



ZAMBIA QUALIFICATIONS FRAMEWORK LEVEL DESCRIPTORS

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LIST OF ABBREVIATIONS AND ACRONYMS

ICT	Information Communications and Technology
NQF	National Qualifications Framework
TEVET	Technical Education Vocational Entrepreneurship Training
ZAQA	Zambia Qualifications Authority
ZQF	Zambia Qualifications Framework

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EXECUTIVE SUMMARY

A Qualifications Framework is an instrument for the development, classification and recognition of knowledge, skills and competencies along a continuous series of agreed levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes.

The Qualifications Framework indicates the comparability of different qualifications and how one can progress from one level to another, within and across occupations, industrial sectors, vocational and academic fields.

The scope of the Zambia Qualifications Framework (ZQF) comprehensively covers all learning achievements and pathways. The ZQF provides a basis for improving the quality, accessibility, linkages and public or labour market recognition of qualifications within Zambia and internationally.

The value of the ZQF lies in its potential to contribute to policy goals such as lifelong learning, recognition of skills, or improving the quality of education and training. Therefore its design is related to the goals which it supports and to the context in which it operates.

The ZQF integrates three sub-frameworks namely General Education, Trades and Occupation, and Higher Education. It further assigns ten (10) levels of qualifications to the national framework. The ten (10) levels are defined by learning outcomes which are in the form of qualification descriptors.

Qualification descriptors prescribe the learning outcomes of each qualification. The descriptors are competence based and describe learning outcomes in terms of foundational, practical and reflexive competences. They provide clear points of reference at each level, and describe outcomes that cover the great majority of existing qualifications. The framework has the flexibility to accommodate diversity and innovation, and to accommodate new qualifications as the need for them arises.

1.0 INTRODUCTION

1.1 Background

The Zambia Qualifications Authority Act No. 13 of 2011 was enacted by the Government of the Republic of Zambia to “*provide for the development and implementation of a national qualifications framework; establish the Zambia Qualifications Authority; provide measures to ensure that standards and registered qualifications are internationally comparable; and provide for matters connected with, or incidental to the foregoing*”.

The Authority shall, with the approval of the Minister, develop and implement a National Qualifications Framework for the classification, accreditation, publication and articulation of quality assured national qualifications.

In order to achieve the objectives of the Framework, The Authority shall:

- 1.1.1 Develop and implement policy and criteria for the development, accreditation and publication of qualifications and part qualifications, after consultation with the appropriate authority;
- 1.1.2 Accredite a qualification or part-qualification recommended by an appropriate authority if it meets the relevant criteria;
- 1.1.3 Publish an annual list of the prescribed standards and qualifications of the sub-frameworks.

2.0 NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

This is a structure of defined and nationally accredited qualifications, which are awarded at different levels characterised by defined learning outcomes. It indicates the interrelationships of the qualifications and how one can progress from one level to another. A NQF provides for the classification, accreditation, publication and articulation of quality assured national qualifications. A NQF, therefore, is the route through which the country brings education and training together in a single unified system.

3.0 THE ZAMBIA QUALIFICATIONS FRAMEWORK (ZQF)

The Zambia Qualifications Framework (ZQF) is the NQF for Zambia. It is a single integrated system comprising three (3) co-ordinated qualifications sub-frameworks, for:

- 3.1. General and further education and training, contemplated in the Education Act No.23 of 2011;
- 3.2. Trades and Occupations, contemplated in the Technical Education Vocational Entrepreneurship Training (TEVET) Act No. 13 of 1998 and the Apprenticeship Act, Cap 275;
- 3.3. Higher Education, contemplated in the University Act No. 11 of 1999 and the Higher Education Act No. 4 of 2013; and
- 3.4. Continuous Professional Development, that cuts across the first three.

The ZQF is further organised into ten (10) qualification levels from Grade 7 Certificate at Level 1 through to Doctoral Degree at Level 10 as shown in Table 1. Each level is described by a statement of learning achievement known as a level descriptor.

The level descriptor provides a generic indication of learning achievements or outcomes that are appropriate to a qualification at that level. Under this framework the relevant level descriptor and related quality assurance process are managed by the appropriate authority in charge of the particular sub-framework.

The ZAQA's role in this respect is to recognise the Awarding and Quality Assurance Bodies based on supporting legal provisions and compliance to requirements. The ZAQA has the preserve for the final articulation of the ZQF qualifications.

4.0 THE SCOPE OF THE ZAMBIA QUALIFICATIONS FRAMEWORK

The ZQF applies to all qualifications awarded in Zambia from Primary school to University level education and are prescribed by descriptors from levels 1 to 10 of the Framework.

5.0 OBJECTIVES OF THE ZAMBIA QUALIFICATIONS FRAMEWORK

As provided by the ZAQA Act No.13 of 2011, the objectives of the ZQF are to:

- 5.1 create a single integrated national framework for learning achievements;
- 5.2 facilitate access to, and mobility and progression within, education, training and career paths;
- 5.3 enhance the quality of education and training;
- 5.4 promote education, training and employment opportunities;
- 5.5 contribute to the full personal development of each learner and the social and economic development of the nation; and
- 5.6 develop, foster and maintain an integrated and transparent national framework for the recognition of learning achievements; and ensure that educational qualifications meet appropriate criteria, and are internationally comparable.

6.0 THE ZAMBIA QUALIFICATIONS FRAMEWORK AND ITS LEVELS

The framework defines the outcomes of progression of learning as presented in Table 1. To convey the relative position of levels of achievement and/or qualifications, each level is assigned a number. Each level is illustrated by a qualification descriptor for the typical qualification awarded at that level. Each qualification type is determined by reference to the relevant qualification descriptor. Each framework level is deliberately broad to provide flexibility for the development of new qualifications.

The goal of the ZQF is to describe each level's learning outcomes in terms of foundational competence based on knowledge, practical competence based on skills and reflexive competences based on the application of knowledge and skills.

7.0 LEVEL DESCRIPTORS

Level descriptors prescribe the learning outcomes of each qualification. The descriptors prescribed here are competence based and describe learning outcomes in terms of foundational, practical and reflexive competences. They provide clear points

of reference at each level, and describe outcomes that cover the great majority of existing qualifications. However, the framework has the flexibility to accommodate diversity and innovation, and to accommodate new qualifications as the need for them arises.

7.1. Foundational Competence

Foundational Competence is based on knowledge. Knowledge is what a graduate comprehends and assimilates. This part will be of particular interest to those designing, approving and reviewing academic programmes. They will need to be satisfied that for any programme, the curriculum and assessments provide all learners with the opportunity to achieve, and to demonstrate achievement of the outcomes. It is described in terms of depth, breadth, kinds of knowledge and complexity, as follows:

- 7.1.1. depth of knowledge can be general or specialised;
- 7.1.2. breadth of knowledge can range from a single topic to multi-disciplinary area of the knowledge;
- 7.1.3. kinds of knowledge range from concrete to abstract, from segmented to cumulative;
- 7.1.4. complexity of knowledge refers to the combination of kinds, depth and breadth of the knowledge.

7.2. Practical Competence

Practical Competence is based on skill developed. Skills are what a graduate can do. It will be of assistance to employers, and others with an interest in the general capabilities of holders of the qualification. Skills are described in terms of the kinds and complexity of skills and include:

- 7.2.1 Cognitive and creative skills involving the use of intuitive, logical and critical thinking;
- 7.2.2 Technical (psychomotor) skills involving dexterity and the use of methods, materials, tools and instruments;
- 7.2.3 Communication skills involving written, oral, literacy and numeracy skills;
- 7.2.4 Interpersonal skills and generic skills.

7.3. Reflexive Competence

Reflexive Competence is the application of knowledge and skills. Specifically:

- 7.3.1. Application is generally expressed in terms of autonomy, responsibility, accountability and ability to adapt to changes.
- 7.3.2. Context may range from the predictable to the unpredictable, and the known to the unknown, while tasks may range from routine to non-routine.

Table 1: Qualification Levels and the Sub-frameworks of the ZQF

ZQF Level	General Education		Trades and Occupations (TEVET)	Higher Education	
10				Doctorate Degree	
9				Master's Degree	
8				Post-Graduate Diploma	
7				Bachelor's Degree (Honours)	
				Bachelor's Degree (Ordinary)	
6				Diploma	
5				Level 5 Certificate	
4				Level 4 Certificate	
3				Level 3 Certificate	
2				B	
	A	Junior Secondary Education Certificate (Grade 9)			
1	Primary Education Certificate (Grade 7)				
Quality Assurance	Quality Assurance Bodies established by Acts of Parliament in Zambia				
Qualifications	The Zambia Qualifications Authority				

Notes to table1:

1. *Some levels may have sub-levels within themselves.*
2. *Each level on the framework is described by a statement of learning achievement known as level descriptor. A level descriptor provides a generic indication of learning achievements or outcomes that are appropriate to a qualification (professional or academic) at that level.*
3. *A professional qualification is a level of achievement which shows that someone has successfully completed a programme of study which allows him/her to work in one of the professions. This is generally awarded by a professional body in line with its charter and/or regulation. The purpose is to impart knowledge, skills, values and practical experience to the learner to enable the learner apply the knowledge in a particular manner, in a profession.*
4. *An academic qualification is a level of achievement which involves the study of a subject with scholarly discipline and may include research. The purpose is to impart knowledge, skills and values of a subject to a learner.*
5. *Continuous Professional Development (CPD) can be undertaken within the levels of the Framework*
6. *Ordinary and Honours Bachelor's degrees are distinguished by the level of performance. This is illustrated in Table 2 below.*

Table 2: Classification of *Zambian Ordinary and Honours Bachelor's degrees*

Zambian Class		British Class	American GPA	European (Grade)
<i>Honours</i>	<i>Distinction</i>	<i>First</i>	<i>4.0</i>	<i>I</i>
	<i>Merit</i>	<i>Upper Second</i>	<i>3.33 – 3.67</i>	<i>II.1</i>
	<i>Credit</i>	<i>Lower Second</i>	<i>3.0</i>	<i>II.2</i>
<i>Ordinary</i>	<i>Pass</i>	<i>Ordinary</i>	<i>2.0 – 2.3</i>	<i>III</i>

7.4. Qualification Types

Qualification types that are recognised on the ZQF are listed in Table 3:

Table 3: Typical Qualification Types Recognised on the ZQF

Level	Typical Qualification Type
Level 10	Doctorate Degree
Level 9	Master's Degree
Level 8	Post Graduate Diploma
Level 7	Bachelor's Degree (Honours) Bachelor's Degree (Ordinary)
Level 6	Diploma
Level 5	Level 5 Certificate
Level 4	Level 4 Certificate
Level 3	Level 3 Certificate
Level 2 B	Senior Secondary Education Certificate (Grade 12)
Level 2 A	Junior Secondary Education Certificate Grade 9
Level 1	Primary Education Certificate (Grade 7)

8.0 QUALIFICATIONS DESCRIPTORS

8.1. General and further education and training (General Education)

ZQF Level	Foundational Competence	Practical Competence	Reflexive Competence	Standard Duration
1	Primary Education – Grade 7			
	Reading and counting skills Application of basic arithmetic operations Use of common sense, differentiating and arranging of patterns Knowledge and understanding of current affairs and environment.	Reading with understanding, following basic grammar rules when writing and speaking in the official language and a Zambian Language Carrying out basic numerical and calculation activities Recognition and arrangement of patterns and symbols Basic understanding of ICTs Apply basic skills to survive	Literacy, numeracy and measuring skills Basic communicating in an official language Arranging things in order	7 years

ZQF Level	Foundational Competence	Practical Competence	Reflexive Competence	Standard Duration
2 A	Junior Secondary Education – Grade 9 (Assumes all competences described in Primary Education – Grade 7)			
	<p>Carry out processes that are limited in range, are repetitive and familiar.</p> <p>Carry out processes that are employed within closely defined contexts.</p> <p>Knowledge and understanding of the scope and main areas of the subjects.</p> <p>Light detailed knowledge of some key areas which may include some knowledge of current issues in limited specialised areas</p>	<p>Communicate adequately both orally and in writing</p> <p>Apply basic mathematical skills</p> <p>Demonstrate basic ICT skills</p> <p>Demonstrate basic scientific skills</p> <p>Demonstrate vocational skills in specific areas</p> <p>Apply a limited range of knowledge and cognitive skills.</p> <p>Identify and report simple issues and problems</p>	<p>Apply ideas in directed activity, under close supervision and with no responsibility for the work or learning of others.</p> <p>Apply knowledge and skills to demonstrate limited judgement in highly structured and stable contexts within narrow parameters</p>	2 years from previous level

ZQF Level	Foundational Competence	Practical Competence	Reflexive Competence	Standard Duration
2 B	Senior Secondary Education - Grade 12 (Assumes all competences described in Junior Secondary Education – Grade 9)			
	<p>Carry out processes in a moderate range.</p> <p>Carry out processes that are familiar, and established.</p> <p>Offer clear choices of routine responses.</p> <p>Foundational knowledge for everyday life, further learning and preparation for initial work</p> <p>Familiarity and understanding of a range of the essential theories, principles and concepts and an awareness of major issues at the forefront of the subjects.</p>	<p>Communicate efficiently and effectively in both speech and writing;</p> <p>Understand, interpret, and apply mathematical, scientific and technological concepts</p> <p>Apply the knowledge, skills, positive attitudes and value systems in vocational, other career environments and general life</p>	<p>Apply information in directed activity, under general supervision and control of quality.</p> <p>Take responsibility for quality and quantity.</p> <p>Guide others.</p> <p>Apply knowledge and skills in highly structured and stable contexts.</p>	3 years from previous level

8.2. Trades and Occupation (TEVET)

ZQF Level	Foundational Competence	Practical Competence	Reflexive Competence	Standard Duration
3	Level 3 Certificate – This level also caters for prior learning outside the formal school system			
	<p>Possession of a well-developed range of skills.</p> <p>Apply relevant knowledge with underpinning comprehension in a number of areas.</p> <p>Demonstrate ability to compare and interpret ideas, concepts and data.</p> <p>Demonstrate factual and theoretical knowledge of a specific area of work and learning.</p> <p>Gather, analyse and present ideas, concepts and data that are core to the subject(s).</p>	<p>Operate in a number of contexts.</p> <p>Make appropriately choices from a wide range of situations.</p> <p>Demonstrate technical and procedural knowledge of a specific area of work and learning</p> <p>Co-ordinate and complete activities.</p> <p>Solve problems contextually to predictable and sometimes unpredictable problems</p> <p>Communicate accurately and reliably using a range of techniques and tools.</p>	<p>Take responsibility for quantity and quality of output under general supervision in varied contexts.</p>	<p>At least 1 year</p>

ZQF Level	Foundational Competence	Practical Competence	Reflexive Competence	Standard Duration
4	Level 4 Certificate (assumes all competences described in Level 3 certificate)			
	<p>Possession of wide-ranging technical skills.</p> <p>Possession of knowledge base incorporating theoretical concepts.</p> <p>Ability to access, analyse and evaluate information.</p> <p>Effectively deploy essential materials, techniques and practices to problem solving.</p>	<p>Operate in varied contexts with guidance.</p> <p>Apply a range of options to solve problems efficiently and contextually.</p> <p>Select solutions from a considerable choice of options.</p> <p>Analyse information to complete a range of activities.</p>	<p>Responsibility for quantity and quality of output.</p> <p>Responsibility for the quantity and quality of output of others in a given context.</p> <p>Autonomously take responsibility for quantity and quality of output under general supervision in varied contexts.</p>	2 years after Level 2 B or 1 year after Level 3

ZQF Level	Foundational Competence	Practical Competence	Reflexive Competence	Standard Duration
5	Level 5 Certificate (assumes all competences described in Level 4 certificate)			
	<p>Possession of a range of specialised technical skills.</p> <p>Possession of theoretical and technical knowledge of a specific area of work.</p>	<p>Operate in a variety of contexts under limited supervision.</p> <p>Interpret information from a wide choice of options of solutions</p> <p>Plan or select information, methods or resources.</p> <p>Present information and transfer skills</p>	<p>Full responsibility for the nature, quantity and quality of output.</p> <p>Supervisory responsibility for the achievement of group output.</p> <p>Autonomously take responsibility for quantity and quality of output with limited supervision in varied contexts.</p>	<p>2 ½ years after Level 2 B or 1½ year after Level 4</p>

ZQF Level	Foundational Competence	Practical Competence	Reflexive Competence	Standard Duration
6	Diploma (assumes all competences described in Level 5 certificate)			
	<p>Possession of specialised knowledge, professional or technical skills and basic research across a major discipline or areas of practice.</p> <p>Ability to analyse, evaluate, reformat and disseminate a wide range of information and concepts leading to generation of ideas.</p>	<p>Operate in highly variable technical or professional contexts to well-defined activities.</p> <p>Select from a wide choice of options often in non-standard combinations in a major discipline.</p> <p>Diagnose problems and create appropriate responses to resolve problems in a range of technical and professional functions.</p> <p>Present information and transfer skills through delegation to others.</p>	<p>Ability to develop existing skills and acquire new competencies to enable assumption of limited responsibility within organizations.</p> <p>Ability to exercise personal responsibility and decision-making.</p> <p>Complete accountability for determining and achieving personal and/or group output.</p> <p>Self-direction at work and learning.</p>	<p>3 years after Level 2 B, or 2 years after Level 4 or 1½ year after Level 5</p>

8.3. Higher Education

ZQF Level	Foundational Competence	Practical Competence	Reflexive Competence	Standard Duration
7	Bachelor's Degrees			
	<p>Knowledge and critical understanding of well-established principles of and emerging issues in the area of study, and of the way in which those principles have developed.</p> <p>Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in varied contexts.</p> <p>Possession of a systematic, extensive and comparative knowledge and understanding of the subject(s) as a whole and its links to related subject(s).</p> <p>Knowledge of the main areas of enquiry in the field of study and ability to critically evaluate the appropriateness of different approaches to solving problems.</p> <p>Understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p>	<p>Apply a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems.</p> <p>Effectively communicate information, arguments, and analysis, in a variety of forms, to various audiences.</p> <p>Present information and transfer knowledge, skills and values to others through delegation and practice</p> <p>Acquire skills needed to study further with a high level of autonomy.</p> <p>Systematically establish and address personal learning needs.</p>	<p>Develop existing skills and acquire new competencies to enable assumption of significant responsibility within organizations.</p> <p>Exercise personal responsibility, initiative and decision-making in complex and unpredictable contexts.</p> <p>Autonomy, well developed judgement, adaptability and responsibility as a practitioner or learner.</p> <p>Demonstrate some originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments.</p>	4 - 7 years after Level 2B

ZQF Level	Foundational Competence	Practical Competence	Reflexive Competence	Standard Duration
8	Post Graduate Diploma			
	<p>A systematic understanding of key aspects of the field of study, including acquisition of coherent and detailed current and new knowledge.</p> <p>Accurately deploy established techniques of analysis and enquiry within a discipline.</p> <p>Conceptual understanding that enables description and commentary on particular aspects of current research, or equivalent advanced scholarship, in a discipline.</p> <p>Demonstrated appreciation of the uncertainty, ambiguity and limits of knowledge.</p>	<p>Apply the methods and techniques learnt to review, consolidate and extend understanding in order to initiate and carry out projects.</p> <p>Evaluate arguments, assumptions, abstract concepts and data, to make judgements and to frame appropriate questions to achieve a solution, or to identify a range of solutions, to a problem.</p> <p>Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p> <p>Devise and sustain arguments for solving problems</p> <p>Manage self-learning, and make use of scholarly reviews and primary sources.</p>	<p>Possesses qualities and transferable skills necessary for utilisation in varied contexts requiring:</p> <ul style="list-style-type: none"> • The exercise of initiative and personal responsibility; • Decision-making in complex and unpredictable contexts; <p>Undertake further study and/or training.</p>	1 year after level 7

ZQF Level	Foundational Competence	Practical Competence	Reflexive Competence	Standard Duration
9	Master's Degree			
	<p>A comprehensive and systematic understanding of key aspects of the field of study, academic discipline or area of professional practice including acquisition of coherent and detailed current and new knowledge.</p> <p>Accurately deploy established techniques of analysis and enquiry within a discipline.</p> <p>Advanced knowledge and application of research principles and methods applicable to the field of work or learning.</p>	<p>Systematically and creatively deal with complex issues.</p> <p>Make sound judgements in the absence of complete data.</p> <p>Autonomously plan and implement tasks.</p> <p>Analyse critically, reflect on and synthesise complex information, problems, concepts and theories</p> <p>Originality in developing or applying ideas in varied contexts.</p> <p>Evaluate methodologies and develop techniques of them and, where appropriate, propose new hypothesis.</p> <p>Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p> <p>Manage self-learning, and make use of scholarly reviews and primary sources.</p>	<p>Possesses qualities, ethics and transferable skills necessary for utilisation in varied contexts requiring:</p> <ul style="list-style-type: none"> • The exercise of initiative and personal responsibility • Decision-making in complex and unpredictable situations. • Independent learning ability required for continuing professional development. • Enquiry reasoning. <p>Undertake further study and/or training.</p> <p>Autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.</p>	1½ to 2 years after Level 7

ZQF Level	Foundational Competence	Practical Competence	Reflexive Competence	Standard Duration
10	Doctorate Degree			
	<p>Systematic acquisition and understanding of a substantial and complex body of knowledge which is at the forefront of an academic discipline or area of professional practice.</p> <p>Creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extending the forefront of the discipline, and merit publication.</p>	<p>Create, conceptualise, design and implement an investigation for the generation of new knowledge and/or adjust the design of the investigation in the light of unforeseen problems.</p> <p>Make expert judgements on complex issues in specialized fields, often in the absence of complete data, and communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences.</p> <p>Undertake pure/applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.</p>	<p>Possess qualities, ethics and transferable skills necessary for utilisation in varied contexts requiring the exercise of full personal responsibility and largely autonomous initiative in complex and unpredictable situations.</p> <p>Demonstration of intellectual independence, authoritative judgement, adaptability and responsibility as an expert and leading practitioner or scholar.</p> <p>Undertake extended learning with a view to continuous generation of new knowledge.</p>	A minimum of 3years

GLOSSARY OF TERMS

Term	Meaning in the context of the ZQF
A	
Access	The right of qualified candidates to apply for and to be considered for admission.
Assessment	The sum of methods and processes used to evaluate the attainments (knowledge, know-how, skills and competencies) of an individual and leading to a certification.
C	
Certificate	A document stating that a learner has earned a qualification from an accredited institution or an awarding body. A qualification from an accredited institution at Levels 1 to 5 of the ZQF.
Certification	A process of formally validating knowledge, know-how, skills and competencies acquired by an individual, following a standard assessment procedure.
Competence	Proven ability to use knowledge, skills, personal, social and methodological abilities in work or study situations and in professional and/or personal development. Competence includes: i) <u>Foundational</u> competence involving the use of theory and concepts, as well as informal tacit knowledge gained through experience; ii) <u>Practical</u> competence representing those things that a person should be able to do when they are functioning in a given area of work, learning or social activity; iii) <u>Reflexive</u> competence involving the possession of certain personal and professional values.
Continuing Professional Development	The means by which persons at work maintain, improve and broaden their knowledge and skills and develop personal qualities required in their professional lives.
Curriculum	A comprehensive description of a study programme, which includes learning objectives or intended learning outcomes, contents and assessment procedures, as well as arrangements for training teachers and trainers.
D	
Degree	A qualification from an accredited institution, at level 7, 9, and 10 of the Zambia Qualifications Framework.
Descriptors	A set of criteria defining the knowledge, skills and competencies required.
Level Descriptors	Specifications of generic standards or intended learning outcomes with regard to a certain level on the Zambia Qualifications Framework.

Diploma	A qualification from an accredited institution, at level 6 of the Zambia Qualifications Framework.
Discipline	A particular area or subject of study provided by a training provider.

E	
Entrepreneurship	The ability of setting up business and business deals.

F	
Qualifications Framework	Definition of levels of qualifications based on common descriptors (knowledge, skills and competencies) and the correspondent levels of learning outcomes achieved.
Formal Learning	Learning that occurs in an organised or structured environment and is explicitly designated as learning in terms of objective, time and resources, and leading to certification.

I	
Informal Learning	Learning resulting from daily activities related to work. It is not organised or structured in terms of objectives, time or learning support.
Innovation	The implementation of creative ideas or new products.

K	
Know-how	Capability for problem solving based on experience.
Knowledge	The outcome of assimilation of information through learning. It is the body of facts, principles, theories and practices that is related to a field of study or work.

L	
Learning	A cumulative process where individuals gradually assimilate increasingly complex and abstract entities and/or acquire skills and wider competencies. This takes place in both formal and informal learning settings.
Learning Outcome	The set of knowledge, skills and competencies that an individual has acquired and is able to demonstrate after completion of a learning process.
Level	A threshold standard of achievement in a Qualifications Framework.
Lifelong Learning	All learning activity undertaken throughout life, with the objective of improving knowledge, skills and/or qualifications for personal, social and/or professional reasons.

N	
National	Pertaining to The Republic of Zambia.
National Qualification	A nationally recognised qualification.
National Qualifications Framework	A national system for the classification of qualifications according to a set of criteria and levels of learning achieved.

O	
Occupation	A set of jobs whose main tasks and duties are characterised by a high degree of similarity.

P	
Post Graduate Diploma	A qualification from an accredited institution, at Level 8 of the Zambia Qualifications Framework.
Profession	An occupation which characterises and corresponds to a specific sector.

Q	
Qualification	An award granted for successful completion of a programme of study and is the formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved pre-determined learning outcomes to pre-determined standards.
Qualifications Framework	An instrument for the development and classification of qualifications according to a set of criteria and levels of learning achieved.
Quality	Inherent or distinctive characteristics or properties of a process denoting degree of achievement or excellence.
Quality Assurance	The process by which an institution maintains the quality of its provision through planned and systematic methods and actions.

R	
Recognition	The process of granting official status to skills and competencies either through the award of certificates or through the grant of equivalencies, including the acknowledgement of the value of skills and competencies by economic or social stakeholders.

S	
Sector	A definition of an economic activity.
Skill	The knowledge and experience needed to perform a specific task or job.
Stakeholder	A person or organisation that has legitimate interest in a concept, programme, project or entity.

T	
Training	Systematic instruction and programmes of activities and learning for the purpose of acquiring skills for particular occupations.

V	
Validation	The process of assessing and recognising conformity or compliance with established standards.