

Appendixes

Table 1: Types of Levels and Qualifications

Level	Qualifications
Access 1	Primary Education Completion Certificate (Grade 6)
Access 2	Medium Level Education Completion Certificate (Grade 8)
1	Secondary Education Completion Certificate (Grade 12) or Certificate 1
2	Certificate 2
3	Certificate 3
4	Diploma or Certificate 4
5	Advanced Diploma or Certificate 5
6	<ul style="list-style-type: none"> ▪ Bachelor of Arts Degree and related ▪ Bachelor of Science Degree and Related ▪ Bachelor of Law and Related ▪ Doctor of Veterinary Medicine and Related ▪ Doctor of Medicine and Related ▪ TVET Level 6 and Related
7	<ul style="list-style-type: none"> ▪ Master of Art Degree and Related ▪ Master of Science Degree and Related ▪ Master of Law Degree and Related ▪ MPhil and Related ▪ Veterinary Medicine Specialty and Related ▪ Medicine Specialty and Related ▪ TVET Level 7 and Related
8	<ul style="list-style-type: none"> • Doctor of Philosophy Degree (PhD) • Sub-specialty • TVET Level 8 and Related

1. Each level should be indicated by a description of the level expected in terms of knowledge, skills and competence.
2. All types of qualifications are described in terms of their purpose and characteristics in qualification statements.

Table 2. Level and Level Descriptors in Terms of Knowledge, Skill and Competence

Level	Knowledge	Skills	Competence(Autonomy &Responsibility)
8	Systematically acquires a substantial body of knowledge that is at the most advanced frontier of a field of learning and applies appropriate strategies and methods to make an original and articulate contribution to the creation and interpretation of new knowledge in the field; redefine existing knowledge and identify the implications for existing theory and knowledge structures, thereby opening up new areas for scholarship and research in the field as well as at the interface between fields.	Applies a significant range of the most advanced and specialized skills, techniques, tools, practices, and materials associated with the field of learning; conducts original research, effectively innovates and disseminates new insight, and demonstrates critical reflection, synthesis, and evaluation of research findings for academic discussion; and for evaluating independent experts against international standards.	Demonstrates scholarly and professional integrity, ethical practice, leadership, authoritative expert judgment, adaptability, and ability to initiate change; creates new knowledge, taking full responsibility and accountability for all aspects of advanced research work over an extended period; effectively communicating research findings and engaging in critical dialogue.
7	Demonstrates advanced and integrated mastery of a theoretically sophisticated and complex body of specialized knowledge in fields of work or study, showing critical awareness of knowledge issues, gaps, and new insights, some of which are at the forefront of the discipline area.	Study, evaluate and apply established theories and methods to a body of knowledge, demonstrating independent thinking, problem-solving, and ethical practice; critical analyses, and synthesis of complex information; apply knowledge in new situations, and demonstrate the ability to make expert judgments, integrate knowledge from different fields, and propose new areas for investigation and new methodological approaches.	Shows leadership, professional integrity, independence, ethical practice, initiative, and originality and demonstrates the ability to manage and be accountable for own and group outcomes in a broad and often unpredictable variety of professional levels and complex situations, possibly requiring a new strategic approach

Level	Knowledge	Skills	Competence(Autonomy &Responsibility)
6	Demonstrates comprehensive knowledge of a broad area or field of work or study with possible areas of specialization, including familiarity with sources of new knowledge, command of the ideas, principles, concepts, chief research methods, and problem-solving techniques of the recognized discipline;	Demonstrates the ability to use knowledge, theories, and principles in scientific ways in the analysis of problematic situations and to generate and innovate a range of possible solutions to substantial problems; applying some elements of intellectual independence, critical thinking, and analytical rigor and a wide range of specialized tools, and cognitive, technical and communication skills to individual and collaborative work	Designs and manages processes; works independently, takes initiative, and demonstrates broad accountability in a wide variety of variable contexts showing the ability to determine, achieve, and evaluate individual and group outcomes
5	Demonstrates considerable depth of knowledge in one or more area(s); and proves the ability to collect, collate, analyze and synthesize a wide range of relevant technical information	Demonstrates considerable depth of knowledge in one or more area(s) and proves the ability to collect, collate, analyse, and synthesize a wide range of relevant technical information	Manages resources, processes, and routine and non-routine activities in vocational and professional settings and works with substantial accountability for personal and group outcomes in contexts that are subject to change
4	Demonstrates a broad knowledge base with substantial depth in some areas, ability to analyse information, apply key principles, theoretical concepts, and abstract thinking.	Applies a broad range of professional and technical skills, and uses appropriate tools, methods, and technologies to determine solutions to both predictable and unfamiliar problems in variable contexts	Works independently as a role model under broad guiding principles in diversified contexts within established parameters, exercises autonomy for planning, supervising evaluating, and reflecting on own work and the work of others and group outcomes.

Level	Knowledge	Skills	Competence(Autonomy &Responsibility)
3	Demonstrates a broad knowledge base in a specific area, incorporates technical concepts, and ability to analyse information and make informed judgments	Applies cognitive, technical, and communication skills and uses appropriate tools to solve a limited range of predictable and unpredictable problems.	Shows ability in self-direction, requiring supervision in known and moderately changing contexts, within established parameters, and individual and shared responsibility for group outcomes.
2	Demonstrates basic operational, factual, and procedural knowledge in specific fields and proves an ability to use and interpret relevant information	Demonstrates ability to undertake defined activities using a moderate range of practical, cognitive, and communication skills and tools to apply known solutions to solve familiar problems.	Works on routine tasks in predictable and structured contexts under moderate supervision demonstrate limited judgment and some responsibility for the quality and quantity of output.
1	Demonstrates knowledge of basic subjects and career fields for creativity, critical thinking, innovation, global competitiveness, and solving personal and social problems; proves Knowledge of the basic functions of governance and civic, ethical, and legal rights and duties; shows knowledge of fundamental concepts of management and entrepreneurship for further education training and employment. Demonstrates a narrow range of basic operational knowledge and cognitive skills for everyday life, further learning, and initial work	Applies language skills, life skills, critical thinking, creativity, and logic as well as career and technical skills for the world of work, career development, learning to learn, and education and training at the tertiary level. Carries out processes that are familiar and limited in range, demonstrates basic technical and communication skills using basic tools	Shows enterprising behaviour, initiative, collaboration, responsibility, adaptability, resourcefulness, and entrepreneurship for the world of work and education and training at the tertiary level Completes directed tasks that are repetitive and predictable in highly structured and stable contexts within narrow parameters and under close supervision

Level	Knowledge	Skills	Competence(Autonomy &Responsibility)
Access 2	Demonstrates knowledge of social realities and the physical environment; scientific, technical and entrepreneurial; basic indigenous, music, and art assets; and knowledge useful for learning and training in secondary school	Applies basic language, digital, scientific, technical, entrepreneurial, indigenous, art, and music skills for communication, problem-solving, and further education.	Solves basic personal and community level problems; interacts with others by respecting individual and national values; and displays attitudes useful for learning and training in secondary school
Access 1	Demonstrates basic knowledge to protect the physical and human environment; basic knowledge of indigenous and exogenous art and music; and knowledge mandatory for learning in middle school	Applies oral, digital mathematical, scientific literacy skills, technical and life skills to live together and solve immediate problems, and to learn in middle school.	Shows the ability to live together, solve social problems, and appreciate national unity, diversity, and cultural heritages.

Table 3. Qualification descriptors in terms of various Parameters

Qualification Type	Characteristics and Purpose	Requirement for the Award of Qualifications	Entry Requirement	Qualifications Awarding Body	Accreditation Authority/Body
Third/Doctoral Degree (Level 8)	A Doctorate is the culmination of a structured instruction sequence that starts at a Bachelor's Degree level and reaches a stage beyond a Master's at a significantly higher level and of significantly higher status than a Master's Degree. A doctorate is a research degree that may include taught courses and requires a substantial and original contribution to knowledge of the field of the study, under the supervision of recognized experts in the field. The contribution to knowledge is judged by independent international experts applying contemporary international standards for research work. The body of work leading to the award of a Doctorate will include a dissertation and publications	A Doctoral Degree requires a minimum of 240 ECTS/ 136 credit hours.	Master's Degree and equivalent	Doctorate degrees are awarded only by HEIs or Training Institutions recognised by Education and Training Authority	The program leading to the qualification is developed by the Higher Education Institutions. Education and Training Authority quality assures the Higher Education Institutions.

Qualification Type	Characteristics and Purpose	Requirement for the Award of Qualifications	Entry Requirement	Qualifications Awarding Body	Accreditation Authority/Body
Master's Degree and equivalent	Degrees at a Master's level are normally designed to build on the principal subject(s) of a qualifying degree and to prepare researchers who can contribute to the advancement of knowledge. Their outcomes are demonstrably in advance of undergraduate study and require individuals to engage in advanced scholarship and professional activity. Master's degrees may contain a significant element of supervised research. The results of this research would normally be embodied in a thesis, or substantial research paper. The research should demonstrate mastery of theoretically sophisticated subject matter and a capacity for independent thinking.	A Master's Degree requires a minimum of 120-180 ECTS/74-102 credit hours.	Bachelor's Degree and equivalent Postgraduate Diploma	Master's degrees are awarded only by HEIs or Training Institutions recognized by Education and Training Authority	The program leading to the qualification is developed by the Higher Education Institutions. Education and Training Authority quality assures the Higher Education Institutions.
First/Bachelor's Degree	A Bachelor's Degree involves a systematic, all-rounded, and coherent introduction to the broad knowledge, ideas, principles, concepts, chief research methods, and problem-solving techniques of a recognized major subject. It prepares graduates for advanced study as well as directed research scholarship and professional practice in the major subject of the degree. Bachelor Degrees are taught mainly by people engaged in research.	A Bachelor's Degree requires a minimum of 180 credits from levels 5 to 6. Of the credits required for a Bachelor's Degree, a minimum of 60 credits must be at level 6	Applicants who have taken the 12 th grade final examination and met the cut-off point set for the grade at the time, and who have graduated from teacher training colleges and institutions at levels 4 and 5 and their skills have been confirmed by assessment	Higher Education Institutions or Training institutions recognized by ETA	The programme leading to the qualification is developed by the HEI and approved by ETA or Higher Education Institutions which are not self-accrediting). ETA assures the quality of the HEI program

Qualification Type	Characteristics and Purpose	Requirement for the Award of Qualifications	Entry Requirement	Qualifications Awarding Body	Accreditation Authority/Body
Certificate V	TVET Certificate V qualifies individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specific field of work or study.	Achievement of the competencies of the training programme	Technical and Vocational Education and Training Certificate IV	MoE in collaboration with National Regional CoC agencies in collaboration with MoLS	The program leading to the qualification is developed by the involvement of relevant industry and approved by Regional Bureaus that lead Technical, Vocational, Educational, and Training Institutions. Institutions are accredited by ETA. Assessments are provided by the Centre of Competence (CoCs).
Certificate IV	Certificate IV qualifies individuals to apply specialist knowledge and undertake skilled work or study in broad or specialized field(s)/areas.	Achievement of the competencies of the training programme	TVET Certificate III	Regional CoC agencies in collaboration with MoLS	The program leading to the qualification is developed by the involvement of relevant industry and approved by Regional Bureaus that lead Technical, Vocational, Educational, and Training Institutions. Institutions are accredited by ETA. Assessments are provided by the Centre of Competence (CoCs).

Qualification Type	Characteristics and Purpose	Requirement for the Award of Qualifications	Entry Requirement	Qualifications Awarding Body	Accreditation Authority/Body
Certificate III	TVET Certificate III qualifies individuals with a broad range of knowledge and skills for a specific role(s) in varied contexts within fields/areas of work and/or preparation for further study.	Achievement of the competencies of the training programme	TVET Certificate II	Regional CoC agencies in collaboration with MoLS	The program leading to the qualification is developed by the involvement of relevant industry and approved by Regional Bureaus that lead Technical, Vocational, Educational, and Training Institutions. Institutions are accredited by ETA. Assessments are provided by the Centre of Competence (CoCs).
Certificate II	Certificate II qualifies individuals with introductory knowledge and skills in a field(s)/area to undertake mainly routine work or further study.	Achievement of the competencies of the training programme	TVET Certificate I	Regional agencies in collaboration with CoC MoLS	The program leading to the qualification is developed by the involvement of relevant industry and approved by Regional Bureaus that lead Technical, Vocational, Educational, and Training Institutions. Institutions are accredited by ETA. Assessments are provided by the Centre of Competence (CoCs).

Qualification Type	Characteristics and Purpose	Requirement for the Award of Qualifications	Entry Requirement	Qualifications Awarding Body	Accreditation Authority/Body
Certificate I	Certificate I qualifies individuals with introductory knowledge and skills in a field(s)/area to undertake mainly routine work or further study.	Achievement of the competencies of the training programme	Grade 12 Certificate	Regional agencies in collaboration with MoLS	CoC The program leading to the qualification is developed by the involvement of relevant industry and approved by Regional Bureaus that lead Technical, Vocational, Educational, and Training Institutions. Institutions are accredited by ETA. Assessments are provided by the Centre of Competence (CoCs).
Ethiopian Grade 12 School Leaving Certificate	Ethiopian Secondary School Leaving Certificate Examination-1 qualifies individuals to choose subjects or areas of training, apply for entry to university, and can join the world of work	knowledge, skill, and competence	It is confirmed that they have completed Grade 11 and passed to Grade 12	National Organization for Educational Assessment in collaboration with MoE	Schools are accredited by the Regional Education Bureaus Assessment is carried out by the Education Assessment and Examinations Service (EAES)/Ministry of Education (MoE)

Qualification Type	Characteristics and Purpose	Requirement for the Award of Qualifications	Entry Requirement	Qualifications Awarding Body	Accreditation Authority/Body
Access II	MSEC(G8) qualifies individuals to identify and pursue their needs, interests, and potential in order to choose their field of further study and training; or enter the world of work in roles that don't require specialized skills	knowledge, skill and competence	Primary school leaving certificate	Regional Education Bureaus	Schools are accredited by the Regional Education Bureaus Assessment is carried out by the Regional Education Bureaus
Access I	An initial certificate enables individuals to become qualified to discover and pursue a field of further study and training.	knowledge, skill and competence	It is confirmed that they have completed the fifth grade and passed to the 6th grade	Regional Education Bureaus	Schools are accredited by the Regional Education Bureaus Assessment is carried out by the Regional Education Bureaus