Tanzania Commission for Universities



UNIVERSITY QUALIFICATIONS FRAMEWORK (UQF)

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LIST OF ACRONYMS AND ABBREVIATIONS

AU	African Union
D	Diploma
EAC	East African Community
HELRD	Higher Education
	Learners Records
	Database
LLL	Life-Long Learning
Μ	Master
ODL	Open and Distance Learning
PGCert	Post Graduate Certificate
PGDip	Post Graduate Diploma
Ph.D.	Doctor of Philosophy
RPL	Recognition of Prior Learning
SADC	Southern Africa Development Community
TVET	Technical and Vocational Education and
	Training
TQF	Tanzania Qualifications Framework
UQF	University Qualifications Sub-framework

PREAMBLE

The Tanzanian Commission for Universities (TCU) is mandated through Section 5(1)(0) and 5(1)(p) of the Universities Act (Chapter 346 of the laws of Tanzania), to establish and maintain a university qualifications framework (UQF) and to take part in the development of the National Qualifications Framework (NOF). In essence, the education and training system in Tanzania is divided into four layers, namely, the basic education, vocational education and training, technical training and university education. Each of these layers are supposed to have a qualifications framework the totality of which constitutes the NQF. In this case, UQF is a subframework of the NQF. It is an instrument for the development and classification of university level qualifications offered by various higher education institutions (HEIs) in the country. The UQF aims to integrate university level education and training into a unified structure of recognised qualifications. It proceeds from the assumption that the NQF that is anticipated will have ten qualifications. In essence, the NQF will be a comprehensive system for the classification, registration, publication and articulation of quality-assured national qualifications. It will be a single integrated system comprised of three coordinated qualifications subframeworks for basic education and training, vocational and technical education and training and higher education.

This UQF therefore organises, integrates and coordinates higher education in the country.

PART ONE

PRINCIPLES, OBJECTIVES AND FUNCTIONS OF THE UNIVERSITY QUALIFICATIONS FRAMEWORK

1.1. Title

This framework will be known as the University Qualifications Framework and shall be abbreviated as the UQF.

1.2. Scope

The UQF shall apply to all university level qualifications offered in the higher education and training area.

1.3. The framework

The UQF is an outcomes-based structure based on a consistent qualification nomenclature; qualification descriptors; and credits. The descriptors of levels and qualifications and the credit definitions of qualifications set some of the minimum expectations in terms of overall volume and level of outcome for each qualification. At the same time, however, the UQF also supports the desirable diversity in the structure of the programmes in different HEIs and thereby reflecting the increasingly innovative and diverse nature of higher education in Tanzania, EAC, SADC, AU as well as globally.

1.4. Principles of UQF

The principles which guide the UQF are based on:

- (a) levels of learning achievement, each with an agreed set of clearly-defined level descriptors so as to ensure comparability and benchmarking of qualifications;
- (b) standardization of terminologies so as to promote understanding and effective implementation of the UQF;
- (c) credit value in order to facilitate recognition of the variety of credits obtained from different modes of provision of education and training;
- (d) common standards for every level of qualifications;

- (e) common quality assurance criteria and procedures for use in monitoring and regulating higher education provision; and
- (f) An outcomes-based approach to the development of qualifications.

1.5. The UQF Objectives

The main objective of UQF, regardless of the mode of teaching and learning, is to standardize and harmonize the country's university level qualifications offered by different higher education and training institutions. In this context, the specific objectives are to:

- (a) Define university level qualifications and how they relate to one another.
- (b) create an integrated national higher education framework for recognition of learning achievements acquired through different learning modes;
- (c) provide a mechanism for transfer and progression of qualifications;
- (d) provide a mechanism for recognition of prior learning;
- (e) provide mechanisms for credit accumulation and transfer; and
- (f) Enable HEIs in Tanzania to expand their programmes in other parts of EAC, SADC, AU and at global levels (this includes opening branches beyond Tanzania).

1.6. Functions of the UQF

The UQF will serve the following functions:

- (a) define national standards of university level qualifications;
- (b) facilitate vertical and horizontal integration and harmonization of university level qualifications;
- (c) enhance the mobility of learners through a system of credit accumulation and transfer;
- (d) enable recognition and registration of qualifications acquired through different teaching and learning modes along the defined minimum standards of the expected outcomes;

- (e) facilitate recognition of qualifications acquired outside Tanzania; and
- (f) facilitate recognition of Tanzanian university level qualifications within the EAC, SADC, AU and beyond.

1.7. The UQF Assumption

The UQF has been developed from the assumption that the NQF, once completed, will have 10 levels of qualifications as shown in Table 1. This assumption is not immutable as discussions and other developments at national, EAC, SADC and AU levels may rightly require such levels to be adjusted upward (more than 10 levels) or downward (less than 10 levels). Thus, the UQF is designed to be flexible and take into account any changes that are likely to have an impact on it as a result of these developments.

1.8. The nature and number of levels in the UQF

Table 2 outlines the levels and associated principal qualifications of the UQF as a whole. The levels of the UQF are broad generic levels of outcome. Each of the UQF level has a descriptor, which sets out in relatively brief, generic terms, the outcomes associated with it. The levels and the descriptors are designed as a national set of reference points for use by all stakeholders (HE providers, beneficiaries, regulators and other stakeholders) and against which any learning outcomes at higher education levels can be located.

In principle, each qualification is distinguished by its particular purpose and characteristic outcomes (as outlined in the qualification descriptors) and by the volume of credit and duration required for its award. The level descriptors, therefore, aim to provide only a general shared understanding of each level. In designing and developing programmes or parts of programmes, HEIs should therefore, in the minimum, use these generic descriptors in line with the particular focus of their provision.

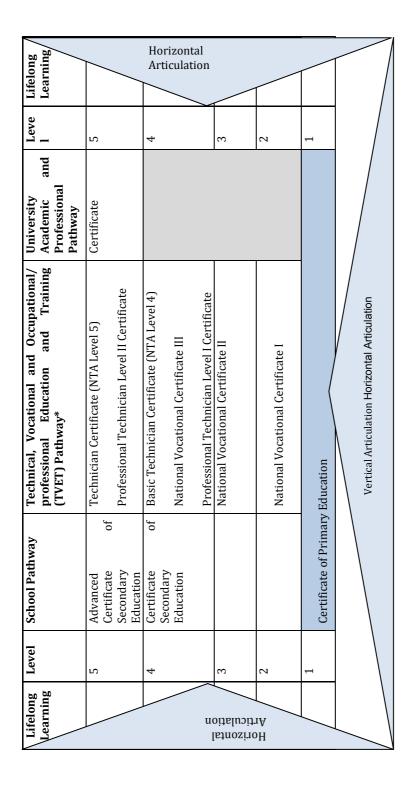
1.9. The Concept of Higher Education

In the UQF, higher education is used to mean education and training beyond the Advanced Certificate of Secondary Education,

Technician Certificate (NTA Level 5), Professional Technician Level II Certificate and any other Certificates of a similar nature. All these feature as level 5 (or below) qualifications in the NQF.

While there may be no difficulties in appreciating the nature of the awarded to a candidate at NQF level 5, some may confuse between a certificate awarded to a graduate whose pathway to the certificate programme is NQF level 4(for example Certificate of Secondary Education) and certificate awarded to a graduate whose pathway to that programme is NQF level 5(for example Advanced Certificate of Secondary Education). A pathway through level 5 qualifies a graduate to be in the UQF level 6 while a pathway through UQF level 4 qualifies the graduate to be in UQF level 5 hence below the cut-off area for higher education as shown in the Table 3 on education clusters.

	ng ing/		Но	rizontal	Articulat	tion				
	Lifelong Learning									
	Leve I	10	6			8		7	6	
	University Academic and Professional Pathway	Doctorate Degree, Professional Doctorate Degree	Masters Degree, Professional Master's Degree	Postgraduate Certificate,	Postgraduate Diploma	Bachelors Degree		Higher Diploma	Ordinary Diploma	Certificate
FIONAL QUALIFICATIONS FRAMEWORK IN THE MAKING	Technical, Vocational and Occupational/ professional Education and Training (TVET) Pathway*	Doctorate Degree in ()	Master Degree in (Specified Area of Technical Education or Profession)	Post graduate Diploma in (Specified Area of Technical Education or Profession)	Professional Level IV Certificate	Bachelor Degree (Specified Area of Technical Education or Profession)	Professional Level III Certificate	Higher Diploma Professional Level II Certificate	Ordinary Diploma (NTA Level 6)	Professional Level I Certificate
TIONAL QUALIFICAT	School Pathway									
THE NA	Level	10	6			8		7	9	
, TABLE 1: THE NAT	Lifelong Learning		uc	ticulatic	rA lstnoz	rinoH	/			



	ing]	Horizon	tal Articula	tion		
	Lifelong Learning		/					
	Level	10	6		8	7	9	
ES	University Academic and Professional Pathway	Doctorate Degree	Masters Degree, Postgraduate	certificate, Postgraduate Diploma	Bachelors Degree	Higher Diploma, Higher Certificate,	Ordinary Diploma, Post NQF Level 5 Certificate	
TABLE 2: UQF LEVELS WITH ASSOCIATED TITLES	Technical, Vocational and Occupational/ professional Education and Training (TVET) Pathway*	Doctorate Degree in ()	Master Degree in (Specified Area of Technical Education or Profession)	Fost graduate Diploma in Operation Area of Technical Education or Profession) Professional Level IV Certificate	Bachelor Degree (Specified Area of Technical Education or Profession) Professional Level III Certificate	Higher Diploma, Higher Certificate, Professional Level II Certificate	Ordinary Diploma (NTA Level 6) Professional Level II Certificate	Vertical Articulation through RPL Horizontal Articulation
	School Pathway							
	Level	10	6		8	7	9	
	Lifelong Learning			culation	itra listnozir	IOH		

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TABLE 3: EDUCATION CLUSTERS

Education and Training LevelNQF LevelNQF LevelNQF LevelNQF Level456784567867878786788678897899978999911198111991119911<	Basic Educat	Basic Education and Training Levels	ng Levels		Advanced	Higher Education and Training Levels	on and Training	r Levels		
Training LevelNOF CertificateNOF			1		Education and	1				
NQF LevelNQF LevelNDF Level					Training Level					
2 Level 4 5 6 7 8 National National Nation Certificate Advanced Ordinary Higher Academic Vocational al of Certificate Ordinary Higher Academic Bachelor Vocational al of Certificate Ordinary Higher Degree, or Nation Education, Education, Education, 6, Academic Degree, or Degree, or Certificate Vocational Technician Certificate Diploma, Professiona (Specified ate II Technician Certificate Diploma, Professiona (Specified or Academic NTA Level Professional I. Level I. Level Area of Academic National Level NOF Certificate Ordinary or Degree in Academic Norademic I. Level I. Level I. Level I. Professiona Ordinary or Degree in Academic Professional Level <td< th=""><th>NQF Level</th><th></th><th>NQF</th><th>NQF Level</th><th>NQF Level</th><th>NQF Level</th><th>NQF Level</th><th>NQF Level</th><th>NQF Level</th><th>NQF</th></td<>	NQF Level		NQF	NQF Level	NQF Level	NQF Level	NQF Level	NQF Level	NQF Level	NQF
3 3 3 National Nation Certificate Advanced Ordinary Vocational al of Certificate Advanced Vocational al of Certificate Diploma Vocational al of Certificate Ordinary Vocational al of Certificate Diploma, Reducation, Education, Education, 6), Academic Degree, or Certificate Basic Technician Ordinary Nigher Degree, or Certificate Basic Technician Ordinary nal Bachelor Certificate NTA Level NiTA Level Nacademic Specified A, National Technician Certificate Diploma, Professiona Academic NoF Level I Academic A, National Level I Certificate Certificate A, NoF Professional Level I Professional III, Post NOF Level I Professional III, Post NOF Level I Professional III, Post NOF Level <td>1</td> <td>2</td> <td>Level</td> <td>4</td> <td>ъ</td> <td>9</td> <td>7</td> <td>ω</td> <td>6</td> <td>Level</td>	1	2	Level	4	ъ	9	7	ω	6	Level
NationalNationCertificateAdvancedOrdinaryHigherAcademicVocationalalofCertificateofDiplomaBachelorVocationalalofCertificateofDiplomaBachelorCertificate IVocatioSecondarySecondary(NTA LevelHigherDegree, ornalEducation,Education,Education,6), AcademicDegree, orOrdinaryorCertificateBasicTechnicianOrdinaryorDegree, orDegree, orate IITechnicianCertificateDiploma,Professiona(SpecifiedA, NationalCertificateNTA LevelDiploma,Professiona(Specified4,), NationalTechnicianLevel1Level1Academic11,PostNQFLevel1CertificateProfessiona11,PostNQFLevel1Professiona111,PostNQFLevel1Professiona11,PostNQFLevel11Level11,DestincianLevel1NoCertificateLevel11,Level1Level1Level111,Level1Level1Level111,Level1Level1Level111,Level1Level1Level112,Level1<			3							10
Vocational al of Certificate of Diploma Diploma, Bachelor Certificate I Vocatio Secondary Secondary (NTA Level Higher Degree, or ate II Technician Certificate Bachelor Ordinary or Degree, in Certific Basic Technician Ordinary or Degree in Certificate Basic Technician Ordinary or Degree in Certificate Bachelor Specified (NTA Level S) Academic Certificate Bachelor (NTA Level Diploma, Professiona (Specified 4,) National Technician Level 5 Nocational Level 1 Nocational Level 1 Nocational Level 1 Nocational Level 1 Notenticate Certificate Certificate Certificate Certificate Certificate NoF Certificate Certificate Certificate NoF Level 1 Notention Level 1 Notessional Level 1 Notessiona Level 1 Notessional Level 1 Notessional Level 1 Notessional Level 1 Notessiona L	Certificate		Nation	Certificate	Advanced	Ordinary	Higher	Academic	Academic Masters	Academic
Certificate I Vocatio Secondary Secondary Secondary Becondary Becondary Becondary Cortificate Bachelor Degree, or nal Education, Education, Education, 6), Academic Certificate Bachelor Certific Basic Technician Certificate Bachelor Ordinary or Degree, or Certific Basic Technician Certificate Diploma, Professiona (Specified ate II Technician Certificate Diploma, Professiona (Specified A), National Level I Level I Academic I Level I Vocational Level II Certificate Professiona Professiona Professiona III, Post NQF Level I Professiona Professiona III, Post NQF Level I Professiona Professiona III, Post Post Professiona I Level I Professiona I Post	of Primary		al	of	Certificate of	Diploma	Diploma,	Bachelor	Degree, Academic	Doctorate
Education,Education,6), AcademicCertificateBachelorBasicTechnicianOrdinaryorDegree inTechnicianCertificateDiploma,Professiona(SpecifiedCertificate(NTA LevelDiploma,Professiona(Specified4), NationalTechnicianCertificateTechnicalProfessiona4), NationalTechnicianLevel5AcademicI. Level4), NationalTechnicianLevel5Education11, PostNOFLevel1Professional11, PostNOFLevel1Professional11, PostNOFLevel1Professional11, PostNOFLevel1Level1Certificate1Level11Level1Certificate11Level1Certificate11Level1Level11Level1Level11Level1Level1	Education	Certificate I	Vocatio	Secondary	Secondary	(NTA Level	Higher	Degree, or	Postgraduate	Degree or
BasicTechnicianOrdinaryorDegree inTechnicianCertificateDiploma,Professiona(SpecifiedCertificate(NTA Level 5)Academic1 Level 11Areaof(NTA LevelProfessionalPostNQFCertificateTechnical4), NationalTechnicianLevel5Academic1 Level 11Area4), NationalTechnicianLevel5Education4), NationalLevel1CertificateTechnical11, PostNQFLevel1Professional11, PostNQFLevel1Professional1ProfessionalLevel1Level11Certificate1Certificate11Level1Certificate1Level1Level1Level1Level1Level1Level1Level1Level1Level1Level1Level1Level1Level1Level1Level1			nal	Education,	Education,	6), Academic	Certificate	Bachelor	Diploma, Academic	Doctorate
TechnicianCertificateDiploma,Professiona(SpecifiedCertificate(NTA Level 5)Academic1 Level 11Area of(NTA Level ProfessionalPost NQFCertificateTechnical4), NationalTechnicianLevel 5SectificateEducation4), NationalLevel 11CertificateTechnical10, vocationalLevel 11CertificateProfessional11,Post NQFLevel 1Professional11,Post NQFLevel 1Professional11,Post NQFLevel 1Professional11,Post NQFLevel 1Professional11TechnicianLevel 1Level 1111Level 1Level 1Level 11			Certific	Basic	Technician	Ordinary	or	Degree in	Postgraduate	Degree in
I (NTA Level 5) Academic 1 Level II Area of I Professional Post NQF Certificate Technical I Technician Level 5 Certificate Education Level II Certificate Professional Certificate, Professional Professional Post NQF Level I Post NQF Level I Post NQF Level I Post NQF Level I Certificate 1 Level I			ate II	Technician	Certificate	Diploma,	Professiona		Certificate or	(Specified
I Professional Post NQF Certificate Technical I Technician Level 5 Education Level II Certificate, or Certificate, Professional Profession) Post NQF Level I Post NQF Level I Certificate I Professional Post NQF Level I Certificate I Certificate I				Certificate	(NTA Level 5)	Academic	l Level II	of	Master Degree in	Area of
Il Technician Level 5 Education Level II Certificate, Professional Certificate, Professional , Post NQF Level I Post NQF Level I Certificate I Professional Post Certificate I Certificate Certificate I				(NTA Level	Professional		Certificate		(Specified Area of	Technical
Level II Certificate, or Certificate, Professional Professional Post NQF Level I a Level I Professional certificate I Certificate I 1 Level I Certificate				4), National	Technician	Level 5		Education	Technical Education	Educatio
Certificate, Professional Profession) Post NQF Level I a Level 4 Certificate 1 Certificate 1 Level III				Vocational	Level II	Certificate,		or	or Profession),	n or
Post NQF Level I , Level 4 Certificate 1 , Certificate 1 Level II Certificate				Certificate	Certificate,	Professional		Profession)	Postgraduate	Professio
Level 4 Certificate Professiona Certificate 1 Level III Certificate				III,		Level I			Diploma in	n)
Certificate 1 Level III I Certificate 1				Professiona	Level 4	Certificate		Professiona	(Specified Area of	
I Certificate				I	Certificate			l Level III	Technical Education	
				Technician				Certificate	or Profession) and	
				Level I					Professional Level	
Certificate IV Cer				Certificate					IV Certificate	

PART TWO

DEFINING LEVELS AND HIGHER EDUCATION QUALIFICATIONS

2.1. The UQF Levels

The term "Level" as used in the UQF refers to the notch or point of learning achievement in the academic, technical or professional area based on the NQF from level 6 to 10. The notch or point of learning achievement in the UQF is defined through descriptors for each level.

Each level of the UQF is designed to build flexibility into a framework that allows vertical, horizontal and diagonal articulation to facilitate mobility and progression between qualification levels within the UQF. Table 1 indicates the UQF levels with associated titles.

2.2. Quantitative and qualitative descriptors of outcomes

In addition to a consistent use of titles, the UQF provides a mechanism to describe the outcomes of qualifications in three ways: one is the generic qualification descriptors, second is the descriptions of the number and level of credits and third is the minimum duration it takes to complete and attain the qualification. These three descriptions are designed to be complementary and mutually reinforcing statements of the nature and outcomes of qualifications.

Each qualification level has a descriptor stating its purpose and how it relates to other qualification levels. In essence, descriptors are broad, generic and cross-field statements of achievement at a particular level of study and often not specific to any field of specialization. Each descriptor is a point of reference, which enables comparisons with other qualification and provides a basis for designing, approving and reviewing programmes.

2.3. Qualifications Categories and Award Types

The UQF recognises qualifications categories and award types as indicated in Table 4. A qualification category or type should only be

used if the qualification in question fulfils the specifications for the category and corresponding award type.

2.4. The UQF Quality Assurance Structure

The UQF as an integrated framework of academic, technical and professional university levels qualifications will be quality assured by the Commission, in collaboration with other relevant regulatory and professional bodies. This entails that the standards defined in the UQF will be applied by all HEIs and regulatory bodies across the country.

2.5. Articulation of UQF Qualifications within the NQF

The adoption of the credit accumulation and transfer system within the UQF intends to open doors for progression within and across education and training providers at all levels on the UQF. For that matter, a student following a University Academic and Professional Pathway should normally be allowed to join the Technical, Vocational Education and Training Pathway and vice versa. The articulation may be horizontal, vertical or diagonal and the options for amount of credit to be carried forward across levels will be as agreed between relevant regulatory authorities, professional bodies and individual institutions.

TABLE 4:	UQF QUALIFIC/	TABLE 4: UQF QUALIFICATION CATEGORIES AND TYPE DESCRIPTORS	RIES AND TYP	E DESCRIPTO	IRS
Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	9	9	7	8	6
Purpose	Certificate at	Ordinary Diploma	The Higher	The Bachelor	Post Graduate
	higher education	qualifies	Diploma	Degree qualifies	Certificate
	level qualifies	individuals to	qualifies	individuals to	qualifies
	individuals with	have broad factual	individuals to	have advanced	individuals with
	basic operational	and theoretical	have broad and	knowledge,	general degree
	knowledge, skills	knowledge, skills	coherent	skills, and	to have
	and	and competencies	knowledge,	competencies	specialized
	competencies to	within a specific	skills and	in a discipline,	knowledge,
	address issues in	field of work or	competencies	field of work or	skills, and
	a specific field of	study	in analysis and	study, involving	competencies in
	study/discipline		interpretation	a critical	a specific
	with little		of information,	understanding	discipline for
	supervision		problem	of theories and	professional
	and/or for		solving, and	principles and	practice
	further		ability to learn	ability to work	
	development in		or work	independently.	
	the discipline		independently.		
			The Higher		
			Diploma is an		
			exit point for		
			undergraduate		
			Bachelor's		

TABLE 1: LICE OF LATION CATECORIES AND TYPE DESCRIPTORS

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor	Post Graduate
				Degree	Certificate
Level	6	6	7	8	6
			degree students who		
			fail to attain the		
			degree, but who		
			have attained		
			the minimum		
			credits for the		
			Higher		
			Diploma.		
Minimum admission	NQF Level 5		UQF Level 6 -	UQF Level 6	UQF Level 8
requirements	which is also	Certificate, which	Ordinary	Ordinary	
	equivalent to		Diploma which	Diploma which	
	NTA Level 5 and	to NTA Level 5	is also	is also	
	Professional	Certificate or	equivalent to	equivalent to	
	Technician Level	Professional	NQF Level 5,	NQF Level 5	
	II Certificate	Technician Level	Advanced	Advanced	
		II Certificate. A	Certificate of	Certificate of	
		candidate with	Secondary	Secondary	
		UQF Level 6	Education,	Education,	
		Certificate may	Technician	Technician	
		also be	Ordinary	Ordinary	
		considered	Diploma (NTA	Diploma (NTA	
		through this	Level 6),	Level 6),	

Qualific	Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Quali	Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor	Post Graduate
					Degree	Certificate
	Level	6	6	7	8	6
			pathway.	Academic	Academic	
				Ordinary	Ordinary	
				Diploma,	Diploma,	
				Professional	Professional	
				Level II	Level II	
				Certificate. A	Certificate. A	
				candidate with	candidate with	
				an Outstanding	an Outstanding	
				UQF Level 6	UQF Level 6	
				Certificate may	Certificate may	
				also be	also be	
				considered for	considered for	
				admission to	admission to	
				this level.	this level.	
s	Knowledge	Holder of	Holder of	Holder of	Graduate of	Graduate of
əu		Certificate will	Ordinary Diploma	Higher Diploma	Bachelor	Post Graduate
103		have:	will have:	will have a	Degree will	Certificate will
ŋŋn		a. basic	a. knowledge and	broad range of	have:	have:
0 5		knowledge of the	understanding of	knowledge base	a. broad and	a. specialized
<u></u> Bui		scope and main	the scope and	incorporating	comparative	knowledge, in a
uJ		areas of the	main areas of the	some core	knowledge of	field of work or
e9,		subject(s) and its	subject(s) and its	theories,	the general	study;
I		links with related	interactions with	principles and	scope	b. a systematic,

Qualific	Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qual	Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
	Level	6	9	7	œ	6
			ted su		subject, its	extensive and
		more extensive knowledge of	b. detailed knowledge of	analysis and internretation	different areas	comparative knowledge and
		some of the key	some key areas	of information.	anu applications,	understanding
		areas;			and its	of the subject(s)
		b. an	include some		interactions	as a whole and
		understanding of	knowledge of		with related	
		the major	current issues in		subjects;	
		theories,	the specialised		b. a detailed	
		principles and	areas; and		knowledge of a	
		concepts; and	c familiarity and		defined subject	
		c. familiarity with	understanding of		or a more	few specialisms
		some of the	a range of the		limited	
		routine	essential theories,		coverage of a	developments,
		materials,	principles and		specialist area	some of which
		techniques and	concepts and an		balanced by a	are at, or
		practices of the	awareness of		wider range of	
		subject or	major issues at		study;	the forefront of
		operational	the forefront of		c. critical	the subject;
		knowledge in the	the subject(s).		understanding	
		field of study.			of the essential	
					concepts of the	of the
14						

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor	Post Graduate
				Degree	Certificate
Level	9	9	7	8	6
				subject(s) and	established
				of the ways in	theories,
				which these are	principles and
				developed	concepts, and of
				through the	a number of
				main methods	advanced and
				of enquiry in	emerging issues
				the subject; and	at the forefront
				d. an awareness	of the
				of the	subject(s
				provisional	e. critical
				nature of	understanding
				knowledge.	of the
				In each case,	uncertainty and
				specialised	limits of
				study will be	а
				informed by	how it is
				current	а
				developments	an ability to
				in the subject.	deploy
					established
					techniques of
					analysis and
					enquiry within
					15

Qualifi	Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qual	Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
	Level	9	9	7	8	9
						the subject;
						f.
						comprehensive
						knowledge and
						familiarity with
						essential and
						advanced
						materials,
						techniques and
						skills including
						some at the
						forefront of the
						subject
	Skills	Holder of	Holder of	Holder of	Graduate of	Graduate of
		Certificate should	Ordinary Diploma	Higher Diploma	Bachelor	Post Graduate
		have skills for the	will have skills for	will have a wide	Degree will	Certificate will
		gathering, basic	the gathering,	range of	have well	have:
		analysis, and	critical analysis	technical or	developed skills	a. skills in
		presentation of	and presentation	scholastic skills	for the	identifying
		routine	of information,	that offer a	gathering,	information
		information,	ideas, concepts	considerable	evaluation,	needs, and in
		ideas, concepts	and/or	choice of	analysis and	the systematic
		and quantitative	quantitative and	procedures and	presentation of	gathering,

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor	Post Graduate
				Degree	Certificate
Level	9	6	7	8	6
	and qualitative	qualitative data	basic principles	information,	analysis and
	data within a	that is core to the	of enquiry,	ideas, concepts	interpretation
	clearly defined	subject(s). This	development of	and	of ideas,
	context. The	will include the	investigation	quantitative	concepts and
	holder should	use of ICT as		and/or	qualitative and
	also be able to	appropriate to the		qualitative data,	quantitative
	offer a clear	subject(s).		drawing on a	data and
	choice of routine			wide range of	information
	response, go			current sources.	from a range of
	beyond routine			This will	evaluated
	functions,			include	sources
	produce and			familiarity and	including
	respond to			a)	current
	simple written			the use of	research,
	and oral			routine	scholarly,
	communication			materials,	and/or
	in familiar,			practices and	professional
	routine and non-			skills and of a	literature; and
	routine contexts.			few that are	b. specialized
	This will include			more	skills required
	the use of			specialised,	for continuing
	information and			advanced and	professional
	communications			complex as well	development
	technology (ICT)			as the use of	and use of
					17

Qualificat	Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualifi	Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor	Post Graduate
					Degree	Certificate
Γ	Level	6	6	7	8	9
		as appropriate to			ICT as	established
		the subject.			appropriate to	techniques to
					the subject(s).	undertake
						critical analysis
						of information
						for problems
						solving in a
						specific
						professional
						context.
Ŭ	Competencies	Holder of	Holder of Diploma	Holder of	Graduate of	Graduate of
		certificate should	will demonstrate	Higher Diploma	Bachelor	Post Graduate
		be able to use	and use the	will exercise	Degree will	Certificate will
		their knowledge	acquired	some	demonstrate	be able to:
		of the subject and	knowledge,	independence	ability to:	a. use their
		its techniques in	understanding	in carrying out	a. use their	knowledge,
		a routine manner	and skills to	defined	knowledge,	understanding
		to evaluate and	critically evaluate	activities with	understanding	and skills in the
		formulate a	and formulate	responsibility	and skills, in	systematic and
		range of	evidence-based	for quantity and	both identifying	critical
		arguments and	arguments and	quality output.	and analysing	assessment of a
		solutions to	identify solutions		problems and	wide range of
		problems and	to clearly defined		issues and in	concepts, ideas,

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor	Post Graduate
			t	Degree	Leruncate
Level	6	9	7	8	6
	issues of a	problems of a		formulating,	and data (that
	routine nature;	generally routine		evaluating and	may be
	communicate the	nature;		applying	incomplete),
	results of their	communicate the		evidence-based	and in both
	study and other	results of their		solutions and	identifying and
	work accurately	study and other		arguments;	analysing
	and reliably and	work accurately		b. communicate	complex
	within structured	and reliably using		the results of	problems and
	and coherent	a range of		their studies	issues;
	arguments; apply	specialist		and other work	demonstrating
	their subject-	techniques;		accurately and	some originality
	related and	identify and		reliably in a	and creativity in
	transferable	address their own		range of	formulating,
	skills in contexts	major learning		different	evaluating and
	where	needs within		contexts using	applying
	individuals may	defined contexts		the main	evidence-based
	have some	and to undertake		specialist	solutions and
	limited personal	guided further		concepts,	arguments;
	responsibility,	learning in new		constructs and	b. communicate
	but the criteria	areas; apply their		techniques of	the results of
	for decisions and	subject-related		the subject(s);	their study and
	the scope of the	and transferable		c. apply their	other work
	task are well	skills in contexts		subject and	accurately and
	defined; and	where the scope		transferable	reliably using
					19

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	9	7	8	6
	undertake	of the task and the		skills to	the full
	further learning	criteria for		contexts where	repertoire of
	within a	decisions are		criteria for	the principal
	structured and	generally well		decisions and	concepts and
	managed	defined but where		the scope of the	constructs of
	environment	some personal		task may be	the subject(s);
		responsibility and		well defined but	c systematically
		initiative is		where personal	identify and
		required; and		responsibility,	address own
		otherwise		initiative and	learning needs
		familiarity and		decision-	both in current
		effective		making is also	and in new
		deployment of		required; and	areas, making
		essential/routine		d. identify and	use of research,
		materials,		address their	development
		techniques and		own learning	and
		practices of the		needs including	professional
		subject(s).		being able to	materials as
				draw on a range	appropriate,
				of current	including those
				research,	related to the
				development	forefront of
				and	developments;
				professional	d apply the
20					

Qualification type Certificate Ordinary Diploma Higher Diploma Bachelor Post Graduate Level 6 6 7 8 9 9 Image: Solution of the standard of the standar	Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
6 6 8 materials. materials.	Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
	Level	9	9	7	8	6
and transferable skills in contexts of a professional or equivalent nature where there is a requirement for: I. The exercise of personal responsibility and initative; ii. Decision- marking in complex and unpredictable contexts; ii. The ability to undertake further					materials.	subject-related
transferable skills in contexts of a professional or equivalent nature where there is a requirement for: 1. The exercise of personal responsibility and initiative; ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further						and
skills in contexts of a professional or equivalent nature where there is a requirement for: I. The exercise of personal responsibility and initative; ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further						transferable
contexts of a professional or equivalent nature where there is a requirement for: I. The exercise of personal responsibility and initiative; ii. Decision-making in complex and unpredictable contexts; iii. The ability to undertake further						
professional or equivalent nature where there is a requirement for: I. The exercise of personal responsibility and initiative; ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further developments						
equivalent nature where there is a requirement for: I. The exercise of personal responsibility and initiative; ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further developments						professional or
nature where there is a requirement for: I. The exercise of personal responsibility and initiative; ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further developments						equivalent
there is a requirement for: I. The exercise of personal responsibility and initiative; ii. Decision-making in complex and unpredictable contexts; iii. The ability to undertake further developments						nature where
requirement for: I. The exercise of personal responsibility and initiative; ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further developments						
for: I. The exercise of personal responsibility and initiative; ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further developments						requirement
I. The exercise of personal responsibility and initiative; ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further developments						for:
of personal responsibility and initiative; ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further developments						I. The exercise
responsibility and initiative; ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further developments						of personal
and initiative; ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further developments						responsibility
ii. Decision- making in complex and unpredictable contexts; iii. The ability to undertake further developments						and initiative;
making in complex and unpredictable contexts; iii. The ability to undertake further developments						ii. Decision-
complex and unpredictable contexts; iii. The ability to undertake further developments						making in
unpredictable contexts; iii. The ability to undertake further developments						complex and
contexts; iii. The ability to undertake further developments						unpredictable
iii. The ability to undertake further developments						contexts;
undertake further developments						iii. The ability to
further developments						undertake
developments						further
						developments

Ordinary Diploma 6 The volume of learning of Ordinary Diploma is a minimum of	inary Diploma Higher Diploma 6 7		Bachelor Degree 8	Post Graduate Certificate 9 of a professional or
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				nature.
for learning of is a Ordinary Diploma of two is a minimum of	volume of The vol	ume of The	volume of	The volume of
Certificate is a Ordinary Diploma High minimum of two is a minimum of is a		of learning of learning		of learning of Post
minimum of two is a minimum of is a	nary Diploma Higher I	biploma Bach		Graduate
	minimum of is a mini	mum of degr	ree is a	Certificate is a
semesters with four semesters four	semesters four sei	nesters mini	imum of six	four semesters minimum of six minimum of
120 credits with 240 credits with	1 240 credits with	240 seme	esters with	semesters with two semesters
cred	credits	360	360 credits	with 90 credits

Qualification Category	Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Qualification type	Post Graduate	Technical or	Academic Master's	Technical or	Academic Doctorate
	Diploma	Professional	Degree	Professional	Degree
		Master's Degree		Doctorate Degree	
Level	6	6	6	10	10
Purpose	Post Graduate	Professional	Masters Degree Professional	Professional	Doctorate Degree
	Diploma	Masters qualifies	Masters qualifies qualifies individuals Doctorate qualifies qualifies individuals	Doctorate qualifies	qualifies individuals
	qualifies	individuals to have	individuals to have to have highly individuals to have to have systematic	individuals to have	to have systematic
	individuals to	highly specialized specialized	specialized	high level	level and critical
	have highly	knowledge, skills,	highly knowledge, skills, knowledge, skills, and specialization in understanding of a	specialization in	understanding of a

Qualification Category	Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Qualification type	Post Graduate Diploma	Technical or Professional Master's Degree	Academic Master's Degree	Technical or Professional Doctorate Degree	Academic Doctorate Degree
Level	6	6	6	10	10
	specialized knowledge, skills, and competencies for research, problem solving and professional practice in a specific discipline	and competencies for research, problem solving in a specific profession	competencies for research, problem solving in a specific field of study	research and innovation in a professional context for the development of career, profession and/or industry	complex field of learning and specialized research skills for the advancement of knowledge and professional practice.
Minimum admission requirements	UQF Level 8	UQF Level 8	UQF Level 8	UQF Level 9	UQF Level 9
Knowledge	Graduate of Post graduate Diploma will have highly specialized knowledge, in a field of work or study, as the basis for original thinking and/or research, and critical	Graduate of Professional Masters will have high level of theoretical and intellectual independence as well as demonstration of the ability to relate knowledge to the	Graduate of Masters Degree will have highly specialized knowledge, in a field of work or study, as the basis for original thinking and/or research, and critical awareness of knowledge issues in a discipline and at the interface between	Graduate of Professional Doctorate Degree will demonstrate a high level of research capability and ability to integrate theory with practice through application of knowledge to highly complex	Graduate of Doctorate Degree will have: a. demonstrated a systematic and acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of

Q	Qualification Category	Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Qual	Qualification type	Post Graduate Diploma	Technical or Professional Master's Degree	Academic Master's Degree	Technical or Professional Doctorate Degree	Academic Doctorate Degree
	Level	6	6	6	10	10
		awareness of knowledge issues in a discipline and at the interface between fields in a discipline	resolution of complex problems in appropriate areas of professional practice	fields in a discipline.	problems in a wide range of professional contexts.	professional practice; and b. ability in the creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit
səmoətuO gninresl	Skills	Graduate of Post Graduate Diploma will have specialized skills, required for development of knowledge, techniques and procedures for critical analysis of information	Graduate of Professional Masters Degree will have specialized problem-solving skills required in research and/or innovation in specific in professions in	Graduate of Masters Degree will have specialized problem- solving skills required in research and/or innovation in order to develop new knowledge and procedures, to integrate knowledge from different fields,	Graduate of Professional of Doctorate will have highly specialised skills to: • employ advanced techniques, including synthesis and evaluation,	Graduate of Doctorate vill begree will have detailed understanding of applicable techniques for research and advanced academic enquiry as well

Qualification Category	Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Qualification type	Post Graduate Diploma	Technical or Professional Master's Degree	Academic Master's Degree	Technical or Professional Doctorate Degree	Academic Doctorate Degree
Level	6	6	6	10	10
	and problem solving in a profession	order to develop new knowledge and procedures in propose solutions to problems arising from the specific professional context	have ability to use a range of established techniques to initiate or propose solutions to problems arising from a specific context.	required to solve critical problems through research and/or innovation in a specific profession; extend and redefine existing knowledge or professional practice based on research findings; communicate at the standard of peer reviewed published	 as highly specialised skills to: employ advanced techniques, including synthesis and evaluation, required to solve critical problems through research and/or innovation; extend and redefine existing knowledge or professional practice based on cresearch evaluation and research and redefine existing knowledge or professional practice based on cresearch evaluation or professional practice based
				work and/or	 conceptualise,

Iteal or Academic Master's sional Degree Degree 9 Degree 9 Degree 9 Masters Degree Degree 0 Degree 0	Qualification Category	Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
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Graduates of Professional Masters Degree Post Graduates of Professional Masters Degree Post Graduates of Masters Degree will Diploma will Graduates will demonstrate ability to: ability to: ability to: ability to: entononusly entect critically work plan and theory and	Level	9	9	9	10	10
Graduates of Professional Masters Degree Post Graduates of Professional Masters Degree Post Graduate Masters Degree Graduates will Diploma will Graduates will demonstrate ability to: ability to: ability to: ability to: • Learn and • autonomously and creatively on work plan and theory and						design and
Graduates of Professional Masters Degree Post Graduates of Professional Masters Degree Post Graduate Masters Degree Graduates will Diploma will Graduates will demonstrate ability to: ability to: ability to: ability to: • learn and • autonomously and creatively on work plan and theory and					dialogue for	implement a
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aduate Masters Degree Graduates will will Graduates will demonstrate ability tet ability to: reflect critically and entonomously and creatively on plan and theory and	Competencies		Professional		Professional	Doctorate Graduate
willGraduateswilldemonstrateabilityitedemonstrateto:reflect criticallyability to:•reflect criticallyand•autonomouslyand creatively onplanandtheoryand		Post Graduate			Doctorate Graduate	will
te demonstrate to: ability to: and e autonomously and creatively on plan and theory and					will:	demonstrate:
and and real and real and real and plan and theory and readively on		demonstrate	demonstrate	to:	a. demonstrate self-	 self-direction
and • autonomously and creatively on plan and theory and		ability to:	ability to:	 reflect critically 	direction and	and originality
plan and theory and			 autonomously 	and creatively on	originality in	in tackling and
		work	plan and		tackling and solving	solving
lependent implement application;		independent	implement	application;	problems, and act	problems in a
ly with tasks with a e systematically autonomou				 systematically 	autonomously in	specific
minimum professional and creatively planning		minimum	professional		planning and	discipline;

Qualification typePost GraduateTechnical or Post GraduateAcademic Master's DiplomaTechnical or ProfessionalAcademic Doctorate DegreeDiplomaDiplomaPost GraduateDegreeProfessionalDegreeDiplomaMaster's Degree0991010Level99991010and mageknowledgedealwithimplementing tasksoriginality orand workoradvancecomplexisues;at and mark soundand metsrandingworkorand and skilsjudgementsand understandingand practice;transformwork yreflextorientation of and metsrandingseconstandingand practice;transformecontextsparticularand develop newshokingand practice;and metsrandingecontextsparticularand metsrandingand practice;and metsrandingecontextsparticularand understandingand practice;transformecontextsparticularand develop newshoking, andentransformecontextsparticularand develop newshoking, andentransformecontextsparticularand develop newshoking, andentransformecontextsparticularand develop newshoking, andentransformecontextecontextecontextshoking, andentransformecontextecativelyand develop newshoking, and <tr< th=""><th>Qualification</th><th>Postgraduate</th><th>Postgraduate</th><th>Postgraduate</th><th>Postgraduate</th><th>Postgraduate</th></tr<>	Qualification	Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Post GraduateTechnical or DiplomaAcademic Master's DegreeTechnical or ProfessionalAcad ProfessionalDiplomaProfessional Master's DegreeProfessional Doctorate DegreeProfessional Doctorate DegreeAcad Professional•999910•supervision; advanceorientation to advancedeal with implementing tasks••manage and work or studyeransform advancedeal with implementing tasks••manage advancecomplex issues; advance knowledgeat a professional or design, appraise advance knowledgeAcad mole•manage contextsmand kevelop new datainformation; stills to a high level; chavente datainformation; information;i. the exercise and understanding, advance knowledge•contitute approaches; tooeasign, appraise datai. the exercise and understanding, stills to a high level; chavente here; and develop newi. the exercise and develop new•contitute approaches; tooessign, appraise and creatively and creatively and practice; and creatively and practice; and creatively and practice; and creatively and creatively and creatively and creatively and creatively and creatively and creatively and practice; and creatively and practice; and creatively and cre	Lategory					
DiplomaProfessional Master's DegreeDegreeProfessional totorate Degree9999909999010esupervision;orientation to advanceorientation to advancedeal with implementing tasks-emanage transform work work work workorientation to advancedeal with implementing tasks-emanage transform work work work workorientation to advancedeal with implementing tasks-emanage transform work work work that require that requireeesign, apprase advance knowledge advance knowledge information;emand too that require strategic tooeesign, apprase advance strategicecontexts too strategicprofession; and dreselon strategicecontexts too tooeecontexts too strategiceeoneeoneeoneeoneeeeapproaches too- <t< th=""><th>Qualification type</th><th>Post Graduate</th><th>Technical or</th><th>Academic Master's</th><th>Technical or</th><th>Academic Doctorate</th></t<>	Qualification type	Post Graduate	Technical or	Academic Master's	Technical or	Academic Doctorate
9991010• manage supervision;eventration to advancedeal withwith implementing tasks•• manage and transform transform workorientation to advancedeal withwith implementing tasks•• manage and work or work workend advancewith advanceimplementing tasks•• manage and transform work workend advancewith and make sound advance knowledge using research information;end advance knowledge and make sound advance knowledge and develop new information;p10• contexts that require strategic and practicely and practiceend advance strategic and creatively and independenty independenty subprision;p910• contribute and and professionalend attawith advance and develop new skills to a high level; communicate skills to a high level; communicate skills necessary for findings and creatively and creatively and practiceend and work specialist and more deal with minimum making in complex and unpredictable supervision; making in complex and unpredictable strategic991010• contribute and practiceesign, supervision;end and work supervision; making in complex and unpredictable supervision;101010• contribute and practiceesign, supervision;end and unpredictable and independent101010• contribute a		Diploma	Professional Master's Degree	Degree	Professional Doctorate Degree	Degree
 <i>i</i> orientation to deal with advance deal design, appraise advance knowledge <i>i</i> advance knowle	Level	6	6	6	10	10
geadvancecomplex issues;at a professional orormknowledge• design, appraise• devialent level;ormg and skillsiudgements• continue toorg and skillsiudgements• continue totataparticularinformation;• continue totatsparticularinformation;advance knowledgeequirerelevant to aadvance knowledgetatsparticularand make soundequirerelevant to aadvance knowledgetractically andreflextclearlysionalexplication;skills to a high level;redicescreatively onfindingssionalsystematicallyand develop newaches;reatively onfindingssionalsystematicallyand transferablesionalsystematicallyand creasilistaddeewithindingstoedgeand creativelyof initiative andaddeewithnon-specialistof initiative andracticeesign,and ences,of initiative andracticedesign,appraiseof initiative andin a profession;appraiseappraision;in a profession;appraiseof initiative andin a profession;appraiseindependentyin a profession;appraiseindependentyin a profession;appraiseindependentyin a profession;appraiseindependent <td< th=""><th></th><th>supervision;</th><th>orientation to</th><th></th><th>implementing tasks</th><th></th></td<>		supervision;	orientation to		implementing tasks	
kmowledge understandin or• design, appraise and make sound judgements• design, appraise b. continue to judgementsorg and skills 		 manage 	advance	complex issues;	at a professional or	creativity in the
ormunderstandin g and skills judgementsand make sound judgementsb.continue toctsg and skills judgementsjudgementsadvance knowledgectsparticularjudgementsand understanding, and develop newequireprofession;information;skills to a high level;erelevant to adataanddevelop newequirereflectetarlyand develop newerelevantetarlyand develop newsinreflectetarlyaches;creatively onfindingstheoryandfindingsstillsnon-specialistandapplication;non-specialistandsionalsystematicallyand creativelyapplication;non-specialistof initiative andedgedealwithin developedgedealwithin developof theedsign,supervision;of theand creativelyindependentlyracticeof initiative andracticedesign,supervision;of theindependentlyindependentlynappraise andindependentlynappraise andindependentlynusing researchsituations; andifderaindependentifderasituations; andifinformation inindependentifdataandifinformation inifinformat		and	knowledge	 design, appraise 	equivalent level;	
org and skills relevant to a relevant to a particularjudgements using research and understanding and understanding and understanding and understanding and understanding and understanding and understanding and understanding skills to a high level; chave the qualities aches; theory and aches; critically and creatively on thute aches; theory and aches; creatively on thute asplication;judgements advance knowledge and understanding skills to a high level; c. have the qualities and develop new skills to a high level; c. have the qualities and develop new skills necessary for findings to specialist and and creatively and unders and under and under 		transform	understandin	and make sound	continue	knowledge,
tsrelevant to a equireusing research dataand understanding and skills to a high level; reflect.equireparticularinformation; skills to a high level; chave the qualitiesand develop new skills to a high level; chave the qualities.reflectreflectreflectcreatively on ibuteinformation; skills necessary for findings and creatively<			g and skills	judgements	advance knowledge	understanding
 particular reflect reflect reflect reflect reflect reflect reflect research employment skills necessary for findings c. have the qualities and transferable skills necessary for findings poplication; non-specialist and creatively and creatively deal with minum non-specialist and creative and creative and creative findings of initiative and nad unpredictable situations; and using research information in 		study		using research	and understanding,	and practice;
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PART THREE RECOGNITION OF PRIOR LEARNING

3.1. Definition of Recognition of Prior Learning

Recognition of Prior Learning is a process whereby individual's informal learning can be formally recognised regardless of where and how the learning was attained. RPL acknowledges that people continuously learn, whether the learning takes place formally at an educational institution, or whether it happens informally. Until otherwise developed, this route is essentially for those who were originally admitted to university level education through the Mature Age Entry Examination system.

3.2. Prior Leaning for Purposes of UQF

Since the entry point for University level education is UQF 6, any person who intends use the RPL route to join a particular university level must first demonstrates that (s)he meets the minimum requirements for entry into UQF 6. This will be done through the system of assessment at recognised RPL centres, beginning with an assessment of attributes for UQF 6 entry. Indeed, assessment is an integral feature of all forms of RPL but it does not exist in isolation from a range of other strategies associated with bringing these different sources of knowledge and forms of learning into a shared discursive space where comparisons and judgments can be made.

3.3. Benefits of RPL

Among the benefits of RPL include the fact that RPL:

- (a) facilitates access for the otherwise "non-traditional" students - people who may not have the opportunity to do further study can obtain higher qualifications via the route of RPL;
- (b) acknowledges value of learning outside a formal setting, e.g. values and recognises learning in the workplace;
- (c) validates the worth of learning students have achieved by themselves;
- (d) enables progression to other programmes of study;

- (e) eliminates unnecessary repetition and duplication of material already familiar to the student;
- (f) enhances students' pride and self-esteem for what they have accomplished as learners in their lifetime; and
- (g) enhances students' perception and understanding of learning as a lifelong process.

3.4. Objectives

The objectives of the UQF criteria on RPL are to:

- (a) enhance shared understanding of RPL within a broader lifelong learning framework;
- (b) provide a framework for further development and implementation of RPL, including resourcing, effective delivery models and quality assurance;
- (c) set guidelines for those who want to access higher education through RPL; and
- (d) enable effective gathering and documentation of RPL-related data.

3.5. Scope

These criteria apply to quality assurance bodies and formally recognised education and training learning sites, including workplaces and RPL Centres in Tanzania. Certainly, RPL for access and advanced standing will not lead to certification, but will allow the candidate to either enter the programme of learning at a level at which (s) he is deemed sufficiently competent to cope.

The common principles for all forms of RPL are that:

- (a) the focus is on what has been learned and not on how or where learning was obtained;
- (b) credit is awarded for learning through experience and not for experience alone;
- (c) learning is made explicit through assessment and/or other methods to explore the intrinsic development of metacognitive and reflective capabilities required for success in further learning.

3.6. Quality assurance of RPL

Quality assurance of RPL is the establishment of and adherence to policies, processes, and assessment practices that ensure that the knowledge, skills and value of individual learners are recognized so that they can successfully engage in the subjects and levels of learning that contribute meaningfully to their educational and employment goals.

3.7. Resourcing of RPL

RPL centres will be those which will be jointly approved by and registered with Commission and NACTE. The RPL Centres will use standard RPL templates and techniques that can be customized to suit the needs of different sectors, sub-sectors, fields, subjects and contexts as needed.

3.8. Assessment for RPL

Assessment for RPL will be done at the RPL Centres only. The date for such assessments shall normally be during the first semester vacation of each academic year. The assessment shall focus on the discipline that the candidate wants to pursue for further learning. The assessment tools (in terms of questions, grading and credits) shall be as approved by the Commission and NACTE.

3.9. RPL Results

All RPL results shall be submitted to the Commission and entered in the RPL database for purposes of the central admission processes.

PART FOUR CREDIT VALUE, ACCUMULATION AND TRANSFER

4.1. The Concept of Credit

A credit is a numerical value on a Qualifications Framework standard that represents the estimated time needed for a learner to achieve required specific learning outcomes. It is a measurement unit for 'notional' or 'average learning' time which includes all the activities which the learner is expected to undertake in order to achieve the learning outcomes. Such activities include but not limited to:-

- i) lectures;
- ii) seminars/tutorials;
- iii) assignments;
- iv) independent studies; and
- v) practical training.

In this framework these activities should, normally, be designed as shown in the following table:-

UQ F Le vel	% on Lectures				% on Assignments		% on Independent Studies and Research		% on Practical Training	
	Conven tional mode	OD L Mo de	Conven tional mode	OD L Mo de	Conven tional mode	OD L Mo de	Conven tional mode	OD L Mo de	Conven tional mode	OD L Mo de
6	60	20	10	5	10	30	10	35	10	10
7	40	20	20	5	10	30	20	35	10	10
8	40	20	20	5	10	30	20	35	10	10
9	30	20	20	20	20	30	20	20	10	10
10	10	10	10	10	10	60	60	10	10	10

TABLE 5: NORMAL LEARNING MATRIX

4.2. Credit Values

Since credit is awarded as evidence of learning achievement it follows that the volume of learning for each learning outcome needs to be specified in terms of credits. A credit value means the number of credits awarded for successful achievement of particular learning outcomes. A credit value is achieved when the leaner has satisfied the assessment criteria for all (or the majority) of the designated learning outcomes. For a learner to qualify for a particular award, a minimum number of credits at the respective level in the University Qualifications Framework (UQF) should be attained.

Usually, the value follows certain logic in assigning grades, and hence the need for a common understanding of a grade. The following tables shows the general understanding within which credit values may be generated.

Letter	Grade	Logic behind the grade	General Standing			
Grade	Value		Undergraduate	Postgraduate		
А	5	Outstanding performance though with some minor errors	Pass	Pass		
B+	4	Generally a very good performance with a few tolerable errors	Pass	Pass		
В	3	Generally good work though a number of notable errors may be observed	Pass	Pass		
С	2	Performance is average/fair but with tolerable shortcomings	Pass	Supplement		
D	1	Fail and some more work is required before credit can be awarded	Supplement	Supplement		
F	0	Fail and considerable further work is required	Repeat	Repeat		

TABLE 6: GRADING LOGIC

4.3. The UQF Credit System

A credit within the UQF equates to learning outcomes achievable in 10 hours of learning time. Credits are used to reward the incremental progress of learners, facilitating student transfer, recognizing prior learning and contributing to the definition of UQF qualification standards.

For a person to qualify at a particular level, that person must earn the required credits. Credits may be accumulated within a programme of study or in combination with other relevant programmes and transfer of credits may occur across programmes within an institution or between institutions within a country or across countries. Where accumulation programme, institutional crosses or national boundaries, this is usually referred to as credit transfer. A credit gained by a student in any learning institution may be recognised in another institution, depending on the commonality in terms of level and programme context. In order to earn credits in a particular UQF level, the learner must satisfy the assessment criteria for all (or the majority of) the prescribed principal learning outcomes that describe the qualification at that particular level. A credit shall not be apportioned and if a learner has met a standard (demonstrated attainment of a principal learning outcome or accumulated qualification outcomes), he/she shall receive full credits assigned to that standard. A description of credits assigned per qualification level is popularly known as a credit framework. The credit framework for the University Qualifications Framework (UQF) is indicated in Table 7.

UQF LEVEL	10	9			8	7	6	
QUALIFICATION TYPE	Doctorate	Masters Degree	Post Graduate Diploma	Postgraduate Certificate	Bachelor Degree	Higher Diploma	Ordinary Diploma	Certificate
MINIMUM CREDITS	540	180	120	90	360	240	240	120
MINIMUM SEMESTERS	6	2	2	2	6	4	4	2

TABLE 7: MINIMUM CUMULATIVE CREDITS FRAMEWORK FOR UQF

4.4. Progression Pathways

UQF Credit Framework is administered by the following guidelines for both vertical and horizontal articulation, regardless on how the credits are accumulated:-

- (a) A minimum of 120 credits have to be realised at levels 6 for the award of a Certificate.
- (b) A minimum of 240 credits have to be realised at level 6 for the award of Diploma.
- (c) A minimum of 240 credits have to be realised at level 7 for the award of Higher Diploma.
- (d) A minimum of 360 credits have to be realised at level 8 for the award of Bachelor's degree.
- (e) A minimum of 180, 120 and 90 credits have to be realised at levels 9 for the award of Masters Degree, Postgraduate Diploma and Postgraduate Certificate respectively.
- (f) A minimum of 540 credits have to be realised at levels 10 for the award of a Doctorate degree.

4.5 Principles of Credit Transfer

Students transfer between institution or programmes in the same institution is permissible. In that regard:

- a) Institutions may enter into credit transfer arrangements provided that all such arrangements shall be along the credit accumulation and transfer requirements.
- b) Transfer may be applied to all modes of learning namely, open and distance learning or conventional delivery systems, and can be applied to part-time as well as full-time study programmes.
- c) Credit transfer may take place when the institution is satisfied that a subject or a group of subjects that have been completed at a different institution or programme are equivalent or relevant to the subject or a group of subjects in the programme that the student is about to undertake at the receiving institution.
- d) Transferring students should be aware that a core subject, course or module in the releasing institution may not

necessarily be a core subject, course or module in the receiving institution and vice versa.

- e) Courses for transfer must have been accredited by the Commission and/or another national accreditation body.
- f) Approval of equivalency of subjects, module, courses and credit transfer is subject to the consent of the receiving institution.
- g) Transfer students shall earn credits only for successfully completed course units or courses.
- h) Number of credits and grades earned for a course will be included in calculating Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) of students.

4.0. Transfer Criteria

A student who intends to transfer for purposes of accumulating credits on a specific subject, module or course or part of it shall be required to fulfil the following conditions.

- a) must have been registered in the programme to which the credit will be accumulated;
- b) the subject, course or module intended for credit accumulation must be relevant to the programme to which the student is registered;
- c) the subject, course or module has been successfully completed before credits can be earned;
- d) transfer of credits takes place with a period not exceed five years from the time they were earned.

A student who intends to transfer for purposes of graduation in another institution, the student shall be required to earn at least 50% of the total credits from that institution's core courses.

5.1. Role of Receiving institution

The receiving institution shall:

- a) satisfy itself that the student seeking transfer has met the conditions for transfer;
- b) ensure that all transfer arrangements made by the releasing institution are acceptable;

- c) counsel the student on compliance requirements for any mismatch between the programmes.
- d) upon receiving the student, notify the Commission and other relevant authority that the student has reported for studies.

It shall be at the discretion of the receiving institution to issue wavers in some prerequisite courses upon assurance that courses taken by a student at the sending institution have significant similarities in content or objectives with all or some of the courses offered in the receiving institution.

5.2 Releasing institution

The releasing institution shall:

- a) facilitate the student's transfer and provide the necessary information on the student and the programme.
- b) provide evidence of the amount of time the student spent on unsupervised workload which is aimed at achieving learning outcomes.
- c) Provide detailed transcripts recording the credits and grades awarded to the student.

5.3. Role of students

The students wishing to transfer shall:

- a) using the approved forms by the sending and receiving institution, apply and secure a place at the receiving institution;
- b) understand and accept the terms and conditions regarding the sought programme;
- c) confirm his/her acceptance of the terms and conditions set by receiving institution;
- d) notify his / her sponsor about the transfer through the receiving institution.

PART FIVE GENERAL MATTERS

5.1. Assessment

Effective and appropriate assessment is essential to the operation of an outcomes based qualifications framework. It is the assessment of the outcomes of learning that is important, 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 outcomes of a qualification at a level above that associated with the introductory material alone. This is true especially in ODL modes of learning where the students have wider latitude in terms of the time spent for independent studies.

5.1.1. Results of Assessment

Once an assessment has been completed in respect of learning, the assessed students should be given their results. Results may be given as provisional results before approval by the relevant bodies such as an Academic Committee or Senate. Delays in release of results make students unable to plan their learning and thereby act as a disincentive for hard work and dedication on education issues. HEIs should thus put in place mechanisms for release of results as soon as the assessment is completed, preferably not, longer than a month after the assessment was completed, and prescribe as well as enforce sanctions for non-compliance with this requirement.

5.1.2. Issue of Transcripts and Testimonial Certificates

A transcript is an essential document for a student in terms of their learning and progress. It provides the essential records for the student. A transcript must be given immediately to a student upon the completion of the course of study. On the other hand every student is entitled to the testimonial certificate. This certificate is evidence of the fact that the student is a graduate of the HEI named in the certificate and for that reason, it must be given to the student on the graduation day.

5.2. Use of the UQF in academic review

The UQF provides reference points that are to be used to determine whether the intended outcomes for programmes, and actual student achievement, are appropriate to the level of the qualification awarded. Reviewers should thus assess whether curriculum design is effective in achieving intended programme outcomes. In this context, institutions should be able to demonstrate that the volume and nature of learning is adequate to achieve the outcomes indicated by the UQF.

5.3. Qualification titles and nomenclatures

Public understanding of the achievements represented by higher education qualifications requires a consistent use of qualification titles. The following guidelines are designed to assist institutions in achieving consistency in the ways in which qualification titles convey information about the level, nature and subjects of study.

- a. A certificate qualification at UQF 6 should be restricted to candidates who have attained the expected outcomes in that level and should be titled "Certificate in (name of the subject of focus)";
- b. An ordinary diploma qualification at UQF 6 should be restricted to candidates who have attained the expected outcomes in that level and should be titled "Diploma in (name of the subject of focus)";
- c. A bachelor degree qualification at UQF 8 should be restricted to candidates who have attained the expected outcomes in that level and should be titled as follows:
 - For Bachelor and Master Degrees, the separator 'of' should be used between the degree level and the discipline area e.g. Bachelor of Architecture or Master of Architecture. For historical reasons, the first degree in

medicine or dental surgery may be named doctor of medicine or doctor of dental surgery.

- 2) For academic Doctoral degrees the naming should be doctor of philosophy. For technology related doctoral degrees the separator <u>in</u> should be used between the word Philosophy and the technology area e.g. Doctor of Philosophy in Meteorology.
- For other awards, the separator 'in' should be used. For example, Postgraduate Diploma <u>in</u> Commerce, Postgraduate Certificate <u>in</u> Dentistry, Diploma <u>in</u> Education, Certificate <u>in</u> Geoinformatics.
- Combined disciplines must be linked by the word 'and' e.g. Bachelor of Veterinary Science and Surgery or Bachelor of Political Science and Economics.
- 5) Post-nominal abbreviations for degree programmes with combined disciplines should be BVScS or BPSE
- 6) Programme orientation (i.e. Bachelor of Arts or Bachelor of Science) should be determined by the requirements programme and whether such requirements indicated in the orientation that science based or Arts based. For science based programme orientation, the majority or all of the programme subjects should be pure science (e.g. *Physics, Chemistry* and Biology or Chemistry, Biology and Geography) while for Arts programme orientation the requirement should be Arts (e.g. History, Geography and English or Economics, Geography and Mathematics). It should be noted that Geography and Mathematics on their own are non science subjects unless combined with science subjects (e.g. Physics, Chemistry and Mathematics or

Chemistry, Biology and Geography or *Physics, Geography and Mathematics*).

- Post-nominal abbreviations should normally not use full stops, commas or other punctuation marks e.g. PhD (not Ph.D.) or BSc (not B.Sc.). However, for some professions such as law, full stops will be acceptable e.g. LL.B. (not LLB).
- 8) As a general rule nomenclature abbreviations shall follow the following formats stated in the following table:-

Abbreviations	programme	Remarks			
BA	Bachelor <u>of</u> Arts	Generic for Arts			
BSc	Bachelor <u>of</u> Science	Generic for Science			
BAF	Bachelor <u>of</u> Accounting <u>and</u> Finance	Degree in combined disciplines Accounting and Finance			
BA(Econ)	Bachelor <u>of</u> Arts <u>in</u> Economics	Degree in Arts with a major in Economics			
BCom (Acc)	Bachelor <u>of</u> Commerce (<u>Accounting</u>)	Degree in Commerce with a minor in Accounting			
BAcc	Bachelor <u>of Accounting</u>	Degree in Accounting as a specialization			

TABLE 8: FORMATS FOR NOMENCLATURE ABBREVIATIONS

5.4. Specific guidelines

The guidelines take the form of a series of precepts and accompanying outline guidance. The precepts identify key matters that an institution should be able to demonstrate that it is addressing effectively through its own quality assurance mechanisms. The accompanying outline guidance is neither prescriptive nor exhaustive, but for many institutions it will constitute appropriate good practice.

5.4.1. Awarding qualifications

Qualifications should be awarded to mark the achievement of positively defined outcomes, not as compensation for failure at a higher level, or by default. Failure at a higher level does not mean that a lower qualification cannot be awarded. However, where a student does not demonstrate the outcomes set out in a qualification descriptor, a lower qualification should only be awarded if the student has demonstrated the outcomes required for that qualification.

Institutions should ensure that:

- a) the outcomes required for each of their qualifications are specified clearly;
- b) achievement of those outcomes is demonstrated before a qualification is awarded; and
- c) assessment procedures that permit compensation or condonation are not applied in a way that might allow a qualification to be awarded without achievement of the full outcomes being demonstrated.

5.4.2. Positioning qualifications within the framework

Institutions should be able to demonstrate that each of their qualifications is allocated to the appropriate level of the framework. In considering the appropriate level for a qualification, institutions should consider:

- a) the relationship between the intended outcomes of the programme and the expectations set out in qualification descriptors;
- b) whether there is a sufficient volume of assessed study that will demonstrate that the learning outcomes have been achieved; and

c) whether the design of the curriculum and assessments is such that all students following the programme have the opportunity to achieve and demonstrate the intended outcomes.

5.4.3. Nomenclatures and Naming qualifications

Institutions should ensure that the name given to any qualification represents appropriately the level of achievement, reflects accurately the field(s) of study, and is not misleading. In naming qualifications, institutions should:

- a) use the title "Certificate", "Diploma" and Degree' only for a qualification that meets the expectations of a qualification descriptor and credit definition at UQF 8, 9, and 10 respectively; and
- b) Use of the abbreviated titles "PhD" should 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.

PART SIX EXPECTATIONS OF THE UQF

6.1. Need for a shared vision and responsibility

Tanzania, as is the case with other countries in the EAC. SADC and AU, is challenged by the exponential increase in knowledge and flows, communications knowledge capacity and advanced technology, the frequent changes in business and work organisation, the premium now placed on productivity, adaptability and international competitiveness in a global economy, and the progressive shift from primary production to value-added production, knowledge- based industries and services. In this context the UQF recognises that learners and workers in Tanzania have to be increasingly well equipped to engage effectively with such changes in their learning and working lives as well as in their personal, social and civic lives. This means enabling them to continually upgrade their knowledge and skills, develop the cognitive capacity to understand their world and the values to guide their conduct, and adapt constructively to rapid change.

The demands of the future and the situation of the country as a developing country require that programmes, while necessarily diverse, should be educationally transformative. Thus they should:

- a) be planned, coherent and integrated into the country's development agenda;
- b) be value-adding, building contextually on learners' existing frames of reference;
- c) be learner-based, experiential and outcomes-oriented;
- d) develop attitudes of critical enquiry and powers of analysis thereby elevate the importance of learning for sustaining and enhancing quality of life and society in general; and
- e) prepare learners for continued learning in a world of more need for science, technology, innovation and creativity.

Such an approach to programme design and development is critical to the attainment of the national vision and other development agenda of the country. In this case, knowledge, skills and competencies acquired are applied and used to drive the country forward. It is hoped that all players will adhere to this approach.

6.2. Role of Learners

The UQF emphasizes the importance of learners' effort and involvement in their academic and co-curricular activities as the decisive elements in promoting positive learning outcomes. As the country and institutions struggle to extend learning opportunities, an accompanying expectation for students to assume responsibility for their own education often has been given low profile. It is in this regard that the UQF places equal importance to all actors and students to nurture an ethic that demands student commitment and promotes student responsibility. Students can contribute to their own learning and to the development of a learning climate in which all can grow, learn and contribute positively to the development of the whole country.

6.3. Institutional Responsibility

Each HEI is required to design and develop its programmes and make them respond to the UQF. This will entail review of the existing programmes.

Institutional policies and practices must also be oriented toward developing a climate in which learners' responsibility and active participation in their own learning experience are promoted. Policies that stress the importance of student achievement and inclass and co-curricular challenge and support are essential for student growth. The institutional culture must clearly convey the institution's purpose in an unambiguous manner, and the ethos of the institution must be one in which students believe they are members of a larger community of learning rather than mere passersby. As student culture serves as a filter for students entering university education, care must be taken to ensure that students who are prepared understand the nature of academic or learning life and what is expected to attain satisfactory academic and developmental gains. This is also true for members of staff. Academic staff members shall discharge their instructional responsibilities with academic integrity, scholarly competence, and pedagogic effectiveness. In discharging their instructional responsibilities, academic staff members shall adhere to regulations pertaining to the format, content and conduct of courses and laboratories, including regulations pertaining to examinations, term work, grades, and related matters. As a collective, academic staff should generally provide an effective learning environment and endeavour to ensure fair and consistent treatment of students. Other members of staff shall also adhere to codes of conduct as prescribed by the institution.

6.4. EAC and Other Regional Issues

Tanzania takes part in many regional and continental activities which have impact on the provision of higher education. Currently, a Common Market has been established for the Eastern Africa Community. A single market has many benefits. With full freedom of movement for all the factors of production between the member countries, the factors of production become more efficiently allocated, further increasing productivity. For services, business and consumers within the market, a single market is a very competitive environment, making the existence of monopolies more difficult. This means that inefficient firms will suffer a loss of market share and may have to close down. However, efficient firms can benefit from economies of scale, increased competitiveness and lower costs, as well as expect profitability to be a result. Consumers are benefited by the single market in the sense that the competitive environment brings them cheaper products and services, more efficient providers of products and services and also increased choice of products and services. What is more, businesses in competition will innovate to create new products and services; another benefit for consumers. Already, some higher education providers from other Partner States are knocking doors in Tanzania with a view to establish themselves. It is for these reasons that higher education providers in Tanzania should also be aggressive

and extend their wings across the region so as to access the benefits of a common market.

Also as a member of East African Community, Tanzania has the responsibility to ensure that higher education offered by HEIs in the country addresses the socio-economic development and integration agenda for the region, and should thus strive to satisfy the human resources needs not only for the country but also in the region.

HEIs are further required to mainstream the EAC ideals into their teaching curricula so that they produce graduates who are well versed with matters related to the Community in order to enable them to play a critical role in promoting the EAC aspirations as spelt out in the Treaty.

While mainstreaming the EAC ideals into the teaching curricula, HEIs are expected to focus on the concepts, principles, purposes, historical background, the rise of East African cooperation, the regional integration process, harmonization of the East African education systems and training curricula, EAC protocols and their implications to regional integration, regional trade, socio-economic development, defence, peace and security, regional social cohesion, among others. HEIs will be responsible for the development of the respective course contents and will determine the course structures according to the existing systems at each university, as well as alignment to the disciplinary characteristics of the targeted study programmes.

Within the same understanding, HEIs in Tanzania have the responsibility to ensure that Ideals of other regional initiatives such as SADC, and the African Union are mainstreamed in their teaching curriculum.

The courses so developed will be expected to focus on all levels of the study programmes, and will be expected to target both undergraduate and postgraduate students. In addition, it will be expected that postgraduate programmes will also include the development of research projects focusing on the major issues related to the prospects and challenges in achieving socioeconomic development and regional integration in and outside East Africa.

6.5 Programme Benchmarking and Packaging

A qualification framework is most successful when it is supported with a well-accepted standard at subject or programme level. Thus, in addition to the development of generic UQF level statements, it is now important that the Commission in collaboration with subject communities to develop subject or programme level statements where there is a perceived need. Such statements will add value to the UQF as they address specific subject(s) of programme(s). This approach emerges from a recognition that certain subject or programme communities, particularly, although not exclusively, those with a strong professional or technical element regard the development of a benchmark statement at different level as being of central importance whereas others may not perceive such a need.

Indeed, the potential value of subject or programme level statements as a reference point for course designers, deliverers and reviewers cannot be underestimated. Capturing the essence of what constitutes an award at subject/programme level (over and above the existing qualification descriptors) is considered to be of considerable importance to ensuring the continued maintenance of academic standards at this level across institutions; to this end, a statement representing an elaboration of the existing generic descriptors would serve to support the UQF in offering an assurance to others about the parity of academic standards at subject and or programme level, based on the achievement of learning outcomes at subject or programme level. In a nutshell, the goal of benchmarking in academia is to provide institutional leaders with reputable standards by which they can measure the quality and cost of administrative processes, instructional models, and

research efforts, and to identify where opportunities for improvement reside in respect of each subject or programme.

It is in this regard that, HEIs will be required to participate in various efforts aimed at the development of subject and or programme level descriptors at the opportune time.

6.6 Strengthening Multi or interdisciplinarity Approach in Learning

The different challenges of the society today can rarely be addressed if each subject or programme stood on its own. Indeed, the need for individuals trained in a variety of disciplines has proven to be true, as the nature of socioeconomic challenges of today calls for graduates with the diverse educational background and skills necessary to address these challenges as they occur. In the current academic landscape in Tanzania, the content of most educational programs is often driven by specialised programmes without utilizing a multidisciplinary approach. This has led to production of graduates who often think within their own disciplines and are sometime unable to link several things and developments in order to produce a result that moves the development agenda forward. It is in this context that UQF also promotes multi-disciplinarity or inter-disciplinarity in the academic setting.

6.7 Conclusion

This UQF concludes with a call for a strengthened relationship between policy makers, regulators, HEIs and students. A genuine shared purpose among all members of the higher education community can be created by recoupling individual rights with a sense of personal and social responsibility around issues of teaching and learning. This UQF indeed provides a good place at which to begin thinking about the renewal and strengthening of the higher education community in Tanzania. As an old reminder to everyone goes, learning is the mutual responsibility of students, faculty, administrators and the community as a whole. Let us all play our parts

GLOSSARY OF TERMS

- Accreditation is an evaluation process leading to recognition of education and training providers, programmes and qualifications according to standards and benchmarks set by relevant authority representing the interest of stakeholders for a particular period of time, normally five years.
- Award means an award which is conferred, granted or given by a recognised institution and which records that a learner has acquired a standard of knowledge, skill or competence.
- Commission means the Tanzania Commission for Universities established under section 4 of the Universities Act, Cap. 346.
- Competence means the proven ability to use knowledge, skills and personal, social abilities in work or study situations and in professional and personal development. In the context of the TQF, competence is described in terms of responsibility and autonomy.
- Credit accumulation is the process of achieving credits over time in relation to a planned programme of study.
- Credit is a measurement unit for 'notional' or 'average learning' time. The notional learning time includes all the activities which the learner is expected to undertake in order to achieve the learning outcomes. A credit in the TQF equates to learning outcomes achievable in 10 hours of learning time determined on the basis of a learner with an average learning speed. That is, a credit equals 10 notional hours.
- Credit transfer refers to the process by which learners may transfer credit value(s) from one programme to another, both programmes belonging to the same institution or from one learning environment to another i.e. involving programme of

two different institutions having received recognition for knowledge, skill or competence acquired. This may occur within a programme of study, across an institution, between institutions within a single country or on an international basis.

- Credit value means the number of credits awarded for successful achievement of particular learning outcomes. A credit value is achieved when the leaner has satisfied the assessment criteria for all (or the majority) of the designated learning outcomes.
- Education and training means any process by which learners may acquire knowledge, skill or competence.
- Formal learning means learning that occurs in an organised and structured environment and is explicitly designated as learning. Formal learning leads to the award of a qualification or part-qualification registered on the NQF or UQF.
- Higher education and training area means the education and training offered from UQF levels 6 to 10.
- Informal learning means learning that results from daily activities related to work, family or leisure.
- Knowledge means the outcome of the assimilation of information through learning. It is a body of facts, principles, theories and practices that is related to a field of work or study. In the context of the TQF, knowledge is described as factual and/ or theoretical.
- Learning Outcomes means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence. Knowledge, skills and competence form a basis for categorising learning outcomes.

- Level descriptors are broad, generic, qualitative statements against which specific learning outcomes can be compared and located.
- Lifelong learning means learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective. It includes learning behaviours, obtaining knowledge, understanding, attitudes, values and competences for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability.
- Means a level on the University Qualifications Framework described by a set of descriptors indicating the learning outcomes relevant to qualifications at that level.
- National qualifications framework means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications systems and improve the transparency, access, progression and quality of qualifications in relation to the society in general.
- Non-formal learning means learning which is embedded in planned activities not explicitly designated as learning. This includes non-credit bearing programmes and workplace-based training. It usually results in the awarding of a non-formal certificate of attendance or competence.
- Professional qualification means a quality, ability, or accomplishment that makes a person earn the title of a professional in a particular profession.
- Provider means a body that offers any education programme or trade and occupational learning programme that leads to a qualification or part-qualification capable of being registered on the NQF.

- Provider means a person who, or body which, provides, organises or procures a programme of education and training.
- Qualification is a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes based on given standards.
- Qualification Standard is a currency used to determine competence of a learner at a certain level of learning. Qualification standards are to be set by competent bodies to guide development of curricula for a particular level in the UQF.
- Recognition of Prior Learning (RPL) for purposes of UQF is a process of assessing, accrediting and certifying the previous learning of a learner howsoever (through formal, non-formal or informal learning) and wherever obtained for purposes of access to higher education and career progression.
- Recognition of qualifications is a process of evaluating and validating qualifications thereby giving the holder of the qualification the right to be considered for admission to further/higher education and/or employment activities.
- RPL Qualification for purposes of the UQF means a qualification capable of being registered on the NQF.
- Skills means the ability to apply knowledge and use know how to complete tasks and solve problems. In the context of UQF, skills are described as cognitive involving the use of logical, intuitive and creative thinking or practical involving manual applications and use of methods, materials, tools and instruments.

- Standard prescribes the purpose(s) of qualification, the learning outcomes for realising the purpose(s) of qualification, associated credit values with assessment criteria.
- Technical education means the special training of persons in the arts and sciences that underlie the practice of some trade or profession.
- Vocational education and training means education that prepares people for work directly related to a trade, occupation or vocation.