



PRESENTATION ON THE STATUS OF THE DEVELOPMENT OF UGANDA NATIONAL QUALIFICATIONS FRAMEWORK

BY
UNQF COMMITTEE

Background



The Ministry of Education and Sports (MoES) constituted a Committee to develop a national qualifications framework. The Tors included;

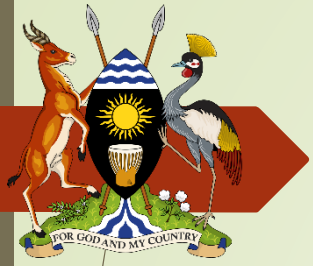
- Consultations with stakeholders inside and outside the Ministry of Education and Sports;
- Benchmarking with selected national, regional and international qualifications systems/authorities to document good practices for inclusion into the UNQF; and,
- Preparing a draft UNQF and taking it through the approval processes/mechanism of the MoES.



What is a Qualification Framework?

**An instrument (mirror)
designed to interpret and
understand qualifications**



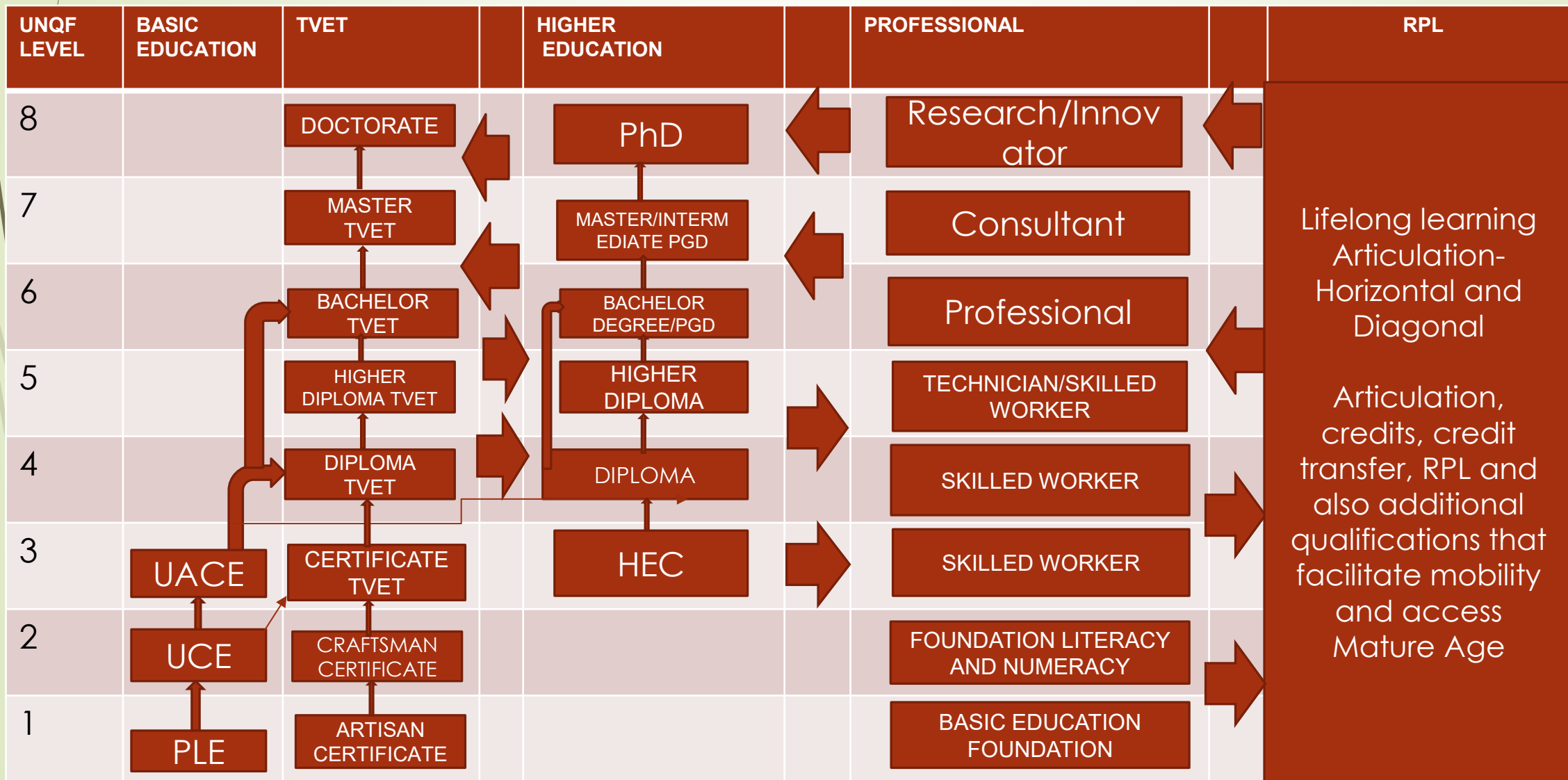


The Qualifications Framework

- It shows how different qualifications relate to each other
- It provides clear progression paths for ones chosen career.
- Promotes conventional and non-conventional means of skills acquisitions.



QUALIFICATION PATHWAYS





PURPOSE



- ➔ To provide a unified national qualifications framework that will harmonise diverse educational pathways and qualifications, enhance quality and facilitate comparability of standards to enable access, mobility and progression of individuals within education, training and the world of work at national, regional and international levels.



OBJECTIVES

- a) Promote linkage between formal, informal and non-formal education, training and the employment sector;
- b) Tailor education and training to current and emerging labour market needs;
- c) Promote RPL and LLL
- d) Promote mobility of individuals in education and the labor market, and



THE UNQF BUILDING BLOCKS



The Framework is built on four blocks.

- a) Qualification Levels**
- b) Level Descriptors:**
- c) Recognition of Prior Learning**
- d) Credit System**



QUALIFICATION LEVELS

- The UNQF is structured into eight(8) levels
- Levels depict an increasing complexity of learning achievements, responsibility and autonomy.





LEVEL DESCRIPTORS

- Level descriptors are general statements that describe the nature of learning achievements at a given level.
- They help to differentiate the varying levels of complexity of qualifications but are not subject specific.



QUALIFICATION LEVELS



Within the UNQF, Level descriptors are given in three domains

- a) Knowledge
- b) Skills and responsibility
- c) Attitude and behaviour attributes

Level	Knowledge (Cognitive/Head)	Skills and responsibility (Psychomotor/Hand)	Attitude and Behavior (Affective/Heart)
ONE	Uses basic knowledge, numeracy and literacy for everyday life	Performs simple routine tasks in a familiar environment under close guidance or supervision.	Observes human values, ethics, and recommendable health life styles in a community.
TWO	Demonstrates basic understanding of information, facts, concepts and procedures within a specific field.	Performs simple routine tasks, in a familiar situation under minimum guidance or supervision.	Promotes and applies self-motivation, teamwork and is a responsible citizen.
THREE	Demonstrates an understanding of general concepts and fundamentals of one or several related fields of study or work.	Applies appropriate methods, procedures and resources to accomplish tasks within a familiar situation.	Promotes the cultural heritage of Uganda including its ethical and spiritual values and, a healthy and responsible lifestyle within the community.
FOUR	Demonstrates a broad knowledge base, incorporating abstract and technical concepts and is able to analyse information and make informed decisions.	Applies a wide range of methods, procedures and resources to interpret and perform complex tasks in line with ones' middle level managerial practice.	Follows and promotes ethical and professional standards, and advocates for sound, physical mental and emotional wellbeing of colleagues and self.

FIVE	Demonstrates broad and in-depth knowledge to initiate new insights and ideas in one's area of study or practice.	Uses a wide range of specialised skills to modify concepts, procedures or systems and carry out complex technical operations within one's area of study or practice.	Assesses situations and makes appropriate decisions taking into account social, environmental economic and ethical issues with substantial degree of autonomy.
SIX	Demonstrates knowledge and comprehension of underlying theories and principles related to one's area of study or practice and ability to apply such knowledge in a particular context.	Uses a range of specialised skills to identify, analyse and address complex or abstract problems, drawing systematically on the body of knowledge and methods appropriate to a field of study or practice.	Is socially responsible, accountable and contributes to the development of society in general.
SEVEN	Shows evidence of specialist knowledge about a field of enquiry or professional practice and mastery of research processes related to the field of the study practice	Conducts high-level research and apply the result to address complex societal issues as well as operate independently and supervise/mentor others	Contributes to the development or review of ethical and professional standards related to the field of study or practice in line with social responsibilities.
EIGHT	Creates, generates and interprets new knowledge and practice through original research and advanced scholarly work that satisfies peer review and merit publication in recognized journal.	Applies specialised knowledge and skills in critically reflective, creative and novel way to address complex and challenging theoretical or practical problems.	Shapes ethical, honest and professional practice in extending academic inquiry and community transformation.



Credit Sytem

- Schools use years to describe academic workload
- Higher Education institutions use credit units based on contact hours (1CU=15CH)
- There is regional focus on credit units based on notional hours.

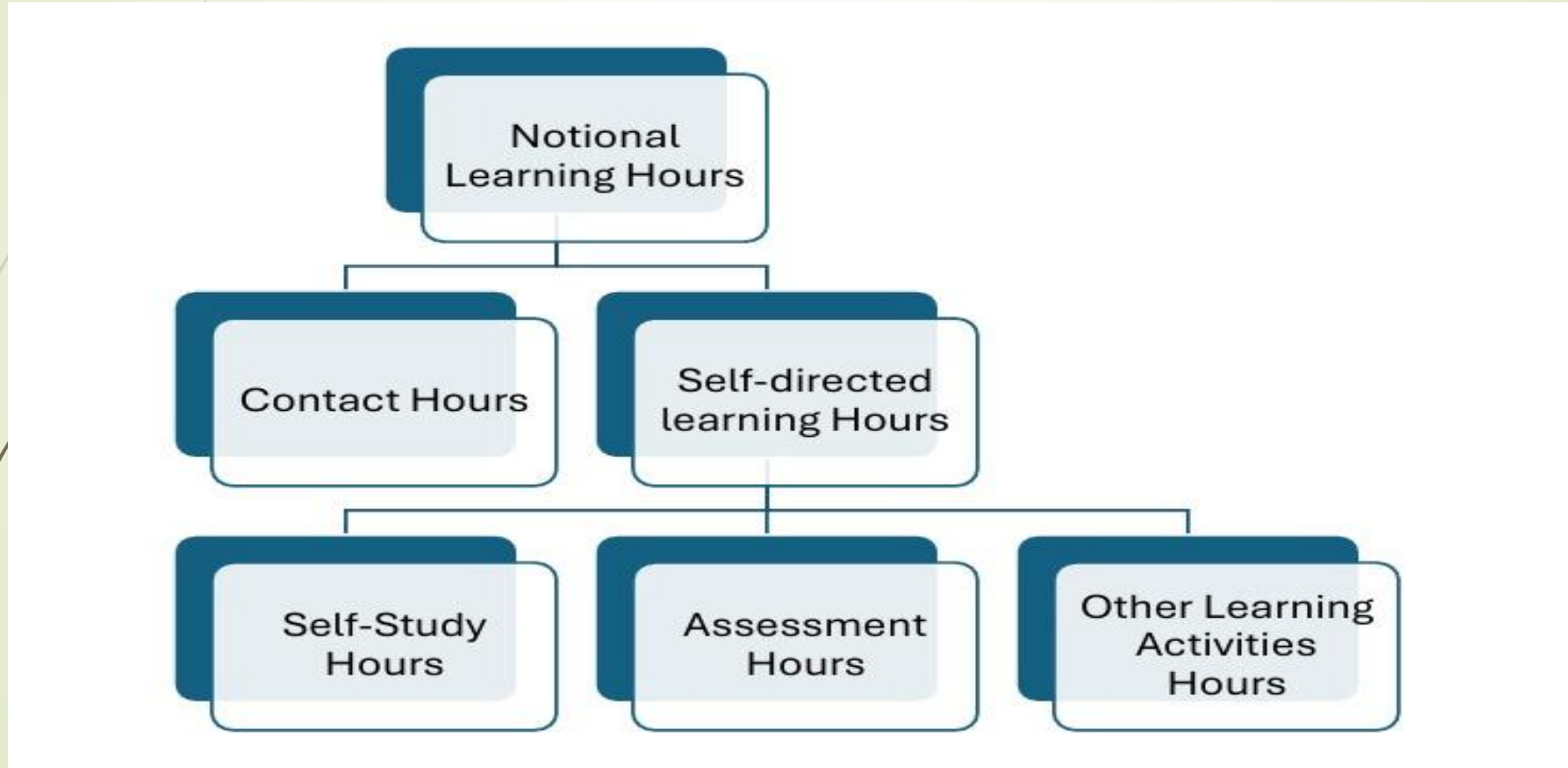


Credit Units

- Student workload will be measured in terms of notional hours as opposed to contact hours
- It is generally agreed that $1\text{CU}=10$ notional hours.



Illustration of Notional Hours





Minimum credits for Bachelors Programme

1. Bachelors programme range from 3 – 5 years in Uganda (6 – 10 Semesters)
2. Each Semester is made of 15 weeks
3. For the 15 weeks at an average of 40 notion hours a week, for a whole year, the 30 weeks yields 1200 hours
4. Going by regional practices, 1 CU = 10 Notion hours
5. Therefore 1200 notion hours = 120 Credits
6. That means a year will have a minimum credits of 120 CU.
7. For a 3 year programme, the minimum credit is 360 CUs(4 year is equiv to 480 CUs, Five years is 600).



Credit Accumulation and Transfer System



- a) A mechanism to transfer credits from one education provider to another.
- b) A learner earn credits from different related study programmes and still be in position to qualify for a desired academic award.
- c) CATS is a common practice in schools but not pronounced as such.
- d) HEIs are already implementing the CATS.



RECOGNITION OF PRIOR LEARNING

- a) RPL is the process where a person's skills, knowledge and other competencies acquired in various contexts are assessed and formally recognized.
- b) The basic principle underlying RPL is the acknowledgement that people continuously learn, whether such learning takes place formally at an educational institution, or informally at the place of work or through life experience.



RECOGNITION OF PRIOR LEARNING (RPL)

- a) RPL provides an alternative pathway to formal education and training and it facilitates multi entry-exit between education systems and the labour market.
- b) RPL shall have a central place within the UNQF



Documentation of RPL in Uganda

1. Transfer of students from one school to another
2. Mature Age Entrance Examination Scheme.
3. Grant of Exemptions.
4. Accelerated Education and Training Programmes (BED programmes for teachers, Completion Programmes in Health).
5. Recognition of Military qualifications to academic qualifications
6. Competence Based Assessment
7. The UNESCO Passport
8. The USEEP Project



Benefits of RPL

- a) Increased skilled and certified workforce
- b) Equity: Giving everyone an opportunity to have their knowledge, skills and competencies formally recognized no matter where, how they were acquired;
- c) Multiple Entry end Exits; helps to transit from informal and non-formal to formal learning systems



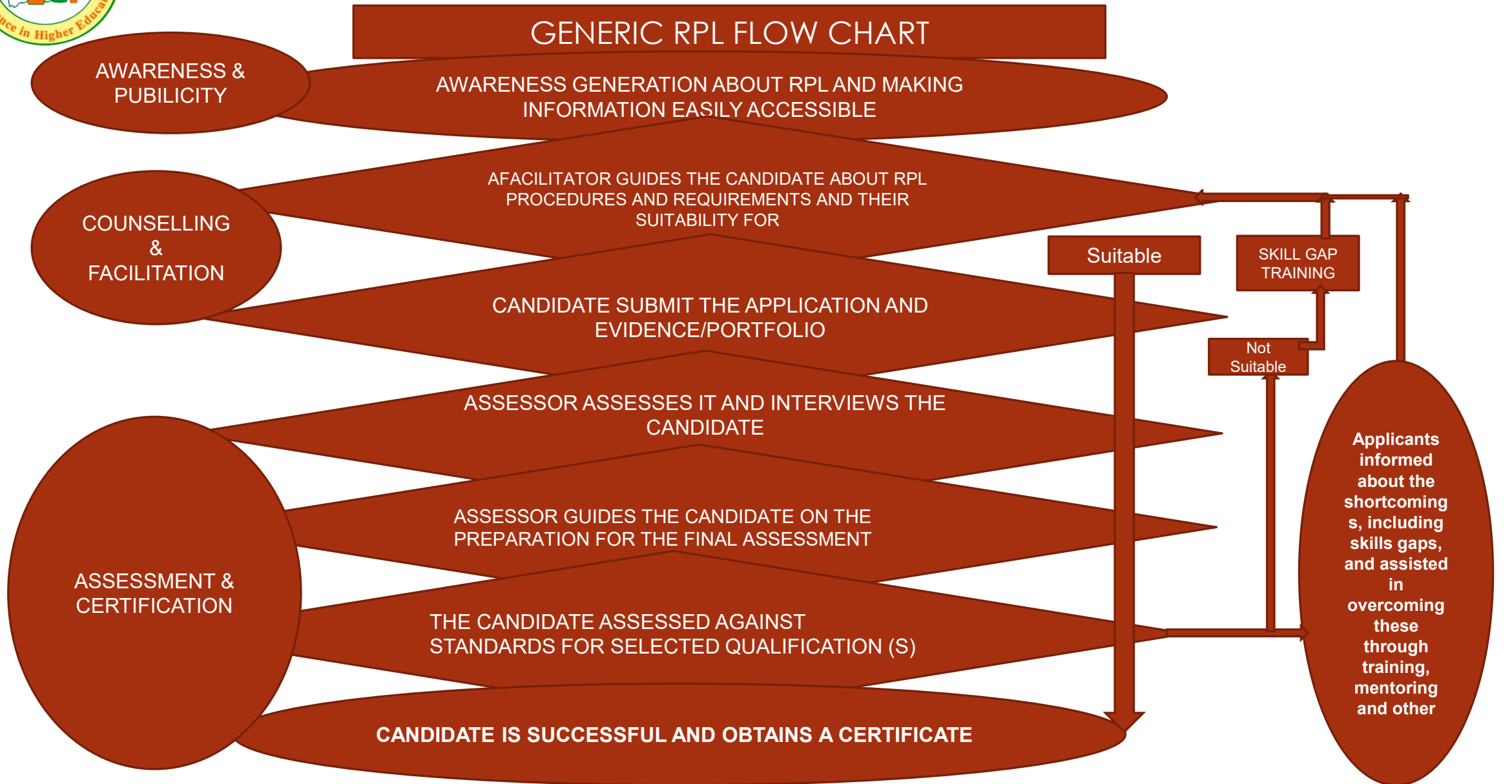
Benefits of RPL... cont

- a) Promoting lifelong learning
- b) Promoting linkage and partnerships between the academia and the world of work;
- c) Increasing motivation and interest in workplace based training



RPL Process Management Framework

GENERIC RPL FLOW CHART





Qualifications Register

- One of the key deliverables of the UNQF is the creation of National Qualifications Register
- A qualifications register is
 - a valuable tool for promoting transparency, trust, and mobility within the education and training landscape.
 - Provides a secure and accessible platform for verifying and authenticating qualifications.
 - Helps to minimize qualifications fraud.
 - Fosters national, regional and international comparability and recognition of qualifications
 - Promotes international recognition and marketability of education providers
 - a Qualifications Quality assurance Tool. Only Quality assured qualifications will appear on the register



THANK YOU

