Lesotho Qualifications Framework (LQF)

Sept. 2020 – LQF Presentation by CHE

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Session 2

Building quality higher education system! (Thuto e Phahameng ea boleng)

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
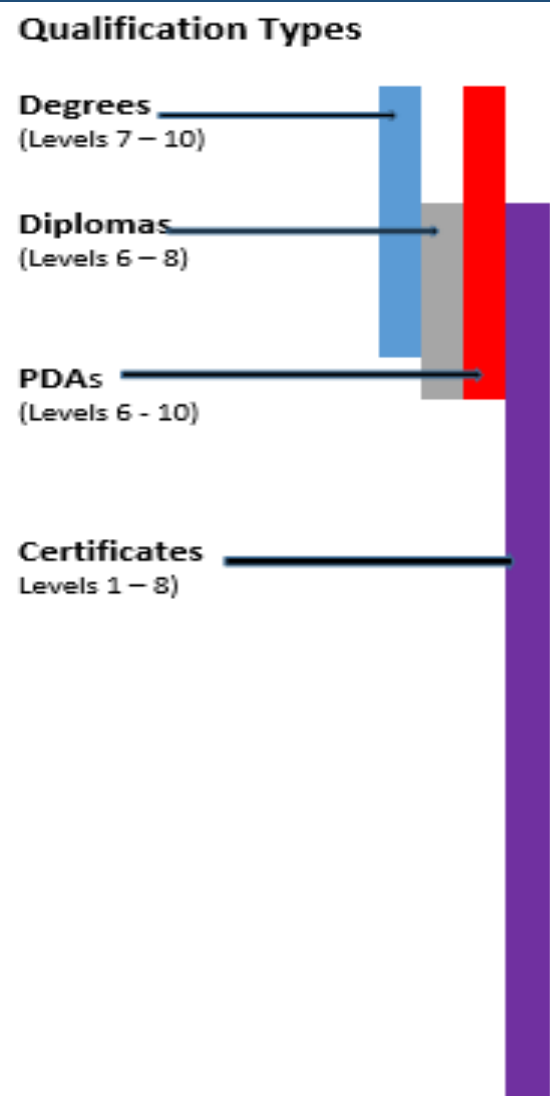
Qualifications Included on the LQF

All Certificates, Diplomas and Degrees:

- Higher Education

- Technical and Vocational Education

- General Education

Including:

- Professional Development Awards

- Adult Education

Summary Framework

Qualification Types		
Degrees (Levels 7 – 10)		
Diplomas (Levels 6 – 8)		
PDAs (Levels 6 - 10)		
Certificates Levels 1 – 8)		

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

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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)

- 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 SADCQF 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!!