



**Output 1
Draft Structure and Model of
Qualifications Framework (ANQF)
for Afghanistan**

Revised

Submitted by:

**CINOP Advies B.V.
February 2011
Kabul, Afghanistan**

Project: VPO/CESP/949/FBS

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Country:	Afghanistan
Title of the project:	Developing Legal & Operational Framework for the Afghanistan National Qualification Authority and National Qualifications Framework & Five Regulatory Bodies Operating under the Authority
Date:	February 2011



Colophon

Title	Output 1: Model of Qualifications Framework (ANQF)
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Version	Final
Date	February 2011
Project number	VPO/CESP/949/FBS



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Abbreviations

AARCSC	Afghanistan Administrative Reform and Civil Service Commission
ANQA	Afghanistan National Qualification Authority
ANQF	Afghanistan National Qualification Framework
ASDP	Afghanistan Skills development Project
CAT	Credit Accumulation and Transfer
CEO	Chief Executive Officer
CESP	Committee on Education and Skills Policy
CINOP	Centre for Innovation of Education
DIT	Dublin Institute of Technology
DTVET	Deputy Ministry of Technical and Vocational Education and Training
ED	Executive Director
EHEA	European Higher Education Area
EQF	European Qualification Framework
FETAC	Further Education and Training Awards Council
FQHE	Framework of Qualification for Higher Education
GoA	Government of Afghanistan
HEIs	Higher Education Institutes
IOT	Institute of Technology
MoE	Ministry of Education
MoHE	Ministry of Higher Education
MoLSAMD	Ministry of Labour and Social Affairs, Martyrs and Disabled
MoF	Ministry of Finance
MoU	Memorandum of Understanding
MoEC	Ministry of Economy
NGO	Non-Government Organization
NIMA	National Institute of Management and Administration
NQF	National Qualification Framework
NSDP	National Skills Development Program
NTVETB	National Technical and Vocational Education and Training Board
PSC	Project Steering Committee
QAA	Qualification Authority Agency
RPL	Recognition of Prior Learning
SEC	State Examination Commission
TAG	Technical Advisory Group
TA	Technical Assistance
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training
VT	Vocational Training

1 Basic data

Title of the project	Developing Legal & Operational Framework for the Afghanistan National Qualification Authority and National Qualifications Framework & Five Regulatory Bodies Operating under the Authority
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Location(s) of the project	Ministry of Labour, Social Affairs, Martyrs & Disabled, NSDP, Afghanistan
Duration of the project	2 years
starting and finishing dates	18 May 2010 – 17 May 2012

2 Qualifications Framework Model for Afghanistan

2.1 Model in development

Starting point model:

1. Choice for Meta framework:
 - a. A set of levels and descriptors covering all sectors which is the basis for relating to each sectoral framework
 - b. No intention to integrate pathways
2. Focus on lower levels and TVET levels in the first stage taking into account:
 - a. Amount of illiterate population in Afghanistan
 - b. Lack of standardization in Vocational Education & Training
 - c. Urgency of increasing numbers of skilled workers in the labor market
 - d. Variety and diversity of TVET institutions
3. Broad consensus with all stakeholders is needed. Therefore the framework is still under construction, discussion and further research.

2.2 Framework Development Stages

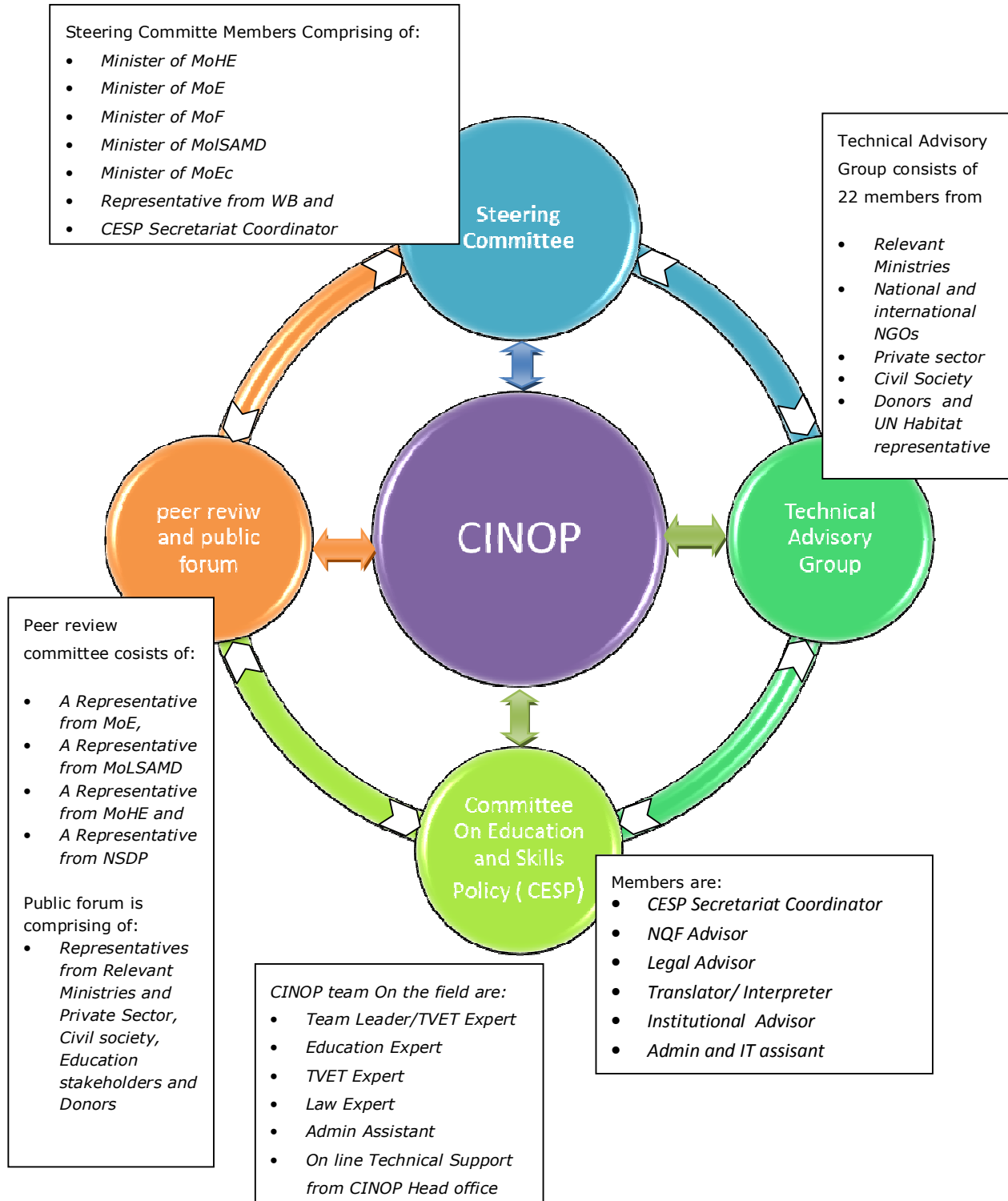
There are five standard stages for Development of Qualifications Framework, i.e., Exploratory stage, Conceptual stage, Design stage, Testing stage and Implementation stage. The first three stages are the obligation of CINOP to complete, where the last two stages are the functions of the Afghanistan National Qualification Authority to perform. It is recommended that after the establishment of the Authority, a pilot testing to be done before implementation.

Exploratory stage	At this stage, Desk research and literature survey on National Qualifications Frameworks is performed. Different National Qualifications Frameworks of different countries i.e. Ireland, Scotland, Uk, South Africa, Moritius, Australia, Philippine, Sri-Lanka, India, European, South Korea, Malysia (for details please refer to the inception report and the public forum report submitted earlier), etc. are studied to adopt best practices and learn lessons from their experiences for development of an appropriate National Qualifications Framework for Afghanistan. More over, the rich experience of CINOP with a proven records of successfully developed and implemented projects on Qualifications Frameworks and Authorities, Management of EU TVET and Labour market in different parts of the World, i.e. Establishment of the National Qualificatons Authority for Romania, Feasible study on the Reform of the Qualifications and Training Structue in Libya, Enhancing the quality and relevance of the VET System in Tanzania, Enhancing the quality and relevance of the VET system in Zambia, Support of the Department of Education (TVET) in South Africa, similar and related projects in Bulgaria, Netherlands, Hungry, Slovenia, Poland, Latvia, Estonia etc. development of operating procedurs standards, Acreditation procedures and so on, has been utilized. Methodolgy has been based on qualitative and comparative studies, Content analyis and case studies. Benchmarking is based on priorities in Afghanistan. Tools for collecting data has been considered to be interviews, discussion groups, advisory group and public forum. Reults are concluded based on extensive studies and best practices responsive to the currnt situation of
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	<p>Afghanistan with the consideration of not reinventing the wheel. There is often need for relevant qualifications & quality improvement. Contacts between stakeholders made. Classifiers, standards & current situation reviewed to design proper qualifications framework based on developing an appropriate concept.</p> <p>Challenges: reaching different stakeholders, building a common understanding, managing expectations, considering alternatives, public awareness</p>
<p>Conceptual stage</p>	<p>At this stage, Countries make first moves. Stakeholders identified. Discussions take place on ingredients. Broad consultative work and public awareness to be performed. The concept & rational for the national QF is formulated.</p> <p>Challenges: NQF is seen as goal rather than tool. Focus on features & high level expectations, but without a clear case why the country needs a specific NQF. Focus on existing formal sector. Believe in NQF as one model that fits all countries. Use EQF as the blue print.</p>
<p>Design stage</p>	<p>At this stage, Countries working on design of their NQF. This is the phase in which decisions are made. Work focuses around technical features of the institutional frameworks and the benefits.</p> <p>Challenges: Few countries look at all subsectors together.</p> <p>Design often hampered by absence of clear national concept and rational. No research on appropriate mechanisms. There is a great risk of copying from quite different contexts.</p>

2.3 Project Interactive Validation Cycle

Development of the project outputs are based on broad consultative activities, where the Validation process is happening through repetitive and interactive process as per the following cycle diagram.



2.4 ANQF Principles

A policy for strengthening ANQF implementation aims at making the ANQF more efficient and more responsive to the needs of the country. In particular the ANQF must assist citizens who were historically excluded from the national education, training and skills development system so that they have the opportunity to reach their potential. A model or architecture for ANQF implementation is needed that will be simple as well as coherent, participatory and accessible. The new model must be clear and unambiguous as far as the roles of the government, the respective statutory bodies responsible for advice or implementation, and other participants in the ANQF processes are concerned.

With these considerations in mind, the revised architecture will be based on the following principles:

1. An integrated approach to education, training and skills development will be served through the incremental registration on the ANQF of qualifications and competency standards acquired throughout the learning system, the recognition and appreciation of distinctions between different forms of learning and their specific contributions to the entire spectrum of education and training and expanding access, progression and mobility within and across all learning sectors.
2. The current system of standards generation and quality assurance will be reviewed and streamlined within six Boards.
3. There will be 8 ANQF levels in order to allow proper scope for the full range of qualification types in the education, training and skills development system
4. Education and labour market interests, occupational and professional bodies, will be appropriately represented by experts and knowledgeable individuals on the bodies responsible for standards generation and quality assurance.
5. The authority of government over all ANQF statutory agencies will be affirmed. In particular the determination of ANQF policy and regulations will be a Ministerial prerogative in terms of the relevant law.
6. The Cabinet will determine ANQF qualifications criteria at all levels
7. Each ANQF-registered qualification, whether incorporating unit standards or not, will be designed as a whole to serve a specified purpose
8. Recognition is needed that various forms of learning are required in an integrated education, training and skills development system.
9. Prior learning, properly assessed, will receive due recognition in terms of a comprehensive Recognition of Prior Learning (RPL) policy.

10. In order to enhance the recognition of learning achievements and the progress of learners in the system, a national credit accumulation and transfer (CAT) system will accord credit value to registered unit standards and other components of qualifications for access purposes or towards the award of a qualification. Such a system will build on the present provisions for credits, but will be more responsive and more easily understood by different role players in the education, training and skills development system.
11. Standards of occupational or professional competence required for registration by, or membership of, a recognized occupational or professional body are the business of that body in terms of its own rules, Act or international convention. However, such requirements are expected to advance ANQF objectives. Ministers associated with occupational and professional bodies will be responsible for ensuring that this is the case, and for intervening where such bodies act in a manner that undermines the broad principles of the ANQF. ANQF structures will foster close collaboration with occupational and professional bodies in order to advance ANQF objectives and achieve compatibility with ANQF standards.

2.5 Factors Affecting the ANQF Proposed Framework

The proposed model for ANQF must be developed taking into account all the factors which will affect the final decision. These are:

- (i) *Current Qualifications Structure*: The ANQF, must be such that a comparison to the existing qualifications structure can be made. It should not be seen as too radical from what exists today to ensure a wide general acceptance.
- (ii) The under privileged section of the community must be catered for. There is a large section of the community who do not have the necessary basic literacy and numeracy background that is considered to be at the lowest level of the qualifications framework.
- (iii) The low-education section of the community also must be included in the final proposed framework. This is the section, not necessary classed as under-privileged, but who for one reason or another have not completed the basic education.
- (iv) A large percentage of the current semi skilled and skilled workforce have gained their respective skills and knowledge from on-the-job informal methods or semi-formal courses provided by the employer. While they have a substantial skill set they lack the supporting literacy and numeracy knowledge to be granted a full qualification through the Recognition of Prior Learning (RPL) process.

- (v) The concept of *progression* should be catered for in the framework. That is workers start at the first level of the framework then through a combination of work experience and formal learning programs progress to the top of the career path in their respective areas of study.

A large percentage of the existing workforce has gained their skills through on-the-job or other means of informal training. While they possess no formal qualifications many of these would possess the skills to be assessed at levels 2 or 3 of the proposed ANQF, but lack the literacy and numeracy skills to complement the work skills they possess.

A worker would complete the necessary literacy and numeracy learning programs until their literacy and numeracy level reaches their skill level. They then receive the qualification at that level. They can then progress to the qualification at the next framework level.

3 ANQF Structure

3.1 ANQF Chart

ANQF Levels	Literacy and Basic Education	Secondary and higher Education	TVET	Islamic Ed.
L8		H. E. / Ph.D.		
L7		H. E./ Master Degree		
L6		H. E. / Bachelor Degree		
L5		Tertiary Education / Grade 14 Diploma	Tertiary TVET Grade 14 Diploma	Tertiary Islamic Education Grade 14 Diploma
L4		Advanced Certificate High School /Grade 12	Advanced Certificate TVET High School	Advanced Certificate Islamic High School
L3	Intermediate Education / Grade 9 Certificate		Intermediate Vocational Education and Training Certificate	Intermediate Islamic Education Grade 9 Certificate
L2	School Preparation Literacy LC Progression Literacy LB Foundation Literacy LA		Vocational training Certificate	
L1	Basic Level		Apprenticeship	

3.2 ANQF Levels and Level Descriptors

The levels and the level descriptors together describe a NQF. The proposed ANQF has 8 levels and associated level descriptors.

There is no set of rules for writing level descriptors and each country tends to use a different method of describing them. However they are all related in one way or another to the following three areas:

- (i) Knowledge, both theoretical and/or factual and the application of that knowledge.
- (ii) Skills, including both cognitive (thinking skills) and practical. Skills are eloquently described in the European Qualifications Framework (EQF) as: *In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).*
- (iii) Attitudes, in terms of responsibility for ones owns actions and the level of supervision required to perform tasks, that is, the degree of autonomy permitted.

Level descriptors are written in terms of learning outcomes. The Malaysian Qualification Framework (MQF) describes learning outcomes as:

Learning outcomes are statements that explain what students should know, understand and can do upon the completion of a period of study. Learning outcomes are references for standard and quality as well as for the development of curriculum in terms of teaching and learning, the determination of credits and the assessment of students.

In assigning an ANQF level to a qualification, existing or being developed, including the units of competence which the qualification consist of, all elements must be referenced to the learning descriptors for that qualification framework level.

In other words, the knowledge, skills and responsibilities expected of the graduate of a learning program at a specific level should align to the knowledge, skills and responsibilities expressed in the level descriptors for that specific qualification framework level.

3.3 National Basic Level Certificate – Apprenticeship

This is a very basic level, which indicates the learners' ability and general cognitive and vocational skills Learnt through apprenticeship. This level does not have any literacy component.

3.4 National School Preparation Certificates

In the proposed ANQF model the second National Basic Certificate with some vocational training, targets Basic level literacy, numeracy and practical life skills. On successful completion of the course learners will have the skills to contribute effectively to community life or to go on to further study.

The second National School preparation Certificate L 2 and concentrates on general and practical life skills to enable participation in:

- further education and/or training,
- self employment or paid employment, and
- work within the community.

This is a very important qualification for the low educated and under-privileged sectors of society. This course provides the learner with the knowledge and skills to perform a defined range of activities, most of which may be routine and predictable.

Applications may include a variety of employment-related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. The ability to work in a team environment is a major outcome for this course. Progression from this qualification to the next level, may require a bridging program to raise the literacy and numeracy levels of the certificate holders

On successful completion of the course, learners will have the skills to contribute effectively to community life, or start their own business, or to go on to further study. Students have the opportunity to progress to the intermediate National Qualifications Level 3.

3.5 National Skills Intermediate Certificates

The certificates can be delivered as stand-alone programs for basic education program as grade 9 graduates of general education. It also encompasses the vocational component of programs of study. It is anticipated that Intermediate Vocational and Islamic Education and training will be embedded into this level. Formal basic education graduates and indentured apprentices, could be enrolled directly into L3 and effectively will complete in their formal on-the-job training in a Technical training center or similar institution. For example a craftsperson that has completed basic formal education and electrical fitters course could complete an instrumentation and control to broaden their skill-base and subsequently enhance their job opportunities. Similarly a machinist could complete a Computer Numerical Controlled (CNC) machining program to upgrade their skills.

3.6 National Advanced Certificates

Advanced certificates target the level 4 of formal high school program in general education, TVET and Islamic Education. This could be middle level supervisor segment of the workforce. These are the first half of the full Diploma course and provide an exit point for those students attempting the Diploma but for one reason or another must cease their studies at high school level and return to the workforce.

3.7 National Diplomas

These are the tertiary level 5 of general education and highest qualification in the vocational sector. The following outlines are expected outcomes of a Diploma program of learning.

- the self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others
- breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination
- applications involve participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing rather complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team coordination and training is involved.

3.8 National Higher Education Degrees

Entry to University Bachelor degree, level 6, Master Degree, level 7 and Ph.D Degree, level 8 remain as is in the main stream. For more information please refer to Annex 1, levels descriptions.

4 Qualifications Concepts

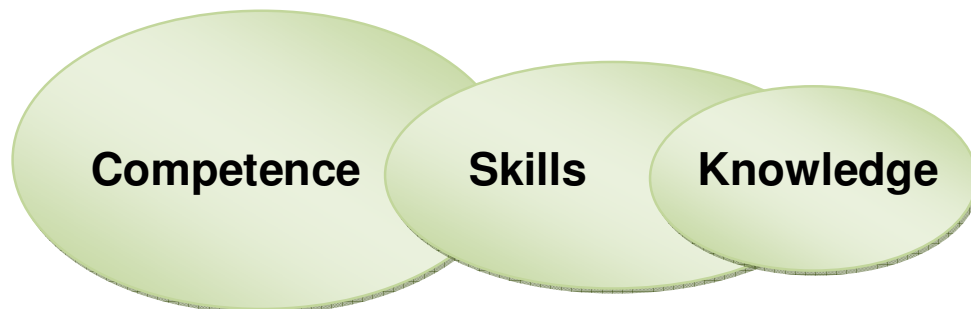
Qualifications based on Learning Outcomes is the capability of learner at the end of the learning process to perform specific tasks, where learning outcomes must be defined in terms of Knowledge, Skills and Competence, as follows:

Knowledge = facts, theories, principles, understanding

Skills = the application of Knowledge

Competence = the application of skills in an occupational / professional context

Qualifications must be matched to the **Level descriptors** of the Afghanistan National Qualifications Framework (ANQF). Level descriptor **denotes** a level of difficulty that learners are challenged with in a learning process. Qualifications can also be expressed through the validation of informal and non-formal learning



5 Qualifications Level Descriptions

Level: __ Basic Level

Qualifications Framework Criteria

Characteristics خصوصیات	Characteristic outcomes of learning at each level includes the ability to: ممیزه دست آورد آموزشی هر سویه یا سطح شامل توانمندی های ذیل می باشد:
Knowledge (دانش) and Understanding دانش و فهم	کار کردن با: - دانش عمومی بسیار ابتدایی - دانش مفاهیم بسیار ساده - ارتباط دادن دانش به یک چند چیز بسیار ساده در امور روزمره - دانش شمارش
Practice and Skills (مهارت) Applied Knowledge and Understanding تطبیق دانش و فهم در عمل	- مهارت های ابتدایی برای انجام کارهای ساده - استفاده از یک چند مهارت بسیار ساده - انجام دادن یک چند کار آشنا با راهنمایی
Attitude and Competence (طرز تلقی) Generic cognitive skills مهارت های شناخت یا آگاهی عمومی ، ارزیابی و تحلیل	- کار کردن تحت نظارت مستقیم در زمینه معین - استفاده از مراحل عملی تحت نظارت متداوم تکراری - عمل کردن در امور آشنا یا روزمره و معمول - Respond to a limited range of very simple oral communication in familiar/routine contexts. واکنش به یک سلسله محدود و بسیار ساده ارتباطات شفاهی در زمینه های آشنا و معمول - Carry out a limited range of very simple tasks - انجام دادن یک سلسله کارهای محدود و بسیار ساده
Communication, ICT and Numeracy skills مهارت های مکالمه یا ارتباط ، افهام و تفهیم ، کمپیوتر و اعداد نویسی یا ریاضیات	
Autonomy, accountability and working with others مسئولیت پذیری و کارکردن با دیگران	

Literacy and Basic Vocational Training Certificate
Qualifications Framework Criteria

Characteristics خصوصیات	Characteristic outcomes of learning at each level includes the ability to: ممیزه دست آورد آموزشی هر سوویه یا سطح شامل توانمندی های ذیل می باشد:
Knowledge (دانش) and Understanding دانش و فهم معمولاً با ساس مضمون یا رشته	To work with: کاربا: <ul style="list-style-type: none"> • Basic factual knowledge of a field of work, or study - دانش عملی ابتدایی دریک ساحه کار یا رشته • Relate Knowledge to a range of simple everyday contexts - ارتباط دادن دانش به یک سلسله کار های ساده روزمره • Knowledge of reading and writing a very simple paragraph - دانش خواندن و نوشتن یک پراگراف بسیار ساده • Knowledge of numeracy, measuring units and tools - دانش اعداد نویسی و واحد های اندازه گیری و وسایل اندازه گیری • Limited knowledge of safe work environment - دانش محدود ایمنی محیط کار
Practice and Skills (مهارت) Applied Knowledge and Understanding تطبیق دانش و فهم در عمل	<ul style="list-style-type: none"> • Basic cognitive and practical skills to carry out routine tasks - مهارت های ابتدایی شناختی و عملی برای انجام کار های معمول • Use a range of simple skills - استفاده از یک سلسله مهارت های ساده • Carry out, with guidance, a range of familiar tasks - انجام دادن یک سلسله کار های آشنا با راهنمایی • Use, a range of basic tools and materials - استفاده از یک سلسله ابزار ابتدایی کار و مواد • Use numeracy and measuring skills - استفاده از مهارت های اعداد نویسی و اندازه گیری
Attitude and Competence (طرز تلقی) Generic cognitive skills مهارت های شناخت یا آگاهی عمومی، ا رزیابی و تحلیل Communication, ICT and Numeracy skills مهارت های مکالمه یا ارتباط، افهام و تفهیم، کمپیوتر و اعداد نویسی یا ریاضیات Autonomy, accountability and working with others استقلالیت؛ مسولیت پذیری و کارکردن با دیگران	<ul style="list-style-type: none"> • Work under supervision with some autonomy - کارکردن تحت نظارت با یک اندازه استقلالیت • Use repeated stages for practical work under little supervision - استفاده از مراحل تکراری کار های عملی تحت نظارت • Operate in routine and simple non-routine everyday contexts. - انجام دادن امور معمول روزمره و غیر معمول ساده • Respond to a limited range of very simple written and oral communication in familiar/ routine contexts - واکنش به یک سلسله محدود و بسیار ساده ارتباطات شفاهی و تحریری در زمینه های آشنا و معمول • Carry out a range of simple tasks - انجام دادن یک سلسله کار های ساده • Use a range of simple information and familiar instructions in familiar and everyday context - استفاده از یک سلسله معلومات ساده، و هدایات آشنا در امور کاری آشنا و روزمره • Work alone or with others on routine, familiar tasks under frequent supervision - تنها و یا با دیگران کارکردن بالای کار های ساده، آشنا و روزمره تحت نظارت مستقیم و مکرر • Identify, given simple criteria, some successes and/or failures of the work - تشخیص کردن و تعیین کردن مشخصات ساده بعضی موفقیت ها و نا کامی های یک کار • Recognition and awareness of work environment - شناخت و آگاهی از محیط کار • Implement a range of work safety procedures - تطبیق یک سلسله طرز العمل های ایمنی کار

Intermediate Education Certificate/ Grade 9
Qualifications Framework Criteria

Characteristics خصوصیات	Characteristic outcomes of learning at each level includes the ability to: ممیزه دست آورد آموزشی هر سوپیه یا سطح شامل توانمندی های ذیل می باشد:
Knowledge (دانش) and Understanding دانش و فهم	<p>کارکردن با:</p> <ul style="list-style-type: none"> - دانش یک سلسله مفاهیم ساده و تدابیر کلی در یک ساحه کار یا رشته - دانش عمومی تعلیمات اساسی به سوپیه فارغ صنف نهم - دانش اساسات ساده و پروسه ها در یک رشته - دانش محیط کار و طرز العمل های ایمنی
Practice and Skills (مهارت) Applied Knowledge and Understanding	<p>Work with:</p> <ul style="list-style-type: none"> • Knowledge of a range of simple facts and general concepts in a field of work, or study • General Knowledge of basic education / grade 9 school graduates • Knowledge of simple principles and processes in a subject/discipline • knowledge of work environment and safety procedures <p>ارتباط دادن دانش به یک چند چیز ساده روزمره</p> <p>استفاده از یک چند مهارت بسیار ساده</p> <p>تطبیق روش ها ، تعدادی وسیعتر ابزار ، مواد و معلومات ابتدایی برای انجام یک وظیفه</p> <p>انجام دادن یک سلسله وسیعتر کار های آشنا با راهنمایی</p>
Attitude and Competence (طرز تلقی) Generic cognitive skills مهارت های شناخت یا آگاهی عمومی ، ارزیابی و تحلیل	<ul style="list-style-type: none"> • Use rehearsed stages for solving problems. • Operate in personal and /or everyday contexts. • Take some account, and responsibility for completion of tasks in work, or study <p>استفاده از مراحل تمرین شده یا تکراری برای حل مسایل</p> <p>انجام دادن امور شخصی یا روزمره</p> <p>یک اندازه مسولیت پذیری انجام کار</p>
Communication, ICT and Numeracy skills مهارت های مکالمه یا ارتباط ، افهام و تفهیم ، کمپیوتر و ریاضیات	<ul style="list-style-type: none"> • Produce and respond to a limited range of very simple written and oral communication in familiar/routine contexts • Carry out a limited range of very simple tasks to process data and access information <p>تهیه و جوابدهی به یک سلسله محدود مکاتبه و مکالمه ساده و آشنا با محتوای معمول</p> <p>انجام دادن یک سلسله کار های محدود و بسیار ساده برای طی مراحل نمودن مفروضات و دستیابی معلومات</p>
Autonomy, accountability and working with others استقلالیت ؛ مسولیت پذیری و کارکردن با دیگران	<ul style="list-style-type: none"> • Use limited range of very simple and familiar numerical and graphical data in familiar and everyday context • Work alone or with others on simple routine, familiar tasks under frequent and directive supervision – • Identify, given simple criteria, some successes and/or failures of the wor <p>استفاده از یک سلسله مفروضات محدود، ساده و آشنا اعدادی و گرافیکی در امور روزمره</p> <p>تنها کارکردن و یا با دیگران بالای کار های ساده ، آشنا و روزمره تحت هدایت و نظارت مکرر</p> <p>تشخیص کردن و تعیین کردن مشخصات ساده بعضی موفقیت ها و ناکامی های کار</p>

Advanced Certificate, High School/Grade 12
Qualifications Framework Criteria

Characteristics خصوصیات	Characteristic outcomes of learning at each level includes the ability to: ممیزه دست آورد آموزشی هر سویه یا سطح شامل توانمندی های ذیل می باشد
Knowledge (دانش) and Understanding	Work with: کار کردن با: <ul style="list-style-type: none"> • Factual and theoretical knowledge in broad contexts within a field of work, or study - دانش عملی و نظری وسیع در یک ساحه کار یا رشته • Knowledge of simple facts and ideas about and associated with a field of work, or study - دانش حقایق و مفکوره های ساده در رابطه با یک مضمون یا رشته • Knowledge of basic processes, materials and terminologies - دانش پروسه یا راهکار های اساسی، مواد و اصطلاحات
Practice and Skills (مهارت) Applied Knowledge and Understanding	<ul style="list-style-type: none"> • A range of cognitive and practical skills required to generate solutions to specific problems in a field of work, or study - یک سلسله مهارت های شناختی و عملی لازم برای حل مسائل مشخص در یک ساحه کار یا رشته • Relate knowledge to personal and/or practical contexts. - پیاده کردن دانش در ساحه عمل • Use a few skills to complete straightforward tasks with some non-routine elements • Select and use, with guidance, appropriate tools and materials safely and effectively - انتخاب مناسب و استفاده مؤثر و محفوظ با راهنمایی از افراد و مواد کار
Attitude and Competence (طرز تلقی) Generic cognitive skills مهارت های شناخت یا آگاهی عمومی Communication, ICT and Numeracy skills مهارت های مکالمه یا ارتباط، افهام و تفهیم، کمپیوتر و اعداد نویسی یا ریاضیات Autonomy, accountability and working with others استقلالیت؛ مسولیت پذیری	<ul style="list-style-type: none"> • Use, with guidance, given stages of a problem-solving approach to deal with a situation or issue - استفاده از مراحل داده شده تحت راهنمایی برای حل یک مشکل برای برخورد با یک حالت یا معضله • Operate in straightforward contexts - عمل کردن در زمین های ساده و آسان • Identify and /or take account of some of the consequences of action/inaction - شناسایی و مسولیت پذیری عواقب عملکرد و یا عمل نکردن • Produce and respond to simple but detailed written and oral communication in familiar contexts - تولید و پاسخ به مراسلات تحریری و شفاهی ساده، تفصیلی و آشنا • Use the most straightforward features of familiar applications to process and obtain information - نمودن از آسانترین خصوصیات قابل تطبیق و آشنا برای حصول و طی مراحل معلومات • Use straightforward numerical and graphical data in straightforward and familiar context - استفاده معلومات عددی و گرافیکی بسط در زمینه های ساده و آشنا • Work alone or with others on straightforward tasks - انجام دادن کار های آسان به تنهایی و یا با دیگران • Contribute to the setting of goals, timelines, etc. - سهمگیری در تعیین اهداف، زمانبندی و غیره • Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities - نظارت از کار های روزمره دیگران، مسولیت پذیری برای ارزیابی و انکشاف فعالیت های یک ساحه کار یا رشته • Contribute to the review of completed work and offer suggestions for improving practices and processes - مشارکت در بررسی کار انجام شده و ارائه پیشنهادات جهت انکشاف مراحل کار • Identify own strengths and weaknesses relative to the work - شناسایی نکات قوی و ضعیف خویش در رابطه به کار

Tertiary Education Grade 14 Diploma
Qualifications Framework Criteria

Characteristics خصوصیات	Characteristic outcomes of learning at each level includes the ability to: ممیزه دست آورد آموزشی هر سویه یا سطح شامل توانمندی های ذیل می باشد:
Knowledge (دانش) and Understanding دانش و فهم معمولاً با اساس مضمون یا رشته	کار کردن با: - دانش عمومی یک مضمون یا رشته - دانش جامع ، تخصصی ، عملی و نظری در یک ساحت کار یا رشته - دانش یک سلسله حقایق ، مفکوره ها ، خصوصیات ، مواد ، اصطلاحات ، روش ها و کار به ارتباط یک رشته - ارتباط دادن یک مضمون یا رشته با تطبیق و موارد عملی روزمره
Practice and Skills (مهارت) Applied Knowledge and Understanding عملی یا تمرین: تطبیق دانش و فهم در عمل	- پیاده کردن یا ارتباط دادن دانش در ساحت عمل - یک سلسله جامع مهارت های شناختی و عملی لازم برای حل مسایل مشکل - استفاده از طرز العمل ، مواد و روش های معمول و ساده در ارتباط با یک ساحت کار یا رشته با محتوای معمول و بعضی اجزا یا عناصر غیر معمول - پلان گذاری طریق استفاده از مهارت های لازم برای حل مشکلات و حالات معین

Attitude and Competence (طرز تلقی)

Generic cognitive skills

مهارت های شناخت یا آگاهی
عمومی ، ارزیابی و تحلیل

Communication, ICT and Numeracy skills

مهارت های مکالمه یا ارتباط ،
افهام و تفهیم ، کمپیوتر و اعداد
نویسی یا ریاضیات

Autonomy, accountability and working with others

استقلالیت ؛ مسولیت پذیری
و کارکردن با دیگران

- Obtain, organize and use factual and theoretical information in problem solving حصول ، تنظیم و استفاده از معلومات عملی و نظری برای حل مسئله
- Exercise management and supervision in contexts of work, or study کار یا رشته مدیریت و نظارت در ساحة
- Draw conclusions and suggest solutions نتیجه گیری و پیشنهاد راه حل ها
- Use a wide range of skills, for example: استفاده از یک سلسله وسیع مهارت ها ، طور مثال:
- Produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts تولید و واکنش به ارتباطات تحریری و شفاهی نسبتاًمغلق درزمینه های آشنا و نا آشنا
- Select and use standard applications to process, obtain and combine information انتخاب و استفاده از کاربرد های معیاری برای حصول ، ترکیب و طی مراحل معلومات
- Use a wide range of numerical and graphical data in routine contexts which may have non-routine elements استفاده از یک سلسله وسیع معلومات عددی و گرافیکی در زمینه های معمول یا عناصر غیر معمول
- Take responsibility for carrying out of a range of activities where the overall goal is clear, under non-directive supervision مسولیت پذیری انجام یک سلسله کارها با اهداف عمومی واضح تحت نظارت غیر مستق
 - Take some supervisory responsibility for the work of others and lead established teams in the implementation of routine work پذیرش بعضی مسولیت های نظارتی کارهای دیگران و رهبری کار های معمول
- Manage limited resources within defined and supervised areas of work مدیریت منابع محدود در ساحت کاری تحت نظارت معین
- Take account of roles and responsibilities related to the tasks being carried out and take a significant role in the evaluation of work and the improvement of practices and processes مسولیت پذیری و حسابدهی و نقش مهم گرفتن در ارزیابی کار و انکشاف مراحل عملی کاری و

H.E. Bachelor Degree

Qualifications Framework Criteria

Characteristics خصوصیات	Characteristic outcomes of learning at each level includes the ability to: ممیزه دست آورد آموزشی هر سویه یا سطح شامل توانمندی های ذیل می باشد:
Knowledge (دانش) and Understanding دانش و فهم معمولاً با سلس مضمون یا رشته	کار کردن با : - دانش وسیع و عمومی در رابطه به مضمون یا رشته - دانش در یک ساحة کار یا رشته که شامل فهم تیوری ها و اساسات حساس باشد - دانش محتوایی تیوری های عمده ، مفاهیم و اصول - آگاهی از خاصیت تحول و تغییر دانش - An awareness of the evolving/changing nature of knowledge and understanding - An understanding of the difference between explanations based on evidence and /or research and other forms of explanation and of the importance of this difference - فهم تفاوت بین توضیحات با مدرک یا تحقیق و اشکال دیگر توضیحات و اهمیت این تفاوت ها
Practice and Skills (مهارت) Applied Knowledge and Understanding عملی یا تمرین: تطبیق دانش و فهم در عمل	- استفاده بعضی مهارت های مسلکی ، روش ها و مواد اساسی در رابطه به یک مضمون یا رشته - عملی کردن آنها در زمینه های معمول و غیر معمول - Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work, or study. - مهارت های پیشرفته لازم برای حل مسایل مغلق و غیر قابل پیشبین در یک ساحة تخصصی کار یا رشته که نماینگر استادی و نوآوری باشد

Attitude and Competence (طرز تلقی)

Generic cognitive skills

مهارت های شناخت یا آگاهی
عمومی ، ارزیابی و تحلیل

Communication, ICT and Numeracy skills

مهارت های مکالمه یا ارتباط ، افهام
و تفهیم ، کمپیوتر و اعداد نویسی یا
ریاضیات

Autonomy, accountability and working with others

استقلالیت ؛ مسولیت پذیری
و کارکردن با دیگران

- Obtain, organize and use factual and theoretical information in problem solving – حصول ، تنظیم و استفاده از معلومات نظری و عملی در حل مسایل
- Draw conclusions and suggest solutions – نتیجه گیری کردن و پیشنهاد راه حل
- Manage complex technical, or professional activities, or projects taking responsibility for decision making – مدیریت فعالیت های معلق تخنیکی یا مسلکی یا مسولیت پذیری تصمیم گیری
- Convey complex ideas in well-structured and coherent form – انتقال مفکوره های معلق به شکل ساختاری خوب و متجانس
- Use a range of forms of communication effectively in both familiar and new contexts – استفاده یک سلسله شیوه های ارتباطی بطور مؤثر در زمینه های آشنا و جدید
- Use standard applications to process and obtain a variety of information and data – استعمال تطبیقات معیاری برای حصول و طی مراحل معلومات و مفروضات مختلف
- Use a range of numerical and graphical skills in combination – استعمال ترکیبی یک سلسله مهارت های عددی و گرافیکی
- Use numerical and graphical data to measure progress and achieve goals/targets – استعمال مفروضات عددی و گرافیکی برای اندازه کردن پیشرفت و بدست آوردن هدف
- Exercise some initiative and independence in carrying out defined activities at a professional level – تمرین بعضی ابتکارات و استقلالیت مسلکی در انجام کار های معین
- Take supervision in less familiar areas of work – نظارت از ساحات کاری با بلدیت اندک
- Take some managerial responsibility for the work of others within a defined and supervised structure – پذیرش مسولیت های مدیریتی کارهای دیگران در یک ساحه معین و تحت نظارت
- Manage limited resources within defined areas of work – مدیریت منابع محدود در چوکات ساحات کاری معین
- Take the lead in implementing agreed plans in familiar or defined contexts – پذیرفتن رهبری تطبیق پلان های توافق شده در زمینه های معین و آشنا
- Take account of own and others' roles and responsibilities in carrying out and evaluating tasks – حسابدهی و مسولیت پذیری انجام و ارزیابی کار خود و دیگران
- Work with others in support of current professional practice under guidance – کار کردن با دیگران تحت رهنمایی ، برای تقویه کار های مسلکی

H.E. Master Degree
Qualifications Framework Criteria

Characteristics خصوصیات	Characteristic outcomes of learning at each level includes the ability to: ممیزه دست آورد آموزشی هر سویه یا سطح شامل توانمندی های ذیل می باشد:
Knowledge (دانش) and Understanding دانش و فهم	<p>کار کردن با:</p> <ul style="list-style-type: none"> Highly specialized knowledge as the basis for original thinking, or research - دانش عالی تخصصی برای اساس تفکر ابتکاری یا تحقیق A broad and integrated knowledge and understanding of the scope, main areas and boundaries of a field of work, or study - دانش وسیع و یکپارچه ، فهم وسیع ، ساحات عمده و حدود ساحه یک کار یا رشته A critical understanding of a selection of the principal theories, principles, concepts and terminology - فهم دقیق یا حساس یک دسته تئوری های عمده ، اصول ، مفاهیم و اصطلاحات Knowledge that is detailed in some areas and /or knowledge of one or more specialism that are informed by forefront developments - دانش تفصیلی در بعضی ساحات یا دانش یک یا بیشتر تخصص که توسط انکشافات پیشتاز اخبار شده باشد
Practice and Skills (مهارت) Applied Knowledge and Understanding تطبیق دانش و فهم در عمل	<ul style="list-style-type: none"> Use a selection of the principal skills, techniques, practices and/or materials associated with a subject/discipline - استفاده تعدادی از مهارت ها ، روش ها ، عملکرد ها و مواد عمده در ارتباط یک مضمون یا رشته Specialized problem-solving skills required in research and /or innovation in order to develop new knowledge and procedures. - مهارت های لازم و تخصصی حل مسایل در تحقیق یا نوآوری برای انکشاف دانش و طرز العمل ها Use a few skills, techniques, practices and/or materials that are specialized or advanced - استفاده از یک چند مهارت ها ، روش ها ، عملکرد ها و مواد پیشرفته یا تخصصی Practice routine methods of enquiry and/or research - بکار بردن روش های معمول برای تحقیق و جستجو Practice in a range of professional level contexts that include a degree of unpredictability - عمل کردن در زمینه های یک سلسله سطوح مسلکی غیر قابل پیشبینی

Attitude and Competence

(طرز تلقی)

Generic cognitive skills

مهارت های شناخت یا آگاهی

عمومی ، ارزیابی و تحلیل

Communication, ICT and Numeracy skills

مهارت های مکالمه یا ارتباط ، افهام

و تفهیم ، کمپیوتر و اعداد نویسی یا

ریاضیات

Autonomy, accountability and working with others

استقلالیت ؛ مسولیت پذیری

و کار کردن با دیگران

- Undertake critical analysis, evaluation and /or synthesis of ideas, concepts information and issues
- بکار بستن دقیق تحلیل و ارزیابی یا ترکیب مفکوره ها ، اصول ، معلومات و پیامد ها
- Manage and transform work, or study contexts that are complex, unpredictable and require new strategic approach.
- مدیریت و دگرگونی زمینه های معلق و غیر قابل پیشبینی کار یا رشته که راهکار های جدید لازم دارد
- Take responsibility for contribution to professional knowledge and practice.
- مسولیت پذیری برای سهم گیری به دانش و جریان کار مسلکی
- Identify and analyze routine professional problems and issues
- تشخیص و تحلیل مسایل و پیامد های معمول مسلکی
- Draw on a range of sources in making judgments
- استفاده از یک سلسله منابع برای قضاوت کردن
- Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences
- ارائه رسمی و غیر رسمی معیار ها ، موضوعات عمده در رابطه به یک مضمون یا رشته به یک سلسله از مستمعین
- Use a range of IT applications to support and enhance work
- استفاده از یک سلسله تطبیقات تکنالوژی معلوماتی برای تسهیل یا بلند بردن کار
- Interpret, use and evaluate numerical and graphical data to achieve goals/targets
- تفسیر ، استفاده و ارزیابی معلومات/مفروضات برای رسیدن به هدف
- Exercise autonomy and initiative in some activities at a professional level
- بکار بردن ابتکارات و استقلالیت در انجام بعضی کار ها به سطح عالی/ مسلکی
- Take some responsibility for the work of others and for a range of resources
- مسولیت پذیری برای کار دیگران و یک سلسله منابع
- Practice in ways that take account of own and others' roles and responsibilities, work under guidance, with qualified practitioners
- کار کردن به نحوه پذیرفتن حسابدهی و مسولیت خود و دیگران تحت نظر اشخاص شایسته مسلکی
- Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate
- کار کردن با پیامد های مسلکی و اخلاقی مطابق به دستورالعمل های عملی و اخلاقی با دریافت راهنمایی در جا های لازم

H.E. Ph.D. Degree
Qualifications Framework Criteria

Characteristics خصوصیات	Characteristic outcomes of learning at each level includes the ability to: ممیزه دست آورد آموزشی هر سویه یا سطح شامل توانمندی های ذیل می باشد:
Knowledge (دانش) and Understanding دانش و فهم	<p>کار کردن با:</p> <ul style="list-style-type: none"> • A critical overview of a subject/discipline, including critical understanding of the principal theories, principles and concepts و اصول و مفاهیم عمومی و دقیق یک مضمون یا رشته، شامل فهم دقیق از تیوری های عمده، اصول و مفاهیم • Knowledge at the most advanced frontier of a field of work, or study and at the interface between fields. - عالی ترین سطح دانش در یک ساحه کار یا رشته و جه مشترک بین رشته ها • A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialism - دانش و فهم دقیق، وسیع و رهبری کننده و پیشتاز یک یا چند تخصص • Knowledge and understanding that is generated through personal research or equivalent work that makes a significant contribution to the development of a field of work, or study - دانش و فهم که از طریق تحقیقات شخصی و یا کار معادل آن حاصل شده باشد که نشاندهنده سهم قابل ملاحظه در انکشاف یک ساحه کار یا رشته باشد
Practice and Skills (مهارت) Applied Knowledge and Understanding تطبیق دانش و فهم در عمل	<ul style="list-style-type: none"> • The most advanced and specialized skills and techniques, including synthesis and devaluation, required to solve critical problems in research and /or innovation and to extend and redefine existing knowledge, or professional practice - پیشرفته ترین مهارت ها و روش های تخصصی لازم بشمول فرضیات و ارزیابی برای حل مسایل مهم در تحقیق یا نوآوری برای تمديد و تعریف دانش تخصصی موجودو بکاربردن آن • Use a significant range of the principal skills, techniques, practices and materials associated with a subject/discipline - استفاده قابل ملاحظه یک سلسله مهارت، روشها، عملکرد ها و مواد در رابطه به یک مضمون یا رشته • Use and enhance a range of complex skills, techniques, practices and materials at the forefront of one or more specialism - استفاده و بالا بردن یک سلسله مهارت های مغلط، روش ها، عملکردها و مواد در خط مقدم یک یا چند تخصص • Apply a range of standard and specialized research/equivalent instruments and techniques of enquiry - تطبیق یک سلسله معیارها و تحقیقات تخصصی یا آلات دقیق و روش های استفسار معادل آن • Design and execute research, investigative or development projects to deal with new problems and issues - طرح و اجرای تحقیق، تجسس یا انکشاف پروژه ها جهت و اکتش به مسایل یا مشکلات جدید • Demonstrate originality and creativity in the development and application of new knowledge, understanding and practices - نمایش دادن اصالت و ابتکار در انکشاف و تطبیق دانش جدید، فهم و عملکرد • Practice in the context of new problems and circumstances - عمل کردن در زمینه های مسایل و مقتضیات جدید

Attitude and Competence

(طرز تلقی)

• Generic cognitive skills

مهارت های شناخت یا آگاهی عمومی ، ارزیابی و تحلیل

• Communication , ICT and Numeracy skills

مهارت های مکالمه یا ارتباط ، افهام و تفهیم ، کمپیوتر و اعداد نویسی یا ریاضیات

• Autonomy, accountability and working with others

استقلالیت ، مسولیت پذیری و کارکردن با دیگران

- Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues – تطبیق شیوه ثابت و جامع برای تحلیل، ارزیابی و تفسیر مفکوره ها، معلومات و مسایل جدید و مغلوق
- Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas, including research. – به نمایش گذاشتن صلاحیت قابل ملاحظه ، استقلالیت نوآوری ، یکپارچگی علمی و مسلکی و تعهد متداوم به انکشاف مفکوره های جدید بشمول تحقیق
- Identify, conceptualize and offer original and creative insights into new, complex and abstract ideas, information and issues – تشخیص ، تصور و ارایه بینش اصیل و ابتکاری به مسایل ، مفکوره ها و معلومات مغلوق و جدید
- Develop creative and original responses to problems and issues – تهیه کردن واکنش ابتکاری و اصیل به مسایل یا مشکلات
- Deal with very complex and/or new issues and make informed judgments in the absence of complete, or consistent data/information – برخورد با مسایل بسیار مغلوق و جدید و قضاوت آگاهانه در صورت عدم معلومات کافی وثابت
- Communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose – برقرار کردن ارتباط به یک سطح مناسب با یک سلسله مستمعین و وفق دادن ارتباطات به محتوا و مقصد
- Communicate at the standard of published academic work and /or critical dialogue and review with peers and experts in other specialism – برقرار کردن ارتباط به معیار کار های علمی چاپ شده یا گفتگو با همقطاران و متخصصین در پیشه های دیگر
- Use a range of software to support and enhance work at this level and specify software requirements to enhance work – استفاده یک سلسله نرم افزار برای تقویه و ترقی کار درای سطح ، تعیین نیز مندی نرم افزار برای ترقی کار
- Critically evaluate numerical and graphical data – ارزیابی دقیق معلومات عددی و گرافیکی
- Exercise a high level of autonomy and initiative in professional and equivalent activities – بکار انداختن سطح بالای استقلالیت و ابتکار در امور مسلکی و معادل آن
- Take full responsibility for own work and/or significant responsibility for the work of others – پذیرفتن کامل مسولیت کار خود و مسولیت قابل ملاحظه کار دیگران
- Demonstrate leadership and /or originality in tackling and solving problems and issues – نشان دادن رهبری و اصالت در برخورد و حل نمودن مسایل و مشکلات
- Work in ways which are reflective, self-critical and based on research/evidence – کار کردن به نحوه بلزتابنده و خود- انتقادی باساس تحقیق و شواهد یا مدرک
- Deal with complex ethical and professional issues – برخورد یا سروکار داشتن با مسایل مغلوق اخلاقی و مسلکی
- Make informed judgments on new and emerging issues not addressed by current professional and /or ethical codes or practices – قضاوت نمودن آگاهانه بالای مسایل جدید که توسط متخصصین یا طرز العمل های اخلاقی و عملی بیان نشده باشد

