الهـيـئـة الـوطـنـيـة لـلـمـؤهـلات
NATIONAL QUALIFICATIONS AUTHORITY

QF
Emirates | مؤهلات الإمارات

Qualifications Framework Emirates Handbook

FOREWORD

The *Qualifications Framework for the Emirates Handbook* is the fruition of three years of research and development work. The initial research and development work investigated the benefits of national qualifications frameworks in improving the skills levels, productivity and global competitiveness of nations. This work led to the issuing of a Federal Decree No. 1 'Establish and maintain the National Qualifications Authority' on the 23 August 2010.

The vision for the UAE in decreeing that there will be a qualifications framework for the UAE is to develop and maintain a qualifications system that values every individual's learning and optimises access, transfer, progression and recognition of qualifications, leading to a skilled and knowledgeable workforce for a globally competitive environment.

The *Qualifications Framework for the Emirates Handbook* provides detailed information about the architecture of qualifications in the UAE and also defines the requirements that will enable UAE qualifications to be compared with and valued alongside foreign qualifications.

The Handbook sets out the policies, structures, standards, systems and procedures for a Qualifications Framework for the Emirates, known as the QF*Emirates.* It enables a coherent, consistent and robust approach to be taken to the design of qualifications for higher education, general education and technical, vocational and professional education and training. It sets out criteria for both the accreditation of qualifications and for those organisations in the public and private sectors which are to deliver them. It provides guidance and a reference tool for accreditation and awarding bodies and qualifications designers and developers.

Perhaps most importantly, the QF*Emirates* is a facilitative tool that aims to promote the concept of lifelong learning as the means to enable individuals to plan and access learning in order to fulfill their potential and to contribute to the future growth and prosperity of the UAE.

The National Qualifications Authority (NQA) Transition Steering Committee supervised the development of the handbook, and the Qualifications Framework Technical Coordination Group (QFTC-Group) was responsible for its technical development. The process of development involved many stakeholders, organisations and practitioners.

The NQA Board approved the *Qualifications Framework for the Emirates Handbook* on the 20th February 2012. NQA will implement the Framework in cooperation with relevant entities and entrusted bodies.

تـــمـــهـــيـــد

يعتبر دليل منظومة المؤهلات الإماراتية هو نتاج ثلاث سنوات من أعمال البحث والتطوير.وقد عملت تلك الأبحاث الأولية على التدقيق والبحث في الفوائد المترتبة على نظم المؤهلات الوطنية في تطوير مستوى المهارات وتحسين الإنتاجية والقدرة التنافسية العالمية للدول. والجدير بالذكر أن هذا العمل قد أدى إلى صدور المرسوم الاتحادي رقم (1) بخصوص إنشاء هيئة المؤهلات الوطنية في الثالث والعشرين من أغسطس 2010م .

لقد كان لدولة الإمارات العربية المتحدة، وكما هو شأنها على الدوام، قصب السبق وعلى مستوى المنطقة في تأسيس نظام متكامل للمؤهلات يهدف الى تقييم محصلة التعلّم لكل فرد وبالتالي اتاحة الفرصة أمام جميع أفراد المجتمع لمواصلة عملية التعلّم والتدريب وتحقيق امكانية الإنتقال بين مسارات التعليم المختلفة والإرتقاء في الحياة المهنية وهو مايعني بعبارة أخرى بناء قوى عاملة ماهرة ومتعلمة قادرة على الإرتقاء الى مستوى متطلبات اقتصاد المعرفة وعلى المنافسة داخل بيئة عالمية متغيرة.

يقدم هذا الدليل معلومات شاملة تتعلق بهيكلية المؤهلات في الدولة من جهة ويُحدد الأسس المطلوبة للإرتقاء بتلك المؤهلات وبما يمكنها من المقارنة السليمة مع المؤهلات الأجنبية المرموقة للمنافسة وربما التفوق عليها من جهة أخرى. إذ يقدم الدليل السياسات والأسس والمعايير والنظم والإجراءات الخاصة بمنظومة المؤهلات الإماراتية. وهو يطرح في الوقت عينه منهجية متكاملة ومتلازمة لابد من الأخذ بها في عملية تطوير وتصميم مؤهلات التعليم العالي والتعليم العام والتعليم والتدريب التقني والفني والمهني. يضاف الى ذلك أن دليل منظومة المؤهلات الإماراتية قد عمل على تطوير مجموعة المعايير الخاصة باعتماد المؤهلات وآلية اعتماد مؤسسات التعليم والتدريب الحكومية والخاصة المسؤولة عن إصدار هذه المؤهلات. ليس هذا حسب، بل هو يمثل دليلاً وأداةً مرجعيةً تستفيد منها جميع المؤسسات التعليمية والتدريبية والجهات المانحة للمؤهلات وكذلك الجهات المسؤولة عن وضع وتطوير المؤهلات.

بيد أن من الأهمية بمكان الإشارة هنا الى أن دليل منظومة المؤهلات الإماراتية هو "أداة تسهيلية" تهدف الى تعزيز مبدأ "التعلّم مدى الحياة" باعتباره وسيلة تُمكن الأفراد من التخطيط والحصول على فرص مواصلة العلّم سعياً وراء تحقيق طموحاتهم العلمية والعملية والمساهمة الفاعلة في نمو وازدهار دولة الإمارات العربية المتحدة.

وفي هذا الإطار ينبغي الإشارة الى أن "اللجنة التأسيسية العليا" للهيئة الوطنية للمؤهلات الإماراتية قد أشرفت على هذا العمل في جميع مراحله التطويرية بينما أخذ "فريق التنسيق الفني لمنظومة المؤهلات الإماراتية" والمؤلف من العديد من المؤسسات والجهات ذات العلاقة على عاتقه مسؤولية التدقيق والتحقق من جميع الأمور الفنية الواردة في هذا الدليل.

تم اعتماد "دليل منظومة المؤهلات الإماراتية" من قبل مجلس إدارة الهيئة الوطنية للمؤهلات في اجتماعه الأول بتاريخ 20/2/2012 ، وستقوم الهيئة الوطنية للمؤهلات بتنفيذ وتطبيق المنظومة بالتعاون مع الجهات والهيئات ذات الصلة والعلاقة

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Chapter 1

1.1. A national qualifications framework for the United Arab Emirates

It is generally acknowledged that for a country to be internationally competitive it must prioritise the development of relevant skills and qualifications to coincide with new and emerging technologies, materials, systems and workplace environments. Acting as a catalyst, governments are best placed to initiate appropriate strategies to stimulate the development of skills that meet the rapidly changing needs of the labour market. Such strategies can lead to significant improvements in productivity, efficiency and cost effectiveness, which in turn improves a country's well-being.

Vision statements and strategies of respective Emirates and the UAE Government recognise the importance of a highly skilled, educated and qualified workforce to UAE's economic growth and prosperity. As such, there is an urgent and ongoing need for human (workforce) development of the UAE citizens (i.e. Emiratisation) and residents. The country must address skills shortages and gaps; increase labour market opportunities for individuals who participate in education and training; and develop educational and training policies and directions that improve economic, social and personal competitiveness.

A key step in realising a highly skilled and productive workforce is through a national qualifications framework that encompasses formal, informal and non-formal learning. A national qualifications framework is a means of facilitating the design of a coherent classification of qualifications. It consists of a number of levels and related qualifications. Each individual level in a framework indicates the achievement required to gain a particular qualification recognised at that specific level. Benefits of a national qualifications framework include:

- enhancing access to learning opportunities

- creating new learning pathways and arrangements

- helping learners to make informed decisions about education and career progressions

- facilitating lifelong learning

- improving the international mobility of learners and understanding of overseas qualifications through alignment with frameworks in other countries

- assisting in the recognition of experiential learning acquired through work and life experiences, voluntary activities, and other informal and non-formal activities.

Many successful and highly competitive countries have developed and implemented their own national qualifications frameworks. In 2006, his Highness Sheikh Mohammed Bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE Armed Forces initiated the Qualifications Framework Project to research and review the

possible advantages of a qualifications framework for the UAE. This foundation work led to the enactment of a national qualifications framework for the United Arab Emirates.

On the 23 August 2010, President His Highness Sheikh Khalifa Bin Zayed Al Nahyan issued Federal Decree No. 1 'Establish and Maintain the National Qualifications Authority'. The role of the National Qualifications Authority (NQA) is to work with related entities to establish and implement an internationally recognised qualifications system for the UAE, which includes a national qualifications framework. The Authority is affiliated with the Cabinet. It has independent legal status and full legal capacity to act in accordance with the Decree, and is represented by the Board of Directors.

The NQA Board approved the qualifications framework for the United Arab Emirates (known as the QF*Emirates*) as represented by the *Qualifications Framework for the Emirates Handbook* on the 20th February 2012. Vested authority in this handbook is derived from the Federal Decree at Article 6. In accordance with the Decree, the handbook will be subsequently submitted to, and be noted by the Federal Cabinet, consistent with its approved processes. Therefore, the handbook is the authoritative document by which all qualifications in the United Arab Emirates are to be compared, described and developed for national recognition and international alignment.

1.2.　A world class responsive education and training system

A vital part to developing the skills potential of a nation is the operation of a flexible, responsive and modern education and training system characterised by the elements in Figure 1. The system must integrate higher education, vocational education and training and general education, while being sufficiently flexible to accommodate and recognise the differences between them. It must primarily contribute to the delivery of highly skilled and qualified individuals to meet the needs of businesses, industry and the community. The role of industry, in partnership with government, is to take responsibility for the future direction of the education and training system.

Figure 1.　Elements of a world class education and training system

The measurable contribution that an industry driven responsive education and training system can make to workforce participation and productivity is great. The benefits of introducing such a system include:

- improving productivity, competitiveness and health and safety across the economy

- building confidence and pride in national qualifications

- enabling progression, mobility and employment opportunities for individuals

- enabling portability of national qualifications based on a rigour of quality assured national standards

- reducing duplication and improving consistency in education and training support materials

- providing access to recruitment, employment, learning and recognition of achievements for all nationals and expatriates

- facilitating benchmarking and improvements of national education and training goals and strategic initiatives, aligned to other world class systems

- enabling improved investment decisions and transparency in government purchase of publicly funded education and training provision

- becoming more internationally competitive and economically sustainable.

1.3. Vision and aims of the National Qualifications Authority

The vision of the National Qualifications Authority is to:

> "
>
> *develop and maintain a qualifications system that values every individual's learning and optimises access, transfer,*

The National Qualifications Authority will coordinate the establishment and implementation of an internationally recognised qualifications system for the UAE. The system is comprised of a single, coherent and integrated qualifications framework as well as range of quality assurance processes to ensure quality of outcomes.

The Decree sets out sixteen (16) aims and objectives, which the Board of the National Qualifications Authority (NQA) is to pursue. It includes the establishment of the Qualifications Framework for the Emirates that serves as the national frame of reference for qualifications and is internationally recognised. The aims and objectives, as detailed in the Decree, are as follows:

1. Design plans and policies, and develop a comprehensive and unified national strategy for qualifications.

2. Establish and continuously maintain standards and regulations for qualifications of higher education, general education and technical, vocational and professional education and training to keep pace with scientific and technological progress, and to meet the requirements of economic and social development.

3. Develop policies and procedures for qualifications of higher education, general education and vocational, technical and professional education and training so as to obtain national and international accreditation (recognition).

4. Develop and maintain systems, processes and procedures to assess learning outcomes that serve as the basis for awarding qualifications.

5. Issue equivalencies for higher education, general education and vocational, technical, and professional education and training qualifications

6. Assess and accredit higher education, general education and vocational, technical, and professional education and training providers.

7. Develop policies and procedures for access, transfer and progression of individuals within higher education, general education and vocational, technical, and professional education and training streams inside and outside the country.

8. Advise individuals and entities to promote the concept of lifelong learning.

9. Establish and maintain systems, processes and procedures to ensure that the National Qualifications Frameworks is the national frame of reference for qualifications in the country.

10. Analyse and provide qualifications-relevant data, and submit proposals to relevant entities, to improve the quality of higher education, general education and vocational, technical and professional education and training systems.

11. Establish specialised committees to develop national occupational (skills) standards for all jobs in compliance with the National Qualifications Framework levels.

12. Develop and maintain an integrated system to license assessors of vocational, technical and professional education and training qualifications.

13. Support the efforts of all entities responsible for assessing and regulating workforce quality.

14. Establish and maintain a national database for all education and training providers in the country, to include learners, accredited (recognised) national qualifications and national occupational (skills) standards.

15. Conduct studies and periodic evaluations, so as to improve the overall performance of the national qualifications system.

16. Implement any other tasks or responsibilities assigned by the Council of Ministers.

1.4. Principal Qualifications structure of the QF*Emirates*

> *It is obvious that the foremost aim of the NQA is to develop a single and integrated qualifications framework (QFEmirates) that covers general education, vocational and professional education and training, and higher education. To enhance interest in learner mobility and lifelong learning, the QFEmirates must align with other national frameworks and international meta-frameworks[1]. Additionally, it needs to recognise and provide sufficient flexibility for each of the above sectors to manage and administer its own affairs relative to the levels in the Framework whilst assuring similar or equivalency in outcomes for the same level. This flexibility, and relevance, is achieved through the QFEmirates inherent structure and unique representation. To this end, NQA established measures to enhance access, transfers and progression within and between the three sectors.*

Each sector is responsible for an array of qualifications that are managed by respective accreditation/awarding bodies (commissions) according to their respective quality assurance policies, processes and procedures. The NQA monitors their performance to build confidence and credibility of qualifications awarded under the QF*Emirates* amongst users and developers of qualifications.

Figure 2 provides a pictorial representation of the single integrated qualifications structure that is the key feature of the QF*Emirates*. As explained in the following chapters of this handbook, the QF*Emirates* is characterised by:

- a National Qualifications Authority, empowered by Decree, to establish and maintain a quality assured qualifications framework for all recognised qualifications in the UAE

- its unique alignment with the UAE national strategic vision to stimulate economic and social development, enhance employability of human capital, and improve the UAE's international competitiveness

- a framework of levels, defined by learning outcomes to aid the design of fit for purpose qualifications and provide the basis for comparison of UAE qualifications with other world class national and international frameworks

- a single integrated framework for higher education, vocational education and training and general education that optimises access, transfer, progression and recognition for learners

- motivating individuals, whether through formal, informal and/or non-formal learning, to engage in and progress through lifelong learning to fulfil their potential.

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1 Meta-framework definition: refer to *Annexure B - Key definitions of terminology in the* QF*Emirates.*

Figure 2. Qualifications Framework for the United Arab Emirates *(QFEmirates)*

1.5.   Implementation and transition arrangements

The introduction of a new system of qualifications can pose a challenge to education and training administrators and providers. It may impact on employability and prospective recognition arrangements of qualifications issued prior to implementation of the QF*Emirates.* Issues and unintended consequences may arise from time to time. Advisory information related to transition to the new system of qualifications addressing most likely scenarios is seen as an important medium for those that may be affected.

To this end, a specific section in the handbook covering implementation and transition has been developed to assist stakeholders. It is included as ***Annexure A - Implementation and transition arrangements.***

Chapter 2

2. Drivers and purpose of the QF*Emirates*

2.1. Introduction

The Decree to establish the National Qualifications Authority sets out its scope of responsibilities, detailed in the aims and objectives. Specifically, the Authority is empowered to:

> *work in coordination with other relevant bodies to establish and develop a national system of qualifications in the UAE through drawing up plans and policies in this regard within a comprehensive and standardised strategy, which determines regulations and standards of higher, general, technical education qualification and vocational training and how to develop them continuously in order to keep pace with scientific and technological progress and the requirements of economic and social development in UAE.*

The *Qualifications Framework for the Emirates Handbook* provides guidance and is a reference tool for accreditation/awarding bodies and qualifications designers and developers. It facilitates the operation of a national qualifications framework for the UAE, known as the QF*Emirates*, by introducing level descriptors, the qualifications, respective issuance authorities and other related information. It includes a selection of confirmed qualifications that encompass qualification types, profiles and related specifications used by recognised accreditation/awarding bodies in their respective processes and procedures for the development/accreditation/recognition of qualifications against the QF*Emirates*.

The handbook is also an advisory and informative document for associated users or interested individuals who may wish to use or learn more about the UAE arrangements with respect to the national qualifications framework.

2.2.   Key features of the QF*Emirates*

A review of international qualifications frameworks indicates there is no ideal or perfect number of levels for a qualifications framework, nor is there any intrinsically correct set of characteristics on which the analysis of learning outcomes could be based. The task in designing a framework was essentially to find a structure that was best fit for purpose, given the intended scope of the framework in the UAE's national interest.

The QF*Emirates* sets out to recognise all forms of learning, and specifically to:

- provide a frame of reference, enabling all qualifications to be described and compared

- accommodate all qualifications, including those used in UAE's General Education, Vocational (and Professional) Education and Training, and Higher Education sectors, to recognise the achievement in learning from the most elementary task to the most complex

- enable the inclusion of the Recognition of Prior Learning (RPL)

- define the learning outcomes required for new qualifications

- provide the basis for comparison of UAE qualifications with other national or international qualifications

- establish ways to facilitate and support alignment and integration of the quality of outcomes of education and training with economic and social development.

Having reviewed the experiences of other countries in developing and introducing national qualifications frameworks, it is concluded that a framework is accepted as good practice if it is constructed of as few levels as possible. In other words, neither should there be levels for which there are no qualifications, nor should there be so many levels that the difference between any two is difficult to describe.

It is generally recognised that descriptors related to learning outcomes need to work across and between systems (particularly descriptors of levels in meta-frameworks[2], such as those used in the European Qualifications Framework) should be as general as possible while still enabling clear level differentiation. This approach enables descriptors to comprise of statements that are generalised and set out in only a few categories.

At the opposite extreme, learning outcomes for specific qualifications or for sets of qualifications in closed arrays such as sectoral-based qualifications, are often very detailed, may include many statements and/or may describe characteristics that are specific to a sector, discipline, field of learning/work or subject/topic area.

Learning outcomes descriptors for national frameworks are typically between these extremes. They need to be detailed enough for relevant accreditation/awarding bodies to use them in determining qualification design, while remaining general enough to be used as a reference point for the comparison of qualifications. The QF*Emirates* seeks to embrace this balance, but at this early stage in its development, a more structured approach has been adopted. This reflects the current state of the education and training system and associated infrastructure. It is anticipated that as the system matures and more supporting infrastructure is established, the level of specificity will become less.

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2 Meta-framework definition: refer to *Annexure B - Key definitions of terminology in the* **QF*Emirates***

2.3. Key drivers

The key drivers underpinning the introduction of a national qualifications framework and related system are as follows:

Table 1.   Key drivers of the QF*Emirates* and related system

A single framework
The need for an enabling mechanism (a unified and singular system and reference point for all national qualifications) that can be used by a country's decision makers to develop relevant strategic educational and training policies and directions (including prioritising targeted areas) to improve a country's economic, social and personal competitiveness, and to stand in the world community.
A common benchmark
The need to bring 'national' order (using common nomenclature and outcomes based criteria) to the many and varied qualifications on offer and/or being issued across a country by licensed education and training providers in the public and private sectors, and as an aid in the development of new recognisable and government endorsed national qualifications.
Qualifications flexibility
The need to facilitate adequate flexibility within qualifications' structures to accommodate changing technologies, changing work organisation, learner mobility and learner career paths, including improved opportunities for access and transferability between different licensed educational and training providers.
A framework of common language
The need to provide a framework of common language that can be used as a ready guide for both employers and learners/employees in terms of identifying the level of education required when advertising for jobs. It also serves as guidance to individuals to identify what type of jobs they may be eligible for and what qualifications are needed in order to apply for them.
Labour market
The need to address skills shortages and skills gaps in the economy or increase labour market opportunities for individuals through education and training.
Quality and consistency
The need for improved and transparent mechanisms for assuring the quality, consistency and rigour of national qualifications for a country, communities, employers and learners/employees.
International alignments
The need to establish linkages and alignment with other countries to effect international comparisons leading to improved information for assisting learner mobility.
Lifelong learning
The need for more transparent mechanisms that facilitate recognition of 'lifelong' learning, including formal, non-formal and informal learning as well as the need to ensure, for the long-term, that all qualifications, at a minimum, support and recognise lifelong learning.

2.4. Purpose of the QF*Emirates*

The QF*Emirates* is designed to be the single structure and reference point through which all qualifications in a country can be compared nationally and internationally. The QF*Emirates* levels can accommodate qualifications awarded for:

- Formal learning - structured learning achieved and formally recognised typically in:
  ◊ schools
  ◊ institutions such as universities and colleges
  ◊ training centres
  ◊ other forms of approved formal learning media.
- Informal and non-formal learning - structured and unstructured learning achieved typically in:
  ◊ the workplace
  ◊ the community
  ◊ other experiential forms, from the most simple to the most advanced levels of learning.

Note: For more information on the definition of informal and non-formal learning refer to **Annexure B - Key definitions of terminology in the QF*Emirates*.**

2.5. Usage of the QF*Emirates*

The QF*Emirates* consists of agreed structures and conventions. It is used:

- to indicate the outcomes needed for a particular qualification and recognised at a given level in the QF*Emirates*
- to compare new and existing qualifications, and enable relationships to be defined
- to facilitate:
  ◊ the recognition of the learning achieved by all individuals
  ◊ mechanisms to help learners make informed decisions about education and training, and career progression
  ◊ the mobility of individuals between employment, for example between military and civilian
  ◊ the recognition and mapping of international qualifications
- as a frame of reference for purchasing government funded education and training
- as a means of national and international benchmarking of qualified individuals in the UAE
- as an aid to design and develop qualifications
- as a tool to assure consistency and integrity of qualifications outcomes
- as an indicator of notional occupational and employment relevance.

2.6.   Design of the QF*Emirates*

The design of the QF*Emirates* is based on three features:

1.   **Number of levels**

Each level represents a hierarchy of relative difficulty, complexity and depth. The higher the qualifications framework level, the greater the challenge and the demand expected of a learner in order to be awarded the relevant qualification.

2.   **Range of learning outcomes at each level with learning outcomes being described in terms of knowledge, skill and competence**

Using learning outcomes as the common language in the design of qualifications frameworks makes it easier for international alignments, and also enhances portability and mobility of individual qualification holders.

Each of these unique learning outcome terms is defined in statements of knowledge, skill and competence. They are assembled in vertical strands for each framework level. The use of strands of learning outcomes and levels in a qualifications framework helps improve the hierarchical and distinguishing characteristics applicable between levels as well as within a level. It provides those designing qualifications with a finely drawn vertical and horizontal structure (grid) to facilitate easy alignment.

A set of learning outcome statements for each level is called 'Level Descriptors'. They distinguish the levels within a qualifications framework.

Level Descriptors form the foundation for specific qualifications design and development (i.e. qualifications are developed for specific needs and aligned to the appropriate level).

Summary Level Descriptors for each QF*Emirates* level have been produced. This is summary information for each level that is indicative and provides supplementary support to the interpretation of the overall meaning of the level. It is not definitive of the levels, and importantly is not used for specific alignment and qualifications referencing.

3.   **A qualifications structure - classification (type), titles and profiles**

A determination of the types of qualifications that are to be used in the QF*Emirates* is made, as is the convention for titling qualifications at each level. More than one qualification may be established at the same level. Titles are assigned to each relevant qualification to be used.

For each qualification an individual 'profile' (specification) is produced using the Level Descriptors. Each qualification profile thus denotes the parcel of learning outcomes to be achieved for the given qualification outcome. They become the ready reference tool for qualifications development, alignment and comparability.

> *The levels, level descriptors and qualifications structure, inclusive of the qualification profiles, form the essential and fundamental building blocks from which the full capabilities and benefits of a qualifications framework are derived. From this framework, augmented with authoritative advisory information covering issuance, authorities, coding, pathways and associated support, all qualifications can thus be designed and developed.*

Aspects of existing certification arrangements in the UAE were significant factors for consideration in qualifications framework design. These factors included, but not limited to, the need to:

- accommodate a range of existing qualifications without significant rationalisation (a qualifications framework is not intended to bring about a comprehensive reform of awarding practice in the country)

- develop some new qualifications, particularly for vocational education and training and for certain QF*Emirates* lower level learning achievements

- validate and provide national recognition for a wide range of sectoral and professional qualifications, many of which may be awarded for quite small sets and/or medium sets of learning outcomes

- provide a notional frame of reference for employment

- provide flexible certification to support a major initiative in the use of recognised prior learning/experiences (RPL) processes

- provide a simple, easy-to-use referent for a vast and extremely varied range of foreign qualifications held by non-national residents working in the UAE.

2.7. QF*Emirates* levels and their alignment to other national frameworks

Taking all of these factors into account, it was determined that:

> *the* **QF***Emirates would comprise of ten (10) levels. Learning outcome descriptors related to knowledge, skills, and aspects of competence were developed for each of the 10 levels. At each level these define the broad learning outcomes required for awarding a qualification.*

A further key design consideration was the desire to ensure that the QF*Emirates* could be clearly and easily aligned to international meta-frameworks, in particular the European Qualifications Framework (EQF) and the Framework for Qualifications of the European Higher Education Area (the Bologna Framework).

The intended 10 levels would readily relate to the EQF and the Bologna Framework as well as other national frameworks, such as the Australian Qualifications Framework or Ireland's National Framework of Qualifications. Table 2 shows how the QF*Emirates* aligns to the EQF and Bologna Framework.

Table 2. Alignment of QF*Emirates* with European Qualifications Framework and the Bologna Framework

QF*Emirates* level	EQF level	Bologna Framework
10	8	Third cycle
9	7	Second cycle
7,8	6	First cycle
6	5	Short cycle
5	4	
4	3	
3	2	
1,2	1	

The rationale for having two qualifications framework levels that relate to EQF Level 1 is to meet the need for a very low level qualification that can be achieved comparatively quickly by learners with no previous qualifications, providing encouragement, support and easy access to the first rung on the ladder of achievement.

The rationale for having two qualifications framework levels that relate to EQF Level 6 derives from the very wide range of qualifications that are categorised internationally as 'Bachelor Degrees'.

Chapter 3

3. Scope and architecture of the QF*Emirates*

3.1.   Existing qualifications

The Qualifications Framework for the Emirates (QF*Emirates*) has been designed to be the single structure through which all qualifications in the UAE can be described and compared, enabling the relationship between all qualifications to be defined.

> *The* **QF***Emirates levels aim to accommodate qualifications awarded for learning achieved in schools, the workplace, the community, training centres, colleges, and universities, be it public or private; from the most simple to the most advanced levels of learning. Thus, the* **QF***Emirates sets out to recognise all forms of learning, including that achieved through work-based learning, experiential learning as well as other informal settings.*

3.2.   New qualifications

The QF*Emirates* provides a frame of reference for existing qualifications and a foundation for the design of new types of qualifications, based on 'learning outcomes' which are defined in terms of knowledge, skill, and aspects of competence. In this context, the QF*Emirates* paves the way for a new system of qualifications and awards for vocational, technical and professional education and training (known as vocational education and training) in the UAE.

> *The* **QF***Emirates is based on what a learner has learned (learning outcomes) not what he/she has been taught. As such it defines a qualification as:*
>
> *'formally recognised certification confirming that a learner has achieved certain approved learning outcomes as prescribed by an authoritative body according to level and type.'*

This differs from the existing and commonly used approach, which defines a qualification based on participation and time-spent on a course or program. It shifts the focus to the outcome of the learning experience and the achievement of the learning outcomes, as described in the QF*Emirates*.

The QF*Emirates* uses 10 levels that allow for comparisons between all UAE qualifications, and where applicable, international qualifications. It allows alignment between qualifications systems in the UAE and the qualifications and certification systems of other countries (e.g. Ireland, Bahrain), and between the QF*Emirates* and meta-frameworks, such as the European Qualifications Framework (EQF) and the Framework of Qualifications of the European Higher Education Area (the 'Bologna' Framework).

Therefore, the model for a qualifications framework is designed to address the multiple functions of:

• a referent for existing qualifications

• a structure within which new qualifications can be developed

• an instrument for the international comparison and alignment of qualifications.

3.3. Key definitions of terminology in the QF*Emirates*

It is important to include key definitions of terminology to enhance consistency of understanding and communication for developers, users and the community. These definitions have been included in **Annexure B – Key definitions of terminology in the QF*Emirates*.**

3.4. Framework for qualifications

The QF*Emirates* Level Descriptors are comprised of:

1. **Number of levels**

   Ten [10] levels have been adopted for the QF*Emirates*.

2. **Learning Outcomes**

   Learning outcomes expressed in terms of strands:
   • Knowledge
   • Skill
   • Aspects of competence (comprising three strands).

3. **The five strands**

   These five [5] strands of learning outcomes reflect what is expected to be achieved at the respective level, for each qualification. A qualification is defined, benchmarked and aligned to the requisite level.

   The 10 levels encompass the widest possible spread of learning: Level 1 can recognise the ability to perform practical and elementary tasks, while Level 10 qualifications recognise the ability to discover and develop new knowledge and skills required at the frontiers of research and scholarship.

QF*Emirates* Level
10
9
8
7
6
5
4
3
2
1

The 10 levels and five 'strands' of learning outcome statements (defined for each level - totalling fifty [50] statements), form a grid of Level Descriptors. See Annexure C – Grid of Level Descriptors.

As shown in Table 3, the five strands of learning outcomes comprise knowledge, skill, and aspects of competence in terms of:

• autonomy and responsibility

• role in context

• self-development.

Table 3. Strands of learning outcomes

Level X	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
	Knowledge	Skill	Autonomy and responsibility	Role in context	Self-development

Aspects of competence

3.5. Summary Level Descriptors

As a quick guide for users, Summary Level Descriptors (SLDs) have been developed. These provide executive summary statements of the aggregate of the five strands. They are developed as an indicative guide showing a synopsis of the:

• learning for each level

• achievement for each level

• generic relationship with employment for each level.

The SLDs are **not definitive** and are only intended as a working guide, and they should not be used for detailed referencing. A copy of the Summary Level Descriptors (SLDs) is included at ***Annexure D - Summary Level Descriptors (SLDs)***.

3.6. Qualifications structure - convention for type, titles and profiles

The QF*Emirates* provides qualitative ways for classifying and describing qualifications to be used within the UAE, that is, according to the type of qualification and title. Working from the established 10 Level Descriptors, qualification types and generic qualification titles, their respective profile can be developed for each level (see ***Annexure G - 'Generic' Qualifications and Awards structure and profiles***) together with a coding system (see ***Annexure H - Coding qualifications and awards***).

The qualification structure of the QF*Emirates* is comprised of, therefore:

A. *types* of qualifications that can be used

B. the qualification *levels*

C. the recognised *nomenclature* that is used for qualifications

D. '*generic titles*' of the Principal Qualifications used in the QF*Emirates* as well as some new qualifications that provide for more flexibility and recognition for smaller volumes of learning.

    These new qualifications, explained in Chapter 4, are known as Composite Awards and Component Awards. They are likely to be used, in the main, by the Vocational Education and Training sector across a range of levels.

E. the identifiable and prescribed parcel of learning outcomes (i.e. *qualification profile*) that distinguishes one type of qualification from another, at the same and different levels and the broad learning outcomes envisaged (scope) of each respective qualification for the given level.

It should be noted that the qualification profiles in ***Annexure G - 'Generic' Qualifications and Awards Structure and Profiles*** do not refer to any particular sector activities, discipline, field of learning/work, or subject matter/topic area but signify the bias of the qualification in terms of applicable learning outcomes and sector application. For example, a particular qualification may be rich in specific knowledge versus another of the same level that is skills or competency rich and best suited to a vocational context.

3.6.1. Types of qualifications

At each level of the QF*Emirates* a variety of qualifications may be required to meet specific needs. For instance, there may be a need to provide more than one type of qualification at the same level of the QF*Emirates*. However, the size, quantum (volume), content and effort are smaller in relative terms than another 'larger' volume qualification. There may also be a need for other types of qualifications that readily align at the same level of the QF*Emirates* but only some strands of learning outcomes are evident.

A simple way to address this need is to classify qualifications according to type. Three qualification types have been identified within the QF*Emirates* (see Figure 3), which are described in terms of the following classification:

A. 'Principal' Qualification

B. 'Composite' Award

C. 'Component' Award

Note: The use of qualification types across the Higher Education, General Education and Vocational Education and Training sectors will vary and may apply at all levels or some levels. Respective sector accreditation/ awarding bodies will determine whether to, or how such, will be applied according to need, relevance and demand. For ease of usage and distinguishing identifier, the term Award is used within the QF*Emirates* to cover Composite and Component. Collectively, they are all referred to as qualifications.

Figure 3. Pictorial concept of qualification types

Principal Qualifications	Composite Awards	Component Awards
Qualification Title and Code Scope	Multipleset and stand-alone	Stand-alone or relatively small or narrow in application
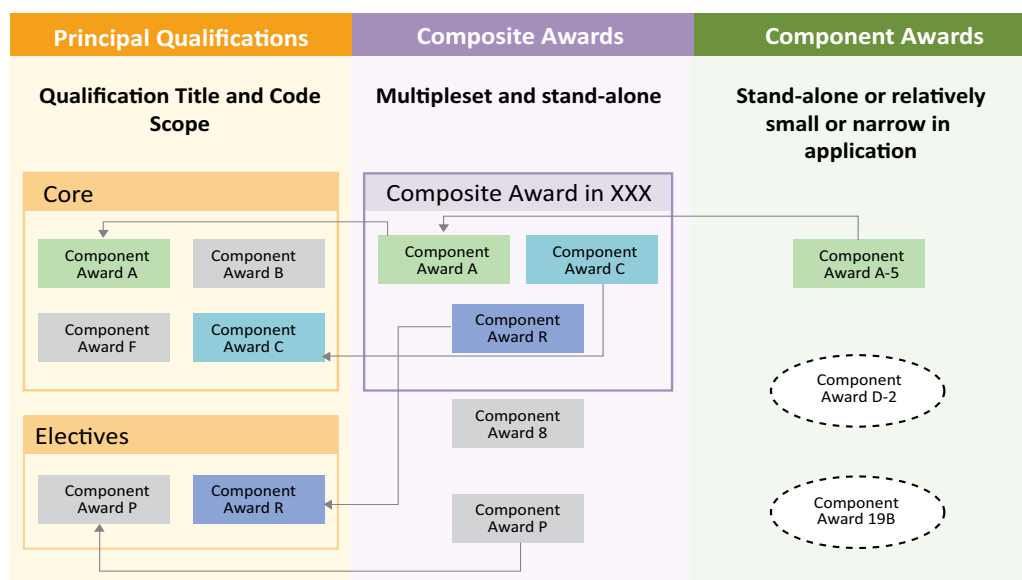
Note:

1. Award numbers or alphas referred to in the table are for illustration purposes only. Its aim is to show how an award and its related coding system can interrelate with another Qualification or Award to provide for articulation or credit transfer. In some instances, although not typical, an Award may for a range of reasons (e.g. regulatory, level of risk) stand alone or be an orphan with no articulation or credit transfer.

2. Arrows in the illustration show the articulation pathways that apply to an Award used in other qualifications.

The following defines each qualification type:

1. Principal Qualifications are the major type of qualification associated with formal recognition at each level, and capture a typical range of achievements for the level such as:

   Existing UAE qualifications:

   • Grade 12 Secondary School Certificate, at Level 4

   • Diploma, at Level 5

   • Bachelor Degree, at Level 7

   Some new vocational qualifications:

   • Certificate 3, at Level 3

   • Certificate 4, at Level 4

2. Composite Awards provide formal recognition for learners who achieve a multiple set of cohesive learning outcomes encompassing, in varying combinations, all five strands of learning outcomes, but not the full combination of learning outcomes required for a Principal Qualification.

They may:

- represent a cluster of learning outcomes not sufficient to be a Principal Qualification, or

- be included as constituent parts of Principal Qualifications, or

- stand-alone (independent / orphaned) as a set of skills for the purpose of recognition.

3. Component Awards provide the smallest parcel of cohesive learning outcomes that can be achieved by learners for formal recognition purposes within the Framework. They may relate to all or only some of the five strands of learning outcomes defining the level. These types of awards may:

- stand-alone as an orphan parcel of learning contained within a Composite Award and/or Principal Qualification

- be used as certification of competence in, for example, health and safety in the construction industry

- be prescribed for regulatory purposes and skills licensing

- relate to specific and narrow knowledge or work performance outcomes

- be used to update and refresh specific knowledge or skills

- apply to continuing professional development

- stand-alone as a unit of learning outside of Principal Qualifications but may contribute towards Composite Awards, or

- require limited effort relative to volume, or by comparison with, the outcomes of Principal Qualifications.

> *When the QFEmirates is fully operational, it is anticipated as the need arises, that each of the various classes of qualifications will be available at each of the ten levels.*

It should be noted that the range of qualifications developed, aligned and offered within the Framework will be constantly under review, operating dynamically to meet the needs of users.

3.6.2. Generic and specific qualifications titles

With the establishment of a qualifications structure, which establishes the 'generic' title of the qualifications that will be used at each level 'specific' titling (sector activities, discipline, field of learning/work, or subject matter/topic area) beyond the generic occurs. A specific title is one that amplifies and gives content context to the generic title. It sets out the required learning outcomes relevant to sector activities, discipline, field of learning/work, or subject matter/topic area.

For example, a Bachelor qualification is to be developed for business administration:

the Degree, '*Bachelor*' is a 'generic' title used for a Level 7 qualification in the QF*Emirates*.

The specific sector activities, field of learning/work or discipline relates to Business Administration. Thus, the qualification title comprised of the generic title is amplified by the specific title and represented in the following manner:

Bachelor of ***Business Administration***

'generic' title *'specific'* title

The qualifications structure of the QF*Emirates* is primarily concerned with control of the 'generic' title. Consequently, the titles and respective profiles of 'generic' qualifications are used as the basic building block for developing the 'specific' qualifications. Generic qualifications cannot be developed for achievement by a learner seeking such.

The 'specific' qualification titles relate to content and context and are, therefore, much more detailed and focused than those defining 'generic' qualification titles and profiles. They detail the specific sector activities, discipline, field of learning/work, or subject matter/topic area required for achieving each particular qualification by a learner.

Moreover, 'specific' qualifications when developed against the defined titles and profiles and approved by the relevant accreditation/awarding body are considered to be directly aligned to the QF*Emirates*.

It should be noted that while it is possible to design qualifications that fit exactly to the qualification profiles of a level, the reality in practice is that most qualifications are made from parcels of learning outcomes defined in the standards that may relate to more than one level. Nevertheless, it is possible to identify the dominant level in any bundle of outcomes and so ascribe a level designation to any qualification.

Often these qualifications are managed, developed, approved and/or recognised by the relevant authorised bodies such as accreditation/awarding bodies (commissions) in consultation with competent advisory arrangements/committees they have established to provide advice on such.

An initial generic set of qualification titles and profiles have been developed for usage in the QF*Emirates*.

3.7. Credit Matrix

> *In recognition of the increasing international trend to ascribe credit values to qualifications based on their level and completion requirements, an indicative qualifications credit matrix has been developed. As with other systems, a numerical value is accorded a credit. Typically, the value relates to a notional quantum of hours per credit.*

Typically, the value relates to a notional quantum of hours per credit. In the QF*Emirates* a notional value of 15 hours (with additional study time hours) per one [1] credit has been adopted to align with, for example, the US system of credit hours.

In relation to the QF*Emirates*, the Indicative Qualifications Credit Matrix, defined for convenience in a credit matrix (see ***Annexure E - Indicative Qualifications and Awards Credit Matrix***) applies to qualifications used in the Higher Education (HE) and Vocational Education and Training (VET) sectors. It does not apply to the General (compulsory) Education sector.

Respective accreditation/awarding bodies (commissions) will utilise this credit matrix along with other components of the QF*Emirates* to inform and quality assure qualification development and recognition. They will also evaluate the potential implementation of Credit Accumulation and Transfer Schemes (CATS) as well as articulation, access and progression arrangements for future use in the UAE.

3.8.   Supporting descriptive instruments

It should be noted that the 'Level Descriptors' are the definitive base of the QF*Emirates*. In addition to this, a definitive qualifications structure and a range of additional instruments have been developed and are provided in the Annexures. For example, information about how the levels of the QF*Emirates* can relate through qualifications to the world of work (see the list of Annexures below).

These instruments help users:

• understand the meaning of the levels

• understand why familiar qualifications are placed at a particular Framework level

• understand how QF*Emirates* levels and qualifications can be used to relate to the world of work

• in education and training

• in society generally.

They are enclosed in the following Annexures:

B.   Key definitions of terminology in the QF*Emirates*

C.   Grid of Level Descriptors

D.   Summary Level Descriptors (SLDs)

F.   Employability Indicators of QF*Emirates* levels:

(a reference to employment relevance and indicative alignment of QF*Emirates* [level] descriptions with occupational relevance)

A graphical summary of the activities related to the process of the Framework and qualification development responsibilities is also included at ***Attachment 1 - Summary process of activities related to the*** QF*Emirates* ***and qualification development responsibilities.***

Chapter 4

4. Qualification types, their nomenclature and descriptors

4.1. Nomenclature for qualifications

This chapter explains arrangements confirming the 'generic' qualifications nomenclature and system of titling all qualifications that will be used in the QF*Emirates*. As noted in section 3.6.2, the generic differs from the specific title of a qualification, which relates to the needs of a specific content outcome. That is, the process for permitting greater specificity of each qualification in order to meet the intended needs of a specific sector's activities, discipline, field of learning/work, or subject matter/topic area required for a particular qualification.

To ensure consistency by different users and between different qualifications, a title convention is required for respective qualification types and the array of agreed qualifications that will be used. This is as well as titles that will be ascribed to each qualification, at each level of the QF*Emirates.*

The QF*Emirates* classifies all qualifications as:

- 'Principal' Qualifications **or**

- 'Composite' Awards **or**

- 'Component' Awards.

Based on 'generic' qualifications titles and related qualifications profiles, NQA recognises accreditation/awarding bodies (commissions) charged with the responsibility to manage the relevant qualifications applicable to their scope of responsibilities. They can then determine how 'specific' qualification titles and related content are used to suit their needs. Typically, they will achieve this by determining processes for appropriating titles that best reflect their constituencies and the intended outcome of the qualification in terms of:

- sector activities

- discipline

- field of learning/work, or

- subject matter/topic area covered.

Each accreditation/awarding body can then authorise/approve a qualification and communicate the generic and specific outcome of it. The result is a qualification that contains the 'generic' qualification profile title followed by the 'specific' title, with a notional convention used to tie them together, such as 'in', 'of', or 'for' (refer to examples provided in Table 4).

Table 4. 'Generic' and 'specific' names of qualifications

Responsibility National Qualifications Authority for QF*Emirates*	Linking *convention	Responsibility Accreditation/awarding body to develop or delegate such and is recognised by the NQA
'generic' title	'in' or 'of' or 'for'	'specific' title
Bachelor	'of'	Civil Engineering
Certificate 3	'in'	Logistics (transport)
Diploma	for	Medical Assistants

* The linking convention for qualifications may use 'in', 'of' or 'for'. The relevant convention is determined by respective commissions. For instance, a commission may adapt an approach whereby 'in' is used for qualifications achieved 'in' work and 'of' or 'for' may be used for qualification achieved for work. For specific arrangements that apply, each commission should be consulted.

For example, with respect to a 'Principal Qualification', the name 'Bachelor' has been identified as appropriate for the intended outcome. It is a well-established term within the higher education community. The NQA has retained it for use in the QF*Emirates*. This qualification is aligned at Level 7 of the ten [10] level QF*Emirates*.

> *To facilitate the development of the 'specific' qualifications, managed by relevant accreditation/awarding bodies under the QFEmirates, the following has been developed:*
>
> 1. **A convention for naming types of qualifications used in the QF*Emirates***
>
> 2. **A base nomenclature from which generic principal qualifications were established**
>
> 3. **The qualifications and awards titles adopted and available for use**
>
> 4. **A definition of the sector in which the qualifications and awards apply**
>
> 5. **The qualification structure and profile defining each qualification identified and adopted**
>
> 6. **A national coding system for qualifications.**

It was noted in 3.6.1 that the naming convention for each of the following types of qualifications is as follows:

- 'Principal' Qualifications

- 'Composite' Awards

- 'Component' Awards

Each of the types and the requisite qualifications or awards structure that apply are outlined in the following sections.

4.2. Titling convention of Principal Qualifications

In relation to developing the titles for Principal Qualifications, the following base nomenclature has been adopted for use at each level (see Table 5):

Table 5: Nomenclature of qualifications by level

Level	Nomenclature of Principal Qualifications
10	Doctoral Degree
9	Master's Degree
8	Graduate Diploma
7	Bachelor Degree
6	Diploma*
5	Diploma*/Associate Degree
4	Certificate**
3	Certificate**
2	Certificate**
1	Certificate**

Note:

More than one qualification may be used at the same level to meet the requirements of users as shown in Table 6 on the following page. Where this occurs, the qualification 'profile' developed for each qualification, outlines the relative combinations of knowledge, skill and aspects of competence used to make up the respective and distinguishing features of each. Respective accreditation/awarding bodies (commissions) are responsible for assuring the correct use of the respective qualification profile for the level and type. Further, Principal Qualifications, Composite Awards and Component Awards may share the same levels although combinations of respective knowledge, skill, and aspects of competence will vary.

*The use of Diploma at Levels 5 and 6 is the nomenclature for titles at both levels and is augmented to suit respective sectors; so as to signify the different features that apply.

**Similar to the Diploma, Certificate is used as the central nomenclature for Levels 1 to 4 and augmented titling is established to suit the respective sector.

4.3. Qualifications and Awards titles and applicable sector

Having established the base nomenclature for Principal Qualifications at each level, through nationwide consultations and feedback, definitive titles to be used in the QF*Emirates* were identified, as were those for Composite Awards and Component Awards. Consideration was given to relevance and suitability to a respective education sector, and how best they reflected the respective constituents, context and needs of the sector.

Adopted titles for all Principal Qualifications, Composite Awards and Component Awards are detailed in the following pages.

4.3.1. Principal Qualifications 'generic' titles

The adopted titles for all Principal Qualifications by education sector are detailed in Table 6 below.

Table 6: Principal qualification titles

Level	Generic Nomenclature	Principal Qualification titles used in the QF*Emirates* (each with its own profile)		
		Vocational Education and Training (VET)	Higher Education (HE)	General Education (G 12 – GE)
10	Doctoral Degree	—	Doctoral	—
9	Master Degree	Applied Master	Master	—
8	Graduate Diploma	Applied Graduate Diploma	Postgraduate Diploma	—
7	Bachelor Degree	Applied Bachelor	Bachelor	—
6	Diploma*	Advanced Diploma	Higher Diploma	—
5	Diploma*/ Associate Degree	Diploma	Associate Degree	—
4	Certificate*	Certificate 4	—	Secondary School Certificate (G 12)
3	Certificate*	Certificate 3	—	TBA
2	Certificate*	Certificate 2	—	—
1	Certificate*	Certificate 1	—	—

* Refer to Table 5

Legend:
TBA = To be advised. The MoE has under consideration a number of policy issues in this regard and may in due course resolve to issue a qualification for this level. Provision to accommodate any such decision has been included should such announcement follow. In such instance it would form part of the QF*Emirates* and be published as an addendum.

Note:
Includes postgraduate and above - technical and professional qualifications.

The 'specific' qualifications are supplemented by a common and unique coding system to improve national education and training information management. The approved coding system is used for recording the outcomes on a formal national register. This is discussed in more detail in Section 4.5.

Accreditation/awarding bodies (commissions) manage the array of 'specific' qualifications that are developed against the QF*Emirates* qualifications profiles which require recognition within their remit. Given they are directly developed against a government authorised and publicly declared and available benchmark in the QF*Emirates*, this enhances and builds widespread confidence and understanding in their usability, applicability and currency.

This approach is explained in more detail by way of examples of the titling conventions covering 'generic' and 'specific' Principal Qualifications, Composite Awards and Component Awards that could be developed against the list of adopted qualification titles. Also included are respective management responsibilities that apply in terms of the QF*Emirates* 'generic' and 'specific' qualifications and awards.

Refer to ***Attachment 2 - Examples of possible qualifications and award 'specific' titles.***

4.3.2. Titling examples of 'specific' Principal Qualifications

The 'generic' principal qualifications titles in the QF*Emirates* require further amplification in the form of a 'specific' title and content to affirm the specific intended outcomes in terms of:

• sector activities

• discipline

• field of learning/work, or

• subject matter/topic area covered.

4.3.3. Composite Awards 'generic' titles

In relation to the titling of the 'generic' Composite Awards, the following title conventions apply for each level (see Table 7):

Table 7: Titles of 'generic' Composite Awards

Level	Generic Composite Award titles used in the QF*Emirates*	Applicable Sector	
		HE	VET
10	Level 10 Composite Award	Not applicable	Not applicable
9	Level 9 Composite Award	Possible	Possible
8	Level 8 Composite Award/ Graduate Certificate	Yes	Yes
7	Level 7 Composite Award/ Professional Diploma	Yes	Yes
6	Level 6 Composite Award	Possible	Yes
5	Level 5 Composite Award/ Certificate in Higher Education	Yes	Yes
4	Level 4 Composite Award	Not applicable	Yes
3	Level 3 Composite Award	Not applicable	Yes
2	Level 2 Composite Award	Not applicable	Yes
1	Level 1 Composite Award	Not applicable	Yes

4.3.4.   Component Awards 'generic' titles

In relation to the titling of the 'generic' Component Awards, the following titling conventions apply at each level (see Table 8).

Table 8: Titles of 'generic' Component Awards

Level	Generic Component Award titles used in the QF*Emirates*	Applicable Sector	
		HE	VET
10	Level 10 Component Award	Not applicable	Not applicable
9	Level 9 Component Award	Not applicable	Not applicable
8	Level 8 Component Award	Possible	Yes
7	Level 7 Component Award	Possible	Yes
6	Level 6 Component Award	Possible	Yes
5	Level 5 Component Award	Possible	Yes
4	Level 4 Component Award	Not applicable	Yes
3	Level 3 Component Award	Not applicable	Yes
2	Level 2 Component Award	Not applicable	Yes
1	Level 1 Component Award	Not applicable	Yes

4.4. Qualifications and Awards profiles

> *As part of the qualification structure, qualification profiles are produced for each of the principal classes of qualifications that reflect typical ranges of achievements for the levels with which they are associated, and for a small range of Composite Awards and Component Awards that are or will be in for widespread use. These are the definitive reference tools for 'specific' qualification development and approval, alignment, comparability and quality assurance considerations.*

As part of the qualification structure, qualification profiles have been produced for each of the principal classes of qualifications that reflect typical ranges of achievements for the levels with which they are associated, and for a small range of Composite Awards and Component Awards that are or will be in for widespread use. These are the definitive reference tools for 'specific' qualification development and approval, alignment, comparability and quality assurance considerations.

Several levels may have only one qualification profile defined, whilst others may have two or more. Where there is more than one qualification profile identified for a level, each represents a discernible different parcel of learning outcomes. The differences may include, for example, one or more statements from adjacent levels or a particular sectoral context of differing applications in skill, knowledge and/or aspects of competence.

Apart from describing the learning outcomes required for a type of qualification, other information from the qualification profiles that is useful in interpreting and comparing qualifications include:

- qualification title that is to be used and appear on the qualification testamur

- qualification levels within the QF*Emirates*

- qualification type

- scope of the qualification

- volume of the qualification (expressed as credit value)

- relevant knowledge, skill and aspects of competence

- indicative employment relevance of qualifications at each level

- employability range associated with the qualification

- access and progression arrangements that applies to the qualification.

In relation to Principal Qualifications and Composite and Component Awards, an initial set of qualification structures and profiles that apply to each have been developed are included at *Annexure G –'Generic' Qualifications and Awards structure and profiles*.

4.5. Coding of qualifications

In addition to the unique titles accorded to the range of 'generic' qualifications described herewith and in the previous chapter, qualifications need to be coded according to a distinctive coding system, which provides additional information to users about the particulars of a qualification in terms of type, framework level, sector/discipline/subject matter, and its currency.

A national coding system has been developed for all qualifications in the QFEmirates. It is available for use by accreditation/awarding bodies (commissions) where none currently exists, and for those considering an upgrade or wishing to evolve from an existing sector system to the national system.

The coding system has been produced with the purpose of enhancing consistency in the coding of all qualifications in the UAE. Accreditation/awarding bodies with well-established systems in place may choose to use all, some or none of the national coding system.

The Vocational Education and Training Awards Commission (VETAC) has adopted the national coding system. The system set out in this section provides an overview of the coding system, with more details information and examples contained in **Annexure H - Coding qualifications and awards.**

4.5.1. The classification of sectoral activities

In developing a national coding system that complements the qualification titles, twelve [12] sectors have been identified from a range of national activity indicators. The sectors shown in Table 9 were derived from information related to such activities as economic, social, social context, employment, and population size as well as synergies in the mix of occupational and vocational skills.

Table 9: Twelve industry sectors

No	Code	Sectors of industry
1	A	Government services and public administration
2	B	Community, health and social services
3	C	Business, administration and financial services
4	D	Tourism, hospitality, retail and leisure services including personal care services
5	E	Arts, culture and entertainment
6	F	Education, learning and social development
7	G	Building and construction, estates and assets development and management
8	H	Utilities and infrastructure
9	I	Energy resources - oil, natural gas, petrochemical, chemical and mining/ quarrying
10	J	Manufacturing
11	K	Logistics and transport
12	L	Agriculture, livestock and fishery

It is envisaged that there is sufficient flexibility within the 12 sectors that qualifications can be readily aligned to one sector, and that any new activities that may emerge in the future can be accommodated without the need to rearrange or reorganise the basic structure.

For coding purposes, each sector is accorded an alpha identifier commencing with 'A' and applying for instance, to 'Government services and public administration' or 'D' for 'Tourism, hospitality, retail and leisure services including personal services'.

4.5.2. Coding system

Sub-sectors and discipline areas have also been identified and assigned codes. From the 12 sectors a more specific sub-sector based coding system has been developed to cover the:

- respective sub-sector category

- applicable discipline area.

With these specific and unique codes developed, further refinement is possible with respect to producing an individual identifier for each qualification by encompassing the:

- type of qualification (Principal Qualification, Composite Award, and Component Award)

- level of the qualification

- unique number of the qualification

- applicable version control of the respective qualification.

More detailed information on the national coding system, as well as examples, is provided at ***Annexure H – Coding qualifications and awards.***

Chapter 5

5. Authority to determine and issue qualifications

5.1. Introduction

> *The National Qualifications Authority (NQA) has overall responsibility to set policy, manage and assure the quality and integrity of the qualifications system implemented under its auspices.*

The National Qualifications Authority (NQA) has overall responsibility to set policy, manage and assure the quality and integrity of the qualifications system implemented under its auspices. Three accreditation/awarding bodies have been recognised as operational bodies or commissions. These bodies are responsible for the approval of qualifications, standards, accreditation of programs and courses, assessment and quality assurance within their remit. Additionally, they are responsible for managing and issuing (directly or indirectly by delegation) qualifications against the QF*Emirates* specific to their area of operation. These are:

- the Commission for Academic Accreditation (CAA)

- the General Education Commission for Secondary Education (GEC)

- the Vocational Education and Training Awards Commission (VETAC).

While the CAA (which covers higher education) and GEC (which covers general compulsory Grade 12 school education) have respective legislative authority to perform their functions, VETAC operates under the auspices and legislative authority of the NQA. It is exclusively responsible for vocational education and training within its remit and, where relevant, professional education and training.

Within the context of the single, integrated qualifications framework for the UAE, each commission sets the respective requirements that apply to their sector, inclusive of any quality assurance arrangements. Additionally, they have responsibility for managing and issuing and/or approving qualifications, including delegating directly/indirectly issuance of qualifications, where appropriate.

5.1.1.   Guiding principles of the QF*Emirates*

> *The NQA recognises the significance and importance of other statutory bodies that may be involved in education and training regulation and/or supervision in respective Emirates in the UAE. In this regard it seeks to work with and involve them in respective policy development activities as well as processes and arrangements that lead to enhanced operational effectiveness and efficiencies of the QFEmirates and associated arrangements.*

The guiding principles underpinning the processes that give effect to the operation of the QF*Emirates* and its requirements are addressed in the ensuing chapters. Typically, they cover:

• the authority to set and issue qualifications (covered by this chapter)

• requirements for issuing qualifications (covered by Chapter 6)

• pathways to qualifications (covered by Chapter 7).

In relation to the three commissions' responsibilities, it is generally recognised that specific differences in levels of inherent independence exist. As previously outlined however, there may arise some overlaps at points of the QF*Emirates*, for example, where more than one qualification outcome is required. In such cases, these would require different qualification titles and profiles as the example given for Level 5 of the QF*Emirates* in Table 10.

Table 10: Example of difference qualification profiles and titles for Level 5

Level	Generic Nomenclature	Principal Qualification titles used for Profile A	Principal Qualification titles used for Profile B
5	Diploma/Associate Degree	Diploma	Associate Degree

In these instances, respective commissions are responsible for ensuring that there is a best fit or concordance between the qualification to be endorsed/approved and the outcome of the relevant QFEmirates qualification profile, including its title. That is, in relation to relative combinations of knowledge, skill and aspects of competence, approved within their remit.

This is entirely plausible within the QFEmirates as it reflects the different types and combinations of learning and achievement, experienced in each sector. In such cases, relevant commissions assign the profile which best reflects their requirements, to manage the approval/endorsement arrangements, and to warrant the protection of the respective qualification profile used.

Respective commissions may develop processes to determine formal equivalences across sectors for specifically identified qualifications and may provide qualifications at the same level under their relevant authority. Yet, this does not in itself confer equivalence of content, but only equivalence of the level. However, this does not prevent respective commissions from developing processes to determine formal equivalence across sectors for specifically identified qualifications. This is a matter for respective commissions to manage according to their charters, and one that is supported and encouraged by the National Qualifications Authority.

To ensure concordance and to enhance opportunities for access, transfer and progression between the sectors, the NQA has established the Awards and Accreditation Commissions Coordination (AACC) Working Group as an operational body to manage and attend to a range of issues in common, and in particular where overlaps exist between the commissions. The role of the AACC Working Group is addressed later in this chapter.

It is worth noting the growing trend in the education and training market, where:

- general education is increasingly recognising in schools the contribution and relevance vocational education and training makes towards achievement through other sector qualifications

- higher education institutions are increasing their involvement in professional (body) qualifications and in the Vocational Education and Training sector, with corresponding issuance of qualifications covering VET levels

- conversely, vocational education and training institutions and/or providers are increasingly seeking delivery provision in the Higher Education sector.

> *One benefit of a singular and common framework is that it provides a formally agreed reference point for these stakeholders to use when reflecting and meeting the challenges that lay ahead. This is an important consideration in the ever changing landscape of the education and training market, and in particular its relationship with the labour market and social development.*

5.2. Authority to determine qualification requirements

As already outlined in the previous chapter, there are three sectors that will use the QF*Emirates*, each with their respective authorities and responsibilities. Each 'generic' qualification has been assigned a sector. Respective commissions are responsible for managing these qualifications.

The assigned sector qualification authorisations are as follows (see Table 11).

Table 11: Qualification authorisations by commissions

QFEmirates level	MoE - GEC General Education	CAA Higher Education	VETAC Vocational Education and Training
10		Doctoral	
9		Master	Applied Master
8		Postgraduate Diploma	Applied Graduate Diploma
7		Bachelor	Applied Bachelor
6		Higher Diploma	Advanced Diploma
5		Associate Degree	Diploma
4	Secondary School Certificate (G 12)		Certificate 4
3	TBA		Certificate 3
2			Certificate 2
1			Certificate 1

Note 1:

TBA = To be advised. The MoE has under consideration a number of policy issues in this regard and may in due course resolve to issue a qualification for this level. Provision to accommodate any such decision has been included should such announcement follow. In such instance it would form part of the QF*Emirates* and be published as an addendum.

Note 2:

With respect to the public declaration of relationships and alignments between international Grade 12 school qualifications delivered and used in the UAE, such as the IB Diploma, GCE 'A' Levels, Advanced Placement or other asserted equivalents against the UAE Grade 12 Secondary School Certificate, the NQA expects the General Education Commission (GEC) of the Ministry of Education to lead discussions and consultations with relevant organisations and stakeholders issuing such qualifications to establish formal declarations of their respective equivalence status and/or alignment. The QF*Emirates* is to be used as the benchmark for negotiations.

Declarations by the GEC are to be endorsed by the NQA Board's Policy and Advisory Committee (referred to in Chapter 8) and subsequently included on the NQA's public qualifications register and information system for public use. Further, the NQA expects such declarations to be regularly reviewed and any changes, amendments or other updates on the register in accordance with the NQA's processes. The reviews are to take place every five [5] years.

The Awards and Accreditation Commissions Coordination (AACC) Working Group monitors progress in this regard, and facilitates consultations and/or negotiations with relevant entities, where required, to assist in identifying processes to address outstanding matters.

5.2.1. Higher Education sector

With respect to the Higher Education sector, responsibility rests with the Commission for Academic Accreditation (CAA) of the Ministry of Higher Education and Scientific Research. In this sector, institutions such as universities and colleges set the objectives and academic requirements of requisite programs together with entry requirements, often with respect to the requirements of professional bodies. Having met such, a program too must be submitted and meet the Commission's Licensure and Accreditation Standards.

Typically, institutions establish program advisory committees that capture the requirements of relevant professional bodies and business groups. These comprise a range of interested stakeholders including practitioners, employer representatives, community representatives and academic staff from other institutions to facilitate continuous improvement of content and relevance.

5.2.2. General Education sector

The requirements for General Education Secondary School Certificates (G 12) are set by education bodies approved under legislation by the Ministry of Education (MoE). These bodies may have delegated and devolved responsibilities for licensure, development and accreditation of courses of study and assessment as well as quality assurance arrangements under their agreed remit. For example, these include the Abu Dhabi Education Council (ADEC) and Dubai Knowledge and Human Development Authority (KHDA).

However, responsibility for the Grade 12 Secondary School Certificate and, related outcomes, remains the purview of the MoE and its General Education Commission (GEC). It is charged with the remit of supervising the quality of Grade 12 Secondary School Certificate outcomes as well as managing equivalences.

5.2.3. Vocational Education and Training sector

In relation to the Vocational Education and Training sector, authority is derived from auspiced legislation of the National Qualifications Authority. Qualifications are developed and endorsed (directly/indirectly) by the Vocational Education and Training Awards Commission (VETAC) and based on national occupational skills standards, or where none exist, programs/courses endorsed or accredited (on an interim basis) respectively by VETAC.

Qualifications and national occupational skills standards are primarily developed for VETAC by approved industry Skills Advisory Coordination Services (SACS) bodies. They carry out this function in consultation with relevant businesses, employee representatives, government agencies, licensing bodies, training and assessment practitioners, community, and professional bodies where they exist.

In all instances, qualifications endorsed by VETAC:

• maintain consistency with the design requirements of the QF*Emirates*

• certify requisite learning outcomes achieved.

Typically, the learning outcomes are expressed as:

• national occupational skills standards (which are comprised of individual unit-standards) that specify the knowledge and skills and their application to define the standard of performance required in the workplace, in work-related functions or an occupational area, and expected in employment, or

• where no national occupational skills standards exist, programs/courses that have been aligned to the QF*Emirates* which and are accredited on an interim basis by VETAC (alignment against QF*Emirates* level and related profile learning outcomes).

It should be noted that the primary focus of the Vocational Education and Training sector is on demonstrated evidence of performance having been met against national occupational skills standards which make up the relevant qualification.

The occupational skills standards and qualifications are developed and used as follows:

• Industry sector Skills Advisory Coordination Services (SACS) bodies through the process of research and consultation with relevant sector stakeholders, develop for the Commission's consideration and endorsement, the relevant:

  ◊ content of each unit standard (making up the occupational skills standards)

  ◊ packaging and alignment of the unit standards to form a vocational qualification

  ◊ qualification/award 'generic' and 'specific' title that applies.

  Note: Sets of qualifications and related national occupational skills standards relative to each industry sector are contained, for management purposes, in sector specific *Compendiums of Occupational Skills Standards and Qualifications*.

• Where no relevant sector *Compendium of Occupational Skills Standards and Qualifications* is available, or are under development, VETAC may accredit on an interim basis programs/courses through its accreditation processes for specific qualification outcomes, submitted by a licensed education and training provider (LETP) or other approved program/course developer.

  The process includes, but is not limited to, the need to confirm that:

  ◊ a training need is evident and the need must be met

  ◊ a gap exists in the compendium of industry national occupational skills standards/qualifications

  ◊ the proposed program/course would not represent a duplication (in part or full) of existing (unit-standards) outcomes

  ◊ draft national occupational skills standards and award(s) requirements will be developed as part of the accreditation process by the licensed education and training provider (LETP)/developer against which the programs/courses are aligned, working with the relevant SACS body

  ◊ development is in accordance with the Compendium of Occupational Skills Standards and Qualifications development and endorsement process

◊ upon accreditation, the draft occupational skills standards and award(s) are gifted to the relevant sector SACS bodies to progress to endorsement by VETAC for public use, and future enhancement and maintenance

◊ the LETP will provide relevant information and data about the accredited program/course for use in the public domain, as determined by the commission.

• In limited instances the VETAC may approve under delegation a particular licensed education and training provider (LETP) or other approved program/course developer to develop a program/course for a highly specialised occuupational requirement exclusive of national occupational skills standards/awards. Notwithstanding this requirement, all licensure and quality assurance requirements have to be met.

Subsequently however, such a program/course will be gifted to the relevant sector Skills Advisory Coordination Services (SACS) bodies for conversion to national occupational skills standards/awards and inclusion in the respective Compendium of Occupational Skills Standards and Qualifications on authorisation by the Commission.

5.3. The authority to issue qualifications

Varying responsibilities apply to the issuance of qualifications under respective commissions.

5.3.1. Higher Education sector

The Commission for Academic Accreditation of the Ministry of Higher Education and Scientific Research is responsible for the licensure of institutions and academic programs, which are of one academic year or longer. Upon being licensed and accredited for requisite programs, relevant universities and colleges have authority to issue relevant qualifications.

5.3.2. General Education sector

The Ministry of Education under legislation has responsibility for the management of the relevant General Education (G 12) Secondary School Certificate or approval of any equivalent qualifications. These qualifications are issued under the authority of the Ministry by approved education bodies.

5.3.3. Vocational Education and Training sector

Auspiced by legislation establishing the National Qualifications Authority, the Vocational Education and Training Awards Commission (VETAC) has authority to issue qualifications. VETAC may however, delegate this function, where appropriate, to licensed education and training providers (LETPs) that meet specific quality assurance conditions established by the Commission.

The following range of delegated functions is available:

1. Licensed education and training providers, with delegated authority to self-manage quality assured programs/courses for training and assessment delivery against approved national qualification(s) contained in relevant *Compendiums of Occupational Skills Standards and Qualifications*, are able to issue respective qualifications.

2. Licensed education and training providers, without delegated authority to self-manage quality assured programs/courses for training and assessment are required to submit programs/courses for accreditation and meet the requisite accreditation processes defined by the Commission to be able to issue respective qualifications.

3. In limited instances where the Commission has approved a licensed education and training provider to develop/deliver a program/course for a highly specialised occurrence exclusive of national occupational skills standards, it may issue the relevant qualification. However, it is a requirement that all necessary licensure and quality assurance conditions are met.

5.4. Coordination of the respective commissions

Whilst the NQA recognises the independence of each commission to undertake activities consistent with their remit, there is an acknowledged underlying level of interdependence. This interdependence needs nurturing and coordination within the context of the integrated QF*Emirates*. Opportunities for access, transfer and progression can be significantly enhanced through joint efforts, commitment and cooperative actions between the Commissions. Moreover, greater clarity and information can be developed and presented to those seeking new careers, new opportunities and/or pathways to lifelong learning.

> *To this end the NQA has established the Awards and Accreditation Commissions Coordination (AACC) Working Group. It is primarily comprised of the three Commissions, and includes other related and relevant bodies such as the Ministry of Higher Education and Scientific Research's Certificate Equivalency Department (CED), relevant Emirate entities, regulatory bodies, and supported by technical advisory experts, where so required from time to time.*

The Working Group is an operational body and charged with the responsibility of:

- identifying, promoting, enhancing and facilitating opportunities and arrangements for cross-sector access, transfer and progression by undertaking joint exercises, projects and/or activities that explore and provide recommendations

- assuring protection of the 'generic' qualification titles and qualifications profiles contained in the QF*Emirates*

- undertaking joint exercises, projects and/or activities that explore and provide recommendations to enhance synergies in education and training information systems, data retrieval, access and reporting

- developing first level responses to enquiries from respective commissions or related bodies affecting two or more sectors

- discussing issues and identifying options for matters in common that would improve the quality of outcomes of education and training and their relationship with the labour market in respective sectors, including, but not limited to, performance and review of quality assurance processes, career education and advice, assessment, CoreLife Skills, RPL, equivalence arrangements, and qualification outcomes to employment relevance

- sharing experiences, and identifying possible solutions to issues arising from the implementation of the QF*Emirates* in respective sectors

- making recommendations and/or suggestions in relation to improvements to, or development of new, policy formulation or supporting guidelines to the QF*Emirates* Policy and Advisory Committee (PAC) of the Board (as detailed in Chapter 8 of this handbook)

- addressing other such matters that can assist in the implementation, promotion, understanding and commitment to the QF*Emirates*.

The AACC Working Group meets no less than four [4] times per year and reports to the QF*Emirates* Policy and Advisory Committee (PAC) of the Board.

Chapter 6

6. Satisfying the requirements for the issuing of qualifications

Under the QF*Emirates*, an approved, authorised or endorsed qualification is issued to an individual who has achieved the requisite learning outcomes detailed in the completion requirements for the qualification. Issuing bodies are those appropriately delegated by respective commissions, such as licensed education and training providers (LETPs).

> *Typically, the decision to issue a qualification relies on a judgement(s) being made from evidence presented and/or produced from recognised quality assured assessment processes. The purpose of assessment under the QFEmirates, for which a qualification may be issued as an affirmation of achievement, is to determine if learning to the standard defined in respective learning outcomes has been achieved.*

The three accreditation/awarding bodies (commissions) recognised by the National Qualifications Authority customarily deploy or recognise differing assessment techniques and methodologies to give effect to the process of issuing qualifications under their remit. Each supports a quality assurance process that ensures that the assessment processes meet the principles of impartiality, validity, reliability and consistency.

The National Qualifications Authority will recognise existing arrangements and will coordinate and work with the commissions through the Awards and Accreditation Commissions Coordination (AACC) Working Group to ensure continuous improvement processes are in place and maintained such that the quality of outcomes of assessment are consistently enhanced and assured.

To assure the overall quality of the system and in accordance with the Decree under which it was established, the National Qualifications Authority will conduct periodic strategic evaluations of the quality of performance of those who authorise or endorse qualifications and those responsible for the assessment and issuing of qualifications against respective defined and approved quality assurance measures. The outcomes of the evaluation processes are used to provide feedback and more importantly to assist in identifying strategic action agendas for system and sector improvements.

6.1. Responsibility for assessment

As outlined above and with respect to assessment, each of the commissions administers their responsibilities as follows.

6.1.1. Higher Education sector

An institution licensed by the Commission for Academic Accreditation (CAA) of the Ministry of Higher Education and Scientific Research, and licensed to issue the requisite qualification(s), is fully responsible for the assessment as well as the decision to award. Additionally, where relevant, this institution is also responsible for the provision and maintenance of records of achievement. In performing this activity it is also responsible for ensuring the quality of the assessment techniques, methodologies and processes deployed to meet the Commission's requirements.

6.1.2. General Education sector

The requirements for General Education Secondary School Certificates (G 12) are set by the General Education Commission (GEC) and, where formally devolved, by the delegated education bodies approved under legislation by the Ministry of Education. These bodies are responsible for determining assessment requirements and ensuring that quality is maintained to achieve consistency of outcomes across schools using various forms of standardisation. This encompasses examinations, standardisation of school based assessments by statistical and verification procedures, and through common core skills testing or other approved tests.

6.1.3. Vocational Education and Training sector

Within the Vocational Education and Training (VET) sector, assessment responsibility for a national qualification and award rests with VETAC, which may, in turn, delegate this function in whole or in part to licensed education and training providers under an approved quality assurance regime.

VET providers are licensed to issue relevant qualifications, however the assessment for the qualification must verify the achievement of competence against the requisite learning outcomes defined for that national qualification, as endorsed by the Commission. Typically, this is against relevant national occupational skills standards making up the national qualification, and which are contained in *Compendiums of Occupational Skills Standards and Qualifications*, or where they do not exist, in accredited programs/courses approved by the Commission.

As such, a 'national' qualification issued from an endorsed compendium of occupational skills standards shall carry a national logo, which will be included on the testamur to attest its national status. The logo aims to reflect the unique place and national standing given to the qualification in the UAE, and for description purposes is named 'Nationally Recognised Qualification - NRQ'.

Assessment in these instances is fully the responsibility of the licensed education and training provider that, in conducting the assessment, is required to comply with the Commission's quality assurance arrangements.

In the case where the Commission retains the responsibility to conduct (including outsourcing) the assessment process for the issuance of a qualification(s), it is also required to comply with the rigour of the quality assurance assessment regime it so determined. To assure transparency in such instances, the National Qualifications Authority incorporates these particular instances in its periodic strategic evaluation processes and reports on/ actions and the effectiveness of the processes used.

6.2.   The issuing of qualifications

Within the QF*Emirates*, three qualification types are used: 'Principal' Qualification, 'Composite' Award, and 'Component' Award. Respective accreditation/awarding bodies (commissions) may use the qualification types assigned to their sector to meet the needs of their respective constituencies and to ensure alignment and consistency with the QF*Emirates*.

Each qualification will reflect the relevant learning outcomes for a given level of the QF*Emirates* and respective qualification profile that must be achieved for its issuance. For qualification purposes, accreditation/awarding bodies or their appointed developers assemble learning outcomes into coherent parcels (topics, subjects, skills standards) representative of the sector and aligned to the relevant QF*Emirates* qualification profile.

Typically, the issued qualification by each commission is in the form of a 'testamur' (the qualification) supplemented by a transcript that details the subjects/units (i.e. parcel of learning outcomes) that have been achieved. The transcript may be augmented, where applicable, by additional information such as any grading that may apply to each subject, topic or affirmation of competence regarding unit standards, or other distinguishing information that will be of use to readers.

The qualification, including the transcript, is formally issued by the relevant issuing body or its delegated agent (e.g. licensed education and training provider) to an individual who has achieved the specified learning outcomes and within the relevant commissions or the delegated agency's publicly declared period, as advised.

An individual who has not achieved the full requirements of the relevant qualification is provided with a transcript of the achievements obtained at that point in time. This too, is formally issued within a reasonable time period.

A body that issues a qualification, inclusive of any partially completed relevant training and assessment, is responsible for providing and maintaining all records associated with it and the respective individual. It is a requirement that administration and management of such information, inclusive of any confidentially requirements, is in accord with that established and publicly advised in respective licensure and quality assurance systems by respective commissions or delegated bodies.

6.2.1. Protecting qualification titles

The NQA warrants the protection of the qualification nomenclature 'generic' titles and qualifications profiles contained and used in the QF*Emirates* to respective accreditation/awarding bodies; in this instance the three commissions recognised by the NQA. The commissions and their respective delegated agencies (including licensed education and training providers), where appropriate, are charged with the responsibility of monitoring and assuring the protection of all titles, and 'specific' qualifications developed, approved and/or issued under their authority. Policy coordination is led by the NQA.

The NQA, the Awards and Accreditation Commissions Coordination (AACC) Working Group, and the commissions frequently appraise the market to ensure there are no organisations, bodies or agencies replicating in anyway the development, approval or issuance of similar qualifications, or purporting to represent, pass-off or act on behalf of a commission or the National Qualifications Authority without specific licensure approval from them.

Where breaches are detected, relevant commissions must address these in the first instance in accordance with their policies and procedures. Where appropriate and where additional support is needed, they will be assisted by the National Qualifications Authority. Action will be in accordance with the relevant and prevailing law under which the National Qualifications Authority operates, and any supplementary arrangements including policies and procedures so enunciated by the NQA.

6.2.2. The format of qualifications and transcripts

As explained in this handbook, three qualification types are issued in the QF*Emirates*: 'Principal' Qualification, 'Composite' Award and 'Component' Award. The three commissions interpret and use these types of qualifications to meet their specific needs, prospects and opportunities that may arise from time to time to improve sectoral synergies in terms of reporting. This may include enhancing the consistency of reporting formats across the sectors with respect to the appearance of qualifications and the inclusion of minimum relevant information on the testamur (qualification record) and related transcript.

In due course, the NQA and respective commissions may proceed to work towards and apply a uniform testamur and transcript reporting arrangement across the sectors; however this is subject to ongoing systems collaboration and transitions period.

In the interim, VETAC will be expected to apply the following with respect to its sector.

6.2.2.1 Qualification testamur

The qualification testamur includes:

- the respective commission name and logo, and also declaration if it is the issuing body

- the respective licensed education and training provider (LETP) name, logo, code, and also declaration if it is the issuing body

- a statement leading to the name of the person, 'This is to certify that'

- a declaration of the legal name of the person receiving the qualification/award

- a statement leading to the name of the qualification, 'has fulfilled all the requirements for'

- name of the qualification/award (in accordance with the naming convention including the 'generic' and 'specific' title and approved by the accreditation/awarding body in full)

- code of the qualification/award (in accordance with the coding convention and approved by the accreditation/awarding body)

- the QF*Emirates* words, 'this <type of qualification/award> has been issued in accordance with the Qualifications Framework for the Emirates'

- authorised officer's name and title authorised to sign the qualification/award

- date issued

- accreditation/awarding body or licensed education and training provider (LETP) seal, whichever applies, and signature of the authorised officer

- contact details of the accreditation/awarding body or licensed education and training provider (LETP), whichever apples, for enquiries related to the qualification

- reference to the existence of a transcript of detailed information

- a document control measure used to protect the authenticity of the qualification/ award

- any specific data including, where appropriate, information related to the *Compendium of Occupational Skills Standards and Qualifications* (or accredited program/course) that the qualification/award was drawn from and/or how the qualification/award was achieved, and where a national qualification/award is issued from a compendium of occupational skills standards and qualifications, the 'Nationally Recognised Qualification - NRQ' logo is included within this section

- the QF*Emirates* logo and website address details.

6.2.2.2 Qualification transcript

The qualification transcript includes:

- the respective commission name and logo, and also declaration if it is the issuing body

- the respective licensed education and training provider (LETP) name, logo, code, and also declaration if it is the issuing body

- the legal name of the person

- the person's identification (enrolment/roll) code

- the name of the qualification/award

- a title for the transcript, 'Record of Achievement'

- a full record and list of all learning achievements (including for example subjects/topics, standards, grades, dates, non-completes) related to the respective parts that comprise the qualification/award

- the QF*Emirates* words, 'this transcript has been issued in accordance with the Qualifications Framework for the Emirates'

- authorised officer's name and title authorised to sign the qualification/award

- date of issuance

- accreditation/awarding body or licensed education and training provider (LETP) seal, whichever applies, seal and signature of the authorised officer

- contact details of accreditation/awarding body for enquiries related to the qualification/award

- any specific data of any part completion of a Principal Qualification including, where appropriate, information related to the *Compendium of Occupational Skills Standards and Qualifications* (or accredited program/course) that the qualification/award was drawn from and/or how the qualification/award was achieved, and where a national qualification/award is issued from a *Compendium of Occupational Skills Standards and Qualifications,* the 'Nationally Recognised Qualification - NRQ' logo is included within this section

- a document control measure used to protect the authenticity of the transcript

- the QF*Emirates* logo and website address details.

6.2.2.3 Suggested format of Principal Qualifications

LETP

VETAC

This is to certify that

ABDHULLA AL NAYEEN KYM

has fulfilled all the requirements for

Certificate 5 in Tourism Management
PQYK80030208- Level 5 UAEQF

This Principal Qualification has been issued in
accordance with the Qualifications Framework
of the Emirates (QF*Emirates*)

Issued Date 30th August 2013.

_____
Name and title of Authorised Officer

_____
LETP seal and signature of the
Authorised Officer

The Tourism, Hospitality, Retail and Leisure compendium of
occupational skills standards and qualifications (CODE Number)
contains the full details of this qualification

The 'Nationally Recognised Qualification - NRQ' for the
national qualification, where applicable 'Statement of
results'- the details of the learning achieved by the person
named in this qualification is contained in a separate
transcript

Document control measure is used to protect the
authenticity of the qualification

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6.2.2.4 Suggested format of Composite and Component Awards

LETP

Commission name & logo

This is to certify that

ABDHULLA AL NAYEEN KYM

has fulfilled all the requirements for

Composite or Component Award title
Award code- UAEQF Level

This Composite or Component (whichever is applicable)
Award has been issued in accordance with the
Qualifications Framework of the Emirates (QF*Emirates*)

Issued Date 30th August 2013.

_____   _____
Name and title of Authorised Officer   LETP seal and signature of the
                                               Authorised Officer

The Tourism, Hospitality, Retail and Leisure compendium of occupational
skills standards and qualifications (CODE Number) contains
the full details of this qualification

The 'Nationally Recognised Qualification - NRQ' for the
national award, where applicable 'Statement of results' -
the details of the learning achieved by the person named in
this qualification is contained in a separate transcript

Document control measure is used to protect the
authenticity of the qualification

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Chapter 7

7. Pathways to qualifications

7.1.   The importance of formal recognition mechanisms

> *Given the emergence of a modern and increasingly global community as well as technological advances in communication, the National Qualifications Authority and respective commissions are cognisant of the need to promote the use of formal recognition mechanisms that afford individuals' opportunities to trade their learning achievements within and external to their country of origin.*

Such mechanisms necessitate openness, transparency and commitment by stakeholder systems to an agreed currency and descriptive framework for all qualifications. They will provide individuals with information that empowers them to make informed choices about their future learning arrangements.

7.1.1.   Credit Accumulation and Transfer Scheme (CATS)

Credit accumulation is one process whereby credits, once achieved, can be counted towards a qualification, accumulated to facilitate transfer to other institutions, and/or be used to account for prior academic work. Typically, credits comprise a unit of learning, usually measured in hours of study (learning time) or achievement of a given unit standard or both.

The UNESCO[3] definition for Credit Accumulation is:

> "A credit is a generally agreed-upon value used to measure a student workload in terms of learning time required to complete course units, resulting in learning outcomes. Generally, once gained, credit cannot be lost." (Vlăsceanu, et al., 2004, p. 31)

3 UNESCO - The United Nations Educational, Scientific and Cultural Organization

7.1.2. Credit transfer and accumulation

Where established arrangements are in place, credit transfer allows learners to move between programs/courses or to other institution(s) by having their existing credits recognised. The recognition of credits for learning is known as 'credit accumulation'.

7.1.3. Implementing CATS in the UAE

Considerable effort is being deployed internationally, particularly in Europe, in relation to Credit Accumulation and Transfer Systems (CATS). The respective commissions and the NQA will monitor national and international developments in this regard, and respond appropriately to encourage improved opportunities for CATS implementation within and across respective sectors in the UAE.

In seeking to promote a basis for advancing national development of CATS in the UAE, the NQA through the Awards and Accreditation Commissions Coordination (AACC) Working Group, works with the respective commissions to ensure:

- the QF*Emirates* is used for designing, developing and issuing recognised qualifications

- the QF*Emirates* is used as the basis for determining relationships between qualifications

- the criteria for determining relationships between qualifications are established to enhance management of content, related to an individual's specific qualifications

- open and transparent mechanisms are established for determining relationships and pathways between qualifications, which are not limited by proximity, structure or form

- admission requirements encompass transparent mechanisms that enhance relationships between qualifications

- relationships between one qualification and another specify credit arrangements, where applicable, and recognition is given upon presentation of evidence of achievement without the need for further assessment of relevant learning outcomes

- individual accreditation/awarding bodies and related licensed education and training providers in collaboration with other relevant bodies determine whether to participate in developing qualification relationship arrangements

- formal agreements of qualification relationships are determined by accreditation/awarding bodies and related licensed education and training providers issuing the end-point qualification

- mechanisms are established by accreditation/awarding bodies and related licensed education and training providers that provide a right of appeal with respect to decisions about recognition of credit towards a given qualification

- enrolment information includes detailed information associated with qualification relationship arrangements, where established, including any costs that may be incurred.

7.2. Credit Values

A credit value is the numerical value relating to the notional hours accorded to a credit. In the QF*Emirates*, a notional value of 15 hours (with additional study hours) equates to one (1) credit value. See ***Annexure E - Indicative Qualifications and Awards Credit Matrix.***

7.3. Entry requirements

Qualification entry requirements vary according to sector, qualification type and level.

7.3.1. General Education sector

Programs/courses in this sector normally require students to have attained the equivalent of Grade 10 level upon entry and the qualification normally requires two years of full-time study (normally Grade 11 and 12). Longer part-time programs may be available. It may be possible for adult students to undertake and achieve an approved equivalent qualification without having completed Grade 10. They may include in some instances receiving Recognition of Prior Learning (RPL). For more information about RPL refer to ***Annexure B - Key definitions of terminology in the QF*Emirates*.**

The nominal duration to attain a qualification will vary according to the pathway taken. Possible entry pathways to Principal Qualifications are:

- accredited programs/courses delivered by a licensed education and training provider

- a combination of an accredited course and/or recognition of prior learning, including credit transfer and/or experience

- an approved equivalence

- an approved 'open entry' pathway.

7.3.2. Vocational Education and Training sector

Programs in this sector normally require learners to have attained the equivalent of General Education Grade 10 and in some instances Grade 12 level upon entry or above, and/or may receive recognition of prior learning. In some circumstances, there may be open entry with no pre-conditions. Determinations in this regard are under the authority of the respective commission and will be administered consistent with its policies, processes and procedures.

The nominal duration to attain a qualification will vary according to the pathway taken and factors related to the particular learning discipline, industry sector or work area. Nominal duration statements may appear in VET programs and be part of endorsement/accreditation submissions for planning purposes. However, duration will not be used as the sole determinant for identifying the level or any credit value that may apply to a qualification.

Entry pathways to vocational Principal Qualifications/Awards include, but are not limited, to:

- an approved institutional training program meeting the requirements of a qualification contained in an endorsed sector *Compendium of Occupational Skills Standards and Qualifications*

- a combination of institutional and workplace approved competency-based training programs, meeting the requirements of a qualification contained in an endorsed sector *Compendium of Occupational Skills Standards and Qualifications*

- an accredited course delivered by a licensed education and training provider (LETP) where a *Compendium of Occupational Skills Standards and Qualifications* qualification does not exist

- an accredited course delivered and combined with recognition of prior learning including any applicable credit transfer and/or experience by a licensed education and training provider (LETP) where a qualification from *Compendium of Skills Standards and Qualifications* does not exist

- the recognition of prior learning that provides evidence of the achievement of the respective unit standards/learning outcomes making up a qualification contained in an endorsed *Compendium of Occupational Skills Standards and Qualifications*

- a formally recognised and mapped equivalence of an allied/associated or foreign qualification.

7.3.3.   Higher Education sector

The NQA recognises the Commission for Academic Accreditation (CAA) management of the formal entry criteria requirements for the Higher Education sector. It notes that declaration of such is encompassed in the CAA's Licensure and Accreditation Standards, which are revised periodically in accordance with its continuous improvement processes.

Typically, entry to courses/programs in this sector requires students to have attained the General Education Secondary School Certificate (G 12) or approved equivalent level upon entry. Such approved equivalent may include in some instances recognition of prior learning for part of that qualification.

7.3.3.1 Bachelor Degree entry

Learners on entry typically hold a General Education Secondary School Certificate (G 12) or its equivalent, including any approved special provisions for entry or bridging or foundation programs. Learners may sometimes also enter from a recognised Higher Diploma or Diploma/Associate Degree as transfer students. Other post-secondary qualifications may be considered appropriate to attain entry into Bachelor Degree programs.

7.3.3.2 Postgraduate Diploma entry

Entry to Postgraduate Diplomas is typically based on evidence of a capacity to undertake higher studies in a proposed field. It requires an appropriate Bachelor Degree, with specified threshold for the GPA score, but other post Bachelor qualifications may also be recognised as appropriate entry requirements.

7.3.3.3 Master Degree entry

Entry to Master Degrees is typically based on evidence of a capacity to undertake higher degree studies in a proposed field. There is a wide range of entry pathways which will vary according to the program methodology and the discipline involved. Predominantly research-based programs normally have a research pre-requisite whereas predominantly course work based programs may be accessed more broadly. The normal entry requirement is an appropriate Bachelor Degree, with a specified threshold for the GPA score, but other post Bachelor qualifications may also be recognised as appropriate entry requirements.

7.3.3.4 Doctoral Degree entry

Entry to Doctoral Degrees is typically based on evidence of a capacity to undertake work that contributes to the creation and interpretation of new knowledge through original research to satisfy peer review, and extend the forefront of knowledge in the discipline. Typically, entry to a Doctoral program requires a Master Degree that incorporates a period of research or other appropriate qualifications post Master Degree.

7.3.4. Composite or Component Awards entry

Composite and Component Awards most typically apply to the Vocational Education and Training sector and, in specific instances, to the Higher Education sector.

Learners seeking to enter Composite or Component Awards will need to refer to the entry requirements for the qualification as entry pathways will vary substantially at different levels and for different industry sectors or discipline areas.

In some circumstances, particularly the VET sector, relevant prior learning and/or work may be recognised and/or mapped and declared equivalent or allied and associated qualifications.

The nominal duration to attain a Composite or Component Award at the respective level will vary according to the range of entry pathways. However, courses typically require a minimum period of learning, predicated on the level of the qualification being sought.

Possible entry pathways to Composite and Component Awards at a given level include:

- a Principal Qualification

- an equivalent approved period of workplace experience

- a combination of a Principal Qualification plus workplace experience

- accredited course(s) of study delivered by a licensed educational and training provider

- a combination of an accredited course of study and/or recognition of prior learning, including credit transfer and/or experience

- an approved equivalence

- approved open entry.

7.4. CoreLife Skills

There has been a growing trend across many countries to introduce mechanisms to recognise or acknowledge the role particular key competencies or generic skills play in underpinning work, learning and life. The recognition of these skills is important because they underpin and recognise the ability of learners to learn throughout their lives. In this way, they support the promotion of lifelong learning.

Many countries have incorporated these skills within their developed or developing qualifications systems. The naming of these particular skills has varied and includes labels such as Generic Skills, Key Skills, Functional Skills, Core Skills, Employability Skills, Key Competencies, Essential Skills, Necessary Skills, Critical Cross-Field Outcomes, and so on.

In the UAE context, key competencies are essential for effective participation in the emerging patterns of learning, work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work. Key competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means that key competencies are not only essential for effective participation in work and learning but are also essential for effective participation in further education and in adult life more generally.

Earlier research by the UAE Qualifications Framework Project (forerunner to the NQA) identified key competencies or generic skills most common to different countries. They were distilled down to:

- information skills

- communication skills

- organising skills

- working with others

- numeracy skills

- problem-solving skills

- technology literacy

- societal skills.

Statements defining the above competencies or skills are typically outcomes based. Often, they are correlated and complemented with references to or, relationships with, underpinning literacy and numeracy.

Further work during the development of the QF*Emirates* led to the adoption of the following title, scope and application for generic skills.

7.4.1.   Title of generic skills or key competencies

> *The title for generic skills or key competencies in the UAE is* **CoreLife Skills.** *This title endeavours to cover and promote as a brand, the general intent and nature of the key competencies or generic skills. That is, that they are considered core; essential skills that underpin and support performance and functionality in work, learning and everyday life.*

From the initial work carried out by the UAE Qualifications Framework Project (QFP) in identifying the generic skills areas or key competencies, small focus groups were held and suitable labels selected to reflect contextual application in the UAE (see Table 12).

Table 12. CoreLife Skills

CoreLife Skills - labels for the generic skills	QFP generic skills areas*
1. Collecting, analysing, organising and applying information in a given context	1. Information
2. Communicating information, concepts and ideas	2. Communication
3. Initiating and organising self and activities, including motivation, exploration and creativity	3. Organising self
4. Working with others in teams including leadership	4. Working with others
5. Solving problems including using mathematical ideas and techniques	5. Numeracy 6. Problem-solving
6. Applying information and communication technology (ICT)	7. Technology
7. Participating in social and civic life including ethical practice	8. Societal

Note: These titles represent findings from previous research work and have been used to inform the development of seven (7) CoreLife Skills. The list of eight (8) QFP generic skills areas stated above are only for reference and indicative alignment purposes to the newly developed CoreLife Skills and should not be used for referencing or any other related activity.

The NQA will work with the commissions through the Awards and Accreditation Commissions Coordination (AACC) Working Group to facilitate and monitor the introduction and implementation of CoreLife Skills within the appropriate context across the General Education, Higher Education and VET sectors.

7.4.2. The supervision of CoreLife Skills by the commissions

Each commission acknowledges the importance and contribution that CoreLife Skills make to improving opportunities in learning, work and life for individuals deploying these skills. Each commission is committed to and has in place respective policies and procedures that ensure that the CoreLife Skills are embedded in their policies and standards, and formally recognised and monitored within their jurisdictional arrangements. Moreover, progress of implementation and improvements in the quality of outcomes due to the introduction of the CoreLife Skills is regularly reported across sectors, consistently and nationally to the NQA.

The NQA requires each commission to monitor the implementation of mapping of CoreLife Skills by developers of programs, courses and unit standards as well as by licensed education and training providers (LETPs). The information is gathered, aggregated and reported for national review and using an agreed mechanism that supports and works for each respective sector. Using this approach, the NQA can respond to issues and identify strategies that can be deployed to continuously improve the contribution CoreLife Skills make to the quality of outcomes of education and training in the UAE.

7.5. Equivalence recognition and attestation including foreign qualifications and awards

The demand for declarations of equivalence of foreign qualifications and awards is a norm within mature qualification based systems. The UAE is a major receiver of foreign issued qualifications and awards. This applies to:

- nationals that may have successfully completed a qualification or award in another country, or in-country (UAE)

- expatriates that are engaged in employment in the UAE.

To this end,

> *the recognition of foreign qualifications is critical to the orderly function of the community, employment and economy in the UAE. The UAE has a range of established formal declaration processes that cover equivalence and/or attesting qualifications.*

In particular, it applies to higher education qualifications including Associate Degree (formally Diploma) and Higher Diploma. This is carried out by the Certificate Equivalency Department (CED) of the Ministry of Higher Education and Scientific Research (MoHESR). There is also a formal process in place for General (compulsory) Education, which is managed by the Ministry of Education (MoE).

In terms of the VET sector, there was no formal structure or processes in place to confer equivalence, mutual recognition declarations and/or attesting of qualifications. This has been addressed with the establishment of the Vocational Education and Training Awards Commission (VETAC).

7.5.1. Higher Education sector

Higher Education qualifications including Associate Degree (formerly Diploma) and Higher Diploma, are managed by the Certificate Equivalency Department (CED) of the MoHESR. It is the legally authorised body that handles different academic qualifications issued from various countries. It represents the 'gate' through which all academic qualifications enter the UAE.

The CED assumes a significant role as it gives students/learners relevant information about institutes they plan to join in terms of recognition, the specialisations they offer and the academic system applied for in achieving equivalence of the degree or certificate. All this information is prepared by CED and is made available to students to approach the respective institutes.

CED's primary aims are to:

- verify the authenticity of qualifications issued by higher education institutions outside the UAE and brought into the UAE

- ensure that these qualifications satisfy the academic criteria applicable in the UAE

- assess them against the UAE academic standards

- assess qualifications issued by approved higher education private institutes inside the UAE

- upgrade the outputs of higher education within the UAE.

It provides the following services:

1. **Equivalency:**

   1.1. To ensure the equivalency of qualifications issued by approved institutions of higher education outside the UAE.

   1.2. To deal with enquiries about the approved institutions of higher education and other academic systems.

2. **Attestations:**

   2.1. To attest qualifications and documents issued by approved private higher education institutions inside the UAE.

CED's Equivalency Committee's mandate does not cover:

- vocational certificates that do not include formal academic study

- training course certificates

- high school certificates or lower level certificates

- documents and certificates if they are an integral part of an academic or vocational degree.

7.5.2. General Education sector

The Ministry of Education has established processes for the declaration and issuance of equivalence certificates for secondary school certificates (G 12) and for grade certificates issued by educational providers outside the UAE, for the purpose of work or completing education inside UAE.

The general criteria the MoE applies are:

- the education provider must be accredited/recognised/approved by an authorised government education and/or qualifications system agency

- a bi-lateral mutual recognition agreement exists between the country of origin and the UAE MoE in relation to the respective education system and alignments

- the Secondary High School Certificate (G 12) or equivalent must be the end/exit point of general education in the country of origin

- the recipient of the Secondary High School Certificate or equivalent qualification qualifies the individual for entry to higher education institutions in the country of origin

- the Secondary High School Certificate or equivalent qualification is attained via formally recognised general education syllabus, approved by the authorised government education and/or qualifications system agency of the country of origin

- exceptions to those not covered above, are dealt with on a case-by-case, merit-based approach.

In addition to equivalence certificates, the MoE also attends to attestations provided they relate to general Grade 12 compulsory education.

Typically, the processes and procedures deployed by the MoE are similar to those followed by the Certificate Equivalency Department (CED) of the Ministry of Higher Education and Scientific Research (MoHESR) in this regard and includes a committee that has oversight of the respective management, administration and related declarations.

7.5.3. Vocational Education and Traiing sector

The introduction of the QF*Emirates* provides new opportunities and scope to pursue the development of unique arrangements for the VET sector. VETAC is the responsible body in this regard and authorised to enter into arrangements to assure the quality and integrity of qualifications under its remit. The Commission will assist in attending to clients who want advice, mutual recognition and/or formal declarations of VET equivalences or attestations. Vocational education and training qualifications and/or awards typically reviewed and attended to by the Commission are as follows:

1. **Obtained whilst overseas**

   1.1. Foreign awards/qualifications obtained by individuals whilst overseas that are deemed 'national' in the origin country from an approved/registered/accredited institution or training entity and where the qualifications may be managed by separate national entity (such as an awarding body) or the like and form an integral part of the national qualifications system e.g. Scottish Vocational Qualifications (SVQs).

   1.2. Foreign awards/qualifications obtained by individuals whilst overseas that are unique to an institution or training entity and which are accredited but not deemed 'national' in the origin country but recognised/approved by the country of origin's education and training authorised agency.

   1.3. Foreign awards/transcripts obtained by individuals whilst overseas that are unique to an institution or training entity and which are not accredited or deemed 'national' in the origin country and not recognised/approved by the country of origin's education and training authorised agency (i.e. private education and training providers offering their own fee-for-service wares).

2. **Obtained in the UAE**

   2.1. Foreign awards/qualifications obtained by individuals in the UAE that are deemed 'national' in the country of origin from an approved/registered/accredited institution or training entity and where the qualifications may be managed by separate national entity (such as an awarding body) or the like and form an integral part of the national qualifications system e.g. United Kingdom (UK) National Vocational Qualifications (NVQs).

   2.2. Foreign awards/qualifications obtained by individuals in the UAE that are unique to an institution or training entity and which are accredited/approved/recognised but not deemed 'national' in the country of origin but recognised/approved by the country of origin's education and training authorised agency.

2.3. Foreign awards/transcripts obtained by individuals in the UAE that are unique to an institution or training entity and which are not accredited or deemed 'national' in the origin country and not recognised/approved by the country of origin's education and training authorised agency (i.e. private education and training providers offering their own fee-for-service wares).

3. Other

3.1. Other possible unique and special arrangements including:

3.1.1. qualifications or awards issued outside or in the UAE from non-recognised private training providers

3.1.2. skills and competency recognition of overseas qualified and/or asserted qualified individuals seeking entry into the UAE

3.1.3. professional qualifications issued by organisations based outside the UAE.

3.2. Attestation of qualifications, awards and/or certificates.

For each of these instances VETAC deploys a range of measures that assure the integrity and quality of outcomes and are transparent and public. This enables individuals as well as other UAE users, such as government agencies and enterprises/businesses exploring choices in prospective programs, to do so from an informed base, using reliable and credible information.

A more detailed series of management and recognitions arrangements regarding VET equivalencies and attestation is contained in ***Annexure I – VET equivalency and attestation.***

7.6. Recognition of Prior Learning (RPL) arrangements

The principle of lifelong learning is well recognised internationally. A major theme that has emerged is the need to give greater attention to addressing recognition processes related to an individual's prior learning, particularly informal and non-formal learning. For definition of these terms, see ***Annexure B - Key definitions of terminology in the QFEmirates***.

Recognition of Prior Learning (RPL) is typically defined as a systematic practical process that assesses and recognises all learning; in other words, an individual's knowledge, skills and competence, regardless of where or how the learning was acquired. Hence, RPL involves the comparison of the previous learning and experience of an individual learner howsoever obtained against the learning outcomes required for a specified qualification.

This definition makes clear a number of principles in the development and execution of RPL:

• Learning occurs in all kinds of situations - formally, informally and non-formally

• Measurement of the learning takes place against specific learning outcomes (i.e. standards) required for a specific qualification

• Credits may be awarded (subject to recognition and approval of respective commissions) for such learning if the learning meets the requirements of the qualification.

> *A national policy to advance the implementation of RPL is being developed across all sectors of education and training. This policy will meet the needs of all stakeholders, including employers, licensed education and training providers (LETPs), quality assurance bodies and most importantly, the main beneficiaries of the process, the individual learners.*

The process of recognising prior learning is about:

- identifying what the candidate knows and can do

- matching the candidate's skills, knowledge and experience to specific standards and the associated performance criteria of a qualification

- assessing the candidate against those standards

- crediting (credentialing) the candidate for skills, knowledge and experience built up through formal, informal and non-formal learning that have occurred.

The NQA recognises the importance of articulating and furthering the key objectives relevant to RPL. This includes facilitating access to programs, and mobility and progression within education, training and within and across career pathways.

Furthermore, the NQA will pursue an approach to promote the explicit implementation of policy and practices that address the possible barriers to learning and assessment amongst the respective commissions covering the Higher Education, General Education and Vocational Education and Training sectors. To this end, the commissions have each recognised the need to develop policies and procedures in relation to the implementation and use of RPL arrangements.

Education and training providers seeking to be licensed or renewing licensure will be, in due course, required to develop and maintain explicit RPL policies and demonstrate the application of related mechanisms as part of the licensure and quality assurance systems applying to them. In strengthening their focus on monitoring the application of RPL arrangements as part of their quality assurance processes, the commissions will actively contribute to enabling the removal of perceived or real barriers associated with the implementation of RPL.

Notwithstanding the above, the NQA has a keen interest in monitoring the effectiveness and credibility of the RPL policies and quality assurance mechanisms implemented and managed by the commissions and those administered by licensed education and training providers (LETPs). The NQA in this regard undertakes periodic evaluations of the effectiveness of such policies by respective bodies. Its findings are shared with respective bodies, and recommended activities initiated and coordinated through a process of continuous improvement that leads to improvements in the use, quality and integrity of RPL outcomes.

7.7. Coordination of commissions' activities - equivalences, attestation and RPL

Given the range of common and often overlapping issues that pervade the management and administration of equivalences, attestation and RPL between higher education, general education and vocational education and training, the NQA manages the coordination of the respective commissions through the Awards and Accreditation Commissions Coordination (AACC) Working Group to facilitate dialogue, consistency and to enhance pathways and opportunities between and across the sectors.

NQA has established arrangements and processes to give effect to these outcomes. It coordinates regular meetings of the Awards and Accreditation Commissions Coordination (AACC) Working Group to facilitate and promote joint activities, monitor progress and report to the NQA Board on benefits, issues and outcomes associated with equivalence, attestation and RPL.

Chapter 8

8. QF*Emirates* Policy and Advice

8.1. Introduction

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The NQA Board has set up a body responsible for establishing and maintaining Federal education and training policies as well as providing advice and supporting guidelines. The body is currently known as the QFEmirates Policy and Advisory Committee (PAC).

The primary functions of PAC is to develop policy, provide advice and produce supporting guidelines for Board consideration and approval. The Board from time to time may amend the charter of the Committee. As a result, users of the *Qualifications Framework for the Emirates Handbook* should source the most recent charter the Board has conferred on the Committee.

8.2. Scope

The scope of the Policy and Advisory Committee is currently as follows:

1. In collaboration with the three commissions and related bodies, establish and maintain Federal policies and supporting guidelines for consideration, approval, publication and adoption by the Board, related to:

    *   advisories on issues of policies, interpretations and related matters for inclusion in the approved public register of qualifications

    *   entry requirements and exit pathways for qualifications

    *   articulation, progression and pathways arrangements across qualifications

    *   professional education and training

    *   fees, licensure, admission arrangements, academic results, and access and equity

- best practice models for general education (including CoreLife Skills), within higher education (HE) and vocational education and training (VET) qualifications
- Recognition of Prior Learning (RPL)
- Credit Accumulation and Transfer Systems (CATS)
- equivalence (national and international) recognition arrangements
- career development and advice.

2. In collaboration with the three commissions, provide advice to the NQA Board to address issues related to:

   - access to education and training

   - equivalence (national and international)

   - articulation arrangements and credit transfer between commissions

   - individuals' grievances that remain unresolved at institutional, commission and ministry levels, including fees, admissions, academic results and social inequity disputes

   - institutional grievances that remain unresolved at institutional, commission and ministry levels, with respect to QF*Emirates* and policy related matters

   - licensing and registration of assessors of vocational, technical and professional education and training qualifications and those people involved in formal instruction and/or training

   - licensure of education and training providers

   - indicators of best practice for assuring the quality of outcomes of accredited programs/courses accordance with the learning outcomes of the relevant QF*Emirates* level and qualification

   - other policies, advisories and supporting guidelines as directed by the Board.

3. Provide directives on policy related ideas or issues that have merit but remain unresolved at local, institutional and commission levels in relation to technical aspects of:

   - the QF*Emirates* levels, descriptors, qualification types, definitions, structures and profiles, and pathways to qualifications

   - the *Qualifications Framework for the Emirates Handbook*

   - qualifications determination and issuance authorities

   - other QF*Emirates* interrelated matters such as employability indicators of the QF*Emirates* levels, CoreLife Skills, continuous improvement processes, etc.

4. Recognise the Awards and Accreditation Commissions Coordination (AACC) Working Group as an important working group of the QF*Emirates* Policy and Advisory Committee (PAC) and its coordination and operational roles and responsibilities that include providing advice and recommendations on an array of operational and quality assurance as well as policy and supporting guidelines issues.

5. Provide leadership in policy development with respect to enhancing pathway mobility and opportunities across and within the sectors of general education, VET, and higher education.

6. Establish and maintain an up to date public register of policies, advisories and supporting guidelines on the Qualifications Register and Information System (QRIS).

7. Monitor and continuously improve policies and supporting guidelines.

8. Undertake research and produce informative publications on policies and supporting best practice guidelines.

9. Undertake strategic evaluations of the quality of performance for the NQA Board.

10. Produce bi-annual reports of activities, achievements and recommendations for the NQA Board's consideration.

11. Receive and act on information from and provide direction and advice to the Qualifications Framework Technical Coordination Group (QFTC-Group) in relation to enhancements to the *Qualifications Framework for the Emirates Handbook*.

12. Any other issues or matters so directed by the NQA Board.

8.3. Committee composition

The Committee is comprised of key stakeholders with interest in related policies and issues, in particular the following representatives and individuals from:

- the Commission for Academic Accreditation (CAA)

- the General Education Commission (GEC)

- the Vocational Education and Training Awards Commission (VETAC)

- Chair of the Awards and Accreditation Commissions Coordination (AACC) Working Group

- Chair of the Quality and Performance (R&D) Working Group

- Chair of the Qualifications Framework Technical Coordination Group (QFTC-Group)

- MOHESR Certificate Equivalency Department (CED)

- relevant Emirate authorities involved in education and training

- General (compulsory) Education, VET and Higher Education sectors

- industry stakeholders

- an occupational licensing regulator

- the NQA Board

- a Skills Advisory Skills Coordination Services (SACS) Body

- relevant social and community groups

- the NQA Director General as an ex-officio voting member.

In addition to its scope of activities, the Committee reports bi-annually to the NQA Board on the activities and actions it has undertaken as well as the current list of policies, advisories and supporting guidelines on the public register in QRIS.

Chapter 9

9. Continuous improvement responsibilities

9.1. Introduction

Continuous improvement is an integral part of any quality system. Given that the QF*Emirates* was established through a process of nationwide consultations and dialogue with key stakeholders under the oversight of a stakeholder representative body, it was agreed that the approach should be retained. The NQA Steering Committee recommended that the incoming NQA Board maintain the previously established Qualifications Framework Technical Coordination Group (QFTC-Group). Also, the Board should confer the previously established terms of reference in relation to continuous improvement. The QFTC-Group is responsible for a range of activities associated with the QF*Emirates* and in particular the currency of the handbook.

9.2. QFTC-Group Terms of Reference

The terms of reference for the QFTC-Group is as follows:

1. Monitor and advise on the validity and relevance of the QFEmirates architecture.

2. Undertake research that evaluates the success of all aspects of QFEmirates implementation. For example, level descriptors, qualification titles, qualification profiles and types and related authorities, and issuance arrangements.

3. Advise on relationships and alignments with other national qualification frameworks.

4. Issue formal addendums to the *Qualifications Framework for the Emirates Handbook* from time to time that may provide, but not be limited to, formal clarification of an interpretation, definition, editorial amendment or usage of the handbook as well as addendums in response to related matters determined by the QFEmirates Policy and Advisory Committee.

5. Submit recommendations to the National Qualifications Authority Board for consideration and endorsement.

6. Where appropriate and when formal changes to the handbook are required, approve and submit to the Cabinet for noting in accordance with approved Cabinet processes.

7. Produce, publish and maintain the *Qualifications Framework for the Emirates Handbook.*

8. Report findings to the NQA Board.

9.3. Continuous improvement process

The relevance and currency of the QF*Emirates* will be continuously monitored and maintained so that it reflects the ongoing needs of the respective stakeholders. This activity includes identifying and responding in a timely manner to changing technologies; the evolving knowledge economy; changes in the organisation of work and skills formation practices leading to improvements in innovation and productivity; advances in educational effectiveness; and economic and social development and related circumstances as it impacts on the QF*Emirates*.

The Board having resolved to maintain the QFTC-Group is required to meet at least twice per year in the first five [5] years to pursue its Terms of Reference. It will report findings and recommendations to the Board at least once in a two-year period. This report will include a comprehensive analysis of the effectiveness and impact of the new QF*Emirates* in improving the quality of educational and training quality outcomes as well as its contribution to enhancing social and labour market development.

It is not envisaged that the *Qualifications Framework for the Emirates Handbook* will be substantively changed in the short term as adequate time will need to pass in order to be able to conduct qualitative evaluation of the:

• implementation experiences

• completion of least one cycle of two prominent Principal Qualifications (such as a Degree in HE and Higher Diploma in VET)

• impact of the new QF*Emirates* arrangements on stakeholders, individuals and the community during the period.

Instead, the QFTC-Group with the approval of the NQA will issue supplementary or interim advisories and/or guidance notes where sufficient material evidence is available that an amendment is needed; particularly in cases where significant unintended consequences have arisen warranting an immediate and major amendment.

9.4. Acknowledgment of QFTC-Group role

As noted earlier, the NQA Steering Committee established the Qualifications Framework Technical Coordination Group (QFTC-Group) to complete the development of the inaugural UAE Qualifications Framework Handbook. The QFTC-Group held its inaugural meeting in Abu Dhabi on Wednesday, 19th January 2011, and approved a development and consultation plan with timelines. The Group was comprised of key stakeholders with significant interest in the development and use of the QF*Emirates*.

It should be noted that some earlier work was carried out by a small technical committee leading up to the formation of the QFTC-Group, and followed on from preliminary research and development work that was undertaken by the former Qualifications Framework Project (QFP).

The work consisted of a host of nationwide consultations conducted with key stakeholders and practitioners covering higher education, general education, vocational education and training, industry, government agencies and ministries, and cohorts of students. The consultations ranged from very formal processes to informal meetings. Additionally, a formal feedback register was established to provide stakeholders and practitioners with an opportunity to formally contribute to the process. The responses were reviewed and informed changes to the handbook.

The QFTC-Group contributed significantly to production of the *Qualifications Framework for the Emirates Handbook*. The National Qualifications Authority Transition Steering Committee validated the handbook prior to submitting it to NQA Board for endorsement.

9.5. Membership of the QFTC-Group

Membership of the initial Group is listed at Table 13. The NQA Board wishes to formally acknowledge and thank the organisations and individuals who formed and contributed to development of the inaugural QF*Emirates*.

As noted, the QFTC-Group will be retained as a formal mechanism for receiving comments and suggestions regarding improvements or other changes to the *Qualifications Framework for the Emirates Handbook*. Composition of the Group will largely remain the same with the exception of key stakeholders not represented at the time and the addition of the Director General as an ex-officio voting member.

Table 13. Members of the inaugural QFTC-Group

Name	Organisation
Dr Louay Jeroudi (Chairman)	**Ministry of Presidential Affairs (MoPA) and National Qualifications Authority (NQA) Steering Committee**
Abdulla Jasim Mohammed Jabir	Ministry of Education (MoE)
Professor Badr Aboul-Ela/ Professor Ian Cumbus	Ministry of Higher Education and Scientific Research (MoHESR)
Dr Naji Al Mahdi	Knowledge and Human Development Authority (KHDA), Dubai
Khalifa Al Shamsi/Thani Al Shamsi	Abu Dhabi Police
Graham McGeachy	Emirates Nuclear Energy Corporation (ENEC)
Dr Magdi A. Hafez	Abu Dhabi Chamber of Commerce and Industry (ADCCI) and UAE Academy
Gunter Kohlheyer/Reiner Behrend	GTZ, Al Ain and Al Gharbia
Munira Rafee/Thuraya Al Adaroos	Federal Authority for Government Human Recourses (FAHR)
Mubarak Al Shamisi	Abu Dhabi Centre for Technical Vocational Education and Training (ACTVET)
Mohamed A. Zainal Al Bastaki	Khalifa Bin Zayed Al Nahyan Foundation
Dr Khodair Abid Al-Obeidi/Eric Mobey/ Dr Anthony Bright	Vocational Education Development Corporative (VEDC)/Logistics Academy
Col. Juma Rashid/ Taha Alhashemi/ Dawood Alflaiti	UAE Armed Forces
Hesham Gomma/Dr Saleh Al Hashemi	Abu Dhabi Education Council (ADEC)

Annexures

Annexure A - Implementation and transition arrangements

The NQA Board noted in its endorsement of the QF*Emirates* (represented by this Handbook) that full implementation of the QF*Emirates* would take some time. The Board recognises transition from existing education and training arrangements would vary between respective sectors. That is, in relation to the higher education, general education, and vocational education and training, the following would occur:

Higher Education

The Commission for Academic Accreditation (CAA) released new Standards for Licensure and Accreditation for higher education institutions in September 2011. These Standards include reference to institutions being required to use, and refer to the QF*Emirates* in their courses/program development and promotional arrangements and activities. Institutions would be required to increasingly implement the use of learning outcomes consistent with those detailed in the QF*Emirates* for respective qualifications.

Learners in existing accredited programs/courses are expected to continue to complete without change. However, all new programs and courses submitted for accreditation would be required to use the QF*Emirates* in the accreditation review process, ultimately leading to full implementation of the QF*Emirates* for all programs and courses.

The NQA expects higher education institutions that are unlicensed to enter into transitional arrangements with the CAA to effect the implementation of the QF*Emirates*, with a view to becoming licensed should they wish to utilise the national recognition benefits of the QF*Emirates*. It would expect too, that currently Federal and non-Federal universities, institutions and colleges not institutionally accredited will become accredited. The CAA is to undertake consultations and aim to reach agreement with these entities to achieve institutional accreditation in accordance with the agreement. It is anticipated that full transition of such is to be completed within three [3] years of the publication of this handbook.

General Education

The Ministry of Education (MoE) and its regulatory body, the General Education Commission (GEC), have committed to the transition to the international trend and use of learning outcomes in provision and reporting arrangements. They have also resolved to coordinate activities in their scope of responsibility that include public and private compulsory education provision and regulation, and management of the Secondary School Certificate and any related equivalences.

The Board therefore notes the MoE's and GEC's resolve to work towards implementing continuous improvement processes to achieve congruence between the respective learning outcomes of the QF*Emirates* and the level associated with the Secondary School Certificate (SSC). Additionally, it notes that work continues in relation to alignment of internationally and other local private sector compulsory education providers as to the equivalence or otherwise of respective qualifications.

Given the compulsory education model has a long gestation period (nominally 12 years) that transition and translation to the implementation of related QF*Emirates* learning outcomes and the measure of quality of outcomes and success will need to be managed and evaluated over an extended period of time.

The NQA Board would expect the GEC to develop and implement a strategic action plan within two academic years of the publication of the *Qualifications Framework for the Emirates Handbook* with an annual review, and report on the outcomes and actions implemented. Anticipated outcomes are the implementation of quality assurance arrangements that provide progressive and prospective information on whether the outcomes of the last year of compulsory education (G 12 - SSC) concord with the aligned level of the QF*Emirates* and identify measures to address any deficiencies. Additionally, management arrangements and performance indicators for evaluating devolved responsibility of administration and provision to local Emirates, where applicable, and/or private entities.

The NQA will facilitate leadership in this regard.

Vocational Education and Training

The vocational education and training market in the UAE has traditionally been highly fragmented and mixed in terms of recognised qualifications, certificates or awards. Little coordination occurred nationally and limited regulation occurred locally at the Emirate level. Regulatory responsibility too often extended across a number of ministries, agencies or entities, resulting in overlaps, fragmentation and gaps. Prospective providers offering programs in one or more jurisdictions were often required to navigate these fragmented arrangements. In some cases, they operated outside of any regulation.

The timely initiative that led to the introduction of the Vocational Education and Training Awards Commission (VETAC), a national body responsible to coordinate national VET practices, has gone some way to ameliorating the gap in national coordination, as has the establishment of the Abu Dhabi Centre for Technical Vocational Education and Training (ACVET), which coordinates VET activity at the Abu Dhabi Emirate level. Dubai, through the Knowledge and Human Development Authority Dubai (KHDA), has introduced similar arrangements to coordinate Emirate wide VET activities, encompassing the Dubai free trade education zones. Other Emirates too have implemented suitable mechanisms to coordinate local activity.

As of now, few transitional arrangements apply to this sector. VETAC's role is to coordinate and oversee all UAE VET activity. It will work closely with ACTVET, KHDA and other related Emirate authorities or agencies to facilitate improvements in the quality of outcomes, consistency and confidence, and enhance the attractiveness of VET qualifications and career opportunities in vocational employment.

VETAC has deployed an array of respective national qualifications under its purview and is progressively managing their roll out with the involvement of key stakeholders. As these are new arrangements at national level, transition issues will arise. Respective Emirate entities are also undertaking the same to meet their local requirements, and transitions issues in this regard are addressed locally.

Individuals with existing qualifications

At a more general level, transitional issues may arise with respect to individuals holding qualifications issued prior to the implementation of the QF*Emirates*. They may seek information as to the status, standing or equivalence prospective of their qualification against the QF*Emirates*. In some instances, they may also enquire whether a new qualification could be issued in replacement of the old.

With respect to managing and addressing solutions to the enquiries, each commission has adopted a range of policy guidelines. These guidelines may include formal declarations of equivalence for some qualifications, advice in relation to recognised gaps that require completion to achieve a specific qualification, general information about possible pathways and proportion of recognition (partial) that may apply, or other related advisory information. The NQA would expect that Federal and non-Federal institutions would establish or update existing practices to take account of the implementation of the new QF*Emirates* and report experiences and practices to the respective commission.

Respective commissions may also require licensed entities under their purview to declare and publish formal information that assists individuals in streamlining recognition of previously attained qualifications.

Monitoring and review

The NQA with the support of the Awards and Accreditation Commissions Coordination Working Group will monitor the progress and process of implementation of the transitional arrangements. The Working Group is to report quarterly to the Board its findings.

It will also submit suggestions to address issues that may arise from time to time in or across sectors and which may have resulted in unintended consequences and need immediate correction.

ANNEXURE B - Key definitions of terminology in the QF*Emirates*

1. Definitions

In the policies, procedures and specifications associated with the QF*Emirates*, the following definitions of key terms apply:

'access and equity'	means the policies and approaches to ensure education and training is responsive to the diverse needs of individual clients, including people who face barriers due to age, gender, cultural difference, disability, language, literacy and numeracy, unemployment, or isolation and any other clients who are experiencing barriers in relation to access, participation and outcomes.
'accreditation'	means the process for approval by an accreditation/awarding body of a program/course of learning leading to a formally-recognised qualification or award which conform to published standards and quality assurance requirements.
'accreditation body (commission)'	means the body responsible for licensure and accrediting of respective national standards and programs leading to a qualification that is issued by a licensed education and training provider. Additionally, it monitors and evaluates the internal quality and assessment processes of licensed education and training providers. It is also responsible for approving the licensing of prospective education and training providers. See also "awarding body"; which augments this definition and where by both definitions may apply to said body.
'applied degree'	means the achievement of the knowledge, skills and aspects of competence from a range of pathways that may include formal, informal, non-formal or any combination of these learning pathways which have been achieved against a specific criteria/standard of performance at the requisite QFEmirates level demonstrated in work for occupations such as a nuclear power station operator or vocational teacher.
'articulation'	means the process of comparing the content of qualifications/awards, for example, when credit is transferred between institutions and recognised links and interrelationships between different qualifications/awards and sets of learning outcomes.
'assessment'	means the process of making judgements about the extent to which a learner's work demonstrates that the learning required has been achieved as prescribed by an accreditation/awarding body.
'assessment criteria'	means the description of the requirements a learner is expected to meet or demonstrate to determine that certain learning outcomes have been achieved; these may also be referred to as 'performance criteria'.
'authority'	means the regulatory body responsible for setting policy and regulating the qualifications framework for the Emirates (known as the QF*Emirates*). Refer also to National Qualifications Authority.
'award'	means a qualification; and is a term applied to the lower/smaller (volume) type qualifications in Composite Awards and Component Awards.
'awarding body'	means a body entitled through legislation or other formal mandate to authorise under its remit the issuing of qualifications formally recognising the achievements of a given parcel of endorsed learning outcomes, following the implementation and use of a standard assessment procedure. Also, refer to 'accreditation body (commission)', which augments this definition and where by both definitions may apply to said body.

'benchmarking'	means the continuous process of measuring and comparing products, services and practices with comparable systems or organisations both inside and outside the UAE for the purpose of continuous improvement.
'certification system'	is a term interchangeable with a 'qualification system'. Refer to 'qualification system'.
'classification of qualification/award types'	means qualification/award types, used to distinguish different parcels of learning outcomes relative to each other.
'client'	means learners, governments, government agencies, industry, enterprises or education and training providers that use or purchase learning and/or assessment.
'Commission for Academic Accreditation (CAA)'	is the Federal Government's Quality Assurance Agency charged with promoting educational excellence across diverse institutions of higher learning in the UAE. Through licensure of post-secondary educational institutions, and accreditation of individual programs, CAA strives to assure high quality education, consistent with international standards
'Compendium of Occupational Skills Standards and Qualifications'	means an integrated set of relevant documents developed by competent industry advisory bodies recognised and endorsed by the respective accreditation/awarding body as Skills Advisory Coordination Services (SACS) bodies; and which contain occupational skills standards and qualifications as well as assessment guidance relevant to the industry sector.
'compliance'	means the requirements of the published standards and quality requirements have been met, based on evaluation/audit and evidence reviewed.
'complaints process'	means a process by which a client of, or other interested parties, may raise concerns about the a licensed education and training provider's policies, procedures, services or products with a view to having them addressed and/or improved.
'continuous improvement'	means a planned and ongoing process that enables an organisation to systematically review and improve its policies, procedures, products and services to generate better outcomes for clients and to meet changing needs. Continuous improvement involves collecting, analysing and acting on relevant information from clients and other interested parties, including an organisation's staff.
'CoreLife Skills'	is the title for generic skills or key competencies in the UAE. This title endeavours to cover and promote as a brand, the general intent and nature of the key competencies or generic skills. That is, that they are considered core; essential skills that underpin and support performance and functionality in work, learning and everyday life. The seven [7] CoreLife Skills are as follows: 1. Collecting, analysing, organising and applying information in a given context 2. Communicating information, concepts and ideas 3. Initiating and organising self and activities, including motivation, exploration and creativity 4. Working with others in teams including leadership 5. Solving problems including using mathematical ideas and techniques 6. Applying information and communication technology (ICT) 7. Participating in social and civic life including ethical practice

'credit matrix'	means the table indicating the total credit value assigned to a qualification (as outlined in the matrix at each level). Refer to ***Annexure E - Indicative Qualifications and Awards Credit Matrix.***
'credit value'	means the numerical value relating to the notional value of hours accorded to a credit. A notional value of 15 hours (with additional study hours) equates to one [1] credit value. See ***Annexure E - Indicative Qualifications and Awards Credit Matrix***.
'equivalency'	means a formally recognised set of learning outcomes from a different qualification/award that is deemed equivalent in level and complexity to one recognised on the QF*Emirates*.
'formal learning'	means formally structured and recognised learning.
'framework' or 'qualifications framework'	means the qualifications framework for the Emirates (QF*Emirates*) and its component parts.
'framework of qualifications'	(interchangeable with a national qualifications framework) means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning outcomes that need to be achieved, enabling qualifications to be described and compared. A new framework of qualifications aims to integrate and coordinate certification subsystems within the UAE and improve the transparency, access, progression, transferability and quality of such qualifications in relation to the employment sectors and other structures in civil society. A framework of qualifications has particular relevance as an aid in the recognition of foreign qualifications.
'GE'	refers to the compulsory Grade 12 General Education sector.
'General Education Commission (GEC)'	means a body of the Ministry of Education (MoE) responsible for supervising the compulsory Grade 12 Secondary School Certificate quality of outcomes and equivalences.
'grid of Level Descriptors'	means the grid of ten [10] levels and five [5] 'strands' of learning outcome statements that total fifty [50] statements of the QF*Emirates* (see ***Annexure C – Grid of Level Descriptors***).
'HE'	refers to the Higher Education sector.
'industry'	means representative bodies, entities or agencies that have a stake in the design of learning outcomes leading to a qualification or award, such as businesses; employer and employee representatives; government agencies or bodies; regulatory and licensing bodies; education, training and assessment practitioners; community; and professional bodies.
'informal learning'	means semi-structured or non-structured learning that occurs over time and in a variety of places through experiences, such as learning at home, work, life, family, social, leisure activities, and through daily interactions and shared relationships among members of society. Unlike formal or non-formal learning, informal learning is not organised or externally structured in terms of standards, objectives, time or learning support, but may be accredited.
'international sectoral organisation'	means an association of national organisations or an international representative organisation(s), concerned with (and sometimes representing) interests associated with a profession or an area of economic activity.

'learning'	means the cumulative process whereby an individual gradually assimilates increasingly complex and abstract knowledge, acquires skills and develops competence. Learning is used as a generic word to refer to all aspects of learning whether acquired through general, vocational, professional or higher education and training, or though formal, non-formal or informal processes.
'learning from experience'	means learning which has happened through and from experience, as opposed to participating in formal programs of education or training; much adult learning occurs in this way, and the learner often needs help to recognise skills, knowledge, understanding and competence gained in non-formal or informal ways.
'learning outcomes'	means, within the QF*Emirates*, knowledge, skill, and aspects of competence that a learner is expected to know and be able to do.
'learning outcome descriptors (LODs)'	are the categories in which statements are made to define the learning outcomes for a framework level. In the QF*Emirates*, the core factors of knowledge, skill, and aspects of competence are elaborated in five learning outcome strands: knowledge, skill, autonomy and responsibility, role in context and self-development; and which are used respectively by accreditation/awarding bodies for their activities and defined as follows: **1. Knowledge** Knowledge is the cognitive representation of ideas, events or happenings. It can be learned from practical or professional experience as well as from formal instruction or study and can comprise description, memory, understanding, thinking, analysis, synthesis, debate and research. The QF*Emirates* descriptors refer to theoretical and/or factual aspects of knowledge. **2. Skill** Skill is the learned ability to perform a function that in some way responds to or manipulates the physical, informational or social environment of the individual. This strand of learning outcome incorporates the concept of 'know-how', which is the procedural knowledge required to carry out a task. Know-how may be assessed directly or implied from performance; otherwise skill can only be measured by performance. The QF*Emirates* descriptors refer to skills as cognitive (use of logical, intuitive, creative and conceptual thinking) and practical (involving manual dexterity and the use of methods, techniques, processes, materials, tools and instruments). **3. Aspects of competence** Aspects of competence is the effective and creative deployment of knowledge and skill in human situations, including general social and civic life, as well as specific occupational contexts. Aspects of competence also encompasses the learner's ability to acknowledge the boundaries of their knowledge and skill and plan to transcend these through further learning. Aspects of competence is typically acquired by practice and reflection. For the description of aspects of competence, it is essential to make explicit the contexts in which the learner can apply their knowledge and skill. The QF*Emirates* descriptors therefore, include explicit statements of context for aspects of competence, categorised in terms of autonomy and responsibility, role in context and self-development, defined as follows:

'learning outcome descriptors (LODs)' continued	**3.1 Autonomy and responsibility** Autonomy and responsibility can be thought of as opposite ends of a spectrum of learned abilities to apply knowledge and skill in situations of varying challenge and complexity. It refers to the scope of authority to make decisions independently in given situations. It includes the level of self-awareness and self-management. Responsibility refers to the acquired ability to understand, appreciate and interact with the social and cultural structures of community, society and/or work and execute decisions and actions relative to the level, and account for them. The QF*Emirates* descriptors contain statements describing the outcomes that signify balanced achievement in both aspects of autonomy and responsibility appropriate to each level. **3.2 Role in context** For many purposes, being able to function in groups and contexts is a key aspect of how knowledge and skills are put to effective use. This requires learning to adopt appropriate roles within the group and apply social skills and an understanding of the tasks of the group within context. Higher levels of competence are associated with the ability to adopt multiple roles as well as with roles requiring leadership, initiative, contextual awareness, autonomy and responsibility as well as participation in more complex groups. **3.3 Self-development** This strand encompasses the learned ability of an individual to recognise, acknowledge and reflect on the boundaries of his/her current knowledge, skill and competence, and engage to transcend these limitations through further learning. Self-development, therefore, relates to how and to what extent the learner can manage his/her own learning.
'level'	means an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement by the learner. There are ten (10) levels in the QF*Emirates*; they differ from one level to another with the greatest complexity at Level 10.
'licensed education and training provider (LETP)'	means the licensed body responsible for issuing the qualification that has verified that an individual has achieved the specified learning outcomes of a program/course or demonstrated the requisite underpinning essential knowledge and associated skills and work performance to the national standards.
'licensure'	means the formal approval and recognition of an education and training organisation that conforms to public standards and quality requirements.
'meta-framework'	(such as the European Qualifications Framework) is an organising system that enables users to see clearly how qualifications embedded in different national and sectoral systems relate to one another. It does this through a structure of common reference levels of learning outcomes. However, it does not provide detailed comparison of qualifications or any of the regulatory, legal, wage bargaining and quality assurance functions that are often deemed necessary at national or sectoral level. This means that a meta-framework can look quite different to the common qualifications frameworks. *(Source - Definitions, Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning).*

'Ministry of Education (MoE)'	means the ministry responsible for compulsory general education to Grade 12.
'Ministry of Higher Education and Scientific Research (MoHESR)'	means the ministry responsible for higher education.
'national qualification'	means a qualification issued by a licensed education and training provider (LETP) that is recognised within the QF*Emirates* and has been approved by the requisite accreditation/awarding body, confirming that an individual has achieved the specified learning outcomes; as aligned to the QF*Emirates*. Refer also to 'qualification'.
'National Qualifications Authority'	(NQA) means the regulatory body responsible for setting policy and regulating the qualifications system in the United Arab Emirates in accordance with the responsibilities assigned under the Federal Decree No. 1 'Establish and maintain the National Qualifications Authority' on the 23 August 2010. Furthermore, it negotiates with other national qualifications authorities to compare and establish recognition and equivalences to the QF*Emirates*.
'nationally recognised qualification (NRQ) logo'	means the nationally recognised qualifications logo placed on the qualification/award testamur confirming its national identity.
'non-formal learning'	means learning that takes place through a structured and/or unstructured process of learning but does not lead to a formally recognised qualification. Typically, it may include workshops, community courses, e-learning programs, interest based courses, short courses, or conference/forum style seminars.
'occupational skill standards'	refer to 'skills standards'.
'qualification'	means, in the QF*Emirates*, a formally approved parcel of learning outcomes to standards set by the relevant accreditation/awarding body, which can be achieved by a learner. The qualification may be represented by type - Principal Qualification, Composite Award or Component Award. Refer to 'types of qualifications". In the QF*Emirates*, the term 'qualification' is interchangeable with the term 'national qualification' and 'award'. A parcel of learning leading to formal recognition in VET may be termed a unit standard.
'qualification level'	means the level derived from the QF*Emirates* Level Descriptors and ascribed to the qualification.
'qualifications authority'	refers to National Qualifications Authority (NQA).
'qualifications framework for the Emirates (QF*Emirates*)	means the ten [10] levels within their associated Level Descriptors and Summary Level Descriptors and related strands of learning outcomes; the 'generic' qualification type, nomenclature - titles, scopes and profiles; and the associated and allied parts used to design qualification structures in the United Arab Emirates.

'qualifications register information system (QRIS)'	means the national database (however constructed and represented) for the QF*Emirates* and related learning outcomes so defined and agreed by respective accreditation/awarding bodies. It includes the register of general qualifications; the register of licensed education and training providers; the register of endorsed compendiums of national occupational skills standards and qualifications; the register of accredited courses/programs; the register of issued qualifications. QRIS may also include general information such as learning, education, training and assessment research reports; publications/communiqués; international equivalencies; careers information; and labour market trends and reports.
'qualifications structure'	means the totality of qualifications (general education, vocational education and training, and higher education) in the QF*Emirates* and the way in which they relate to each other.
'qualifications system'	means all structures, procedures, conventions, and processes related to the recognition of learning and other mechanisms that link education and training to the employment sectors and other structures in civil society. This includes activities related to learning outcomes, quality assurance regimes, assessment principles, design and delivery, and the awarding of qualifications. Such a system may be composed of several subsystems (e.g. national, regional or sectoral systems) and may be organised around a framework of qualifications for use in the United Arab Emirates.
'quality assurance'	means methods by which processes and procedures are regularly checked and monitored against public standards and quality requirements.
'quality assurance processes (QAP)'	means the mechanisms or regimes that facilitate achievement and consistency of outcomes in the development, approval, quality of content, and provision/assessment/delivery of learning against the QF*Emirates*. Mechanisms may include policies, conventions, processes, procedures, rules, criteria, guidelines, tools and/or verification instruments, and whose purpose it is to ensure and enhance the quality of outcomes provided by accreditation/awarding bodies operating within the auspices of the QF*Emirates*.
'Recognition of Prior Learning (RPL)'	may be defined in a number of ways. However, all definitions emphasise that RPL involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL assesses this unrecognised learning against the requirements of a qualification or award, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, RPL encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes. It is also acknowledged that RPL is closely associated with **'Accreditation of Prior Learning (APL)'** defined as the formal recognition of any previous learning experiences for skills and/or knowledge acquired, regardless of how, when or where the learning occurred, which is eligible to count towards a qualification.
'record of achievement'	means a composite record of a person's varied achievements and learning experiences over a period of time. It typically contains records of formal and informal learning experiences, credits gained, modules studied, units completed, reflections on achievements, agreed learning plans, and evaluations of own learning.
'sector'	means a grouping of educational, industry or professional organisations and/or activities on the basis of their main economic/social function, product, service or technology.

'simulation'	means a realistic exercise set up specifically to assess all, or aspects of, knowledge, skills and/or aspects of competence that replicate real work situations and is used in circumstances where it would be difficult, high risk, or costly to assess within the work context (e.g. fire-fighting procedure, dealing with an emergency first-aid situation). Simulation, where approved, must: reflect workplace conditions; reflect the intent of the standards; involve realistic and authentic activities; and undergo quality assurance processes. Performance against the standards may NOT be simulated in some instances, unless approved by the relevant accreditation/awarding body.
'Skills Advisory Coordination Services (SACS) body'	means an exclusive industry body recognised by the relevant accreditation/awarding body to undertake research, development and validation of respective sets of learning outcomes leading to a qualification or award as well as employment and skills development activities.
'skills standards'	are the benchmark for competency required in a given occupation within an industry sector. They form the basis upon which specific national vocational education and training qualifications are designed and developed and can also be used to help define job roles, measure staff performance, and identify and develop routes for progression and professional development.
'stakeholder'	means an organisation, establishment, body, agency or individuals with a recognised interest in the QF*Emirates* and/or is affected by the QF*Emirates*, such as education and training providers, industry representatives and professional groups, Government, quasi-Government, regulators, employers, employees/workers/volunteers, education and training practitioners and professionals, learners and the community.
'standards'	means criteria/specifications which detail prescribed outcomes established by the National Qualifications Authority or respective accreditation/awarding bodies as well as detailed specifications that indicate the type and level of knowledge, skill, and aspects of competence required for an individual to perform specific functions and activities, and/or fulfil linked professional requirements.
'strands'	see 'Learning Outcome Descriptors (LODs).
'testamur'	means a document (deed) issued by an authoritative body that testifies that the recipient has successfully met a specified set of learning outcomes.
'transcript'	means a record, normally printed, detailing for a given qualification/award, formally recognised parcels of learning outcomes achieved against the standards/requirements set by the relevant accreditation/awarding body.
'types of qualifications'	means qualification types used in the QF*Emirates* to distinguish different parcels of learning outcomes relative to each other i.e. Principal Qualification, Composite Award and Component Award.
'unit standard'	means the specification of learning outcomes, performance criteria and evidence required to meet the requirements of a recognised qualification unit.
'VETAC'	means the accreditation/awarding body for vocational, technical, and professional education and training, and is referred to as the Vocational Education and Training Awards Commission (VETAC).

'Vocational Education and Training (VET)'	means vocational, technical, and professional education and training as per the Decree and defined as the following: Vocational education and training (VET) in the UAE is defined as all forms of learning a learner undertakes and acquires related to a particular 'vocational related' , 'occupational oriented ' or further education and training formally-recognised qualification or award for, or in work, or social development as specified by a relevant government delegated authority or regulatory/awarding body. This body in the UAE is known as the Vocational Education and Training Awards Commission (VETAC). Refer to VETAC. In the UAE VET qualifications or awards are formally recognised in accordance with the Qualifications Framework for the Emirates (QFEmirates). Qualifications or awards aligned to this Framework consist of sets of learning outcomes that specify the knowledge, skills and aspects of competence required for, or in, employment, or the community. They are issued to learners on successful achievement of the learning outcomes.

2. Allied regulatory bodies

Other associated regulatory bodies with an interest in education and training:

- **'ACTVET'** means Abu Dhabi Centre for Technical Vocational Education and Training

- **'ADEC'** means Abu Dhabi Education Council

- **'CECAA'** means Council for Education Care and Academic Affairs, Fujairah

- **'KHDA'** means Knowledge and Human Development Authority (KHDA), Dubai

- **'SHDA'** means Sharjah Human Development Authority

- **'RKHDA'** means Ras Al Khaima Human Development Authority

Annexure C - Grid of Level Descriptors

Level Descriptors are sets of learning outcomes statements that define levels in a framework of qualifications. This grid sets out descriptor statements for a framework of ten (10) levels for the UAE. The statements are set out in five 'strands', building to a grid of fifty [50] statements. The five strands comprise one each describing knowledge and skill and three describing aspects of competence (autonomy and responsibility, role in context, and self-development). These Level Descriptors form the foundation for the QFEmirates.

Note on reading Level Descriptors:

- The descriptor statements defining any particular level should be read concurrently across all five strands of learning outcomes to affirm a level.
- The Level Descriptors are cumulative e.g. the descriptor for Level 5 assumes the inclusion of all of the outcomes in the preceding levels.

Level	Knowledge	Skill	Aspects of competence		
			Autonomy and responsibility	Role in context	Self-development
10	comprehensive, deep and overarching knowledge at the frontier of a professional field of work or discipline and at the interface between different fields or disciplines new knowledge, as judged by independent experts applying international standards, created through research or scholarship, that contributes to the development of a field of work or discipline	a range of mastered skills and techniques, including synthesis, evaluation, planning and reflection, required to extend and redefine existing knowledge or professional practice or to produce original knowledge advanced skills in developing innovative solutions to critical problems in research using highly developed cognitive and creative expert skills and intellectual independence highly developed expert communication and information technology skills to present, explain and/or critique highly complex and diverse matters to specialist academic, peer specialists/experts and/or professional audiences	can act with substantial authority, creativity, autonomy, independence, scholarly and professional integrity in a sustained commitment to the development of new ideas or processes or systems in challenging and novel work or learning contexts can account for overall governance of processes and systems can lead action to build and transform socio-cultural norms and relationships	can originate and manage complex professional processes can lead and take full responsibility for the development and strategic deployment of professional teams and self can initiate and deploy qualities associated with professional leadership of peer groups and teams	can analyse and critique the state of learning in a specialised field and contribute to its advancement can self-evaluate and lead contributions to professional knowledge, ethics and practice including in unfamiliar and unpredictable learning contexts can consistently and sensitively manage highly complex and diverse ethical issues leading to informed, fair and valid judgements

Level	Knowledge	Skill	Aspects of competence		Self-development
			Autonomy and responsibility	Role in context	
	comprehensive, highly specialised knowledge in a field of work, discipline and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments

advanced knowledge of applicable research principles and methods

critical awareness of knowledge issues, as the basis for original thinking; encompassing appropriate processes of enquiry and current processes of knowledge production | advanced skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts and/or activities

skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of work or discipline | can function autonomously and/or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions

can account for high level governance of processes and systems | can initiate and manage professional activities that may include a highly complex environment

can take responsibility for leading the strategic performance and development of professional teams and self | can self-evaluate and take responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts

can develop and implement further learning consistently and sensitively

can consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid decisions |
| 9 | detailed body of knowledge of recent developments in a field of work, and/or discipline | advanced problem-solving skills to analyse highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/professional field, field of work or discipline

planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies producing sound conclusions

highly developed specialist communication and information technology skills to present, explain and/or critique highly complex matters | can analyse and reflect on socio-cultural norms and relationships and act to build and transform them | | |

Level	Knowledge	Skill	Aspects of competence		
			Autonomy and responsibility	Role in context	Self-development
8	advanced specialised knowledge and critical understanding in a specialised field of work or discipline and at the interface between fields comprehensive understanding of critical approaches to creating a systematic and coherent body of knowledge and concepts gained from a range of sources comprehensive knowledge of current research and innovations in a field of work, discipline or professional practice and impact of these developments on accepted theory and practice	problem-solving skills applied to a specialist field and the integration of knowledge from different fields of work or disciplines to solve complex unpredictable and/or abstract problems with intellectual independence identify appropriate sources of information or analytical techniques in investigations that lead to conclusions and solutions to problems critical selection of appropriate research instruments and strategies associated with the field of work or discipline highly developed advanced communication and information technology skills to present, explain and/or critique substantively complex matters	can take responsibility for designing and developing creative approaches to managing and evaluating complex work processes and organisation, resources or learning, including leading and managing teams within a technical or professional activity or working effectively as an individual can express a comprehensive, internalised, personal world view, while accepting responsibility to society at large and to socio-cultural norms and relationships	can manage professional activity that may be in a complex environment can take responsibility for leading the strategic performance of professional teams and self can coordinate peer relationships with qualified practitioners and lead multiple, complex groups can initiate and support the management of professional development mentoring activities	can self-evaluate and take responsibility for contributing to professional practice in complex and sometimes unfamiliar learning contexts can self-evaluate and take responsibility for maintaining and enhancing currency in the profession or discipline can lead, contribute and implement ethical standards

Level	Knowledge	Skill	Aspects of competence		
			Autonomy and responsibility	Role in context	Self-development
7	specialised factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts an understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources a comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques familiarity with sources of current and new research and knowledge with integration of concepts from outside fields	technical, creative and analytical skills appropriate to solving specialised problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters	can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities can express an internalised, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships	can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialisation in field of work or discipline can participate in peer relationships with qualified practitioners and lead multiple, complex groups can take responsibility for managing the professional development and direct mentoring of individuals and groups	can self-evaluate and take responsibility for contributing to professional practice, and undertake regular professional development and/or further learning can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts can contribute to and observe ethical standards

Level	Knowledge	Skill	Aspects of competence		
			Autonomy and responsibility	Role in context	Self-development
6	specialised factual knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with depth in the underlying understanding of the principles and concepts

an understanding of allied knowledge and theories in related fields of work or disciplines and in the case of para-professional respective discipline including related regulations, standards, codes, conventions

an understanding of critical approach and analysis, research approaches and methods and analytical problem-solving techniques from a range of sources

familiarity with sources of current and existing knowledge and the integration of concepts from related fields

literacy to comprehend and/or produce coherent texts, covering complex and/or diverse relations from a wide-range of information

numeracy covering a wide-range of mathematical procedures and representations used across a broad-range of contexts | specialist technical, creative and conceptual skills appropriate to solving complex problems associated with a field of work or discipline

a comprehensive range of specialist cognitive and practical skills appropriate to planning and implementing solutions to varied, unpredictable and unfamiliar problems within a field of work or discipline

selection and use of appropriate research tools and strategies associated with the field of work or discipline

advanced communication and information technology skills to present, explain and/or critique interdependent complex matters

literacy skills to comprehend and/or produce, from a wide-range of information, coherent texts

numeracy skills to select, apply, assess and communicate a wide-range mathematical procedures and representations in a broad-range of contexts | can take responsibility for developing appropriate approaches to managing complex work procedures and processes, resources or learning, including leading teams within a technical or professional activity with little support

can supervise technical, supervisory or design processes in varied, unpredictable, unfamiliar and a broad-range of contexts

can work effectively as a specialist or in team leadership roles

can express an internalised, personal world view, reflecting engagement in society at large and in socio-cultural relationships | can function with full autonomy in technical and supervisory contexts and adopt para-professional roles under guidance

can take responsibility for the setting and achievement of group outcomes and for the supervision of the work of others

can take responsibility for supervising the development of individuals and groups

can participate in peer relationships with qualified practitioners and lead multiple groups | can evaluate own learning and identify learning weaknesses and needs, in a familiar and unfamiliar environment

can take initiative to address learning needs and function independently and within learning groups

can support and observe ethical standards |

Level	Knowledge	Skill	Aspects of competence		
			Autonomy and responsibility	Role in context	Self-development
5	comprehensive, specialised knowledge within a broad field of work or discipline, including an understanding of the underlying theoretical and abstract concepts with significant depth in some areas a broad understanding of allied knowledge and theories in related fields of work or disciplines including related regulations, standards, codes, conventions and procedures an understanding of information assembly, retrieval methods and logical problem-solving techniques from a range of sources recognition of sources of current knowledge and the integration of concepts from related fields literacy to comprehend and/or produce coherent texts covering complex relations from an array of information and contexts numeracy covering an array of mathematical procedures and representations and contexts	technical, creative and conceptual skills appropriate to solving a wide-range of problems associated with a field of work or discipline that include a comprehensive range of specialist cognitive and practical skills appropriate to diagnosing and implementing solutions to abstract, familiar and non-routine problems within a field of work or discipline use of appropriate information retrieval methods and tools and techniques associated with the field of work or discipline comprehensive communication and information technology skills to present, explain and/or critique complex matters literacy skills to comprehend and/or produce, from array of information, coherent texts covering complex relations numeracy skills to select, apply, reflect and communicate an array of mathematical procedures and representations and contexts	can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources or learning, including leading teams within a technical or para-professional activity can exercise coordination and/ or supervision in routine, familiar and some non-routine work or learning contexts can coordinate technical, design processes in routine, familiar, non-routine and an array of contexts with support available, if required can express an internalised, personal world view, in the context of an understanding of socio-cultural relationships	can function with autonomy in technical and coordination contexts and support para-professional roles under guidance can function both independently and in a coordination role with multiple groups can take responsibility for coordinating the development of individuals and groups can review and develop the performance of self and others	can evaluate own learning and identify learning needs in a familiar environment can take responsibility for and plan own learning within a managed and non-routine environment can comprehend and observe ethical standards

Level	Knowledge	Skill	Aspects of competence		
			Autonomy and responsibility	Role in context	Self-development
4	a broad range of specialised knowledge, including some theoretical and abstract concepts with limited depth in some areas in a field of work or discipline, including facts, principles, processes and general concepts

an understanding of relevant knowledge in associated fields of work or disciplines including regulations, standards, codes, conventions and procedures

knowledge of approaches used in categorising coherent bodies of knowledge and concepts gained from a range of sources

an understanding of retrieval tools and problem solving techniques and procedures

recognition of sources of current knowledge and concepts from related fields

literacy to comprehend and/or produce cohesive texts covering various pieces of information

numeracy covering an array of mathematical procedures and representations in a number of contexts | a range of specialist cognitive and practical skills required to identify and deploy known solutions to defined problems, including accomplishing functions and solving problems by selecting and applying relevant methods, tools, equipment, materials and information

deployment of appropriate retrieval tools associated with the field of work or discipline

effective communication and information technology skills to present, and explain information concepts and ideas

literacy skills to comprehend and/or produce, from pieces of information cohesive texts, which may be short and varied

numeracy skills to identify, apply, reflect and communicate an assortment of mathematical procedures and representations in a number of contexts, which may be interrelated | can take responsibility for implementing appropriate approaches to complex work procedures and processes, resources or learning, including leading peer teams within a technical activity

can exercise self-management within activity guidelines that are usually predictable, but are subject to change in a number of contexts, and which may be interrelated

can take responsibility with readily available support and under limited supervision for completion of functions in work or learning

can take responsibility for consistency of self-understanding and behaviour in accordance with socio-cultural norms | can function both independently and in a limited supervisory and/or facilitative role with multiple groups

can take responsibility for the routine work of others, and for the nature and quality of some outputs | can take responsibility for own learning within a predictable environment with limited supervision

can identify and comply with advised ethical standards |

Level	Knowledge	Skill	Aspects of competence		
			Autonomy and responsibility	Role in context	Self-development
3	a broad range of mainly factual and procedural knowledge of a field of work or discipline, including some theoretical knowledge of a specific area, basic processes, materials and terminology knowledge of similar fields of work or disciplines and related codes, conventions and procedures knowledge of information classification, retrieval and data tools and problem solving procedures from a range of sources awareness of sources of current knowledge from relevant fields literacy to comprehend and/or generate simple and cohesive short and explicit texts from organised information numeracy covering the use of straight forward mathematical procedures and representations	a limited range of cognitive and practical skills required to carry out tasks and apply routine solutions to predictable and occasionally unpredictable problems using simple rules, techniques, instruments and tools apply defined retrieval information and data tools associated with the field of work or discipline communication and information technology skills to present and/or explain within procedural or predefined parameters literacy skills to comprehend and/or generate from organised pieces of information structurally simple and cohesive texts, which are typically short and explicit numeracy skills to identify, use, confirm and communicate straight forward mathematical procedures and representations	can take responsibility for completion of tasks in work or learning, including leading small teams within a technical or group activity in familiar and predictable contexts can work or learn under indirect supervision with some autonomy, with access to structured support required can use self-understanding to take responsibility for behaviour in accordance with socio-cultural norms	can function both self-sufficiently and in a facilitative role within small groups under indirect supervision can adapt own behaviour to group norms and contribute to group activities can demonstrate awareness of the roles, responsibilities and requirements of others in work or learning contexts	can learn within a managed and indirect supervised environment can comply with advised ethical standards

Level	Knowledge	Skill	Aspects of competence		
			Autonomy and responsibility	Role in context	Self-development
2	general, factual knowledge of a defined field of work or discipline, including knowledge of basic processes, materials and terminology information of related fields of work or disciplines and relevant conventions and procedures awareness and uses of information retrieval tools and procedures for responding to defined problems literacy to comprehend and/or generate short and explicit simple and clear texts from structured information numeracy covering straight forward everyday mathematical procedures and representations	general skills to carry out simple, routine tasks and procedures under guidance, within a defined context to respond to or solve specific problems use of specific retrieval tools associated with the field of work or discipline communication and information technology skills to present and/or explain within routine or predefined parameters literacy skills to comprehend and/or generate from structured information simple and clear texts, which are typically short and explicit numeracy skills to recognise, perform, confirm and communicate everyday straight forward mathematical procedures and representations	can take responsibility for completion of specifically structured tasks in work or learning, including participating in small teams within a technical or group activity in relatively predictable and immediate contexts can work or learn, with little autonomy, under direct supervision in a controlled context including small organised teams with structured support required can take responsibility for behaviour in a managed and/or routine environment	can function within familiar and structured groups under supervision can adapt own behaviour to group norms and participate in group activities can recognise roles and responsibilities of others in a work or learning context	can learn within a structured and supervised environment

Level	Knowledge	Skill	Aspects of competence		
			Autonomy and responsibility	Role in context	Self-development
1	elementary and foundation knowledge for life, work and/or learning recognition of functional enquiry tools and procedures used for responding to well-defined problems literacy to identify and form simple and clear texts from well-defined and structured information numeracy to generate straight forward everyday mathematical ideas, notations and techniques	practical skills required to carry out directed activity involving repetitive and foreseeable processes to solve well-defined problems within a familiar and predictable context use of functional enquiry tools associated with life, work and/or learning communication and information technology skills to present within routine and predefined parameters literacy skills to form simple texts from highly-structured or pre-defined information numeracy skills to use, check and communicate everyday functional mathematical procedures and representations	can take responsibility for completion of highly structured tasks in work or learning, including participating in small teams in predictable and self-contained contexts can work or learn in closely-defined and highly-structured directly supervised contexts	can function within familiar and structured groups under direct supervision can function in specific roles under direct supervision	can access and use a range of well-supported learning resources under direct supervision

Annexure D - Summary Level Descriptors (SLDs)

These brief Summary Level Descriptors (SLDs) are indicative and are provided as a support to the interpretation of the overall meaning of the level.

Note:

They are <u>not definitive</u> of the levels and should not be used for referencing.

Level	Summary Level Descriptors
10	Learning outcomes at Level 10 indicate a systematic mastery of a highly specialised field of knowledge that is comprehensive, deep and overarching and at the frontier of a professional field of work or discipline, with the capacity for critical analysis, evaluation and synthesis of new and complex ideas. It also includes:
	• conceptualising, designing, implementing and adapting substantial research processes using highly developed cognitive and creative expert skills and intellectual independence
	• leadership experience and expertise in the development of new and creative approaches that extend or redefine existing knowledge or professional practice, encompassing responding with substantial authority and autonomy to the development of new ideas or processes or systems in challenging and novel work or learning contexts
	• accounting for overall governance of processes and systems
	• analysing and critiquing the state of learning in a specialised field and contribute to its advancement
	• self-evaluating and leading contributions to professional knowledge, ethics and practice including in unfamiliar and unpredictable learning contexts
	• leading and managing complex professional processes
	• consistently and sensitively managing highly complex and diverse ethical issues leading to informed, fair and valid judgements.

Level	Summary Level Descriptors
9	Learning outcomes at Level 9 indicate self-directed, comprehensive, highly specialised knowledge and practical learning, some of which is at the forefront of knowledge in a specialised field that provides a basis for originality and advanced knowledge and skills in research, analysis, evaluation and/or innovation encompassing complex ideas, information, concepts and/or activities and developing and/or applying ideas, often within a research context. It also includes:
	• advanced problem-solving skills
	• the integration of and formulation of judgements
	• taking account of social and ethical issues and responsibilities and reflecting experience of managing change in a highly complex, unpredictable and unfamiliar context that requires new strategic approaches and/or intervention or conceptual abstract solutions
	• planning skills to develop and execute a major project/activity outcome with appropriately selected research methodologies to produce sound conclusions
	• presenting, explaining and/or critiquing highly complex matters
	• managing professional activities in such context
	• self-evaluating and taking responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts
	• developing and implementing further learning consistently and sensitively
	• consistently and sensitively managing highly complex ethical issues leading to informed, fair and valid decisions.

Level	Summary Level Descriptors
8	Learning outcomes at Level 8 indicate advanced specialised knowledge and critical understanding in a specialised field of work or discipline and at the interface between fields as well as a comprehensive understanding of critical approaches to creating a systematic and coherent body of knowledge and concepts gained from a range of sources. It also covers:
	• acquiring comprehensive knowledge of current research and innovations in a field of work, discipline or professional practice
	• specialist field and integration of knowledge from different fields of work or disciplines
	• skills in solving complex unpredictable and/or abstract problems with intellectual independence and making judgements that take into account social or ethical issues
	• skills to adopt a professional approach to operating in a complex environment including the design and development of creative approaches to the management of complex work processes and organisation, resources or learning
	• leading and managing teams within a technical or professional activity or working effectively as an individual
	• leading the strategic performance of professional teams and self
	• presenting, explaining and/or critiquing substantively complex matters
	• taking responsibility for contributing to professional practice in complex and sometimes unfamiliar learning contexts
	• leading, contributing and implementing ethical standards.

Level	Summary Level Descriptors
7	Learning outcomes at Level 7 indicate knowledge and critical understanding of the well-established principles and practice in a field of work or discipline and is specialised factual and theoretical. It includes an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. It also covers:
	• allied knowledge and theories in related fields of work or disciplines and in the case of professional respective discipline
	• using methods of enquiry, critically analysis and selection of different approaches to solving problems
	• an understanding of the limits of the knowledge and skill acquired
	• technical, creative and analytical skills to solve specialised problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline
	• evaluating and implementing appropriate research tools and strategies
	• evaluating and managing complex and unpredictable work procedures and processes, resources or learning
	• managing technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts
	• presenting, explaining and/or critiquing complex and unpredictable matters
	• self-evaluating and responsibility for contributing to professional practice
	• undertaking regular professional development
	• contributing to and observing ethical standards.

Level	Summary Level Descriptors
6	Learning outcomes at Level 6 indicate specialised factual knowledge and an understanding of the boundaries in a field of work or discipline and an understanding of allied knowledge and theories in related fields of work or disciplines. In the case of the para-professional respective discipline, it also covers:
	• applying specialist technical, creative and conceptual skills in planning and developing strategic solutions to varied, unpredictable and unfamiliar problems, be they abstract and/or concrete
	• using appropriate research tools and strategies
	• managing with autonomy complex work procedures and processes, resources or learning, including leading or supervising teams within a technical or professional activity with little support and adopting, and where appropriate, para-professional roles under guidance
	• presenting, explaining and/or critiquing interdependent complex matters
	• producing from a wide-range of information, coherent texts covering complex and/or diverse relations
	• selecting, applying, assessing and communicating a wide-range mathematical procedures and representations in a broad-range of contexts
	• drawing on experience of operational interaction in work or learning including supervision of people and projects
	• addressing own learning needs and function independently and within learning groups
	• supporting and observing ethical standards.

Level	Summary Level Descriptors
5	Learning outcomes at Level 5 indicate knowledge is comprehensive and specialised within a field of work or discipline and encompasses the underlying theoretical and abstract concepts with significant depth in some areas as well as a broad understanding of allied knowledge and theories. It also covers:
	• technical, creative and conceptual skills appropriate to solving a wide-range of problems including diagnosing and implementing solutions to abstract, familiar and non-routine problems within a field of work or discipline and using appropriate information retrieval methods, tools and techniques independently with autonomy
	• supervising others or coordinating subordinates and peer groups
	• supporting para-professional roles under guidance
	• presenting, explaining and/or critiquing complex matters
	• producing from information, coherent texts covering complex relations
	• applying, reflecting and communicating an array of mathematical procedures and representations and contexts
	• self-direction in learning and have experience of practice in both common and exceptional situations
	• comprehending and observing ethical standards.

Summary Level Descriptors

Level	Summary Level Descriptors
4	Learning outcomes at Level 4 indicate a broad range of specialised and relevant associated knowledge, including some theoretical and abstract concepts with limited depth. It also covers:
	• using specialist cognitive and practical skills to identify and deploy known solutions to defined problems including deployment of appropriate retrieval tools and which may be subjected to change in a number of contexts
	• implementing given approaches to complex procedures and processes, leading and being accountable for small peer teams within a technical activity, and providing limited supervision
	• presenting and explaining information concepts and ideas
	• producing from pieces of information, cohesive texts that may be short and varied
	• applying, reflecting and communicating an assortment of mathematical procedures and representations in a number of contexts, which may be interrelated
	• taking responsibility for own learning within a predictable environment
	• complying with ethical standards.

Level	Summary Level Descriptors
3	Learning outcomes at Level 3 indicate a range of knowledge that is broad, mainly factual and procedural, and includes that which is similarly related, in a field of work or discipline. It also covers: • a limited range of cognitive and practical skills required to carry out tasks • applying routine solutions to predictable and occasional unpredictable problems and defined retrieval information and data tools under indirect supervision, in a controlled environment • within procedural or predefined parameters, presenting and using information • generating from organised pieces of information, simple and cohesive texts that are typically short and explicit • using, confirming and communicating straight forward mathematical procedures and representations • taking limited responsibility for own learning.

Level	Summary Level Descriptors
2	Learning outcomes at Level 2 indicate general, factual knowledge, using routine skills and the capacity to undertake relatively simple, repetitive tasks and solve specific problems under direct supervision in a structured environment. It also covers: • participating in group activities • presenting and/or explaining information • generating from structured information simple and clear texts, which are typically short and explicit • recognising, performing, confirming and communicating everyday straight forward mathematical procedures and representations • using structured learning resources in a supervised environment.
1	Learning outcomes at Level 1 indicate elementary and foundation knowledge and skills for life, work and/or learning, and the capacity to undertake simple, repetitive tasks with close supervisory support. It also covers: • identifying and forming simple texts • using, checking and communicating everyday functional mathematical procedures and representations • using well-supported learning resources under direct supervision.

Annexure E - Indicative Qualifications and Awards Credit Matrix

E.1 Principal Qualifications Credit Matrix

QFEmirates level	General Education (GE) sector — General Education Commission (GEC) — Qualification title - General Education	Commission for Academic Accreditation (CAA) — Higher Education (HE) sector — Qualification title - Academic / Institutional[1] HE	CAA Unique Credit value(s) assigned to each QFEmirates level***	Minimum cumulative credit value	Total nominal cumulative contact hours	Vocational Education and Training (VET) sector — Vocational Education and Training Awards Commission (VETAC) — Qualification title - VET	K&S Unique credits / level[3]	Minimum cumulative VET credit value# for$^{\wedge\wedge}$ — Cumulative	Application	Total credit value of KSA	Total notional VET cumulative hours — Contact Hours K&S	Application hours	Total KSA hours
Level 10		Doctorate	54 or more	204	3,060	No qualification available at this level							
Level 9		Master	6 to 12	150 - 156	2,250 – 2,340	Applied Master	10	200	18	218	3,000	270	3,270
Level 8		Postgraduate Diploma*	24	144	2,160	Applied Graduate Diploma	30	190	16	206	2,850	240	3,090
Level 7		Bachelor	30	120**	1,800	Applied Bachelor	40	160	14	174	2,400	210	2,610
Level 6		Higher Diploma	30	90	1,350	Advanced Diploma	40	120	12	132	1,800	180	1,980
Level 5		Associate Degree	60	60	900	Diploma	20	80	10	90	1,200	150	1,350
Level 4	Secondary School Certificate (G 12)^					Certificate 4	20	60	8	68	900	120	1,020
Level 3	TBA					Certificate 3	20	40	6	46	600	90	690
Level 2						Certificate 2	10	20	4	24	300	60	360
Level 1						Certificate 1	10	10	3	13	150	45	195

Based on the use of two (2) kinds of interrelated VET[2] qualifications$^{\wedge\wedge}$

Footnote: *The Notes detailed over the page form an integral part of this Principal Qualifications – Indicative Qualifications Credit Matrix and are to be read in conjunction with it*

Note 1: Principal Qualifications Credit Matrix

Legend:

K =   Knowledge

S =   Skill

A =   Application

Grade 12 General Education sector (GE)

^ Secondary School Certificate (Grade 12) is compulsory schooling of 12 years.

Higher Education (HE) sector:

*   Includes postgraduate and above - technical and professional qualifications

**   Programs/courses equal to, or more than, 120 credits using CAA credit value

***   CAA uses - notional quantum of **1 credit = 15 hours of classroom instruction hours (with an additional expected study-load of 30 hours)** with an annual nominal total of 450 hours or their equivalent - i.e. practical, tutorial, studies.

Vocational Education and Training (VET) sector

1 =   Institutional based education and training delivery that is classroom instruction hours only

2 =   VET based education and training delivery credits and notional hours include formally structured instruction and skills development (including simulation) time.

3 =   VET pre-requisite qualification credit requirements for the qualification are to be added and met

^^   **VET Qualifications** – VETAC endorses qualifications for the Vocational Education and Training (VET) sector based on endorsed occupational skill standards. The term occupational skill standards, is used as a broad term to provide a frame of reference for industry and in particular employers of the scope and coverage of the qualifications. At a singular level though, occupational skill standards are comprised of individual unit standards. Refer to earlier sections of the QF*Emirates* Handbook or VETAC's respective occupational skill standards and unit standards developer guidelines for more information.

VETAC uses two (2) kinds of qualifications. One kind is comprised solely of knowledge and skills and is used as a pathway for those preparing for work, those seeking advance standing in higher education programs or seeking more advanced knowledge and skills in preparation for career advances. The other is comprised of a combination of application unit standards interrelated with the respective pre-requisite knowledge and skills unit standards.

The Application based qualification thus, reflects that a learner has demonstrated the acquisition of respective knowledge and skills and applied such to the standard of performance required in the workplace. These two kinds of qualifications recognise the nature of the UAE VET market and historical learner and cultural preferences. They are aimed at stimulating, opening up and promoting multiple pathways for learners seeking or undertaking VET qualifications.

VETAC uses notional minimum quantum of **1 credit = 15 hours. This is comprised notionally of 11 hours formal instruction and this would amount to 4 hours formally structured skills development** for knowledge and skills based unit standards. This would amount to a minimum annual nominal delivery total of 600 hours or their equivalent, with an ***additional expected study/experiential-load of 22 hours*** (i.e. tutorial, studies, skills practice, workplace exposure). The notional minimum annual total is based on a nominal program/course of 30 hours (notional attendance time) at 7.5 hours per day for 4 days or 6 hours per day for 5 days of which 8 hours covers the formally structured skills development component.

In relation the credit value assigned to Application based unit standards, a value of one (1) credit or 15 hours is accorded to these in recognition of the learner undertaking unstructured work performance and/or workplace development and in particular, covers the assessment arrangements and processes used over time (formative and normative evidence) to gather, review, discuss and make judgements of the learner's/candidate's performance. No greater value can be assigned to a unit.

The credit value for the two kinds of VET qualifications is as follows:

1.   For qualifications comprised of only knowledge and skills based unit standards the relative credit value of each unit standard will vary and be dependent on the breadth, complexity and relationship with the respective level of the QF*Emirates*. It also will correspond with the notional minimum quantum formulae referred to above.

       In terms of the total credit value for such a qualification at each level of the QF*Emirates*, a total has been assigned and is detailed in the table at column labelled **minimum cumulative credit value,** for knowledge and skills.

       ^ For example, knowledge and skills unit standards based VET qualification of Certificate 4 requires 60 credits to complete or 900 hours. In this example, a qualifications developer may develop a qualification comprised of Level 4 (horizontal) knowledge and skills unit standards having a combined value of no less than (a minimum) 20 credits in the core of the qualification, AND should lower level unit standards be required to make up the qualification, no more than (a maximum) the credit value specified as per the matrix is permissible, at each level (vertical); that is level 3 = 20, level 2 = 10, level 1 = 10. It is also possible to develop a qualification with all unit standards coming from Level 4, as this is greater than the minimum permissible.

2.   For Application based qualifications which are comprised of knowledge, skills and application, a credit value limit is assigned to each QF*Emirates*, recognising that Application based unit standards have a maximum value of 1 credit. However, a qualification may have more Application unit standards than the assigned total for the qualification at that level.

The additional credit value is not recognised for qualification credit value completion requirements. Notwithstanding, all unit standards required to complete (completion rules) must be achieved. Qualifications are not endorsed with a lesser number than that assigned for the respective level.

For example, an Application based Diploma qualification and comprised of knowledge, skills and application units has been endorsed with fifteen (15) application unit standards to be completed. Table E.1 Principal Qualifications Credit Matrix shows that a credit value of 80 credits (or 1,200 hours) for the knowledge and skills based unit standards applies and ten (10) credits or 150 hours for the application unit standards. In this instance, the learner would be required to complete all 15 application units. The 15 credits are noted and reported on the transcript.

The purpose for limiting the total credit value for a qualification level relates more to prospective funding arrangements that may apply in future to VET qualifications. This approach recognises the need for flexibility within the VET sector, contrasted with the need to develop a viable structure for supporting future funding modes.

E.2 Composite Awards and Component Awards Credit Matrix

QFEmirates	Composite Awards						Component Awards					
	C	C	Total	U	U	Total U	C	C	Total	U	U	Total U
	K&S	A	KSA	K&S	A	KSA	K&S	A	KSA	K&S	A	KSA
Level 10												
Level 9	100	9	109	14	1	15						
Level 8	96	8	104	16	1	17	48	4	52	18	2	20
Level 7	80	7	87	20	1	21	40	3	43	10	2	12
Level 6	60	6	66	20	1	21	30	3	33	10	1	11
Level 5	40	5	45	10	1	11	20	2	22	4	1	5
Level 4	30	4	34	10	1	11	16	2	18	6	1	7
Level 3	20	3	23	10	1	11	10	1	11	5	1	6
Level 2	10	2	12	6	1	7	5	1	6	4	1	5
Level 1	4	1	5	4	1	5	1	1	2	1	1	2

Legend: to Composite and Component Awards Credit Matrix:

1. C = Cumulative and
   U = Unique to the level and are comprised of a recognisable parcel of learning outcomes only at the level
2. The Notes on this page and the following pages form an integral part of this Composite and Component Awards Credit Matrix and are to be read in conjunction with it.
3. Legend for predominately VET based Component and Composite Awards:
   K&S = Knowledge and skills
   A = Application
   KSA = Knowledge, skills and application

Note 2: Composite and Component Awards Credit Matrix

The credit value and matrix system used for Principal Qualifications also applies to Awards, and used as the reference point for developing values for Composite and Component Awards.

Composite and Component Awards are mostly likely to be used in the VET sector. They largely reflect and aim to recognise the nature of work organisation, need for skills flexibility and recognition of the same, and limitations which employees/learners may experience in gaining access to requisite competency development opportunities to gain full principle qualifications. Specific arrangements have therefore been established with the introduction of Composite and Component Awards to assist in the formal recognition of certifiable skills sets or clusters that correspond with a framework of recognition and which can be used as recognition towards principle qualifications.

In terms of the VET sector the model of Knowledge and Skills unit standards and Application unit standards the same credit matrix model applies to the construct of Composite and Component Awards, and their credit value designations. The principles, practices and issues raised in the Notes for the Principal Qualifications Credit Matrix apply to Composite and Component Awards.

Respective commissions will implement Composite and Component Awards in accordance with their respective responsibilities, policies, processes and procedures to meet their respective constituents' requirement.

Annexure F - Employability Indicators of QF*Emirates* levels

The proposed employability indicators of the QF*Emirates* levels is, a notional occupational reference to employment relevance and an **indicative alignment only** to the QF*Emirates* Level Descriptors.

QF *Emirates* level	Indicative employability range	Employment relevance indicated in Framework descriptors
10	**Leading specialist/expert** Employability in the leadership of research and critical change activity	A leading expert in their field of work, profession or discipline, with expertise in the critique and development of social and organisational structures and in the initiation of change, that includes mastery in producing new and original knowledge or extending and redefining existing knowledge or professional practice and can deploy substantial authority, creativity, autonomy, independence, fair and valid ethical judgements, scholarly and professional integrity, and account for overall governance of processes and systems in identifying unique solutions or conclusions. Can apply innovative and advanced approaches to managing, leading and developing technical or professional teams. Typically, they display highly developed expert communication and information technology skills.
9	**Higher Professional** Employability as senior professionals or leaders in specialised fields	Highly specialised professionals with requisite knowledge and expertise allied to competence in management and strategic leadership and who can lead and function autonomously and ethically, and deploy a range of advanced skills in planning, evaluating, producing and executing creative solutions to highly complex, unpredictable and unfamiliar issues in a range of contexts. Typically, they display highly developed specialist communication and information technology skills.
8	**Professional** Employability as autonomous professionals and as managers	In some fields, advanced and specialised knowledge-based professionals and, in others, generalists with high level research, analysis and problem-solving skills who are able to work independently and ethically and/or apply management expertise in the supervision and/or mentoring of others or in a combination of both. Typically, they have highly developed advanced communication and information technology skills.
7	**Para-Professional and Higher Technical** Employability at the upper end of many technical occupations, or in para-professional and management roles	Specialist command of the theoretical knowledge and analytical skills of an occupational field and the ability to design, evaluate and/or plan solutions and apply ethical values to complex and unpredictable problems, and/or apply high level specialist administrative/management responsibilities including leading multiple, complex groups. Typically, they display highly developed advanced communication and information technology skills.
6	**Supervisory and Technical** Employability as a highly developed and specialist craft-worker, technician or administrative operative and/or supervisor roles	Specialist command of the knowledge and skills of an occupational field and the ability to develop, specify and/or implement solutions to complex problems, and/or apply specialist administrative/supervisory responsibilities including leading multiple groups. Typically, they display advanced communication and information technology skills.
5	**Highly Skilled** Employability as an advanced craft-worker, technician or administrative operative, and/or in limited supervisory roles Entry to many higher level supervisory and para-professional careers with strong general employability	Comprehensive command of the knowledge and skills of an occupational field and the ability to identify, diagnose and implement solutions to abstract, familiar and non-routine problems covering complex type work, and assume control, coordination or administrative implementation responsibilities that include leading teams and multiple groups. Typically, they display comprehensive communication and information technology skills.
4	**Skilled** Employability as a generalist craft-worker, technician or administrative operative, and/or lead teams Entry to many careers with strong general employability	Command of a broad range of specialised knowledge and skills of an occupational field and the ability to work independently, identify and deploy known solutions to defined problems, assume control or administrative responsibilities for specified outcomes covering skilled type work, and lead technical/peer teams and/or others in a specific work activity. Typically, they display effective communication and information technology skills.
3	**Semi-skilled** Entry to many occupational sectors and employment in semi-skilled vocational occupations	The capacity to draw on a broad range of mainly factual and procedural knowledge and apply a limited range of skills to carry out tasks and deploy routine solutions to predictable and occasional unpredictable problems using simple rules, instruments, tools and techniques relating to a whole job, whilst working under indirect supervision with some autonomy and which may include leading small teams within a technical or group activity.
2	**General** Entry to many occupational sectors and employment in roles requiring routine general skills	The capacity to draw on general, factual knowledge of a defined field of work or discipline and carry out simple, routine tasks under guidance and in accordance with procedures within a defined context to respond to, and/or solve, defined problems whilst working independently and/or in small structured teams under direct supervision and in a managed and/or routine environment.
1	**Basic** Employability in occupations requiring limited well-defined and procedural skills or programs to enable occupational entry	The capacity to carry out work in well-defined, familiar and predictable contexts under direct supervision or to perform simple repetitive and predictable tasks to solve well-defined problems in a controlled environment.

Annexure G - 'Generic' Qualifications and Awards structures and profiles

Generic qualification titles for each qualification type (Principal Qualification, Composite Award and Component Award) and respective Qualification Profiles have been developed and apply as follows:

Annexure G.1 - Principal Qualifications structure and sector usage

QFEmirates level	Principal Qualifications structure	Principal Qualifications sector usage
10	Doctoral	Higher Education (HE)
9	Master	Higher Education (HE)
	Applied Master	Vocational Education and Training (VET)
8	Postgraduate Diploma	Higher Education (HE)
	Applied Graduate Diploma	Vocational Education and Training (VET)
7	Bachelor	Higher Education (HE)
	Applied Bachelor	Vocational Education and Training (VET)
6	Higher Diploma	Higher Education (HE)
	Advanced Diploma	Vocational Education and Training (VET)
5	Associate Degree	Higher Education (HE)
	Diploma	Vocational Education and Training (VET)
4	Certificate 4	Vocational Education and Training (VET)
	Secondary School Certificate	Grade 12 General Education (GE)
3	Certificate 3	Vocational Education and Training (VET)
	TBA	Grade 12 General Education (GE)
2	Certificate 2	Vocational Education and Training (VET)
1	Certificate 1	Vocational Education and Training (VET)

Note: TBA = To be advised. The Ministry of Education (MoE) has under consideration a number of policy issues in this regard and may in due course resolve to issue a qualification for this level. Provision to accommodate any such decision has been included should such announcement follow. In such instance it would form part of the QF*Emirates* and be published as an addendum.

Annexure G.2 - Composite Awards structure and sector usage

QFEmirates level	Composite Awards Structure	Composite Awards Sector Usage
10	Level 10 Composite Award	Not used at this level in HE or VET
9	Level 9 Composite Award	Not used at this level in HE Used in VET
8	Level 8 Composite Award / Graduate Certificate	Used in HE * Refer Graduate Certificate overleaf of the indicative scope applicable this award Used in VET
7	Level 7 Composite Award / Professional Diploma	Used in HE * Refer Professional Diploma overleaf of the indicative scope applicable this award Used in VET
6	Level 6 Composite Award	Not used at this level in HE Used in VET
5	Level 5 Composite Award / Certificate in Higher Education	Used in HE Used in VET * Refer Level 5 Composite Award overleaf of the indicative scope applicable this award
4	Level 4 Composite Award	Not applicable to HE Used in VET Maybe used by General Education (GE)
3	Level 3 Composite Award	
2	Level 2 Composite Award	
1	Level 1 Composite Award	

Composite Award Profile developed for these awards

Annexure G.3 - Component Awards structure and sector usage

QF*Emirates* level	Component Awards Structure	Component Awards Sector Usage
10	Level 10 Component Award	Not used at this level
9	Level 9 Component Award	Not used at this level
8	Level 8 Component Award	Not used at this level
7	Level 7 Component Award	Not used in HE Used in VET
6	Level 6 Component Award	Not used in HE Used in VET
5	Level 5 Component Award	Not used in HE Used in VET
4	Level 4 Component Award	Not applicable to HE at levels 1 to 4 Used in VET Maybe used in GE
3	Level 3 Component Award	Used in VET * Refer Level 3 Component Award below of the indicative scope applicable this award Maybe used in GE
2	Level 2 Component Award	Used in VET Maybe used in GE
1	Level 1 Component Award	Used in VET Maybe used in GE

Annexure G.4 - Generic Qualifications profiles

Annexure G.4.1 - Explanatory information in the development of the profiles

Qualifications Profiles for an initial set of 20 generic qualifications used in the QF*Emirates* are set out below. Further Profiles may be required as the QF*Emirates* is further developed. This initial set comprises 16 Principal Qualifications, three (3) Composite Awards at Levels 5, 7 and 8, and one (1) Component Award at Level 3.

The qualifications titles ascribed to the Profiles are the titles that will be applied and promoted for general use in the Framework. Some of them will apply only to new qualifications as there are no existing qualifications at certain levels. Other titles are in very general currency as established titles for qualifications at those levels, for example, Master Degree.

At some levels it is apparent that various and, in some cases, similar generic titles were used for qualifications covering differing contextual applications of the Higher Education and Vocational Education and Training sectors. Notwithstanding, some have been retained in the QF*Emirates* but attributed a specific sector and assigned a commensurate QF*Emirates* Profile. This arrangement is aimed at establishing clarity in the recognition (branding) and use of respective qualifications covering differential context applications for the same level.

That is, in instances where a similar title may seek to be used for qualifications across sectors which conform to the respective QF*Emirates* level, the Framework requires by convention that firstly, a difference of outcomes must exist no matter how small; secondly, the use of the exactly same title should where possible be avoided; and thirdly, a different generic qualification Profile be established that includes the distinguishing different learning outcomes no matter how minor and which cover the title, scope and body of respective distinguishing features that apply.

For example, as has been adopted for the HE and VET sectors respectively at Levels 6 and 7 of the QF*Emirates*:

- Level 6 - Higher Diploma and Advanced Diploma

- Level 5 - Associate Degree and Diploma

Existing qualifications with alternative titles will be referenced to the QF*Emirates* as an interim arrangement, and duly amended or phased out over the transitional implementation period. Examples of this titling issue include:

- Level 6 example - the title 'Advanced Diploma' and 'Higher Diploma' is allocated to generic Principal Qualifications at Profiles 6.1 and 6.2, VET and HE respectively. This is, the preferred titles for each sector. It is known that there have been other titles in use in the UAE previously for qualifications that might otherwise conform to institutional accreditation requirements for the Higher Education sector. Amongst a range, these in the main, included the National Higher Diploma and Higher Diploma. In the case of the VET sector, little existed in the public domain that would readily align with the QF*Emirates* and VETAC requirements. In this case the title 'Advanced Diploma' has been adopted. For the Higher Education sector, the 'Higher Diploma' has been agreed to.

- Level 5 example - several titles have been in use in the UAE previously for qualifications that might otherwise conform to the Higher Education sector scope such as Diploma and Certificate of Higher Education. The title 'Diploma' has been allocated as the

generic principal qualification for the VET sector and 'Associate Degree' for the Higher Education sector. Profiles have been developed for both to assist in affirming the distinguishing features and differences which exist between them. The respective Profiles are detailed at 5.1 and 5.2 of this Annexure. However, it should be noted that it is accepted that 'Diploma' maybe used as an alternative to 'Associate Degree', as an interim arrangement, for specific institutions as approved by the Commission for Academic Accreditation (CAA) in its current Licensure Standard 2011. It is expected that this arrangement would progressively be phased out and the 'Associate Degree' become the Principal Qualification for the Higher Education sector at Level 5.

- Other instances where a diversity of titles have been in use and on examination relate fittingly with the use of Composite and Component Awards, include the Professional Diploma (refer to Profile 7.3), Graduate Certificate (refer to Profile 8.3) and Certificate in Higher Education (no Profile produced however, an Award Scope has been developed – refer to Annexure G.5.2 – Composite Awards). These three qualifications and their titles have been retained, slightly modified to align with the respective QF*Emirates* Level and classified as Composite Awards. Responsibility and management of the integrity and alignment of these Awards within the QF*Emirates*, and their determination rests with respective commissions.

- It should be noted that the three (3) Composite Award Profiles and one Component Award tendered herein are exemplar and should be used to inform the development and alignment of respective award types and their related levels as there may be some variance in composition of the mix of learning outcomes making up the award, although they may be considered equal. The responsibility and determination rests with respective commissions.

- New vocational qualifications – a series of new national qualifications and awards have been introduced to cover the Vocational Education and Training (VET) sector not previously available, for which the Vocational Education and Training Awards Commission (VETAC) has been accorded responsibility to implement. These have been referred to in previous sections of this QF*Emirates* Handbook and accordingly Profiles have been developed for all such Principal Qualifications. These are contained in Annexure G and respective appendices.

- Access and progression pathways have been included in each qualification and award Profile to provide entry and exit information to learners and interested stakeholders.

- Furthermore, to enhance linkages between the outcomes of the QF*Emirates* qualifications and their relevance to employment and the labour market, related information has been included in each qualification and award Profile – an employability range and an employment relevance indicator. This information will be of particular use and an aid to career counsellors, learners, parents, the community and employers in gaining a better understanding of the qualifications outcomes and the opportunities in learning for work or in work as well as recognising the interrelationships that exist between learning and employment.

It may be necessary in the future to consider whether additional generic Principal Qualifications will need to be defined. For example, it may be possible to accommodate the Master of Philosophy (M.Phil) qualification within the Master Degree descriptor, or it may be found that the M.Phil needs to be accommodated as a supplemental Composite Award at Level 9 or as a Component Award at Level 10. Consultation with the relevant commissions and stakeholders will inform decisions on such issues. The matter though initially rests with the relevant commission and any related professional bodes. Any proposal however, will require submission to the relevant NQA policy committee and the NQA Board's approval in accordance with its policy processes and continuous improvement arrangements outlined in the respective section of this QF*Emirates* Handbook.

Annexure G.4.2 - List of initial Qualifications profiles

Appendix	Profile	Qualification title	Qualification type
1	Generic Qualification Profile 1.1	Certificate 1	Principal
2	Generic Qualification Profile 2.1	Certificate 2	Principal
3	Generic Qualification Profile 3.1	Certificate 3	Principal
4	*Generic Award Profile 3.2*	*Level 3 Component Award*	*Component*
5	Generic Qualification Profile 4.1	Certificate 4	Principal
6	Generic Qualification Profile 4.2	Secondary School Certificate (G 12)	Principal
7	Generic Qualification Profile 5.1	Diploma	Principal
8	Generic Qualification Profile 5.2	Associate Degree	Principal
9	*Generic Award Profile 5.3*	*Level 5 Composite Award*	*Composite*
10	Generic Qualification Profile 6.1	Advanced Diploma	Principal
11	Generic Qualification Profile 6.2	Higher Diploma	Principal
12	Generic Qualification Profile 7.1	Bachelor	Principal
13	Generic Qualification Profile 7.2	Applied Bachelor	Principal
14	*Generic Award Profile 7.3*	*Professional Diploma*	*Composite*
15	Generic Qualification Profile 8.1	Postgraduate Diploma	Principal
16	Generic Qualification Profile 8.2	Applied Graduate Diploma	Principal
17	*Generic Qualification Profile 8.3*	*Graduate Certificate*	*Composite*
18	Generic Qualification Profile 9.1	Master	Principal
19	Generic Qualification Profile 9.2	Applied Master	Principal
20	Generic Qualification Profile 10.1	Doctoral	Principal

Annexure G.4.3 - Qualifications and Awards profiles

Appendix 1 - Generic Qualification Profile 1.1 (Certificate 1)

Title	Certificate 1
Level	1
Qualification type	Principal
Summary scope	The holder of a Certificate 1 qualification (Level 1) has achieved competence in elementary knowledge, skills and aspects of competence for work, life and/or learning to perform within a highly structured environment, and apply learning in everyday situations, under closely-defined and direct guidance or supervision.
Volume	13 (Cumulative 13) Credits
Knowledge	Knowledge for this qualification is elementary and foundation, and includes knowledge about uses of functional enquiry tools and procedures for responding to well-defined problems. It also covers understanding of simple and clear texts identification and formation, and competence in generating straight forward everyday mathematical ideas, notations and techniques.
Skill	Practical skills required to: • carry out directed activity involving repetitive and foreseeable processes, and be able to solve well-defined problems within a familiar and predictable context • use functional enquiry tools associated with life, work and/or learning • use communication and information technologies to present information within routine and predefined parameters • generate and form simple texts from highly-structured or pre-defined information, and • use, check, and communicate everyday functional mathematical procedures and representations.
Autonomy and Responsibility	Can take responsibility for: • completing highly structured tasks in work or learning, including participating in small teams in predictable and self-contained contexts, and • working or learning in closely-defined and highly-structured and directly supervised contexts.
Role in context	Under direct supervision can function within familiar and structured groups or specific roles.
Self-development	Under direct supervision can access and use a range of well-supported learning resources.
Employability range	Employability in occupations requiring limited well-defined and procedural skills or programs to enable occupational entry.
Employment relevance indicator	The capacity to carry out work in well-defined, familiar and predictable contexts under direct supervision or to perform simple repetitive and predictable tasks to solve well-defined problems in a controlled environment.
Access	Open
Progression	Certificate 2 or above

Appendix 2 - Generic Qualification Profile 2.1 (Certificate 2)

Title	Certificate 2
Level	2
Qualification type	Principal
Summary scope	The holder of a Certificate 2 qualification (Level 2) has demonstrated competence in general, factual knowledge and under direct guidance or supervision carry out general skills simple, routine tasks and procedures and apply learning within a structured context.
Volume	11 (Cumulative 24) Credits
Knowledge	Knowledge for this qualification is general, factual knowledge of a defined field of work or discipline and includes knowledge of basic processes, materials and terminology as well as information of related fields of work or disciplines and relevant conventions and procedures. It also covers knowledge about the uses of information retrieval tools and procedures for responding to defined problems; understanding of short and explicit simple and clear texts formation from structured information; and comprehension in straight forward everyday mathematical procedures and representations.
Skill	General skills to: • carry out simple, routine tasks and procedures under guidance, within a defined context to respond to or solve specific problems • use specific retrieval tools associated with the field of work or discipline • use communication and information technology skills to present and/or explain information within routine or predefined parameters • comprehend and/or generate from structured information simple and clear texts, which are typically short and explicit, and • recognise, perform, confirm and communicate everyday straight forward mathematical procedures and representations.
Autonomy and Responsibility	Can take responsibility for: • completing specifically structured tasks in work or learning, including participating in small teams within a technical or group activity in relatively predictable and immediate contexts • working or learning, with little autonomy, under direct supervision in a controlled context including small organised teams with structured support required, and • personal conduct in a managed and/or routine work/learning environment.
Role in context	Under supervision can: • function within familiar and structured groups and adapt own behaviour to group norms and participate in group activities, and • recognise roles and responsibilities of others in a work or learning context
Self-development	Can learn within a structured and supervised environment.
Employability range	Entry to many occupational sectors and employment in occupations requiring routine general skills.
Employment relevance indicator	The capacity to draw on general, factual knowledge of a defined field of work or discipline and carry out simple, routine tasks under guidance and in accordance with procedures within a defined context to respond to, or solve, defined problems whilst working independently and/or in small structured teams under direct supervision and in a managed and/or routine environment.
Access	Open, Certificate 1 or equivalent
Progression	Certificate 3 or above

Appendix 3 - Generic Qualification Profile 3.1 (Certificate 3)

Title	Certificate 3
Level	3
Qualification type	Principal
Summary scope	The holder of a Certificate 3 qualification (Level 3) has demonstrated competence in a broad range of mainly factual and procedural knowledge of a field of work or discipline, and can carry out tasks and apply routine solutions to predictable and occasional unpredictable problems under indirect supervision with some autonomy. It includes leading small teams within a technical or group activity in familiar and predictable contexts.
Volume	22 (Cumulative 46) Credits
Knowledge	Knowledge for this qualification is broad ranged, mainly factual and procedural of a field of work or discipline and includes some theoretical knowledge of a specific area, basic processes, materials and terminology as well as that of similar fields of work or disciplines and related codes, conventions and procedures. It also covers knowledge of information classification, retrieval and data tools, and problem solving procedures from a range of sources; and awareness of sources of current knowledge from relevant fields. Encompassed is an understanding of simple and cohesive short and explicit texts from organised information, and comprehension of straight forward mathematical procedures and representations.
Skill	Limited range of cognitive and practical skills to: - carry out tasks and to apply routine solutions to predictable and occasional unpredictable problems using simple rules, techniques, instruments and tools - apply defined retrieval information and data tools associated with the field of work or discipline - use communication and information technology skills to present and/or explain information with in procedural or predefined parameters - comprehend and/or generate from organised pieces of information structurally simple and cohesive texts, which are typically short and explicit, and - identify, use, confirm and communicate straight forward mathematical procedures and representations.
Autonomy and Responsibility	Can take responsibility for: - completing tasks in work or learning, including leading small teams within a technical or group activity in familiar and predictable context - working or learning under indirect supervision with some autonomy, with access to structured support required, and - self-understanding and behaviour in accordance with socio-cultural norms.
Role in context	Under indirect supervision can: - function both independently and in a facilitative role within small groups and adapt own behaviour to group norms and contribute to group activities, and - demonstrate awareness of the roles, responsibilities and requirements of others in work or learning contexts.
Self-development	Can learn within a managed and indirect supervised environment, and Can comply with advised ethical standards.
Employability range	Entry to many occupational sectors and employment in semi-skilled vocational occupations.
Employment relevance indicator	The capacity to draw on a broad range of mainly factual and procedural knowledge and apply a limited range of skills to carry out tasks and deploy routine solutions to predictable and occasional unpredictable problems using simple rules, instruments, tools and techniques relating to a whole job, whilst working under indirect supervision with some autonomy and which may include leading small teams within a technical or group activity.
Access	Open, Certificate 2 or equivalent
Progression	Certificate 4 or above

Appendix 4 - Generic Qualification Profile 3.2 (Level 3 Component Award)

Note:

1. The Level 3 Component Award Profile tendered below is an exemplar and should be used to inform the development and alignment of Component Awards covering these types of award and their respective levels, as there may be some variance in the composition of the parcels of learning outcomes although they may be considered equal.

2. The responsibility and determination rests with the respective commission.

Title	Level 3 Component Award
Level	3
Qualification type	Component
Summary scope	The holder of a Level 3 Component Award has demonstrated competence in a narrow subject area of work or discipline that includes relevant knowledge that is mainly factual and procedural and, under indirect supervision with some autonomy, perform related tasks and apply routine solutions to predictable and occasional unpredictable problems. It may include leading small teams within a technical or group activity.
Volume	10 for HE and 11 inclusive of an Application unit standard for VET (unique Level 3) Credits
Knowledge	Knowledge for this award is broad-ranged of mainly factual and procedural knowledge of a limited field of work or discipline with some theoretical knowledge of the specific subject area and encompassing related basic processes, materials and terminology as well particular knowledge of similar fields of work or disciplines and related codes, conventions and procedures. It also covers knowledge of information classification, retrieval and data tools and problem solving procedures from a range of sources for the specific subject area; and awareness of sources of current knowledge from related fields. Encompassed is related literacy and numeracy to comprehend and/or generate simple and cohesive short and explicit texts from organised information; and use of straight forward mathematical procedures and representations.
Skill	Technical, creative and conceptual skills in a specific subject area of work or discipline to: • solve a wide-range of associated problems using a limited range of cognitive and practical skills • carry out tasks and apply routine solutions to predictable and occasionally unpredictable problems using simple rules, techniques, instruments and tools • use defined retrieval information and data tools • use communication and information technology skills to present and/or explain information within procedural or predefined parameters • generate from organised pieces of information structurally simple and cohesive texts, which are typically short and explicit, and • identify, use, confirm and communicate straight forward mathematical procedures and representations.
Autonomy and Responsibility	Within the context of the specific subject area of work or discipline and under indirect supervision with some autonomy, can take responsibility for: • completing tasks in work or learning, including leading small teams within a technical or group activity in familiar and predictable contexts • working or learning, with access to structured support required, and • self-understanding and behaviour in accordance with socio-cultural norms.
Role in context	Under indirect supervision can: • function both self-sufficiently and in a facilitative role within small groups • adapt own behaviour to group norms and contribute to group activities, and • demonstrate awareness of the roles, responsibilities and requirements of others in work or learning contexts.
Self-development	Can learn within a managed and indirect supervised environment, and Can comply with advised ethical standards.
Employability range	Entry to many occupational sectors and employability in semi-skilled vocational occupations.
Employment relevance indicator	The capacity to use the knowledge, skills, instruments and techniques relating to a specific subject area of work or discipline, and to work self-sufficiently and lead small teams in a technical or group activity.
Access	Open, Certificate 2, Certificate 3 or equivalent
Progression	Certificate 4 or above

Appendix 5 - Generic Qualification Profile 4.1 (Certificate 4)

Title	Certificate 4
Level	4
Qualification type	Principal
Summary scope	The holder of a Certificate 4 qualification (Level 4) has demonstrated competence in a broad range of specialised knowledge and understanding of a field of work or discipline; can perform a wide range of skills required for known and some unknown solutions under limited guidance or supervision; and can take responsibility for leading teams within a technical or peer activity, and for own learning within a managed environment.
Volume	22 (Cumulative 68) Credits
Knowledge	Knowledge for this qualification is broad-ranged specialised knowledge and includes some theoretical and abstract concepts with limited depth in some areas in a field of work or discipline, including facts, principles, processes and general concepts as well as an understanding of relevant knowledge in associated fields of work or disciplines including regulations, standards, codes, conventions and procedures. It also covers knowledge of approaches used in categorising coherent bodies of knowledge and concepts gained from a range of sources; understanding of retrieval tools and problem solving techniques and procedures; and sources of current knowledge and concepts from related fields. Encompassed is an understanding of cohesive texts covering various pieces of information, and comprehension in an array of mathematical procedures and representations in a number of contexts.
Skill	A range of specialist cognitive and practical skills to: • identify and deploy known solutions to defined problems, including accomplishing functions and solving problems by selecting and applying relevant methods, equipment, tools, materials and information • deploy appropriate retrieval tools associated with the field of work or discipline • use effective communication and information technology skills to present, and explain information concepts and ideas • produce from pieces of information cohesive texts, which may be short and varied, and • identify, apply, reflect and communicate an assortment of mathematical procedures and representations in a number of contexts, which may be interrelated.
Autonomy and Responsibility	Can take responsibility for: • implementing appropriate approaches to complex work procedures and processes, resources or learning, including leading peer teams within a technical activity • exercising self-management within activity guidelines that are usually predictable, but are subject to change in a number of contexts, and which may be interrelated • completion of functions in work or learning with readily available support and under limited supervision, and • consistency of self-understanding and behaviour in accordance with socio-cultural norms.
Role in context	Under limited supervision can: • function both independently and/or in a facilitative role with multiple groups, and • take responsibility for the routine work of others, and for the nature and quality of some outputs.
Self-development	Can take responsibility for: • own learning within a predictable environment with limited supervision, and • identifying and complying with advised ethical standards.
Employability range	Employability as a generalist craft-worker, technician or administrative operative, and/or lead teams.
Employment relevance indicator	Command of a broad range of specialised knowledge and skills of an occupational field and the ability to work independently; identify and deploy known solutions to defined problems; assume control or administrative responsibilities for specified outcomes covering skilled type work; and lead technical/peer teams and/or others in a specific work activity. Typically, they display effective communication and information technology skills.
Access	Open, Certificate 3 or equivalent
Progression	Certificate 4, Diploma, Associate Degree or above

Appendix 6 - Generic Qualification Profile 4.2 (Secondary School Certificate - G 12)

Title	Secondary School Certificate (G 12)
Level	4
Qualification type	Principal
Summary scope	The holder of a Secondary School Certificate (Grade 12 - Level 4) will have sound knowledge of the basic concepts of a broad-range of subjects, and will have learned how to take different approaches to solving problems. Also, the holder will be able to communicate effectively, and will have the qualities needed for employment requiring the exercise of some personal responsibility.
Volume	Not applicable - Credits
Knowledge	Knowledge for this qualification is a broad range of specialised knowledge, including some theoretical and abstract concepts with limited depth in some areas, including facts, principles, processes and general concepts as well as an understanding of relevant knowledge in associated fields of work or disciplines. It also covers knowledge of approaches used in categorising coherent bodies of knowledge and concepts gained from a range of sources; an understanding of retrieval tools and problem solving techniques and procedures; and recognition of sources of current knowledge and concepts from related fields.
Skill	A range of specialist cognitive and practical skills to: • identify and deploy known solutions to defined problems, including accomplishing functions and solving problems by selecting and applying relevant methods, equipment, tools, materials and information, and • deploy appropriate retrieval tools as well as effective communication and information technology skills to present, and explain information concepts and ideas.
Autonomy and Responsibility	Can take responsibility for: • implementing appropriate approaches to complex problems or learning • exercising self-management within activity guidelines that are usually predictable, but are subject to change in a number of contexts, and which may be interrelated • completing set activities in learning with readily available support and under limited supervision, and • self-understanding and behaviour in accordance with socio-cultural norms.
Role in context	Under limited supervisory can: • function both independently and/or in a facilitative role within teams and multiple groups, and • take responsibility for the nature and quality of some outputs.
Self-development	Can take responsibility for: • own learning within a managed environment and demonstrate awareness of the roles, responsibilities and requirements of others in learning contexts, and • adapting own behaviour to group norms.
Employability range	Entry to many careers with strong general employability.
Employment relevance indicator	The capacity to work independently and in teams and exercise self-management within activity guidelines that are usually predictable, but are subject to change in a number of contexts.
Access	Compulsory school pathway
Progression	Varied including vocational and academic qualifications to Level 7

Appendix 7 - Generic Qualification Profile 5.1 (Diploma)

Title	Diploma
Level	5
Qualification type	Principal
Summary scope	The holder of a Diploma qualification (Level 5) has demonstrated competence in a body of knowledge that is comprehensive and specialised, and broad understanding of a field of work or discipline; and can perform autonomously across a range of skills and functions with little guidance and some supervision to diagnose and solve abstract, familiar and non-routine problems. It may include supervision of others as well as leading teams and multiple groups.
Volume	22 (Cumulative 90) Credits
Knowledge	Knowledge for this qualification is comprehensive, specialised knowledge within a broad field of work or discipline, including an understanding of the underlying theoretical and abstract concepts with depth in some areas as well as a broad understanding of allied knowledge and theories in related fields of work or disciplines including related regulations, standards, codes, conventions and procedures. It also covers an understanding of information assembly, retrieval methods and logical problem-solving techniques from a range of sources; and sources of current knowledge and the integration of concepts from related fields. Encompassed is an understanding of coherent texts covering complex relations from an array of information and contexts, and comprehension in an array of mathematical procedures and representations.
Skill	Technical, creative and conceptual skills to: • solve a wide-range of problems associated with a field of work or discipline including a comprehensive range of specialist cognitive and practical skills appropriate to diagnosing and implementing solutions to abstract, familiar and non-routine problems within a field of work or discipline • use appropriate information retrieval methods and tools and strategies associated with the field of work or discipline • use comprehensive communication and information technology skills to present, explain and/or critique complex matters • produce, from array of information, coherent texts covering complex relations, and • select, apply, reflect and communicate an array of mathematical procedures and representations, and contexts.
Autonomy and Responsibility	Can take responsibility for: • coordinating the implementation of appropriate approaches to complex work procedures and processes, resources or learning, including leading teams within a technical or para-professional activity • coordinating and/or supervising technical, design processes in an array of contexts, with support available in routine, familiar and some non-routine work or learning contexts, if required, and • expressing an internalised, personal world view, in the context of an understanding of socio-cultural relationships.
Role in context	Under guidance can: • function with autonomy in technical and coordination contexts and support para-professional roles • function both independently and in a coordination role with multiple groups • take responsibility for coordinating the development of individuals and groups, and • review and develop the performance of self and others.
Self-development	Can take responsibility for: • planning own learning within a managed and non-routine environment, and • comprehending and observing ethical standards
Employability range	Employability as an advanced craft-worker, technician or administrative operative, and/or in limited supervisory roles. Entry to many higher level supervisory and para-professional careers with strong general employability.
Employment relevance indicator	Comprehensive command of the knowledge and skills of an occupational field and the ability to identify, diagnose and implement solutions to abstract, familiar and non-routine problems covering complex type work; and assume control, coordination or administrative implementation responsibilities that include leading teams and multiple groups. Typically, they display comprehensive communication and information technology skills.
Access	Open, Level 4 Certificate, Diploma or equivalent
Progression	Diploma, Advanced Diploma, Higher Diploma or above

Appendix 8 - Generic Qualification Profile 5.2 (Associate Degree)

Title	Associate Degree
Level	5
Qualification type	Principal
Summary scope	The holder of an Associate Degree qualification (Level 5) has acquired a significant body of knowledge and broad understanding of a field of work or discipline, and will have learned how to take different approaches to diagnosing and solving abstract, familiar and non-routine problems with little guidance. Also, the holder will be able to comprehensively communicate, present, explain and/or critique complex matters and will have the qualities needed for employment requiring the exercise of some independence and personal responsibility.
Volume	60 (Cumulative 60) Credits
Knowledge	Knowledge for this qualification is comprehensive, specialised knowledge within a broad field of work or discipline, including an understanding of the underlying theoretical and abstract concepts with depth in some areas as well as a broad understanding of allied knowledge and theories in related fields of work or disciplines including related regulations, standards, codes, conventions and procedures. It also covers an understanding of information assembly, retrieval methods and logical problem-solving techniques from a range of sources; and sources of current knowledge and the integration of concepts from related fields. Encompassed is an understanding of coherent texts covering complex relations from an array of information and contexts, and comprehension of an array of mathematical procedures and representations.
Skill	Technical, creative and conceptual skills to: • solve a wide-range of problems associated with a discipline including a range of specialist cognitive and skills appropriate to diagnosing and recommending solutions to abstract, familiar and non-routine problems within a discipline • use appropriate information retrieval methods and tools and strategies associated with the discipline, and • use comprehensive communication and information technology skills to present, explain and/or critique complex matters.
Autonomy and Responsibility	Can take responsibility for: • developing appropriate approaches to solving complex problems • exercising self-management within activity guidelines that are usually predictable, but are subject to change • developing technical, design processes in routine, familiar, non-routine and an array of contexts with support available, and • assuming responsibility for consistency of self-understanding and behaviour.
Role in context	Under guidance can: • function within multiple, complex groups • demonstrate awareness of the roles, responsibilities and requirements of others in learning contexts • function both independently and in varied groups, and • review and develop the performance of self.
Self-development	Can take responsibility for: • evaluating own learning and identify learning needs in a familiar environment • planning own learning within a managed and non-routine environment, or • comprehending ethical standards.
Employability range	Entry to many higher level supervisory and para-professional occupation with strong general employability.
Employment relevance indicator	Comprehensive command of the knowledge and skills of a discipline and the ability to identify, diagnose and implement solutions to abstract, familiar and non-routine problems covering complex type work. It includes abilities to assume control, coordination or administrative implementation responsibilities in leading teams and multiple groups. Typically, they display comprehensive communication and information technology skills.
Access	Grade 12 Secondary School Certificate, Certificate 4, Diploma or equivalent
Progression	Advanced Diploma, Higher Diploma or above

Appendix 9 - Generic Qualification Profile 5.3 (Level 5 Composite Award)

Note:

1. The Level 5 Composite Award Profile tendered below is exemplar and should be used to inform the development and alignment of Composite Awards associated with this Profile. It is acknowledged that there may be some variance in the mix of learning outcomes. This is acceptable provided on the balance of probability they are deemed equal.

2. The responsibility and determination in this regard rests with the respective commission.

Title	Level 5 Composite Award
Level	5
Qualification type	Composite Award
Summary scope	The holder of a Level 5 Composite Award has demonstrated competence in a body of knowledge that is significant but narrow of a subject area of work or discipline, and can perform autonomously across a range of skills and functions with little guidance and some supervision to diagnose and solve abstract, familiar and non-routine problems. It may include supervision of others.
Volume	10 for HE and 11 inclusive of an Application unit standard for VET (unique Level 5) Credits
Knowledge	Knowledge for this qualification is significant but narrow and includes an understanding of the underlying theoretical and abstract concepts with depth of a subject area of work or discipline as well as a broad understanding of related allied knowledge and theories encompassing relevant regulations, standards, codes, conventions and procedures. It also covers an understanding of information assembly, retrieval methods and logical problem-solving techniques from a range of sources for the subject area of work or discipline; and sources of current knowledge concepts from related fields. Encompassed is an understanding of coherent texts covering complex relations from an array of information and contexts, and comprehension in an array of mathematical procedures and representations.
Skill	Technical, creative and conceptual skills to: • solve a wide-range of problems associated with a narrow subject area of work or discipline including a range of specialist cognitive and skills appropriate to diagnosing and recommending solutions to relevant abstract, familiar and non-routine problems • use appropriate information retrieval methods and tools and strategies associated with the narrow subject area of work or discipline • use comprehensive communication and information technology skills to present, explain and/or critique related complex matters, and • literacy and numeracy as per Diploma
Autonomy and Responsibility	Can take responsibility within a narrow subject area of work or discipline for: • developing appropriate approaches to solving complex problems • exercising self-management within activity guidelines that are usually predictable, but are subject to change • developing technical, design processes in routine, familiar, non-routine and an array of contexts with support available, if required, and • assuming responsibility for consistency of self-understanding and behaviour.
Role in context	Under guidance for the subject area of work or discipline can: • function within multiple, complex groups • demonstrate awareness of the roles, responsibilities and requirements of others in learning contexts • function both independently and in varied or multiple groups, and • review and develop the performance of self.
Self-development	Can take responsibility for: • evaluating own learning and identify learning needs in a familiar environment • planning own learning within a managed and non-routine environment, or • comprehending ethical standards.
Employability range	Employability as a competent and skilled technician or in limited supervisory roles in narrow subject area of work or discipline.
Employment relevance indicator	The competence to use the knowledge, instruments and techniques relating a narrow subject area of work or discipline; and to work independently and supervise others subject to general direction.
Access	Certificate 4, Diploma, Associate Degree or equivalent
Progression	Associate Degree, Diploma or above

Appendix 10 - Generic Qualification Profile 6.1 (Advanced Diploma)

Title	Advanced Diploma
Level	6
Qualification type	Principal
Summary scope	The holder of an Advanced Diploma qualification (Level 6) has demonstrated competence in a specialist body of knowledge and understanding of a field of work or discipline and related boundaries and theorems; planning and implementation of solutions and responses to complex problems and situations within given parameters that may be varied, unpredictable and unfamiliar; and can perform autonomously across a range of skills and functions without guidance and limited supervision. It includes supervising technical, supervisory or design processes with full autonomy in technical and supervisory contexts; adopting para-professional roles under guidance whilst supporting and observing ethical standards; setting achievement of group outcomes; and supervising the work of others.
Volume	42 (Cumulative 132) Credits
Knowledge	Knowledge for this qualification is specialised factual with an understanding of the boundaries and encompasses a broad and coherent body of knowledge and concepts; depth in the underlying understanding of the principles and concepts as well as an understanding of allied knowledge and theories in related fields of work or discipline, and in the case of para-professional fields of work or disciplines related regulations, standards, codes, conventions. It also covers an understanding of critical approach and analysis, research approaches and methods and analytical problem-solving techniques from a range of sources and familiarity with sources of current and existing knowledge and the integration of concepts from related fields. Encompassed is an understanding of coherent texts, covering complex and/or diverse relations from a wide-range of information; and comprehension in a wide-range mathematical procedures and representations used across a broad-range of contexts.
Skill	Specialist technical, creative and conceptual skills to: • solve complex problems associated with a field of work or discipline including a comprehensive range of specialist cognitive and practical skills appropriate to planning and implementing solutions to varied, unpredictable and unfamiliar problems • select and use appropriate research tools and strategies associated with the field of work or discipline • use advanced communication and information technology skills to present, explain and/or critique complex matters • produce, from a wide-range of information, coherent texts covering complex and/or diverse relations, and • select, apply, assess and communicate a wide-range mathematical procedures and representations in a broad-range of contexts.
Autonomy and Responsibility	Can take responsibility for: • developing appropriate approaches to managing complex work procedures and processes, resources or learning, including leading teams within a technical or professional activity with little support • supervision of technical, supervisory or design processes in varied, unpredictable, unfamiliar and a broad-range of contexts • working effectively as a specialist or in team leadership roles, and • expressing an internalised, personal world view, reflecting engagement in society at large and in socio-cultural relationships.
Role in context	Under little guidance can: • function both independently and in a supervisory role within multiple, complex groups • function with full autonomy in technical and supervisory contexts and adopt para-professional roles under guidance • set and assess the achievement of group outcomes and for the supervision of the work of others • supervise the development of individuals and groups, and • participate in peer relationships with qualified practitioners and lead multiple groups.
Self-development	Can take responsibility for: • evaluating own learning and identify learning weaknesses and needs, in a familiar and unfamiliar environment • taking initiative to address learning needs and function independently, and within learning groups, and • supporting and observing ethical standards.
Employability range	Employability as a competent highly developed and specialist craft-worker, technician or administrative operative and/or supervisor roles.
Employment relevance indicator	Specialist command of the knowledge and skills of an occupational field and the competence to develop, specify and/or implement solutions to complex problems, or apply specialist administrative/supervisory responsibilities including leading multiple groups. Typically, they display advanced communication and information technology skills.
Access	Open, Grade 12 Secondary School Certificate, Diploma, Associate Degree or equivalent
Progression	Higher Diploma, Bachelor or Applied Bachelor or above

Appendix 11 - Generic Qualification Profile 6.2 (Higher Diploma)

Title	Higher Diploma
Level	6
Qualification type	Principal
Summary scope	The holder of a Higher Diploma qualification (Level 6) has acquired a specialist body of knowledge and understanding of a field of work or discipline and related boundaries and theorems that enables planning and development of solutions and responses to complex problems and situations within given parameters that are varied, unpredictable and unfamiliar; and can perform autonomously across a range of skills and functions without guidance and limited supervision. Also, the holder will be able to comprehensively communicate, present, explain and/or critique interdependent complex matters; and have the qualities needed for employment requiring the exercise of autonomous and personal responsibility, and developing targets for group outcomes and the work of others.
Volume	30 (Cumulative 90) Credits
Knowledge	Knowledge for this qualification is specialised factual with an understanding of the boundaries and encompasses a broad and coherent body of knowledge and concepts, depth in the underlying understanding of the principles and concepts as well as an understanding of allied knowledge and theories in related fields of work or disciplines and in the case of para-professional fields of work or disciplines related regulations, standards, codes and conventions. It also covers an understanding of critical approach and analysis, research approaches and methods and analytical problem-solving techniques from a range of sources; and familiarity with sources of current and existing knowledge and the integration of concepts from related fields.
Skill	Specialist technical, creative and conceptual skills to: • solve complex problems associated with a field of work or discipline including a comprehensive range of specialist cognitive and practical skills appropriate to planning; • develop solutions to varied, unpredictable and unfamiliar problems within a field of work or discipline • selection and use appropriate research tools and strategies associated with the field of work or discipline, and • use advanced communication and information technology skills to present, explain and/or critique complex matters.
Autonomy and Responsibility	Can take responsibility for: • developing appropriate approaches to managing complex work procedures and processes, resources or learning, and • expressing an internalised, personal world view, reflecting engagement in society at large and in socio-cultural relationships.
Role in context	Under little guidance can: • function independently within multiple, complex groups • function with autonomy in technical contexts and adopt para-professional roles under guidance • take responsibility for the developing targets for group outcomes and the work of others, or • participate in peer relationships with practitioners and lead multiple groups.
Self-development	Can take responsibility for: • evaluating own learning and identify learning weaknesses and needs, in a familiar and unfamiliar environment • taking initiative to address learning needs and function independently and within learning groups, and • comprehending and identifying ethical standards.
Employability range	Employability as a highly developed and specialist craft-worker, technician or administrative operative and/or supervisor roles.
Employment relevance indicator	Specialist command of the knowledge and skills of an occupational field and the ability to develop, specify and/or implement solutions to complex problems, or apply specialist administrative/supervisory responsibilities including leading multiple groups. Typically, they display advanced communication and information technology skills.
Access	Grade 12 Secondary School Certificate, Diploma, Associate Degree or equivalent
Progression	Advanced Diploma, Bachelor or Applied Bachelor

Appendix 12 - Generic Qualification Profile 7.1 (Bachelor)

Title	Bachelor
Level	7
Qualification type	Principal
Summary scope	The holder of a Bachelor Degree (Level 7) will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. They can evaluate the appropriateness of different approaches to solving problems. The field of study may well have had a vocational orientation, enabling them to be able to perform successfully in their chosen field.
Volume	30 (Cumulative 120) Credits
Knowledge	Specialised factual and theoretical knowledge and an understanding of the boundaries in a discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. It also covers an understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions as well as an understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources. Encompassed is a comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques and familiarity with sources of current and new research and knowledge with integration of concepts from outside fields.
Skill	Technical, creative and analytical skills to: - solve specialised problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a discipline - evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation towards identified solutions - evaluate and implement appropriate research tools and strategies, and - present, explain and/or critique complex and unpredictable matters using highly developed advanced communication and information technology skills.
Autonomy and Responsibility	Can take responsibility with conditional autonomy for: - developing innovative and advanced approaches to evaluating complex and unpredictable procedures and processes, resources or learning - analysing the management of technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts - working creatively and/or effectively as an individual, in a team leadership role, in managing contexts related to technical or professional activities, and - expressing an internalised, personal view, and accepting responsibility to society at large and to socio-cultural norms and relationships.
Role in context	Can function within the specialisation of the discipline with autonomy in technical contexts and adopt para-professional roles with little guidance and take responsibility for: - setting and assessing the achievement of group or individual outcomes - management and supervision of the outcomes of the work of others or self, and - participating in peer relationships with qualified practitioners and multiple, complex groups and identify responsibility for managing the professional development and mentoring of individuals and groups.
Self-development	Can self-evaluate and take responsibility for: - contributing to professional practice and development and/or further learning and manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts, or - contributing to observing ethical standards.
Employability range	Employability at the upper end of many technical occupations or in para-professional and management roles.
Employment relevance indicator	Specialist command of the theoretical knowledge and analytical skills of a discipline and/or occupational field and the ability to design, evaluate and/or plan solutions and apply ethical values to complex and unpredictable problems, or apply high level specialist administrative/management responsibilities.
Access	Grade 12 Secondary School Certificate, Advanced Diploma, Higher Diploma, Degree or equivalent
Progression	Graduate Certificate or Postgraduate Diploma

Appendix 13 - Generic Qualification Profile 7.2 (Applied Bachelor)

Title	Applied Bachelor
Level	7
Qualification type	Principal
Summary scope	The holder of an Applied Bachelor Degree (Level 7) will have acquired a sound understanding of the principles in their field of work or discipline, and will have demonstrated competency in application of those principles in workplace contexts. They can evaluate, design and apply different approaches to solving problems. The field of work or discipline will have had an occupational orientation that confirms their effective performance in their chosen field.
Volume	42 (Cumulative 174) Credits
Knowledge	Specialised factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. It also covers an understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions as well as an understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources. Encompassed is a comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques and familiarity with sources of current and new research and knowledge with integration of concepts from outside fields.
Skill	Technical, creative and analytical skills to: - solve specialised problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline - evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation towards identified solutions - evaluate and implement appropriate research tools and strategies, and - present, explain and/or critique complex and unpredictable matters using highly developed advanced communication and information technology skills.
Autonomy and Responsibility	Can take responsibility with conditional autonomy for: - developing and implementing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning; - managing technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts - working creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities, and - expressing an internalised, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships.
Role in context	Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance and take responsibility for: - setting and evaluating the achievement of group or individual outcomes - managing and supervising the work of others or self in the case of a specialisation in field of work or discipline, and - participating in peer relationships with qualified practitioners and can lead multiple, complex groups and take responsibility for managing the professional development and direct mentoring of individuals and groups.
Self-development	Can self-evaluate and take responsibility for: - contributing to professional practice - undertaking regular professional development and/or further learning - managing learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts, and - contributing to and observing ethical standards.
Employability range	Employability at the upper end of many technical occupations or in para-professional and management roles.
Employment relevance indicator	Specialist command of the theoretical knowledge and analytical skills of an occupational field with the competency to design, evaluate and/or plan solutions and apply ethical values to complex and unpredictable problems, or apply high level specialist administrative/ management responsibilities.
Access	Grade 12 Secondary School Certificate, Advanced Diploma, Higher Diploma, Degree or equivalent
Progression	Graduate Certificate or Postgraduate Diploma

Appendix 14 - Generic Qualification Profile 7.3 (Professional Diploma)

Note:

1. The Professional Diploma Profile tendered below is exemplar and should be used to inform the development and alignment of Composite Awards associated with this Profile. It is acknowledged that there may be some variance in the mix of learning outcomes. This is acceptable provided on the balance of probability they are deemed equal.

2. The responsibility and determination in this regard rests with the respective commission.

Title	Professional Diploma
Level	7
Qualification type	Composite Award
Summary scope	The holder of a Professional Diploma (Composite Award at Level 7) will have developed a sound understanding of the principles of a specialist subject area supplemental to an achieved Level 7 qualification or higher of a discipline and will have learned to apply those principles respectively. They can evaluate and solve problems using technical, creative and analytical skills in respective new, unpredictable and complex contexts in the narrow subject area of the discipline.
Volume	20 for HE and 21 inclusive of an Application unit standard for VET (unique Level 7) Credits
Knowledge	Factual knowledge of a specialist subject area of the discipline, including knowledge of basic concepts, processes, materials and terminology. It also covers for the narrow subject area of the discipline information of related disciplines and uses of information retrieval tools and procedures for responding to respective defined problems. It encompasses an understanding of critical approach to the creation and compilation of a systematic and defined body of knowledge and concepts gained from a range of sources for the specialist subject area of the discipline as well as augmented critical analysis, research systems and methods and evaluative problem-solving techniques. Additionally it includes familiarity with sources of current and new research and knowledge related to specialist subject area of the discipline.
Skill	Technical, creative and analytical skills appropriate to solve specific problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with the specialist subject area of a discipline. Skills in the specialist subject area of the discipline to: • evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation towards identified solutions • evaluate and implement appropriate research tools and strategies, and • present, explain and/or critique complex and unpredictable matters using highly developed advanced communication and information technology skills.
Autonomy and Responsibility	With autonomy and little guidance, within the specialist subject area of the discipline context, can: • take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning • contribute to managing technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts • work creatively and/or effectively as an individual, in a team leadership role, or evaluative contexts, across technical or professional activities, and • express an internalised, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships.
Role in context	Can function, within the specialist subject area of the discipline context, in: • technical contexts and adopt para-professional roles • evaluative role to develop achievement targets for group or individual outcomes and management of the work of others or self • in peer relationships with qualified practitioners and multiple, complex groups, and • undertaking professional development and supporting mentoring of individuals and groups.
Self-development	Can self-evaluate and take responsibility for: • contributing to professional practice, and development and/or further learning • managing learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts, or • contributing to and observing ethical standards.
Employability range	Employability at the upper end of many technical occupations, or in professional and management roles.
Employment relevance indicator	Specialist command of the theoretical knowledge and analytical skills within a specialist subject area of work or discipline of an occupational field and with the ability to design, plan, and/or evaluate solutions and apply ethical values to complex and unpredictable problems, or apply high level specialised administrative/management responsibilities.
Access	Applied Bachelor, Bachelor, equivalent or above
Progression	Graduate Certificate, Postgraduate Diploma or Applied Graduate Diploma

Appendix 15 - Generic Qualification Profile 8.1 (Postgraduate Diploma)

Title	Postgraduate Diploma
Level	8
Qualification type	Principal
Summary scope	The holder of a Postgraduate Diploma (Level 8) will have acquired advanced specialist knowledge, critical understanding, practical knowledge, problem solving skills and proficiency associated with a discipline, some of it at the current boundaries of an academic discipline. In some fields they can operate as advanced and specialised knowledge-based professionals and in others as generalists with high level research, analytical and communication skills who are able to perform independently and ethically or develop expertise in management and/or mentoring of others or a combination of both.
Volume	24 (Cumulative 144) Credits
Knowledge	Advanced specialised knowledge and critical understanding in a specialised discipline and the interface between fields. It also covers comprehensive understanding of critical approaches to creating a systematic and coherent body of knowledge and concepts gained from a range of sources. Encompassed is comprehensive knowledge of current research and innovations in a discipline or professional practice and impact of these developments on accepted theory and practice.
Skill	Problem-solving skills in a specialist field and the integration of knowledge from different disciplines to solve complex unpredictable and/or abstract problems with intellectual independence. Skills in the discipline to: • identify appropriate sources of information or analytical techniques in investigation that leads to conclusions and solutions to problems • critically select appropriate research instruments and strategies, and • present, explain and/or critique substantively complex matters using advanced communication and information technology skills.
Autonomy and Responsibility	Can take responsibility for designing and developing creative approaches to managing and evaluating complex processes and organization, resources or learning.
Role in context	With autonomy can: • analyse the management of professional activity that may be in a complex environment • evaluate and reflect on the strategic performance of professional teams and self • contribute to coordination of peer relationships with qualified practitioners as well as multiple, complex groups, and • support the management of professional development mentoring activities.
Self-development	Can self-evaluate and take responsibility for: • contributing to professional practice in complex and sometimes unfamiliar work and learning contexts, and • contributing and conforming to ethical standards.
Employability range	Employability as autonomous professionals and as managers.
Employment relevance indicator	In some fields, advanced and specialised knowledge-based professionals and, in others, generalists with high level research, analysis and problem-solving skills who are able to perform independently and ethically or manage the supervision and/or mentoring of others or in a combination of both.
Access	Bachelor, Graduate Certificate or from any Principal Qualification at Level 7
Progression	Applied Graduate Diploma or Master Degree

Appendix 16 - Generic Qualification Profile 8.2 (Applied Graduate Diploma)

Title	Applied Graduate Diploma
Level	8
Qualification type	Principal
Summary scope	The holder of an Applied Graduate Diploma (Level 8) has demonstrated competency in application of advanced specialist knowledge, critical understanding, practical knowledge, problem solving skills and proficiency associated with a field of work or discipline, some of which is at the forefront of the field. In some fields they will operate as advanced and specialised knowledge-based professionals and in others generalists with high level research, analytical skills and communication skills to work independently and ethically and apply management expertise in the supervision and/or mentoring of others or in a combination of both.
Volume	32 (Cumulative 206) Credits
Knowledge	Advanced specialised knowledge and critical understanding in a specialised field of work or discipline and the interface between fields. It also covers comprehensive understanding of critical approaches to creating a systematic and coherent body of knowledge and concepts gained from a range of sources. Encompassed is comprehensive knowledge of current research and innovations in a field of work, discipline or professional practice and impact of these developments on accepted theory and practice.
Skill	Problem-solving skills in a specialist field and the integration of knowledge from related fields of work or disciplines to solve complex unpredictable and/or abstract problems with intellectual independence. Skills in the field of work or discipline to: • identify appropriate sources of information or analytical techniques in investigation that leads to conclusions and solutions to problems • critically select appropriate research instruments and strategies, and • present, explain and/or critique substantively complex matters using advanced communication and information technology skills.
Autonomy and Responsibility	Can take responsibility for designing and developing creative approaches to managing and evaluating complex work processes and organization, resources or learning, including leading and managing teams within a technical or professional activity or working effectively as an individual.
Role in context	With autonomy can: • manage professional activity that may be in a complex environment • lead and evaluate the strategic performance of professional teams and self • coordinate peer relationships with qualified practitioners as well as lead multiple, complex groups, and • initiate and support the management of professional development mentoring activities.
Self-development	Can self-evaluate and take responsibility for: • contributing to professional practice in complex and sometimes unfamiliar work and learning contexts • maintaining and enhancing currency in the profession or discipline, and • leading, contributing to and implementing ethical standards.
Employability range	Employability as autonomous and competent professionals and as managers.
Employment relevance indicator	In some fields, advanced and specialised knowledge-based professionals and, in others, generalists with high level research, analysis and problem-solving skills who are competent in working independently and ethically or applying management expertise in the supervision and/or mentoring of others or in a combination of both.
Access	Any Principal Qualification at QFEmirates Level 7 or equivalent
Progression	Postgraduate Diploma, Applied Graduate Diploma or QFEmirates Level 9 Principal Qualification

Appendix 17 - Generic Qualification Profile 8.3 (Graduate Certificate)

Note:

1. The Graduate Certificate Profile tendered below is exemplar and should be used to inform the development and alignment of Composite Awards associated with this Profile. It is acknowledged that there may be some variance in the mix of learning outcomes. This is acceptable provided on the balance of probability they are deemed equal.

2. The responsibility and determination in this regard rests with the respective commission.

Title	Graduate Certificate
Level	8
Qualification type	Composite
Summary scope	The holder of a Postgraduate Diploma (Level 8) will have developed advanced specialist knowledge, critical understanding, practical knowledge, problem solving skills and proficiency, supplemental to an achieved Level 8 qualification or higher associated within a specific field of an academic discipline. In these fields they can operate as advanced and specialised knowledge-based professionals with high level research, analytical and communication skills who are able to perform independently and ethically or develop expertise in management and/or mentoring of others or a combination of both.
Volume	16 for HE and 17 inclusive of an Application unit standard for VET (unique Level 8) Credits
Knowledge	Advanced specialised knowledge and critical understanding within a specific field of an academic discipline that may include the interface between fields. It also covers comprehensive understanding of critical approaches to creating a systematic and coherent body of knowledge and concepts gained from a range of sources for the specific field. Encompassed is comprehensive knowledge of current research and innovations within the specific field or related professional practice as well as the impact of these developments on accepted theory and practice.
Skill	Problem-solving skills in a specific field of an academic discipline that includes the integration of interrelated knowledge from different disciplines to solve complex unpredictable and/or abstract problems with intellectual independence. Skills in a specific field of an academic discipline to: - identify appropriate sources of information or analytical techniques in investigation that leads to conclusions and solutions to problems - critically select appropriate research instruments and strategies, and - present, explain and/or critique substantively complex matters using advanced communication and information technology skills.
Autonomy and Responsibility	Can take responsibility for designing and developing creative approaches to managing and evaluating complex processes and organization, resources or learning within the specific field.
Role in context	With autonomy, within the specific field, can: - analyse the management of professional activity that may be in a complex environment; - evaluate and reflect on the strategic performance of professional teams and self - contribute to coordination of peer relationships with qualified practitioners as well as multiple, complex groups, and - support the management of professional development mentoring activities.
Self-development	Can self-evaluate and take responsibility, within the specific field, for: - contributing to professional practice in complex and sometimes unfamiliar work and learning contexts, and - contributing and conforming to ethical standards.
Employability range	Employability as autonomous professionals and as managers.
Employment relevance indicator	Advanced and specialised knowledge-based professionals within a specific field of an academic discipline with high level research, analysis and problem-solving skills who are able to perform independently and ethically or manage the supervision and/or mentoring of others or in a combination of both.
Access	Any Principal and Composite Qualification at QF*Emirates* Level 7 or equivalent
Progression	Postgraduate Diploma, Applied Graduate Diploma or QF*Emirates* Level 9 Principal Qualification

Appendix 18 - Generic Qualification Profile 9.1 (Master)

Title	Master
Level	9
Qualification type	Principal
Summary scope	The holder of a Master Degree (Level 9) will have been at, or informed by, the forefront of an academic or professional discipline. They have acquired comprehensive understanding in the application of highly specialised and original knowledge, and will understand how the boundaries of knowledge are advanced through research. Holders of these qualifications have acquired an ability to integrate knowledge and formulate judgements, taking account of social and ethical issues and responsibilities and reflecting knowledge of managing change in a highly complex, unpredictable and unfamiliar context that requires new strategic approaches and/or intervention or conceptual abstract solutions. It encompasses contributing to professional activities in such context.
Volume	6 to 12 (Cumulative 150-156) Credits
Knowledge	Comprehensive, highly specialised knowledge in a discipline and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments as well as advanced knowledge of applicable research principles and methods and critical awareness of knowledge issues, as the basis for original thinking encompassing appropriate processes of enquiry and current processes of knowledge production. Detailed body of knowledge of recent developments in a discipline
Skill	Advanced skills in the discipline to: • research, analyse, evaluate and/or innovate complex ideas, information, concepts and/or activities • develop new knowledge and procedures and integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence • analyse complex issues with incomplete data and problem-solve and develop innovative solutions and proposals relevant to an academic/professional field • problem-solve in order to plan, develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies producing sound conclusions, and • present, explain and/or critique highly complex matters using highly developed specialist communication and information technology skills.
Autonomy and Responsibility	Can function autonomously and/or take responsibility for: • evaluating the management of professional practices, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions • monitoring of high level governance of processes and systems, and • analysing and reflecting on socio-cultural norms and relationships and act to build and transform them.
Role in context	Can evaluate professional activities that may include a highly complex environment and take responsibility for developing measures for the strategic performance and development of professional teams and self.
Self-development	Can self-evaluate and take responsibility for: • contributing to professional knowledge and practice including unfamiliar learning contexts, or • developing and implementing further learning consistently and sensitively in accord with ethical standards.
Employability range	Employability as senior professionals or leaders in specialised fields.
Employment relevance indicator	Highly specialised professionals with requisite knowledge and expertise allied to management and strategic leadership and ability to lead and function autonomously and ethically.
Access	Any Principal Qualification at QF*Emirates* Level 8 or equivalent
Progression	Postgraduate Diploma, Applied Graduate Diploma or QF*Emirates* Level 10 Principal Qualification

Appendix 19 - Generic Qualification Profile 9.2 (Applied Master)

Title	Applied Master
Level	9
Qualification type	Principal
Summary scope	The holder of an Applied Master Degree (Level 9) will have been at, or informed by, the forefront of an academic or professional discipline. They have acquired comprehensive highly specialised knowledge of a field of work or professional discipline and understand how the boundaries of knowledge are advanced through research. Holders of these qualifications have demonstrated expertise in integrating knowledge and formulating judgements, taking account of social and ethical issues and responsibilities and reflecting experience of managing change in a highly complex, unpredictable and unfamiliar context that requires new strategic approaches and/or intervention or conceptual abstract solutions. It encompasses managing professional activities and leading the strategic performance of professional teams/self in such contexts.
Volume	12 (Cumulative 218) Credits
Knowledge	Comprehensive, highly specialised knowledge in a field of work, discipline and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments as well as advanced knowledge of applicable research principles and methods critical awareness of knowledge issues, as the basis for original thinking encompassing appropriate processes of enquiry and current processes of knowledge production. Detailed body of knowledge of recent developments in a field of work and/or discipline.
Skill	Advanced skills in the field of work or discipline to: • research, analyse, evaluate and/or innovate complex ideas, information, concepts and/or activities • develop new knowledge and procedures and integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence • problem-solving in order to analyse highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/professional field • plan, develop and execute a major projects or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies producing sound conclusions, and • present, explain and/or critique highly complex matters using highly developed specialist communication and information technology skills.
Autonomy and Responsibility	Can function autonomously and/or take responsibility for: • managing and leading professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions • monitoring high level governance of processes and systems, and • analysing and reflecting on, socio-cultural norms and relationships and act to build and transform them.
Role in context	Can initiate, manage and evaluate professional activities that may include a highly complex environment and take responsibility for leading the strategic performance and development of professional teams and self.
Self-development	Can self-evaluate and take responsibility for: • contributing to professional knowledge and practice including unfamiliar learning contexts, and • developing and implementing further learning consistently and sensitively in accord with ethical standards.
Employability range	Employability as competent senior professionals or leaders in specialised fields.
Employment relevance indicator	Highly specialised professionals with requisite knowledge and expertise allied to competence in management and strategic leadership and who can lead and function autonomously and ethically.
Access	Any Principal Qualification at QFEmirates Level 8 or equivalent
Progression	Postgraduate Diploma, Applied Graduate Diploma or QFEmirates Level 10 Principal Qualification

Appendix 20 - Generic Qualification Profile 10.1 (Doctoral)

Title	Doctoral
Level	10
Qualification type	Principal
Summary scope	The holder of a Doctoral Degree (Level 10) has achieved systematic mastery of a highly specialised field of knowledge that is comprehensive, deep and overarching and at the frontier of a professional field of work or discipline, with the capacity for critical analysis, evaluation and synthesis of new and complex ideas. They have acquired an ability to conceive, design, implement and adapt substantial research processes using highly developed cognitive and creative expert skills and intellectual independence. The qualifications also recognise leadership experience and expertise in the development of new and creative approaches including responding with substantial authority, managing complex professional processes and activities, and taking account for overall governance of processes and systems. It may also include, analysing and critiquing the state of learning in a field; contributing to its advancement; and managing consistently and sensitively highly complex ethical issues leading to informed, fair and valid judgements.
Volume	54+ (Cumulative 194+) Credits
Knowledge	Comprehensive, deep and overarching knowledge at the frontier of a professional field of work or discipline and at the interface between different fields or disciplines. New knowledge, as judged by independent experts applying international standards, created through research or scholarship, that contributes to the development of a field of work or discipline
Skill	A range of mastered skills and techniques including: • synthesis, evaluation, planning and reflection, required to extend and redefine existing knowledge or professional practice or to produce original knowledge • advanced skills in developing innovative solutions to critical problems in research using highly developed cognitive and creative expert skills and intellectual independence, and • highly developed expert communication and information technology skills to present, explain and/or critique highly complex and diverse matters to specialist academic, peer specialists/experts and/or professional audiences.
Autonomy and Responsibility	Can function autonomously and/or take responsibility for: • acting with substantial authority, creativity, autonomy, independence, scholarly and professional integrity in a sustained commitment to the development of new ideas or processes or systems in challenging and novel work or learning contexts • accounting for overall governance of processes and systems, and • leading action to build and transform socio-cultural norms and relationships.
Role in context	Can originate and manage complex professional processes, lead and take full responsibility for the development and strategic deployment of professional teams and self and initiate and deploy qualities associated with professional leadership of peer groups and teams.
Self-development	Can analyse and critique the state of learning in a field and contribute to its advancement and consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid judgements.
Employability range	Employability in the leadership of research and critical change activity.
Employment relevance indicator	Leading experts in their field of work, profession or discipline, with expertise in the critique and development of social and organisational structures and in the initiation of change.
Access	Master or Applied Master
Progression	Doctoral

Annexure G.5 - Qualifications and Awards summary scopes

Annexure G.5.1 - Principal Qualifications summary scopes

Level	Principal Qualification titles used in QFEmirates	Scope of Principal Qualification
10	Doctoral	The holder of a Doctoral Degree (Level 10) has achieved systematic mastery of a highly specialised field of knowledge that is comprehensive, deep and overarching and at the frontier of a professional field of work or discipline, with the capacity for critical analysis, evaluation and synthesis of new and complex ideas. They have acquired an ability to conceive, design, implement and adapt substantial research processes using highly developed cognitive and creative expert skills and intellectual independence. The qualifications also recognise leadership experience and expertise in the development of new and creative approaches including responding with substantial authority, managing complex professional processes and activities, and taking account for overall governance of processes and systems. It may also include analysing and critiquing the state of learning in a field; contributing to its advancement, and managing consistently and sensitively highly complex ethical issues leading to informed, fair and valid judgements.
9	Master	The holder of a Master Degree (Level 9) will have been at, or informed by, the forefront of an academic or professional discipline. They have acquired comprehensive understanding in the application of highly specialised and original knowledge, and will understand how the boundaries of knowledge are advanced through research. Holders of these qualifications have acquired an ability to integrate knowledge and formulate judgements, taking account of social and ethical issues and responsibilities and reflecting knowledge of managing change in a highly complex, unpredictable and unfamiliar context that requires new strategic approaches and/or intervention or conceptual abstract solutions. It encompasses contributing to professional activities in such context.
9	Applied Master	The holder of an Applied Master Degree (Level 9) will have been at, or informed by, the forefront of a professional discipline. They have acquired comprehensive highly specialised knowledge of a field of work or professional discipline and understand how the boundaries of knowledge are advanced through research. Holders of these qualifications have demonstrated expertise in integrating knowledge and formulating judgements, taking account of social and ethical issues and responsibilities and reflecting experience of managing change in a highly complex, unpredictable and unfamiliar context that requires new strategic approaches and/or intervention or conceptual abstract solutions. It encompasses managing professional activities and leading the strategic performance of professional teams/self in such contexts.

Level	Principal Qualification titles used in QF*Emirates*	Scope of Principal Qualification
8	Postgraduate Diploma	The holder of a Postgraduate Diploma (Level 8) will have acquired advanced specialist knowledge, critical understanding, practical knowledge, problem solving skills and proficiency associated with a discipline, some of it at the current boundaries of an academic discipline. In some fields they can operate as advanced and specialised knowledge-based professionals and in others as generalists with high level research, analytical and communication skills who are able to perform independently and ethically or develop expertise in management and/or mentoring of others or a combination of both.
8	Applied Graduate Diploma	The holder of an Applied Graduate Diploma (Level 8) has demonstrated competency in application of advanced specialist knowledge, critical understanding, practical knowledge, problem solving skills and proficiency associated with a field of work or discipline, some of which is at the forefront of the field. In some fields they will operate as advanced and specialised knowledge-based professionals and in others generalists with high level research, analytical skills and communication skills to work independently and ethically and apply management expertise in the supervision and/or mentoring of others or in a combination of both.
7	Bachelor	The holder of a Bachelor Degree (Level 7) will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. They can evaluate the appropriateness of different approaches to solving problems. The field of study may well have had a vocational orientation, enabling them to be able to perform successfully in their chosen field.
7	Applied Bachelor	The holder of an Applied Bachelor Degree (Level 7) will have acquired a sound understanding of the principles in their field of work or discipline, and will have demonstrated competency in application of those principles in workplace contexts. They can evaluate, design and apply different approaches to solving problems. The field of work or discipline will have had an occupational orientation that confirms their effective performance in their chosen field.
6	Higher Diploma	The holder of a Higher Diploma qualification (Level 6) has acquired a specialist body of knowledge and understanding of a field of work or discipline and related boundaries and theorems that enables planning and development of solutions and responses to complex problems and situations within given parameters that are varied, unpredictable and unfamiliar, and can perform autonomously across a range of skills and functions without guidance and limited supervision. Also, the holder will be able to comprehensively communicate, present, explain and/or critique interdependent complex matters; and have the qualities needed for employment requiring the exercise of autonomous and personal responsibility and for developing targets for group outcomes and the work of others.
6	Advanced Diploma	The holder of an Advanced Diploma qualification (Level 6) has demonstrated competence in a specialist body of knowledge and understanding of a field of work or discipline and related boundaries and theorems; planning and implementing solutions and responding to complex problems and situations within given parameters that are varied, unpredictable and unfamiliar, and can perform autonomously across a range of skills and functions without guidance and limited supervision. It includes supervising technical, supervisory or design processes with full autonomy in technical and supervisory contexts; adopting para-professional roles under guidance whilst supporting and observing ethical standards; setting achievement of group outcomes; and supervising the work of others.

Level	Principal Qualification titles used in QFEmirates	Scope of Principal Qualification
5	Associate Degree	The holder of an Associate Degree qualification (Level 5) has acquired a significant body of knowledge and broad understanding of a field of work or discipline, and will have learned how to take different approaches to diagnosing and solving abstract, familiar and non-routine problems with little guidance. Also, the holder will be able to comprehensively communicate, present, explain and/or critique complex matters and will have the qualities needed for employment requiring the exercise of some independence and personal responsibility.
5	Diploma	The holder of a Diploma qualification (Level 5) has demonstrated competence in a body of knowledge that is comprehensive and specialised and broad understanding of a field of work or discipline; and can perform autonomously across a range of skills and functions with little guidance and some supervision to diagnose and solve abstract, familiar and non-routine problems. It may include supervision of others as well as leading teams and multiple groups.
4	Certificate 4	The holder of a Certificate 4 qualification (Level 4) has demonstrated competence in a broad range of specialised knowledge and an understanding of a field of work or discipline; can perform a wide range of skills required for known and some unknown solutions under limited guidance or supervision; and can take responsibility for leading teams within a technical or peer activity, and for own learning within a managed environment.
4	Secondary School Certificate	The holder of a Secondary School Certificate (Grade 12 - Level 4) will have sound knowledge of the basic concepts of a broad-range of subjects, and will have learned how to take different approaches to solving problems. Also, the holder will be able to communicate effectively, and will have the qualities needed for employment requiring the exercise of some personal responsibility.
3	Certificate 3	The holder of a Certificate 3 qualification (Level 3) has demonstrated competence in abroad range of mainly factual and procedural knowledge of a field of work or discipline, and can carry out tasks and apply routine solutions to predictable and occasional unpredictable problems under indirect supervision with some autonomy. It includes leading small teams within a technical or group activity in familiar and predictable contexts.
3	TBA	Grade 12 General Education (GE)
2	Certificate 2	The holder of a Certificate 2 qualification (Level 2) has demonstrated competence in general, factual knowledge and under direct guidance or supervision carry out general skills simple, routine tasks and procedures, and apply learning within a structured context.
1	Certificate 1	The holder of a Certificate 1 qualification (Level 1) has achieved competence in elementary knowledge, skills and aspects of competence for work, life and/or learning to perform within a highly structured environment, and apply learning in everyday situations, under closely-defined and direct guidance or supervision.

Annexure G.5.2 - Composite Awards summary scope

Scopes have been developed for three (3) Composite Awards that will be used in the QF*Emirates* for respective sectors and cover Levels 5, 7 and 8 of the QF*Emirates*. These will be used as exemplars in the development of other relevant and permitted Composite Awards. They are as follows:

Title:	Graduate Certificate
Scope:	The holder of a Postgraduate Diploma (Level 8) will have developed advanced specialist knowledge, critical understanding, practical knowledge, problem solving skills and proficiency, supplemental to an achieved Level 8 qualification or higher associated within a specific field of an academic discipline. In these fields they can operate as advanced and specialised knowledge-based professionals with high level research, analytical and communication skills who are able to perform independently and ethically or develop expertise in management and/or mentoring of others or a combination of both.
Note:	1. A Graduate Certificate Award Profile has been developed and is tendered in ***Annexure G - 'Generic' Qualifications and Awards Structure and Profiles***. It is indicative and should be used to inform the development and alignment of other Composite Awards covering this type and level of award. It is acknowledged that there may be some variance in the mix of learning outcomes. This is acceptable provided on the balance of probability they are deemed equal.
	2. The responsibility and determination in this regard rests with the respective commission.

Title:	Professional Diploma
Scope:	The holder of a Professional Diploma (Composite Award at Level 7) will have developed a sound understanding of the principles of a specialist subject area supplemental to an achieved Level 7 qualification or higher of a discipline, and will have learned to apply those principles respectively. They can evaluate and solve problems using technical, creative and analytical skills in respective new, unpredictable and complex contexts in the narrow subject area of the discipline.
Note:	1. The Postgraduate Diploma Award Profile has been developed and is tendered in ***Annexure G - 'Generic' Qualifications and Awards Structure and Profiles***. It is indicative and should be used to inform the development and alignment of other Composite Awards covering this type and level of award. It is acknowledged that there may be some variance in the mix of learning outcomes. This is acceptable provided on the balance of probability they are deemed equal.
	2. The responsibility and determination in this regard rests with the respective commission.

Title:	Level 5 Composite Award
Scope:	The holder of a Level 5 Composite Award has demonstrated competence in a body of knowledge that is significant but narrow of a subject area of work or discipline, and can perform autonomously across a range of skills and functions with little guidance and some supervision to diagnose and solve abstract, familiar and non-routine problems. It may include supervision of others.
Note:	1. The Level 5 Composite Award Profile has been developed and is tendered in ***Annexure G - 'Generic' Qualifications and Awards Structure and Profiles***. It is indicative and should be used to inform the development and alignment of other Composite Awards covering this type and level of award. It is acknowledged that there may be some variance in the mix of learning outcomes. This is acceptable provided on the balance of probability they are deemed equal. For instance, the Certificate in Higher Education set out below has been considered comparable to this Level 5 Composite Award.
	2. The responsibility and determination in relation to this Award rests with the Vocational Education and Training Awards Commission (VETAC).

Title:	Certificate in Higher Education
Scope:	The holder of a Certificate in Higher Education (Level 5) has acquired a body of knowledge that is broad and covers a specific range of subject areas, and will have learned how to take different approaches to identifying and solving abstract, familiar and non-routine problems with little guidance. Also, the holder, within the specific range of subject areas, will be able to communicate, present, explain and/or evaluate logically complex matters, and will have the qualities needed to undertake range of activities that require some level of independence and personal responsibility.
Note:	1. No Certificate in the Higher Education Award Profile has been developed for this Award. Notwithstanding, it is available for development and use. It is acknowledged that there may be some variance in the mix of learning outcomes with comparable Level 5 Composite Award. This is acceptable provided on the balance of probability they are appropriately mapped, aligned and deemed equal for the QF*Emirates* Level. For instance, the Level 5 Composite Award set out above has been considered comparable to this Certificate in Higher Education award by respective commissions.
	2. The responsibility and determination in relation to this Award however, rests with the Commission of Academic Accreditation (CAA).

Annexure G.5.3 - Component Awards scope

A Component Award Scope has been developed for Level 3 of the QF*Emirates* for the respective sector and provides an exemplar for reproducing an array of permissible Component Award Scopes for other relevant QF*Emirates* levels. The Level 3 Component Award Scope is as follows:

Title:	Level 3 Component Award
Scope:	The holder of a Level 3 Component Award has demonstrated competence in a narrow subject area of work or discipline that includes relevant knowledge that is mainly factual and procedural and, under indirect supervision with some autonomy, perform related tasks and apply routine solutions to predictable and occasional unpredictable problems. It may include leading small teams within a technical or group activity.
Note:	1. The Level 3 Component Award Profile has been developed and is tendered in ***Annexure G - 'Generic' Qualifications and Awards Structure and Profiles***. It is indicative and should be used to inform the development and alignment of other Composite Awards covering this type and level of award. It is acknowledged that there may be some variance in the mix of learning outcomes. This is acceptable provided on the balance of probability they are deemed equal.
	2. The responsibility and determination in this regard rests with the respective commission.

Annexure H - Coding Qualifications and Awards

H.1 Sector codes convention

The Sector coding convention that includes codes for related sub-sectors follows:

No	Code	Sector classification	Code	Sub-sector category
1	A	Government services and public administration	A15	Defence forces
			A30	Government services
			A65	Public administration
2	B	Community, health and social services	B10	Community
			B35	Health services
			B75	Social services
3	C	Business, administration and financial services	C00	Administration
			C05	Business services
			C25	Financial services
4	D	Tourism, hospitality, retail and leisure services including personal care services	D35	Hospitality
			D45	Leisure services
			D65	Personal service
			D70	Retail
			D80	Tourism
5	E	Arts, culture and entertainment	E00	Arts
			E10	Culture
			E20	Entertainment and media
6	F	Education, learning and social development	F20	Education
			F22	Educational consultancy
			F35	Higher education
			F45	Learning and social development
			F90	Vocational education and training
			F95	Workplace learning
7	G	Building and construction, estates and assets development and management	G05	Building and construction
			G40	Infrastructure development
			G65	Property, real estate and facility management
8	H	Utilities and infrastructure	H10	Communications
			H15	Electricity
			H20	Engineering services
			H30	Gas
			H75	Scientific and mathematics
			H85	Utilities support
			H95	Water
9	I	Energy resources - oil, natural gas, petrochemical, chemical and mining/quarrying	I25	Fertiliser
			I50	Mining/quarrying
			I55	Natural gas
			I60	Oil
			I64	Other
			I65	Petrochemical and chemical
10	J	Manufacturing	J16	Design and innovation - manufacturing
			J65	Process and assembly manufacturing
11	K	Logistics and transport	K45	Logistics
			K80	Transport
			K95	Warehousing
12	L	Agriculture, livestock and fishery	L00	Agriculture
			L25	Fishery
			L45	Livestock

H.2 Discipline codes convention

To augment and provide greater specificity of outcomes for future data analysis, the following cross-sectorial discipline code structure has been developed:

Code	Discipline
A	Security, protective and public safety services
B	Governance, public administration and statutory services
C	Community services
D	Health services
E	Social services
F	Office and administration support - clerical services
G	Management professionals
H	Legal services
I	Business and financial professional services
J	Hospitality and tourism services
K	Leisure and sports services
L	Retail and personal care services
M	Arts and culture including libraries
N	Entertainment and media services
O	Education services
P	Vocational training and workforce development services
Q	Construction, and building maintenance, servicing and repair
R	Architecture and town planning services
S	Property, real estate and facility management services
T	Engineering and technical services, inc. installation, maintenance, servicing and repair
V	Science and mathematics
U	Mining and quarrying services
W	Manufacturing, production, process, and assembly
X	Logistics
Y	Transport and warehousing
Z	Farming, fishing and forestry services

H.3 Coding Qualifications and Awards Matrix

Three (3) qualification types have been identified for use within the Qualifications Framework. These are 'Principal', 'Composite', and 'Component'. For ease of recognition of the respective qualification types in the coding system, a specific prefix code for each is used. In assigning a specific code to each, the code subsequently identifies the discipline that applies; the sector and sub-sector; the Framework level; and the number of the qualification in the series at that level within the sub-sector and discipline area, as well as the version.

Qualifications	Prefix coding convention	Discipline coding convention	Level and numeric identifier	Version
Principal Qualifications	PQ	One alpha(A-Z); and Sector code - one alpha, and two numerals for sub-sector: A to L, and 0 to 99	QF*Emirates* level of qualification (two digit) and, to indicate the number of the qualification in the series at the same level, two digits	Add year of approval
Composite Awards	CA	One alpha(A-Z); and Sector code - one alpha, and two numerals for sub-sector: A to L, and 0 to 99	QF*Emirates* level of qualification (two digit) and, to indicate the number of the qualification in the series at the same level, two digits	Add year of approval
Component Awards	SA	One alpha(A-Z); and Sector code - one alpha, and two numerals for sub-sector: A to L, and 0 to 99	QF*Emirates* level of qualification (two digit) and, to indicate the number of the qualification in the series at the same level, two digits	Add year of approval

H.4 Coding convention - examples

H.4.1 Principal Qualification

From the coding qualification matrix the following applies with respect to Principal Qualifications:

Principal Qualifications						
Principal Qualification identifier	Discipline code - one (A-Z)	Sector	Sub-sector code - two numerals	QF*Emirates* Level	Number in series *of Qualifications at this level*	Year of approval
P **Q**	Discipline alpha A-Z	Sector alpha A-L	One digit One digit	Two digits 1 - 10	Two digit	Two digit - last two

Principal Qualification coding example - Logistics and transport:

For a: *'National Certificate 3 in logistics (transport) qualification'*

Coding convention	Example qualification	Qual. code	Purpose
Qualification type =	Principal Qualification	**PQ**	Identifies the qualification type - Principal, Composite or Component. As this is a Principal Qualification 'PQ' applies.
Discipline =	Transport	**Y**	Identifies the *Discipline* for which the qualification applies to. In this case *Transport* = 'Y'.
Sector =	Logistics & transport	**K**	Identifies the *Sector* for which the qualification applies to. From the 12 sectors that have been identified. In this case the qualification is for *Transport* and is coded 'K'.
Sub-sector = requires two numerals	Transport	**80**	Identifies the *Sub-sector* for which the qualification is applicable. Requires two numerical digits. As this is the *sub-sector of Transport* - '80' applies from the *Sector* codes convention.
QF*Emirates* Level =	3	**03**	Identifies the QF*Emirates* level using two digits - this particular qualification is a Level 3
Number in series =	02	**02**	If this were the *second* qualification in the *series of qualifications* for this *Sector and sub-sector*, at this level, it would be coded (two digits) 02.
Year of approval =	08	**08**	It is the year in which it is approved by the Accreditation/Awards Body. In this instance the Accreditation/Awards Body approved the qualification in 2008, and two digits 08 are therefore appended to the code.

Note - there are no spaces in the code

Resultant qualification code for the *'National Certificate 3 in logistics (transport)'* qualification: **PQYK80030208**

H.4.2   Composite Award

From the coding qualification matrix the following applies with respect to Composite Awards:

Composite Awards

Composite Award identifier		Discipline code - one (A-Z)	Sector	Sub-sector code - two numerals		QFEmirates Level	Number in series of Qualifications at this level	Year of approval
C	A	Discipline alpha A-Z	Sector alpha A-L	One digit	One digit	Two digits 1 - 10	Two digit	Two digit - last two

Composite Award coding example – Business, administration and financial services:

For a: *'Level 5 Composite Award in Administration (Office Communications Skills)'* qualification

Coding convention	Example qualification	Qual. code	Purpose
Qualification type =	Composite Award	CA	Identifies the qualification type - principal, composite, or component. As this is a Component Award 'CA' applies.
Discipline =	Office and administration support - clerical services	F	Identifies the *Discipline* for which the qualification applies to. In this case *Office and administration support - clerical services* = 'F'.
Sector =	Business, administration and financial services	C	Identifies the *Sector* for which the qualification applies to. From the 12 sectors that have been identified. In this case the qualification is for *Business, administration and financial services* and is coded 'C'.
Sub-sector = requires two numerals	Administration	00	Identifies the *Sub-sector* for which the qualification is applicable. Requires two numerical digits. As this is the *sub-sector of Administration*- '00' applies from the *Sector* codes convention.
QFEmirates Level =	5	05	Identifies the QFEmirates level using two digits - this particular qualification is a Level 5.
Number in series =	02	02	If this were the second qualification in the series of qualifications for this *Sector and sub-sector*, at this level, it would be coded (two digits) 02.
Year of approval =	07	07	It is the year in which it is approved by the Accreditation/Awards Body. In this instance the Accreditation/Awards Body approved the qualification in 2007, and two digits 08 are therefore appended to the code.

Note - there are no spaces in the code

Resultant qualification code for the *'Level 5 Composite Award in administration (office communications skills)'* qualification: **CAFC00050207**

H.4.3 Component Award

From the coding qualification matrix the following applies with respect to Component Awards:

Component Awards

Component Award identifier		Discipline code - one (A-Z)	Sector	Sub-sector code - two numerals		QFEmirates Level	Number in series of Qualifications at this level	Year of approval
S	A	Discipline alpha A-Z	Sector alpha A-L	One digit	One digit	Two digits 1 - 10	Two digit	Two digit - last two

Component Award coding example - Building and construction, estates and assets development and management:

For a: *'Level 3 Component Award in building and construction - first aid (refresher)'* qualification

Coding convention	Example qualification	Qual. code	Purpose
Qualification type =	Component Award	SA	Identifies the qualification type - principal, composite, or component. As this is a supplemental qualification 'SA' applies.
Discipline =	Construction, and building maintenance, servicing and repair	Q	Identifies the *Discipline* for which the qualification applies to. In this case *Construction, and building maintenance, servicing and repair* = 'Q'.
Sector =	Building & construction, infrastructure....	G	Identifies the *Sector* for which the qualification applies to. From the 12 sectors that have been identified. In this case the qualification is for *Building and construction, estates and assets development and management* and is coded 'G'.
Sub-sector = requires two numerals	Building and construction	05	Identifies the *Sub-sector* for which the qualification is applicable. As this is the *sub-sector of Building & construction* - '05' applies from the *Sectors* codes convention.
QFEmirates Level =	3	03	Identified the QFEmirates level using two digits - this particular qualification is a Level 3.
Number in series =	03	03	If this were the third qualification in the series of qualifications for this *Sector and sub-sector*, at this level, it would be coded (two digits) 03.
Year of approval =	05	05	It is the year in which it is approved by the Accreditation/Awards Body. In this instance the Accreditation/Awards Body approved the qualification in 2005, and two digits 08 are therefore appended to the code.

Note - there are no spaces between the final code

Resultant qualification code for the *'Level 3 Component Award in building and construction - first aid (refresher)'* qualification: **SAQG05030305**

Annexure I – VET equivalency and attestation

I.1   VET qualifications/awards achieved overseas

Nationally recognised outcome - issued overseas

Where a qualification/award is issued overseas and is 'nationally recognised' by the authorised government qualifications system agency in the country of origin, then a system-to-system approach is preferred and applies in this regard.

1.1.   VETAC establishes bi-lateral mutual recognition agreements entered into with respective country agencies, that include the list (matrix) of respective qualification(s)/award(s) mutually recognised and/or aligned to the QF*Emirates* for a given country-of-origin qualification/award.

1.2.   This approach ensures individuals in receipt of such a qualification/award falling within the agreement are automatically recognised against the QF*Emirates* for a host of purposes in the UAE including but not limited to employment.

1.3.   A formal declaration (statement or symbol) that accords with the agreement, in which relevant qualifications/awards have been mapped, is automatically conferred and included on the imported qualification.

1.4.   The qualification/award requires no further analysis.

1.5.   VETAC reports regularly to the NQA the status of such agreements.

1.6.   NQA requires bi-lateral mutual recognition agreements to be reviewed on a five-yearly basis.

Accredited/approved/recognised outcome - issued overseas

Where a qualification/award is issued overseas via an institution or training entity and which is not deemed 'national' in the origin country but the related program/course and qualification has been accredited/approved/recognised by the country of origin's government authorised education and training agency, and which incorporates the quality assurance measures that are deployed to assure currency of the outcomes, then alignment of the qualification may be conducted in the following ways:

1.1   By formal recognition agreement between the institution or training entity of the 'specific program' and qualification/award with VETAC for a formal declaration of alignment against the QF*Emirates*.

1.2   By the individual submitting the necessary documentation that is sufficient to warrant a determination from the evidence for that qualification/award to be aligned to a particular level of the QF*Emirates*.

1.3   A formal declaration (statement or symbol) that accords with the agreement is automatically conferred and included on the imported qualification.

1.4   The qualification requires no further analysis.

1.5   VETAC reports regularly to the NQA the list and status of such agreements.

1.6   NQA requires formal recognition agreements to be reviewed on a five-yearly basis.

Institution or training entity issued awards/transcripts - issued overseas

Where awards/transcripts are issued overseas to individuals who are overseas, that are unique to an institution or training entity and which are not deemed 'national' or accredited/approved/recognised in the origin country by the government authorised education and training agency, then VETAC manages these instances on a case-by-case basis using mechanisms similar to those deployed by the Certificate Equivalency Department (CED) of the Ministry of Higher Education and Scientific Research (MoHESR).

1.1. Such awards/transcripts may be delivered by private education and training providers offering their own programs/courses or in some cases vendor based programs on a fee-for-service or consultancy basis.

1.2. Where a formal declaration is issued in relation to an outcome and alignment to the QF*Emirates*, a formal declaration is issued and conferred to the individual and appended to the imported qualification with requisite matching identifiers.

1.3. The qualification requires no further analysis.

1.4. VETAC reports regularly to the NQA the list and status of such declarations.

1.5. NQA requires such formal declarations to be reviewed on a five-yearly basis.

I.2   Overseas VET qualifications/awards achieved in the UAE

Nationally recognised outcome - issued in the UAE

Where a foreign qualification or award is delivered and issued to individuals in the UAE and is 'nationally recognised' by the authorised government qualifications system agency in the respective country of origin, the following applies:

1.1. A layered system-to-system approach is preferred with VETAC seeking to establish either:

1.1.1. in the first instance, bi-lateral mutual recognition agreements with respective country agencies, or

1.1.2. in the second instance, where authorised agencies or bodies (such as recognised awarding bodies or professional bodies) are operating in the UAE with delivery partners, mutual recognition agreements of foreign qualifications/awards in the UAE with the respective awarding bodies and professional bodies and have their delivery partners register with VETAC, or

1.1.3. in the third instance, mutual recognition of foreign qualifications/awards delivered in UAE agreements with the respective education and training providers/entities, including professional bodies delivering such programs and which are certified inclusive of a quality assurance measure by VETAC.

1.2. That any such agreements include mechanisms for assuring the quality of outcomes for the qualifications are delivered against and in accord with the purported country of origin requirements, and encompass registration and acceptance by the delivery partners of regular checks by VETAC in coordination with the authorised agencies or bodies against respective quality assurance arrangements for the issuance of such foreign qualifications or awards in the UAE.

1.3. A formal declaration (statement or symbol) that accords with the agreement, in which relevant qualifications have been mapped/aligned, is automatically conferred and included on the import but UAE delivered qualification.

1.4. That respective qualifications or awards covered in mutual recognition agreements of foreign qualifications/awards in the UAE that have been mutually recognised and/or aligned to the QF*Emirates* for a given country-of-origin qualification/award be included in a national list (matrix) of approved foreign qualifications/awards delivered and issued in the UAE.

1.5. The qualification requires no further analysis.

1.6. VETAC reports regularly to the NQA the status of such agreements.

1.7. NQA requires mutual recognition agreements of foreign awards in the UAE to be reviewed on a five-yearly basis.

Accredited/approved/recognised outcome - issued in the UAE

Where a foreign qualification or award is delivered and issued to individuals in the UAE, which is unique to an institution or training entity and which are accredited/approved/recognised but not deemed 'national' in the origin country but recognised/approved by the country of origin's education and training authorised agency, the following applies:

1.1. Where an institution or training entity's headquarters is based in the country of origin from which the qualification or award is developed and issued, and delivery only is conducted in UAE, then a VETAC mutual recognition of foreign awards delivered in UAE agreement is established with the headquarters and not the local entity. This is subsequent to it being licensed as an economic entity in the respective Emirate to affirm the QF*Emirates* equivalence level of the qualification, and the education and training provider/entity delivering the respective program/course is registered with VETAC in accordance with its registration processes that include mechanisms for augmenting and assuring the quality of outcomes for the qualification or award is at least consistent with the country of origin recognised/approved requirements. It encompasses regular checks by VETAC against its quality assurance arrangements for the issuance of such foreign qualifications or awards in the UAE.

1.2. A formal declaration (statement or symbol) that accords with the agreement, in which the relevant qualification/award has been mapped/aligned, is automatically conferred and included on the imported but UAE delivered qualification.

1.3. The respective qualification or award is covered in the mutual recognition of foreign awards delivered in UAE agreement confirming the mutually recognised and/or aligned outcome to the QF*Emirates* for the given institution or training entity qualification/award and subsequently is included in a national list of approved foreign qualifications delivered and issued in the UAE.

1.4. The qualification requires no further analysis.

1.5. VETAC reports regularly to the NQA the status of such agreements.

1.6. NQA requires mutual recognition of foreign awards delivered in UAE agreement to be reviewed on a five-yearly basis.

Institution or training entity issued awards/transcripts - issued in the UAE

Where an foreign qualification or award is to be issued to individuals in the UAE, which are unique to an institution or training entity and which are not accredited/approved/recognised or deemed 'national' in the origin country and not recognised/approved by the country of origin's education and training authorised agency (i.e. private education and training providers or consultancy services offering their own vocational education and training programs/courses on a fee-for-service basis) and it seeks formal alignment and recognition of its wares, then VETAC manages these instances by certification. VETAC requires:

1.1   Such institutions or training entities seeking to deliver and issue formally recognised awards/transcripts are to be certified in accordance with VETAC's quality assurance criteria for certification of non-accredited/non-approved/non-recognised foreign qualifications or awards, which also includes vendor or like programs/courses.

1.2   Where a formal declaration is issued in relation to an outcome and alignment to the QF*Emirates*, the formal declaration having been conferred is appended to the respective qualification or award with requisite matching identifiers in accord with the certification requirements.

1.3   VETAC reports regularly to the NQA the list and status of such declarations.

1.4   NQA requires such formal declarations to be reviewed on a five-yearly basis.

I.3   Other possible unique and special arrangements

Qualifications or awards issued in or outside the UAE by non-recognised private training providers

1.1.   Where a qualification or award has been issued to individuals in or outside the UAE and the program/course is:

1.1.1. no longer offered, and/or

1.1.2. was never accredited but delivered in a formal setting and professed to be of official value, and/or

1.1.3. the institution/training entity no longer operates or exists in the UAE or respective Emirate;

1.2.   Individuals may approach VETAC for advice as to the possible options that they may be able to pursue in relation to processes that could be followed to either obtain:

1.2.1. formal recognition, and/or

1.2.2. possible declaration of alignment against the QF*Emirates* for employment or other official standing.

1.3.   In each of these instances, VETAC manages these arrangements on a case by case merit-basis, and in accord with its related policies and procedures and licensure arrangements. They will aim to assure quality of outcomes and integrity and support of individuals in making informed choices about options and pathways in vocational education training, higher education and/or employment.

Skills and/or competency recognition of overseas qualified and/or asserted qualified individuals seeking entry into the UAE

1.1 VETAC responsibility encompasses:

1.1.1 the establishment of formal recognition systems that include assessment of national occupational skills standards, encompassing determinations about an individual's asserted skills and/or competency for entry into the UAE, and

1.1.2 coordinates such affairs, where required.

1.2 VETAC supports and provides strategic and formal advice on skills and/or competency recognition arrangements in this regard to other government agencies and/or ministries who make use of the information within their respective authorities and responsibilities.

I.4 Attestation of overseas VET qualifications, awards and certificates

VETAC follows similar policies, processes and procedures in the attestation of VET qualifications, awards, and/or certificates as that of the Certificate Equivalency Department (CED) of the Ministry of Higher Education and Scientific Research (MoHESR).

It includes a committee that oversees the respective management, administration and related declarations.

List of Attachments

Attachment 1   Summary process of activities related to the QF*Emirates* and qualification development responsibilities

Attachment 2   Examples of possible Qualifications and Award 'specific' titling

List of Attachments

Attachment 1 - Summary process of activities related to the QF*Emirates* and qualifications development responsibilities

QF*Emirates* level	National Qualifications Authority (NQA) responsibility						Accreditation/Awarding Bodies responsibility
	1. Strand definitions	2. Level Descriptors for each strand	3. Summary Level Descriptors	4. Types of qualifications	5. Nomenclature for qualifications & awards	6. Generic profile developed for each qualification & award	1. Authorised to develop specificity of qualifications
10	A definition is accorded to each strand, covering: 1. Knowledge 2. Skill 3. Aspects of competence 3.1 Autonomy & responsibility 3.2 Role in context 3.3 Self-development	Level Descriptors of learning outcome statements about the ability to adopt appropriate roles in specified operational contexts are developed for each strand and level. Total fifty (50) statements	Broad summary of the learning outcomes developed at each level	Three (3) qualification types are used in the QF*Emirates*, as defined: 1. 'Principal' qualification 2. 'Composite' Award 3. 'Component' Award	A qualification nomenclature is established. A qualification structure is determined covering: • Type • Level • Title • Profile A convention for title(s) and also code(s) is developed for all 'generic' type qualifications and awards, at each level of the QF*Emirates*.	The profile of learning outcome requirements, identifying their respective outcomes and distinguishing features relative to each other for the achievement of each type of generic qualifications and awards is defined. A summary of qualification and award scopes is produced.	Relevant accreditation/ awarding bodies recognised by the Authority, use the relevant 'generic' named qualifications / awards assigned to their sector, and determine how individual 'specific' qualifications / awards are to be managed in terms of title, development and approval to suite respective fields of endeavour.
9							
8							
7							
6							
5							
4							
3							
2							
1							

Attachment 2 - Examples of possible qualifications and award titles

Examples of titling conventions covering 'generic' and 'specific' Principal Qualifications, Composite Awards and Component Awards and respective management responsibilities that apply in terms of the QF*Emirates* 'generic' and 'specific' qualifications and awards are detailed below.

A.2.1   Examples of possible Principal Qualifications titles

Table 1 below outlines respective responsibilities and indicative examples of possible titles for Principal Qualifications.

Table 1.   Indicative examples of titles for Principal Qualifications

Responsibility National Qualifications Authority		Responsibility Accreditation/awarding body to develop such titles to be recognised by the NQA
Generic Principal Qualification titles		**Specific** Principal Qualification titles *(indicative only)*
10	Doctoral	Doctorate of Philosophy (PhD) in **Information, Communication and the Social Sciences**
		Doctorate of Engineering in **Steel Technology**
9	Master	Master of **Business Administration**
		Master of Science in **Engineering (MSE)**
	Applied Master	Applied Master of **Accountancy**
8	Postgraduate Diploma	Postgraduate Diploma of **Biomedical Engineering**
	Applied Graduate Diploma	Applied Graduate Diploma of **Plant Operations (power)**
7	Bachelor	Bachelor of **Civil Engineering**
		Bachelor of **Business Administration**
		Bachelor of Science in Biology
		Bachelor of Arts in Arabic Language and Literature
	Applied Bachelor	Applied Bachelor of **Computer Engineering**
6	Higher Diploma	Higher Diploma in **Computer Technology**
		Higher Diploma in **Applied Science**
	Advanced Diploma	Advanced Diploma in **Refrigeration and Air Conditioning**
		Advanced Diploma in **Manufacturing Technology Processes**
5	Associate Degree	Associate Degree in **Science**
		Associate Degree in **Health Services**
	Diploma	Diploma in **Health Services Administration**
		Diploma in **Tourism Management**
4	Certificate 4	Certificate 4 in **Logistics (warehousing)**
		Certificate 4 in **Hospitality (food & beverage)**
		Certificate 4 in **Food Recognition and Handling**
		Certificate 4 in **Automation Control Technologies**
	Secondary School Certificate (G 12)	▪ General– streamed in Science, or Arts ▪ Commercial ▪ Technical *(as determined by the Minister of Education)*
3	Certificate 3	Certificate 3 in **Logistics (transport)**
		Certificate 3 in **Hospitality (food hygiene)**
2	Certificate 2	Certificate 2 in **Hospitality (kitchen operations)**
1	Certificate 1	Certificate 1 in **Career Start**

A.2.2 Examples of possible Composite Awards titles

The following indicative Composite Award titles are included as examples only of the specific title that could be used. The final determination of the 'specific' title will rest with the relevant accreditation/awarding body. Table 2 outlines respective responsibilities and indicative examples of possible titles of Composite Awards.

Table 2. Indicative examples of titles for Composite Awards by responsibility

	Responsibility National Qualifications Authority	Responsibility Accreditation/awarding body to develop such titles to be recognised by the NQA
	Generic Composite Award titles	**Specific** Composite Award titles *(indicative only)*
10	Level 10 Composite Award	Not used at this level
9	Level 9 Composite Award	Not used at this level in HE
8	Level 8 Composite Award/ Graduate Certificate	Used in HE: e.g. Graduate Certificate in **Heritage Management** Used in VET
7	Level 7 Composite Award/ Professional Diploma	Used in HE: e.g. Professional Diploma in **Teacher Education** Used in VET
6	Level 6 Composite Award	Not used in HE Used in VET: e.g. Level 6 Composite Award in **Mechanical Pipe Drafting**
5	Level 5 Composite Award / Certificate in Higher Education	Used in HE: e.g. Certificate in Higher Education **Administration** Used in VET: e.g. Level 5 Composite Award for **Business Accounting Capital Budgeting** Level 5 Composite Award '**function/field/discipline area**'
4	Level 4 Composite Award	Not applicable to HE Used in VET: e.g. Level 4 Composite Award in **Records Archiving** Maybe used in GE
3	Level 3 Composite Award	Not applicable to HE Used in VET: e.g. Level 3 Composite Award in **Records Storage** Maybe used in GE
2	Level 2 Composite Award	Not applicable to HE Used in VET: e.g. Level 2 Composite Award in **Tyre Fitting** Maybe used in GE
1	Level 1 Composite Award	Not applicable to HE Used in VET: e.g. Level 1 Composite Award in **Seed Planting** Maybe used in GE

HE=Higher Education, VET = Vocational Education and Training, GE=General Education
Composite awards typically reflect an approved skills cluster, skills set or short-course program

A.2.3   Examples of possible Component Awards titles

The following indicative individual Component Award titles are included as examples only of the specific title that could be used. The final determination of the 'specific' title will rest with the relevant accreditation/awarding body. Table 3 outlines respective responsibilities and indicative examples of possible titles of Component Awards:

Table 3.   Indicative examples of titles for Component Awards by responsibility

Responsibility National Qualifications Authority		Responsibility Accreditation/awarding body to develop such titles to be recognised by the NQA
Generic Component Award titles		**Specific** Component Award title *(indicative only)*
10	**Level 10 Component Award**	Not used at this level
9	**Level 9 Component Award**	Not used at this level
8	**Level 8 Component Award**	Not used at this level
7	**Level 7 Component Award**	Not used in HE Used in VET
6	**Level 6 Component Award**	Not used in HE Used in VET: e.g. Level 6 Component Award in '**Promote high quality case management**' Level 6 Component Award in '**function/field/discipline area**'
5	**Level 5 Component Award**	Not used in HE Used in VET: e.g. Level 5 Component Award for '**Real Estate Appraising**' e.g. Level 5 Component Award in '**Establish and maintain a file in legal services**' e.g. Level 5 Component Award in '**Apply advanced first aid**'
4	**Level 4 Component Award**	Not applicable to HE at levels 1 to 4 Used in VET: e.g. Level 4 Component Award in '**Service braking system**' e.g. Level 4 Component Award in '**Use technical drawings**' Maybe used in GE
3	**Level 3 Component Award**	Used in VET: Level 3 Component Award in '**Use enterprise computers or data system**' Level 3 Component Award in "**Process journal entries**' Level 3 Component Award in '**Fabricate components/ equipment**' Maybe used in GE
2	**Level 2 Component Award**	Used in VET: e.g. Level 2 Component Award in '**construction site occupational safety practice**' Maybe used in GE
1	**Level 1 Component Award**	Used in VET: e.g. Level 1 Component Award in '**occupational site safety**' Maybe used in GE

HE=Higher Education, VET = Vocational Education and Training, GE=General Education
Component awards typically reflect an approved skills set or short-course program