



ZIMBABWE

**MINISTRY OF HIGHER AND TERTIARY EDUCATION,
SCIENCE AND TECHNOLOGY DEVELOPMENT**

ZIMBABWE NATIONAL QUALIFICATIONS FRAMEWORK

**BASIC
EDUCATION
(PRIMARY AND
SECONDARY)**

**HIGHER AND
TERTIARY
EDUCATION**



**TECHNICAL
VOCATIONAL
EDUCATION
AND TRAINING
(TVET)**

2018



ZIMBABWE

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2018

FOREWORD

Zimbabwe has, over the years, since the attainment of our independence, endeavored to establish herself as a beacon of transformative education which is the foundation of all training, cultural values, commerce and economic growth. This outstanding attribute in the provision of quality education is evidenced by the recorded high literacy rate. In order to maintain a sustained growth and development in both quality and quantity of our education system, we must ensure that the system is well structured so as to meet the demands of both learners as well as industry and commerce.



H.E. Cde. E.D. Mnangagwa,
President of the Republic of Zimbabwe

The ground motive is to continue churning out graduates through a seamless, world class system of education that matches global best practices. Our increasingly younger population continues to demand high quality education as a bridge for their careers. It is without say that education remains the most important means of socio-economic transformation of our marginalized communities. It is important therefore that our system must offer the best opportunities available for those with an appetite for education.

As shown by other developing countries, human capital is a huge resource on its own, with significant economic value as long as it is endowed with globally competitive qualifications. We must thus as a country, continue to uphold high standards in education and training to maintain the competitiveness of our trained labour force. The Zimbabwe National Qualifications Framework (ZNQF) is yet another milestone that cements our quest to maintain a high-quality education and training system which is continuously improving. Through the ZNQF, we must continue being responsive to the needs of the economy and produce high caliber graduates who can drive the industrialisation and modernisation agenda of the country.

His Excellency, President Emmerson D. Mnangagwa
President of the Republic of Zimbabwe

For our education system to continue being relevant to the demands our economy, it must maintain a high level of responsiveness to the demands of the market. The structure of our education sector has shifted over the years from having one institution of higher education to the current 20 as well as the transformation of Polytechnics from mere artisan training colleges to Higher National Diploma (HND) offering institutions. These structural changes bring two aspects that require attention. These pertain to firstly, the vertical progression from Technical and Vocational Education route to the formal university education channel. Secondly, the aspect of horizontal movement across institutions offering similar programmes is a necessity to enable learner portability. The Zimbabwe National Qualifications Framework (ZNQF) will thus transform our education system, increasing accessibility, efficiency and relevance. Issues pertaining to Recognition of Prior Learning (RPL) and comparability of bodies of knowledge will no longer be a limitation to learners.



Hon. Prof. dr. A. Murwira

The ZNQF enables the development of standardized qualifications through the establishment of minimum bodies of knowledge thus enhancing transparency to institutions, learners and employers. Through this framework, labour market needs will be better matched with the outputs from our education system.

Prof. dr. A. Murwira

Minister of Higher and Tertiary Education,
Science and Technology Development

STATEMENT BY THE PERMANENT SECRETARY

The implementation of the Zimbabwe National Qualification Framework (ZNQF) will ensure that our education system has a seamless progression irrespective of the channel initially chosen. This will bring convenience to learners who will no longer need to repeat courses undertaken across the two channels. The expansion of our education system must be matched by the increased possibilities for those who may want to pursue further education. The ZNQF ensures growth with quality through the standardisation of similar programmes across our institutions through the

operationalization mechanism under the National Alignment Committee (NAC). The coming together of the regulatory bodies under NAC will strengthen our system of education, making it comparable with global best practices.

The path to acquire higher qualifications will become more streamlined and predictable, making the planning by learners easy. At the same time, the consumers of our educational products can now, with certainty, know what to expect from the graduates as predetermined by the bodies of knowledge and level descriptors for each level of qualification.



Dr. D.M. Sibanda

Dr. D. M. Sibanda

Permanent Secretary of the Ministry of Higher and Tertiary Education,
Science and Technology Development.

EXECUTIVE SUMMARY

This document establishes the Zimbabwe National Qualifications Framework (ZNQF). The ZNQF integrates education and training into a unified structure of qualifications recognized locally and internationally. The ZNQF provides a mechanism to relate basic, tertiary and higher education frameworks to each other in a manner that recognises prior learning and mobility of learners and graduates. The ZNQF achieves this by the following three major mechanisms. The first one is the

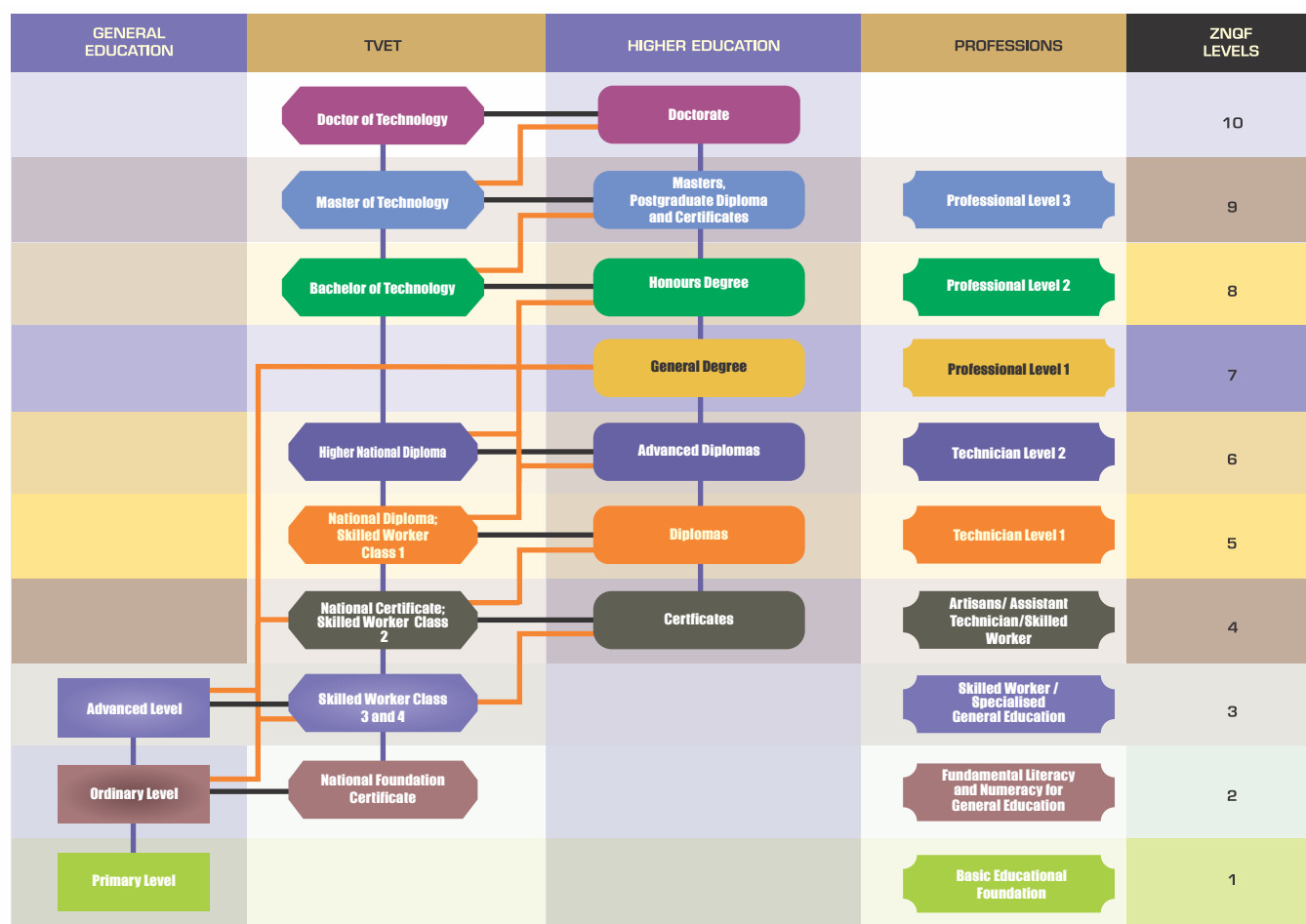


Figure 1 - Zimbabwe National Qualification Framework

establishment of pathways for vertical progression of education and training qualifications. The second is the establishment of pathways for horizontal comparability of these qualifications. The third is the development of standardized qualifications for increased coherence between education output and the needs of the labour market.

The ZNQF transforms the education system to ensure the recognition of prior learning to enable vertical progression from tertiary institutions to higher education institutions. It also provides for the horizontal movement of learners through the standardisation of similar courses in institutions of higher and tertiary education.

This is done through the determination of Minimum Bodies of Knowledge (MBKs), applicable to academic courses for them to become comparable.

To achieve the broad objective of an integrated and harmonised education system, the ZNQF firstly synergises the vertical progression linkages between ZIMSEC, HEXCO and ZIMCHE which are the primary regulatory agencies for basic education, TVET and higher education respectively. Secondly, it establishes the mechanism for putting in place the MBKs, qualification standards and skills proficiency schedules through subject/programme/trade panels that will enable a harmonised Credit Accumulation and Transfer System (CATS). Thirdly, Zimbabwean qualifications are assured for fitness of purpose by having expected standardised outcomes that become the basis for stakeholder consumer confidence in the educational product.

This Framework provides for the harmonisation and standardisation of both new and existing Zimbabwean qualifications. The Framework gives the 10 levels of qualifications from basic, tertiary and higher education, providing the relevant level descriptors (knowledge, skills, competencies and attitudes) for each respective ZNQF level.

The governance of the ZNQF is through the Ministries of Higher and Tertiary Education, Science and Technology Development and Primary and Secondary Education. The coordinating mechanism is through the National Alignment Committee, which brings together all stakeholders. The NAC will ensure that the three regulatory agencies, ZIMSEC, HEXCO and ZIMCHE (responsible for administering the ZNQF), maintain flexibility, autonomy and responsiveness; and that they discharge their duties in accordance with international best practices, which forms the basis for the ZNQF criteria for registration and accreditation of qualifications. The regulatory authorities are responsible for the development of a broad strategy for the successful implementation of this Framework.

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ACRONYMS

BTech	Bachelor of Technology
CATS	Credit Accumulation and Transfer Systems
COMESA	Common Market for Eastern and Southern Africa
HEXCO S.I.	Higher Education Examinations Council Statutory Instrument
HEXCO	Higher Education Examinations Council
HND	Higher National Diploma
MBKs	Minimum Bodies of Knowledge
MHTESTD	Ministry of Higher and Tertiary Education, Science and Technology Development
MLARR	Ministry of Lands, Agriculture and Rural Development
MoHCC	Ministry of Health and Child Care
MoMMD	Ministry of Mines and Mining Development
MoPSE	Ministry of Primary and Secondary Education
MRAs	Mutual Recognition Agreements
NAC	National Alignment Committee
NAMACO	National Manpower Advisory Council
NC	National Certificate
ND	National Diploma
NQF	National Qualifications Framework
PhD	Doctor of Philosophy
SADC	Southern Africa Development Community
SADCQVN	Southern Africa Development Community Qualifications and Verification Network
SADCRQF	Southern Africa Development Community Regional Qualifications Framework
TCCA	Technical Committee on Certification and Accreditation
TVET	Technical Vocational Education and Training
ZIMCHE	Zimbabwe Council for Higher Education
ZIMSEC	Zimbabwe Schools Examinations Council
ZNQF	Zimbabwe National Qualifications Framework

1. INTRODUCTION

The rationale of the Zimbabwe National Qualification Framework (ZNQF) is to provide a mechanism to harmonise national qualifications to enable vertical and horizontal mobility of learners and graduates. The ZNQF shall provide a mechanism that will allow for portability and comparability of qualifications in Zimbabwe and the SADC region; to address, among others, non-recognition of prior learning, non-compatibility and non-comparability of skills and educational qualifications in the country and across borders.

Other than contributing to the ease of movement of local learners from basic education to TVET and/or University education, the ZNQF is also meant to relate to the SADC and COMESA Mutual Recognition Agreements (MRAs) for professional qualifications. These MRAs are meant to facilitate mobility of qualified labour as part of enhancing human capital for the industrialisation and modernization of the country, thus providing for co-operation with transferees in the regions.

This Framework provides an instrument for the development, classification and recognition of skills, knowledge and competencies along an agreed continuum of ten (10) levels. The Framework details the comparability of different qualifications and how one can progress from one level to another within and across occupations or industrial sectors. This will provide a way for structuring existing and new qualifications, defined by learning outcomes, that is, clear statements of what the learner must know or able to do whether learnt in a classroom, on the job, or less formally.

2. BACKGROUND

There are five line ministries, and independent qualification awarding bodies where different accredited educational qualifications are domiciled. Below are the ministries:

- Ministry of Higher and Tertiary Education, Science and Technology Development;
- Ministry of Primary and Secondary Education;
- Ministry of Health and Child Care;
- Ministry of Mines and Mineral Resources; and
- Ministry of Lands, Agriculture and Rural Development.

Other ministries such as Ministry of Youth, Sports, Arts and Culture, Defence, Home Affairs, ICT, Labour and Social Welfare, domicile unaccredited qualifications; an irregularity that is compounded by the fact that some of the existing qualifications are of limited relevance in the context of rapid social and economic changes in Zimbabwe and the region and bear little connection to the local economy and labour market.

Indeed, higher and tertiary education institutions today are increasingly competing for international students in response to trends in global student mobility, diminishing institutional funding and government-backed recruitment campaigns. This trend has created the need for these institutions to focus on clearly articulating and developing their brands; with each institution or qualification awarding body developing harmony within its brand architecture, which architecture must be manufactured in accordance with the set minimum bodies of knowledge, qualification standards and people's cultural values and material requirements.



Figure 2: Global Student Mobility now a trend.

This ZNQF intends to harmonise and standardise the national system of qualifications in Zimbabwe encompassing basic education, technical and vocational education and training and higher education. The users of this qualification framework include accrediting authorities, education and training institutions. Stakeholders of the ZNQF include industry and its representative bodies; unions, professional associations and licensing authorities. The ZNQF also intends to benefit

students, graduates and employers, both Zimbabwean and international, from the quality of qualifications that are premised on the requirements of the framework. Most importantly, the qualification framework shall bring confidence to the Zimbabwean education and training system.



Figure 3: Employment of qualified graduates

This ZNQF allows for the development, review, alignment, standardisation and assessment of existing and new qualifications in a bid to link and synchronise the various educational levels to allow for the transfer of credits and free movement of learners between various institutions within or outside Zimbabwe through vertical as well horizontal progression pathways. The aim of this Framework is to establish a nationally agreed qualification portability system which identifies levels of qualifications through a structure that uses level descriptors so that learning outcomes (skills and competencies) are clearly articulated.

This Framework is cognizant of the fact that Zimbabwe is part of the SADC Qualifications and Verification Network (SADCQVN) launched in 2017 and a SADC Regional Qualifications Framework (SADCRQF). In light of this, the Framework shall harmonise Zimbabwean qualifications with those of SADC Region.

The afore mentioned existence of multiple education and training irregularities associated with providers of multiple qualifications at all levels at variance with one another has certainly necessitated the need for this cross-cutting National Qualifications Framework to regulate, rationalise and harmonise Zimbabwean qualifications.

3. VISION

To integrate education and training into a unified structure of recognised qualifications. This vision has been adopted to establish a framework of qualifications that records learner achievement. The ZNQF is the set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired knowledge, skills and competencies, thereby ensuring an integrated system that encourages lifelong learning.



Figure 4: Beyond Knowledge Acquisition and Lifelong Learning

4. PRIMARY GOALS

The Zimbabwe National Qualifications Framework has three primary goals which shall provide guidance for core activities that can be measured and programmed to take place over specified periods of time. Accordingly, under each of these primary goals specific activities shall be cited later.

The primary goals are to:

1. establish pathways for vertical progression of education and training qualifications;
2. establish pathways for horizontal comparability of education and training qualifications; and
3. increase coherence between education output and needs of the labour market.

Each of the goals cited is unpacked to indicate how it shall be implemented, citing the strategic players and monitoring mechanisms. That detail constitutes the content of the Implementation Strategy produced as a separate document that should guide the overall implementation of this Framework.

5. OBJECTIVES OF THE ZNQF

The objectives of the ZNQF include providing a contemporary framework that:

- situates the diversity of Zimbabwean education and training in the present and the future
- contributes to national economic performance
- supports the development and maintenance of pathways which provide access to qualification and assist people to move easily and readily between education and training sectors
- regulates and ensures quality in education and training
- enhances national and international mobility of graduates and workers through increased recognition of the value and comparability of Zimbabwean qualifications
- provides a model for transparency in comparison of qualifications
- increases coherence between education output and needs of the labour market.



Figure 5: Integrated Learning System

6. STRATEGIES FOR ACHIEVING VERTICAL PROGRESSION IN EDUCATION AND TRAINING

Vertical progression within the qualification system shall develop, classify and recognize knowledge, skills and competencies along a continuum of agreed levels. The ZNQF shall structure existing and new qualifications which are defined by learning outcomes. The Framework shall include all the key sectors of Basic Education, Technical and Vocational Education and Training and Higher Education. This Framework creates opportunities for vertical progression from lower qualification to higher qualification within the same institution as well as vertical progression from one institution to another institution e.g. From Higher National Diploma to Bachelor of Technology exempting credits already accumulated in prior qualifications as illustrated below.

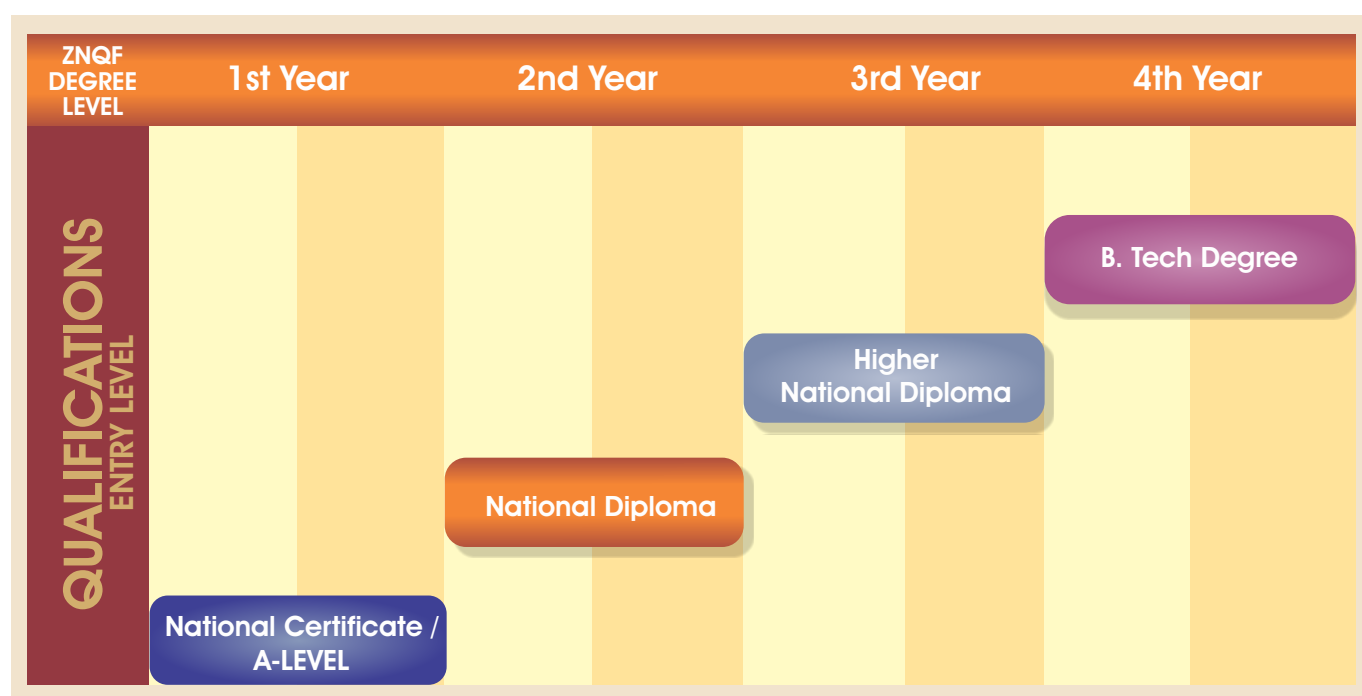


Figure 6: Illustration of Vertical Progression for TVET qualifications

The goal is to ensure that education and training institutions and qualification awarding bodies appreciate each other's qualification as legitimate; and accept whole or part of credits connected to a qualification. This shall remove barriers and make national qualification systems easier to understand and compare.

All the above fundamental issues shall be realized through activities coordinated by the three qualification agencies and awarding bodies, namely; Zimbabwe Schools Examination Council (ZIMSEC), Higher Education Examinations Council (HEXCO), and Zimbabwe Council for Higher Education (ZIMCHE).

6.1 Zimbabwe Schools Examinations Council (ZIMSEC)

The functions of the Council shall be to;

- a) organize and conduct such examinations in subjects that form part of a course of primary or secondary education as the Minister may in writing direct;
- b) consider and approve subjects suitable for examinations;
- c) appoint panels or boards of examiners;
- d) approve and register examination Centres;
- e) review rules and regulations relating to examinations;
- f) confer or approve the conferment of certificates, diplomas and other awards to persons who have passed examinations;
- g) enter into arrangements, whether reciprocal or otherwise, with persons or organizations inside or outside Zimbabwe for the recognition of certificates, diplomas and other awards



Figure 7: Students sitting for an examination

- granted in respect of examinations organized or conducted by the Council;
- h) do all things necessary to maintain the integrity of the system of examinations in respect of primary and secondary education in Zimbabwe;
 - i) register basic education qualifications on the ZNQF; and.
 - j) do any other thing that the Council may be required to do by or under the ZIMSEC Act or any other enactment.

6.2 Higher Education Examinations Council (HEXCO)

The functions of the Council shall be to:

- a) develop TVET curricula;
- b) administer national TVET examinations;
- c) certificate TVET candidates;
- d) register public and private TVET institutions;
- e) assess local and foreign TVET qualifications;
- f) administer apprenticeship training programs;
- g) consider and approve subjects suitable for examinations;
- h) appoint panels or boards of curriculum developers and examiners, for TVET;
- i) approve and register examination Centres;



Figure 8: Competence based learning

- j) design and recommend an institutional quality assurance system for TVET, that is, a system whereby the courses, programmes and diplomas offered by institutions are evaluated on a regular and objective basis, and to recommend to the Minister institutional quality assurance standards for the establishment, standardization and accreditation of TVET institutions including standards of the physical plant and equipment;
- k) register TVET qualifications on the ZNQF; and
- l) do any other duty that the Council may be required to do by or under the HEXCO Statutory Instrument or any other enactment.

6.3 Zimbabwe Council for Higher Education

ZIMCHE shall carry out the following functions that shall be:

- a) to advise the Minister on all higher education matters;
- b) to develop and recommend policy on higher education including the establishment of public institutions and advise the Minister accordingly;
- c) to accredit institutions of higher education;



Figure 9: Quality Assurance for Higher Education

- d) to design and recommend an institutional quality assurance system for higher
- e) education, that is, a system whereby the courses, programmes and degrees offered by institutions are evaluated on a regular and objective basis, and to recommend to the Minister institutional quality assurance standards for;
the establishment, standardization and accreditation of institutions of higher education including standards of the physical plant and equipment;
 - the preparation and amendment of university charters and statutes;
 - the development of curricula;
 - the standards of libraries;
 - the safety standards of laboratories and workshops; and
 - student transfer between programmes and institutions of higher education;
- f) to advise on the shape and size of the higher education system;
- g) to advise on the budgeting and funding arrangements for higher education for public institutions;
- h) to assist institutions of higher education in the training of high calibre staff;
- i) to promote equity in access to higher education through the provision of student assistance programmes;
- j) to promote international co-operation and facilitate exchanges in higher education; and
- k) register degree qualifications on the ZNQF.

7. STRATEGIES FOR ACHIEVING HORIZONTAL COMPARABILITY IN EDUCATION AND TRAINING

Horizontal comparability of education and training qualifications shall align all qualifications through the development of Minimum Bodies of Knowledge (MBKs), for all qualifications. This Framework makes Minimum Bodies of Knowledge, Qualification Standards and Skills Proficiency Schedules mandatory for all qualifications across the educational sectors in Zimbabwe as applicable, all done in consultation with subject/programme/trade panels. This shall facilitate portability of credits for all qualifications in the country. Minimum Bodies of Knowledge, Qualification Standards and Skills Proficiency Schedules shall support country wide mobility of learners and engender the comparability of educational qualifications.

All the key sectors of Basic Education, Technical and Vocational Education and Training and Higher Education shall be required to ensure horizontal comparability of all qualifications under their purview. All key sectors of the education pathways shall have a recognition system in such a

way that students can accumulate credits in one institution and easily transfer them to another institution as Credit Accumulation and Transfer Systems (CATS) have been harmonized and standardized. Zimbabwe has just migrated from the contact credit hour system to the notional study hour system to align with the rest of the SADC Region. As a rule, ten (10) notional hours (both contact and independent study hours combined) are equivalent to one (1) credit.



Figure 10: Compatibility of Education Systems

All the above fundamental issues shall be realized through activities coordinated by the three qualification agencies and awarding bodies; Zimbabwe Schools Examination Council (ZIMSEC), Higher Examinations Council (HEXCO), and Zimbabwe Council for Higher Education (ZIMCHE) and Professional Bodies.

8. STRATEGIES FOR ACHIEVING COHERENCE BETWEEN EDUCATION OUTPUT AND NEEDS OF THE LABOUR MARKET

If stakeholders within the country and the international community are to have confidence in this Framework document, it is critical that appropriate procedures for ensuring that Zimbabwean qualifications are fit for purpose; and that programmes leading to these qualifications are being delivered by competent providers.

This shall be achieved by adhering to the following ZNQF principles:

- a) ensuring that qualifications are relevant to perceived social and economic needs;
- b) bridging the gap between institutions and industry or labour market/ by ensuring that education and training standards are defined by agreed learning outcomes and applied consistently. Employers' and workers' organizations have a key role to play in this process;
- c) ensuring that education and training providers and professional bodies meet set quality standards by regulatory authorities (ZIMSEC, HEXCO and ZIMCHE); and
- d) securing international recognition for national qualifications by providing a model for transparency and comparison of Zimbabwean qualifications.

9. STRUCTURE OF ZIMBABWE NATIONAL QUALIFICATIONS FRAMEWORK

The ZNQF structure is illustrated overleaf;

Table 1 ZNQF QUALIFICATION TYPES AND LEVELS

ZNQF Level	Type of Qualification			
	General Education	TVET	Higher Education	Professions
10		Doctor of Technology	Doctorate	
9		Master of Technology	Masters Postgraduate diploma and certificates	Professional Level 3
8		Bachelor of Technology	Honours Degree	Professional Level 2
7			General Degree	Professional Level 1
6		Higher National Diploma	Advanced Diplomas	Technician Level 2
5		National Diploma; Skilled Worker Class 1	Diplomas	Technician Level 1
4		National Certificate; Skilled Worker Class 2	Certificates	Artisans/Assistant Technician/Skilled Worker
3	Advanced Level	Skilled Worker Class 3 and 4		Skilled Worker
2	Ordinary Level	National Foundation Certificate		
1	Primary Level			

TABLE 2 ZNQF LEVEL DESCRIPTORS

ZNQF LEVEL	QUALIFICATION TYPE	DESCRIPTORS	TYPE OF OCCUPATION
10	PhD	<ul style="list-style-type: none"> <input type="checkbox"/> Cutting edge research and creation of new knowledge in the development of the study <input type="checkbox"/> Advance new techniques, ideas or approaches <input type="checkbox"/> Autonomous in research conducted 	Doctor /Researcher
9	Master Post Graduate	<ul style="list-style-type: none"> <input type="checkbox"/> Mastery of knowledge in the field of study <input type="checkbox"/> Analysis of complex issues and research proposing solutions based on critical thinking <input type="checkbox"/> Participate in resource management and supervision of others <input type="checkbox"/> In-depth expert knowledge in the field of study <input type="checkbox"/> Specialised skills and principles based on systematic scrutiny of information <input type="checkbox"/> Function within wide-ranging independence 	Expert /Specialist
8	Honours Degree	<ul style="list-style-type: none"> <input type="checkbox"/> Methodical comprehension of strategic facets area of specialty <input type="checkbox"/> Implement precisely analysis and enquiry procedures within the area of specialty <input type="checkbox"/> Work out setbacks using thoughts and methods in their area of specialty <input type="checkbox"/> Work within wide-ranging self-sufficiency 	Manager /Supervisor
7	General Degree	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive knowledge in the area of specialty <input type="checkbox"/> Apply recognized tenets, calling for a wide range of information to work out challenges in diverse settings 	Manager /Supervisor
6	HND	<ul style="list-style-type: none"> <input type="checkbox"/> Work within wide-ranging self-sufficiency <input type="checkbox"/> Specialised knowledge in the area of specialty <input type="checkbox"/> Relate various and specific methods in the area of specialty entailing elementary investigation <input type="checkbox"/> Work within wide-range of structures and a specific self-sufficiency 	Technician specialised

TABLE 3 SKILLED WORKER LEVEL DESCRIPTORS

SKILLED WORKER QUALIFICATION		ELEGIBILITY FOR A TRADE TEST	LEVEL DESCRIPTORS
1.	Class One (1)	Five or more Years	Performs more complex non-routine precision tasks using blue prints/manuals with no supervision. Can diagnose, analyze, effect or recommend solutions, test and write reports. Can detect and adjust or recommend adjustment of specifications in the blueprints/manual. Supervises other Skilled Workers with lower classes and general operatives. Has a lot of discretion in his or her work.
2.	Class Two (2)	Four Years	Performs complex non-routine tasks using blueprints/manuals with minimum or no supervision. Can diagnose, analyze, rectify, test and write reports. Supervise other Skilled workers with lower classes and general operatives. Has considerable discretion in his or her work.
3.	Class Three (3)	Three Years	Performs complex routine tasks using blueprints/manuals with minimum supervision. Can supervise other Skilled workers with a lower class (4) and general operatives. Has little discretion in his/her work.
4.	Class Four (4)	Two Years	Performs basic routine tasks under supervision. Has the ability to demonstrate safe working procedures and appreciate safe working. Has little or no discretion in his/her work.

TABLE 2 ZNQF LEVEL DESCRIPTORS

ZNQF LEVEL	QUALIFICATION TYPE	DESCRIPTORS	TYPE OF OCCUPATION
5	National Diploma	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive knowledge in the area of specialty <input type="checkbox"/> Relate wide-ranging procedures, to work out real problems, in non-routine situations <input type="checkbox"/> work under broad supervision 	Technician
4	National Certificate	<ul style="list-style-type: none"> <input type="checkbox"/> Operational knowledge in the area of specialty <input type="checkbox"/> Relate diverse of techniques in the area of specialty, to get to the bottom recognisable problems in moderately usual settings <input type="checkbox"/> Work under general supervision 	Trades person/ Apprentice/ Skilled at basic level
3	General Advanced Level Certificate	<ul style="list-style-type: none"> <input type="checkbox"/> In-depth knowledge in specific subject areas <input type="checkbox"/> Relate series of techniques in the field of study, to resolve challenges in broad circumstances <input type="checkbox"/> Function under general supervision 	Specialised general education
2	Ordinary Level Certificate	<ul style="list-style-type: none"> <input type="checkbox"/> Broad-based knowledge <input type="checkbox"/> Relate basic procedures and techniques <input type="checkbox"/> Work in a controlled atmosphere, under direct supervision 	General education
1	Primary Level Certificate	<ul style="list-style-type: none"> <input type="checkbox"/> Rudimentary knowledge <input type="checkbox"/> Relate elementary techniques to mastery and mathematical ability including desirable values <input type="checkbox"/> Work under intermittent guidance, consistent scrutiny and limited autonomy 	Basic educational foundation

10. GOVERNANCE AND ADMINISTRATION OF THE ZNQF

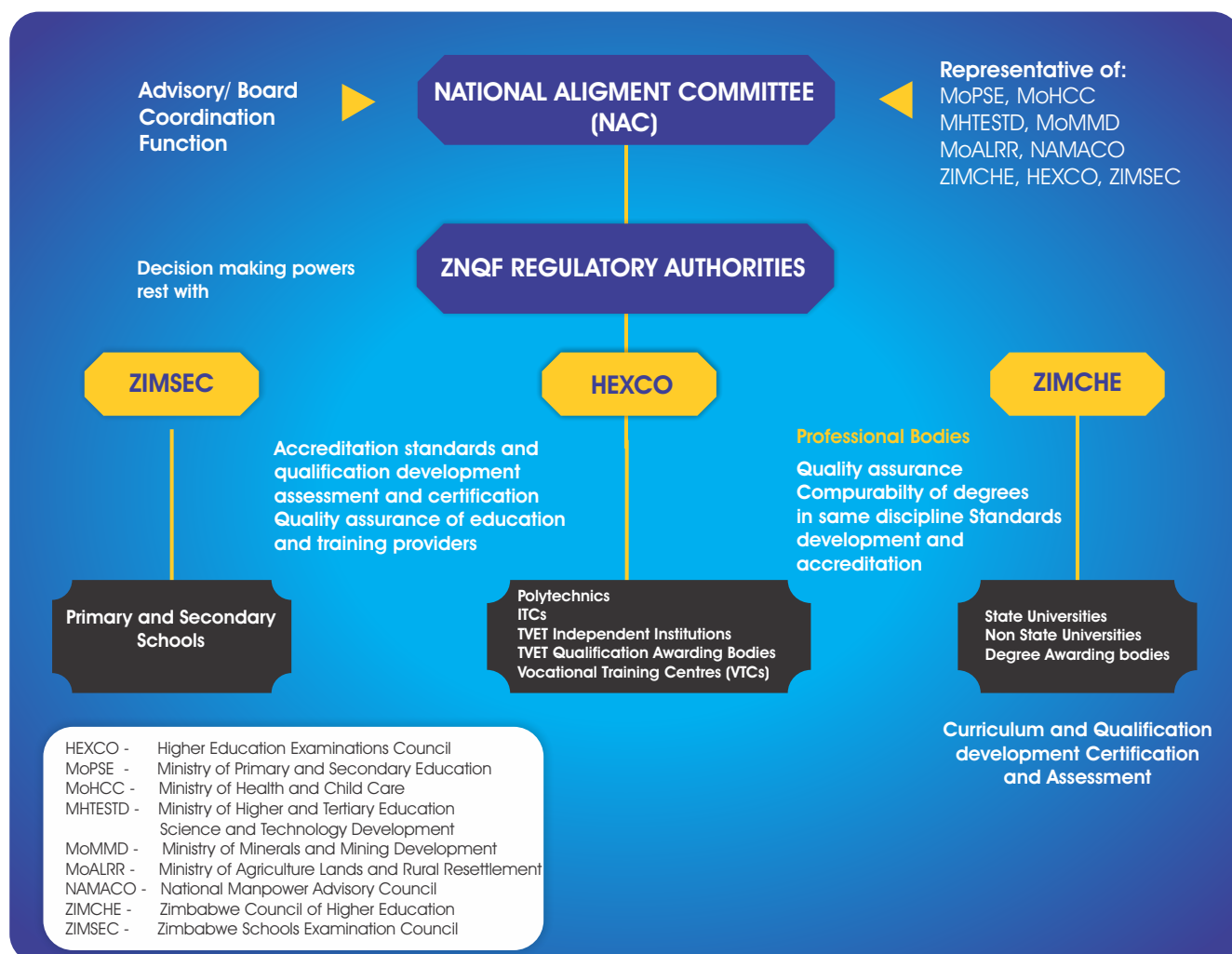


Figure 2: ZNQF Governance Structure

The Ministry of Higher and Tertiary Education, Science and Technology Development and Ministry of Primary and Secondary Education shall have the lead role for administering the ZNQF with an internal policy coordination mechanism.

The National Alignment Committee (NAC) shall comprise vital stakeholders (Ministries and professional bodies that domicile qualifications) to ensure the three agencies (ZIMSEC, HEXCO and ZIMCHE) responsible for the ZNQF, maintain flexibility, autonomy and responsiveness, in line with international best practices. Employers and worker organisations shall be key informants of labour market information and facilitators of better recognition of workers skills. Linked systems work on the basis that the main sectors of education and training have distinctive characteristics and needs. They allow the sectors a fair degree of autonomy but try to build bridges between them to allow learners to progress from one sector to another without unjustifiable barriers.

11. CRITERIA FOR REGISTRATION OF QUALIFICATIONS ONTO THE ZNQF

The following shall be the principles to be met for any qualification to be registered on the ZNQF:

1. Need for Qualifications;

- Purpose of qualification should be clear.
- Evidence of stakeholder consultation (learners and industry).
- Evidence that stakeholders need the qualification.

2. Quality of the Qualification;

- Content and outcomes of qualification should match.
- Content should be up to date with current industry trends.
- Outcome/ standards to reflect the identified need.
- Qualifications should have a particular field of employment and lead to a higher level of education.

3. Appropriate Standards of Attainment and Consistency of Qualification

- Standards required for award of qualifications should be appropriate to its purposes and expectations of stakeholders.
- There shall be clear systems to ensure that qualification standards are applied consistently.

4. ZIMSEC/ HEXCO/ZIMCHE shall have a system of institutional audits in accordance with the following accreditation principles:

- there shall be adequate resources and equipment
- all lecturing staff to have a qualification higher than the level they intend to teach
- there should be arrangements for staff development scheduled for all lecturers
- ensure high quality of program design
- a sound constitution illustrating effective liaison with employers and staff and quality of institutional management
- evidence of guidance and support of students
- evidence of effective records and administration systems

There shall be automatic granting of recognition and permission to offer ZNQF qualifications to all accredited and registered institutions by HEXCO/ ZIMSEC and ZIMCHE. All accredited institutions shall be subjected to ongoing process of ZNQF audit.

12. SUMMARY OF RESPONSIBILITIES FOR THE ZNQF REGULATORY AUTHORITIES

The ZNQF Regulatory Authorities, ZIMSEC, HEXCO and ZIMCHE, in the implementation of this Framework shall:

- facilitate the mobility and progression of information within education, training and career pathways;
- provide for a fair assessment system, which measures achievements against clearly stated national standards;
- provide for and enforce the recognition of prior learning;
- setup a learning mechanism and system which is transparent and accountable;
- provide a platform for other foreign qualification authorities to compare the levels of Zimbabwean qualifications in relation to theirs.
- establish a dynamic and flexible system which can adapt quickly to new developments in the labour market, workplace, education and training;
- provide a variety of routes to qualifications;
- provide a SADC regionally compliant national basic, tertiary and higher education quality assurance system;
- provide and ensure policy coherence across different ministries and facilitate

adequate involvement of stakeholders;

- establish an enabling funding regime;
- provide support to education and training institutions including the development of learning materials and professional development;
- take an overall role of quality assurance by: validating qualifications and/or standards; accrediting and auditing education and training institutions; and
- encourage education and training institutions to take responsibility for quality in collaboration with stakeholders.

ACKNOWLEDGEMENTS

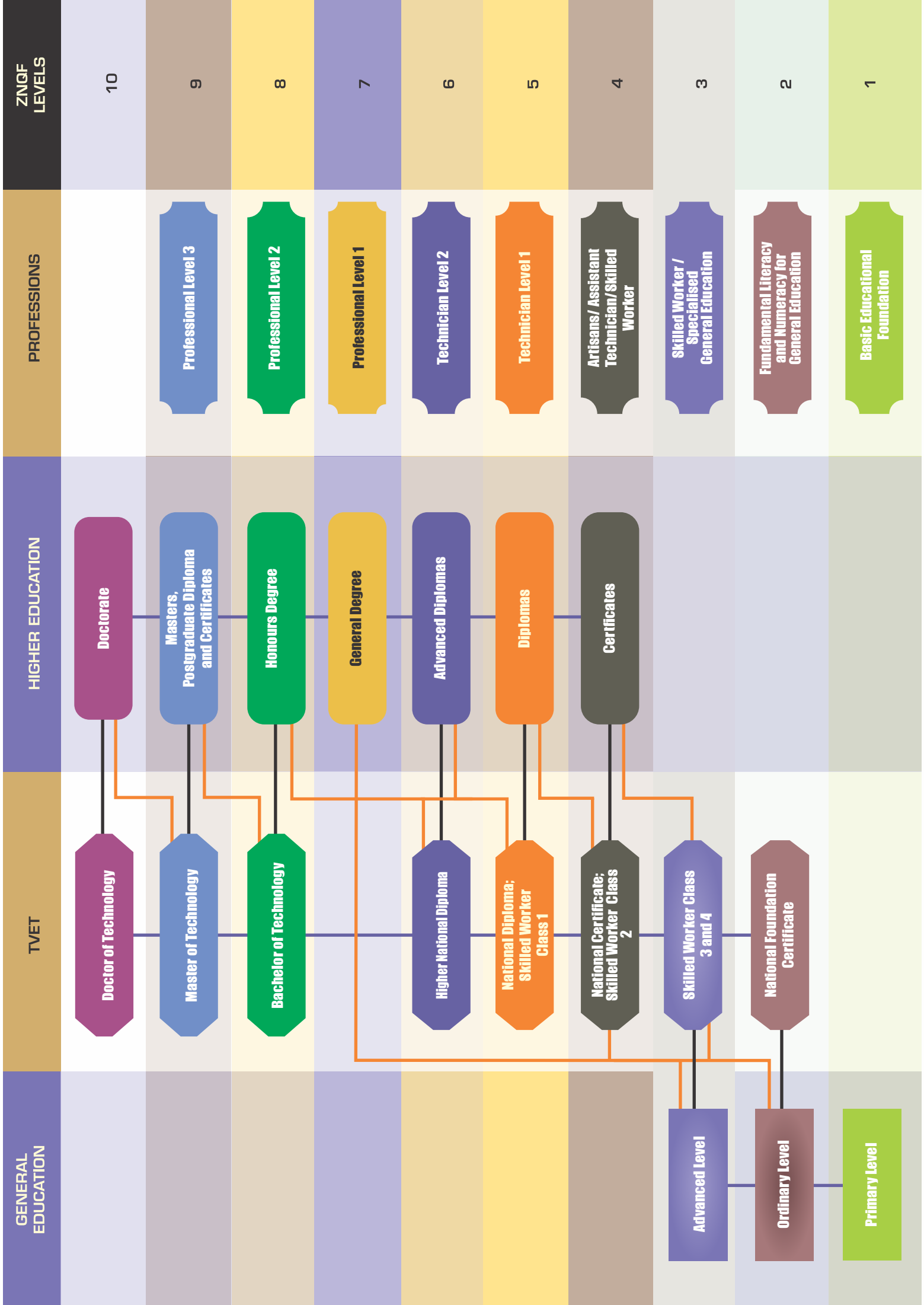
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