote qualification pathways and these policies and processes will be publicly available.

22. Accrediting authorities and organisations developing qualifications will identify, negotiate and document effective articulation arrangements between EAQFHE qualifications.

23. Specific attention will be given to identifying, developing and documenting qualification pathways to create integrated qualifications at different EAQFHE levels.

Registers

24. Issuing organisations will maintain publicly available registers of their credit transfer agreements linked to the EAQFHE Register.

25. Accrediting authorities will maintain publicly available registers of articulation arrangements incorporated into qualifications linked to the EAQFHE Register

26. These registers will link to any future national registers of articulation and credit transfer arrangements.

ANNEX III: EAQFHE QUALIFICATIONS REGISTER POLICY

Introduction

1. This is the EAQFHE policy and criteria for the registration of qualifications and part qualifications in the EAC and its Partner States' higher education system.

2. This Policy (QRP) sets out the requirements that EAC Qualifications Authority (IUCEA) will apply when it registers qualifications and part qualifications on the EAQFHE.

3. Registers facilitate the public identification and verification of EAQFHE qualifications and contribute to the protection of these qualifications.

Purpose

4. The Register is designed to:

   a) identify clearly all quality assured qualifications in the EAC and its Partner States;

   b) ensure that all qualifications have a purpose and relation to each other that learners and the public can understand

   c) maintain and enhance learners' ability to transfer credit by the establishment of a common system of credit

   d) enhance and build on the international recognition of EAC qualifications.

5. The qualifications on the EAQFHE, which comprise of unit and achievement standards shall continue to be a key subset of the Register.

6. The purpose of the QRP is to:

   a) ensure that information about AQF qualifications and authorised issuing organisations is publicly available

   b) ensure that a clear distinction is made between EAQF and non-EAQF qualifications

   c) ensure that any publicly available registers, databases and other information based on data derived from the EAQF (its abbreviation is not there independently) Register, or alleging to be about EAQF qualifications and the organisations authorised to issue them, accurately represents the EAQF

   d) facilitate the comparison of EAQF qualifications and authorised issuing organisations to enable consumers of EAQF qualifications to make informed choices, and

   e) ensure records of EAQF qualifications issued are kept.

Scope

7. This QRP applies to the development, registration and publication of qualifications and part qualifications on the East African QF taking into account the requirements of the relevant legislation and the relevant NQFs of the Partner States.

8. The policy covers all education and training sectors that issue EAQF qualifications and the responsibilities for the provision and management of registers of EAQF qualifications and the organisations that issue them.

Objectives

9. To advance the objectives of the EAQFHE (is this a different animal form EAQFHE), QRP is designed to:

   a. Facilitate the registration of qualifications and part qualifications on the EAQF, which have been recommended to IUCEA by the relevant accreditation and quality

assurance committees, and national qualification authorities;

b.   Ensure that registered qualifications and part qualifications are relevant to the world of work and promote responsible citizenship in a democratic society and advance knowledge transfer in a dynamic society;

c.   Establish and maintain coherence between TVET, PET and HE frameworks in order to clarify and strengthen articulation between qualifications within each sector and between sectors;

d.   Promote public understanding of, and trust in, the EAQF and NQFs of Partner States through the registration of high quality, nationally relevant, and internationally comparable qualifications and part qualifications;

e.   Support the coherence of purpose between education, training and development nationally;

f.   Create a basis for and promote lifelong learning; and

g.   Support the development of national and regional workforce and career development systems.

EAQF Register

10. The EAQFHE Register is the official national public record of all EAQF qualifications and qualification pathways, accrediting authorities, organisations authorised to issue EAQF qualifications, and all EAQF qualifications issued.

11. The EAQF Council is responsible for providing a web-based portal for entry to any registers that are part of the EAQF Register.

12. The registers that comprise the EAQF Register are the:

   a.   Register of accrediting authorities

   b.   Registers of EAQF qualifications and authorised issuing organisations

   c.   Registers of issued EAQF qualifications.

13. Any register that comprises part of the EAQF Register will contain accurate, current and verifiable information. It will enable easy access for all types of users to gain information about EAQF qualifications and issuing organisations.

Register of Accrediting Authorities

14. The EAQF Executive Committee will maintain a publicly accessible and web-based register of all authorities that:

   a.   accredit qualifications including those responsible for self-accrediting their own qualifications, and/or

   b.   authorize organisations to issue qualifications.

15. The register will contain the:

   a)   name and contact details of each authority, and

   b)   legislative base for each authority and the scope of its authority.

16. The register will provide archival details of accrediting authorities that are no longer active.

Registers of EAQFHE Qualifications and Authorised Issuing Organisations

17. All accrediting authorities will maintain a register of organisations they have authorised to issue EAQF qualifications and the qualifications they are authorised to issue. Self-accrediting issuing organisations will maintain a register of the EAQF qualifications they are authorised to issue. These registers will clearly distinguish EAQF qualifications from non-EAQF qualifications.

18. The registers will contain sufficient information to identify correctly the:

a) authorised issuing organisation

b) responsible person or persons and contact details of the organisation, including contact details for public enquiries, and

c) EAQF qualifications the organisation is authorised to issue, including the full and correct EAQF qualification title, the accreditation period, and any caveats.

19. The registers will provide archival details of issuing organisations that are no longer active and of the qualifications they were authorised to issue.

Registers of Issued EAQF Qualifications

20. All issuing organisations will maintain an auditable-quality register of the EAQF qualifications that they have issued.

21. The registers will contain sufficient information to identify correctly the:

a) holder of the qualification

b) EAQF qualification by its full title, and

c) date of issue/award/conferral.

Registers of EAQF Qualification Pathways

22. In accordance with the EAQF Qualifications Pathways Policy:

a) issuing organisations will maintain publicly available registers of their credit transfer agreements linked to the EAQF Register, and

b) accrediting authorities will maintain publicly available registers of articulation arrangements incorporated into qualifications linked to the EAQF Register.

Users

23. The principal users of the policy are the IUCEA, accrediting authorities including self-accrediting organisations and issuing organisations that have responsibility for

maintaining parts of the EAQF register.

24. The other users are those who utilize the EAQF register to gain information about EAQF qualifications and qualifications pathways, accrediting authorities and issuing organisations such as learners and prospective learners, graduates, employers, industry and professional bodies, licensing and regulatory bodies, qualifications developers, researchers, international education agencies and the general public.

Monitoring

25. The IUCEA Executive Committee and accrediting authorities in each Partner State and each education and training sector are responsible for the implementation and monitoring of the use of this policy.

Registration of Qualifications

26. IUCEA shall register a qualification or part qualification on the EAQF on the recommendation of the Executive Committee provided that the criteria for registration on the EAQF as set out in sections 34 to 37 are fulfilled.

27. Qualifications and any part thereof for registration on the EAQF must:

a. Include clear specifications of outcomes, using the level descriptors

b. State the minimum requirements to obtain the qualification

c. Identify the relevant sector-framework on which it is recommended for registration on the EAQF and relevant NQF.

28. Part qualifications registered on the EAQF should indicate the registered qualification(s) of which they are part, or will form part.

29. Qualifications and part qualifications submitted to IUCEA for registration, but which do not meet the registration criteria, will be

returned to the relevant recommending and requisition agency for amendment.

30. The IUCEA Executive Committee is the final authority that registers qualifications and part qualifications on the EAQF.

31. National Qualifications Authorities will advise IUCEA, in writing, of qualifications and part qualifications that will no longer be offered. These qualifications, even though no longer offered, still form part of the NQF and EAQF and shall be maintained on the database.

32. All qualifications and part qualifications registered on the EAQF will be on the IUCEA website.

33. Foreign qualifications being offered by providers in the East African Community and its Partner States must meet these criteria for registration on the East African QF.

Criteria for the Registration of Qualifications and Part Qualifications on the EAQF

34. Registration criteria for qualifications on the Register are intended to ensure that:

    a. quality assurance of qualifications is consistently applied

    b. people can compare qualifications

    c. people can make informed choices about which qualification pathway they will pursue.

35. The agreed definitions of the names of qualifications support:

    a. the comparability of qualifications

    b. the easy understanding of qualifications

    c. international recognition of qualifications.

36. Qualifications and part qualifications for registration on the EAQF must:

    a. Be recommended and submitted to IUCEA for registration by a national qualifications authority

    b. Comply with the Criteria for registration

    c. Be written in English

    d. Meet the criteria as laid down by the sector-framework for the qualification/part qualification type.

37. Qualifications and part qualifications for registration shall be submitted in the following format:

    a. *Title*: The qualification title shall comply with the qualification type description provided for in the relevant national and sector-frameworks of the EAQF

    b. *Sector-framework* : The Sector-framework on which the qualification is to be registered must be provided

    c. *Field and Sub-Field*: This may include, where applicable, the Classification of educational subject matter category and/or Organising Framework for Occupations code, as provided by the relevant industrial training authorities and or as appropriate

    d. *Level of the Qualification*: The published level descriptors shall be used to help determine the level of the qualification. The level of a part qualification may be at the same level as the parent qualification or at a level within the range allowed for in the qualification type

    e. *Credits* : The credits must be calculated on the basis of one (1) credit is equal to ten (10) notional hours of learning. The minimum credit allocation for a qualification must comply with the requirements for the qualification type as determined within the relevant framework of the EAQF

    f. *Rationale*: The rationale shall:

        i. Provide details of the reasoning

that led to identifying the need for the qualification

ii. Indicate how the qualification meets specific needs in the sector for which it is developed. Details of consultation with a recognised professional body or industry body must be provided in respect of the need

iii. Identify the range of typical learners and indicate the occupations, jobs or areas of activity in which the qualifying learners will operate

iv. Indicate the learning pathway where the qualification resides

v. Indicate how the qualification will provide benefits to the learner, society and the economy.

g. *Purpose*

i. The purpose shall describe the context of the qualification or part thereof and what it is intended to achieve in the national, professional and/or career context;

ii. The purpose statement shall capture what the qualifying learner will know and be able to do on achievement of the qualification or part thereof.

iii. The Exit Level Outcomes shall be linked to the purpose of the qualification.

iv. Graduate attributes may be used where appropriate.

h. *Rules of Combination*: There must be coherence between the constituent parts of the qualification

i. *Entry Requirements*: The minimum

entry requirements to the qualification shall be stated. The entry requirements shall be aligned to the approved institutional/provider admissions policies

j. *Exit Level Outcomes and Associated Assessment Criteria*:

i. The exit level outcomes, which are framed against the level descriptors, shall indicate what the learner will be able to do and know as a result of completing the qualification or part qualification.

ii. These competencies relate directly to the competencies required for the further learning and/or the work for which the qualification or part qualification was designed

iii. Associated assessment criteria are written for the qualification or part thereof to indicate the nature and level of the assessment associated with the qualification or part and how the exit level outcomes could be assessed in an integrated way.

iv. The criteria shall be given as a comprehensive set derived from the level descriptors.

k. *International Comparability*: A statement on how the qualification compares with or relates to similar qualifications or best practices or standards offered in other parts of the world shall be given. Qualifications that are internationally comparable shall be used to assist in determining the articulation possibilities of the qualification with qualifications in other national and regional qualification frameworks

l. *Integrated Assessment*: The assessment undertaken to determine

the learners' applied competence and successful completion of learning in the qualification shall be stated. This should include reference to formative and summative assessment; ratio of assignment work to academic examinations; the role of work integrated learning; other forms of integrated learning; and its assessment

m. ***Recognition of Prior Learning (RPL):*** Institutional RPL policies shall clearly state how RPL will be applied to gain entry to or achieve the qualification. The RPL policies of the providers must be made available to IUCEA upon such request. The RPL policies of education, training and development providers must be aligned to the IUCEA RPL Policy

n. ***Articulation:*** A statement describing the horizontal, vertical and diagonal articulation possibilities within the relevant sector-framework and between such frameworks, shall be provided.

Database

38. The register shall maintain a database, which shall hold the following information and make it publicly available

   a) the title of the qualification

   b) the level at which the qualification is registered

   c) the outcome statement, content statement and entry requirement attached to the qualification

   d) the credit requirements of the qualification

   e) the subject classification

   f) qualification developer/provider details.

Learning Outcomes

39. For each qualification on the Register there

shall be a statement of learning outcomes. This includes statements about:

   a. what the whole qualification represents in terms of the application of knowledge, understanding, skills and attitudes; and

   b. the components of the qualification which, combined, make up the whole qualification.

40. Outcomes statements shall provide clarity and focus for qualification development. The development of outcomes for a qualification informs and guides the development of course content, and processes for teaching, learning and assessment.

41. A qualification outcome statement also gives learners and prospective employers an idea of what the qualification holder will have achieved by the end of the qualification.

42. An outcome statement for a qualification is a description of what the holder of that qualification is expected to have achieved. An outcome statement describes what a qualification represents in terms of application of knowledge, understanding, skills and attitudes, and is an active statement using verbs such as know, understand, apply, synthesise, evaluate, assess, manage. It is not a statement of content, nor is it a list of the goals of a programme.

43. An outcome statement shall:

   a) be stated as specifically as possible

   b) improve understanding about the qualification by accurately and clearly describing achievement

   c) reflect the level of the qualification, by linking to level descriptors and relevant qualification definitions

   d) allow meaningful comparisons to be made with other qualifications1

e) state expected realistic learner achievement in terms of application of knowledge, understanding, skills and attitudes (graduate profile)

f) reflect the purpose of the qualification without restating it

g) identify what the qualification might lead on to

h) suggest possible employment opportunities for a holder of the qualification (if applicable).

Qualification Components, Courses, and Unit Standards

44. Quality assurance bodies shall require that courses and parts of qualifications shall have outcome statements. These outcome statements shall be publicly available in an appropriate way.

45. Public availability shall be achieved by publication in a provider's course guidebook, or on the Register.

46. In the case of unit standards and components of national qualifications (such as achievement standards) public availability shall occur through national registration on the National Qualifications Framework.

47. The Register requires the registration of whole qualifications only. Therefore, information about and/or links to where publicly available information about the component parts of qualifications and other provider information may be held on the Register.

Transition

48. Over time, qualification definitions may be amended. Transition timeframes for meeting amended qualification definitions will be decided by the IUCEA Executive Committee.

ANNEX IV: EAQF QUALIFICATIONS TYPE ADDITION AND REMOVAL POLICY

Introduction

1. This EAQF Qualifications Type Addition and Removal Policy (QTAR) sets out the requirements for the addition and the removal of qualification types from the EAQF.

2. The QTAR also includes the requirements for the addition of qualification titles.

Purpose

3. The purpose of the EAQF Qualification Type Addition and Removal Policy is to ensure that:

   a. the EAQF has the flexibility to respond to EAC's changing education and training needs, and

   b. changes to EAQF structure do not compromise the stability or integrity of the EAQF.

Scope

4. The policy covers all education and training sectors that issue EAQF qualifications.

Users

5. The principal user of the policy is the EAQF Committee.

6. The other users of the policy are accrediting authorities including self-accrediting organisations, authorised issuing organisations, learners, graduates, employers, industry and professional bodies, and licensing and regulatory bodies.

Monitoring

7. The EAQF Committee is responsible for the implementation and ongoing use of this policy.

Addition of Qualification Types

8. Qualification types shall be added to the EAQF by the EAQF Committee if there is a clear industry, professional or community need and

a sound educational rationale.

9. To be included in the EAQF a new qualification type shall:

   a) be quality-assured by government approved standards

   b) be accredited by an authority authorised under legislation to accredit EAQF qualifications

   c) be described according to the EAQF taxonomy of learning outcomes (knowledge, skills, the application of knowledge and skills and generic learning outcomes)

   d) be located at an existing EAQF level, and

   e) have clear pathways within the EAQF

10. Any organisation may put forward a request for inclusion of a new qualification type, in writing, to the IUCEA following comprehensive consultation with and support from the relevant industry, professional, provider and government stakeholders.

11. The IUCEA shall make a decision about the addition of a new qualification type based on evidence that there is a sound educational reason for its addition and the new qualification type:

   a) does not duplicate an existing EAQF qualification type, and

   b) meets a defined industry, professional or community need.

Removal of Qualification Types

12. Qualification types can be removed from the EAQF by the IUCEA Committee if there is a clear industry, professional or community need and a sound educational rationale.

13. Any organisation may put forward a request

for removal of an existing qualification type, in writing, to the IUCEA Committee following comprehensive consultation with and support from the relevant industry, professional, provider and government stakeholders.

14. The IUCEA Committee will make a decision to remove an existing qualification type based on certain evidence that:

    a) the qualification type is redundant

    b) there is agreement from the relevant education and training sector(s)

    c) transition arrangements and pathways have been developed for any learners who may still be enrolled as the qualification type is phased out, and

    d) an equivalence with a remaining EAQF qualification type is agreed.

15. The IUCEA Committee will retain the qualification type descriptor and specification for any qualification type removed from the EAQF to allow for ongoing recognition of any qualifications of this type awarded to graduates.

ANNEX V: GUIDELINES ON PROGRAM BENCHMARKING

Introduction

1. This policy shall be called Qualifications Program Benchmarking Policy (QPBP) provides guidelines on program benchmarking within the East African Community Qualifications Framework for Higher Education (EAQFHE).

2. Program benchmark statements provide a helpful starting point in the designing of new programme(s) or review of an existing programme. However, they are not the sole point of reference, particularly for programmes that do not coincide with the subject definitions used in preparing the subject benchmark statements.

3. Program benchmark statements shall set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.

4. Specifically, program benchmark statements shall describe the nature of study and the academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular program might reasonably be expected to know, do and understand at the end of their programme of study.

5. The benchmark statements for qualifying awards for professions in the East African Community (EAC) region shall be developed and published jointly by Inter-University Council for East Africa, the relevant professional bodies and the Partner States.

6. The statements bring together the academic and practice-based elements of programmes and the relevant professional requirements.

7. Subject benchmark statements are not intended to be a specification of a detailed curriculum or to prescribe approaches to teaching, learning and assessment.

8. All subject benchmark statements articulate a 'threshold' or minimum standard, and also provide statements on 'typical' or modal standards and, in addition, describe excellence.

9. Program benchmark statements shall begin from the premise that they are EAC-wide in application. Where there are differences in professional and statutory regulations and qualification arrangements in EAC Partner States, separate program benchmark statements shall be drafted and published as appropriate.

10. Institutions shall not simply transpose outcomes from subject benchmark statements into their programme specifications.

Purpose

11. The purpose of this policy is to identify the key knowledge, skills and attitudes expected of learners undertaking higher education courses at degree level and to provide guidelines for higher education institutions in developing and reviewing their higher education qualifications.

12. Program benchmark statements shall:

a. make explicit the nature and characteristics of awards that carry the subject in their title and/or which include a significant proportion of teaching and learning in the subject;

b. acknowledge the difference and diversity of programmes in the subject within agreed limits set by the subject community itself;

c. allow for variety and flexibility in the design of

programmes and allow for innovation within an agreed conceptual framework;

d. explain the conceptual framework that gives the subject its coherence and identity;

e. set out the attributes and capabilities expected of graduates in the subject, in order to indicate general expectations of standards in awards;

f. establish or reflect a consensus within the academic community on the nature and standards of awards.

13. Subject benchmark statements are not intended to be draft specifications. Rather, they should be used as a point of comparison, a stimulus to reflection, and a reference against which individual programme specifications may be justified.

Scope

14. Program benchmark statements shall not represent a national curriculum in a subject area. Rather, they shall allow for flexibility and innovation in programme design within an overall conceptual framework established by an academic subject community. They are shall assist those involved in programme design, delivery and review and may also be of interest to prospective learners and employers, seeking information about the nature and standards of awards in a subject area.

15. Working closely with the higher education sectors in Partner State, the IUCEA shall publish program benchmark statements for a range of disciplines. Some statements shall combine or make reference to professional standards required by external professional or regulatory bodies in the discipline.

16. The program benchmark statements shall present content under the following broad headings:

a. introduction
b. defining principles
c. nature and extent of the subject
d. subject knowledge, understanding and skills
e. generic skills
f. subject-specific skills
g. teaching, learning and assessment
h. benchmark standard.

Principles

17. The benchmark statement shall cover programmes of study at higher education institutions (HEIs) in the EAC leading to the award of EAC qualifications within the EAQFHE.

Statement on Undergraduate Degree Benchmarking

18. These guides present minimum standards of achievement that warrant the award of a bachelors degree - the threshold level of achievement to be matched or exceeded by all successful graduates; and the ways in which 'typical' learners can distinguish themselves from 'threshold' learners.

19. The study of a bachelors program involves the consideration of both conceptual and applied aspects of the subject. The term 'conceptual' shall include theoretical considerations - a programme without a substantive study of at least some of the theoretical considerations underlying a bachelors program cannot be considered to meet the minimum requirements of an undergraduate degree programme. Neither can one that neglects applied aspects of the program.

20. Some programmes with titles other than those indicated can sensibly be evaluated relative to this subject benchmark statement. It is the responsibility of an individual National Qualifications Framework to require that a HEI relates any pathway within a degree programme to the appropriate benchmark statement(s).

21. Learners may follow a programme of study

leading to a degree in a particular subject area for a variety of reasons. Given this variety of reasons, it is to be expected that degree programmes shall have a range of aims. Some learners may want to pursue a professional qualification on graduation. However, a Bachelors degree is neither a necessary nor a sufficient condition for progress towards professional qualification and the content of degrees is not prescribed by some professional bodies. Some learners consider the degree programme to provide a useful introduction to the worlds of professional practice, self-employment, industry or public service. Some learners study predominantly as an intellectual pursuit. However, all degree programmes in the subject must fit the subject benchmark statement.

22. Evidence of achievement with respect to many of the learning outcomes of a bachelors degree programme is likely to be spread across several units, courses or modules making up the programme. At present, the award and classification of degrees at any institution will depend on that institution's rules and procedures. These rules and procedures are usually based on an individual student's profile of achievement across the units, courses or modules taken as part of the degree programme. The rules and procedures often incorporate provisions for condoning or compensating failures on specific units, courses or modules. They also have the effect of trading off achievement levels for particular learning outcomes against relative lack of achievement in respect of other learning outcomes.

23. It is not the purpose of this policy to specify rules and procedures for classifying degrees. However, if the achievement of specific learning outcomes is not shown directly by passing individual units, courses or modules, institutions will need to demonstrate how evidence is gathered, across the whole range of assessment activities, to support degree awards.

24. The identification of threshold standards below shall represent the minimum standards of achievement consistent with the award of a Bachelors degree by a HEI within the EAC region. This does not, preclude a HEI within the EAC from setting higher standards for the award of a bachelors degree within the aspects of performance identified in paragraph 27. Nor does it preclude such an institution from requiring additional aspects of performance, relative to those identified in paragraph 27, for the award of a Bachelors degree.

25. In describing attainment, the following two dimensions are identified:

    a. *Knowledge and Understanding* - basic knowledge and understanding is characterised by knowledge of a topic in outline, together with an understanding that demonstrates some limited ability to make comparisons and critical evaluations. By way of contrast, thorough knowledge and understanding is characterised by knowledge and understanding of facts and material presented to the student, together with further knowledge and understanding gained by the student's own discovery. Graduates with thorough knowledge and understanding can be expected to explain what they have learnt and to display critical evaluation of the knowledge.

    b. *Cognitive Abilities and Skills* - basic levels of attainment are characterised by achieving a minimum level of proficiency in the ability or skill. Graduates with a threshold level of attainment can be expected to perform well in simple or straightforward situations. Graduates with high levels of cognitive abilities and

skills can also perform well in complex situations.

26. A situation is described as 'simple' if there are few items of data and the relationships among them are restricted to the principal factors under consideration in a particular topic. Straightforward situations are slightly more complex than simple situations and contain routine elaborations of simple situations. By way of contrast, complex situations are characterised by many items of data, multiple relationships, extraneous data and, frequently, a mix of qualitative and quantitative criteria to be applied.

27. Graduates will be expected to:

- demonstrate a basic knowledge and understanding of some of the contexts in which the specific degree operates

- demonstrate a basic knowledge, understanding and an ability to use the current technical language to describe practices of the subject area and an ability to apply them in simple structured situations from given data generated for the purpose

- demonstrate a basic knowledge and understanding of some alternative technical language and practices and, where relevant within the context of a particular degree programme, an ability to apply them in simple structured situations from given data generated for the purpose

- demonstrate a basic knowledge and understanding of theories and empirical evidence concerning the effects of the degree program in at least one of its contexts

- demonstrate possession of the required cognitive abilities and non-subject specific skills to a basic level of achievement.

28. Typical graduates can distinguish themselves from threshold graduates by displaying a more thorough knowledge and understanding and enhanced technical abilities. They can also demonstrate an enhanced capacity to develop and apply critical, analytical and problem solving abilities and skills. However, typical graduates are not expected to distinguish themselves from threshold graduates on all the aspects of performance identified in paragraph 27 above.

Statement on Postgraduate Benchmarking

29. This benchmark has been devised for professional qualifications at postgraduate and master's levels (EAQFHE Level 7), offered through both initial training and as a feature of continuing professional development. Candidates undertaking this learning will be equipped, as a result, to be effective, reflective, skilled, committed and knowledgeable practitioners with the capacity to work in a diverse range of roles.

30. The benchmark shall be used to design learning programmes in higher education that lead to the postgraduate certificate, postgraduate diploma and master's awards. Standards 1 to 7 relate to postgraduate certificate and diploma awards and standard 8 to master's awards, though certain aspects of standard 8, which relates to undertaking research activities, may well feature at Postgraduate Certificate and Diploma level.

31. Learners engaged in master's level study should have achieved standards 1 to 7 by the time they complete the postgraduate diploma and standard 8 by the time they complete the master's.

Postgraduate Standards

1. Ethical and Professional practice
2. Theory
3. Practice
4. Policy
5. Information and Learning
6. Partnership
7. Labour Market Intelligence
8. Research

The Relationship Between Program Benchmark Statements and Expectations/ Requirements of External Bodies including Professional, Statutory or Regulatory Bodies

32. Higher education providers may offer programmes in some subject areas, which are recognised or accredited by a professional, statutory or regulatory body (PSRB) external to the provider. Examples of such bodies include the East African Community Institutes of Accountants (EACIA), the East Africa Institute of Architects (EAIA), East African Engineers Coordination Committee, the East African Law Society and others. In cases where a programme is externally recognised or accredited, the benchmark statement shall not be the sole point of reference that higher education providers will draw upon in designing, delivering or reviewing their programmes.

33. Arrangements for external recognition or accreditation shall mean that the higher education provider has to take account of the requirements of the relevant body, which frequently take the form of competences required for proficiency or practice. In such cases, the subject benchmark statement may provide additional guidance for programme providers around academic standards not covered by PSRB requirements. In some instances, the subject benchmark statement will have been designed to reflect the requirements of a particular PSRB; the relationship between academic and professional or regulatory requirements will be made clear within individual statements.

34. In addition to PSRB requirements, some higher education providers may also choose to take account of national occupational standards such as those identified by the National or Sector Examination Councils.

Recognition Scheme for Subject Benchmark Statements

35. New subject benchmark statements shall be developed through the recognition scheme for subject benchmark statements. The scheme seeks to ensure that criteria relating to subject sufficiency and distinction are met and that the process of developing a new subject benchmark statement is representative of the views of the subject community.

Review of subject benchmark statements

36. subject benchmark statement shall be reviewed after every five years.

ANNEX VI: GUIDELINES FOR ALIGNMENT OF EAQFHE WITH INTERNATIONAL QUALIFICATIONS FRAMEWORKS

Introduction

The comparability and compatibility of qualifications is a global trend in order to facilitate mutual recognition of qualifications and also mobility of learners for employability purposes. Therefore, this policy has been designed to provide for mechanisms of readability of qualifications attained within East Africa and those from outside the region and vice versa. It is therefore expected that the national qualifications frameworks in aligning to the EAQFHE will also put in place mechanisms that will be consonant with this policy as:

1. International comparability of qualifications and alignment with other qualifications frameworks are important objectives of the EAC education system;

2. The international mobility of graduates and workers is significant within the context of the Treaty for the Establishment of the East African Community. To support this mobility, recognition of the relationship of qualifications

in the national qualifications frameworks of other countries or regions with the EAQFHE is an important and beneficial undertaking;

3. It shall be the responsibility of the Inter-University Council for East Africa (IUCEA) to develop principles and processes for guiding discussions about alignment of the EAQFHE with other regional and national qualifications frameworks; and

4. The IUCEA shall provide policy advice to the Ministers responsible for education, skills and employment on national and international recognition and comparability of qualification standards and alignment of qualification standards and frameworks and on strategic actions required to strengthen the EAQFHE to meet identified needs such as improving qualifications consistency and contemporary relevance, including national, regional and international mobility.

Purpose of Alignment of the EAQFHE

5. The purpose of alignment between the EAQFHE and national, regional and international qualifications frameworks aims at:

    a) providing a systematic basis for improving mutual trust and the recognition of qualifications between nations or regions

    b) facilitating transparency and reliability of information about qualifications and the qualifications framework in each nation or region

    c) increasing international understanding, comparability, confidence and recognition of qualifications for both

    study and employment

    d) Contributing to the credibility and robustness of each nation's or region's qualifications systems, including knowledge and understanding of the various quality assurance systems and processes supporting the qualifications frameworks

    e) assisting the international mobility of learners and skilled workers by increasing confidence that their qualifications will be understood and recognised in Australia and other countries

f) improving employers' understanding of qualifications to assist with skills supply, and

g) providing a comparative benchmark for the EAQFHE.

Principles for Alignment of the EAQFHE

6. The overarching principles are core considerations for the EAC in any alignment process, and they set out the expectations for each nation or region in the alignment process. These include:

a) Alignment of the EAQFHE with other international qualifications frameworks will be undertaken only where there is a demonstrable benefit to EAC and its Partner States;

b) Alignment between the EAQFHE and national or regional qualifications frameworks shall be designed to enhance any existing relationships and arrangements between these nations or regions;

c) The EAQFHE shall not be adapted to suit another nation's or region's requirements;

d) Alignment of national or regional qualifications frameworks with the EAQFHE shall not result in the automatic recognition of the nation's or region's qualifications as EAQFHE qualifications;

e) Alignment shall be between the EAQFHE and another national, regional qualifications framework. However if the nation or region does not yet have a formal national or regional qualifications framework, the national or regional qualifications system may be used for alignment of qualifications;

f) The legitimacy and responsibilities of all relevant national or regional and EAC and Partner State bodies involved in the alignment process shall be clearly determined and transparent.

g) The EAC and Partner State quality assurance system for education and training shall be integral to the qualifications framework and is consistent with international quality assurance principles.

h) There shall be a clear and demonstrable link between the qualifications levels in the EAQF and the levels in the national , regional and international qualifications framework.

i) The national or regional qualifications framework and its qualifications shall be based on the principles and objectives of learning outcomes that are comparable to the learning outcomes in the EAQFHE.

j) The procedures for inclusion of qualifications in the EAC, national or regional qualifications framework and/or describing the place of qualifications in the qualifications system shall be transparent.

k) National or regional policies for the validation of all learning, and credit systems where these exist, shall be an integral component of the national or regional qualifications frameworks.

l) The alignment process shall include the stated agreement of the relevant accrediting and/or quality assurance bodies for each nation or region.

m) The alignment process shall involve international experts to support and assist the development of trusted outcomes.

n) One comprehensive report, setting out the alignment and the evidence supporting the alignment process shall be jointly published by the relevant national authorities in each nation or region and address separately each of the principles.

Processes for alignment of the EAQFHE

7. In the EAC international alignment of the EAQFHE with other national or regional qualifications frameworks will be undertaken by the following bodies with specified responsibilities.

   a. **Partner State Governments**: The alignment of qualifications frameworks is a negotiated agreement with other nations or regions for which the Partner State Governments are the lead agents. The Partner State Governments are responsible for:

      i. Signing any multilateral or bilateral agreements to commence alignment.

      ii. Agreeing to formal commencement of the alignment.

      iii. Leading the negotiation process using the expert and technical advice of the IUCEA.

      iv. Signing the final alignment agreement.

   b. **Inter-University Council for East Africa**: As the regional body with the delegated responsibility to maintain, monitor and promote the EAQFHE and provide advice on international alignment, the IUCEA is responsible for:

      i. Recommending potential alignment opportunities.

      ii. Managing the development of expert and technical advice on alignment, through the EAQFHE International Alignment Committee and its projects, and providing this advice to the EAC and Partner States as part of its negotiation process.

      iii. Coordinating the involvement of an international expert to validate the technical advice.

      iv. Publishing and disseminating the final alignment report.

      v. Maintaining the register of final reports and arrangements.

      vi. Providing guidance on the use of the resulting arrangements by education and training institutions such as facilitating inclusion of relevant information in graduation statements.

EAQF International Alignment Committee

8. The International Alignment Committee shall be responsible for:

   a) Undertaking the activities required to align the EAQFHE with the qualifications framework of other regions under the guidance of the IUCEA using agreed and transparent processes.

   b) Ensuring participation of people with an interest in the alignment through a comprehensive communication strategy to ensure widespread and open consultation and dissemination of the final qualifications.

   c) Coordinating alignment project teams and/or consultants.

ANNEX VII: POLICY AND PROCEDURES ON RECOGNITION OF PRIOR LEARNING

The purpose of this policy is provide mechanisms to all education providers at all levels and learners seeking recognition for the learning achievement of related to any qualifications at any level of the EAQFHE. The broad purpose of this policy is therefore to outline processes and mechanisms for the recognition of prior learning and provide guidelines for providers with the following objectives:

- Facilitate access to, and mobility and progression within education, training and career paths;

- Facilitate access, transfer and progression of learners through recognition of prior learning within the EAQFHE and national qualifications framework in the EAC Partner States;

- Promote the recognition of prior learning through quality assured providers in relation to entry, credit and access to unit standards and or qualifications; and

- Monitor and verify the achievement of learner outcomes to ensure the overall credibility and consistence of processes for the recognition of prior learning.

Recognition of Prior Learning (RPL) Policy and Procedure

1. **Purpose**
   This policy intends to provide guidelines on ensuring equivalence of Prior Learning Outcomes with Standards set by East Africa Qualifications Framework for Higher Education (EAQFHE).

2. **Scope**
   This policy applies to all those who seek recognition of their prior learning outcomes from other educational systems, from professional work experiences or life experience. Authorized by law, Academic organizations shall be guided by this policy to award academic qualifications that equate prior learning outcomes.

3. **Policy Statement**
3.1 Pursuant to East African Qualifications Framework, this Policy recognizes the Prior Learning Outcomes and Statements of attainments as issued by authorized and accredited Organizations within the EAC Partner States.

3.2 Interested individuals from different learning backgrounds are advised and encouraged to contact the authorized organizations for recognition of their prior learning outcomes.

3.3 The Policy facilitates recognition and Credit Transfer of the courses equated with the Prior Learning Outcomes.

3.4 National Commissions and Councils for Higher Education, as Regulatory Authorities responsible for higher education shall issue specific guidelines requiring individual academic awarding institutions to make their RPL policies public.

3.5 This policy supports the progression Pathway policy as provided in the EAQFHE.

4. **Definitions**
a. **Recognition of Prior Learning (RPL)** - RPL is an assessment process that involves assessment of the individual's relevant prior learning through non-formal and informal to determine the credit outcomes of an individual's application for credit.

b. **Course Credit** - Exemption from enrolment in a particular part of the course as a result of previous study, experience or recognition of a competency currently held. This includes academic credit and recognition of prior learning

c. **Credit Transfer** - Credit Transfer is a process that provides learners with agreed and consistent credit outcomes based on equivalence in content and learning outcomes between matched unit/s of competency.

5. **Procedure**

5.1 Application and Assessment

The East Africa Qualifications Framework for Higher Education qualifications and/

or statements of attainment provided by applicants must clearly identify the following:

a. Nationally recognised training institutions
b. Name of authorized training institution issuing the EAQFHE qualification or statement of attainment
c. National provider number of the authorized training institution
d. Full surname and first name of the recipient
e. The qualification title
f. Record of results identifying the units of competency attained
g. The issuing authorized/accredited training institution is registered to issue the certification , which is acceptable within the guidelines of the relevant nationally endorsed training package.

5.2.1 Recognition of Prior Learning (RPL)

All students in higher learning institutions and those intending to join the same will be given the opportunity to apply for Recognition of Prior Learning (RPL) for industry skills or life skills, or where credit or credit transfer may apply. Students are advised of RPL possibilities prior to enrolment and encouraged to submit relevant and/or requisite documentation when enrolling.

Students wishing to apply for RPL should contact the respective admission officer of issuing institutions at the time of 'enrolment'. If the student wishes to apply for Recognition of either their past qualifications or experience they will need to do so within a specified period of enrolment.

RPL is assessed against the units of competencies in a programme based on the completion of one or a combination of the following:
a. Review of Evidence including relevant Formal Qualifications.
b. Interviews
c. Confirmation of Testimonials
d. Validated Workplace Logbooks
e. Skills/Challenge testing
f. Written/Oral reviews

5.2.2 Conditions

The steps and conditions to apply for RPL shall be set by national issuing institutions.

5.3 Course Credit

1. Application for course credit must be made by completing the Recognition of Prior Learning (RPL) Application Form indicating the competencies for which credit is sought as approved by authorized issuing institutions.

2. It is the responsibility of the student applying for credit to submit documentation supporting their application. Evidence of competency may be based on prior study, including study taken overseas, in the form of test results, enrolment and attendance records, and/ or letters of reference.

3. Any supporting documentation must be a certified copy and translated in English if applicable.

4. Decisions on course credit will be notified to applicants in writing.

5. Where course credit is granted the student will be provided with a written record of the course credit, which must be accepted by the student by signing.

6. International students may make application for course credit prior to entry to a course as any credit applied will affect the duration of study required.

5.4 Credit Transfer

1. Qualifications and statements of attainment issued by any authorized/accredited training institution are to be accepted and recognised.

2. Any student is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.

3. Credit transfer will not be granted for units of competence or qualifications, which are not included in EAQFHE.

4. Credit transfer may only be awarded for whole units of competence.

5. Students will not enrol only for credit transfer.

6. Students cannot credit transfer a whole qualification.

7. Student enrolment must include at least one other unit of competence from the same qualification for which student is participating in training or is seeking recognition (RPL).

8. Students will be required to present true and certified copies of relevant statement of attainment or qualification.

5.5. Appeal of decision

National Qualifications Authorities shall allow applicants to challenge assessment done by issuing institutions, and provision must be made for reassessment in accordance with the institutional Complaints/Grievance and Appeals Policies and Procedures.

Inter-University Council for East Africa

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