



GUIDELINES FOR THE REGISTRATION AND ACCREDITATION OF QUALIFICATIONS ON THE ZAMBIA QUALIFICATIONS FRAMEWORK

JUNE 2023

List of Abbreviations and Acronyms

CEO Chief Executive Officer

TEVET Technical Education, Vocational and Entrepreneurship Training

ZAQA Zambia Qualifications Authority

ZQF Zambia Qualifications Framework

Contents

1.0	Introduction.....	4
2.0	Criteria for Registration and Accreditation of Qualifications on the ZQF	5
3.0	Application Procedures for Registration and Accreditation of Qualifications on the ZQF	16
4.0	Evaluation of Qualifications for Registration and Accreditation on the ZQF	17
5.0	Decision-Making	19
6.0	Communication	20
7.0	Appeals Procedure.....	20
8.0	Publishing of Registered and Accredited Qualifications	21
9.0	Status of Qualifications on the Zambia Qualifications Framework	21
10.0	Review of Guidelines	22
	APPENDIX 1.....	23
	APPENDIX 2.....	24
	GLOSSARY OF TERMS.....	25

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 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 after consultation with the Appropriate Authority;
- 1.1.2 Accredite a qualification recommended by an Appropriate Authority if it meets the relevant criteria;
- 1.1.3 Publish an annual list of prescribed standards and accredited qualifications of the sub-frameworks (General Education, Trades and Occupations and Higher Education).

1.2 Mandate

The Zambia Qualifications Authority (ZAQA) has the mandate to develop and manage the Zambia Qualifications Framework (ZQF). The ZAQA will coordinate outputs of relevant Awarding and Quality Assurance Bodies who are responsible for the various parts of the education and skills training system of Zambia. Qualifications are generated from a number of sources. Among these are the following:

- 1.2.1 Government Ministries, seeking knowledge and skills necessary for the attainment of sectoral development objectives;
- 1.2.2 Education and Training Institutions, recognising, and reacting to existing knowledge and skills gaps or projected education and skills requirements;
- 1.2.3 Industry, seeking knowledge and skills for improved productivity and product development;
- 1.2.4 Professional Associations, recognising new developments in content of knowledge, skills and competencies in particular disciplines.

1.3 Scope of the Guidelines

This document sets out guidelines for the registration and accreditation of qualifications on the ZQF. Procedures for lodging and evaluation of applications for a qualification to be published as recognized on the ZQF are described. The document is intended to be used by the ZAQA, Appropriate Authorities as defined under the ZAQA Act No. 13 of 2011 and the general public.

These guidelines shall apply to all qualifications that are awarded in Zambia at levels 1-10 of the ZQF. Therefore, this document should be read in conjunction with the *Zambia Qualifications Framework Level Descriptors* document.

1.4 Objectives of the Guidelines

The objectives of these guidelines are to:

- 1.4.1 prescribe criteria for registration and accreditation of qualifications;
- 1.4.2 describe application procedures for registration and accreditation of qualifications;
- 1.4.3 describe evaluation criteria for the registration and accreditation of qualifications;
- 1.4.4 outline feedback procedures on applications for registration and accreditation of qualifications;
- 1.4.5 prescribe the appeals procedure.

2.0 Criteria for Registration and Accreditation of Qualifications on the ZQF

Criteria for registration and accreditation of qualifications on the ZQF are as follows: name of applicant; qualification title; qualification aims; learning outcomes; education and employment pathways; qualification structure; credits and duration of programmes; delivery and learning modes; assessment; stakeholder involvement; entry requirements; qualifications and experience of trainers and assessors; and qualification review period.

These criteria are used in the assessment for registration and accreditation of qualifications. The following criteria are **mandatory**, hence failure to satisfy them renders the qualification as having failed the requirements for registration and accreditation on the Zambia Qualifications Framework (ZQF):

- i) Learning Outcomes;
- ii) Credits and Duration of Programmes; and
- iii) Stakeholder Involvement.

2.1 Name of Applicant

This criterion deals with the eligibility of the applicant to submit the qualification for registration and accreditation on the ZQF.

- 2.1.1 An applicant eligible to submit qualifications for registration and accreditation on the ZQF must either be an Appropriate Authority or a recognised Awarding Body.
- 2.1.2 An application must specify the institution that will award the qualification.

2.2 Qualification Title

This criterion deals with the adequacy and appropriateness of the qualification title.

- 2.2.1 The title of the qualification must provide an accurate indication of its *type and subject area*. The qualification title is used to identify the qualification.
- 2.2.2 The title of any qualification awarded on the basis of successful completion of the qualification, must be consistent with the type of the qualification and the requirements on nomenclature in the general registration criteria of the ZQF.
- 2.2.3 Qualification type and level, appropriate for the qualification's aims and outcomes, must be indicated in the title of the qualification. *For example, Bachelor of Engineering (ZQF Level 7).*
- 2.2.4 The ZQF Level shall be indicated on the award, either at the beginning or end of the qualification name, for all qualifications registered and accredited on the ZQF.

Guidance:

- 1) Specific guidance on determining the most appropriate type and level of a qualification is provided in *Qualification Descriptors on the Zambia Qualifications Framework* document. The document sets out qualification types on the ZQF with level descriptors for each of the 10 levels.
- 2) A qualification must be assigned one of the levels on the ZQF. The level assigned must provide a best match between the level descriptors and the outcomes of the qualification.
- 3) A qualification title at levels 1-10 must indicate the qualification type, a designator and, if required, a qualifier. The level of the qualification should be included in brackets.
- 4) Designators should identify the main disciplinary emphasis of the qualification and must:
 - a) have a wide national or international acceptability; or
 - b) be necessary for national or international recognition of that qualification; or
 - c) be a requirement of a professional body formally involved in the approval of the qualification; and

- d) relate to the relevant descriptors on the ZQF.
- 5) Qualifiers may be added to the title of the qualification if this improves the general understanding of the qualification and reflects the level of the qualification. Qualifiers must be placed after the qualification designator (or qualification type in some cases) in brackets (see Table 1 below).

Table 1: Types of Qualifiers to be used for Titles of Qualifications

Qualifiers	Description	Examples
Discipline	May be added to indicate that the qualification has a tighter focus on a sub-field within a discipline.	Bachelor of Engineering (Mechanical) (ZQF Level 7)
Context	May be added to indicate that the qualification outcomes can be met in a range of situations or contexts. The context can be indicated by a suitable qualifier.	Master of Engineering (Mechanical – Research) (ZQF Level 9) Master of Engineering (Mechanical – Taught) (ZQF Level 9)

2.3 Qualification Aims

This criterion deals with the adequacy and appropriateness of the qualification aims.

- 2.3.1 The stated aims must be clearly defined and appropriate to the nature and level of the qualification.
- 2.3.2 The aims must identify the relationship between the qualification and any industrial, academic, professional or community need.
- 2.3.3 The aims must identify why the qualification should be delivered.

2.4 Learning Outcomes

This criterion deals with the adequacy and appropriateness of the learning outcomes.

- 2.4.1 Learning outcomes differ from aims.
- 2.4.2 The learning outcomes must identify what learners should achieve as a result of the qualification.
- 2.4.3 Clear overall learning outcomes shall be stated for the qualification. These should present the overall picture of what the learner is expected to do, be and know as a result of the learning.

- 2.4.4 Clear learning outcomes shall be specified for each course of the qualification. These should present what the learner is expected to do and know as a result of the learning from that particular course.
- 2.4.5 The learning outcomes shall be consistent with the level descriptors in the ZQF and with the aims of the qualification.
- 2.4.6 The learning outcomes shall be in line with the relevant National Occupational Standards.
- 2.4.7 The learning outcomes shall be written starting with active verbs, which illustrate the use of the outcome (e.g. analyse, apply, plan, cost, communicate).
- 2.4.8 A qualification outcome statement, clearly showing the education and employment pathways resulting from achievement of the qualification, must be indicated.

Guidance:

- 1) The learning outcomes present an overall complete and easily understood picture for learners, employers, relevant professional bodies, and other educational organizations of what the graduate is expected to do, be and know, as a result of the learning.
- 2) The learning outcomes:
 - a) must start with the stem: The graduate (of this qualification) will be able to;
 - b) must be written in the form of an active verb which illustrates the use of the outcome (e.g. analyse, apply, plan, cost, communicate);
 - c) must be amenable to assessment directly or indirectly through evidence gathered;
 - d) must contribute to meeting the needs identified in the qualification aims;
 - e) need to apply to all the contexts, where the qualification can be achieved in a variety of contexts;
 - f) must describe a range of functions or scope of practice which a graduate of the qualification is able to perform;
 - g) should state the graduate profile. A graduate profile:
 - comprehensively describes what a person awarded the qualification **must** be able to do, be and know;
 - considers a full range of capabilities and competencies which the graduate will need. The following model is useful for this:

Capabilities:

- Personal (e.g. take responsibility, remain calm under pressure);
- Interpersonal (e.g. work with senior and junior staff effectively, contribute to the team);
- Cognitive (e.g. set and justify priorities, solve problems);

Competencies:

- Role-specific (e.g. technical skills);
 - Generic (e.g. organize work and manage time, literacy and numeracy);
- is written so that each outcome statement in the profile uses descriptors that are at the level of the qualification (e.g. the outcomes of a Level 4 Certificate must align with the definition and characteristics of a graduate of a Level 4 Certificate).

3) Learning outcomes reflect the level of the qualification.

2.5 Education and Employment Pathways

This criterion deals with statements of the education and employment pathways resulting from achievement of the qualification.

2.5.1 The education and employment pathways resulting from achievement of the qualification, must be indicated.

2.5.2 For purposes of these guidelines, education and employment pathways are understood as follows:

i) Education pathway:

An education pathway outlines further learning which a graduate of the qualification can undertake. For example, a Level 3 Certificate can be the first step on a pathway that leads to a Level 6 Diploma. There are general qualifications where an educational pathway may only be broadly defined because it will depend on learners' own preferences and appropriate achievement. However, a minimum expectation is that any level of qualification should prepare a graduate to undertake study at the next Zambia Qualifications Framework level.

ii) Employment pathway:

An employment pathway (formal or informal) identifies areas in which a graduate may be qualified to work, or a contribution they may make to their community. For general or more generic qualifications, it may not be possible to suggest a logical employment pathway because this will depend on learners' own preferences. If this is the case, it must be noted in the application.

2.6 Qualification Structure

This criterion deals with the appropriateness of the structure of the qualification in relation to the aims and learning outcomes.

- 2.6.1 The structure of the qualification shall be appropriate to the aims and learning outcomes.
- 2.6.2 The qualification structure must describe how the courses of a qualification are integrated to provide a balanced and logical qualification. It must demonstrate how the learning outcomes and aims of the qualification will be achieved.
- 2.6.3 The course content of the qualification must be clearly defined and appropriate for the duration of the programme.

2.7 Credits and Duration of Programmes

This criterion deals with the appropriateness of the duration of the programme.

- 2.7.1 The overall qualification duration (i.e. in years, and notional hours) and credits should be clearly indicated in the qualification.
- 2.7.2 Appropriate duration (i.e. in notional hours) and credits must be allocated to each course of the qualification.

Guidance:

- 1) One credit represents 10 notional hours of learning. This learning includes classroom, supervised and self-directed hours, assessment time, workplace training, assignment writing, online learning and fieldwork.
- 2) A normal year of full-time study (including contact hours and self-directed hours) is 1200 notional hours (equal to 120 credits) (refer to Table 2 below). Deviations of $\pm 5\%$ of the total qualification notional hours and credits may be permitted upon providing compelling justification. Unit standards shall not be used for awarding qualifications under the ZQF.

Table 2: Qualification Levels of the ZQF and Duration of Programmes

ZQF Level	Prescribed Standard Duration	General Education		Trades and Occupations (TEVET)	Higher Education
10	3 years after Level 9 (3600 notional hours, 360 credits)				Doctorate Degree
9	1-2 years after Level 7 (1200-2400 notional hours, 120-240 credits)				Master's Degree
8	1 year after Level 7 (1200 notional hours, 120 credits)				Post-Graduate Diploma
7	4-7 years after Level 2B (4800 - 8400 notional hours, 480 - 840 credits)				Bachelor's Degree (Honours)
				Bachelor's Degree (Ordinary)	
6	3 years after Level 2B, or 2 years after Level 4 or 1½ years after Level 5 (3600 notional hours, 360 credits)			Diploma	
5	2½ years after Level 2B or 1½ years after Level 4 (3000 notional hours, 300 credits)			Level 5 Certificate	
4	2 years after Level 2B or 1 year after Level 3 (2400 notional hours, 240 credits)			Level 4 Certificate	
3	1 year (1200 notional hours, 120 credits)	Level 3 Certificate			
2	3 years after Level 2A	B	Senior Secondary Education Certificate (Grade 12)		
	2 years after Level 1	A	Junior Secondary Education Certificate (Grade 9)		
1	7 years	Primary Education Certificate (Grade 7)			

2.8 Delivery and Learning Modes

This criterion deals with the adequacy and appropriateness of delivery and learning modes, given the stated learning outcomes in the relevant ZQF Level Descriptors.

- 2.8.1 Proposed modes of delivery (full-time, part-time, distance or online) shall be clearly stated.
- 2.8.2 Proposed delivery and learning methods (classroom, practical, industrial attachments, etc.) shall be clearly stated.
- 2.8.3 Delivery and learning methods must be appropriate to the nature of the qualification, the learning outcomes and the proposed modes of delivery.
- 2.8.4 Delivery methods should not place learners or the public at any risk (e.g. cultural, emotional or physical), as appropriate.
- 2.8.5 The safety, health and welfare of learners should be addressed and assured during qualification delivery, as appropriate.

2.9 Assessment

This criterion deals with the adequacy of the means of ensuring that assessment procedures are appropriate, given the stated learning outcomes.

- 2.9.1 The assessment criterion shall be clearly specified in relation to the qualification.
- 2.9.2 Assessments must be appropriate for the mode of delivery and learning methods of the qualification.

2.10 Stakeholder Involvement

This criterion deals with stakeholder involvement and consultation in the development of the qualification.

- 2.10.1 Relevant stakeholders representing interests of the academia, industry and professional bodies, that participated in the development of the curriculum, should be identified in the qualification. These should be clearly provided in the form of a list or table with the following content:
 - a) Name of representative/ participant;
 - b) Name of institution;
 - c) Position of representative/ participant;
 - d) Qualifications of representative/ participant;
 - e) Experience of representative/ participant; and
 - f) Contact details of representative/ participant.

2.10.2 The interests of stakeholders should be appropriately addressed. Direct evidence of stakeholder involvement in developing the qualification should be included. The relevance, acceptability and applicability of the qualification for stakeholders should be included in the direct evidence provided.

2.10.3 In the case of community involvement and consultation in the development of qualifications, a Needs Assessment Report highlighting the specific community needs that the qualification would address shall be used as the criteria for registration and accreditation of qualifications on the ZQF.

2.11 Entry Requirements

This criterion deals with the eligibility of the learners to enrol onto the qualification programme, which includes requirements for admission, and recognition of prior learning (RPL)

2.11.1 The entry requirements shall be in conformity with the ZQF Standards (refer to Table 3 below).

2.11.2 The entry requirements shall show how the institution has articulated its RPL policy.

Guidance:

General and specific regulations for admission to the qualification should be clear, comprehensive and fair, and cover the following areas, where appropriate:

- a) Entry requirements should be appropriate to the level of study. They must not pose any unreasonable barriers to entry.
- b) Provisions should be made for awarding credit towards a qualification or exemptions from specific qualification requirements as a result of:
 - i) cross-crediting (from another qualification within the organization);
 - ii) credit transfer (from a qualification awarded by another organization);
 - iii) recognition of prior learning (credits awarded for relevant informal or uncertificated learning). Such provisions shall comply with the ZAQA policy and criteria for recognizing prior learning.

Table 3: Qualification Levels and Prescribed ZQF Entry Requirements

ZQF Level	Prescribed Entry Requirements
Level 1	Open Entry
Level 2A	Level 1
Level 2B	Level 2A
Level 3	Level 2A, 2B or Prior Learning outside formal school system or open entry.
Level 4	Level 2B or Level 3 Certificate
Level 5	Level 2B or Level 4 Certificate
Level 6	Level 2B or Level 5 Certificate
Level 7	Level 2B or Level 5 Certificate or Level 6
Level 8	Level 7
Level 9	Level 7
Level 10	Level 9

2.12 Qualifications and experience of Trainers and Assessors

This criterion ensures that trainers and assessors have relevant qualifications and experience that are higher than the course that they will teach and/or assess.

- 2.12.1 The qualifications and experience of the trainers and assessors should be relevant and appropriate to the qualification.
- 2.12.2 The trainers and assessors must have appropriate qualifications which may be higher than the course the trainer or assessor will teach or assess, respectively or may have appropriate professional ranking.
- 2.12.3 For Level 10 qualifications, the trainers and assessors must have an appropriate Doctorate level qualification, relevant experience or appropriate academic ranking.

2.13 Qualification Review Period

This criterion ensures that the qualification review period has been stated and is in conformity with the ZQF standard

- 2.13.1 All qualifications on the ZQF must be reviewed periodically to ensure that they remain useful, relevant and continue to meet the needs of learners, industry, professional bodies and other stakeholders for which they were initially developed.
- 2.13.2 The review must be completed within a period as specified in Table 4 after registering and accrediting the qualification on the ZQF or the previous review. Factors to be

considered in determining the review period are many (e.g. the rate of change in the industry and the level of the qualification).

- 2.13.3 The ZQF shall use the review period to determine the date for review once the qualification is approved and shall publish this date on the ZAQA website.
- 2.13.4 Appropriate Authorities and recognised Awarding Bodies are responsible for ensuring that the approved qualification is relevant and has current content. The Bodies must undertake a comprehensive review of any qualification, as stipulated in Table 4. This evaluation should include input from relevant stakeholders including industry as well as Professional, Awarding or Quality Assurance Bodies. The reviewed qualification should be submitted to the ZAQA for re-evaluation in line with the review period.
- 2.13.5 A registered qualification must be appropriately and adequately maintained so that it continues to meet the relevant ZAQA criteria.
- 2.13.6 Recognised Awarding and Quality Assurance Bodies must have monitoring processes in relation to maintaining registration and accreditation on the ZQF.
- 2.13.7 On-going accreditation is conditional on an institution demonstrating the appropriate delivery of the qualification.

Table 4: Period of Review of Qualifications

Level	Period
1	5 years
2	5 years
3	2 years
4	3 years
5	4 years
6	5 years
7	6 years
8	6 years
9	6 years
10	6 years

Note: *For programmes lasting more than 5 years, such as Medicine, review should be undertaken in a period of 8 years.*

3.0 Application Procedures for Registration and Accreditation of Qualifications on the ZQF

3.1 Applications

In considering an application, the following shall be taken into account: eligibility; procedure; forms, attachments and fees; performance criteria; and reporting the results of the application.

3.2 Eligibility

Appropriate Authorities or recognised Awarding Bodies are eligible to apply for registration and accreditation of qualifications.

3.3 Procedure

Applicants shall follow the procedure detailed below:

- 3.3.1 submit a completed relevant application form as required (appropriate forms are available at the ZAQA offices or on the ZAQA website);
- 3.3.2 receive acknowledgment of receipt of application within **five** working days of lodging the application.

3.4 Forms, Attachments and Fees

A standard format must be used which presents relevant rules and requirements to be met and provides information, or evidence to be included in the application, to enable decision making on the application.

Guidance

- 1) The standard format of the application form and checklist are available at the ZAQA offices or on the ZAQA website.
- 2) A prescribed fee shall be published by the ZAQA from time to time.

3.5 Reporting Results of an Application

- 3.5.1 A concise explanation of key factors and reasons for a final decision shall be incorporated into a written report and communicated to the applicant.
- 3.5.2 Where the application is rejected, the report shall also include a summary of areas which must be addressed, should the applicant decide to re-submit the application.

4.0 Evaluation of Qualifications for Registration and Accreditation on the ZQF

4.1 Evaluation Procedure

The following evaluation procedure will be utilised:

- 4.1.1 Once the ZAQA receives an application, a ZAQA Evaluator will administratively pre-assess the application to determine if it should be put forward for a panel evaluation.
- 4.1.2 If the pre-assessment indicates that further work is required, the application will be returned to the applicant for further development, with indications of the areas to be addressed.
- 4.1.3 The ZAQA shall constitute an appropriate panel (which may consist of ZAQA staff only) to conduct the evaluation, if there are no other requirements to be fulfilled.
- 4.1.4 The ZAQA shall invite subject matter experts to constitute an evaluation panel.
- 4.1.5 Each application shall be scored against the set criteria.
- 4.1.6 In order to be registered and accredited on the ZQF, a qualification must achieve a minimum overall satisfactory score, as well as satisfactory scores on the mandatory criteria.
- 4.1.7 The ZAQA Secretariat shall prepare a management report based on the reports from the panel of experts with recommendations for accreditation or otherwise.
- 4.1.8 A final report taking into account recommendations of the panel of experts shall be prepared by the ZAQA Secretariat. The report shall set out the key reasons for the decision, explaining the main evidence considered, and how the evidence was interpreted to reach the decision. The reasoning, underpinning judgments and decisions, must be transparent to the reader.

4.2 Evaluation Panel

Members of a panel contribute to the specialist knowledge and skills needed to effectively evaluate qualifications for registration and accreditation. They should have knowledge of current research and best practice, appropriate teaching and assessment methods and the context of the qualification applied for. The composition of a panel will be decided on a case-by-case basis, taking into account the scope of the application.

4.2.1 Composition

The evaluation panel will be made up of but not limited to:

- 4.2.1.1 External Experts in the qualification subject area or ZAQA staff as may be required.
- 4.2.1.2 A ZAQA Evaluator with overall administrative responsibility for the evaluation process.

4.2.2 Characteristics of Panel of Experts

Collectively, the panel of experts shall have the following characteristics:

- 4.2.2.1 Expertise in a field or discipline covered by the application and in the proposed mode of delivery (e.g. distance, full-time, part-time, open learning, online learning, etc.);
- 4.2.2.2 Relevant experience in industry, commerce or professions relevant to the qualification;
- 4.2.2.3 Experience, expertise and familiarity with current practice and developments in teaching, learning, assessment and (where relevant) research supervision and examination at the level of the proposed qualification;
- 4.2.2.4 Ability to make, and credibly explain, impartial judgments about how the proposed qualification compares with similar ones offered elsewhere in Zambia and overseas (where appropriate), and to consider the qualification in a national and international perspective;
- 4.2.2.5 Familiarity with good practice in quality assurance;
- 4.2.2.6 Not have been involved in the development, award or quality assurance of the qualification and must not have any potential conflict of interest;
- 4.2.2.7 Relevant qualifications higher than the qualification being evaluated with the exception of qualifications at Doctorate level. At Doctorate level, the panel of experts should have as a minimum a Doctorate level qualification and relevant experience.
- 4.2.2.8 For qualifications that do not have known experts with higher qualifications, the panel of experts should have at least the same level of qualifications as the qualification being evaluated or an appropriate academic or professional ranking.

4.2.3 Activities of a Panel during Qualification Evaluation

- 4.2.3.1 The ZAQA shall invite the panel of experts to participate in evaluation workshops for purposes of participating in qualification evaluation exercises.
- 4.2.3.2 The ZAQA shall avail the panel of experts with the Guidelines for Registration and Accreditation of Qualifications on the ZQF and the Zambia Qualifications Framework Level Descriptors, prior to commencement of the evaluation workshops, for purposes of familiarisation with the criteria for registration and accreditation of qualifications.
- 4.2.3.3 The ZAQA shall orient the panel of experts on the criteria for registration and accreditation of qualifications, prior to the commencement of the evaluation exercise.
- 4.2.3.4 The panel of experts shall conduct the evaluation exercise in line with the set criteria and thereafter provide a report for each qualification, presenting their

findings and recommending the registration and accreditation of the qualification or otherwise.

4.2.3.5 In the event that it is discovered during the evaluation exercise that certain information is missing which might affect the outcome of the evaluation process, and which ZAQA deems to be easily obtainable from an Appropriate Authority or Awarding Body, ZAQA shall request for such information during the evaluation exercise.

4.2.3.6 The evaluation panel members are required to:

- a) provide their specialist expertise in the evaluation process of the qualification, based on the set evaluation criteria;
- b) make recommendations that contribute to the evaluation report;
- c) comment on and confirm the final evaluation report;
- d) be available to engage in any follow-up evaluation activities that may be required.

5.0 Decision-Making

5.1 The management report prepared by the ZAQA Secretariat, taking into account the recommendations of the evaluation panel, shall be submitted to the Registration and Accreditation Committee for consideration.

5.2 The decision of the Registration and Accreditation Committee may be any one of the following:

5.2.1 **Approval** – where the application meets all the requirements for registration and accreditation;

5.2.2 **Conditional Approval** – where there are some issues in the application that need to be resolved by the applicant.

5.2.2.1 Awarding Bodies are required to have an overall score of at least 75% of the set criteria for a qualification to be registered and accredited on the Zambia Qualifications Framework (ZQF).

5.2.2.2 Awarding Bodies are required to score at least 80% on each of the three mandatory criteria for a qualification to be registered and accredited on the Zambia Qualifications Framework (ZQF).

5.2.2.3 Non-Legacy qualifications will be granted a period of four months whereas legacy qualifications will be given one year within which all areas of improvement should be fully addressed. In this context, *legacy qualifications* refer to qualifications developed prior to the implementation of the ZAQA Statutory Instrument Number 4 of 2018. *Non-legacy qualifications* are those developed after the implementation of the ZAQA Statutory Instrument Number 4 of 2018.

5.2.2.4 If no feedback is provided highlighting how the areas of improvement have been addressed within the stipulated timelines, the qualification will be deregistered.

5.2.2.5 In the event that feedback is provided within the stipulated timelines but it is observed that areas of improvement are not fully addressed, a grace period of one month will be granted within which the outstanding areas must be addressed.

5.2.2.6 If after the one-month grace period either no feedback is provided to ZAQA or it is observed that there still remains areas of improvement yet to be addressed, the qualification will be deregistered.

5.2.3 **Reject** – where the application does not meet the requirements for registration and accreditation.

5.2.4 **De-registration** – where an Awarding Body flouts the terms and conditions of registration and accreditation, such as failure to resubmit conditionally registered and accredited qualifications within the stipulated timelines.

6.0 Communication

6.1 Communication of the decision by the ZAQA regarding an application shall be sent out to the applicant within **seven** working days after the decision is made.

6.2 A concise explanation of key factors and reasons for the final decision will be incorporated into the written report that will be communicated to the applicant.

6.3 Where the application is given conditional approval, the report will also include a summary of areas which must be addressed, within a period of four months.

6.4 Where the application is rejected, the report will also include a summary of areas which must be addressed, should the applicant decide to re-submit the application.

7.0 Appeals Procedure

The appeals procedure shall be as follows:

7.1 The aggrieved party against the decision of the Registration and Accreditation Committee shall submit an appeal to the ZAQA Board through the ZAQA CEO within 30 calendar days from the date of communication of the decision.

7.2 The ZAQA Board shall constitute an Ad Hoc Appeals Committee within 30 calendar days from receipt of an appeal. The Appeals Committee shall comprise experts in the qualification subject area. These shall be independent and shall not include members of the evaluation panel.

- 7.3 The Appeals Committee shall consider the appeal and report its findings to the ZAQA Board within 14 calendar days of the constitution of the Appeals Committee.
- 7.4 The ZAQA Board shall consider the report and communicate its decision on the appeal within seven calendar days after considering the Appeals Committee report.
- 7.5 Where the appellant is not satisfied with the decision of the ZAQA Board, the appellant shall appeal to the Minister within 30 calendar days of the decision of the ZAQA Board.
- 7.6 The decision of the Minister shall be final.

8.0 Publishing of Registered and Accredited Qualifications

The Authority shall, in line with section 9 (2) of the ZAQA Act No. 13 of 2011, publish annually a list of registered and accredited qualifications. The publication list shall include the following details:

- 8.1 Name of the awarding body;
- 8.2 Title (name) of the qualification;
- 8.3 ZQF qualification type;
- 8.4 ZQF level; and
- 8.5 Status of each qualification.

9.0 Status of Qualifications on the Zambia Qualifications Framework

Qualifications on the ZQF shall be assigned one of three kinds of status: ***current, expiring or discontinued.***

- 9.1 Qualifications with **current status** are those in current use and programmes leading to such qualifications are currently being offered by a training institution.
- 9.2 Qualifications with **expiring status** are those:
 - 9.2.1 which are being replaced with a new qualification and for which a decision has been made for them to be discontinued in the future;
 - 9.2.2 which may continue to be available to existing students while they complete the learning programme or training path, but no new students may be enrolled with a time limit for the expiry period, following which they will be assigned discontinued status.
- 9.3 For qualifications with **discontinued status**:
 - 9.3.1 the qualification may no longer be awarded;
 - 9.3.2 learning programmes leading to such qualifications must not be offered.

10.0 Review of Guidelines

These guidelines shall be reviewed every three years. However, review may be undertaken earlier should need arise.

APPENDIX 1

Criteria for registration and accreditation of active legacy qualifications on the ZQF

Active legacy qualifications refer to qualifications that were developed prior to the implementation of the ZAQA SI No. 4 of 2018, are still being awarded, and learning programmes leading to such qualifications are still being offered. The following criteria shall be considered for purposes of registering and accrediting such qualifications on the ZQF:

S/N	Criteria	Will be Assessed or Granted Temporary Waiver
1.	Name of Applicant	Will be assessed
2.	Qualification Title	Will be assessed
3.	Qualification Aims	Will be assessed
4.	Learning Outcomes	Granted temporary waiver on the use of active verbs, objectives instead of outcomes, and stating the education and employment pathways.
5.	Qualification Structure	Will be assessed
6.	Credits and Duration of the Programme	Granted temporary waiver on stating Notional hours, as long as the duration of programme in years is stated.
7.	Delivery and Learning Modes	Will be assessed
8.	Assessment	Will be assessed
9.	Stakeholder Involvement	Granted temporary waiver
10.	Entry Requirements	Will be assessed
11.	Qualifications and Experience of Trainers and Assessors	Will be assessed
12.	Qualification Review Period	Granted temporary waiver

APPENDIX 2

Criteria for registration and accreditation of discontinued legacy qualifications on the ZQF

Discontinued legacy qualifications refer to qualifications that were developed prior to the implementation of the ZAQA SI No. 4 of 2018 and the Guidelines for the Registration and Accreditation of Qualifications on the ZQF, are no longer being awarded, and learning programmes leading to such qualifications are not being offered. The following modalities shall be considered for purposes of registering and accrediting such qualifications on the ZQF:

- 1.1 Recognition Status of the Awarding Body at the time of the award of the qualification** – the Awarding Body should have had the mandate to award qualifications either through an act of parliament, accreditation or recognition by a government agency or relevant ministry at the time of awarding the qualification.
- 1.2 Nomenclature** – the name of the qualification as it was called and conferred upon the learner is what will be registered and accredited on the ZQF. The nomenclature shall not be altered in any way.
- 1.3 Qualification Type** – the type of the qualification, whether certificate, diploma or degree, shall be determined by the Authority by taking into consideration how the Awarding Body treated or graded the qualification.
- 1.4 Submission of the Curriculum** – the Appropriate Authority or recognised Foreign Awarding Body will be required to submit the curriculum of the qualification as affirmation that the qualification did exist.
- 1.5 Payment of Processing fee** – the Appropriate Authority or recognised Foreign Awarding Body will be required to pay a processing fee of K1,000 per qualification regardless of the type and nature of qualification. The fee shall be paid prior to qualifications being submitted for possible registration and accreditation on the ZQF.
- 1.6 Publication of Qualifications** – discontinued legacy qualifications shall be published on a separate list of ‘Discontinued Legacy Qualifications Registered and Accredited on the ZQF’.

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.
Accreditation Body	An independent body that develops training and educational standards, criteria and procedures and conducts expert visits and reviews to assess whether or not those criteria are met.
Accreditation of Institution	A formal published statement regarding the quality of a training institution, based on external assessment.
Accreditation of Programmes	The process by which a learning programme comes to be accepted as being of a satisfactory quality and standard.
Accreditation process	An evaluation or quality assurance procedure, assessing whether a learning programme or institution meets or exceeds the standards required by the accreditation body.
Assessment criteria	A description of what a learner is expected to do, in order to demonstrate that a learning outcome has been attained and to what extent.
Assessor	A person who is qualified and registered to judge competence by examining the evidence that has been presented.
Award	An award conferred, granted or given by an awarding body and which records that a learner has acquired a standard of knowledge, skill or competence.
Awarding Body	A body issuing qualifications formally recognising the achievements of an individual, following a standard assessment procedure.
B	
Benchmarking	A standardised method of collecting and reporting critical operational data in a way that enables relevant comparisons of performance of different organisations or programmes, often to establish good practice.
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.
Contact Hour	A period of 45 to 60 minutes of teaching/learning in which an Instructor/trainer is engaged face to face with a learner or a group of learners.
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.
Continuous Assessment	Assessment conducted on an on-going basis as part of a learning programme and which contributes to the final mark.
Course	A complete study programme or a single component of a study programme.
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.
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.
Distance Learning	Instructional delivery that does not constrain the learner to be physically present in the same location as the instructor.
E	
Employability	A set of achievements (skills, understanding, personal attributes) that make graduates more likely to gain employment and to be successful in their chosen occupations, which benefits themselves, the workforce, the economy and the community.
Entrepreneurship	The ability of setting up business and business deals.
Equivalence	The recognition by a competent authority that a study programme or qualifications awarded by different institutions meet the standards of a certain level in the Zambia Qualifications Framework.
Evaluation	The process of examining and assessing.

Examination	A formal written and/or oral test taken at the end of a learning programme.
F	
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.
Framework of Qualifications	Definition of levels of qualifications based on common descriptors (knowledge, skills and competencies) and the correspondent levels of learning outcomes achieved.
H	
Harmonisation	The process of increasing similarity and comparability of training systems and/or learning outcomes.
I	
Informal Learning	Learning resulting from daily activities related to work. It is not organized or structured in terms of objectives, time or learning support.
Innovation	The implementation of creative ideas or new products.
Instructor	A person who is qualified and registered to deliver training and guide learners through a learning programme.
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.
Learning Programme	Statements, procedures and schedules of what a learner is expected to know, understand and/or be able to do at the end of a period of learning.
Level	A threshold standard of achievement in a Qualifications Framework.
Level Descriptors	Specifications of generic standards or intended learning outcomes with regard to a certain level on the Zambia 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.
M	
Mark	A numerical score given at the end of an assessment process.
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.
Notional Learning Time	The number of hours designated for a particular study programme that an average learner will take to achieve learning outcomes.
O	
Occupation	A set of jobs whose main tasks and duties are characterised by a high degree of similarity.
Occupation Standards	The core parts of an occupation which are generally observed when analysing the same occupation in different contexts.
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.

Recognition of Prior Learning	A process by which individuals can claim and gain recognition towards qualifications on the Zambia Qualifications Framework based on demonstrated learning that has occurred at some time in the past.
Registration	The process of granting official status to a qualification.
S	
Sector	A definition of an economic activity.
Skill	The knowledge and experience needed to perform a specific task or job.
Skills Award	Recognition of 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.
Training Institution	An organisation or premises by or at which regular instruction leading to a qualification is provided or from which such instruction emanates, whether by distance learning or otherwise.
V	
Validation	The process of assessing and recognising conformity or compliance with established standards.
Validation of formal and informal learning	The process of assessing and recognising a wide range of knowledge, know- how, skills and competences which people develop throughout their lives within different environments of education, training and work activities.