



Capacity Building Workshop for Listing and Alignment Panels

OQFER Application Process

Participation in the OQF Capacity Building Workshop for Listing and Alignment Panels is a requirement for OQF External Reviewers (OQFERs) and OQF Review Directors (OQFRDs)

Attendance at the workshop is part of the OQFER application process.

Information on applying to become an OQFER can be obtained from Arwa Al Saidi on aalsaidi@oaaaqa.gov.om

Listing, Alignment and Modules

Please note:

1. When **Listing** and the OQF Level and OQF Credit Value are mentioned, these also refer to the OQF Level of **Alignment** and the **comparable** OQF Credit Value
 - The difference in **Listing and Alignment** mainly concerns the quality assurance requirements of the OQF
 - Determining the OQF Level and the OQF Level of Alignment are the same
2. Reference is made to **Modules**, these may be known as **Units** or **Courses** by some Awarding Bodies. They are the components of a programme that lead to a qualification

Aims and Objectives

The aims of this Capacity Building Workshop are to:

- Develop knowledge of the Listing and Alignment Process
- Prepare participants to be able to carry out the roles of OQF External Reviewers (OQFERs) and OQF Review Directors (OQFRDs)

Three objectives, which are to explain:

1. The nine stages of the Listing and Alignment Process
2. How to evaluate a qualification for Listing or Alignment
3. The different roles within the Listing or Alignment Panel

Programme

By the end of the workshop, participants will be able to:

- Evaluate the Quality Assurance of a Listing Application
- Evaluate modules to make a recommendation
- Explain how to make a recommendation for a qualification for Listing
- Carry out the verification process
- Complete the OQF Documentation for Listing

Documentation

- The following documents are used and/or referred to:
 - OQF Manual
 - OQF Level Descriptors
 - Listing and Alignment Application Forms
 - Template for the Listing or Alignment Evaluation Report
 - Template for the Verification Report

Listing and Alignment Evaluation Report

Listing

- An Overview of the OQF Listing Process
- Part A: Listing Recommendation
- Part B: Listing Evaluation: Quality Assurance
- Part C: Summary Evaluation of the Units/Modules/Courses
- Part D: Detailed Evaluation of the Units/Modules/Courses
- 4 Appendices

Alignment

- An Overview of the OQF Alignment Process
- Part A: Alignment Recommendation
- Part B: Alignment: Evaluation: Institutional Quality Assurance
- Part C: Alignment Evaluation: Quality Assurance of the Qualification
- Part D: Summary Evaluation of the Units/Modules/Courses
- Part E: Detailed Evaluation of the Units/Modules/Courses
- 4 Appendices

Completing the Documentation

The following conventions are used in the completion of the documentation:

- Learning Outcomes and Assessment Criteria start with capitals
- In each module evaluation put Learning Outcome in full the first time, subsequently use LO
- Put the number for the Learning Outcome e.g. either Learning Outcome 5 or LO 5
- **Use**
 - **Arial 14** for the headings
 - Use **Arial 11** for the text
 - Use **Arial Narrow 11** within the Tables

Definitions of Listing and Alignment

Listing a qualification on the OQF:

An evaluation of an Omani qualification against the Listing Criteria and the OQF Level Descriptors to determine the OQF Level and the OQF Credit Value of the entire qualification

Alignment of a qualification to the OQF:

An evaluation of an Foreign or International qualification against the Alignment Criteria and the OQF Level Descriptors to determine the OQF Level that the qualification aligns to and, if applicable, the comparable OQF Credit Value of the entire qualification

Listing and Alignment Criteria

Listing Criteria:

The Omani Awarding Body must:

- Own the programme leading to the qualification
- Be established either by Royal Decree or have and an institutional license

Alignment Criteria:

The Foreign or International Awarding Body must:

- Own the programme leading to the qualification
- Be quality assured/accredited by a recognised external quality assurance agency
- Have robust institutional quality assurance measures in place
- Have arrangements in place for communicating with each education and training provider delivering the qualification in Oman

Overview of the Listing and Alignment Process

Listing Qualifications

1. The OQF Listing Criteria: quality assurance of the programme, Learning Outcomes, assessment
2. The OQF Level and Credit Value
3. The programme must meet the requirements of the OQF Level and OQF Credit Value for the qualification type as set out in the Qualification Arrangements

Alignment of Qualifications

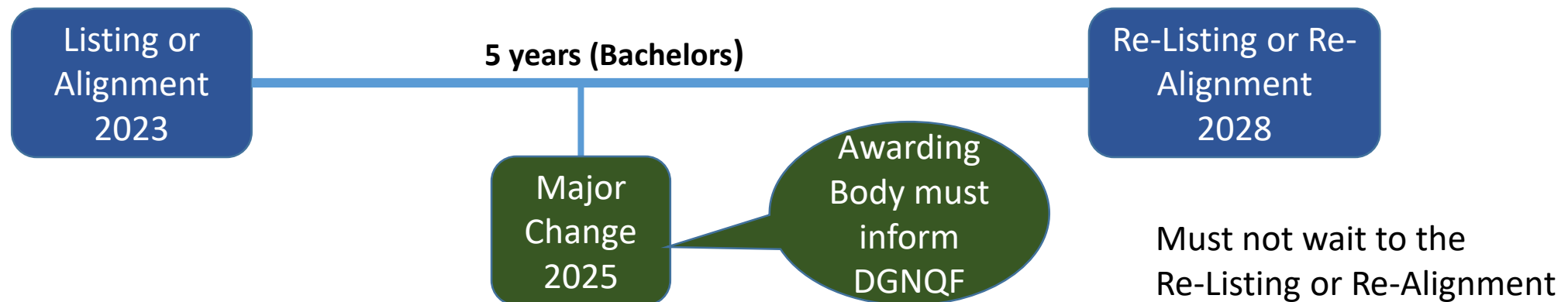
1. The OQF Alignment Criteria: quality assurance of the institution and the programme, Learning Outcomes, assessment
2. OQF Level of Alignment and comparable OQF Credit Value

Awarding Body

All qualifications must have:

- A programme license from the relevant licencing body, as required by the Omani licensing regulations
- Quality Assurance measures in place
- Clear Learning Outcomes, which are subject to quality-assured summative assessment

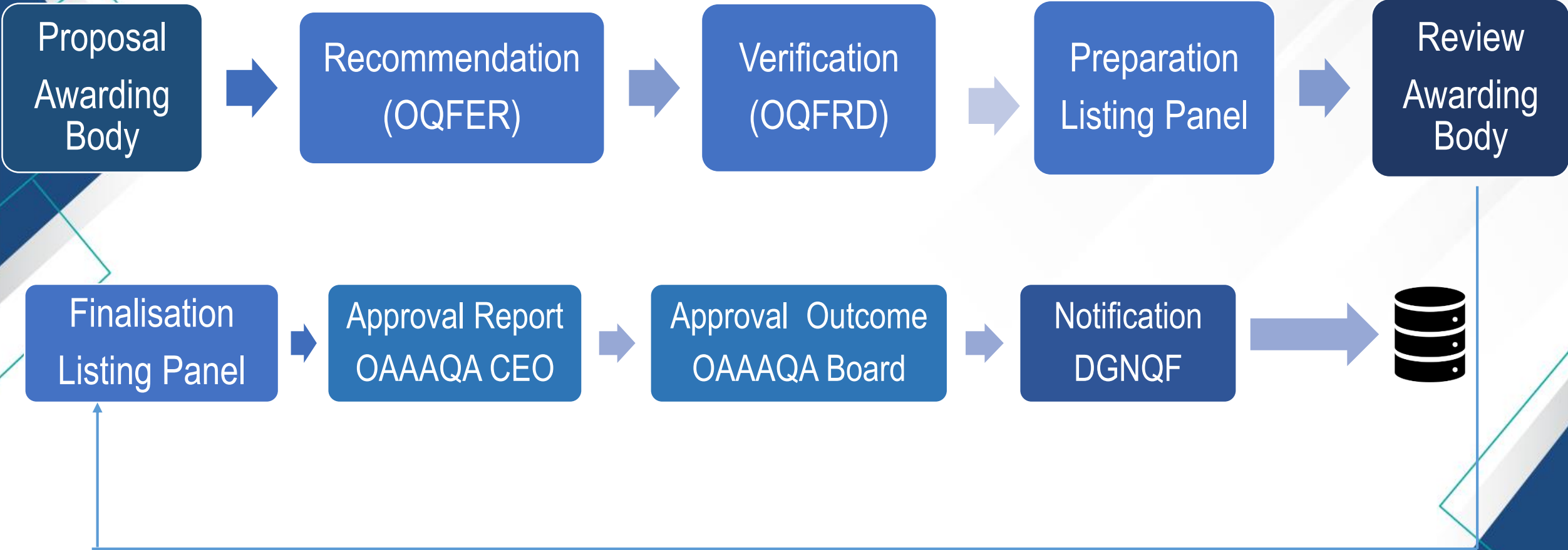
Awarding Body Obligation:



Re-Listing and Re-Alignment

Definition:

- A review process for Listed or Aligned qualifications to ensure that the Listing or Alignment Criteria were maintained throughout the delivery of the qualification and no major changes were made to the Learning Outcomes of the units, modules or courses that impacted on the OQF Level and/or OQF Credit Value of the entire qualification
- Re-Listing and Re-Alignment is NOT a re-evaluation of the qualification for its OQF Level and Credit Value. It is a review after the delivery of the qualification to ensure that the relevant OQF Criteria were maintained and continue to be maintained



Nine Stage Listing and Alignment Process

Stage 1: Proposal from the Awarding Body

Stage 1:

The Awarding Body completes the Listing or the Alignment Application Form

- Confirms they own the qualification
- Provides details and supporting material to show the quality assurance requirements
- Includes a template for the OQF Level and Credit Value of the qualification

Alignment applications require

- Evidence of external and internal quality assurance of the institution
- Communication arrangements between the Awarding Body and those delivering the qualification in Oman

Evaluating a Qualification

The Listing or Alignment Panel receive the following documents from the DGNQF:

- The completed Listing or Alignment Application Form from the Awarding Body
- The Programme and Modules Specification
- Qualification Delivery Plan
- The supporting materials for quality assurance
- The OQF Manual
- The Listing or Alignment Evaluation Report Template
- The Verification Report Template

Application Form

The front of the Application Form includes the:

- **Title** of the qualification
- **Contact** person
- **Educational Pathway**
 - whether academic, technological, professional or technical and vocational

Educational Pathway Descriptions

Descriptions of the four educational pathways are in the OQF Manual (section 2.2)

- **Academic:** Emphasis on knowledge and the application of knowledge and skills through research in predominantly theoretical environment
- **Technological:** theoretical and practical focus with theoretical being more than half the programme that leads to the qualification
- **Professional:** Close connection with specific professions
- **Technical and Vocational:** Close connection with specific occupations or trades. Practical `hands-on` skills which constitute more than half the programme that leads to the qualification

Institutional and Programme Licenses

Listing and Alignment Criteria:

- Check that the Awarding Body owns the qualification – this is on the DECLARATION signed by the senior representative. If it doesn't own the qualification, the evaluation does not continue

Listing Criteria:

- Check that there is a copy of the Royal Decree or institutional and programme licenses

Alignment Criteria:

- Check that the education and training providers delivering the qualification have a Royal Decree or institutional and programme licenses

If not in both cases, inform the OQFRD who will discuss with the DGNQF.
The evaluation continues until informed otherwise.

Alignment Criteria

Check the quality assurance of the institution and the accreditation status of the Foreign or International Awarding Body and that there is an external Quality Assurance/Accreditation Report by a recognised external quality assurance agency.

The list of recognised external quality assurance agencies is on the OAAAQA website.

If the external quality assurance agency is not included in the list, contact the OQFRD to discuss with the DGNQF.

Quality Assurance Requirements

The OQFERs check the Awarding Body's response and supporting materials against the quality assurance requirements for the OQF:

1. An overview of the qualification, including its rationale and target group
2. Entry requirements
3. Qualification design
4. Affiliations and/or articulation bodies
5. Assessment arrangements
6. Teaching and learning strategy, and available resources
7. Learner support for those enrolled on the programme
8. Proposed OQF Level and Credit Value
9. Progression routes
10. Management and administration
11. Recording student achievement and for certification
12. Monitoring and review of the qualification including how the content and outcomes are kept up to date and proposing, and approving changes are made

Guidelines for Consistency

Guidelines for Consistency are in the OQF Manual, in the following Tables:

Table 24	Guidelines for the Awarding Body
Table 25	Guidelines for the Foreign and International Awarding Body Three Year Exemption (5.1.5)
Table 26	Guidelines for the Listing and Alignment Panel New and existing qualifications
Section 5.2.2	Guidelines for the Alignment Panel

Quality Assurance

- Complete Part B of the Evaluation Report

Quality Assurance

Evaluate the Awarding Body's responses to the questions on quality assurance and complete:

- Parts A and B of the Alignment Evaluation Report for Alignment Applications
- Part B of the Listing Evaluation Report for Listing Applications

Listing Evaluation Report

29 January 2023

Part B: Listing Recommendation: Quality Assurance of the Qualification

Table 2 provides the outcome of the evaluation of the quality assurance of the [Qualification Title Here] from [Name of Awarding Body]. Note: Complete the Listing Evaluation Report using the language of the Awarding Body e.g. use either unit, module or course and delete the terms not used. The possible outcomes of the evaluation are Yes, No or Partially. If No or Partially provide information on the reasons.

Table 2: Quality Assurance of Programme		
Section 1	Declaration and Contact Details	Evaluation Outcome
1.1	Declaration	
1.1	Details of Awarding Body, or Education or Training Provider	
1.2	Contact Person Details	
Further Information:		
Section 2	Institutional and Programme License	

Beginning the Module Evaluation

Modules

- Check that the correct number of modules have been sent along with the Listing or Alignment Application Form

Unit/Module/Course

- This term is given in the Evaluation Form because different Awarding Bodies use different terms.
- Complete the Application in the language used by the Awarding Body and delete the terms that are not relevant

Beginning the Module Evaluation

Summary, Aims and/or Objectives

- Awarding Bodies use different terms and some terms are used interchangeably. For some Awarding Bodies what they call Course Objectives are the aims and for other it may be the term used for the Learning Outcomes.

Learning Outcomes

- When starting to evaluate a module, check the Learning Outcomes in the Module Specification against the template in the Listing Application to ensure they are the same

Programme Structure

- Check the Programme Specification, all the modules must be given, including the core and elective modules
- The same modules can be included in more than one qualification, the Awarding Body should give details of the qualifications the modules are included in
- Modules are evaluated once e.g. common modules
- Code numbers – in some cases these can change depending on the programme they are included in. The Awarding Body should provide information in this regard.

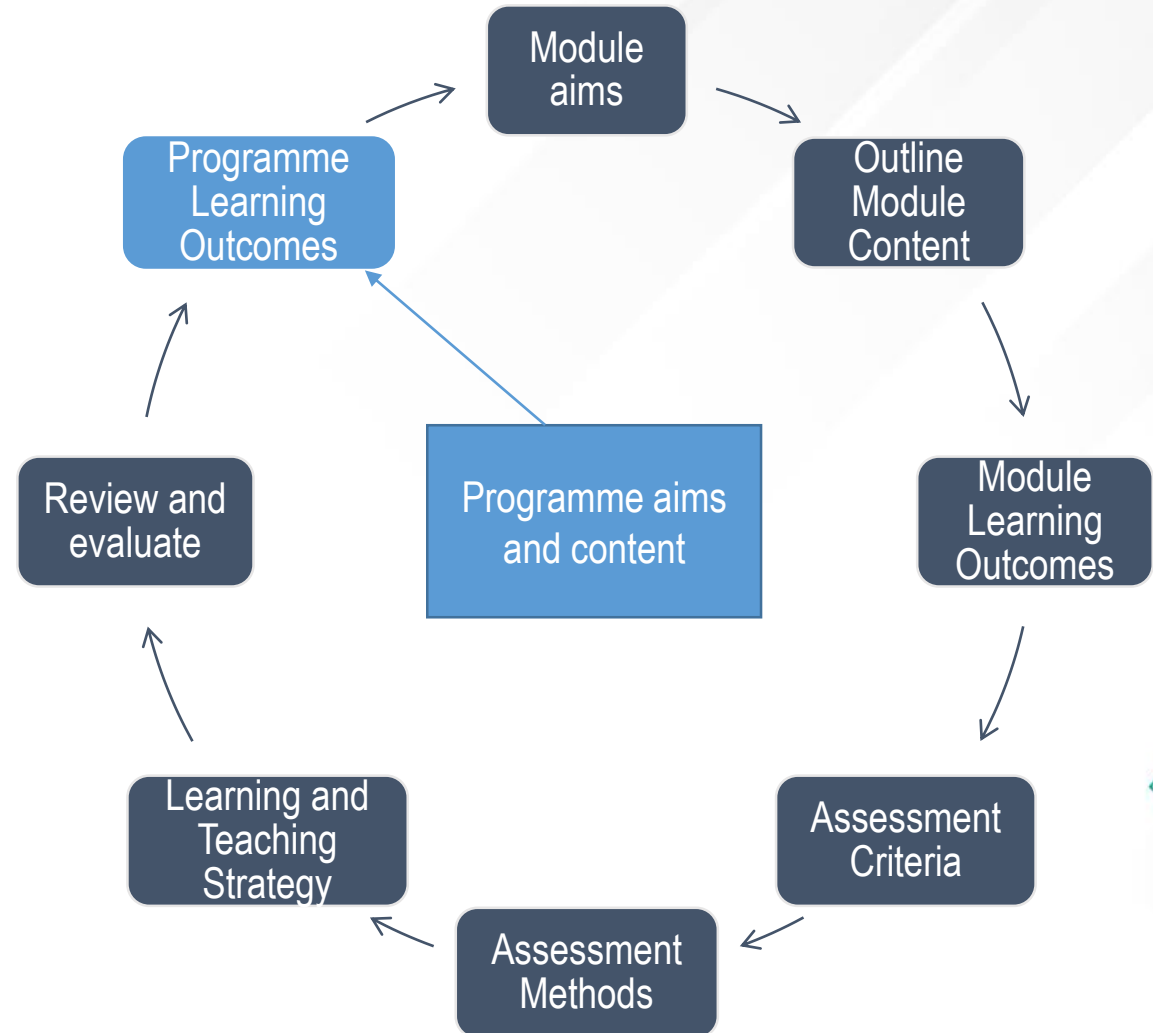
Qualifications with Different Exit Points

Where a qualification is being awarded at an `Exit Point`, check the OQF Level and OQF Credit Value to ensure all qualification types awarded meet the qualification arrangements:

Bachelor's	Exit Point Level 8	480 OQF Credit Points 120 OQF Credit Hours
Advanced Diploma	Exit Point Level 7	360 OQF Credit Points 90 OQF Credit Hours
Diploma	Exit Point Level 6	240 OQF Credit Point 60 OQF Credit Hours

Module Design Process

In well designed modules there is a clear link between the Learning Outcomes, Assessment Criteria and assessment methods



Source Bowe and Fitzmaurice, (n.d.)

Module Evaluation

Read the Module Specification to get an understanding of what is being covered.
Read the Rationale from the Awarding Body (Module Template).
Review the Awarding Body's evaluation (Module Template).
Complete the Listing Evaluation Form Part D

- Course Title
- Course Summary Objectives
- Learning Outcomes
- Assessment Criteria
- Assessment Method
- Pass Mark
- OQF Level
- OQF Credit Value

Listing Evaluation Report → → 29 January 2023

Part E: Detailed Evaluation of Qualification Units/Modules/Courses

The detailed Listing evaluation for each Unit/Module/Course for the [qualification title and name] from [name of Awarding Body] is given in detail in Part E.

Table E1: Unit/Module/Course		
Unit/Module/Course Code Number and Title	□	□
Proposed OQF Level and OQF Credit Value	□	□
Recommended OQF Level and OQF Credit Value	□	□

a. → Unit/Module/Course Title

b. → Unit/Module/Course Summary, Aims and/or Objectives

c. → Learning Outcomes

d. → Assessment Criteria

Kingdom Accessibility: Investigate Focus

Module Evaluation

Complete all sections of the Evaluation Report, using the terms used by the Awarding Body. For example if the term Unit is used, delete Module/Course

- In both the title and the summary questions, select the appropriate option:
 - If yes, (clear), there is not need to elaborate
 - If no (not clear), give the reason(s)

Learning Outcomes

The importance of writing clear and assessable Learning Outcomes was covered in the Capacity Building Workshop for Listing Qualifications on the OQF. As a support for reviewers, a **Learning Outcomes Checklist** was developed.

Provide comment on verbs that are vague e.g. understand, be familiar with etc.

Where the verb is vague and it is not clear how it will be assessed, use the following **standard** phrase:

The verb `understand/be familiar with` may be difficult to assess. Consider whether a more specific active verb can be used that clearly states what learners must demonstrate to achieve the LO'.

Either use the phrase in full or adapt it to the situation but do not tell the Awarding Body what to replace it with. It is up to the Awarding Body to make changes or not.

Learning Outcomes

The number of Learning Outcomes is not specified but as all Learning Outcomes must be **assessed**, there might be too many to be manageable – give feedback Too many Learning Outcomes can lead to overassessment

Examples:

- There are four Learning Outcomes (LOs). In the Module Template, LOs 1 and 3 are the same
- There are two Learning Outcomes (LOs) identified for this module. LO 1 uses four verbs within the one outcome e.g., understand, explain, use and communicate
- There are two Learning Outcomes (LOs) that start with `Demonstrate awareness` and `Appreciation`. These are vague and it is not clear how they will be assessed
- There are twelve LOs. The Awarding Body is recommended to consider if this is a manageable number or would it be better to split these into two modules

Assessment Criteria

Assessment Criteria

- Specify what the learner has to do to demonstrate achievement of the Learning Outcomes. They should link to the Learning Outcomes and be clear to learners, assessors and other stakeholders.
- Indicate whether or not there are Assessment Criteria. If there are none, use the **standard phrase**:
There are no Assessment Criteria for this module
- If there are Assessment Criteria, provide feedback as appropriate.
- Sometimes the LOs would be more suited to the Assessment Criteria, so give feedback.
- **Examples:**
- There are Assessment Criteria for the four LOs however, it is not clear what is required of the learner for the Assessment Criteria requiring `recall` associated with LOs 3 and 4.
- The Awarding Body might consider whether LO 3 is more suited as Assessment Criteria.

Assessment Method

Assessment Method

- Check the Assessment Methods to determine if they are appropriate to the Learning Outcomes and the Assessment Criteria. If the LO is practical then the Assessment Method must also be practical.
- Use the **standard phrase**:
 - The assessment methods are appropriate / not appropriate.
- If the assessment methods **are appropriate** do not elaborate unless there is something that needs to be mentioned
- If the assessment methods are **not appropriate** give an explanation

Pass Mark

Pass Mark

- Check that a pass mark or percentage is given. If learners achieve the threshold then the OQF Credit is awarded. Do not comment on what the threshold is – for some, the threshold can be high and for others, much lower. The threshold is a matter for the Awarding Body. For this section use the following **standard phrase**:
 - The pass mark is given/not given.

Module Evaluation Level

OQF Level

- Consider the Learning Outcomes and the rationale and compare them against the OQF Level Descriptors.
- Is the proposal by the the Awarding Body reflected in the Level Descriptor Statements?
 - Give your reasons for either agreeing with the proposal or not.
 - If there is agreement with the proposal on each characteristic, use the **standard** phrase (see below)
- Complete the table using the following format:

Characteristic	Proposal	Listing Review
Knowledge	5	Agree with the proposed OQF Level for each characteristic
Skills	5	
Communication, numeracy and ICT	5	
Autonomy and Responsibility	5	
Employability and Values	5	
Learning to Learn	5	
Overall	5	

Merge all the cells and place the standard phrase in the middle

Module Evaluation Level

If the outcome of the evaluation is that there is a difference in the outcome of some characteristics then display the Listing Review column in this way.

Characteristic	Proposal	Listing Review
Knowledge	5	5
Skills	5	5
Communication, numeracy and ICT	5	5
Autonomy and Responsibility	5	4
Employability and Values	5	4
Learning to Learn	5	5
Overall	5	5
OQF Credit Value		
OQF Credit Hours		
OQF Credit Points		

You may have a different outcome for some of the characteristics but there is agreement with the overall level of the module

The OQFER may not agree with the proposal for the OQF Level of some of the characteristics. The aim is to get to is the **overall OQF Level** of the module. Do not ask providers to review individual characteristics if the Overall OQF Level for the module is the same as the evaluation

OQF Level of Modules and Programme

Explanation:

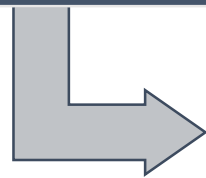
- The reason a level is assigned to the each characteristic is to establish the `best fit` level of the module, which is the aim of the exercise. It is of no concern if there is difference of opinion on the level of one or two characteristics if there is agreement on the overall level.

1

Characteristic

- OQF Level
- Six Characteristics

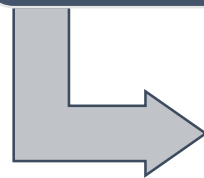
2



Module

- Level and Credit Value
- All modules

3



Qualification

- Level and Credit Value
- Qualification Type

OQF Credit

OQF Credit is awarded for learning achieved and verified through reliable and valid assessment.

OQF Credit, allocated at a specific OQF Level, provides a means for describing and comparing qualifications in terms of volume.

Two credit systems are recognised by the OQF:

- **Credit Points**
- **Credit Hours**

Based on the calculation of **Notional Learning Hours**

Notional Learning Hours

Notional Learning Hours is defined as:

`The volume of learning estimated to be required by a typical learner at a specified level to achieve the assessed Learning Outcomes of the units, modules or courses that comprise a qualification`

- Based on professional judgment
- Includes:
 - `Contact time`
 - All activities that contribute to the achievement of the Learning Outcomes

Notional Learning Hours

Example of activities that can be counted include:

- Formal teaching sessions such as lectures, classes, training sessions, coaching, seminars and tutorials
- Practical work in laboratories and other locations
- Relevant ICT activities
- Using the library or learning resource centres for reading and research
- Private study
- Self-directed study using online and/or text-based open learning materials
- Informal learning (e.g. community groups and community-based workshops)
- Reflection
- Assessment

Calculation of OQF Credit Points divide notional learning hours by 10

Credit Hours

Credit Hours

- Three Hours per week

For one semester, minimum 14 weeks

Can comprise any combination required by the needs of the module:

- e.g.
- 3 hours lectures / contact time
 - 2 hours lectures / one hour self study
 - 2 hours lab / one hour self study
 - 3 hours self study

Other Credit Systems

If an Awarding Body is using another Credit System they must give the comparable OQF Credit Value. They can do this two ways:

1. Work out the Notional Learning Hours and convert to OQF Credit Points (not OQF Credit Hours)
2. Convert the Credit System used to OQF Credit

Two common Credit Systems used:

- The European Credit Transfer System (ECTS) (used by some HEIs in Oman)
- The European Credit System for Vocational Education and Training (ECVET)

ECTS

1 full year of study:	60 ECTS Credits
4 year Bachelor's Degree:	240 ECTS Credits
1-2 year Master's Degree:	90 to 120 ECTS Credits

ECVET

1 full year of VET	60 ECVET points
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Recommendation for Modules

- **Possible outcomes of the evaluation for each module:**
 - Recommended
 - Recommended with Condition
 - Give clear reasons for the Condition
 - Not Recommended
 - Give clear reasons for not recommending

Recommendation for Qualification

Complete Part C of the Evaluation Report. This is the list of modules that comprises the qualification with the Awarding Body's proposal and the OQFER (initial report) / Listing Panel's (final report) Recommendation for each module

It is colour coded as it makes it easier to check the recommended outcome and determine the Credit Value of the qualifications at each OQF Level of the Framework to ensure the requirements each qualification type is met

(The Qualification Arrangements is in both the OQF Document and the OQF Manual, section 7)

OQF Level of Qualification

For Omani Qualifications
Check that the OQF Credit Value
meets the requirements of the
qualification type
(section 7: OQF Manual
and OQF Document)

Part D: Summary Evaluation of Programme Courses

The outcomes of the evaluation of Programme Courses for the SCD, Bachelor of Science in Interior Design, are shown in summary against the Programme Structure in Table 4.

Now Part C

Table 4: Programme Structure and Evaluation of Programme Courses

#	Course Code	Course Title	Core or Optional	Proposed OQF Level	Proposed OQF Credit Value	Recommended OQF Level	Recommended OQF Credit Value
1	ART 221	Drawing I	Core	5	3 CH	5	3 CH
2	DES 231	Design Studio I A/B	Core	5	4 CH	5	4 CH
3	DES 241	Technical Graphics I	Core	5	3 CH	5	3 CH
4	DES 261	Introduction to Design	Core	5	3 CH	5	3 CH
5	ENG 009	Remedial English	Core	5	3 CH	5	3 CH
6	INF 201	Learning Research Techniques	Core	6	1 CH	6	1 CH
7	ART 223	Perspective Drawing	Core	6	3 CH	6	3 CH
8	DES 211	Survey of Art and Design	Core	6	3 CH	6	3 CH
9	DES 232	Design Studio II A/B	Core	5	4 CH	5	4 CH
10	DSE 341	Technical Graphics II	Core	6	3 CH	6	3 CH
11	ENG 001	English I	Core	5	3 CH	5	3 CH

Consistency for Recommendations

In order to minimise inconsistency of the recommendations by the OQFERs, a Matrix to guide the outcome for modules was developed and also a Matrix to guide the recommendation for the entire qualification. These are in the OQF Handbook.

Module and Qualification Guide for Listing and Alignment Panels' Recommendations

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1. Guide for Module Recommendation (Module Recommended)Page Break.....

Matrix Guide for Module Recommendation	
Module Recommended	
Module Title	The module title reflects the content and Learning Outcomes
Module Summary/Aims/Objectives	The module summary/aims/objectives: <ul style="list-style-type: none"> → Reflect the module content and Learning Outcomes → Are easy to understand
Learning Outcomes	There are a manageable number of Learning Outcomes <ul style="list-style-type: none"> All the Learning Outcomes: <ul style="list-style-type: none"> → Reflect the module aims and objectives → Map to the Programme Learning Outcomes → Are clear, specific and unambiguous → Are in a logical order → Are assessed → Are not overly assessed (e.g., maximum twice)
Assessment Criteria	The Assessment Criteria are: <ul style="list-style-type: none"> → Clear → Reflect the Learning Outcomes

Listing Recommendation

Part A: Listing Recommendation

Table 1 provides the Listing Recommendation for the qualification

Table 1: Listing Recommendation			
Awarding Body			
Qualification (Name and Title)			
Educational Pathway			
QUALITY ASSURANCE			
Is there an Institutional License or Royal Decree? (circle as appropriate)	YES	NO	
Name of Licensing Body			
Is there a Programme License? (circle as appropriate)	YES	NO	
Name of Licensing Body			
Are the OQF Quality Assurance Measures in place? (circle as appropriate)	YES	NO	
OQF LEVEL AND OQF CREDIT VALUE			

- When you have reached a decision complete Part A of the Evaluation Form.
- The recommendation is slightly different to that for modules, as it is the qualification that is Listed on, or Aligned to, the OQF. The options are:
 - Recommended for Listing
 - Recommended for Listing with Condition
 - Give clear instruction for the Condition
 - Not Recommended
 - Give clear reasons for not recommending

Issues

Things to watch out for:

- Overlap of Learning Outcomes; the same outcome appeared more than once in the module or were in more than one module
- Over assessment
- The same module, with a different code number, appeared in different programmes offered by the Awarding Body
- The modules given in the Application Form were not the same as the modules in the Programme Specification
- The Learning Outcomes were not the same as given in the template of the Listing for Alignment Application Form
- Miscalculation of the Notional Learning Hours

Issues

Things to watch out for

- The same rationales for the characteristics being copied and pasted to other modules
- The rationale exaggerates what is covered in the module – unable to see what is written in the rationale within the content of the module
- The Level Descriptors were cut and paste in the Listing for Alignment Proposal Template.

For a consistent approach, where this happens, the evaluation of the module is stopped and note made in the Listing for Alignment Evaluation Report that the Level is 'Not Clear' as the descriptors are cut and paste
Continue the review of the other modules

Exercise 2 Evaluation of Modules

- **Scenario:**
- You are members of a Listing Panel
- For the purpose of the workshop, 2 participants represents one OQFER
- Members will be given 3 modules to evaluate:
 - ❖ English I
 - ❖ English Vocabulary in Use
 - ❖ Microeconomics
- Discuss and agree the completion of each section
- complete Part D of the Listing Evaluation Report – extracted from the Report Template for ease

OQF Review Director

- OQFERs may be asked to take the role of the OQFRD

The OQFRD:

- Brings the two Evaluation Reports from the OQFERs together and carries out the Verification of 20% of the modules
- Is the point of contact for communication between the Listing or Alignment Panel and the DGNQF
- Responsible for arranging meetings with the other members of the Listing Panel and with the Awarding Body

Verification

Verification is `an objective moderation of a Listing or Alignment application and its associated Evaluation Report to check that the Listing or Alignment process was carried out correctly and is consistent across different OQF External Reviewers, thus ensuring the qualification (and modules) meet the Listing or Alignment Criteria and the outcomes of the relevant OQF Level Descriptors`

Stage 4: Preparation

If required, the OQF Listing or Alignment Panel may meet with the Awarding Body to discuss the Listing or Alignment application, seek clarification and/or raise issues on any points with the application, if applicable

(Section 5.4 OQF Manual)

Preparation

If a meeting with the Awarding Body is required:

- **Plan** what is going to be discussed in advance of the meeting
- **Be specific** give examples and keep to the point. This helps the Awarding Body to understand what is expected. Also the focus of the discussion is on the issue with the Listing or Alignment
- **Be supportive** explain what needs to be done and provide support to help the Awarding Body put together an Action Plan
- **Be empathetic** put yourself in the Awarding Body's shoes
- **Be respectful** maintain a respectful, appreciative tone. On no account allow the meeting to get heated
- **Follow up** the meeting, offer support and suggestions to the Awarding Body if they need help. Keep the Awarding Body motivated
- **Document** the meeting and send the Awarding Body a copy for their approval

Stage 5 and 6: Review by the Awarding Body and Finalisation

When the First Draft of the Evaluation Report is agreed, it is sent to the Awarding Body to check for accuracy and provide feedback to the Listing Panel if required.

The review should be completed in ten days

When the Awarding Body returns the First Draft of the Evaluation Report, the Listing Panel considers the comments (if any) and agrees the appropriate action to form the Second Draft of the Report

The Listing Panel may accept the Awarding Body's comments, in which case the First Draft of the Report is amended to form the Second Draft. However if the Listing Body does not agree with an amendment and does not take it on board the Listing Panel must document the reasons.

Stages 7, 8 and 9: Approval and Notification

The Second Draft of the Evaluation Report is submitted for Approval from the OAAAQA CEO. It may be that some comment is given on the Report to the Listing Panel for their consideration.

When the report is approved by the CEO, it is submitted to the OAAAQA Board for approval of the recommended outcome.

When approved, the Director General informs the Awarding Body and the qualification is placed on the NRQ

Note: the OAAAQA CEO and the OAAAQA Board cannot amend the Listing or Alignment Panel's recommended outcome

Formation of Listing Panels

Approval of OQFERs

Details of potential OQFERs are submitted to the CEO for approval, following which the details are placed on the database of OQF External Reviewers

Formation of Panels

DGNQF is notified by the Awarding Body of a forthcoming application

DGNQF considers the potential members of the Listing Panel, based on the subject matter of the qualification and the expertise of the approved OQFERs

Checks availability and willingness to participate

Submits to Awarding Body for potential conflict of interest

Invites potential members to serve on Listing Panel, sends confidentiality agreement and contract

Establishes Listing Panel

References

- OAAAQA, (2023) OQF Manual, Version 2
- OAAAQA (2023) OQF Document, Version 2
- Bowe B, and Fitzmaurice M., Guide to Writing Learning Outcomes, Dublin Institute of Technology, Learning and Teaching Centre (n.d)