Lesotho Qualifications Framework (LQF)

Sept. 2020 – LQF Presentation by CHE

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Session 2
Country Background

- Lesotho is a democratic Kingdom situated in Southern Africa
- Has a population of 2.2 million
- The people of Lesotho are called Basotho and they all speak the same language - Sesotho
- She is a member of Southern African Development Community (SADC) and AU
- The education system in Lesotho comprises Basic Education *(primary and secondary)*, Tertiary education *(technical and vocational education, college and university education)*
- The Basic education landscape comprises public schools, church-owned schools supported by government financially, and purely private schools
- There is one national university and two private universities, and a number of colleges.
Important Structures Supporting Education

• Ministry of Education and Training (MOET) is in charge of education
• National Curriculum Development Centre (NCDC) develops curriculum for Basic Education
• Department of Inspectorate is responsible for quality of Basic Education
• Examination Council of Lesotho (ECOL) is responsible for examinations for Basic Education
• Technical and Vocational Department within MOET is in charge of technical and vocational education and training
• Council on Higher Education (CHE) is responsible for quality assurance in higher education.
Historical Background to LQF

- Lesotho developed a Qualifications Framework in 2005
- 2005 LQF not fully implemented - Envisaged structures were not established
- It was implemented partially on an *ad hoc* basis with a number of different entities playing different roles including ECOL, TVD and CHE
- Revision of 2005 LQF started in 2016 through a highly consultative process, and ended in 2019.
- The revised LQF was approved by Cabinet in June 2019
- It is an integrated 10 – level framework
- It covers Basic Education, TVET, Higher Education, and Professional Development Awards
Objectives of LQF

• To integrate existing sector frameworks into a single framework, as reflected in the level descriptors. *(Basic, TVET, HE & Professional Training)*

• To remove barriers between institutions and other sub-sectors for improving articulation and learner progression.

• To uphold equity and redress enabling citizens to acquire qualifications irrespective of age and lack of formal qualifications.

• To improve articulation and learner mobility through links and pathways between education and training courses and qualifications with a view to facilitating learner mobility.

• To foster quality and relevance through outcomes and standard-based education and training which is more demand-driven and leads to meaningful employment.

• To acknowledge and value diversity and worth of all qualifications as they serve identified purposes contributing to the broader national developmental goals.

• To facilitate curriculum innovation and qualifications renewal and upgrading TVET qualifications to higher levels.

• To ensure consistency in terms of the qualification verification and articulation processes of all awards.
What is the Lesotho Qualification Framework?

- A coherent and integrated framework for **all** qualifications in Lesotho
- Consistent with other country frameworks in SADC and beyond
- Allowing comparison of qualifications and
- Mobility of learners

LQF – documents:
http://www.che.ac.ls/
http://www.che.ac.ls/lqf/
How Qualifications are Compared

• By **level** of complexity using 10 Level Descriptors (1-10) that describe levels of:
  ➢ Knowledge
  ➢ Skills and
  ➢ Competences

By **volume** of learning using a Credit system where:
  • 1 credit = 10 hours of learning activity
Qualifications Included on the LQF

All Certificates, Diplomas and Degrees:

• Higher Education
• Technical and Vocational Education
• General Education

Including:

• Professional Development Awards
• Adult Education
## Qualification Types

<table>
<thead>
<tr>
<th>Degrees (Levels 7 – 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas (Levels 6 – 8)</td>
</tr>
<tr>
<td>PDAs (Levels 6 - 10)</td>
</tr>
<tr>
<td>Certificates (Levels 1 – 8)</td>
</tr>
</tbody>
</table>

### Summary Framework

<table>
<thead>
<tr>
<th>Level</th>
<th>Academic / Professional Track</th>
<th>TVET Track (formal, professional &amp; industry based qualifications)</th>
<th>Credit Values (Minimum)</th>
<th>Credit Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Doctorate</td>
<td>Doctorate</td>
<td>360</td>
<td>360</td>
</tr>
<tr>
<td>9</td>
<td>Masters</td>
<td>Masters</td>
<td>120</td>
<td>240</td>
</tr>
<tr>
<td>8</td>
<td>PGC/PGD/Honours Bachelor</td>
<td>PGC/PGD/Honours Bachelor</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>7</td>
<td>Bachelor</td>
<td>Bachelor</td>
<td>360</td>
<td>360 - 480</td>
</tr>
<tr>
<td>6</td>
<td>Diploma</td>
<td>Diploma</td>
<td>120</td>
<td>240</td>
</tr>
<tr>
<td>5</td>
<td>AS Certificate</td>
<td>Technical Education Certificate A</td>
<td>National Craft Certificate</td>
<td>120</td>
</tr>
<tr>
<td>4</td>
<td>O Level / LGCSE Certificate</td>
<td>Technical Education Certificate B</td>
<td>Vocational Education &amp; Training Certificate</td>
<td>Trade Test B</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Basic Vocational Education &amp; Training Certificate</td>
<td>Trade Test C</td>
</tr>
<tr>
<td>2</td>
<td>Junior Certificate</td>
<td>Technical Education Certificate C</td>
<td>Basic Operative Certificate</td>
<td>Trade Test Operative</td>
</tr>
<tr>
<td>1</td>
<td>Primary Cert / Basic Adult Education Cert.</td>
<td>Technical Education Certificate C</td>
<td>Foundation Certificate</td>
<td>120</td>
</tr>
</tbody>
</table>
Credit System

A Credit system provides flexibility and mobility in learner pathways through:

• Credit Accumulation and Transfer (CAT)
• Recognition of Prior Learning (RPL)
• Recognition of Current Competences (RCC)
• Work Integrated Learning (WIL)
How is the complexity of a qualification specified?

- All qualifications on the LQF specify Learning Outcomes (LOs) appropriate to the Level Descriptor and specific to the qualification.
- LOs describe what a learner is able to demonstrate on successful completion of the qualification in terms of Knowledge, Skills and Competences.
- Learners’ performance is assessed against the LOs.
How is the volume of a qualification specified?

• All qualifications are assigned a Credit Value indicating the volume of learning.
• 1 credit = 10 hours of learning activity for an *average* learner.
• Therefore Credit is a *notional* value and can include:
  ➢ Class time
  ➢ Lectures
  ➢ Project work
  ➢ Laboratory work
  ➢ Homework
  ➢ Assessment
LQF Level Descriptors

• Level descriptors are the most critical design feature to ensure diversity, depth and breadth of qualifications and part-qualifications.
• Level descriptors define the relative complexity and depth of achievements and capabilities of graduates to demonstrate their knowledge, skills and applications.
• The LQF notions of depth operate on a continuum from general to specialised;
• Breadth (single topic to multidisciplinary areas of knowledge);
• Kinds of knowledge (concrete – abstract, and segmented to accumulative); and
• Complexity (combinations of kinds of depth and breadth of knowledge), as the criteria and lens of inquiry.
• The Level Descriptors are structured as follows:
  ➢ Level – 10 levels
  ➢ Generic statement & Credit Value
  ➢ Areas of knowledge (depth, breadth & complexity)
  ➢ Nature of skills (covering competencies of graduates)
  ➢ Agency & Context – application of skills
• SADC has developed a regional Qualifications Framework
• All Member States have to align their frameworks to the SADC one
• Lesotho is working towards alignment to SADC QF
• The alignment process is a rigorous quality assurance exercise
• HE Institutions from fully aligned countries will indicate SADCOF level in their graduation certificates
Implementation Arrangements

• Lesotho Qualifications and Quality Council (LQQC) is a body that will implement LQF
• The body has not been established yet – CHE to be transformed into LQQC
• In the interim CHE implements LQF on the following areas:
  ➢ Verifying both local and foreign qualifications;
  ➢ Registering all existing national qualifications on the LQF;
  ➢ Evaluating foreign qualifications;
• Legislative & Regulatory framework should provide for these functions:
  ➢ Qualifications framework architecture and maintenance;
  ➢ Development of level and qualifications descriptors;
  ➢ Registration and validation of qualifications and part-qualifications;
  ➢ Development of standards and criteria for recognition of external qualifications;
  ➢ Evaluation and registration of local and external qualifications;
  ➢ Development of competency frameworks and standards for fields of work and occupations;
  ➢ Development and application of standards and criteria for achieving international recognition of the LQF comparability of qualifications;
  ➢ Maintenance of a national database of qualifications; and
  ➢ Establishment of structures for quality assurance and validation of qualifications to be registered on the framework.
LIKHOMO!!

THANK YOU!!

ASANTE SANA!!