

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY**

**TANZANIA QUALIFICATIONS
FRAMEWORK**

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LIST OF ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
ACSE	Advanced Certificate of Secondary Education
COBET	Complimentary Basic Education in Tanzania
CPE	Certificate of Primary Education
CSE	Certificate of Secondary Education
EAC	East African Community
EASTRIP	East Africa Skills Transformation and Regional Integration Project
ESDP	Education Sector Development Plan
MINISTER	The Minister responsible for Education in Tanzania
NFSE	Non-Formal Secondary Education
NQF	National Qualifications Framework
NACTE	National Council for Technical Education
NACTVET	National Council for Technical and Vocational Education and Training
NTA	National Technical Awards
ODL	Open and Distance Learning
PGC	Postgraduate Certificate
PGD	Postgraduate Diploma
RPL	Recognition of Prior Learning
SADC	Southern Africa Development Community
SDG	Sustainable Development Goals
TCU	Tanzania Commission for Universities
TET	Technical Education and Training
TQF	Tanzania Qualifications Framework
TVET	Technical and Vocational Education and Training
UQF	University Qualifications Framework
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority

DEFINITIONS OF KEY TERMS

(a) Award

Award refers to a recognition conferred, granted, or given by a recognised institution, signifying that a learner has attained a specific standard of knowledge, skill or competence.

(b) Academic Award

Academic award refers to a qualification conferred based on academic merit, which is determined through the assessment of a candidate's knowledge and skills.

(c) Professional Certificate

Professional certificate is issued by professional bodies and serves as a statutory licence to practise, based on the candidate's competence acquired through training and/or in a workplace.

(d) Accreditation

Accreditation is an evaluation process that results in the recognition of education and training providers, programmes, and qualifications. This recognition is based on standards and benchmarks established by a relevant authority representing the stakeholders' interests and is typically granted for a specified period, usually five years.

(e) Credit

Credit is a unit of measurement for 'notional' or 'average learning' time. Notional learning time encompasses all activities a learner is expected to undertake to achieve the specified learning outcomes. In the TQF, one credit corresponds to the learning outcomes achievable in 10 hours of learning time, based on the pace of an average learner. In other words, a credit equals 10 notional hours.

(f) Competence

Competence refers to the demonstrated ability to apply knowledge, skills and personal or social abilities in work or study contexts, as well as in professional and personal development. Within the context of the TQF, competence is characterised by responsibility and autonomy. Alternatively, it can be defined as the ability to perform tasks successfully and efficiently.

(g) Credit Accumulation

Credit Accumulation is the process of earning credits progressively over time, in accordance with a planned programme of study.

(h) Credit Transfer

Credit Transfer refers to the process by which learners may transfer credit values from one programme to another, either within the same institution or between different institutions, where the knowledge, skills or competence acquired have been recognised. This transfer may occur within a single programme of study, across an institution, between institutions within a country or internationally.

(i) Credit Value

Credit Value refers to the number of credits awarded for the successful achievement of specific learning outcomes. A credit value is granted when the learner meets the assessment criteria for all (or the majority) of the designated learning outcomes.

(j) Distance Learning

Distance Learning is a mode of education delivery in which the source of information and the students are not physically present together, as they are separated either by time, distance or both.

(k) Education and Training

Education and Training refers to any process through which learners acquire knowledge, skills, or competence.

(l) Formal Learning

Formal Learning refers to learning that takes place in an organised and structured environment and is explicitly recognised as learning. Formal learning leads to the award of a qualification or part-qualification registered on the TQF.

(m) Higher Education and Training

Higher Education and Training Area refers to the education and training provided at TQF levels 6 to 10.

(n) Informal Learning

Informal Learning refers to learning that occurs as a result of daily activities related to work, family, or leisure.

(o) Knowledge

Knowledge refers to the outcome of assimilating information through learning. It encompasses a body of facts, principles, theories, and practices related to a specific field of work or study. In the context of the TQF, knowledge is described as either factual, theoretical, or practical understanding of a subject.

(p) Learning Outcomes

Learning Outcomes refer to statements that describe what a learner knows, understands, and is able to do upon completion of a learning process. These outcomes are defined in terms of knowledge, skills, and competence, which form the basis for categorising learning outcomes.

(q) Level Descriptors

Level Descriptors are broad, generic, and qualitative statements used to compare and categorise specific learning outcomes. Alternatively, level descriptors are clear statements outlining the characteristics and outcomes of learning, as well as how qualifications relate to each other.

(r) Lifelong Learning

Lifelong Learning refers to learning that occurs across all contexts in life from a life-wide, life-deep, and lifelong perspective. It encompasses learning behaviours, the acquisition of knowledge, understanding, attitudes, values and competencies, all contributing to personal growth, social and economic well-being, democratic citizenship, cultural identity, and employability.

(s) TQF Levels

TQF Levels refer to the degree of achievement in academic or professional progress on a scale, representing the extent of the acquisition of knowledge, skills and competencies.

(t) National Qualifications Framework

National Qualifications Framework refers to an instrument for classifying qualifications according to a set of criteria for specified levels of learning achieved. It aims to integrate and coordinate national qualifications systems, improve the transparency, access, progression, and quality of qualifications in relation to the society as a whole.

(u) Qualifications Framework

Qualifications Framework is a formalized structure in which learning level descriptors and qualifications are used to understand learning outcomes.

(v) Non-formal Learning

Non-formal learning refers to learning embedded in planned activities that are not explicitly designated as learning. This includes non-credit-bearing programmes and workplace-based training. It usually results in the awarding of a non-formal certificate of attendance or competence.

(w) Open and Distance Learning (ODL)

Open and Distance Learning refers to the education of students without physical presence, offering flexibility in terms of time, place, and access.

(x) Open Learning

An independent learning process undertaken by a learner through a variety of online or print materials outside the classroom, without direct instruction from a tutor or a teacher.

(y) Professional Qualification

Professional Qualification refers to a quality, ability, or accomplishment that enables an individual to earn the title of a professional in a particular field.

(z) Provider

Provider refers to an entity that offers any education programme or trade and occupational learning programme leading to a qualification or part-qualification that can be registered on the TQF. Alternatively, a provider may refer to a person or body that provides, organises, or procures a programme of education and training.

(aa) Qualification

Qualification is a formal outcome of an assessment and validation process, obtained when a competent body determines that an individual has achieved the learning outcomes based on specified standards.

(ab) Qualification Standard

Qualification Standard is a description of the minimum requirements necessary to perform the work of a particular occupation successfully and safely. These minimum



requirements may include specific job-related work experience, education, medical or physical standards, training, security, and/or licensure.

It is used to assess the competence of a learner at a certain level of learning. Qualification standards are established by competent bodies to guide the development of curricula for a specific level within the TQF.

(ac) Recognition of Prior Learning (RPL)

RPL for the purposes of the TQF is a process of assessing, accrediting and certifying a learner's previous learning, regardless of whether acquired through formal, non-formal or informal means and regardless of where it was obtained. This process facilitates access to further education and supports career progression.

(ad) Recognition of Qualifications

Recognition of Qualifications is the process of evaluating and validating qualifications, thereby granting the qualification holder the right to be considered for admission to further or higher education and/or employment opportunities.

(ae) RPL Qualification

RPL Qualification, for the purposes of the TQF, refers to a qualification eligible for registration within the TQF.

(af) Skills

Skills refers to the ability to apply knowledge and utilise expertise to complete tasks and solve problems. In the context of TQF, skills are categorised as either cognitive, involving logical, intuitive and creative thinking or practical, involving manual applications and the use of methods, materials, tools, and instruments. Skills represent the abilities required to perform specific tasks effectively.

(ag) Standard

Standard outlines the purpose(s) of a qualification, the learning outcomes required to achieve the purpose(s), the associated credit values, and the assessment criteria.

(ah) Technical Education

Technical education refers to specialised training in the arts and sciences underpinning the practice of a specific trade or profession. It involves training focused on the acquisition of particular technical skills.

(ai) University Education

University Education refers to the training provided by universities aimed at preparing individuals for professional careers and the life of work.

(aj) Vocational Education and Training

Vocational education and training refers to education designed to prepare individuals for employment in a specific trade, occupation or vocation.

PREFACE

The main purpose of the Tanzania National Education and Training Policy is to establish an education and training system that produces a knowledgeable, competent, skilled and positive minded Tanzanian capable of contributing to the achievement of sustainable national development. To achieve this, strategies must be clearly identified to create a flexible education and training system through a National Qualifications Framework (TQF).

The purposes of this TQF include safeguarding the quality and relevance of education; supporting seamless pathways between different education sectors, both vertically and as well as horizontal articulations from non-formal to formal learning environments; enabling smooth transitions between TVET and higher education; supporting lifelong learning by providing a basis for individuals to progress through education and training while recognising their prior learning and experiences; strengthening national regulatory and quality assurance mechanisms for education and training; and promoting national, regional and international mobility of graduates and workers by enhancing recognition and comparability of qualifications attained within Tanzania's education and training structures. It also aims to align the TQF with the East African Community and other regional and international qualifications frameworks.

As stated in the acknowledgements, TQF is a living document, subject to periodic review during its implementation. We therefore welcome comments to enhance this revised TQF as its implementation progresses.



Prof. Adolf F. Mkenda (MP)

Minister

Ministry of Education, Science and Technology

ACKNOWLEDGEMENT

The Tanzania Qualifications Framework (TQF) is an initiative by the Government of the United Republic of Tanzania, implemented through the Ministry of Education, Science and Technology (MoEST). It aims to standardise and harmonise the country's qualifications by establishing a system for setting standards and defining expected knowledge, skills and competencies needed for the labour market or further education within Tanzania and beyond. The TQF has been benchmarked against international standards and best practices, ensuring the comparability of qualifications and credits across national and global education and training systems. It enhances transparency and consistency in qualifications, boosts academic and professional credibility and strengthens local and international confidence in Tanzania's qualifications and its education and training structures.

The process of reviewing the TQF was participatory, bringing together a wide range of stakeholders involved in the provision of education and training in the country. The Ministry of Education, Science and Technology extends its gratitude to all stakeholders who contributed to the establishment of this qualifications framework.

The Ministry specifically acknowledges and appreciates the strong financial support from the World Bank through the EASTRIP project, as well as the valuable contributions from other stakeholders, including development partners, other ministries and agencies, regulatory institutions, and private and public organizations.

Finally, this qualifications framework should be regarded as a living document and it is subject to periodic review during its implementation.



Prof. Carolyne Nombo

Permanent Secretary

Ministry of Education, Science and Technology

PART ONE

PRINCIPLES, OBJECTIVES AND FUNCTIONS OF THE TANZANIA QUALIFICATIONS FRAMEWORK

1.1 Title

This framework shall be known as the Tanzania Qualifications Framework, abbreviated as TQF.

1.2 Scope

The TQF shall apply within Tanzania to all qualifications, including:

- (a) Higher Education qualifications;
- (b) Professional qualifications;
- (c) Technical and Vocational Education and Training (TVET) qualifications;
- (d) Teachers' training qualifications;
- (e) Basic education qualifications, including Pre-primary, Primary, and Secondary education;
- (f) Adult and non-formal education qualifications; and
- (g) Prior learning qualifications.

1.3 Principles

The principles of the TQF are founded on the following:

- (a) **Credibility**
The framework holds both international and national value and acceptability.
- (b) **Flexibility**
It allows multiple pathways to achieve the same learning goals.
- (c) **Acceptability**
It ensures the involvement of all national stakeholders in the planning and coordination of standards and qualifications.
- (d) **Transferability**
It facilitates the transfer of qualification credits from one learning institution to another.
- (e) **Recognition of Prior Learning**
The framework acknowledges and values learning acquired through formal, non-formal, or informal means.

(f) Transparency

It ensures clarity and consistency in the interpretation of various educational qualifications.

1.4 Objectives

1.5 Main Objective

The primary objective of the TQF is to standardise and harmonise the country's qualifications by establishing a system for setting standards, defining the knowledge, skills, and competencies required for the labour market or further education within Tanzania's education and training system and beyond its borders.

1.6 Specific Objectives

The specific objectives of the TQF are to:

- (a) Integrate academic education with technical and vocational education and training by implementing a unified national framework for learning achievements;
- (b) Facilitate accessibility, mobility and progression within education, training and career pathways;
- (c) Provide mechanisms for credit valuation, accumulation, and transfer across all education levels by enabling learners to combine credits awarded by different recognised bodies to facilitate credit transfers and equivalence in career pathways;
- (d) Facilitate the assessment and recognition of prior learning, whether acquired through formal or non-formal pathways, allowing learners to pursue further studies and employment purposes;
- (e) Define levels of learning achievement, along with corresponding standards and quality assurance criteria and procedures;
- (f) Standardise terminologies to promote a common understanding and effective implementation of the framework among all stakeholders;
- (g) Define credit values to facilitate the recognition of diverse credits obtained through various modes of education and training provision; and
- (h) Facilitate the creation and operation of a national database containing information pertinent to the national qualifications system.

1.7 Functions

The TQF serves the following functions:

- (a) Guide and manage qualifications systems;

- (b) Facilitate vertical and horizontal integration and harmonisation of qualifications through a system of credit accumulation, transfer or exemptions, thereby enhancing the mobility of learners and labour within institutions, across occupations, and sectors;
- (c) Recognise and assign credits to prior learning, enabling the recognition and registration of qualifications acquired through non-formal education and training;
- (d) Align qualifications with requisite knowledge, skills, and competencies, ensuring they correspond to occupational needs;
- (e) Evaluate, recognise, and register qualifications obtained through various learning modes, irrespective of the duration of training, provided they meet the defined minimum standards of expected competencies;
- (f) Ensure the development and implementation of clearly defined national standards for qualifications and awards that align with the expectations of both the formal and informal sectors of the economy and employment;
- (g) Contribute to a coherent, transparent, and more integrated qualifications system;
- (h) Develop systems for evaluating, determining equivalences, and recognising knowledge, skills, competencies, and qualifications acquired both domestically and internationally;
- (i) Assist training providers in establishing partnerships at bilateral, multilateral and international levels; and
- (j) Provide clarity on the context in which education and training are delivered and facilitate comparisons across geographic and linguistic variations.

PART TWO

LEVELS AND DESCRIPTORS FOR THE NATIONAL AWARDS

2.1 Levels and Descriptors

The Tanzania Qualifications Framework (TQF) encompasses 10 levels, each representing a progressive degree of complexity, with level 1 being the least complex and level 10 the most advanced. These levels delineate the extent of a learner's acquisition of knowledge, skills, and competencies. The TQF establishes clear descriptors for each level, facilitating the understanding of relationships and equivalences between corresponding levels. These descriptors broadly define the expected outcomes, specifying what a graduate should know and be capable of performing upon completion of each level.

Level descriptors are clear statements outlining the characteristics and outcomes of learning, as well as how qualifications relate to one another. As such, level descriptors are broad, generic, and cross-disciplinary statements of achievement at a particular level of study and are often not specific to any particular field of specialization.

The TQF is designed to introduce flexibility into a framework that would otherwise be too rigid and simplistic to accommodate the wide range of programmes offered across the national qualifications system. It allows for vertical, horizontal, and diagonal articulation to facilitate meaningful mobility and progression between qualifications and also accommodates the recognition of prior learning (RPL).

As indicated in **Table 1**, the articulation column can serve as a space where learners earn 'articulation credits' while transitioning between two programmes, or it can be used to attain complete qualifications.

2.2 Relationship between Academic and Professional Qualifications and Awards

An academic award is a qualification granted on academic merit, based on an assessment of the candidate's knowledge and skills. Awards offered by professional bodies essentially constitute a statutory licence to practice, based not only on academic requirements but also on the candidate's competence gained during training and/or in the workplace. Unlike academic qualifications, which must be durable and permanent, a licence to practise is subject to review and renewal by the professional body. It will depend on evidence of the candidate's compliance with requirements for continuing professional development, ethical standards, and regulations governing fitness to practice, in addition to other factors, such as physical and psychological health.

2.3 Quality Assurance

The TQF, as an integrated framework for all learning achievements, includes professional qualifications as shown in **Table 1**. The qualifications registered on the TQF will be quality-assured by the institutions offering training, relevant regulatory and professional authorities and will receive national recognition, including articulation with other nationally registered qualifications.

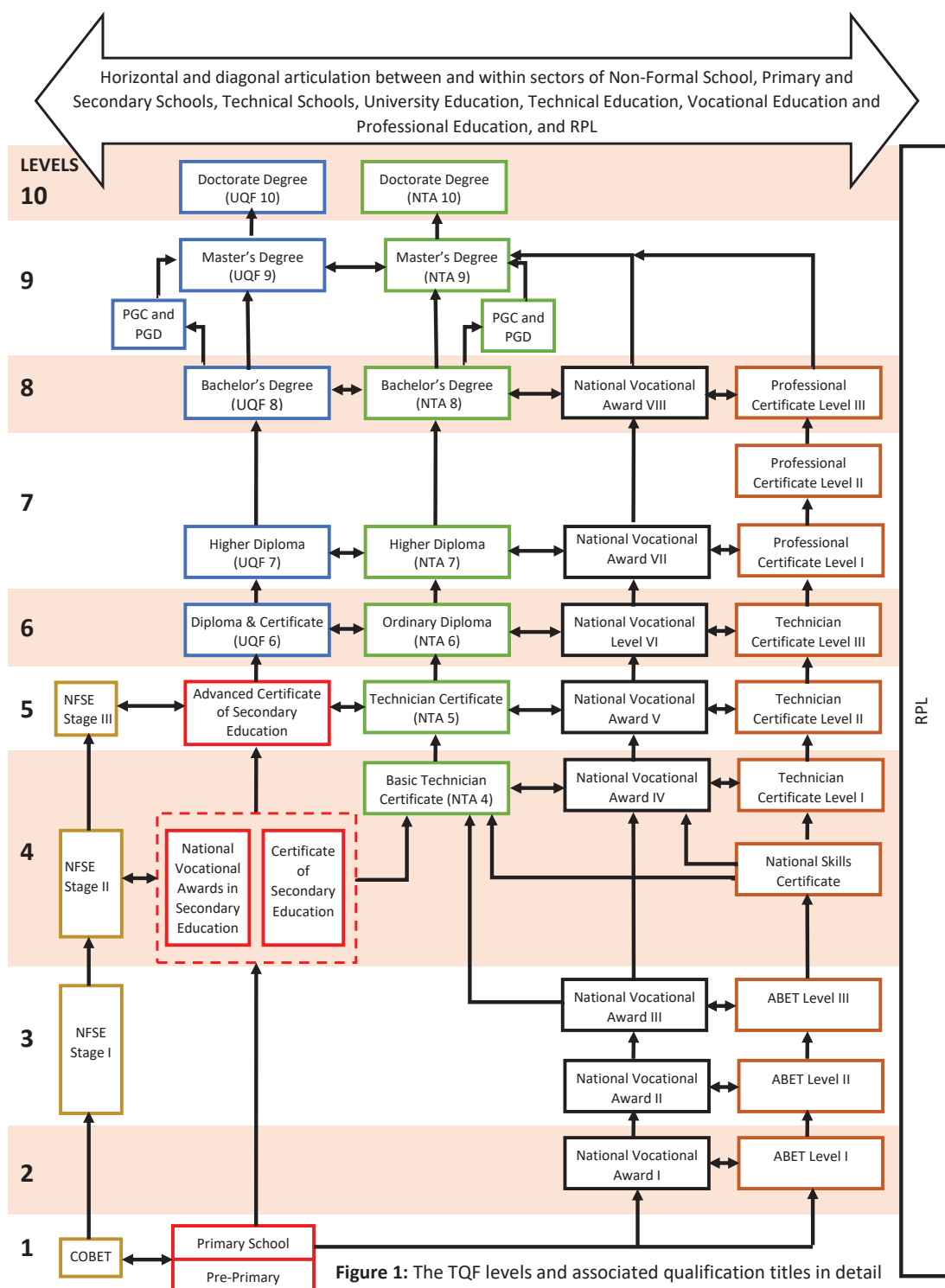
2.4 Levels and Associated Qualification Titles

The TQF provides principles and guidelines for registering records of learner achievement to enable the recognition of acquired skills and knowledge, thereby ensuring an integrated system that promotes life-long learning. It aims to integrate education and training into a unified structure of recognised qualifications. It ensures the comparability of qualifications and credits across national education and training systems and facilitates the recognition of both national and foreign qualifications. This enables people to move more easily between education and training institutions and sectors. It establishes commonalities across different qualifications and specifies standards, levels, and outcomes. It articulates qualifications offered by different providers, including professional bodies and associations, and has defined 10 unique levels of competence. For each level, an award has been assigned. All qualifications are interrelated, allowing for articulation from one qualification level to another through the recognition of prior learning. Therefore, the integration of TQF levels and their respective qualification titles, along with vertical and horizontal progressions is demonstrated in **Table 1**. The same detailed information which illustrates intermediates is illustrated in **Figure 1**.

Table 1: The TQF Levels and Associated Qualification Titles

Lifelong Learning	Qualification Levels	Non Formal School Sector	School Sector		University Education Sector	Technical and Vocational Education and Training (TVET) Sector		Professional Sector	Lifelong Learning
			Primary and Secondary Schools	Technical Schools		TET	VET		
Horizontal Articulation	10				Doctorate Degree (UQF 10)	Doctorate Degree (NTA 10)			Horizontal Articulation
	9				Master's Degree (UQF 9)	Master's Degree (NTA 9)			
					Postgraduate Certificate/Postgraduate Diploma (UQF 9)	Postgraduate Certificate/Postgraduate Diploma (NTA 9)			
	8				Bachelor's Degree (UQF 8)	Bachelor's Degree (NTA 8)	National Vocational Award VIII	Professional Certificate Level III	
	7				Higher Diploma (UQF 7)	Higher Diploma (NTA 7)	National Vocational Award VII	Professional Certificate Level II	
								Professional Certificate Level I	
	6				Diploma (UQF 6)	Ordinary Diploma (NTA 6)	National Vocational Award VI	Technician Certificate Level III	
	5	NFSE Stage III	Advanced Certificate of Secondary Education		Certificate (UQF 6)	Technician Certificate (NTA 5)	National Vocational Award V	Technician Certificate Level II	

Lifelong Learning	Qualification Levels	Non Formal School Sector	School Sector		University Education Sector	Technical and Vocational Education and Training (TVET) Sector		Professional Sector	Lifelong Learning
			Primary and Secondary Schools	Technical Schools		TET	VET		
Horizontal Articulation	4					Basic Technician Certificate (NTA 4)	National Vocational Award IV	Technician Certificate Level I	Horizontal Articulation
		NFSE Stage II	Certificate of Secondary Education	Vocational Training in Secondary Education			National Skills Certificate		
	3	NFSE Stage I					National Vocational Award III	ABET Level III	
							National Vocational Award II	ABET Level II	
	2						National Vocational Award I	ABET Level I	
1	COBET	Primary Education							
Vertical Articulation									



2.5 Qualifications Categories and Level Descriptors

The Tanzania Qualifications Framework (TQF) classifies qualifications by levels based on learning outcomes. This classification reflects the content and profile of qualifications, specifying what the holder of a certificate or diploma is expected to know and be able to do. The learning outcomes approach also ensures that education and training sub-systems are open to one another. It thus allows people to move more easily between education and training institutions and sectors.

The TQF is guided by the principle of inclusiveness, targeting all areas of school education, technical and vocational training, higher education, lifelong learning, and out-of-school or non-formal education through various learning modes such as residential and regular, open and distance or e-learning. Therefore, **Tables 2-10** present the qualification categories with associated level descriptors for universities, Vocational Education and Training Institutions (VET), Technical Education and Training Institutions (TET), Primary and Secondary Education (Formal and Non-Formal Education), and Adult Education.

Table 2(a): Level Descriptors, Entry Requirements and Award Requirements for University Awards (Level 6-9)

Qualification Category	Under graduate	Under graduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor's Degree	Postgraduate Certificate
Level	6	6	7	8	9
Purpose	A certificate at the higher education level qualifies individuals with fundamental operational knowledge, skills, and competencies to address issues in a specific field of study or discipline, with minimal supervision and/or for further development within the discipline.	An Ordinary Diploma qualifies individuals with broad factual and theoretical knowledge, skills, and competencies within a specific field of work or study.	A Higher Diploma qualifies individuals with broad and coherent knowledge, skills, and competencies in analysis and interpreting information, problem-solving, and the ability to learn or work independently. It also serves as an exit point for undergraduate degree (Bachelor's degree).	A Bachelor's degree qualifies individuals with advanced knowledge, skills, and competencies in a discipline or field of work or study. It involves a critical understanding of theories and principles as well as the ability to work independently.	A Postgraduate Certificate qualifies individuals with a general degree to acquire specialised knowledge, skills, and competencies in a specific discipline for professional practice.
Minimum Admission Requirements	TQF Level 5 which is equivalent to NTA 5 and the Professional Technician Level II Certificate	A TQF Level 5 Certificate, which is equivalent to an NTA 5 Certificate or a Professional Technician Level II Certificate. A candidate with a UQF 6 Certificate may also be considered through this pathway.	Higher Diploma degree students who fail to attain the degree but who have earned the minimum credits for the Higher Diploma.	UQF Level 6 Ordinary Diploma, Advanced Certificate of Secondary Education, Technician Ordinary Diploma (NTA 6), Academic Ordinary Diploma, Professional Level II Certificate. A candidate with an outstanding UQF 6 Certificate may also be considered for admission to this level.	UQF 8

Qualification Category	Under graduate	Under graduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor's Degree	Postgraduate Certificate
Level	6	6	7	8	9
Knowledge	A holder of a Certificate will possess: (a) Basic knowledge of the scope and main areas of the subject(s), as well as its links with related subjects, and a more extensive understanding of some of the key areas; (b) An understanding of the major theories, principles, and concepts; and (c) Familiarity with some of the routine materials, techniques, and practices of the subject or operational knowledge in the field of study.	A holder of an Ordinary Diploma will possess: (a) Knowledge and understanding of the scope and main areas of the subject(s) along with its interactions with related subjects; (b) Detailed knowledge of some key areas, which may include awareness of current issues in the specialised areas; and (c) Familiarity with and understanding of a range of essential theories, principles, and concepts, as well as an awareness of major issues at the forefront of the subject(s).	A holder of a Higher Diploma will possess a broad range of knowledge, incorporating core theories, principles and concepts, along with the ability to analyse and interpret information.	A graduate of a Bachelor's Degree will possess: (a) Broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects; (b) Detailed knowledge of a defined subject or a more limited coverage of a specialist area, balanced by a wider range of study; (c) Critical understanding of the essential theories, principles, and concepts of the subject(s), and an understanding of the ways in which these are developed through the main methods of enquiry in the subject; and	A graduate of a Postgraduate Certificate will possess: (a) Specialized knowledge in a field of work or study; (b) systematic, extensive, and comparative knowledge and understanding of the subject(s) as a whole and its links to related subject(s); (c) Detailed knowledge of a few specialisms and developments, some of which are at or informed by the forefront of the subject; (d) Critical understanding of the established theories, principles, and concepts, as well as a number of advanced and emerging issues at the forefront of the subject(s);

Qualification Category	Under graduate	Under graduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor's Degree	Postgraduate Certificate
Level	6	6	7	8	9
				(d) An awareness of the provisional nature of knowledge. In each case, a specialised study will be informed by current developments in the subject.	(e) Critical understanding of the uncertainty and limits of knowledge, and how it is developed, and an ability to deploy established techniques of analysis and enquiry within the subject; and (f) Comprehensive knowledge and familiarity with essential and advanced materials, techniques, and skills, including some at the forefront of the subject.
Skills	A holder of a Certificate should possess skills for gathering, basic analysis, and presentation of routine information, ideas, concepts, and both quantitative and qualitative data within a clearly defined context. The holder should also be able to offer a clear choice of routine response, go beyond routine functions, produce and respond to	A holder of an Ordinary Diploma will possess skills for gathering, critical analysis, and presentation of information, ideas, concepts and/or quantitative and qualitative data that are core to the subject(s). This will include the use of ICT as appropriate to the subject(s).	A holder of a Higher Diploma will possess a wide range of technical or scholastic skills, offering a considerable choice of procedures and basic principles of enquiry, as well as the development of investigations.	A graduate of a Bachelor's Degree will possess well-developed skills for gathering, evaluating, analysing and presenting information, ideas, concepts, and quantitative and/or qualitative data, drawing on a wide range of current sources. This will include familiarity and competence in the use of routine materials, practices and skills, as well as few that are more specialised,	A graduate of Postgraduate Certificate will possess: (a) Skills in identifying information needs and in the systematic gathering, analysis and interpretation of ideas, concepts, and qualitative and quantitative data and information from a range of evaluated sources, including current research, scholarly, and/or professional literature; and

Qualification Category	Under graduate	Under graduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor's Degree	Postgraduate Certificate
Level	6	6	7	8	9
	simple written and oral communication in familiar, routine and non- routine contexts. This will include the use of information and communications technology (ICT) as appropriate to the subject.			advanced and complex, in addition to the use of ICT as appropriate to the subject(s).	(b) Specialized skills required for continuing professional development and the use of established techniques to undertake critical analysis of information for problem-solving in a specific professional context.
Competencies	A holder of a certificate should be able to use their knowledge of the subject and its techniques in a routine manner to evaluate and formulate a range of arguments and solutions to problems and issues of a routine nature; communicate the results of their study and other work accurately and reliably, within structured and coherent arguments; apply their subject-related and transferable skills in contexts where	A holder of Diploma will demonstrate and use the acquired knowledge, understanding, and skills to critically evaluate and formulate evidence-based arguments and identify solutions to clearly defined problems of a generally routine nature; communicate the results of their study and other work accurately and reliably using a range of specialist techniques; identify and address their own major learning	A holder of a Higher Diploma will exercise some independence in carrying out defined activities, with responsibility for quantity and quality output.	A graduate of a Bachelor's Degree will demonstrate the ability to: (a) Use their knowledge, understanding, and skills in both identifying and analysing problems and issues, and in formulating, evaluating and applying evidence-based solutions and arguments; (b) Communicate the results of their studies and other work accurately and reliably in a range of different contexts, using the main specialist concepts, constructs, and techniques of the subject(s);	A graduate of a Postgraduate Certificate will be able to: (a) Use their knowledge, understanding, and skills in the systematic and critical assessment of a wide range of concepts, ideas and in identifying and analysing complex problems and issues, demonstrating some originality and creativity in formulating, evaluating, and applying evidence-based solutions and arguments; (b) Communicate the results of their study and other work accurately

Qualification Category	Under graduate	Under graduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor's Degree	Postgraduate Certificate
Level	6	6	7	8	9
	individuals may have some limited personal responsibility, but the criteria for decisions and the scope of the task are well-defined; and undertake further learning within a structured and managed environment.	needs within defined contexts, undertaking guided further learning in new areas; apply their subject-related and transferable skills in contexts where the scope of the task and the criteria for decisions are generally well defined, but where some personal responsibility and initiative is required; and demonstrate familiarity with, and the effective deployment of, essential/routine materials, techniques, and practices of the subject(s).		(c) Apply their subject-related and transferable skills to contexts where the criteria for decisions and the scope of the task may be well-defined, but where personal responsibility, initiative, and decision-making are also required; and (d) Identify and address their own learning needs, including the ability to draw on a range of current research, development and professional materials.	and reliably using the full repertoire of the principal concepts and constructs of the subject(s); (c) Systematically identify and address own learning needs, both in current and new areas, making use of research, development, and professional materials as appropriate, including those related to the forefront of developments; and (d) Apply the subject-related and transferable skills in contexts of a professional or equivalent nature, where there is a requirement for: (i) The exercise of personal responsibility and initiative; (ii) Decision-making in complex and unpredictable contexts; and (iii) The ability to undertake further developments of a professional or equivalent nature.

Qualification Category	Under graduate	Under graduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor's Degree	Postgraduate Certificate
Level	6	6	7	8	9
Volume of learning	The volume of learning for a Certificate is a minimum of two semesters, with 120 credits.	The volume of learning for an Ordinary Diploma is a minimum of four semesters, with 240 credits.	The volume of learning for a Higher Diploma is a minimum of four semesters, with 240 credits.	The volume of learning for a Bachelor's Degree is a minimum of six semesters, with 360 credits.	The volume of learning for a Postgraduate Certificate is a minimum of two semesters, with 90 credits.

Table 2(b): Level Descriptors, Entry Requirements and Award Requirements for University Awards (Level 9-10)

Qualification Category	Postgraduate	Postgraduate	Postgraduate
Qualification type	Postgraduate Diploma	Master's Degree	Doctorate Degree
Level	9	9	10
Purpose	A postgraduate Diploma qualifies individuals to have highly specialized knowledge, skills, and competencies for research, problem-solving, and professional practice in a specific discipline.	A Master's degree qualifies individuals to have highly specialized knowledge, skills, and competencies for research, problem-solving in a specific field of study.	A Doctorate Degree qualifies individuals to have a systematic and critical understanding of a complex field of learning along with specialized research skills for the advancement of knowledge and professional practice.
Minimum admission requirements	Level 8	Level 8	Level 9
Knowledge	A graduate of a Postgraduate Diploma will have highly specialized knowledge in a field of work or study, providing the basis for original thinking and/or research, along with a critical awareness of knowledge issues within a discipline and at the interface between fields in that discipline.	A graduate of a Master's Degree will have highly specialized knowledge in a field of work or study, providing the basis for original thinking and/or research, along with a critical awareness of knowledge issues within a discipline and at the interface between fields in that discipline.	A graduate of a Doctorate degree will have: (a) The ability to demonstrate a systematic acquisition and understanding of a substantial body of knowledge that is at the forefront of an academic discipline or area of professional practice; and (b) The ability to create and interpret new knowledge through original research, or other advanced scholarship, of a quality that satisfies peer review, extends the forefront of the discipline, and merits publication.

Qualification Category		Postgraduate Postgraduate Diploma 9	Postgraduate Master's Degree 9	Postgraduate Doctorate Degree 10
Qualification type	Level			
Skills		A graduate of a Postgraduate Diploma will have specialized skills required for development of knowledge, techniques and procedures for the critical analysis of information and problem-solving in a specific profession.	A graduate of a Master's Degree will have specialized problem-solving skills required in research and/or innovation to develop new knowledge and procedures, integrate knowledge from different fields, and the ability to use a range of established techniques to initiate or propose solutions to problems arising from a specific context.	A graduate of a Doctorate degree will have a detailed understanding of applicable techniques for research and advanced academic enquiry, as well as highly specialised skills to: (a) employ advanced techniques, including synthesis and evaluation, required to solve critical problems through research and/or innovation; (b) extend and redefine existing knowledge or professional practice based on research findings; and (c) conceptualise, design, and implement a project for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and adjust the project design in light of unforeseen problems.
Competencies		Graduates of a Postgraduate Diploma will demonstrate the ability to: (a) learn and work independently with minimal management and transform work or study contexts that require new strategic approaches; and (b) Contribute to professional knowledge and practice and/or review strategic performance in a specific context.	Master's degree Graduates will demonstrate the ability to: (a) reflect critically and creatively on theory and application; (b) systematically and creatively address complex issues; (c) design, appraise, and make sound judgements using research data and information; and (d) clearly communicate research findings to both specialist and non-specialist audiences, learn and work independently with minimal supervision.	A Doctorate degree Graduate will demonstrate: (a) self-direction and originality in tackling and solving problems within a specific discipline; (b) originality or creativity in the application of knowledge, understanding and practice; (c) substantial authority, innovation, autonomy, scholarly and professional integrity and a sustained commitment to the development of new ideas or processes at the forefront of their work or study context, including research; and (d) ability to deal with complex ethical and professional issues and make informed judgments on issues not addressed by current professional and/or ethical codes and practices.

Qualification Category		Postgraduate Diploma		Postgraduate Master's Degree		Postgraduate Doctorate Degree	
Qualification type	Level	9		9		10	
Volume of learning		The volume of learning for a Postgraduate Diploma is a minimum of two semesters with 120 credits.		The volume of learning for a Master's degree is a minimum of two semesters with 180 credits.		The volume of learning for a Doctorate degree is a minimum of six semesters with 540 credits.	

Table 3: Level Descriptors, Entry Requirements and Award Requirements for Technical Awards

Qualification type	Basic Technician Certificate (NTA 4)	Technician Certificate (NTA 5)	Ordinary Diploma (NTA 6)	Higher Diploma (NTA 7)	Bachelor's Degree (NTA 8)	Master's Degree (NTA 9)	Doctorate (NTA 10)
Level	4	5	6	7	8	9	10
Purpose	The Technician Level I Certificate qualifies individuals to practice in various areas of professional work and/or for further development within the profession.	The Technician Level II Certificate qualifies individuals with basic operational knowledge, skills, and competencies to address issues in a specific field of the profession with minimal supervision and/or further development within the profession.	The Ordinary Diploma qualification type descriptor qualifies individuals to have broad factual and theoretical knowledge, skills, and competencies within a specific field of work or study.	The Higher Diploma qualification type descriptor qualifies individuals to have broad and coherent knowledge, skills and competencies in the analysis and interpretation of information, problem-solving, and some ability to work independently and engage in further learning.	The Bachelor's Degree qualification type descriptor qualifies individuals to have advanced knowledge, skills, and competencies in a discipline, field of work or study involving a critical understanding of theories and principles and the ability to work independently.	The Master's Degree qualification type descriptor qualifies individuals to have highly specialized knowledge, skills, and competencies for research, problem-solving, and professional practice.	The Doctorate Degree qualification type descriptor qualifies individuals to have a systematic and critical understanding of a complex field of learning and specialized research skills for the advancement of knowledge and professional practice.

Qualification type	Basic Technician Certificate (NTA 4)	Technician Certificate (NTA 5)	Ordinary Diploma (NTA 6)	Higher Diploma (NTA 7)	Bachelor's Degree (NTA 8)	Master's Degree (NTA 9)	Doctorate (NTA 10)
Level	4	5	6	7	8	9	10
Knowledge	The holder of the qualification will be able to demonstrate and/or work with: (a) A limited range of knowledge and cognitive skills; (b) Basic knowledge in a subject or discipline, which is primarily factual but includes some theoretical component; and (c) Knowledge and understanding of basic processes, materials and terminology.	The holder of the qualification will be able to demonstrate and/or work with: (a) Basic operational knowledge; (b) Readily available information; (c) Known solutions to familiar problems; (d) Limited generation of new ideas; and (e) The ability to identify operational problems and suggest tentative solutions.	The holder of the qualification will be able to demonstrate and/or work with: (a) Basic theoretical knowledge; (b) Interpretation of available information; (c) Discretion and judgment; (d) A broader range of known responses to familiar and unfamiliar problems; and (e) An awareness of the evolving nature of knowledge and understanding, including the ability to respond to such changes.	The holder of the qualification will be able to demonstrate and/or work with: (a) A broad range of knowledge base incorporating some core theories, principles, and concepts; (b) Analytical interpretation of information; (c) Informed judgment; (d) An outline knowledge and understanding of research and equivalent scholarly / academic processes; and (e) A range of innovative responses to concrete but often unfamiliar problems.	The holder of the qualification will be able to demonstrate and/or work with: (a) A broad knowledge base with substantial depth in key subject areas; (b) A critical understanding of a selection of the principal theories, concepts and terminologies; (c) Analytical interpretation of a wide range of data; and (d) Synthesising and evaluating information pertaining to problems and data in the subject area and general practice.	The holder of the qualification will be able to demonstrate and/or work with: (a) A critical understanding of the principal theories, concepts, and principles; (b) Extensive, detailed and critical knowledge and understanding in one or more specialisations, much of which is at or informed by developments at the forefront; (c) Critical awareness of current issues in a subject or discipline and one or more specialisations;	The holder of the qualification will be able to demonstrate and/or work with: (a) A critical understanding of the principal theories, concepts, and principles (b) A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisations; and (c) Knowledge and understanding that is generated through personal research or equivalent work, which makes a significant contribution

Qualification type	Basic Technician Certificate (NTA 4)	Technician Certificate (NTA 5)	Ordinary Diploma (NTA 6)	Higher Diploma (NTA 7)	Bachelor's Degree (NTA 8)	Master's Degree (NTA 9)	Doctorate (NTA 10)
Level	4	5	6	7	8	9	10
						(d) Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology, and conventions of a subject or discipline; (e) Demonstrate mastery of the subject area; and (f) Plan and carry out research/project work to internationally recognised standard demonstrated by the completion of a substantiated research paper or dissertation.	to the development of the subject /discipline, judged by independent experts applying international standards.

Qualification type	Basic Technician Certificate (NTA 4)	Technician Certificate (NTA 5)	Ordinary Diploma (NTA 6)	Higher Diploma (NTA 7)	Bachelor's Degree (NTA 8)	Master's Degree (NTA 9)	Doctorate (NTA 10)
Level	4	5	6	7	8	9	10
Skills	The holder of the qualification will be able to carry out processes that: (a) Are limited in range; (b) Are routine in nature (employed within closely defined contexts).	The holder of the qualification will be able to carry out processes that: (a) Are moderate in range; (b) Are established, familiar or less familiar; (c) Offer a clear choice of routine responses; (d) Go beyond routine functions.	The holder of the qualification will be able to carry out processes that: (a) Require a range of well-developed skills; (b) Offer a significant choice of procedures; (c) Are employed within a range of familiar and unfamiliar contexts.	The holder of the qualification will be able to carry out processes that: (a) Require a wide range of technical or scholastic skills; (b) Offer a considerable choice of procedures; (c) Are employed in a variety of familiar and unfamiliar contexts; (d) Require basic principles of enquiry, development or investigation into professional-level problems and issues.	The holder of the qualification will be able to carry out processes that: (a) Require a wide range of specialised technical or scholastic skills; (b) Involve a wide choice of standard and non-standard procedures; (c) Are employed in a variety of routine and non-routine contexts; (d) Practice routine principles of enquiry and/or research; (e) Involve the determination of appropriate methods and procedures in response to a range of	The holder of the qualification will be able to carry out processes that: (a) Deal with complex issues both systematically and creatively; (b) Make sound judgments in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences; (c) Continue to advance their knowledge and understanding, and develop new skills to a high level; and will have the qualities and transferable skills;	Graduates of the Doctorate Degree will have highly specialised skills to: (a) Communicate at the standard of published academic work and/or engage in critical dialogue and review with peers and experts in other specializations; (b) Employ the most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing

Qualification type	Basic Technician Certificate (NTA 4)	Technician Certificate (NTA 5)	Ordinary Diploma (NTA 6)	Higher Diploma (NTA 7)	Bachelor's Degree (NTA 8)	Master's Degree (NTA 9)	Doctorate (NTA 10)
Level	4	5	6	7	8	9	10
Competencies	Graduates at this level will demonstrate language proficiency, logical reasoning, and mastery of facts, basic theories, principles, concepts, and their application in solving day-to-day problems.	Graduates at this level will demonstrate mastery of the specific area of study (subject proficiency) and be able to apply the knowledge and skills to solve problems or address issues or challenges in a range of activities, some of which are non-routine. They will also have the ability to engage in various productive activities in the specific field of study with minimal supervision.	Graduates at this level will demonstrate mastery of the specific area of study (subject proficiency) and be able to apply the knowledge and skills to solve problems or address issues or challenges in a broad range of work activities, most of which are non-routine.	The holder of the qualification will be able to apply knowledge, skills, and understanding in a broad range of complex technical activities, with a high degree of personal responsibility and some responsibility for the works of others.	Graduates at this level will demonstrate the ability to work alone or with others in self-directed and sometimes directive activities within broad general guidelines or functions, and work with some autonomy.	(d) Possess the independent learning ability required for continuing professional development. The holder of the Master's Degree qualification will be able to display mastery of a complex and specialized area of knowledge and skills, employing knowledge and understanding to conduct research or advanced technical or professional activity, and able to work autonomously in complex and unpredictable situations.	Graduates at this level will demonstrate: (a) Substantial authority, innovation, autonomy, scholarly and professional integrity, and sustained commitment to the development of new ideas or processes at the forefront of work or study context, including research;

Qualification type	Basic Technician Certificate (NTA 4)	Technician Certificate (NTA 5)	Ordinary Diploma (NTA 6)	Higher Diploma (NTA 7)	Bachelor's Degree (NTA 8)	Master's Degree (NTA 9)	Doctorate (NTA 10)
Level	4	5	6	7	8	9	10
Volume of learning	The volume of learning for a Technician Level I Certificate is either one year or the prescribed duration of practice in the profession.	The volume of learning for a Technician Level II Certificate is one year or the prescribed practice duration in the profession.	The volume of learning for an Ordinary Diploma is 2 years.	The volume of learning for a Higher Diploma is 2 years.	The volume of learning for a Bachelor's Degree is 3 years.	The volume of learning for a Master's Degree is 1 year.	The volume of learning for a Doctorate Degree is 3 years or more, depending on the nature of the programme.

Qualification type	Basic Technician Certificate (NTA 4)	Technician Certificate (NTA 5)	Ordinary Diploma (NTA 6)	Higher Diploma (NTA 7)	Bachelor's Degree (NTA 8)	Master's Degree (NTA 9)	Doctorate (NTA 10)
Level	4	5	6	7	8	9	10
Entry requirements and award requirements	CSE (Certificate of Secondary Education) or National Vocational Award III with Pre-Technology course	ACSE (Advanced Certificate of Secondary Education) or Basic Technician (NTA 4) Certificate in a related field	NTA 5	ACSE OR Ordinary Diploma (NTA 6) OR Full Technician Certificate (FTC)	NTA 7	NTA 8	NTA 9

Table 4: Level Descriptors, Entry Requirements and Award Requirements for Vocational Awards

Qualification type	National Vocational Awards I	National Vocational Awards II	National Vocational Awards III	National Vocational Awards IV	National Vocational Awards V	National Vocational Awards VI	National Vocational Awards VII	National Vocational Awards VIII
Level	2	3	3	4	5	6	7	8
Purpose	The National Vocational Award I qualifies individuals with intermediate knowledge, skills, and competencies for work in a defined context and/or further learning.	The National Vocational Award II qualifies individuals to have broad knowledge, skills, and competencies in the facts, principles, processes, and general concepts within a specific vocational area and/or further learning.	The National Vocational Award III qualifies individuals to apply both theoretical and practical knowledge, skills, and competencies across various subject areas for specialized and/or skilled work and/or further learning.	The National Vocational Award IV qualifies individuals who apply advanced theoretical and practical knowledge, skills, and competencies in various subject areas, qualifying them for highly specialized and/or advanced skilled work and/or leadership or leadership	The National Vocational Award V qualifies individuals who apply expert-level theoretical and practical knowledge, skills, and competencies in various subject areas for mastery in specialized and highly skilled work and/	The National Vocational Award VI qualifies individuals who apply expert theoretical and practical knowledge, skills, and competencies in various subject areas for specialized and/or highly skilled leadership roles, and/or advanced	The National Vocational Award VII qualifies individuals who apply advanced theoretical and practical knowledge, skills, and competencies in various subject areas for expert-level and highly specialized work, strategic and visionary	The National Vocational Award VIII qualifies individuals who apply cutting-edge theoretical and practical knowledge, skills, and competencies in various subject areas for top-tier and highly specialized work, transformative

Qualification type	2	3	3	4	5	6	7	8
Level				roles and/or continued professional development.	or advanced leadership roles and/or ongoing professional development.	professional development.	leadership roles, and/or exceptional professional development.	leadership roles, and/or pioneering professional development.
Knowledge	Graduates of the National Vocational Award I will possess intermediate knowledge of non-routine matters within a specific vocational area and/or be prepared for further learning.	Graduates of the National Vocational Award II will possess broad knowledge of facts, principles, processes, and general concepts within the specific vocational area and/or be prepared for further learning.	Graduates of a National Vocational Award III will have factual and theoretical knowledge in their respective vocational and training areas.	Graduates of a National Vocational Award IV will have advanced theoretical and practical knowledge in their respective vocational and training areas, encompassing specialized techniques and methodologies.	Graduates of a National Vocational Award V will possess comprehensive theoretical and practical knowledge in their respective vocational and training areas, including advanced concepts, specialized methodologies, and in-depth understanding of industry practices.	Graduates of a National Vocational Award VI will demonstrate exceptional theoretical and practical knowledge in their respective vocational and training areas, showcasing expert-level understanding, mastery of advanced concepts, and proficiency in cutting-edge industry practices.	Graduates of a National Vocational Award VII will have advanced theoretical and practical knowledge in their respective vocational and training areas.	Graduates of a National Vocational Award VIII will have cutting-edge and comprehensive knowledge in their respective vocational and training areas, encompassing the most advanced theoretical and practical insights.

Qualification type	Level	National Vocational Awards I	National Vocational Awards II	National Vocational Awards III	National Vocational Awards IV	National Vocational Awards V	National Vocational Awards VI	National Vocational Awards VII	National Vocational Awards VIII
Skills	2	Graduates of National Vocational Award I will have intermediate vocational skills required to carry out non-routine vocational tasks and solve routine problems using simple rules and tools.	Graduates of a National Vocational Award II will have a range of vocational skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Graduates at this level will possess effective communication, cognitive, psychomotor, and psychosocial skills in their respective vocational and training areas.	Graduates of the National Vocational Award IV will demonstrate highly refined communication, cognitive, psychomotor, and psychosocial skills in their respective vocational and training areas, demonstrating advanced proficiency and adaptability in complex work environments.	Graduates of the National Vocational Award V will demonstrate advanced communication, cognitive, psychomotor, and psychosocial skills in their respective vocational and training areas, showcasing proficiency in complex problem-solving, leadership, and collaboration across diverse professional contexts.	Graduates of the National Vocational Award VI will demonstrate exceptional communication, cognitive, psychomotor, and psychosocial skills in their respective vocational and training areas, showcasing expert-level proficiency in leadership, innovation, and collaboration across diverse and challenging professional settings.	Graduates at this level will demonstrate highly advanced communication, cognitive, psychomotor, and psychosocial skills in their respective vocational and training areas.	Graduates at this level will possess highly advanced communication, cognitive, psychomotor, and psychosocial skills in their respective vocational and training areas.

Qualification type	National Vocational Awards I	National Vocational Awards II	National Vocational Awards III	National Vocational Awards IV	National Vocational Awards V	National Vocational Awards VI	National Vocational Awards VII	National Vocational Awards VIII
Level	2	3	3	4	5	6	7	8
Competencies	The holder of the National Vocational Award I demonstrate intermediate knowledge and skills in a range of vocational activities with limited supervision.	Graduates of the National Vocational Award II will demonstrate hands-on skills with advanced knowledge and comprehension (routine and non-routine tasks) but limited to the scope of tasks to be performed.	Graduates at this level will demonstrate language proficiency, logical reasoning, and mastery of facts, basic theories, principles, concepts and their application in solving day-to-day problems (be able to perform abstract tasks and supervise subordinates).	Graduates at this level will demonstrate advanced language proficiency, exceptional logical reasoning, and mastery of facts, basic theories, principles, and concepts, applying them to solve complex problems and undertake abstract tasks, including supervising subordinates with competence and efficiency.	Graduates of the National Vocational Award V will showcase advanced language proficiency, exemplary logical reasoning, and a comprehensive mastery of facts, theories, principles, and concepts, effectively applying them to solve intricate problems and navigate complex scenarios. Furthermore, they will demonstrate adeptness in performing abstract tasks and exhibit leadership qualities to	Graduates at this level will demonstrate exceptional language proficiency, unparalleled logical reasoning, and an exhaustive mastery of facts, theories, principles, and concepts, adeptly applying them to resolve highly intricate problems and navigate multifaceted challenges. Moreover, they will demonstrate a high level of proficiency in performing abstract tasks and display exemplary leadership skills in effectively supervising	Graduates at this level will demonstrate advanced language proficiency, critical reasoning, and mastery of complex theories, principles, and concepts, applying them to solve sophisticated problems. They will be capable of performing high-level abstract tasks, innovating within their field, and leading and managing teams effectively.	Graduates at this level will demonstrate exceptional language proficiency, strategic reasoning, and mastery of the most advanced theories, principles, and concepts, applying them to solve complex and novel problems. They will be capable of performing highly sophisticated abstract tasks, driving innovation, and providing visionary leadership.

Qualification type	National Vocational Awards I	National Vocational Awards II	National Vocational Awards III	National Vocational Awards IV	National Vocational Awards V	National Vocational Awards VI	National Vocational Awards VII	National Vocational Awards VIII
Level	2	3	3	4	5	6	7	8
Volume of learning	The volume of learning for the National Vocational Award I is one year.	The volume of learning for the National Vocational Award II is one year.	The volume of learning for the National Vocational Award III is one year or the prescribed practice duration in the profession.	The volume of learning for the National Vocational Award IV typically spans one year, depending on the complexity and depth of the specialized skills and knowledge required within the profession.	The volume of learning for the National Vocational Award V typically spans one to three years, reflecting the advanced level of expertise and specialization required within the profession.	The volume of learning for the National Vocational Award VI typically extends beyond three years, encompassing an extensive period of study and practical experience commensurate with the complexity and depth of expertise required at the highest levels of proficiency within the profession.	The volume of learning for National Vocational Award VII is one year or the prescribed advanced practice duration in the profession.	The volume of learning for National Vocational Award VIII is one year or the prescribed advanced practice duration in the profession.

Qualification type	National Vocational Awards I	National Vocational Awards II	National Vocational Awards III	National Vocational Awards IV	National Vocational Awards V	National Vocational Awards VI	National Vocational Awards VII	National Vocational Awards VIII
Level	2	3	3	4	5	6	7	8
Minimum Entry Qualifications	Completion of Standard VI	National Vocational Award I	National Vocational Award II	National Vocational Award III	National Vocational Award IV	National Vocational Award V	National Vocational Award VI	National Vocational Award VII

Table 5: Level Descriptors, Entry Requirements and Award Requirements for Certificate of Primary Education, Adult Basic Education, Training Certificate Level I and Post-Primary Technical Education

Qualification Type	Certificate of Primary Education		Adult Basic Education and Training Certificate Level	Post Primary Technical Education
	Pre-Primary	Primary		
Level	1	1	2	2
Purpose	This level qualifies individuals with basic general knowledge, self-awareness, and the skills to undertake simple tasks and further learning.	This level qualifies individuals with basic functional knowledge, the 3Rs and communication skills to undertake work, pursue further learning, and engage in community involvement.	The certificate of ABET I qualifies individuals with basic functional knowledge, technical literacy skills and competencies in local artisanship.	The certificate of PPTE qualifies individuals with the general knowledge and vocational skills to undertake familiar and routine tasks in a defined context or further learning and community involvement.
Knowledge	A person who completes this level will demonstrate mastery of the 3Rs and general knowledge of routine tasks.	A person who completes this level will demonstrate mastery of the 3Rs, communicate fluently, and apply basic fundamental knowledge in a narrow area of work and learning. They will improve their physical fitness, develop talents, collaborate with peers, and maintain a positive attitude towards learning. Additionally, they will develop knowledge, inquisitive mind, critical thinking, creativity,	A person who completes this level will demonstrate an understanding of ideas, materials, and basic processes in everyday situations.	A person who completes this level will demonstrate an understanding of basic facts and ideas on general knowledge and specific vocational areas.

Qualification Type	Certificate of Primary Education		Adult Basic Education and Training Certificate Level	Post Primary Technical Education
	Pre-Primary	Primary		
Level	1	1	2	2
		and problem-solving skills. They will appreciate and uphold Tanzanian culture and national unity while also developing the ability to interact in an inclusive environment.		
Skills	A person who completes this level will follow simple instructions to perform basic tasks for everyday purposes.	A person who completes this level will carry out basic tasks and engage in productive activities, using tools appropriately and applying basic communication technologies in day-to-day life.	A person who completes this level will demonstrate the use of basic technical literacy skills and functional knowledge to solve problems, follow simple instructions to carry out basic tasks, and communicate both orally and in writing.	A person who completes this level will apply basic vocational and life skills to undertake familiar and routine tasks.
Competence	A person who completes this level will demonstrate competencies in communication, cooperation, creativity, critical thinking, problem-solving, digital literacy, and patriotism.	A person who completes this level will demonstrate the application of basic knowledge and skills in performing productive activities under close supervision, alongside talents, self-confidence and patriotism, and creativity in problem-solving.	A person who completes this level will apply functional knowledge and basic technical literacy skills in daily activities with some autonomy and demonstrate the capacity for self-learning.	A person who completes this level will have the ability to work alone or with others on simple routine tasks under supervision.
Volume of learning	Pre-primary - 1 year or until mastery of the prescribed competencies.	Primary – 6 years.	Volume of learning for ABET I is 3 years.	Volume of learning for PPTE is 2 years.
Minimum Entry Qualifications	5 years Age.	6 years Age.	An adult who has not acquired basic literacy skills.	(a) Certificate of Primary education; (b) Secondary Education dropout.

Table 6 (a): Level Descriptors, Entry Requirements and Award Requirements for Adult Basic Education and Training Certificate Level II and III, National Skills Certificate, Ordinary Certificate of Secondary Education, and Advanced Certificate of Secondary Education

Qualification Type	Adult Basic Education and Training Certificate Level II	Adult Basic Education and Training Certificate Level III	National Skills Certificate	Ordinary Certificate of Secondary Education	Advanced Certificate of Secondary Education
Level	3	3	4	4	5
Purpose	The certificate of ABET II qualifies individuals with craftsmanship to carry out tasks and solve problems using simple facts, concepts, and principles in a defined context, as well as to provide a pathway for further learning.	The certificate of ABET III qualifies individuals with broad knowledge, skills, and competencies in the application of principles, general concepts, multiple literacies, and crafts to cope with real-life challenges and/or further learning.	This level qualifies an individual who can apply a broad range of integrated knowledge, skills, and competencies in skilled work as well as serving as a pathway for further learning.	This level qualifies an individual who applies knowledge and skills in communication, demonstrates a deeper understanding of the knowledge, skills, and attitudes developed at the Primary Education level, and safeguard customs and traditions, national unity, national values, democracy, and respect for human and civil rights, duties, and responsibilities. They will develop self-confidence and the ability to learn in various fields, including science and technology, as well as in both theoretical and technical knowledge. Additionally, they will strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation while developing competence and various skills to enable them to be self-employed, employed, and manage their lives by effectively utilising their environment.	This level qualifies an individual with a deeper understanding of the knowledge, skills, and attitudes required to safeguard customs and traditions, national unity, national virtues, democracy, and respect for human and civil rights, along with the duties and responsibilities associated with such rights. The individual will develop self-confidence and the ability to learn across various fields, including science and technology, as well as theoretical and technical knowledge. They will improve the use of language in academic communication; strengthen accountability for cross-cutting issues such as health, security, gender equality and sustainable environmental conservation, and develop competence and various skills which will enable them to be self-employed, employed and effectively manage their lives by utilising their environment.

Qualification Type	Adult Basic Education and Training Certificate Level II	Adult Basic Education and Training Certificate Level III	National Skills Certificate	Ordinary Certificate of Secondary Education	Advanced Certificate of Secondary Education
Level	3	3	4	4	5
Knowledge	A person who completes this level will demonstrate basic factual, technical and procedural knowledge in a defined area of work and study.	A person who completes this level will demonstrate an understanding of general knowledge of theories, facts, ideas, properties, materials, terminology, practices, and techniques/methods on multiple literacy and crafts.	A person who completes this level will demonstrate an understanding of the theories, facts, ideas, properties, materials, terminology, practices, and techniques/ methods of a specific field of practice.	A person who completes this level will demonstrate factual and theoretical knowledge in various subject areas.	A person who completes this level will have an understanding of the key concepts, facts, general principles, rules and theories of specific subject areas.
Skills	A person who completes this level will apply basic facts, concepts, and principles to perform tasks, carry out processes, and solve problems within a defined world of work and learning.	A person who completes ABET III will apply appropriate procedures, relevant materials, and ethical standards associated with a particular field of practice or craft to address real-life challenges and develop indigenous technologies using key instruments and equipment.	A person who completes this level demonstrates advanced technical and creative skills in leadership and professional practices to develop and communicate appropriate solutions that address both familiar and unfamiliar real-life challenges.	A person who completes this level will demonstrate effective communication, psychomotor, psychosocial skills, and wider attributes.	A person who completes this level will be able to identify, evaluate, and solve defined routine and new problems within varying contexts; apply solutions based on relevant evidence and procedures specific to their field and practice; select and apply standard methods, procedures and techniques within the field, discipline or practice; and organise their own work as well as plan, coordinate and evaluate the work of teams.

Qualification Type	Adult Basic Education and Training Certificate Level II	Adult Basic Education and Training Certificate Level III	National Skills Certificate	Ordinary Certificate of Secondary Education	Advanced Certificate of Secondary Education
Level	3	3	4	4	5
Competence	A person who completes this level will engage in a range of activities using various common tools and instruments in a disciplined manner, utilise their own knowledge to select and apply established solutions in a well-structured and supervised environment, and uphold personal values and ethics within a specific environment.	A person who completes this level will perform complex technical tasks involving multiple literacies and the application of numerical and graphical data to real-life situations. They will utilise practical skills to deliver high-quality and quantity services and produce goods efficiently, with minimal supervision.	The National Skills Certificate qualifies individuals with personal and professional competencies, enabling them to apply broad knowledge, theoretical concepts, and creative skills in performing technical operations within a given context, with some responsibility for their own outputs.	A person who completes this level will demonstrate language proficiency, logical reasoning, and mastery of facts, basic theories, principles, and concepts, along with their application in solving everyday problems. They will use the knowledge and skills acquired in primary education to strengthen and broaden their understanding of general subjects, appreciate citizenship and national values, and demonstrate self-confidence in learning across various fields, including Science and Technology, vocational education; using language studies to conduct academic communication; applying knowledge of cross-cutting issues to manage the surrounding environment; and utilising knowledge and skills to become self-employed, employed, and manage life and the environment effectively.	A person who completes this level will demonstrate mastery in the following areas: applying the knowledge and skills acquired during the Form I–IV secondary education stage to strengthen and broaden academic understanding; demonstrating an appreciation for citizenship, national virtues, human rights, and civil rights; demonstrating confidence in learning across various fields, including Science and Technology, theoretical knowledge, and vocational education; using language studies to conduct academic communication; applying knowledge of cross-cutting issues to manage the surrounding environment; and utilising knowledge and skills to become self-employed, employed, and effectively manage life and their environment.
Volume of learning	The volume of learning for ABET II is 2 years.	The volume of learning for ABET III is 2 years.	The volume of learning for the National Skills Certificate is 1 year.	The volume of learning for the Certificate of Ordinary Level Secondary Education in a formal education setting is 4 years, and a minimum of 2 years in non-formal education.	The volume of learning is 2 years in formal education and a minimum of 1 year in non-formal education.

Qualification Type	Adult Basic Education and Training Certificate Level II	Adult Basic Education and Training Certificate Level III	National Skills Certificate	Ordinary Certificate of Secondary Education	Advanced Certificate of Secondary Education
Level	3	3	4	4	5
Minimum Entry Qualifications	(a) Certificate of ABET I; (b) NFSE I; and (c) Secondary Education (Form II).	ABET II.	Certificate of ABET III or equivalent.	Completion of Standard VI.	Certificate of Ordinary/Technical Secondary Education.

Table 6 (b): Level Descriptors, Entry Requirements and Award Requirements for Vocational Awards in Secondary Education.

Qualification type	National Vocational Awards I	National Vocational Awards II	National Vocational Awards III
Level	2	3	3
Purpose	The National Vocational Award I qualifies individuals with intermediate knowledge, skills, and competencies for work in a defined context and/or further learning.	The National Vocational Award II qualifies individuals with broad knowledge, skills, and competencies in the facts, principles, processes, and general concepts of a specific vocational area and/or further learning.	The National Vocational Award III qualifies individuals who apply theoretical and practical knowledge, skills, and competencies in various subject areas for specialised and/or skilled work and/or further learning.
Knowledge	A person who completes a National Vocational Award I will have intermediate knowledge of non-routine matters in a specific vocational area and/or further learning.	A person who completes a National Vocational Award II will have broad knowledge, facts, principles, processes, and general concepts in a specific vocational area and/or further learning.	A person who completes a National Vocational Award III will have factual and theoretical knowledge in their respective vocational and training areas.
Skills	A person who completes a National Vocational Award I will have intermediate vocational skills required to carry out non-routine vocational tasks and solve routine problems using simple rules and tools.	A person who completes a National Vocational Award II will have a range of vocational skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials, and information.	A person who completes this level will have effective communication, cognitive, psychomotor, and psychosocial skills in their respective vocational and training areas.

Qualification type	National Vocational Awards I	National Vocational Awards II	National Vocational Awards III
Level	2	3	3
Competencies	A person who completes a National Vocational Award I will demonstrate intermediate knowledge and skills in a range of vocational activities with minimal supervision.	A person who completes a National Vocational Award II will demonstrate hands-on skills with advanced knowledge and comprehension (for both routine and non-routine tasks) but limited to the level of tasks to be performed.	Graduates at this level will demonstrate language proficiency, logical reasoning, and mastery of facts, basic theories, principles and concepts along with their application in solving everyday problems. They will be able to perform abstract tasks and supervise subordinates.
Volume of learning	The volume of learning for Graduates of the National Vocational Award I is two years.	The volume of learning for the National Vocational Award II is one year.	The volume of learning for the National Vocational Award III is one year or the prescribed practice duration in the profession.
Minimum Entry Qualifications	The minimum requirement is the completion of Standard VI	National Vocational Award I	National Vocational Award II

Table 7: Level Descriptors, Entry Requirements, and Award Requirements for the Diploma in Pre-Primary and Diploma in Primary Education

Qualification Type	The Diploma in Pre-Primary Education	Diploma in Primary Education
Level	6	6
Purpose	This level qualifies an individual with broad factual and theoretical knowledge, pedagogical skills, and an ethical and educational foundation for teaching in Pre-Primary education.	Graduates with a Diploma in Primary Education are qualified with broad factual and theoretical knowledge, pedagogical skills, and an ethical and educational foundation for teaching in Primary education.
Knowledge	Graduates of the Diploma in Pre-Primary Education will demonstrate mastery of factual and theoretical knowledge, as well as pedagogical principles, within the context of Pre-Primary education.	Graduates of the Diploma in Primary Education will have mastery of factual and theoretical knowledge, as well as pedagogical principles, within the context of primary education.

Qualification Type	The Diploma in Pre-Primary Education 6	Diploma in Primary Education 6
Level		
Skills	Graduates of the Diploma in Pre-Primary Education will: (a) Apply pedagogical skills in facilitating learning in pre-primary and primary education. (b) Conduct action research in a relevant field of study.	Graduates of the Diploma in Primary Education will: (a) Apply pedagogical skills and knowledge to facilitate learning in primary education. (b) Use a range of communication methods effectively in both familiar and new contexts. (c) Conduct action research in a relevant field of study.
Competence	Graduates of the Diploma in Pre-Primary Education will demonstrate the ability to: (a) Apply general knowledge and pedagogical skills to facilitate learning and assist in management functions in various primary education programmes. (b) Think critically. (c) Integrate technology in teaching and learning. (d) Manage group outcomes; and (e) Identify children with learning needs and provide appropriate interventions.	Graduates of the Diploma in Primary Education will demonstrate the ability to: (a) Apply general knowledge and pedagogical skills to facilitate learning and assist in management functions in various Primary education programmes. (b) Think critically. (c) Integrate technology in teaching and learning. (d) Manage group outcomes; and (e) Identify children with learning needs and provide appropriate interventions.
Volume of learning/ Duration of study	2 years	2 years
Minimum Entry Qualifications	ACSE	ACSE

Table 8: Level Descriptors, Entry Requirements and Award Requirements for Technician Level I, II and III Certificates

Qualification Type	Technician Level I Certificate	Technician Level II Certificate	Technician Level III Certificate
Level	4	5	6
Purpose	The Technician Level I Certificate qualifies individuals who practice in various professional areas and/or professional work and/or further development in the profession.	The Technician Level II Certificate qualifies individuals with basic operational knowledge, skills, and competencies to address issues in a specific field of the profession with minimal supervision and/or further development in the profession.	The Technician Level III Certificate qualifies individuals with broad factual and theoretical knowledge, skills, and competencies within a specific field of the profession.
Knowledge	Graduates of the Technician Level I Certificate will have factual and theoretical knowledge in the professional area.	Graduates of the Technician Level II Certificate will have basic operational knowledge to identify problems and suggest tentative solutions in the profession.	Graduates of the Technician Level III Certificate will have factual and theoretical knowledge in a broad context within the profession.
Skills	Graduates at this level will have effective communication, cognitive, psychomotor and psychosocial skills.	Graduates of the Technician Level II Certificate will offer a clear choice of routine response, go beyond routine functions, and produce and respond to simple written and oral communication in familiar, routine and non-routine contexts.	Graduates of the Technician Level III Certificate will have the skills to deal with issues in their profession and use a range of communication methods effectively in both familiar and new contexts.
Competence	Graduates at this level will demonstrate language proficiency, logical reasoning, and mastery of facts, basic theories, principles, concepts, and their application in solving day-to-day problems in the profession.	Graduates at this level will demonstrate mastery of the specific area of study (subject proficiency) and be able to apply the knowledge and skills to solve problems or address issues or challenges in the specific field of study. They will also have the ability to engage in various productive activities in the specific field of study with minimal supervision.	Graduates at this level will demonstrate mastery of the specific area of the profession and be able to apply the knowledge and skills to solve specific problems or address issues and challenges within the specific field.
Volume of learning	The volume of learning for the Technician Level I Certificate is either one year or the prescribed duration of practice in the profession.	The volume of learning for the Technician Level II Certificate is one year or the prescribed practice duration in the profession.	The volume of learning of the Technician Level III Certificate varies according to the prescribed practice duration in the profession.

Qualification Type	Technician Level I Certificate	Technician Level II Certificate	Technician Level III Certificate
Level	4	5	6
Minimum Entry Qualifications	The minimum entry requirement for the Technician Level I Certificate varies according to the prescribed practice duration in the profession.	The minimum entry requirement for the Level II Certificate varies according to the prescribed practice duration in the profession.	The minimum entry requirement for the Technician Level III Certificate varies according to the prescribed practice duration in the profession.

Table 9: Level Descriptors, Entry Requirements and Award Requirements for Professional Level I, II and III Certificates

Qualification Type	Professional Level I Certificate	Professional Level II Certificate	Professional Level III Certificate
Level	7	7	8
Purpose	The Professional Level I Certificate qualifies individuals who possess broad and coherent knowledge, skills, and competencies for the analysis and interpretation of information, problem-solving, and some abilities to work independently in the profession.	The Professional Level II Certificate qualifies individuals who possess advanced knowledge, skills, and competencies in the profession, involving a critical understanding of theories and principles, as well as some ability to work independently.	The Professional Level III Certificate qualifies individuals who possess highly specialized knowledge, skills, and competencies in the profession, specifically for research, problem-solving, and professional practice.
Knowledge	Graduates of the Professional Level I Certificate will have a broad range of knowledge base, incorporating core theories, principles, and concepts, as well as the ability to analyse and interpret information and innovative responses to problems related to the profession.	Graduates of the Professional Level II Certificate will have a broad knowledge base of the profession, involving a critical understanding of its theories and principles.	Graduates of the Professional Level III Certificate will have highly specialized knowledge in the profession and a critical awareness of knowledge issues at the interface between fields within the profession.

Qualification Type	Professional Level I Certificate	Professional Level II Certificate	Professional Level III Certificate
Level	7	7	8
Skills	Graduates of the Professional Level I Certificate will possess a wide range of technical or scholastic skills, offering a considerable choice of procedures and basic principles of enquiry and investigation development.	Graduates of the Professional Level II Certificate will possess a wide range of specialised professional skills to practice routine principles of enquiry and effectively communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.	Graduates of the Professional Level III Certificate will possess the specialised problem-solving skills required for professional practice and procedures, as well as the ability to integrate knowledge from different fields within the profession. They will have the independent learning ability necessary for continuing professional development, use a range of established techniques to initiate and undertake critical analysis of information, and propose solutions to problems arising from that analysis within the profession.
Competence	Graduates at this level will demonstrate comprehensive knowledge and skills in working on and solving problems with specific guidelines or functions and will be able to work with some autonomy.	Graduates at this level will demonstrate the ability to work independently or with others in self-directed and occasionally directive activities within broad general guidelines or functions and will work autonomously.	Graduates at this level will demonstrate the ability to manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches. They will take responsibility for contributing to professional knowledge and practice and/or reviewing strategic performance.
Volume of learning	The volume of learning for the Professional Level I Certificate varies according to the prescribed practice duration in the profession.	The volume of learning for the Professional Level II Certificate varies according to the prescribed practice duration in the profession.	The volume of learning for the Professional Level III Certificate varies according to the prescribed practice duration in the profession.
Minimum Entry Qualifications	The minimum entry requirement for the Professional Level I Certificate varies according to the prescribed practice duration in the profession.	The minimum entry requirement for the Professional Level II Certificate varies according to the prescribed practice duration in the profession.	The minimum entry requirement for the Professional Level III Certificate varies according to the prescribed practice duration in the profession.

Table 10: Level Descriptors, Entry Requirements and Award Requirements for Pre-technical

Qualification type	Pre-technical
Purpose	The National Skills Certificate qualifies individuals who can apply a broad range of integrated knowledge, skills, and competencies in skilled work and serves as a pathway for further learning.
Knowledge	The National Skills Certificate qualifies individuals who demonstrate an understanding of theories, facts, ideas, properties, materials, terminology, practices, and techniques/methods of a specific field of practice.
Skills	The National Skills Certificate qualifies individuals who demonstrate state-of-the-art technical and creative skills in leadership and professional practices, enabling them to create and communicate appropriate solutions to address both familiar and unfamiliar real-life challenges.
Competencies	The National Skills Certificate qualifies individuals with personal and professional competencies who can apply broad knowledge, theoretical concepts, and creative skills in performing technical operations within a given context, with some responsibility for their own outputs.
Volume of learning	The volume of learning for the National Skills Certificate is 1 year.
Minimum Entry Qualifications	The Certificate of ABET III, O-Level, NVA 3.

PART THREE

CREDIT VALUES, ACCUMULATION AND TRANSFER

3.1 The Concept of Credit

A credit is a numerical value on a Qualifications Framework Standard that represents the estimated time required for a learner to achieve specific learning outcomes and to facilitate progression and articulation. It is a unit of measurement for ‘notional’ or ‘average learning’ time, which includes all the activities the learner is expected to undertake in order to achieve the learning outcomes at a particular level.

3.2 Credit Values

Since credit is awarded as evidence of learning achievement, it follows that the volume of learning for each learning outcome must be specified in terms of credits. A credit value represents the number of credits awarded for the successful achievement of particular learning outcomes. A credit value is earned when the learner has met the assessment criteria for all (or the majority) of the designated learning outcomes. For a learner to qualify for a particular award, a minimum number of credits at the respective level in the TQF should be attained.

3.3 Credit System

A credit within the TQF equates to learning outcomes achievable in 10 hours of learning time. Credits are used to recognise the incremental progress of learners, facilitate student transfer, acknowledge prior learning, and contribute to the definition of TQF qualification standards.

For a person to qualify at a particular level, they must earn the required credits for that level. Credit accumulation may occur within a programme of study, across an institution, between institutions within a single country, or on an international basis. When accumulation crosses programme, institutional, or national boundaries, it is usually referred to as credit transfer. A credit gained by a student in any learning institution may be recognised in another institution, depending on the commonality in terms of level and context. To earn credits at a particular TQF level, the learner must satisfy the assessment criteria for all (or the majority of) the prescribed principal learning outcomes that define the qualification at that level. A credit shall not be apportioned or allocated, and if a learner has met the standard (demonstrating attainment of a principal learning outcome or accumulated qualification outcomes), they shall receive the full credits assigned to that standard. A description of the credits assigned per qualification level is commonly known as a credit framework. The credit framework for the TQF is presented in **Table 11**.

Table 11: Minimum Overall Credits for the TQF Levels

TQF LEVEL	CPE	CSE	ACSE	VOCATIONAL	TECHNICAL	UNIVERSITY	PROFESSIONS
10					540	540	
9					180 (120 PGD) (90 PGC)	180 (120 PGD) (90 PGC)	
8				360	360	360	Level III
7				240	240	(240 Higher Diploma)	Levels I and II
6				120	120	(240 diploma) (120 Certificate)	Tec Level III
5				120	120		Tec Level II
4				120	120		Tec Level I
3				90			
2				90			
1							

CPE = Certificate of Primary Education; CSE = Certificate of Secondary Education;

ACSE = Advanced Certificate of Secondary Education. These levels do not use a credit system. Therefore, no credits are assigned.

PGD = Postgraduate Diploma; PGC = Postgraduate Certificate.

The TQF Credit Framework is governed by the following policy guidelines for post-school education, addressing both vertical and horizontal articulation.

3.3.1 Vocational Education and Training

- A minimum of 90 credits must be earned at the National Vocational Award I.
- A minimum of 90 credits must be earned, with a maximum of 10 credits taken from National Vocational Award I. The remaining credits must be taken from National Vocational Award II.
- A minimum of 90 credits must be earned at National Vocational Award III, with a maximum of 20 credits taken from National Vocational Award II, and the remaining must be taken from National Vocational Award III.
- A minimum of 120 credits must be earned for the National Vocational Award Level 4. This Level is for those holding the National Vocational Award III.
- A minimum overall of 120 must be earned for the National Vocational Awards Level V only. This Level is for holders of the National Vocational Awards Level IV.

- (f) A minimum of 120 must be earned for the National Vocational Awards Level VI (Ordinary Diploma). This Level is intended for holders of the National Vocational Awards Level V.

In this framework, a holder of a National Vocational Award at Level 6 is typically regarded as having attained an advanced level of competence within their vocational field. Upon completing level 6, the graduate may progress to higher NVA levels or pursue professional Vocational expertise. Alternatively, they may join to NTA Levels, subject to the fulfilment of the specified prerequisite requirements.

3.3.2 Technical Education and Training

- (a) A minimum of 120 credits must be earned for the National Technical Award Level 4. This level is intended for Form Four Secondary Education leavers, as well as those holding a National Vocational Award III with a Certificate of Secondary Education.
- (b) A minimum overall of 120 credits must be earned for the National Technical Awards Level 5 only. This level is designed for holders of National Technical Awards Level 4 or their equivalencies, such as the Advanced Certificate of Secondary Education.
- (c) A minimum of 120 credits must be earned for the National Technical Awards Level 6 (Ordinary Diploma). This level is intended exclusively for holders of National Technical Awards Level 5 or their equivalencies.
- (d) A minimum of 240 credits must be earned for the National Technical Award Level 7 (Higher Diploma). This Level is designed for holders of an Ordinary Diploma or its equivalencies, as well as those with an Advanced Certificate of Secondary Education.
- (e) A minimum of 360 credits must be earned at National Technical Awards Level 8 for the award of a Bachelor's Degree. This level is intended for holders of National Technical Award Level 7 (Higher Diploma) only.
- (f) A minimum of 180 credits must be earned at level 9 for the award of a Master's Degree (National Technical Awards Level 9). This level is designed for holders of a Bachelor's Degree. A Postgraduate Certificate may be awarded upon realising 90 credits and a Postgraduate Diploma may be granted upon earning 120 credits after a Bachelor's degree.
- (g) A minimum of 540 credits must be earned at Level 10 for the award of a Doctorate Degree (National Technical Award Level 9). This level is intended for holders of a Master's Degree.

3.3.3 University Education

- (a) A minimum of 120 credits must be earned at Level 6 for the award of a Certificate. This level is intended for holders of the Advanced Certificate of Secondary Education.
- (b) A minimum of 240 credits must be earned at Level 6 for the award of a Diploma. This level is designed for holders of the Advanced Certificate of Secondary Education or holders of a Certificate in the relevant field from a university.
- (c) A minimum of 360 credits must be earned at Level 8 for the award of a Bachelor's Degree. This level is intended for holders of the Advanced Certificate of Secondary Education and a Diploma.
- (d) A minimum of 180 credits must be earned at Level 9 for the award of a Master's Degree. This level is intended for holders of a Bachelor's Degree. A Postgraduate Certificate may be awarded upon realising 90 credits, and a Postgraduate Diploma may be granted upon realising 120 credits after a bachelor's degree. PGC and PGD may also be offered as independent programmes with the same credit value.
- (e) A minimum of 540 credits must be earned at Level 10 for the award of a Doctorate Degree. This level is intended for holders of a Master's Degree.

3.4 Progression Pathways

The adoption of the credit accumulation and transfer system within the TQF aims to facilitate progression both within and across education and training providers at all levels. This system enables a student pursuing an academic path to transition to a vocational or technical path, and vice versa, fostering greater flexibility and inclusivity in education pathways.

3.5 Programmes under Open and Distance Learning (ODL) and E-Learning Mode

Programmes offered through the Open and Distance Learning (ODL) mode must comply with TQF standards. Online programmes should include clear indicators demonstrating that they can be successfully implemented and completed.

PART FOUR

IMPLEMENTATION OF THE TANZANIA QUALIFICATIONS FRAMEWORK

4.1 Establishment of the TQF National Committee

A competent TQF National Committee shall be established within the Ministry responsible for Education to oversee and coordinate the implementation of the Tanzania Qualifications Framework.

Additionally, a Technical Team for the TQF National Committee shall be formed to manage day-to-day operations and address routine matters.

4.2 Implementation of TQF

The implementation of the TQF shall be carried out through the established TQF National Committee.

4.3 Composition of the TQF National Committee

The composition of the **TQF National Committee** shall be as follows:

- (a) A Chairperson, appointed by the President.
- (b) Thirteen other members, appointed by the Minister responsible for Education comprising:
 - (i) The Commissioner for Education at the Ministry responsible for education.
 - (ii) The Chairperson of the Board of the Tanzania Commission for University.
 - (iii) The Chairperson of the Board of the National Council for Technical and Vocational Education.
 - (iv) The Chairperson of the Board of the National Examination Council of Tanzania.
 - (v) Two persons nominated from professional boards in Tanzania.
 - (vi) The Director of Human Resource Development at the President's Office – Public Service Management and Good Governance.
 - (vii) The CEO of the Association of Tanzania Employers.
 - (viii) The Commissioner of Labour at the Prime Minister's Office – Labour, Youth, Employment and Persons with Disability.
 - (ix) The Commissioner of Budget at the Ministry of Finance.
 - (x) Not more than two members appointed by the Minister at his/her discretion.
 - (xi) A representative from Adult Education; and
 - (xii) The Secretary, appointed by the Ministry responsible for Education.

4.4 Functions of the TQF National Committee

The functions of the TQF National Committee shall be as follows:

- (a) Coordinate the development and implementation of TQF, maintain a National Qualifications Framework as a basis for quality assurance in education and training, and serve as the reference point for the criteria and standards of national qualifications;
- (b) Coordinate the establishment of policies, guidelines, standards, manuals, codes and regulations to guide the implementation of the TQF;
- (c) Develop a national framework for establishing an accreditation system and the articulation of qualifications;
- (d) Develop or review flexible progression pathways for national qualifications in consultation with stakeholders;
- (e) Register qualifications and maintain a national database of qualifications and National Learners’;
- (f) Provide guidance to individuals, bodies or institutions on matters related to national qualifications;
- (g) Prepare annual reports for submission to the Minister responsible for Education;
- (h) Establish standards for the harmonisation and recognition of national and foreign qualifications;
- (i) Address appeals related to the implementation of the TQF from aggrieved parties;
- (j) Facilitate the promotion of national qualifications domestically;
- (k) Ensure the recognition of national qualifications internationally;
- (l) The TQF National Committee shall coordinate the establishment of programme clusters across different disciplines to avoid duplication of efforts;
- (m) Review and resolve any issues or disputes among Ministries, Departments, Regulatory Bodies, and professional bodies regarding the alignment of courses to the TQF, credit transfer and related matters; and
- (n) Address all transition issues, including developing a suitable mechanism for recognising and aligning qualifications predating the implementation of the TQF to the TQF National Committee;

4.5 Role of the Minister

The responsibilities of the Minister shall include, among others to:

- (a) Appoint the members of the TQF National Committee;
- (b) Table annual reports before the National Assembly; and
- (c) Disseminate the reports to various stakeholders;

4.6 Role of Regulatory and Professional Bodies

In addition to its stipulated functions, each regulatory body shall establish and maintain an electronic register for all education and training providers, their programmes and qualifications under its jurisdiction within the TQF.

Each regulatory body shall continue to regulate its courses, programmes, affiliation, and accreditation system, ensuring their alignment and conformity with the TQF.

Regulatory and professional bodies shall establish qualification standards-setting committees for the various programmes leading to qualifications recognised in the TQF. The committees shall also review the standards periodically to ensure they remain aligned with developments in technology.

The TQF National Committee shall develop the modalities for appointing and coordinating the committees of regulatory and professional bodies to discharge their functions. The Proposed structure of the TQF National Committee structure is shown in Figure 2.

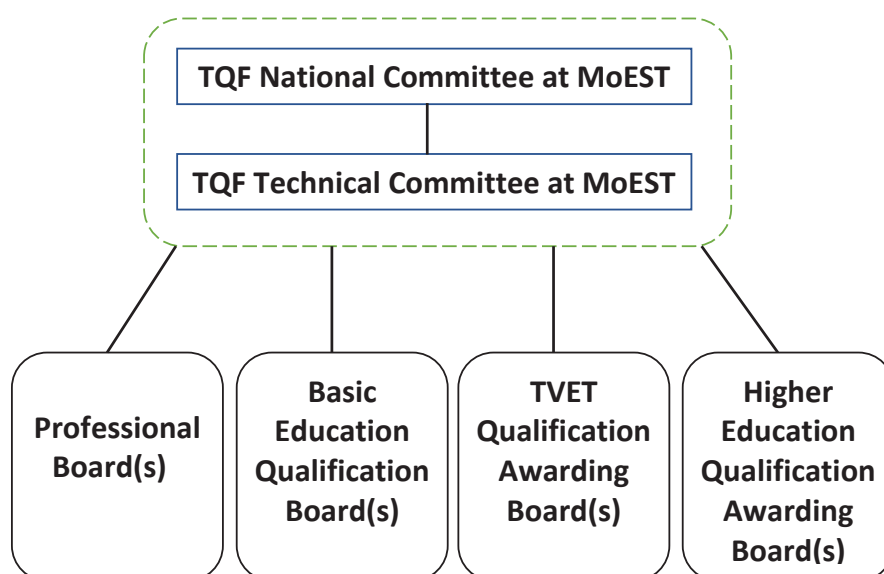


Figure 2: *TQF Coordination Structure*

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