Sultanate of Oman
Oman Authority for
Academic Accreditation and
Quality Assurance of Education

OMAN QUALIFICATIONS FRAMEWORK DOCUMENT

September 2023

Version 3

CONTENTS

PART A: OVERVIEW

1.   INTRODUCTION

The Oman Qualifications Framework (OQF) is a comprehensive, integrated and mandatory National Qualifications Framework (NQF) that includes qualifications from all public and private sectors of education and training in Oman. It is based on a set of generic Level Descriptors that provide the basis for the recognition of learning, regardless of where that learning has been achieved. The OQF enhances the quality standards for all qualifications across the different education and training sectors and promotes parity of esteem between academic, technological, professional and technical and vocational qualifications.

The Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA) has defined the OQF as:

> an instrument to describe, compare and classify qualifications from all sectors of education and training in Oman. It is based on one set of generic Level Descriptors, which describe the expected outcomes at each of its ten levels. The OQF provides a reference point for qualifications delivered and awarded in Oman; the comparison between Omani qualifications and Foreign or International qualifications; and the Recognition of Prior Learning

1.1   OAAAQA Responsibilities for the OQF

The governance of the OQF is the responsibility of the OAAAQA Board and is defined as 'the overall responsibility for the OQF, including setting the strategic direction and approving the overarching policies for the framework'.

The management of the OQF is the responsibility of the OAAAQA Executive Office and is defined as `ensuring all OQF activities are carried out effectively and efficiently following the OAAAQA Policies relating to the Oman Qualifications Framework`.

The implementation of the OQF is the responsibility of the Directorate General of the National Qualifications Framework (DGNQF) and is defined as `carrying out all OQF activities, including the processes for Listing, Alignment, Re-Listing and Re-Alignment; promoting and disseminating the OQF to stakeholders; supporting all Awarding Bodies offering qualifications in Oman, and maintaining the National Register of Qualifications`.

These roles and responsibilities are given in the OAAAQA Policy for the Governance, Management and Implementation of the OQF (see Appendix C1).

1.2   The OQF Document

This OQF Document provides a comprehensive description of the OQF, including its objectives, structure, Level Descriptors and processes for the placement and review of qualifications on the National Register of Qualifications (NRQ). The document includes the Qualification Arrangements for the range of Omani qualifications offered in general (school) education, academic, technological, professional and technical and vocational education to provide information on the OQF Level and minimum OQF Credit Value of each qualification type. The OAAAQA Policies relating to the OQF are in Appendix C.

2.   OQF OBJECTIVES AND SCOPE

2.1   Objectives of the OQF

To support national economic and educational needs, ten objectives for the OQF were identified by the OAAAQA in consultation with education and training stakeholders in Oman. These objectives provide a clear and consistent means of:

1. Describing, comparing and classifying all qualifications in Oman, inclusive of general education (school), academic, technological, professional and technical and vocational qualifications

2. Supporting the revision of existing qualifications, as required

3. Supporting the design and development of new qualifications to consistent standards, based on Learning Outcomes that are assessed and quality assured

4. Supporting and strengthening the on-going development of processes for quality assurance in education and training

5. Supporting lifelong learning, by providing clarity on the routes by which learners can progress through the qualification system in Oman and supporting the development of new and more flexible progression possibilities for learners, including Credit Accumulation and Transfer (CAT) and the Recognition of Prior Learning (RPL)

6. Supporting the recognition of Foreign and International qualifications in Oman and the recognition of Omani qualifications abroad

7. Supporting the recognition of learning achievements that take place in all contexts, including formal, non-formal and informal learning

8. Supporting the recognition of a wide range of technological, professional and technical and vocational qualifications

9. Supporting the recognition of learning awarded for the achievement of small sets of Learning Outcomes, such as skills courses, micro-credentials, or part-qualifications (see section **2.2**)

10. Enhancing parity of esteem between the qualifications awarded in the four Educational Pathways (see section **3.2**)

2.2   Scope of the OQF

All formal and licensed Omani qualifications must be placed on the NRQ through a process called `Listing'.[1] Listing a qualification on the OQF is defined as 'an evaluation of an Omani qualification against the Listing Criteria and the OQF Level Descriptors to determine the OQF Level and OQF Credit Value of the entire qualification'. Companies that develop and deliver their own training programmes, including in-house training, can voluntarily seek to have the qualifications resulting from these programmes Listed on the OQF.

The OQF includes the following:

- Quality-assured qualifications, from all sectors of education and training, owned and awarded by Professional Bodies and by Awarding Bodies in Oman

- Module-based qualifications

- School qualifications such as the General Certificate of Basic Education (Grade **10**) and the General Education Diploma (Grade **12**)

- Part-qualifications that contribute to a whole qualification

- Programmes where the volume of learning is a minimum of four OQF Credit Points or a minimum of one OQF Credit Hour

- Qualifications that provide recognition for the achievement of those with special educational needs and adults returning to basic education

Qualifications offered in Oman that are awarded by a Foreign and International Awarding Body must be Aligned to the OQF.[2] Alignment is defined as 'an evaluation of a 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'.

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[1] Omani qualifications that are Listed and placed on the NRQ are subject to Re-Listing on a cyclical basis.

[2] Foreign and International qualifications, which are Aligned to the OQF, are subject to Re-Alignment on a cyclical basis.

3. OQF STRUCTURE

The design of the OQF takes into account the diverse range of qualifications currently offered in Oman and those planned for development in the future. The OQF structure, represented in Figure **1**, comprises:

- **Ten Levels:** derived from the range of formal qualifications in Oman
- **Three Bands:** namely, 'Access', 'Schooling' and 'Higher Education' (Post-School)
- **Four Educational Pathways:** namely, `academic`, `technological` `professional` and 'technical and vocational'
- **Recognition of Prior Learning (RPL):** reflecting the importance of RPL in Oman

The OQF structure:

- Provides sufficient differentiation for the range and variance of existing qualifications and for new types of qualifications that may be developed in the future
- Accommodates all types and levels of education and training, regardless of the provider
- Promotes parity of esteem between academic, technological, professional and technical and vocational qualifications
- Is compatible with the Higher Education Law that defines all post-school learning as Higher Education[3]
- Clarifies progression routes for learners within the four Educational Pathways and opens up opportunities for new progression routes to be developed
- Allows for the recognition of professional qualifications through the Professional Pathway
- Recognises that technical and vocational education continues at all levels
- Provides for the recognition of Foreign and International qualifications
- Supports lifelong learning through CAT and RPL

The OQF Structure has identified the need to develop new qualifications at certain levels within the Educational Pathways (see Figure **1**).

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[3]   Royal Decree No. **27/2023** issued on **4** May **2023** promulgating the Higher Education Law

Band	Level	Pathway				RPL
		Professional	Academic	Technological	Technical and Vocational	
Higher Education (Post-School)	10	Professional Qualification 5	Doctorate	Doctor of Technology	*[New Technical & Vocational Qualifications may be developed]*	N/A
	9	Professional Qualification 4	Master's Post-Graduate Diploma	Master of Technology	*[New Technical & Vocational Qualifications may be developed]*	
	8	Professional Qualification 3	Bachelor's Degree	Bachelor of Technology	*[New Technical & Vocational Qualifications may be developed]*	
	7	Professional Qualification 2	Advanced Diploma	Advanced Diploma of Technology	*[New Technical & Vocational Qualifications may be developed]*	
	6	Professional Qualification 1	Diploma	Diploma of Technology	Vocational Diploma *[New Technical Qualifications may be developed]*	
	5	Introductory Professional Certificate	*[New qualifications may be developed]*	*[New qualifications may be developed]*	Certificate of Vocational Competency 3 *[New Technical Qualifications may be developed]*	
Schooling	4	General Education Diploma (Grade 12) *[New qualifications may be developed]*			General Vocational Education Diploma Certificate of Vocational Competency 2 *[New Technical Qualifications may be developed]*	
	3	General Certificate of Basic Education (Grade 10)			General Vocational Education Certificate Certificate of Vocational Competency 1 *[New Technical Qualifications may be developed]*	
	2	Completion of Cycle 1 (Grade 4)			*[New Technical & Vocational Qualifications may be developed]*	
Access	1	Literacy 1				

Figure 1: OQF Structure [4]

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[4]   This matrix was developed in consultation with stakeholders and represents the OQF Structure as described in section 3.

3.1   OQF Bands

OQF Bands are defined as 'a cluster of levels on the OQF that reflects the education and training sectors: Access at OQF Level 1; Schooling at OQF Levels 2 to 4 and Higher Education (Post-School) at OQF Levels 5 to 10'.

3.1.1 Access Band

The Access Band at OQF Level 1 includes elementary education for adults with no formal qualifications.

3.1.2 Schooling Band

The Schooling Band at OQF Levels 2 to 4 includes general (school) education consisting of two phases:

- Basic education (with two cycles):

    o First cycle of four grades (Grades 1-4)

    o Second cycle of six grades (Grades 5-10)

- Post-basic education consisting of two grades (Grades 11-12)

3.1.3 Higher Education (Post-School) Band

The Higher Education (Post-School) Band, at OQF Levels 5 to 10, includes qualifications relevant to:

- Academic education

- Technological education

- Professional education

- Technical and vocational education and training beyond school

3.2   Educational Pathways

Educational Pathways are beneficial in assisting the development of programmes that lead to qualifications. The OAAAQA has defined Educational Pathways as `the educational orientation, academic, technological, professional or technical and vocational within which the defined purpose of a qualification falls'. These pathways are not intended to 'label' qualifications under distinct and rigid categories; rather, they show the current mainstream qualifications within the different sectors of education and training in Oman and indicate where qualifications may be developed in the future.

The qualifications offered in one Educational Pathway are likely to have a different purpose to those offered in another. The purpose of a qualification determines the composition of the programme (i.e., theoretical learning, practical learning, workplace learning or learning by research). The way in which the modules are combined contributes to making a qualification fit-for-purpose. Given this specificity, some qualifications

may rationally belong to one or more of the four Educational Pathways and it is left up to the Awarding Body to select the most appropriate pathway for their qualification.

The Educational Pathways facilitate learner progression by giving clarity to the type of qualification(s) that learners have previously achieved. As learner progression is not restricted to one Educational Pathway, the OQF assists learner mobility across the four Educational Pathways by providing the means of demonstrating parity of esteem between academic, technological, professional and technical and vocational qualifications. A brief description of each Educational Pathway is given in the following section.

3.2.1 Academic Pathway

Qualifications with an academic purpose have a general disciplinary direction that may, or may not, directly link to a particular occupation, profession or technological field. The emphasis of the learning is on knowledge (and the application of knowledge) and skills through research in a predominantly theoretical environment.

3.2.2 Technological Pathway

Qualifications with a technological purpose have both a theoretical and a practical focus, allowing graduates to fulfil roles that require a balance between knowledge of the disciplinary area or field and the skills for the practical application of knowledge within a working environment. Theoretical knowledge typically constitutes more than half of the learning that leads to the qualification.

3.2.3 Professional Pathway

Qualifications with a professional purpose share a close connection with specific professions or jobs. They help learners develop their skills to work and progress in a specific profession. Some professions are governed by regulation requiring individuals to gain professional qualifications from the relevant professional body in order to be employed or to progress within that profession. The learning required to achieve this kind of qualification can be largely or entirely work-based.

3.2.4 Technical and Vocational Pathway

Qualifications with a technical and vocational purpose are closely linked to specific occupations or trades. Technical and vocational education and training prepares people for work and upskills the workforce. Technical and vocational qualifications provide practical `hands-on' skills which typically constitute more than half of the learning that leads to the qualification. Some or most of the learning may take place in the workplace or a simulated work environment.

3.3   Supporting Lifelong Learning and Learner Progression

Credit Accumulation and Transfer (CAT) and the Recognition of Prior Learning (RPL) contribute to the OQF Objective to support lifelong learning (see section 2.1). CAT and RPL can minimise the duplication of learning for individuals. This is particularly helpful for those who need, or want, to change career path in response, for example, to changing labour markets or personal circumstances (see section 8).

CAT is a process that allows OQF Credit (which counts towards an award) to be accumulated by a learner and then partially or wholly transferred from one qualification to another. The regulations of the Awarding Body govern the amount of OQF Credit that can be transferred.

RPL, included in the OQF Framework Structure[5], is the recognition of learning from previous formal, non-formal and informal learning.

3.4   National Register of Qualifications (NRQ)

The NRQ is `an online official record of all nationally recognised qualifications Listed on, or Aligned to, the OQF. Managed by the DGNQF, the NRQ is available to stakeholders and the general public. Submission and evaluation of Listing and Alignment applications are carried out through the NRQ online system, allowing for secure storage and easy retrieval of documentation`.

4. OQF LEVEL AND OQF CREDIT

The OQF uses two measures for the Listing and Alignment of qualifications, namely OQF Level and OQF Credit. The OQF Level indicates the complexity of learning and OQF Credit indicates the size or volume of the learning. Together, these two measures provide the means for understanding and comparing the different qualifications in Oman by:

- Clarifying the relationship between different qualifications
- Clarifying the exit points in some qualifications and routes for progression
- Providing opportunity for CAT and RPL

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[5]   Figure 1.

4.1 OQF Level

OQF Level is defined as 'an indicator of relative demand, complexity, depth of knowledge and learner autonomy as described in the OQF Level Descriptors'.[6] The OQF has ten levels, derived from the range of formal qualifications in Oman.

OQF Levels reflect the progression in learning as each level increases in demand; OQF Level 1 is for elementary education and training and OQF Level 10 is for the most complex, at the forefront in the development of new knowledge and skills. The OQF Level of a qualification is determined through an evaluation of the modules that comprise a qualification against the Listing or Alignment Criteria and the OQF Level Descriptors.

4.1.1 OQF Level Descriptors

An OQF Level is defined by the OQF Level Descriptors (see sections 4.2 and 4.3). These are fundamental to the OQF and common to all sectors of education and training. They set out, in brief generic terms, the expected outcomes of each of the ten levels of the OQF in relation to the following six characteristics:

- Knowledge
- Skills
- Communication, Numeracy, Information Communication Technology (ICT) Skills
- Autonomy and Responsibility
- Employability and Values
- Learning to Learn

As they provide a national reference for establishing the level of qualifications, the OQF Level Descriptors are used by Awarding Bodies and the OAAAQA for the Listing and Alignment of all qualifications. The OQF Level Descriptors:

- Provide the means to determine the appropriate level of learning
- Support the development of new programmes and qualifications
- Provide a reference to assist with consistency and transparency of qualifications
- Contribute to the ability to provide broad comparisons on the level between national and international qualifications

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[6]   Adapted from D Gosling and J Moon, *How to Use Learning Outcomes and Assessment Criteria* (London: Southern England Consortium for Credit Accumulation and Transfer, SEEC Office, 2001).

- Contribute to the development of a shared understanding of the expected outcomes at each OQF Level

- Support CAT and RPL

The following points should be noted:

- The OQF Level Descriptors are generic. They do not include subject-specific outcomes; these should be defined in the Programme and module specifications
- Not all of the OQF characteristics need to be reflected in every module comprising the qualification
- A `best-fit approach` should be used to evaluate modules and qualifications against the statements in the OQF Level Descriptors' characteristics

Collective professional judgement is used to make decisions on the OQF Level and OQF Credit Value of modules and ultimately the programme that leads to a qualification.

4.1.2 Explanation of Terms in the OQF Level Descriptors

The key terms used in the OQF Level Descriptors are described in the following Tables. Table 1 explains the general terminology used within the descriptors while Tables 2, 3 and 4 set out the OQF terminology used to describe the progression in the complexity of learning. Together, the definitions help to distinguish between terms (for example, 'basic' and 'simple') as used in their specific OQF context. Tables 5 to 14 cover the OQF Level Descriptors by Level and Tables 15 to 20 cover the OQF Level Descriptors by Characteristic.

Table 1: Explanation of Terms used in the OQF Level Descriptors	
Term	**Explanation**
Abstract	Existing in thought, or as an idea, but not having a physical or concrete existence[7]
Advanced Knowledge	A high level of knowledge and understanding; more than basic level of understanding
Advanced Scholarship	The creation of new knowledge, or the critical reinterpretation, application and transfer of existing knowledge[8]

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[7]   https://en.oxforddictionaries.com/definition/abstract (accessed on 07.10.2017).

[8]   Staffordshire University (2014) Policy on Advanced Scholarship, pg. 2
https://blogs.staffs.ac.uk/research/files/2014/02/Advanced-Scholarship-FINAL-V2-Jan-2014.doc (accessed on 05.03.2022).

Table 1: Explanation of Terms used in the OQF Level Descriptors	
Term	**Explanation**
Autonomous	Ability to act independently rather than being directed or supervised by others
Basic	Forming an essential foundation in order to learn; starting point of learning
Broad Range	Covering a wide range. Extensive in scope, not limited or narrow; great breadth[9]
Close Supervision	Attentive and thorough supervision but not necessarily in direct contact all of the time
Cognitive Skills	The skills required to think, read, learn, remember, reason and pay attention[10]
Collaboratively	Produced by, or involving two or more parties, working together.[11] Work jointly with others or together especially in an intellectual and occupational endeavour[12]
Complex	Consisting of many and connected parts; complicated and intricate[13]
Comprehensive Knowledge	Including, or dealing with, all or nearly all elements or aspects of something[14]
Conceptual	An abstract, or general idea, inferred or derived from specific instances[15]
Critical Awareness	Well-informed attentiveness in a particular area or issue in subject discipline; ability to form opinions and judgments based on consideration
Critically Analyse	Detailed examination of situations and developments relating to the subject area or occupation, leading to opinions or judgements

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[9]   http://www.dictionary.com/browse/broad?s=ts (accessed on **07.10.17**).

[10]   http://www.learningrx.com/brain-training-**101**/what-are-cognitive-skills/ (accessed on **07.10.2017**).

[11]   https://en.oxforddictionaries.com/definition/collaborative (accessed on **07.10.2017**).

[12]   htps://www.merriam-webster.com/dictionary/collaboratively (accessed on **07.10.2017**).

[13]   https://en.oxforddictionaries.com/definition/complex (accessed on **07.10.2017**).

[14]   https://en.oxforddictionaries.com/definition/comprehensive (accessed on **07.10.2017**).

[15]   https://www.vocabulary.com/dictionary/concept (accessed on **07.10.2017**).

Table 1: Explanation of Terms used in the OQF Level Descriptors	
Term	**Explanation**
Direct Supervision	Under the instructions and control of another person who is responsible for actions taken and who is available if and when needed. Tasks are overseen and the learner needs constant attention, constructive feedback and guidance[16]
Elementary	Relating to, or involving, the fundamental or simplest aspect of a subject
Entrepreneurial Skills	A wide variety of skills required by an entrepreneur, including skill sets such as leadership, business management, time management, creative thinking and problem-solving vital for promoting innovation, business growth and competitiveness[17]
Familiar	Often encountered or experienced
Field	A particular branch of study, or sphere of activity or interest[18]
General Knowledge	Not specialised knowledge in a discipline, field or occupation
Good Practice	A practice that works well and produces good results
Initiative	Act or take charge before others do, without being directed to do so
Knowledge Exchange	Sharing of learning, research and scholarship among colleagues and/or peers
Limited	Narrow, constraining; small amount
Limited Autonomy	A small amount of self-directing freedom[19]
Manage a Task	Activity in which an individual, or team leader, tracks a task throughout its life cycle and makes decisions based on the progress[20]
Managed Learning Environment	Planned, structured and directed learning
Mastery	Authoritative knowledge or skill

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[16]   Adapted from https://www.lawinsider.com/dictionary/under-direct-supervision (accessed on **29.03.2022**).

[17]   Adapted from https://in.indeed.com/career-advice/career-development/entrepreneur-skills (accessed on **29.03.2022**).

[18]   https://en.oxforddictionaries.com/definition/field (accessed on **07.10.2017**).

[19]   Adapted from https://www.merriam-webster.com/dictionary/autonomy (accessed on **07.10.2017**).

[20]   https://www.assignmentpoint.com/business/management/task-management.html (accessed on **05.11.2019**).

Table 1: Explanation of Terms used in the OQF Level Descriptors	
Term	**Explanation**
Media	Ways of, or channels for, communicating, includes Print Media, Digital Media, Electronic Media, Mass Media (radio, television, magazines, newspapers) and social media
Routine	Commonplace tasks, carried out regularly, or at specified intervals[21]
Scope	The extent of the area, or subject matter, that something deals with or to which it is relevant[22]
Significant	Having a particular meaning; Indicative of something.[23] Substantial; far reaching; important; consequential
Simple	Easily understood or carried out; uncomplicated; not complex; and cognitively undemanding[24]
Social Competence	Able to apply social and emotional behaviours needed to participate as a member of society
Specialised Knowledge	Extensive knowledge in a specific area of a field or discipline
Structured Learning	Arranged in a definite or fixed order, with a clear beginning, middle and end
Supervision	The act of monitoring a person, or activity and making certain that everything is done correctly and/or safely[25]
Theoretical Knowledge	Knowledge that requires comprehension or synthesis of a number of interrelated ideas that explain something and is based on a set of principles
Well-defined	Unambiguous, with clearly set boundaries

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[21] http://www.dictionary.com/browse/routine?s=t (accessed on 07.10.2017).

[22] https://en.oxforddictionaries.com/definition/scope (accessed on 07.10.2017).

[23] https://en.oxforddictionaries.com/definition/significant (accessed on 07.10.2017).

[24] https://en.oxforddictionaries.com/definition/simple (accessed on 07.10.2017).

[25] http://dictionary.cambridge.org/dictionary/english/supervision (accessed on 07.10.2017).

Table 2: Knowledge	
Description	Explanation
Elementary [Knowledge]	Very early stage of knowledge; not developed. Relating to, or involving, the simplest aspect of a subject
Simple [Knowledge]	Uncomplicated, not complex, undemanding. Easily understood or done; presenting no difficulty[26]
Basic	Forming an essential foundation for knowledge. Starting point of learning
General	Commonplace, not specialised knowledge
Broad	Breadth of knowledge and understanding in a subject, discipline, occupation or profession
Significant/ Substantial	Consequential; far reaching
Specialised/ Advanced/ Extensive	Extensive scope of knowledge, including some specialised knowledge; thorough
Advanced Specialised/ Highly Advanced	Highly developed/complex knowledge and understanding in a subject, discipline, occupation or profession
Highly Specialised	Intensive knowledge and understanding in a subject, discipline, occupation or profession. Breadth and depth of knowledge and understanding
Deep and Comprehensive	Authority; complete control of the knowledge; expert knowledge

Table 3: Learning Environments	
Description	Explanation
Controlled	Most highly prescriptive
Structured	Less prescriptive; well defined
Managed	Loosely prescriptive

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[26] https://en.oxforddictionaries.com/definition/simple (accessed on **07.10.2017**).

Table 4: Supervision and Autonomy	
Description	**Explanation**
Direct Supervision/ No Responsibility	Attentive, intense supervision at all times
Close Supervision/ No Responsibility	Thorough supervision, not necessary in direct contact all the time
Regular supervision/ Limited Autonomy/ Some Responsibility	Balance of independent work and supervision
Some Autonomy/ Limited Supervision/ Some Accountability	Mostly independent work. Some responsibility for performance
Independence/ Autonomy/ Accountability	Mostly completely independent, with guidance only when required
Independence in Professional Role/ Some Accountability	Mostly independent, with some accountability in professional role task
High levels of Autonomy and Accountability	Completely independent, with no guidance whatsoever
Fully Accountable and Autonomous	Answerable for independent work

4.2 OQF Level Descriptors (By Level)

Table 5: OQF Level 1	
General Overview	The learner who achieves this level of performance will demonstrate elementary knowledge and skills that can form the basis of learning with strong support for the performance of simple tasks in controlled environments. The learner has an elementary awareness of skills that are appropriate to employment and for progress to further studies.
Characteristics	Indicators
Knowledge	In a subject or occupation, the learner demonstrates and/or works with: • Elementary factual and technical knowledge, concepts and principles
Skills	In a subject or occupation, the learner demonstrates the ability to: • Carry out elementary activities in personal, community and/or learning contexts
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: • Use simple communication skills • Use elementary, limited numeracy skills • Use elementary information communication technology applications with assistance
Autonomy and Responsibility	The learner demonstrates the ability to: • Under direct supervision, work individually, or with others • Under direct supervision, undertake structured defined tasks, in controlled environments
Employability and Values	The learner demonstrates the ability to: • Manage personal, occupational and study time for simple, routine activities • Apply an elementary understanding of appropriate values and ethics
Learning to Learn	The learner demonstrates the ability to: • Undertake structured learning with strong support

Table 6: OQF Level 2	
General Overview	The learner who achieves this level of performance will demonstrate simple knowledge and skills that can support learning under guidance or the performance of roles that involve carrying out routine, structured work under close supervision. The learner has simple, routine skills, which are appropriate for employment and for progress to further studies.
Characteristics	**Indicators**
Knowledge	In a subject or occupation, the learner demonstrates and/or works with: • Simple factual and technical knowledge, concepts and principles
Skills	In a subject or occupation, the learner demonstrates the ability to: • Use simple cognitive and technical skills • Undertake defined, routine activities • Carry out processes that are limited in range, repetitive and familiar
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: • Use basic communication skills • Use simple, limited numeracy skills • Use a limited range of simple information communication technology applications
Autonomy and Responsibility	The learner demonstrates the ability to: • Under close supervision, work individually, or as part of a team • Under close supervision, perform routine, structured work
Employability and Values	The learner demonstrates the ability to: • Apply simple time management skills in a working environment • Apply a simple understanding of the values and ethics required for employment • Apply related values in carrying out basic tasks • Use elementary entrepreneurial and/or creative skills
Learning to Learn	The learner demonstrates the ability to: • Undertake learning with support and/or under direct supervision

Table 7: OQF Level 3	
General Overview	The learner who achieves this level of performance will demonstrate basic knowledge and skills, relevant to basic social competence and/or for entry level occupational roles requiring limited skills, in routine activities. The learner has a basic level of skills, which are appropriate for employment and for progress to further studies.
Characteristics	Indicators
Knowledge	In a subject or occupation, the learner demonstrates and/or works with: • Basic knowledge, mainly factual and technical, with some theoretical and procedural knowledge
Skills	In a subject or occupation, the learner demonstrates the ability to: • Use basic and well-practiced processes and appropriate tools to carry out routine activities • Solve basic, predictable problems • Apply known solutions to familiar problems • Use basic cognitive and technical skills to perform basic tasks
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: • Use general communication skills, which are familiar and routine • Use basic numeracy skills to solve predictable, numerical problems • Use basic information communication technology for familiar and routine activities
Autonomy and Responsibility	The learner demonstrates the ability to: • With limited autonomy and regular supervision, work and/or study alone, or as part of a team • Assume some responsibility for quantity and quality of output
Employability and Values	In employment and/or study, the learner demonstrates the ability to: • Manage time according to work schedules and/or personal timetables • Apply basic understanding of the values and ethics in a subject or occupation to carry out basic tasks

	● Use simple entrepreneurial and/or creative skills
Learning to Learn	The learner demonstrates the ability to: ● Undertake learning processes in a managed, supervised environment ● Recognise the need for self-development in the acquisition of knowledge and skills

Table 8: OQF Level 4	
General Overview	The learner who achieves this level of performance will demonstrate general factual knowledge and practical skills appropriate as the basis of progress to further learning and/or to skilled occupations. The learner has a range of general interpersonal skills that are appropriate for employment or study.
Characteristics	Indicators
Knowledge	In a subject or occupation, the learner demonstrates and/or works with: ● General factual, conceptual and technical knowledge, with some theoretical and abstract elements
Skills	In a subject or occupation, the learner demonstrates the ability to: ● Apply general cognitive and technical skills to perform a range of tasks requiring theoretical, conceptual and abstract elements ● Use general tools and techniques ● Analyse general information to make informed judgements
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: ● Use appropriate communication skills for defined purposes ● Apply general numeracy skills to solve predictable and unpredictable problems ● Use a range of information communication technology for defined purposes
Autonomy and Responsibility	The learner demonstrates the ability to: ● With some autonomy and/or limited supervision, work individually, or as part of a team ● Assume accountability for the completion of defined tasks
Employability and Values	In employment and/or study, the learner demonstrates the ability to: ● Apply a general understanding of the values and ethics required for study and/or occupation and display these to others ● Manage time independently to achieve personal, study and/or occupational goals

	● Apply basic entrepreneurial and/or creative skills
Learning to Learn	The learner demonstrates the ability to: ● Identify learning pathways for selected study or occupation ● With minimum supervision, take responsibility for their own learning

Table 9: OQF Level 5	
General Overview	The learner who achieves this level of performance will demonstrate a broad range of knowledge and skills with some theoretical elements required to undertake skilled roles or as the basis for further learning. The learner demonstrates a broad range of skills appropriate to employment or study and is able to apply these in appropriate situations.
Characteristics	Indicators
Knowledge	In a subject, discipline, occupation or profession, the learner: • Demonstrates and/or works with a broad range of factual, procedural and technical knowledge, with some theoretical and conceptual elements • Interprets important information with informed awareness • Demonstrates informed awareness of different perspectives and/or approaches within the area of study or work • Uses information to construct a coherent argument
Skills	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: • Use a broad range of cognitive and technical skills • Complete tasks that are usually well defined • Analyse issues to solve problems that are usually well defined, but sometimes non-routine
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: • Use appropriate communication skills, at a significant level, in work and/or study contexts • Solve complex numeracy problems, most of which are predictable • Use a broad range of information communication technology in work and/or study contexts
Autonomy and Responsibility	The learner demonstrates the ability to: • Perform individually and collaboratively in teams, with some responsibility for task management

Table 9: OQF Level 5	
	• Independently manage tasks within activities, which are generally predictable, but where there may be some elements of unpredictability • Assume advanced levels of accountability for tasks performed
Employability and Values	In employment and/or study, the learner demonstrates the ability to: • Manage time appropriately to obtain a broad understanding of their subject, discipline, occupation or profession • Show a broad understanding of the values and ethics associated with their study, occupation or profession and display these values to others • Use general entrepreneurial and/or creative skills
Learning to Learn	The learner demonstrates the ability to: • Learn independently

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Table 10: OQF Level 6	
General Overview	The learner who achieves this level of performance will demonstrate a substantial range of knowledge, skills and understanding of general principles in a subject area or discipline with some specialisation. The learner is able to fulfil generally autonomous roles in craft, technical and supervisory activities. The learner demonstrates some specialist skills required for their occupation and/or study
Characteristics	Indicators
Knowledge	In a subject, discipline, occupation or profession, the learner: • Demonstrates and/or works with significant knowledge of important bodies of information, which include some areas of specialisation and conceptualisation • Demonstrates an understanding of the scope and nature of the area of study or work and the principles that underpin it • Demonstrates basic knowledge of the essential legal environment and relevant regulatory frameworks
Skills	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: • Use a significant range of cognitive and technical skills • Identify and apply the main methodologies, and appropriate tools, to complete well-defined tasks, some of which may be complex • Develop solutions to solve problems • Formulate responses to well-defined and abstract problems
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: • Use appropriate communication skills to report information to diverse audiences • Solve complex problems, using numeracy skills and calculations, some of which may be abstract • Use and analyse a substantial range of information using information communication technology

Table 10: OQF Level 6	
Autonomy and Responsibility	The learner demonstrates the ability to: • Undertake and manage tasks independently • Work individually or collaborate within teams to take the lead in completing tasks • Take responsibility for managing individuals and groups • Under guidance, fulfil professional role tasks, adhering to professional regulations or standards • Assume some accountability for the management of tasks and their output
Employability and Values	In employment and/or study, the learner demonstrates the ability to: • Manage time appropriately to allow for personal development and/or the development of others • Use their significant understanding of the values and ethics associated with their study, occupation or profession and introduce these values to others • Use substantial entrepreneurial and/or creative skills
Learning to Learn	The learner demonstrates the ability to: • Identify and initiate responses to their own learning needs

Table 11: OQF Level 7	
General Overview	The learner who achieves this level of performance will demonstrate knowledge of the significant principles in a field of study and the technical and cognitive skills to apply those principles in occupational roles and/or other contexts. The learner demonstrates significant skills appropriate to the level of their occupation or study and encourages their use by others.
Characteristics	Indicators
Knowledge	In a subject, discipline, occupation or profession, the learner: • Demonstrates and/or works with specialised knowledge of important factual, conceptual, technical and theoretical aspects to synthesise information • Demonstrates a command of the concepts and principles that underpin knowledge • Demonstrates an understanding of the way in which new knowledge is developed • Demonstrates an understanding of the relationship between the subject, discipline, occupation or profession and related areas of knowledge • Demonstrates knowledge of the main research methods
Skills	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: • Apply an analytical and extensive understanding of the principal tools, methods, instruments and investigative techniques, relevant to the field • Apply specialised problem-solving skills in complex and variable contexts
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: • Communicate information, in a variety of modes, appropriate to different topics, issues and audiences

Table 11: OQF Level 7	
	• Use a broad range of cognitive and technical skills to solve problems that include advanced numeracy calculations • Use advanced information communication technology in a variety of different topics and issues
Autonomy and Responsibility	The learner demonstrates the ability to: • Manage tasks individually or collaboratively within teams • With limited guidance, fulfil professional role tasks, adhering to professional regulations or standards • Assume high levels of accountability for the management of tasks and their output
Employability and Values	In employment and/or study, the learner demonstrates the ability to: • Promote good work or study practices among study/work colleagues • Manage time to allow for the future mastery of their subject, discipline, occupation or profession • Apply advanced knowledge of the associated values and ethics and encourage the use of these values and ethics in others • Use advanced entrepreneurial and/or creative skills
Learning to Learn	The learner demonstrates the ability to: • Use own initiative to undertake further learning to develop their skills

Table 12: OQF Level 8	
General Overview	The learner who achieves this level of performance will demonstrate advanced knowledge and understanding and advanced cognitive and technical skills and can apply these in occupational, professional roles and/or in other contexts. The learner demonstrates an advanced level of skills and promotes good work and study practices.
Characteristics	Indicators
Knowledge	In a subject, discipline, occupation or profession, the learner: • Demonstrates and/or works with advanced specialised knowledge • Demonstrates a general understanding of its relationship to knowledge in other relevant fields and professional areas • Demonstrates an extensive understanding of the theories, principles and methodologies and understands how new knowledge is developed and applied • Demonstrates general knowledge of the essential legal environment and relevant regulatory frameworks • Demonstrates an awareness of current research and literature
Skills	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: • Apply established concepts, theories and modes of inquiry to synthesise and interpret information to evaluate possible conclusions • Select and apply appropriate research methods and techniques • Conduct independent evaluations of information • Show commitment to the development of new ideas and/or processes in the occupation, study context or research
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: • Interpret and communicate information and adapt it for the audience, as appropriate

Table 12: OQF Level 8	
	• Use advanced cognitive and technical skills, including numeracy calculations, to independently analyse complex problems and devise appropriate solutions • From a wide range, select and use the most appropriate information communication technology to gather and interpret information
Autonomy and Responsibility	The learner demonstrates the ability to: • Undertake advanced autonomous occupational or professional activities and/or adopt leadership roles • Take responsibility for the management of resources • Operate within occupational, professional, organisational or disciplinary guidelines and/or strategic plans • Assume full accountability for the management of tasks and their output
Employability and Values	In employment and/or study, the learner demonstrates the ability to: • Apply advanced levels of time management associated with advanced levels of responsibility • Promote good time management practices when working in teams • Apply highly advanced levels of understanding of the values and ethics of their discipline, occupation or profession and promote these values to others • Apply highly specialised entrepreneurial and/or creative skills
Learning to Learn	The learner demonstrates the ability to: • Manage learning tasks independently, with an awareness of how new knowledge is developed and applied

Table 13: OQF Level 9	
General Overview	The learner who achieves this level of performance will demonstrate specialist knowledge in a field and the skills required for research or other advanced professional practice in order to fulfil senior professional and leadership roles in specialised fields. The learner demonstrates a composite level of skills appropriate to senior levels in their occupation and/or discipline.
Characteristics	Indicators
Knowledge	In a subject, discipline, occupation or profession, the learner: • Demonstrates and/or works with a highly specialised body of knowledge in their field • Demonstrates knowledge of other related fields and/or professional areas • Demonstrates a critical awareness of current problems, theories, developments and new issues emerging as a result of discoveries in recent research • Demonstrates knowledge and understanding of new insights at the forefront of their field • Demonstrates an understanding of current research and literature
Skills	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: • Apply relevant concepts, principles and research techniques, including critical analysis and evaluation, to new issues and problems • Conduct rigorous analysis of information • Address complex or controversial issues • Think independently and make personal judgements based on knowledge and evidence • Apply knowledge in original situations or contexts • Identify and solve problems using disciplinary knowledge in innovative and creative ways

Table 13: OQF Level 9	
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: • Select and use the most appropriate communication method from a variety of media • Use communication skills to appropriately report on complex issues and situations • Use numeracy calculations in creative ways to solve problems • Incorporate media into information communication technology, as appropriate
Autonomy and Responsibility	The learner demonstrates the ability to: • Work independently and/or lead teams to manage their own and group outcomes in complex and unpredictable situations • Assume accountability for generating new knowledge in the subject, discipline, occupation or profession
Employability and Values	In employment and/or study, the learner demonstrates the ability to: • Manage time appropriately and efficiently to show dedication in their field • Strategically evaluate the operational effectiveness of others
Learning to Learn	The learner demonstrates the ability to: • Accept responsibility for their own learning and professional development

Table 14: OQF Level 10	
General Overview	The learner who achieves this level of performance will be able to discover, develop and communicate new knowledge, skills and fulfil research leadership roles in a climate of change. The learner demonstrates a comprehensive level of skills that are appropriate to the forefront of their subject, discipline, occupation or profession. They are able to contribute to the scholarship of their field. They show the ability to encourage autonomy and manage good practice of others.
Characteristics	Indicators
Knowledge	In a subject, discipline, occupation or profession, the learner: ● Demonstrates and/or works with a deep and comprehensive body of knowledge at the forefront of their field ● Demonstrates a comprehensive knowledge and understanding of its relationship to other relevant fields or professional areas ● Demonstrates a comprehensive understanding of current research and literature and can use these to generate new knowledge and insights
Skills	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: ● Apply relevant research techniques to significant new developments ● Apply relevant research to solve problems using disciplinary knowledge in innovative and creative ways ● Refine and extend existing research techniques to conduct original research that is evaluated by independent experts against international standards
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: ● Communicate and explain the results and significance of original research, or of advanced scholarship, to peers and community ● Identify and analyse problems including numeracy calculations, the resolution of which will result in new knowledge or significant developments in professional practice

Table 14: OQF Level 10	
	• Incorporate a range of media into information communication technology, as appropriate
Autonomy and Responsibility	The learner demonstrates the ability to: • Act with full autonomy to strategically lead and manage teams • Act with responsibility and full accountability in all aspects of work or research-based study
Employability and Values	In employment and/or study, the learner demonstrates the ability to: • Encourage the autonomy of colleagues in work and/or study contexts • Manage the time required for complex and prolonged tasks, to ensure that they remain at the forefront of their field • Promote knowledge exchange • Demonstrate a deep and comprehensive understanding of the values and ethics and through leadership promote these to others
Learning to Learn	The learner demonstrates the ability to: • Contribute to the advancement of the state of learning and/or scholarship in a field

4.3   OQF Level Descriptors (By Characteristic)

Table 15: Knowledge	
1	In a subject or occupation, the learner demonstrates and/or works with: ● Elementary factual and technical knowledge, concepts and principles
2	In a subject or occupation, the learner demonstrates and/or works with: ● Simple factual and technical knowledge, concepts and principles
3	In a subject or occupation, the learner demonstrates and/or works with: ● Basic knowledge, mainly factual and technical, with some theoretical and procedural knowledge
4	In a subject or occupation, the learner demonstrates and/or works with: ● General factual, conceptual and technical knowledge, with some theoretical and abstract elements
5	In a subject, discipline, occupation or profession, the learner: ● Demonstrates and/or works with a broad range of factual, procedural and technical knowledge, with some theoretical and conceptual elements ● Interprets important information with informed awareness ● Demonstrates informed awareness of different perspectives and/or approaches within the area of study or work ● Uses information to construct a coherent argument
6	In a subject, discipline, occupation or profession, the learner: ● Demonstrates and/or works with significant knowledge of important bodies of information, which include some areas of specialisation and conceptualisation ● Demonstrates an understanding of the scope and nature of the area of study or work and the principles that underpin it ● Demonstrates basic knowledge of the essential legal environment and relevant regulatory frameworks
7	In a subject, discipline, occupation or profession, the learner: ● Demonstrates and/or works with specialised knowledge of important factual, conceptual, technical and theoretical aspects to synthesise information ● Demonstrates a command of the concepts and principles that underpin knowledge ● Demonstrates an understanding of the way in which new knowledge is developed ● Demonstrates an understanding of the relationship between the subject, discipline, occupation or profession and related areas of knowledge ● Demonstrates knowledge of the main research methods

8	In a subject, discipline, occupation or profession, the learner: • Demonstrates and/or works with advanced specialised knowledge • Demonstrates a general understanding of its relationship to knowledge in other relevant fields and professional areas • Demonstrates an extensive understanding of the theories, principles and methodologies and understands how new knowledge is developed and applied • Demonstrates general knowledge of the essential legal environment and relevant regulatory frameworks • Demonstrates an awareness of current research and literature
9	In a subject, discipline, occupation or profession, the learner: • Demonstrates and/or works with a highly specialised body of knowledge in their field • Demonstrates knowledge of other related fields and/or professional areas • Demonstrates a critical awareness of current problems, theories, developments and new issues emerging as a result of discoveries in recent research • Demonstrates knowledge and understanding of new insights at the forefront of their field • Demonstrates an understanding of current research and literature
10	In a subject, discipline, occupation or profession, the learner: • Demonstrates and/or works with a deep and comprehensive body of knowledge at the forefront of their field • Demonstrates a comprehensive knowledge and understanding of its relationship to other relevant fields or professional areas • Demonstrates a comprehensive understanding of current research and literature and can use these to generate new knowledge and insights

Table 16: Skills
1	In a subject or occupation, the learner demonstrates the ability to: • Carry out elementary activities in personal, community and/or learning contexts
2	In a subject or occupation, the learner demonstrates the ability to: • Use simple cognitive and technical skills • Undertake defined, routine activities • Carry out processes that are limited in range, repetitive and familiar
3	In a subject or occupation, the learner demonstrates the ability to: • Use basic and well-practiced processes and appropriate tools to carry out routine activities • Solve basic, predictable problems • Apply known solutions to familiar problems • Use basic cognitive and technical skills to perform basic tasks
4	In a subject or occupation, the learner demonstrates the ability to: • Apply general cognitive and technical skills to perform a range of tasks requiring theoretical, conceptual and abstract elements • Use general tools and techniques • Analyse general information to make informed judgements
5	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: • Use a broad range of cognitive and technical skills • Complete tasks that are usually well defined • Analyse issues to solve problems that are usually well defined, but sometimes non-routine
6	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: • Use a significant range of cognitive and technical skills • Identify and apply the main methodologies, and appropriate tools, to complete well-defined tasks, some of which may be complex • Develop solutions to solve problems • Formulate responses to well-defined and abstract problems
7	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: • Apply an analytical and extensive understanding of the principal tools, methods, instruments and investigative techniques, relevant to the field • Apply specialised problem-solving skills in complex and variable contexts
8	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: • Apply established concepts, theories and modes of inquiry to synthesise and interpret information to evaluate possible conclusions

	• Select and apply appropriate research methods and techniques • Conduct independent evaluations of information • Show commitment to the development of new ideas and/or processes in the occupation, study context or research
9	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: • Apply relevant concepts, principles and research techniques, including critical analysis and evaluation, to new issues and problems • Conduct rigorous analysis of information • Address complex or controversial issues • Think independently and make personal judgements based on knowledge and evidence • Apply knowledge in original situations or contexts • Identify and solve problems using disciplinary knowledge in innovative and creative ways
10	In a subject, discipline, occupation or profession, the learner demonstrates the ability to: • Apply relevant research techniques to significant new developments • Apply relevant research to solve problems using disciplinary knowledge in innovative and creative ways • Refine and extend existing research techniques to conduct original research that is evaluated by independent experts against international standards

	Table 17: Communication, Numeracy and Information Communication Technology Skills
1	The learner demonstrates the ability to: ● Use simple communication skills ● Use elementary, limited numeracy skills ● Use elementary information communication technology applications with assistance
2	The learner demonstrates the ability to: ● Use basic communication skills ● Use simple, limited numeracy skills ● Use a limited range of simple information communication technology applications
3	The learner demonstrates the ability to: ● Use general communication skills, which are familiar and routine ● Use basic numeracy skills to solve predictable, numerical problems ● Use basic information communication technology for familiar and routine activities
4	The learner demonstrates the ability to: ● Use appropriate communication skills for defined purposes ● Apply general numeracy skills to solve predictable and unpredictable problems ● Use a range of information communication technology for defined purposes
5	The learner demonstrates the ability to: ● Use appropriate communication skills, at a significant level, in work and/or study contexts ● Solve complex numeracy problems, most of which are predictable ● Use a broad range of information communication technology in work and/or study contexts
6	The learner demonstrates the ability to: ● Use appropriate communication skills to report information to diverse audiences ● Solve complex problems, using numeracy skills and calculations, some of which may be abstract ● Use and analyse a substantial range of information using information communication technology
7	The learner demonstrates the ability to: ● Communicate information, in a variety of modes, appropriate to different topics, issues and audiences ● Use a broad range of cognitive and technical skills to solve problems that include advanced numeracy calculations

	● Use advanced information communication technology in a variety of different topics and issues
8	The learner demonstrates the ability to: ● Interpret and communicate information and adapt it for the audience, as appropriate ● Use advanced cognitive and technical skills, including numeracy calculations, to independently analyse complex problems and devise appropriate solutions ● From a wide range, select and use the most appropriate information communication technology to gather and interpret information
9	The learner demonstrates the ability to: ● Select and use the most appropriate communication method from a variety of media ● Use communication skills to appropriately report on complex issues and situations ● Use numeracy calculations in creative ways to solve problems ● Incorporate media into information communication technology, as appropriate
10	The learner demonstrates the ability to: ● Communicate and explain the results and significance of original research, or of advanced scholarship, to peers and community ● Identify and analyse problems including numeracy calculations, the resolution of which will result in new knowledge or significant developments in professional practice ● Incorporate a range of media into information communication technology, as appropriate

Table 18: Autonomy and Responsibility	
1	The learner demonstrates the ability to: • Under direct supervision, work individually, or with others • Under direct supervision, undertake structured defined tasks, in controlled environments
2	The learner demonstrates the ability to: • Under close supervision, work individually, or as part of a team • Under close supervision, perform routine, structured work
3	The learner demonstrates the ability to: • With limited autonomy and regular supervision, work and/or study alone, or as part of a team • Assume some responsibility for quantity and quality of output
4	The learner demonstrates the ability to: • With some autonomy and/or limited supervision, work individually, or as part of a team • Assume accountability for the completion of defined tasks
5	The learner demonstrates the ability to: • Perform individually and collaboratively in teams, with some responsibility for task management • Independently manage tasks within activities, which are generally predictable, but where there may be some elements of unpredictability • Assume advanced levels of accountability for tasks performed
6	The learner demonstrates the ability to: • Undertake and manage tasks independently • Work individually or collaborate within teams to take the lead in completing tasks • Take responsibility for managing individuals and groups • Under guidance, fulfil professional role tasks, adhering to professional regulations or standards • Assume some accountability for the management of tasks and their output
7	The learner demonstrates the ability to: • Manage tasks individually or collaboratively within teams • With limited guidance, fulfil professional role tasks, adhering to professional regulations or standards • Assume high levels of accountability for the management of tasks and their output
8	The learner demonstrates the ability to:

Table 18: Autonomy and Responsibility	
	• Undertake advanced autonomous occupational or professional activities and/or adopt leadership roles • Take responsibility for the management of resources • Operate within occupational, professional, organisational or disciplinary guidelines and/or strategic plans • Assume full accountability for the management of tasks and their output
9	The learner demonstrates the ability to: • Work independently and/or lead teams to manage their own and group outcomes in complex and unpredictable situations • Assume accountability for generating new knowledge in the subject, discipline, occupation or profession
10	The learner demonstrates the ability to: • Act with full autonomy to strategically lead and manage teams • Act with responsibility and full accountability in all aspects of work or research-based study

Table 19: Employability and Values	
1	The learner demonstrates the ability to: ● Manage personal, occupational and study time for simple, routine activities ● Apply an elementary understanding of appropriate values and ethics
2	The learner demonstrates the ability to: ● Apply simple time management skills in a working environment ● Apply a simple understanding of the values and ethics required for employment ● Apply related values in carrying out basic tasks ● Use elementary entrepreneurial and/or creative skills
3	In employment and/or study, the learner demonstrates the ability to: ● Manage time according to work schedules and/or personal timetables ● Apply basic understanding of the values and ethics in a subject or occupation to carry out basic tasks ● Use simple entrepreneurial and/or creative skills
4	In employment and/or study, the learner demonstrates the ability to: ● Apply a general understanding of the values and ethics required for study and/or occupation and display these to others ● Manage time independently to achieve personal, study and/or occupational goals ● Apply basic entrepreneurial and/or creative skills
5	In employment and/or study, the learner demonstrates the ability to: ● Manage time appropriately to obtain a broad understanding of their subject, discipline, occupation or profession ● Show a broad understanding of the values and ethics associated with their study, occupation or profession and display these values to others ● Use general entrepreneurial and/or creative skills
6	In employment and/or study, the learner demonstrates the ability to: ● Manage time appropriately to allow for personal development and/or the development of others ● Use their significant understanding of the values and ethics associated with their study, occupation or profession and introduce these values to others ● Use substantial entrepreneurial and/or creative skills
7	In employment and/or study, the learner demonstrates the ability to: ● Promote good work or study practices among study/work colleagues

	Table 19: Employability and Values
	• Manage time to allow for the future mastery of their subject, discipline, occupation or profession • Apply advanced knowledge of the associated values and ethics and encourage the use of these values and ethics in others • Use advanced entrepreneurial and/or creative skills
8	In employment and/or study, the learner demonstrates the ability to: • Apply advanced levels of time management associated with advanced levels of responsibility • Promote good time management practices when working in teams • Apply highly advanced levels of understanding of the values and ethics of their discipline, occupation or profession and promote these values to others • Apply highly specialised entrepreneurial and/or creative skills
9	In employment and/or study, the learner demonstrates the ability to: • Manage time appropriately and efficiently to show dedication in their field • Strategically evaluate the operational effectiveness of others
10	In employment and/or study, the learner demonstrates the ability to: • Encourage the autonomy of colleagues in work and/or study contexts • Manage the time required for complex and prolonged tasks, to ensure that they remain at the forefront of their field • Promote knowledge exchange • Demonstrate a deep and comprehensive understanding of the values and ethics and through leadership promote these to others

Table 20: Learning to Learn	
1	The learner demonstrates the ability to: ● Undertake structured learning with strong support
2	The learner demonstrates the ability to: ● Undertake learning with support and/or under direct supervision
3	The learner demonstrates the ability to: ● Undertake learning processes in a managed, supervised environment ● Recognise the need for self-development in the acquisition of knowledge and skills
4	The learner demonstrates the ability to: ● Identify learning pathways for selected study or occupation ● With minimum supervision, take responsibility for their own learning
5	The learner demonstrates the ability to: ● Learn independently
6	The learner demonstrates the ability to: ● Identify and initiate responses to their own learning needs
7	The learner demonstrates the ability to: ● Use own initiative to undertake further learning to develop their skills
8	The learner demonstrates the ability to: ● Manage learning tasks independently, with an awareness of how new knowledge is developed and applied
9	The learner demonstrates the ability to: ● Accept responsibility for their own learning and professional development
10	The learner demonstrates the ability to: ● Contribute to the advancement of the state of learning and/or scholarship in a field

4.4 OQF Credit

OQF Credit is defined as `a numerical indicator of the volume of learning, awarded for the achievement of all the Learning Outcomes of a unit, module or course and/or qualification, expressed in either OQF Credit Points or OQF Credit Hours'. Both OQF Credit Points and OQF Credit Hours are based on notional learning hours defined as `the volume of learning estimated to be required by a typical learner at a specified level to achieve the Learning Outcomes of the units, modules or courses that comprise a qualification'.

Learners are awarded OQF Credit on successful completion of each module following reliable and valid summative assessment, which assures that the Learning Outcomes have been achieved. In summary, OQF Credit:

- Provides clarity on the number of notional learning hours that a typical learner requires to achieve the Learning Outcomes
- Provides a basis for the recognition of learning achieved across different contexts, sectors and Awarding Bodies
- Can be accumulated and transferred, leading to the achievement of awards in a variety of learning methods
- Aids learner progression, by facilitating the movement within the same Educational Pathway and between the different Educational Pathways
- Provides a common language and facilitates partnerships between the different education and training sectors
- May be used to describe and compare qualifications

PART B: OQF PROCESSES AND POLICIES

5.   OQF LISTING, ALIGNMENT, QUALITY ASSURANCE, RE-LISTING AND RE-ALIGNMENT

Listing and Alignment are similar evaluation processes serving different types of qualifications.

5.1   Listing

Listing is `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'. Qualifications meeting the relevant criteria are approved by the OAAAQA Board and placed on the NRQ.

A Listing application is required for:

- An Omani qualification, owned and awarded by an Omani Awarding Body
- A training certificate developed by an employer that is awarded by an Omani Awarding Body

Listing involves the evaluation of the modules of an Omani qualification to:

- Ensure the quality assurance measures required for the OQF are in place [27]
- Ascertain the clarity and relevance of the Learning Outcomes of the modules to the overall Programme Learning Outcomes (PLOs)
- Ensure the Assessment Criteria are clear and valid and assessment methods are appropriate
- Determine the OQF Level and OQF Credit Value of each module and the entire qualification
- Ensure the qualification is at the appropriate OQF Level and meets the minimum OQF Credit Value for the qualification type (see section 7)

5.1.1 Listing Criteria

The Omani Awarding Body must:

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

The qualification must have:

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

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[27]   See Appendix C4: OAAAQA Policy for the Quality Assurance of the OQF.

5.2   Alignment

Alignment is 'an evaluation of a 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'.

An Alignment application is required for:

- A qualification owned by a Foreign or International Awarding Body and delivered in Oman
- A qualification jointly developed/owned by a Foreign or International Awarding Body and an education or training provider in Oman that is delivered in Oman and awarded by the Foreign or International Awarding Body
- A training certificate developed by an employer that is awarded by a Foreign or International Awarding Body

5.2.1 Alignment Criteria

Although similar to the criteria for Listing, there are **additional requirements** for the Alignment Criteria that must be demonstrated by the Foreign or International Awarding Body in an Alignment application.

The Foreign or International Awarding Body must:

- Own and/or award 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, ensuring comparability with that required by Omani Awarding Bodies for the institutional license
- Have arrangements in place for communicating with each education or training provider delivering the qualification in Oman

The Foreign or International qualification must have:

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

5.3   Quality Assurance

In Oman, the national quality management system for the quality assurance of education and training has guided the development of the quality assurance measures for the OQF. As a result, the arrangements are in harmony with the following activities:

- Existing licencing processes, as carried out by the various licensing bodies

- Institutional Standards Assessment (ISA) and Programme Standards Assessment (PSA) carried out by the OAAAQA for the accreditation of Higher Education Institutions (HEIs) and their programmes

As part of its responsibilities for implementing and monitoring the implementation of the OQF, the DGNQF is responsible for ensuring:

- Qualifications have quality assurance measures in place that meet the requirements of the OQF

- Qualifications meet the Listing or Alignment Criteria

- The OQF Level and OQF Credit Value allocated to qualifications is consistent with the Qualification Arrangements for the particular qualification type (see section 7)

5.3.1 Consistent Allocation of OQF Level and OQF Credit Value

It is important that Listing and Alignment decisions are consistent so that Awarding Bodies and other stakeholders have confidence and mutual trust in the arrangements for determining the OQF Level and OQF Credit Value of qualifications. Decisions on the Listing or Alignment of qualifications are based on `best-fit', arrived at through evaluation and the professional judgement of those with experience and knowledge of the subject, discipline, occupation or profession. Those who are responsible for any stage in the Listing and/or Alignment processes must follow the requirements in the OAAAQA Policies relating to the OQF and be familiar with the OQF Level Descriptors.

5.3.2   OQF Listing or Alignment Panel

To ensure subject knowledge and expertise, the DGNQF forms an OQF Listing or Alignment Panel for each application. Each OQF Listing or Alignment Panel comprises an OQF Review Director (OQFRD) and a minimum of two approved OQF External Reviewers (OQFERS) that must:

- Have knowledge and experience of the subject area of the qualification

- Have completed the OAAAQA capacity building training on the Listing and Alignment processes

- Be from different organisations

- Have no conflict of interest with the Awarding Body

The specific responsibilities of the OQFERs and the OQFRD are given in the OQF Manual and the OAAAQA Policies for Listing Qualifications on the OQF and the Alignment of Foreign and International Qualifications to the OQF.

5.3.3   Nine Stages for the Listing or Alignment of Qualifications

To minimise inconsistency, there is a robust nine-stage process for the Listing or Alignment of qualifications: [28]

Stage 1:   **Proposal** of the OQF Level and OQF Credit Value from the Awarding Body that owns the qualification

Stage 2: Recommendation of the OQF Level and OQF Credit Value by the OQFERs following evaluation of the qualification

Stage 3:   **Verification** of the recommendation by the OQFRD, which involves checking a sample of modules comprising the qualification

Stage 4:   **Preparation** of the First Draft of the Listing or Alignment Evaluation Report by the OQF Listing or Alignment Panel and reviewed by the DGNQF before being sent to the Awarding Body

Stage 5:   **Review** of the First Draft of the Listing or Alignment Evaluation Report by the Awarding Body to check for accuracy and provide comment, as required

Stage 6:   **Finalisation** of the Second Draft of the Listing or Alignment Evaluation Report by the OQF Listing or Alignment Panel. Considering the feedback, if any, from the Awarding Body and taking appropriate action to finalise the Report for review by the DGNQF before being sent to the OAAAQA CEO

Stage 7:   **Approval** by the OAAAQA CEO of the Final Listing or Alignment Evaluation Report, which includes the recommended outcome of the Listing or Alignment Evaluation

Stage 8:   **Approval of the Listing or Alignment outcome** by the OAAAQA Board as recommended in the Final Listing or Alignment Evaluation Report

Stage 9:   **Notification** of the approved Listing or Alignment outcome to the Awarding Body and submission of the Final Listing or Alignment Evaluation Report, calling attention to the opportunity that the Awarding Body may appeal the Report and/or the outcome

The remainder of this section provides a summary of each of these nine stages. A detailed explanation is given in the OQF Manual.

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[28]   For ease, where it states OQF Level and OQF Credit Value, this includes the OQF Level of Alignment and the comparable OQF Credit Value.

5.4   Applications for Listing or Alignment

An Awarding Body makes a Listing or Alignment application for a qualification they own. The application can be made in either English or Arabic, depending on the language in which the qualification is delivered. The Awarding Body establishes a Listing or Alignment Committee to evaluate the qualification.

5.4.1 Stage 1: Proposal

To make a proposal on the OQF Level and OQF Credit Value, the Listing or Alignment Committee:

- Ensures the quality assurance measures for the qualification comply with the OAAAQA Policy for the Quality Assurance of the OQF

- Evaluates the qualification to ensure it meets the Listing or Alignment Criteria (see sections **5.1.1** and **5.2.1**)

- Proposes the OQF Level and, if applicable, the OQF Credit Value (Listing) or comparable OQF Credit Value (Alignment) for each module and for the entire qualification

- Ensures mainstream Omani qualifications meet the OQF Level and OQF Credit Value for the particular qualification type as given in the Qualification Arrangements (see section **7**)

- Provides details of any modules that comprise the qualification submitted for Listing or Alignment that are also within a qualification already Listed or Aligned to the OQF [29]

- Completes the online Listing or Alignment Application Form and checks that it has:

  o Appropriate and relevant supporting materials

  o Details of the contact person within the Awarding Body with responsibility for communication on all issues related to the Listing or Alignment application

  o The signature of the authorised representative from the Awarding Body with authority to submit Listing or Alignment applications

- Submits the Listing or Alignment Application Form and relevant supporting materials electronically to the DGNQF

The Listing or Alignment Application Form includes a template, which must be completed for each module to provide the module overview, the Learning Outcomes and the Assessment Criteria along with the Committee's proposal for the OQF Level and OQF Credit Value, if applicable.

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[29]   Where An Awarding Body includes the same module(s) in more than one qualification, the Listing or Alignment Committee must provide the DGNQF with the details.

5.4.2 Stage 2: Recommendation

The OQFERs independently evaluate the Listing or Alignment application together with the qualification and module specifications and the supporting materials to make a recommendation on the Listing or Alignment outcome.

Each OQFER:

- Ensures the quality assurance measures for the qualification comply with the OAAAQA Policy for the Quality Assurance of the OQF

- Ensures the institutional quality assurance measures and the communication arrangements with the education or training providers delivering the qualification in Oman are in place for Alignment applications [30]

- Ensures the Listing or Alignment Criteria are met

- Checks that the proposal from the Awarding Body for the OQF Level and OQF Credit Value of the qualification is justified

- Provides written details to the OQFRD where a Listing or Alignment evaluation cannot progress because further information is required and/or there are concerns regarding the Listing or Alignment application

- Completes an initial Listing or Alignment Evaluation Report, which includes the OQFER's independent evaluation and recommendation for the OQF Level and OQF Credit Value, (or comparable OQF Credit Value), of each module and the entire qualification

- Forwards the completed initial Listing or Alignment Evaluation Report to the OQFRD within the agreed timescale

- Attends OQF Listing or Alignment Panel meetings and meetings with the Awarding Body, as required

- Works in conjunction with the OQFRD to complete the First and Second Drafts of the Listing or Alignment Evaluation Report to reach a Final Report

5.4.3 Stage 3: Verification

The OQFRD carries out the Verification of Listing or Alignment recommendation from the OQFERs. Verification is defined as:

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

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[30] See Appendix C3: OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF.

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

Verification addresses any differences of judgement that may arise between the OQFERs and/or the Awarding Body.

The OQFRD is responsible for:

- Bringing together the initial Listing or Alignment Evaluation Reports from the OQFERs

- Reviewing the Listing or Alignment application from the Awarding Body and the initial Listing or Alignment Evaluation Reports from the OQFERs

- Checking an agreed percentage of the modules that comprise the qualification to verify the initial Listing or Alignment recommendation regarding the OQF Level and OQF Credit Value, (or comparable OQF Credit Value), of the modules and the entire qualification[31]

- Completing the Verification Report detailing differences and/or issues received from the OQFERs, if any

- Preparing for, and coordinating, OQF Listing or Alignment Panel meetings and meetings with the Awarding Body, as required

- Facilitating discussions with the OQFERs and the Awarding Body, as required. For example, where there are different views on the outcome of the Listing or Alignment evaluation

- Communicating with the DGNQF regarding any Listing or Alignment issues

5.4.4 Stage 4: Preparation

The OQFRD, working in conjunction with the OQFERs, prepares the First Draft of the Listing or Alignment Evaluation Report for review by the Director General of the DGNQF and actioning any feedback, as required, before the report is sent to the Awarding Body.

5.4.5 Stage 5: Review (by Awarding Body)

The Director General of the DGNQF sends the First Draft of the Listing or Alignment Evaluation Report with the request that the Awarding Body:

- Checks the draft report for accuracy and provides feedback, as required

- Returns the draft report to the Director General of the DGNQF within ten working days

5.4.6 Stage 6: Finalisation

The OQFRD, in conjunction with the OQFERs, is responsible for:

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[31] In May **2022**, this was **20**%.

- Considering and taking appropriate action on any feedback from the Awarding Body to prepare the Second Draft of the Listing or Alignment Evaluation Report

- Submitting the Second Draft to the Director General of the DGNQF for review and feedback[32]

- Actioning feedback, if any, from the Director General of the DGNQF

Stage 7: Approval of the Listing or Alignment Final Evaluation Report

- The OAAAQA CEO considers the Second Draft Report for approval as the Final Listing or Alignment Evaluation Report

- The Listing or Alignment Panel actions feedback from the OAAAQA CEO, if any, to reach the Final Listing or Alignment Evaluation Report

5.4.8 Stage 8: Approval of the Listing or Alignment Outcome

The OAAAQA Board considers for approval the recommended Listing or Alignment outcome as given in the Final Listing or Alignment Evaluation Report.

5.4.9 Stage 9: Notification

The Director General of the DGNQF is responsible for:

- Informing the Awarding Body of the approved outcome and sending the Final Listing or Alignment Evaluation Report

- Informing the Awarding Body that they may appeal the report and/or the outcome of the evaluation

- Arranging for the placement of the qualification on the NRQ if the qualification is approved for Listing or Alignment and informing the Awarding Body of the date of the first review for Re-Listing or Re-Alignment

- Providing feedback and support to Awarding Bodies where the Listing or Alignment process led to `Approved with Condition` or `Not Approved'

- Managing the process for appeals concerning the OQF Listing or Alignment evaluation, including, if applicable, amending the Final Listing or Alignment Evaluation Report based on the decision of the OQF Appeal Committee

5.5   Re-Listing or Re-Alignment

Re-Listing and Re-Alignment is defined as:

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[32]   Where appropriate, the feedback from the Awarding Body and the response to the feedback are also submitted to the DGNQF and the OAAAQA CEO for their review of the Second Draft Listing or Alignment Evaluation Report.

A review process for Listed and 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.

All qualifications placed on the NRQ are subject to Re-Listing or Re-Alignment on a cyclical basis.[33] The first Re-Listing or Re-Alignment takes place after the first cohort of learners has completed the qualification. As long as the qualification continues to be delivered and remains on the NRQ, it is subject to further Re-Listing or Re-Alignment reviews at intervals specified by the DGNQF and approved by the OAAAQA Board.[34]

For each Re-Listing or Re-Alignment application, the Director General of the DGNQF forms a Re-Listing or Re-Alignment Panel, the members of which must:

- Have undergone the OAAAQA capacity building training on the processes for Listing, Alignment, Re-Listing and Re-Alignment

- Have no conflict of interest with the Awarding Body

Re-Listing or Re-Alignment is carried out following the OAAAQA Policy for Re-Listing and Re-Alignment of Qualifications on the OQF.[35]

As the qualification has already been evaluated for Listing or Alignment, providing there have been no major change to any of the modules, the Re-Listing or Re-Alignment review does not involve re-evaluating the qualification.

If, however, there has been a major change to one or more of the modules, or a module has been removed and replaced with another, the amended or new modules are evaluated to ensure that the changes did not impact on the OQF Level and/or OQF Credit Value of the qualification.

For a Re-Listing or Re-Alignment application, the Awarding Body must provide supporting materials to evidence that during the delivery of the qualification the quality assurance measures required to meet the Listing or Alignment Criteria were maintained and the OQF Level and/or OQF Credit Value of the qualification did not change (see OAAAQA Policy for Listing Qualifications on the OQF and OAAAQA Policy for the Quality Assurance of the OQF).

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[33] For example, every five years for a bachelor's degree.

[34] The Re-Listing and Re-Alignment process is cyclical according to the type of qualification (for example, a bachelor's degree is Re-Listed every five years).

[35] See Appendix C5: OAAAQA Policy for Re-Listing and Re-Alignment of Qualifications on the OQF.

For a Re-Alignment application, the Foreign or International Awarding Body must also provide evidence that it has maintained its accreditation status, or other form of external quality assurance, as given in the Alignment application.[36]

6. OAAAQA POLICIES RELATING TO THE OQF

To support the implementation of the OQF in all sectors of education and training in Oman, the OAAAQA Policies relating to the OQF, developed by the DGNQF and approved by the OAAAQA Board, are the:

- OAAAQA Policy for the Governance, Management and Implementation of the OQF
- OAAAQA Policy for Listing Qualifications on the OQF
- OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF
- OAAAQA Policy for the Quality Assurance of the OQF
- OAAAQA Policy for Re-Listing and Re-Alignment of Qualifications on the OQF

These policies are set out in full in Appendix C of this document and are available to download from the OAAAQA website at https://www.oaaaqa.gov.om/Oman-Qualifications-Framework/Policies .

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[36]   Not all Foreign or International Awarding Bodies are subject to institutional accreditation.

PART C: QUALIFICATION ARRANGEMENTS, CAT AND RPL AND REFERENCING

7. QUALIFICATION ARRANGEMENTS

Qualification Arrangements set out `the requirements for each qualification type in terms of their title, structure, purpose, admission requirements and progression opportunities`. These arrangements contribute to the consistency of the titles for mainstream Omani qualifications as they provide a reference point for the different qualification types across the four Educational Pathways.

Qualification type is defined as `a classification of the range of qualifications delivered by all education and training sectors in Oman including school, academic, technological, professional and technical and vocational qualifications'.

By ensuring qualifications meet the required OQF Level and OQF Credit Value, the Qualification Arrangements:

- Enable stakeholders to understand the range of Omani qualifications and how they relate to each other
- Clarify potential progression routes and opportunities for CAT
- Provide a reference point for the development of new Omani qualifications
- Assist in Listing Omani qualifications by providing a reference point to assess whether the programme design meets the relevant qualification type

When designing the content of qualifications, Awarding Bodies are influenced by considerations such as the purpose, the teaching and learning strategy, employer needs and the target group(s). To be approved, a programme leading to a mainstream Omani qualification must meet the required OQF Level and OQF Credit Value of the particular qualification type.

One objective of the OQF is to `provide a clear and consistent means of describing, comparing and classifying qualifications` (see section 2.1). Qualification type descriptors clarify the differences between Omani qualifications by presenting the general expectations of each type of qualification on the OQF.

Qualification type descriptors provide the specification for the mainstream qualifications offered in Oman, including the title of the qualification, its purpose, OQF Level and minimum OQF Credit Value (expressed in either OQF Credit Points or OQF Credit Hours), minimum admission requirements and possible progression opportunities. Qualification type descriptors assist Awarding Bodies to develop and describe qualifications consistently within the parameters of OQF Level and, where applicable, the minimum OQF Credit Value.

7.1   Qualification Titles

To assist stakeholders' understanding of the diverse range of Omani qualifications, consistency is required in the way that the formal mainstream qualifications are titled by different Awarding Bodies. The title of mainstream Omani qualifications must reflect the content of the programme and the qualification type given in the requirements of the relevant qualification type descriptors (see section 7.4).

Foreign and International qualifications may have titles that do not reflect Omani conventions, but which are relevant to the country of their origin. Alignment of Foreign and International qualifications to the OQF enables their comparison with Omani qualifications.[37]

7.2   Programme Design

Each qualification type sits at a particular Level on the OQF, and with the exception of school qualifications, each has a minimum OQF Credit Value to ensure that an appropriate volume of learning is undertaken for the award of the qualification. Where the delivery of a qualification spans more than one OQF Level, the complexity of learning must be increased at each level.[38]

To accommodate flexibility of programme design, where appropriate, it is possible to include a small proportion of either OQF Credit Points or OQF Credit Hours that sit at another OQF Level. To maintain the appropriate OQF Level for each qualification type, however, this must be a small percentage at each level of the qualification. Table 21 gives an example of the OQF Credit Value for a bachelor's degree, which is delivered over four years (full-time) and spans OQF Levels 5 to 8.

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[37]   See Appendix C3: OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF.

[38]   For example, a bachelor's degree comprises modules at OQF Levels 5 to 8.

Table 21: Example of OQF Credit Value for a Bachelor's Degree					
Year of study	OQF Level	Minimum OQF Credit Points	Maximum number of OQF Credit Points that can be at a lower, or higher, OQF Level	Minimum OQF Credit Hours	Maximum number of OQF Credit Hours that can be at a lower, or higher, OQF Level
1	5	120	24 (higher than OQF Level 5) A maximum of 12 OQF Credit Points at OQF Level 4 is permitted, where it is justified (see example below this Table) *	30	6 (higher than OQF Level 5). A maximum of 3 OQF Credit Hours at OQF Level 4 is permitted, where it is justified (see example below this Table)*
2	6	120	24 (either higher than OQF Level 6 or lower)	30	6 (either higher than OQF Level 6 or lower)
3	7	120	24 (either higher than OQF Level 7 or lower)	30	6 (either higher than OQF Level 7 or lower)
4	8	120	24 (either higher than OQF Level 8 or lower)	30	6 (either higher than OQF Level 8 or lower)
Minimum Total OQF Credit for the qualification		480 OQF Credit Points		120 OQF Credit Hours	

For example, at OQF Level 5 this may comprise of:

OQF Credit Points		OQF Credit Hours	
OQF Credit Points at OQF Level 4	12	OQF Credit Hours at OQF Level 4	3
OQF Credit Points at OQF Level 5	96	OQF Credit Hours at OQF Level 5	24
OQF Credit Points at OQF Level 6	12	OQF Credit Hours at OQF Level 6	3
Total OQF Credit Points	120	Total OQF Credit Hours	30

Alternatively,

OQF Credit Points		OQF Credit Hours	
OQF Credit Points at OQF Level 5	96	OQF Credit Hours at OQF Level 5	24
OQF Credit Points at OQF Level 6	24	OQF Credit Hours at OQF Level 6	6
Total OQF Credit Points	120	Total OQF Credit Hours	30

Each OQF Level of the programme must have the specified minimum OQF Credit Value. For example, it is unacceptable to have:

- **180** OQF Credit Points at OQF Level **5**
- **150** OQF Credit Points at OQF Level **6**
- **90** OQF Credit Points at OQF Level **7**
- **60** OQF Credit Points at OQF Level **8**

Although this totals **480** OQF Credit Points – the amount required for a bachelor's degree – the OQF Credit does not reflect the required level of the qualification. There are too many OQF Credit Points at Levels **5** and **6** and insufficient OQF Credit Points at Levels **7** and **8**. The details of the OQF Credit Values are given on the qualification type descriptors in section **7.4**.

7.3 Admission Requirements

Typical minimum admission requirements are given on the qualification type descriptors as a guide. Admission requirements for education and training programmes are subject to the regulation of individual Awarding Bodies.

7.4   Qualification Type Descriptors

Table 22 gives the qualification type descriptors relating to the Access and School Sectors while Tables 23 to 26 gives the qualification type descriptors relating to each of the four Educational Pathways.

7.4.1 Qualifications in the Access and School Sectors

Table 22: Qualifications in the Access and School Sectors	
OQF LEVEL 1	**LITERACY QUALIFICATION 1**
Specifications	**Details**
Band	Access
Pathway	All
Purpose	To provide learners with elementary knowledge and skills, in order that they can: ● Carry out simple tasks in controlled environments to improve their independence ● Further their learning
OQF LEVEL 2	**COMPLETION OF CYCLE 1 (GRADE 4)**
Specifications	**Details**
Band	Schooling
Pathway	All
Purpose	To provide learners with simple knowledge and skills to enable them to: ● Enter closely supervised employment, which involves routine tasks ● Further their learning
OQF LEVEL 3	**GENERAL CERTIFICATE OF BASIC EDUCATION (GRADE 10)**
Specifications	**Details**
Band	Schooling
Pathway	All
Purpose	To provide a general basic foundation of knowledge and skills in all fields of learning and disciplines, which enable learners to: ● Further their studies in general education ● Enter entry-level employment opportunities (which require a qualification)

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7.4.2 Qualifications in the Technical and Vocational Pathway

Table 23: Qualifications in the Technical and Vocational Pathway	
OQF LEVEL 3	**GENERAL VOCATIONAL EDUCATION CERTIFICATE**
Specifications	**Details**
Band	Schooling
Pathway	Technical and Vocational
Purpose	Provides specific practical skills for the workplace, in addition to some theoretical knowledge of technical information
Minimum Number of OQF Credit Points	Variable
Minimum Number of OQF Credit Hours	Variable
Duration (Indicative)	One-year full-time study (after 10 years school education or equivalent prior learning)
Minimum Admission Requirements	General Certificate of Basic Education (Grade 10) or equivalent Recognition of Prior Learning may be considered for entry
Progression Opportunities (to…)	• The Labour Market • General Vocational Education Diploma • Creation of self-employment opportunities • Further education and higher studies
OQF LEVEL 3	**CERTIFICATE OF VOCATIONAL COMPETENCY 1**
Specifications	**Details**
Band	Schooling
Pathway	Technical and Vocational
Purpose	Provides specific practical skills for the workplace, in addition to some theoretical knowledge of technical information
Minimum Number of OQF Credit Points	Variable
Minimum Number of OQF Credit Hours	Variable
Duration (Indicative)	One-year full-time study, some programs may require less than one year depending on occupation demands

Table 23: Qualifications in the Technical and Vocational Pathway	
Minimum Admission Requirements	General Certificate of Basic Education (Grade 10) or equivalent and above Recognition of Prior Learning may be considered for entry
Progression Opportunities (to…)	● The Labour Market ● Certificate of Vocational Competency 2 ● Creation of self-employment opportunities ● Further education and higher studies
OQF LEVEL 4	GENERAL VOCATIONAL EDUCATION DIPLOMA
Specifications	Details
Band	Schooling
Pathway	Technical and Vocational
Purpose	To provide learners with specific practical skills and theoretical knowledge of pertinent scientific and technical information required for: ● Entry to skilled specialised occupations ● Entry to general employment opportunities ● Preparing learners for further study
Minimum Number of OQF Credit Points	Variable
Minimum Number of OQF Credit Hours	Variable
Duration (Indicative)	Two years full-time study (after 10 years school education or equivalent prior learning)
Minimum Admission Requirements	General Certificate of Basic Education (Grade 10) or equivalent
Progression Opportunities (to…)	● The Labour Market ● Diploma of Technology ● Bachelor of Technology in field of study or discipline ● Creation of self-employment opportunities ● Further education and higher studies
OQF LEVEL 4	CERTIFICATE OF VOCATIONAL COMPETENCY 2
Specifications	Details
Band	Schooling

Table 23: Qualifications in the Technical and Vocational Pathway	
Pathway	Technical and Vocational
Purpose	To provide learners with specific practical skills and theoretical knowledge of pertinent scientific and technical information required for: • Entry to skilled specialised occupations • Entry to general employment opportunities • Preparing learners for further study
Minimum Number of OQF Credit Points	Variable
Minimum Number of OQF Credit Hours	Variable
Duration (Indicative)	One-two years full-time study (after 10 years school education or equivalent prior learning), depending on occupation requirements and entry qualification
Minimum Admission Requirements	Certificate of Vocational Competency 1 General Certificate of Basic Education (Grade 10) or equivalent and above Recognition of Prior Learning may be considered or entry
Progression Opportunities (to…)	• The Labour Market • Certificate of Vocational Competency 3 • Creation of self-employment opportunities • Further education and higher studies
OQF LEVEL 5	CERTIFICATE OF VOCATIONAL COMPETENCY 3
Specifications	Details
Band	Higher Education (Post-School)
Pathway	Technical and Vocational
Purpose	To provide a broad range of skills, knowledge and competencies for specialised work in a particular field of occupation
Minimum Number of OQF Credit Points	Variable
Minimum Number of OQF Credit Hours	Variable

Table 23: Qualifications in the Technical and Vocational Pathway		
Duration (Indicative)	One-two years full-time study depending on entry qualification (after General Vocational Education Diploma or General Education Diploma (Grade 12) or Certificate of Vocational Competency 2) The duration also varies by companies' requirements and needs of practical training	
Minimum Admission Requirements	General Education Diploma (Grade 12) or equivalent General Vocational Education Diploma Certificate of Vocational Competency 2 Recognition of Prior Learning may be considered for entry	
Progression Opportunities (to…)	- The Labour Market - Diploma of Technology - Vocational Diploma - Creation of self-employment opportunities - Further education and higher studies	
OQF LEVEL 6	VOCATIONAL DIPLOMA	
Specifications	Details	
Band	Higher Education (Post-School)	
Pathway	Technical and Vocational	
Purpose	To provide technical and vocational skills and knowledge to enable employment in skilled occupations	
Minimum Number of OQF Credit Points	240	At least 96 OQF Credit Points must be at OQF Level 6 and the same minimum for OQF Level 5. There must be no more than 12 OQF Credit Points at OQF Level 4
Minimum Number of OQF Credit Hours	60	At least 24 OQF Credit Hours must be at OQF Level 6 and the same minimum for OQF Level 5. There must be no more than 3 OQF Credit Hours at OQF Level 4
Duration (Indicative)	One-two years full-time study	
Minimum Admission Requirements	General Education Diploma (Grade 12) or equivalent General Vocational Education Diploma Certificate of Vocational Competency 3	

Table 23: Qualifications in the Technical and Vocational Pathway	
	Recognition of Prior Learning may be considered for entry
Progression Opportunities (to…)	• Labour Market • Diploma of Technology • Creation of self-employment opportunities • Further education and higher studies

7.4.3 Qualifications in the Academic Pathway

Table 24: Qualifications in the Academic Pathway		
OQF LEVEL 6	DIPLOMA	
Specifications	**Details**	
Band	Higher Education (Post-School)	
Pathway	Academic	
Purpose	This qualification covers significant knowledge and skills in the field of study with some specialisation. To provide learners with: • Significant bodies of information in the field of study, including the subjects within it • Knowledge and skills in some areas of specialisation within the field of study • Knowledge and understanding of major issues in the field of study and how these might be addressed • The central underlying concepts, principles, theories and practices in the field of study • Basic knowledge of the essential legal environment and regulatory frameworks related to the field of study • An understanding of the limits of their knowledge and how this might influence their interpretations Learners will have the ability to • Apply their knowledge in a new context, including employment • Use information communication technologies to access, analyse information and propose solutions to clearly defined problems • Report relevant information to diverse audiences • Identify and initiate responses to their learning needs • Work independently and in groups	
Minimum Number of OQF Credit Points	240	At least 96 OQF Credit Points must be at OQF Level 6 and the same minimum for OQF Level 5. There must be no more than 12 OQF Credit Points at OQF Level 4
Minimum Number of OQF Credit Hours	60	At least 24 OQF Credit Hours must be at OQF Level 6 and the same minimum for OQF Level 5.

Table 24: Qualifications in the Academic Pathway		
		There must be no more than 3 OQF Credit Hours at OQF Level 4
Duration (Indicative)	Two years full-time study after General Education Diploma (Grade 12) or equivalent)	
Minimum Admission Requirements	General Education Diploma (Grade 12) or equivalent	
Progression Opportunities (to…)	- The Labour Market (if the qualification represents an exit point from the programme) 3rd year of a bachelor's degree	
OQF LEVEL 7	ADVANCED DIPLOMA	
Specifications	Details	
Band	Higher Education (Post-School)	
Pathway	Academic	
Purpose	To provide a broad knowledge and understanding of a field of study and specialised knowledge in at least one area. To provide learners with: - In-depth knowledge of major specialisation(s), including the key issues and how to address them - Knowledge and skills to address the key issues in the specialisation(s) - Knowledge of the way in which new knowledge is developed within the field of study - Knowledge and understanding of the relationships between the field of study and related areas of knowledge - Knowledge of the main research methods used in the field of study Learners will have the ability to: - Interpret information and address issues inside and outside of the original learning context - Apply principal methods of investigation to new problems - Take into account the provisional nature of knowledge in analysing, interpreting and resolving problems - Communicate effectively to diverse audiences - Use information communication technology effectively	

Table 24: Qualifications in the Academic Pathway		
	- Use own initiatives to undertake further learning to develop new skills - Manage tasks individually or collaboratively within teams - Take a leadership role and work within a team	
Minimum Number of OQF Credit Points	360	At least **96** OQF Credit Points must be at OQF Level **7** and the same minimum for Levels **6** and **5**. There must be no more than **12** OQF Credit Points at OQF Level **4**
Minimum Number of OQF Credit Hours	90	At least **24** OQF Credit Hours must be at OQF Level **7** and the same minimum for Levels **6** and **5**. There must be no more than **3** OQF Credit Hours at OQF Level **4**
Duration (Indicative)	Three years full-time study (after General Education Diploma, (Grade **12**) or equivalent	
Minimum Admission Requirements	General Education Diploma (Grade **12**)	
Progression Opportunities (to…)	- The Labour Market (if the qualification represents an exit point from the programme) **4**th year of a bachelor's degree	
OQF LEVEL 8	BACHELOR'S DEGREE	
Specifications	Details	
Band	Higher Education (Post-School)	
Pathway	Academic	

Table 24: Qualifications in the Academic Pathway		
Purpose	To provide a balance of breadth and depth of knowledge in a field of study and advanced specialised knowledge in at least one area. To provide learners with: • Comprehensive, detailed knowledge of the field of study • Knowledge of the links to related knowledge in other disciplines and professional areas • Knowledge of the way in which new knowledge is developed • Knowledge of relevant Omani laws, regulations and conventions and the differences between these and appropriate jurisdictions abroad • Awareness of current research in the field of study Learners will have the ability to: • Systematically gather, analyse and interpret relevant qualitative and quantitative data from a range of sources • Identify and use the most appropriate information communication technology effectively • Take responsibility for their own learning • Make sound judgements and decisions on complex issues • Take initiative to analyse and resolve problems creatively • Communicate effectively in writing and orally and develop persuasive arguments • Apply highly advanced levels of understanding of the values and ethics of their discipline	
Minimum Number of OQF Credit Points	480	At least **96** OQF Credit Points must be at OQF Level **8** and the same minimum for Levels **7**, **6** and **5**. There must be no more than **12** OQF Credit Points at OQF Level **4**
Minimum Number of OQF Credit Hours	120	At least **24** OQF Credit Hours must be at OQF Level **8** and the same minimum for Levels **7**, **6** and **5**. There must be no more than **3** OQF Credit Hours at OQF Level **4**

Table 24: Qualifications in the Academic Pathway	
Duration (Indicative)	Four years full-time study (after General Education Diploma (Grade 12) or equivalent)
Minimum Admission Requirements	General Education Diploma (Grade 12)
Progression Opportunities (to…)	- The Labour Market (if the qualification represents an exit point from the programme) - A Master's - Professional Qualification in accordance with the Awarding Body Regulations

OQF LEVEL 9	POST GRADUATE DIPLOMA	
Specifications	Details	
Band	Higher Education (Post-School)	
Pathway	Academic	
Purpose	Enables graduates to update or broaden their academic background or to convert their area of expertise to a different field	
Minimum Number of OQF Credit Points	120	At least 96 OQF Credit Points must be at OQF Level 9.
Minimum Number of OQF Credit Hours	30	At least 24 OQF Credit Hours must be at OQF Level 9.
Duration (Indicative)	One-year full-time study (after a bachelor's degree)	
Minimum Admission Requirements	A bachelor's degree	
Progression Opportunities (to…)	- The Labour Market - A Master's in an appropriate field of study	

OQF LEVEL 9	MASTER'S
Specifications	Details
Band	Higher Education (Post-School)
Pathway	Academic
Purpose	To provide learners with:

Table 24: Qualifications in the Academic Pathway		
	- Knowledge and understanding of the outcomes of recent research in the field of study - Critical awareness of current problems - Knowledge of theories and developments in a field of study and the skills to apply them - Knowledge of new insights at the forefront of the field of study Learners will have the ability to: - Act independently, creatively and conduct independent enquiry - Critically evaluate recent research - Apply relevant concepts, principles and research techniques creatively and investigate problems and develop solutions - Incorporate media into information communication technology, as appropriate - Lead teams to effectively address and resolve complex issues - Take responsibility for their learning and future development	
Minimum Number of OQF Credit Points	**180**	At least **144** OQF Credit Points at OQF Level **9**.
	150 (completion of a bachelor's degree in the same discipline)	At least **120** OQF Credit Points at OQF Level **9**.
Minimum Number of OQF Credit Hours	**45**	At least **36** OQF Credit Hours at OQF Level **9**.
	30 (completion of a bachelor's degree in the same discipline)	At least **24** OQF Credit Hours at OQF Level **9**.
Duration (Indicative)	One and a half years to three years full-time study (after a bachelor's degree)	
Minimum Admission Requirements	Appropriate bachelor's degree Alternative admission requirements may be available in accordance with institutional regulations	
Progression Opportunities (to…)	- The Labour Market - Doctorate	
OQF LEVEL 10	**DOCTORATE**	

Table 24: Qualifications in the Academic Pathway		
Specifications	**Details**	
Band	Higher Education (Post-School)	
Pathway	Academic	
Purpose	To provide leaners with advanced knowledge and the skills to: • Work with a deep and comprehensive body of knowledge at the forefront of the field of study • Undertake original research at an advanced level • Create, interpret and apply new knowledge • Work at a strategic level autonomously or as part of a team • Make informed judgements and/or decisions on complex issues • Communicate effectively to specialist and non-specialist audiences • Incorporate a range of media into information communication technology, as appropriate • Take responsibility for their own learning and professional development	
Minimum Number of OQF Credit Points	360	At least **288** OQF Credit Points must be at OQF Level **10**
Minimum Number of OQF Credit Hours	90	At least **72** OQF Credit Hours must be at OQF Level **10**
Duration (Indicative)	At least three years and up to five years of full-time study (after a Master's)	
Minimum Admission Requirements	Appropriate Master's	
Progression Opportunities (to…)	• The Labour Market • This is a final award at the highest level of the OQF	

7.4.4 Qualifications in the Technological Pathway

Table 25: Qualifications in the Technological Pathway		
OQF LEVEL 6	**DIPLOMA OF TECHNOLOGY**	
Specifications	**Details**	
Band	Higher Education (Post-School)	
Pathway	Technological	
Purpose	This qualification covers significant knowledge and skills in the field of study with some specialisation. To provide learners with: • Significant bodies of technological information in the field of study, including the subjects within it • Knowledge and skills in some areas of specialisation within the field of study • Knowledge and understanding of major issues in the technological field of study and how these might be addressed • The central underlying concepts, principles, theories and practices relating to the technology • Basic knowledge of the essential legal environment and regulatory frameworks related to the technological field of study • An understanding of the limits of their technological knowledge and how this might influence their interpretations Learners will have the ability to: • Apply their technological knowledge in a new context, including employment • Use information communication technologies to access, analyse information and propose solutions to clearly defined problems • Report relevant information, within their technological field, to diverse audiences • Identify and initiate responses to their learning needs • Work independently and in groups	
Minimum Number of OQF Credit Points	240	At least 96 OQF Credit Points must be at OQF Level 6 and the same minimum for OQF Level 5. There must be no more than 12 OQF Credit Points at OQF Level 4

Table 25: Qualifications in the Technological Pathway		
Minimum Number of OQF Credit Hours	60	At least 24 OQF Credit Hours must be at OQF Level 6 and the same minimum for OQF Level 5. There must be no more than 3 OQF Credit Hours at OQF Level 4
Duration (Indicative)	Two years full time study (after General Education Diploma (Grade 12) or equivalent)	
Minimum Admission Requirements	General Education Diploma (Grade 12)	
Progression Opportunities (to…)	- The Labour Market (if the qualification represents an exit point from the programme) - Advanced Diploma of Technology.	
OQF LEVEL 7	ADVANCED DIPLOMA OF TECHNOLOGY	
Specifications	Details	
Band	Higher Education (Post-School)	
Pathway	Technological	
Purpose	To provide a broad knowledge and understanding of a field of study and specialised knowledge in at least one area. To provide learners with: - In-depth knowledge of major specialisation(s) including the key issues and how to address them - Knowledge and skills to address the key issues in the specialisation(s) - Knowledge of the way in which new knowledge is developed within the technological field - Knowledge and understanding of the relationships between the technological field of study and related areas of knowledge - Knowledge of the main research methods used in the technological field of study Learners will have the ability to: - Interpret information and address issues inside and outside of the original technology - Apply principal methods of investigation to new problems - Take into account the provisional nature of knowledge in analysing, interpreting and resolving problems	

Table 25: Qualifications in the Technological Pathway		
	- Communicate effectively to diverse audiences - Use information communication technology effectively - Use own initiative to undertake further learning to develop new skills - Manage tasks individually or collaboratively within teams - Take a leadership role and work within a team	
Minimum Number of OQF Credit Points	360	At least 96 OQF Credit Points must be at Level 7 and the same minimum for Levels 6 and 5. There must be no more than 12 OQF Credit Points at OQF Level 4
Minimum Number of OQF Credit Hours	90	At least 24 OQF Credit Hours must be at Level 7 and the same minimum for Levels 6 and 5. There must be no more than 3 OQF Credit Hours at OQF Level 4
Duration (Indicative)	Three years full-time study (after General Education Diploma (Grade 12) or equivalent)	
Minimum Admission Requirements	General Education Diploma (Grade 12)	
Progression Opportunities (to…)	- The Labour Market (if the qualification represents an exit point from the programme) 4th year of a Bachelor of Technology, or equivalent	
OQF LEVEL 8	BACHELOR OF TECHNOLOGY	
Specifications	Details	
Band	Higher Education (Post-School)	
Pathway	Technological	
Purpose	To provide a balance of breadth and depth of knowledge in a technological field and advanced specialised knowledge in at least one area. To provide learners with: - Comprehensive, detailed knowledge of the technological field - Knowledge of the links to related technologies in other technologies and professional areas - Knowledge of the way in which new technological knowledge is developed	

Table 25: Qualifications in the Technological Pathway		
	• Knowledge of relevant Omani laws, regulations and conventions and the differences between these and appropriate jurisdictions abroad • Awareness of current research in the technological field of study Learners will have the ability to: • Systematically gather, analyse and interpret relevant qualitative and quantitative data from a range of sources • Identify and use the most appropriate information communication technology effectively • Take responsibility for their own learning • Make sound judgements and decisions on complex issues • Take initiative to analyse and resolve problems creatively • Communicate effectively in writing and orally and develop persuasive arguments • Apply highly advanced levels of understanding of the values and ethics of their technological field	
Minimum Number of OQF Credit Points	480	At least 96 OQF Credit Points must be at Level 8 and the same minimum for Levels 7, 6 and 5. There must be no more than 12 OQF Credit Points at OQF Level 4
Minimum Number of OQF Credit Hours	120	At least 24 OQF Credit Hours must be at Level 8 and the same minimum for Levels 7, 6 and 5. There must be no more than 3 OQF Credit Hours at OQF Level 4
Duration (Indicative)	Four years full-time study (after General Education Diploma (Grade 12) or equivalent)	
Minimum Admission Requirements	General Education Diploma (Grade 12)	
Progression Opportunities (to…)	• The Labour Market • Progression to study a Master of Technology, or another MSc, as appropriate	
OQF LEVEL 9	MASTER OF TECHNOLOGY[39]	
Specifications	Details	

[39] Master of Technology and Doctor of Technology are new qualification types. They do not currently exist (October 2021) but are planned for the future.

Table 25: Qualifications in the Technological Pathway	
Band	Higher Education (Post-School)
Pathway	Technological
OQF LEVEL 10	DOCTOR OF TECHNOLOGY
Specifications	Details
Band	Higher Education (Post-School)
Pathway	Technological

7.4.5 Qualifications in the Professional Pathway

Table 26: Qualifications in the Professional Pathway	
OQF LEVEL 5	**INTRODUCTORY PROFESSIONAL CERTIFICATE**
Specifications	**Details**
Band	Higher Education (Post-School)
Pathway	Professional
Purpose	To provide a broad range of knowledge and skills with some theoretical elements to be able to: • Apply the skills in a professional context to complete well-defined complex tasks • Communicate orally and in writing at a significant level • Work individually or as part of a team with some responsibility for task management To provide knowledge and skills for entry to employment in a professional occupation and to prepare for further study in a professional discipline
Minimum Number of OQF Credit Points	Varies
Minimum Number of OQF Credit Hours	Varies
Duration (Indicative)	Varies
Minimum Admission Requirements	Admission as governed by the regulations of individual Awarding Bodies, Education or Training Providers General Education Diploma (Grade 12) or equivalent Recognition of Prior Learning, as appropriate
Progression Opportunities (to…)	• The Labour Market • Professional Qualification 1 at OQF Level 6
OQF LEVEL 6	**PROFESSIONAL QUALIFICATION 1**
Specifications	**Details**
Band	Higher Education (Post-School)
Pathway	Professional

Table 26: Qualifications in the Professional Pathway	
Purpose	To provide specialised, technical and theoretical knowledge and skills in a professional context to be able to: • Solve complex problems that occur in variable contexts • Communicate effectively, orally and in writing • Fulfil a professional role with guidance To prepare for employment in a professional discipline and to enable engagement in further study in a professional field or discipline
Minimum Number of OQF Credit Points	Varies
Minimum Number of OQF Credit Hours	Varies
Duration (Indicative)	Varies
Minimum Admission Requirements	Admission as governed by the regulations of individual Awarding Bodies, Education or Training Providers Introductory Professional Certificate General Education Diploma (Grade 12) or equivalent Recognition of Prior Learning, as appropriate
Progression Opportunities (to…)	• The Labour Market • Professional Qualification 2 at OQF Level 7
OQF LEVEL 7	PROFESSIONAL QUALIFICATION 2
Specifications	Details
Band	Higher Education (Post-School)
Pathway	Professional
Purpose	To provide significant specialised technical and theoretical knowledge and skills in a professional context to be able to: • Apply the principles within the profession • Apply specialised skills to solve complex problems • Communicate effectively to diverse audiences • Fulfil a professional role with guidance

Table 26: Qualifications in the Professional Pathway	
	To prepare for employment in a junior management role in a professional discipline and to enable engagement in further study in a professional field or discipline
Minimum Number of OQF Credit Points	Varies
Minimum Number of OQF Credit Hours	Varies
Duration (Indicative)	Varies
Minimum Admission Requirements	Admission as governed by the regulations of individual Awarding Bodies, Education or Training Providers Professional Qualification 1 Recognition of Prior Learning, as appropriate
Progression Opportunities (to…)	● The Labour Market ● Professional Qualification 3, at OQF Level 8
OQF LEVEL 8	PROFESSIONAL QUALIFICATION 3
Specifications	Details
Band	Higher Education (Post-School)
Pathway	Professional
Purpose	To provide advanced technical and theoretical knowledge and skills in a professional context to be able to: ● Apply the principles within the legal and regulatory frameworks of the profession ● Understand the relationship to other professional areas ● Communicate effectively and synthesise information ● Conduct research and independent evaluations to reach conclusions ● Fulfil a management role within the professional area To prepare for employment in a management role in a professional discipline and to enable engagement in further study in a professional field or discipline
Minimum Number of OQF Credit Points	Varies

Table 26: Qualifications in the Professional Pathway	
Minimum Number of OQF Credit Hours	Varies
Duration (Indicative)	Varies
Minimum Admission Requirements	Admission as governed by the regulations of individual Awarding Bodies, Education or Training Providers Professional Qualification 2 Recognition of Prior Learning, as appropriate
Progression Opportunities (to…)	• The Labour Market • Professional Qualification 4, at OQF Level 9
OQF LEVEL 9	**PROFESSIONAL QUALIFICATION 4**
Specifications	Details
Band	Higher Education (Post-School)
Pathway	Professional
Purpose	To provide highly specialised technical and theoretical knowledge and skills in a professional context to be able to: • Have knowledge of other related professional areas • Understand and address critical and/or controversial issues in the profession • Contribute to knowledge, skills and research in a profession • Fulfil a senior management role within the professional area To prepare for senior employment in a management role in a professional discipline and to enable engagement in further study in a professional field or discipline
Minimum Number of OQF Credit Points	Varies
Minimum Number of OQF Credit Hours	Varies
Duration (Indicative)	Varies
Minimum Admission Requirements	Admission as governed by the regulations of individual Awarding Bodies, Education or Training Providers Professional Qualification 3 Recognition of Prior Learning, as appropriate

Table 26: Qualifications in the Professional Pathway	
Progression Opportunities (to…)	- The Labour Market - Professional Qualification 5, at OQF Level 10
OQF LEVEL 10	PROFESSIONAL QUALIFICATION 5
Specifications	Details
Band	Higher Education (Post-School)
Pathway	Professional
Purpose	To provide deep comprehensive knowledge and skills in a professional context to be able to: - Be at the forefront of developments within the professional field - Have a comprehensive knowledge and understanding of the relationship with other professional areas - Conduct research within the profession and communicate the results effectively to peers and the community - Hold strategic management positions within the professional area To prepare for employment in a strategic role and to encourage the exchange of knowledge within the professional area
Minimum Number of OQF Credit Points	Varies
Minimum Number of OQF Credit Hours	Varies
Duration (Indicative)	Varies
Minimum Admission Requirements	Admission as governed by the regulations of individual Awarding Bodies, Education or Training Providers Professional Qualification Level 4 Recognition of Prior Learning, as appropriate
Progression Opportunities (to…)	The Labour Market

7.5 Legacy Qualifications

Legacy qualifications are those that have been superseded or are no longer awarded by the Awarding Body. Where such qualifications are still relevant to the holders of the award and the current labour market needs of the country, they can be Listed on the OQF through the Listing process, which evaluates the

comparability of the legacy qualification to similar current qualifications and to the OQF Level Descriptors. The process for Listing legacy qualifications will be developed by the DGNQF following the implementation of the OQF.

7.6   Development of Qualifications for Basic Educational Needs

A joint report by the Ministry of Education (MoE) and the World Bank in 2012 noted that the demand for special needs provision was greater than the availability.[40] It identified the need for the MoE and the Ministry of Social Development to jointly develop a national strategy for people with special educational needs.

A national strategy should include the development of appropriate elementary qualifications to address the needs of individuals who require support in literacy and numeracy. It is the responsibility of Awarding Bodies to develop qualifications and the role of the DGNQF is to manage the Listing process for such qualifications so that they can be placed on the NRQ.

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[40]   The Ministry of Education and The World Bank, 'Education in Oman: The Drive for Quality' [online], The Ministry of Education, Sultanate of Oman (2004), available at:
http://documents.worldbank.org/curated/en/280091468098656732/pdf/757190ESW0 v20W0ector0Report0English.pdf
(accessed on 17.9.2018).

8. CREDIT ACCUMULATION AND TRANSFER AND THE RECOGNITION OF PRIOR LEARNING

One of the objectives of the OQF is to aid learner progression through the qualification system in Oman (see section 2.1). The OQF supports access to education through CAT and RPL for the attainment of all qualifications up to and including OQF Level 9.

Progression can be:

- **Vertical**, within the same Educational Pathway where the learner progresses from one OQF Level to the next (see Figure 2)
- **Horizontal**, across Educational Pathways while remaining at the same OQF Level (see Figures 3 and 4)
- **Diagonal**, across Educational Pathways but moving to the next OQF Level (see Figure 5)

Pathways for vertical, horizontal and diagonal articulation are made transparent through the OQF and its Qualification Arrangements. The OQF Level Descriptors provide a useful guide in assisting Awarding Bodies determine the level of prior learning presented by a learner.[41] CAT and/or RPL can be considered for:

- Entry to a qualification where a learner may not hold the required formal qualifications but meets the entry requirement based on prior learning
- Advanced entry to a qualification, for example, where a learner directly enters the second or third year of an undergraduate qualification, on the basis of having sufficient OQF Credit at the appropriate OQF Level(s) and appropriate content, achieved either through successfully:
  - o Completing modules from another Awarding Body and/or modules within another qualification
  - o Having their prior learning recognised as a result of a claim for RPL

The OQF facilitates a partnership approach to support the development of progression opportunities for learners, for example, the development of Bridging Modules, Articulation Agreements and/or Memorandum of Understanding.

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[41] Guidance on RPL will be developed at a later stage as the development of the OQF progresses.

Level	Professional Pathway	Academic Pathway	Technological Pathway	Technical and Vocational Pathway
Level 6	Professional Qualification 1	Diploma	Diploma of Technology	Vocational Diploma
Level 5	Introductory Professional Certificate	Certificate	Certificate of Technology	Certificate of Vocational Competency 3
Level 4	General Education Diploma (Grade 12)			Certificate of Vocational Competency 2
Level 3	General Certificate of Basic Education (Grade 10)			Certificate of Vocational Competency 1

Figure 2: Example of Vertical Progression

Level	Pathway A	Pathway B
Level 5	Qualification at Level 5	Qualification at Level 5
Level 4	Bridging Course (if required)	Qualification at Level 4
Level 3		Qualification at Level 3

Figure 3: Example 1 of Horizontal Progression

Level	Pathway A	Pathway B
Level 5	Bridging Course (if required) Qualification at Level 5	Qualification at Level 5
Level 4		Qualification at Level 4
Level 3		Qualification at Level 3

Figure 4: Example 2 of Horizontal Progression

Level	Pathway A	Pathway B
Level 5	Qualification at Level 5	Qualification at Level 5
Level 4	Bridging Course (if required)	Qualification at Level 4
Level 3		Qualification at Level 3

Figure 5: Example of Diagonal Progression

8.1   Credit Accumulation and Transfer

The accumulation of OQF Credit can contribute towards the award of a qualification. A bachelor's degree at OQF Level **8**, for example, requires **480** OQF Credit Points or **120** OQF Credit Hours. In most cases, a learner undertakes a four-year programme in the same Higher Education Institution (HEI), thus accumulating a minimum of **120** OQF Credit Points or **30** OQF Credit Hours per year.

The OQF facilitates CAT where a learner may be able to transfer some, or all, of the OQF Credits they have achieved from the modules of one qualification to another qualification awarded by the same, or by another, Awarding Body. In such cases, the Awarding Body, education or training provider receiving the learner must be satisfied that the OQF Credit the learner wishes to transfer into their new qualification has appropriate content and is at an appropriate OQF Level.

8.2   Articulation

Articulation is where the content and level of a qualification from an Awarding Body, in one of the Educational Pathways is such that it allows progression to a higher-level qualification from another Awarding Body or within another Educational Pathway. A Diploma (OQF Level **6**) in one Educational Pathway, for example, may articulate with an Advanced Diploma (OQF Level **7**) in another Pathway.

8.3   Bridging Modules

Where the content of one programme falls short of satisfying the minimum admission requirements of another educational or training programme, the Awarding Body, education or training provider may develop and/or offer one or more Bridging modules to fill any gaps in learning between the Learning Outcomes of the two programmes in question. Bridging modules prepare the learner to progress onto their desired qualification thus facilitating learner mobility.

8.4   Recognition of Prior Learning

Recognition of Prior Learning is defined as `the process of assessing a learner's application for OQF Credit on the grounds of learning that was previously acquired through formal, informal and/or non-formal learning'.

Through life and work experiences, learners may have already acquired the knowledge and skills that are taught in some of the modules. If the learner can demonstrate, through assessment, that they already have the required level of learning, then an application for the Recognition of Prior Learning may be possible.

OQF Credit is not awarded for experience, but for the learning derived from the experience. OQF Credit can only be awarded for learning achieved and demonstrated through assessment.

RPL is particularly useful where individuals need or want to change career as it saves duplicating learning that is already achieved. The development of national guidance for RPL will be taken forward by the DGNQF as a priority following the launch of the OQF.

9.   REFERENCING TO INTERNATIONAL FRAMEWORKS

Referencing is a 'level-to-level' comparison of one NQF to another, based on a set of agreed Referencing Criteria. Referencing involves an analysis of the quality assurance systems adopted by both NQFs, the level descriptors of the respective frameworks and, if applicable, the credit systems, thereby increasing the transparency of the education and qualification systems of the respective frameworks and promoting mutual trust essential for learner mobility.

Referencing the OQF to another NQF will be taken forward at a later stage in the implementation of the OQF when the quality assurance arrangements and processes for Listing and Alignment are embedded within the qualification system and there are Listed and Aligned qualifications placed on the NRQ. The DGNQF, along with the 'international partner', will develop Referencing Criteria so that the boundaries of the referencing activity are clear to both parties.

PART D: APPENDICES

Appendix A: References

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Appendix B: Abbreviations and Terms

Table B1: Acronyms	
Acronym	**Definition**
CAT	Credit Accumulation and Transfer
CHEQA	Centre for Higher Education Quality Assurance
ECTS	European Credit Transfer System
ECVET	European Credit System for Vocational Education and Training
ER	External Reviewer
HEI	Higher Education Institution
ISA	Institutional Standards Assessment
MoE	Ministry of Education
N/A	Not Applicable
NOS	National Occupational Standards
NQF	National Qualifications Framework
NRQ	National Register of Qualifications
OAAAQA	Oman Authority for Academic Accreditation and Quality Assurance of Education
OQF	Oman Qualifications Framework
OQFER	Oman Qualifications Framework External Reviewer
OQFRD	Oman Qualifications Framework Review Director
PLO	Programme Learning Outcome
PSA	Programme Standards Assessment
QDT	Qualification Design Team
RPL	Recognition of Prior Learning

Table B2: Glossary of Terms	
Term	**Definition**
Accreditation	A formal, periodic, external quality assurance process, undertaken by a national or international body with a formal remit to undertake assessment of educational institutions and/or programmes, which determines whether or not a defined set of standards has been met. The assessment body is external to- and independent from- the institution. Accredited status is conferred by this body for a defined period of time [42]
Aims	Broad statements that set out the intention and purpose of the unit, module, course or qualification
Alignment [of a qualification to the OQF]	An evaluation of a 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
Articulation	A process which grants the holder of a qualification access to a programme, leading to a – typically higher level – qualification[43]
Assessment	The process of judging performance against specified targets/reference points[44]
Assessment Criteria	Specified reference points against which learners are judged to measure their attainment
Awarding Body	An organisation that issues education or training awards following formal assessment (for example, Academic Higher Education Institutions and their Affiliates, Technological Institutions, Professional Bodies and Technical and Vocational Education and Training Providers) [45]
Band	A cluster of levels on the OQF that reflect the education and training sector: Access at OQF Level 1; Schooling at OQF Levels 2 to 4 and Higher Education (Post-School) at OQF Levels 5 to 10
Benchmark	A reference against which comparison can be made[46]

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[42] See OAAAQA Online Glossary, https://www.oaaaqa.gov.om/About-the-OAAA/Glossary (accessed on 19.04.2021).

[43] See OAAAQA Online Glossary, https://www.oaaaqa.gov.om/About-the-OAAA/Glossary (accessed on 19.04.2021).

[44] See OAAAQA Online Glossary, https://www.oaaaqa.gov.om/About-the-OAAA/Glossary (accessed on 19.04.2021).

[45] Adapted from http://qualityresearchinternational.com/glossary/#a.

[46] See OAAAQA Online Glossary, https://www.oaaaqa.gov.om/About-the-OAAA/Glossary (accessed on 19.04.2021).

Table B2: Glossary of Terms	
Term	**Definition**
Characteristic	An attribute of the OQF Level Descriptors. There are six characteristics: Knowledge; Skills; Communication, Numeracy, Information Communication Technology Skills; Autonomy and Responsibility; Employability and Values and Learning to Learn. These six characteristics combine to form the OQF Level Descriptors
Comprehensive Framework	A framework, which encapsulates qualifications from all sectors and levels of education
Credit Accumulation	The gradual increase in the number of OQF Credits awarded by an institution through successful achievement of the units, modules or courses evidenced by assessment
Credit System	A set of principles according to which the credit value of units, modules, courses and qualifications are calculated
Credit Transfer	The process of using the credit gained for completed stand-alone units, modules or courses of a programme or qualification in the pursuit of another programme or qualification[47]
Educational Pathway [of the OQF]	The educational orientation, academic, technological, professional or technical and vocational within which the defined purpose of a qualification falls
Evaluation [of Listing or Alignment]	A systematic method of examination of each module comprising a qualification to determine the extent to which the entire qualification meets the criteria as set out in the relevant OAAAQA Policy together with the qualification's OQF Level and OQF Credit Value
Foreign and International Qualifications	Foreign qualifications relate to qualifications awarded in a country other than Oman (for example, a United Kingdom Awarding Body). International qualifications relate to qualifications awarded by an International Awarding Body (for example, Cisco and Microsoft)
Formal Learning	An organised and structured programme of learning that leads to the full or partial achievement of a qualification

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[47] Adapted from OAAAQA Online Glossary, https://www.oaaaqa.gov.om/About-the-OAAA/Glossary (accessed on **19.04.2021**).

Table B2: Glossary of Terms	
Term	**Definition**
Governance [of the OQF]	The overall responsibility for the OQF, including setting the strategic direction and approving the overarching policies for the framework
Implementation [of the OQF]	Carrying out all OQF activities, including the processes for Listing, Alignment, Re-Listing and Re-Alignment; promoting and disseminating the OQF to stakeholders; supporting all Awarding Bodies offering qualifications in Oman, and maintaining the National Register of Qualifications
Informal Learning	Learning that is not organised or structured. It is experiential learning, which takes place through life and work experiences; typical examples are learning that is gained through work, social, family, hobby or leisure activities and experiences
Institution	Education or training provider for schools, academic, technological, professional and technical and vocational qualifications
Institutional Standards	The national Institutional Standards for accreditation against which the performance of an HEI is assessed[48]
Knowledge	The acquisition and comprehension of facts, principles, theories and practices related to an area of work or learning
Learning Outcome	What a learner is expected to know (knowledge), do (skills) or apply (competencies), as a result of his/her undertaking a unit, module, course or a programme leading to a qualification[49]
Legacy Qualifications	Awards that have either been superseded, or discontinued by the Awarding Body, but are still relevant to the holders of the award and the current labour market needs of the country
Level Descriptors [of the OQF]	A set of progressive statements, which describe the expected outcomes at each level of the OQF in regard to the six characteristics of Knowledge; Skills; Communication, Numeracy, Information Communication Technology Skills; Autonomy and Responsibility; Employability and Values; and Learning to Learn

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[48] See OAAAQA Online Glossary, https://www.oaaaqa.gov.om/About-the-OAAA/Glossary (accessed on 19.04.2021).

[49] See OAAAQA Online Glossary, https://www.oaaaqa.gov.om/About-the-OAAA/Glossary (accessed on 19.04.2021).

Table B2: Glossary of Terms	
Term	**Definition**
Licensing	An evaluative process leading to formal approval from the relevant Omani government body for institutions and/or their programmes. Institutions include organisations such as schools, universities, technical and vocational education and training providers
Lifelong Learning	All learning activity undertaken throughout life whether formal, non-formal or informal
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
Mainstream Omani Qualifications	The typical qualifications delivered in formal education system in Oman
Major Change	A change that affects the OQF Level and/or OQF Credit Value of the qualification or impacts on the qualification meeting the Listing or Alignment Criteria and subsequently its placement on the National Register of Qualifications
Management [of the OQF]	Ensuring all OQF activities are carried out effectively and efficiently following the OAAAQA Policies relating to the Oman Qualifications Framework
Mandatory Qualifications Framework	A National Qualifications Framework that must be put into operation by all Awarding Bodies
Micro-credentials	Proof that following a short learning experience, a learner has achieved a set of Learning Outcomes which demonstrate knowledge, skills and competence in a given subject area or capability, according to transparent standards and requirements and upon assessment
Module	A component of a qualification. Also known as course or unit by some Awarding Bodies

Table B2: Glossary of Terms	
Term	**Definition**
National Occupational Standards (NOS)	The standard of performance an individual must achieve when carrying out a function in the workplace, together with specifications of the underpinning knowledge and skills[50]
National Register of Qualifications [NRQ]	An online official record of all nationally recognised qualifications Listed on, or Aligned to, the OQF. Managed by the DGNQF, the NRQ is available to stakeholders and the general public. Submission and evaluation of Listing and Alignment applications are carried out through the NRQ online system, allowing for secure storage and easy retrieval of documentation
Non-Formal Learning	Planned, structured learning activities that can be assessed but are not explicitly designated as learning towards the achievement of a qualification or part qualification
Notional Learning Hours	The volume of learning estimated to be required by a typical learner at a specified level to achieve the Learning Outcomes of the units, modules or courses that comprise a qualification
Oman Qualifications Framework [OQF]	An instrument to describe, compare and classify qualifications from all sectors of education and training in Oman. It is based on one set of generic Level Descriptors, which describe the expected outcomes at each of its ten levels. The OQF provides a reference point for qualifications delivered and awarded in Oman; the comparison between Omani qualifications and Foreign or International qualifications; and the Recognition of Prior Learning
OQF Credit	A numerical indicator of the volume of learning, awarded for the achievement of all the Learning Outcomes of a unit, module, course and/or qualification, expressed in either OQF Credit Points or OQF Credit Hours
OQF Credit Hour	A unit of measurement, which describes the volume of learning required by a typical learner to achieve the Learning Outcomes of the units, modules or courses, which lead to a qualification. One OQF Credit Hour is three hours

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[50]   Ministry of Labour (August **2021**).

Table B2: Glossary of Terms	
Term	**Definition**
	per week for one semester (minimum **14** weeks), which equates to a minimum of **42** notional learning hours[51]
OQF Credit Point	A unit of measurement, which describes the volume of learning required by a typical learner to achieve the Learning Outcomes of the units, modules or courses, which lead to a qualification. One OQF Credit Point equates to ten notional learning hours[52]
OQF Credit System	The standard specified by the OAAAQA and used by all Awarding Bodies in Oman to calculate the amount of learning required for the diverse qualifications in academic, technological, professional, technical and vocational education expressed in a numerical value of either OQF Credit Points or OQF Credit Hours
OQF Credit Value	The number of OQF Credit Points or OQF Credit Hours, which are allocated to units, modules, courses and qualifications for learning that is verified through reliable and valid assessment
OQF Level	An indicator of relative demand, complexity, depth of knowledge and learner autonomy as described in the OQF Level Descriptors[53]
Placement [of a qualification on the NRQ]	The inclusion of a qualification on the National Register of Qualifications following the nine-stage Listing or Alignment process, which includes a Proposal, Recommendation, Verification and Approval of the OQF Level and OQF Credit Value of the qualification
Professional Judgement	Applying relevant training, knowledge, skills and experience to make informed decisions

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[51] Each OQF Credit Hour comprises a combination of activities that are required to achieve the Learning Outcomes, such as class or lecture contact time, laboratory work, workshops, self-study, research, homework, fieldwork, assignments, preparation for assessment and assessment.

[52] Each OQF Credit Point comprises a combination of activities that are required to achieve the Learning Outcomes, such as class or lecture contact time, laboratory work, workshops, self-study, research, homework, fieldwork, assignments, preparation for assessment and assessment.

[53] Adapted from D Gosling and J Moon, *How to Use Learning Outcomes and Assessment Criteria* (London: Southern England Consortium for Credit Accumulation and Transfer, SEEC Office, 2001).

Table B2: Glossary of Terms	
Term	**Definition**
Professional Qualification	Awards, which meet the requirements, set by a Professional Body or other Awarding Body (if applicable) to enable the holder to work, or progress their career, in one of the professions
Programme	A set of units, modules or courses, which are designed to lead to a qualification on a national qualifications framework
Progression	A learning pathway taken by learners as they develop their expertise in a discipline and achieve qualifications at higher levels on the OQF
Qualification	An award issued by an Awarding Body when, following established standards, the Awarding Body determines that the learner has achieved the Learning Outcomes of all the units, modules or courses of the programme
Qualification Arrangements	The requirements for each qualification type in terms of their title, structure, purpose, admission requirements and progression opportunities
Qualification System	All activities related to the recognition of learning, including those related to the OQF and institutional arrangements for the development, delivery, quality assurance, assessment and award of qualifications
Qualification Type	A classification of the range of qualifications delivered by all education and training sectors in Oman including school, academic, technological, professional and technical and vocational qualifications
Quality	The extent to which an educational institution's systems, processes and structures result in outcomes for the institution and/or its programmes, which meet stakeholder needs through the attainment of relevant standards/benchmarks[54]
Quality Assurance	The implementation of planned and systematic processes and systems, either internal or external and independent to an educational institution, that assess the institution's programmes, services and activities as well as the

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[54] See OAAAQA Online Glossary, https://www.oaaaqa.gov.om/About-the-OAAA/Glossary (accessed on 19.04.2021).

Table B2: Glossary of Terms	
Term	**Definition**
	processes that support these, in relation to relevant standards/benchmarks/frameworks[55]
Recognition of Prior Learning	The process of assessing a learner's application for OQF Credit on the grounds of learning that was previously acquired through formal, informal and/or non-formal learning
Re-Listing or Re-Alignment	A review process for Listed and 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
Stakeholder	Any party that has an interest in the activities of the OQF[56]
Summative Assessment	An evaluative process, which measures a learner's ability to demonstrate knowledge, skills and other characteristics against Assessment Criteria; the results are recorded and contribute to the learner's overall mark and/or grade
Verification [of Listing or Alignment]	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

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[55] Adapted from OAAAQA Online Glossary, https://www.oaaaqa.gov.om/About-the-OAAA/Glossary (accessed on 19.04.2021).

[56] Adapted from OAAAQA Online Glossary, https://www.oaaaqa.gov.om/About-the-OAAA/Glossary (accessed on 13.09.2018).

Appendix C: Policies

Appendix C1: Oman Authority for Academic Accreditation and Quality Assurance of Education Policy for the Governance, Management and Implementation of the Oman Qualifications Framework

1. Purpose

The purpose of this policy is to ensure that the stakeholders comprehend the different roles and responsibilities associated with the Governance, Management and Implementation of the OQF.

The OAAAQA is responsible for the GMI of the OQF:

Governance of the OQF is defined as `the overall responsibility for the OQF, including setting the strategic direction and approving the overarching policies for the framework'.

Management of the OQF is defined as `ensuring all OQF activities are carried out effectively and efficiently following the OAAAQA Policies relating to the Oman Qualifications Framework'.

Implementation of the OQF is defined as `carrying out all OQF activities, including the processes for Listing, Alignment, Re-Listing and Re-Alignment; promoting and disseminating the OQF to stakeholders; supporting all Awarding Bodies offering qualifications in Oman, and maintaining the National Register of Qualifications`.

2. Scope

This policy specifies the principles for the GMI of the OQF and sets out the roles and responsibilities of the OAAAQA.

2.1 Users of the Policy

This policy applies to:

- The Oman Authority for Academic Accreditation and Quality Assurance of Education

This policy may also be of interest to the following stakeholders:

- The Ministry of Education
- The Ministry of Higher Education, Research and Innovation
- The Ministry of Labour
- The Oman Medical Specialty Board
- Other Ministries and Government Bodies

- Awarding Bodies for Education and Training Qualifications

- Education and Training Providers

- Employers

- Professional Bodies

- Other Interested Parties[57]

3.   Policy Statement

The policy clarifies the different roles and responsibilities associated with the GMI to support the following general principles:

- The GMI is transparent, trust-building, effective and efficient

- OAAAQA Policies relating to the OQF are fair and applied impartially

- Information relating to the OQF is accessible

- The OAAAQA acts with accountability, by serving all stakeholders within a reasonable timeframe

3.1 Roles and Responsibilities for the Governance, Management and Implementation of the OQF

The specific responsibilities of the OAAAQA for the GMI are given in Table 1:

Table 1: OAAAQA Responsibilities	
Governance	OAAAQA Board
Management	OAAAQA Executive Office
Implementation	Directorate General of the National Qualifications Framework

3.1.1 Directorate General of the National Qualifications Framework (DGNQF)

The DGNQF is responsible for:

- Developing OAAAQA Policies relating to the OQF

- Managing OQF External Reviewers (OQFERs) appointment to, or removal from, the National Register of External Reviewers (National ER Register)

- Forming OQF Listing or Alignment Panels

- Supporting stakeholders to implement the OAAAQA Policies relating to the OQF

- Developing, reviewing and updating the OQF and all related documentation

- Ensuring relevant documents relating to the OQF are available on the OAAAQA website

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[57] E.g., learners and their families, people looking for employment, employees looking for a better job or a career progression, anybody who is interested in the economic and social development of Oman.

- Implementing the Listing, Alignment, Re-Listing, Re-Alignment and OQF Appeals processes in compliance with the OAAAQA Policies

- Ensuring the National Register of Qualifications (NRQ) is accurate and up-to-date

- Preparing a yearly (annual) report on the outcomes of the Listing, Alignment, Re-Listing and Re-Alignment processes

- Implementing the OAAAQA Board directions regarding the development and review of the OQF

- Forming and/or disbanding, as required, OQF Panels, OQF Appeals Committees and working groups

- Monitoring the implementation of the OQF

- Developing and implementing OQF communication strategies and plans

- Developing proposals for the OAAAQA fees relating to OQF activities

3.1.2 OAAAQA Executive Office

The OAAAQA CEO is responsible for:

- Ensuring the implementation of the OQF is effective and efficient

- Reviewing OAAAQA Policies relating to the OQF

- Approving OQF External Reviewers (OQFERs) appointment to, or removal from the National ER Register

- Considering Second Drafts of the Listing or Alignment Evaluation Report and Re-Listing and Re-Alignment Review Report for approval as the Final Reports

- Approving OQF Appeal Committee Members (or longlists)

- Reviewing OQF developments and updates

- Submitting OQF documentation requiring approval to the OAAAQA Board

3.1.3 OAAAQA Board

The OAAAQA Board is responsible for:

- Setting the strategic direction of the OQF

- Approving:

  o Further developments of the OQF

  o OAAAQA Policies relating to the OQF

  o The yearly (annual) report on the OQF

  o Listing and Alignment outcomes, including the placement of qualifications on the NRQ

  o Re-Listing and Re-Alignment outcomes, including the continued placement of qualifications on the NRQ or the removal of qualifications from the NRQ

o   Fees for all OQF activities

- Issuing decisions that support the OQF management and implementation

- Receiving information and updates on OQF appeal applications

4. Procedure

The steps to be followed in the implementation of this policy are given in this section.

4.1 Directorate General of the National Qualifications Framework (DGNQF)

The Director General of the DGNQF:

- Carries out OAAAQA Board decisions on:

  o   The implementation of the OQF

  o   Directions on future developments

  o   Reviews of the OQF

- Develops, reviews and updates the OAAAQA Policies relating to the OQF and other OQF documentation, as required

- Considers feedback from stakeholders, developments in the education and training sectors (locally and internationally) and other relevant national agendas to update OQF documentation, as required

- Submits OQF documentation, requiring approval from the OAAAQA Board to the OAAAQA CEO for review and feedback

- Updates the OAAAQA CEO on matters that may affect the implementation of the OQF, including the potential impact of national and international developments

- Implements the processes for Listing and Alignment of qualifications following the OAAAQA Policies for:

  o   Listing Qualifications on the OQF

  o   The Alignment of Foreign and International Qualifications to the OQF

  o   The Quality Assurance of the OQF

- Implements the processes for Re-Listing and Re-Alignment following the OAAAQA Policies for the:

  o   Re-Listing and Re-Alignment of qualifications on the OQF

  o   Quality Assurance of the OQF

- Reviews applications for potential OQFERs following the OAAAQA Policy on the Management of OQF External Reviewers and submits recommendations to the OAAAQA CEO for consideration of approval

- Manages the appointment of approved OQFERs to the National ER Register and ensures that all newly appointed OQFERs are trained in the OQF processes

- Supports and monitors the performance of OQFERs following the OAAAQA Policy on the Management of OQF External Reviewers and, if required, submits recommendation on the removal of OQFERs from the National ER Register to the OAAAQA CEO for consideration of approval

- Directs OQF Listing, Alignment, Re-Listing and Re-Alignment Panels and other stakeholders, as required, to use the OQF forms and templates developed by the DGNQF, to ensure consistency of the OQF processes

- Submits OQF documentation requiring approval from the OAAAQA CEO timeously

- Prepares all documentation on the outcomes for Listing, Alignment, Re-Listing or Re-Alignment for consideration of approval from the OAAAQA Board

- Maintains the NRQ, ensuring it is accurate and up-to-date by:
  - Placing newly Listed or Aligned qualifications on it
  - Withdrawing Listed or Aligned qualifications that are:
    - No longer offered by the Awarding Body
    - Not approved for Re-Listing or Re-Alignment as they no longer comply with the Listing or Alignment Criteria

- Provides support, guidance and capacity building training on the OQF for Awarding Bodies and other stakeholders, as required

- Establishes a robust institutional quality assurance system to implement the Listing, Alignment, Re-Listing and Re-Alignment processes

- Prepares an annual (yearly) report on the outcomes of all OQF evaluations and reviews[58] and the progress of the OQF implementation for the OAAAQA Board for approval and publication on the OAAAQA website

- Ensures relevant OQF documentation, including policies, procedures and forms, are accessible on the OAAAQA website

- Implements the OQF process for appeals against the outcome of Listing and Alignment evaluations and Re-Listing and Re-Alignment reviews, including amending the Final Reports based on the decisions of the OQF Appeal Committee, where applicable

- Manages future developments and reviews of the OQF as directed by the OAAAQA CEO and/or OAAAQA Board

- Monitors the implementation of the OQF

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[58] Listing, Alignment, Re-Listing and Re-Alignment.

- Develops and implements communication strategies and plans for the national and international promotion of the OQF

- Develops proposals, as required, for fees for OQF activities for review by the OAAAQA CEO and consideration of approval by the OAAAQA Board

4.2 OAAAQA Executive Office

The OAAAQA CEO:

- Oversees the implementation of the OQF and provides support to the DGNQF, as required

- Reviews and provides feedback on OAAAQA Policies relating to the OQF, proposals for fees and other relevant OQF documentation requiring approval from the OAAAQA Board

- Reviews and considers for approval Listing and Alignment Evaluation Reports and Re-Listing and Re-Alignment Review Reports

- Submits OQF documentation requiring approval to the OAAAQA Board timeously

- Receives updates from the DGNQF on matters such as the:

  o Potential impact of national and international developments in education and training on the OQF

  o Implementation of the OQF

  o Feedback on the OQF from Awarding Bodies and other stakeholders

  o Feedback on the performance of the OQFERs and OQF Review Directors (OQFRDs)

Where appropriate, provides recommendation to the DGNQF on the course of action that it should take on the above matters:

- Takes forward OAAAQA Board decisions on the management and implementation of the OQF

- Considers for approval, recommendations from the DGNQF on OQFERs' appointment to, or removal from the National ER Register

4.3 OAAAQA Board

The OAAAQA Board:

- Provides strategic direction for the OQF, taking into account national and international developments in education and training, feedback from Awarding Bodies and other stakeholders and recommendations from the OAAAQA Executive Office and the DGNQF

- Receives updates on all OQF developments requiring approval

- Considers for approval the recommended outcomes of Listing, Alignment, Re-Listing and Re-Alignment and, where appropriate, the placement or removal of qualifications on the NRQ

- Approves the (yearly) annual report on the OQF[59]

- Considers for approval, fees for:

  o Listing, Alignment, Re-Listing and Re-Alignment applications

  o Listing, Alignment, Re-Listing and Re-Alignment appeals

  o Capacity building workshops on the OQF Listing, Alignment, Re-Listing and Re-Alignment processes

- Provides support, as required, to the DGNQF and the OAAAQA CEO to meet the obligations for the management and implementation of the OQF[60]

- Directs on future developments of the OQF such as the development of the Recognition of Prior Learning (RPL), referencing to other national, regional or international qualifications frameworks, research on the impact of the OQF and periodic reviews of the OQF

Members must declare any conflict of interest with an Awarding Body's submission for Listing, Alignment, Re-Listing or Re-Alignment.

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[59] See OAAAQA Policy for Listing Qualifications on the OQF, section **4.7**.

[60] For example, providing direction to the DGNQF regarding challenging situations that may arise concerning the management and implementation of the OQF.

Appendix C2: Oman Authority for Academic Accreditation and Quality Assurance of Education Policy for Listing Qualifications on the Oman Qualifications Framework

1. Purpose

The purpose of this policy is to provide a common approach for Listing Omani qualifications on the Oman Qualifications Framework (OQF) to ensure the evaluation for Listing is carried out consistently and all Listed qualifications meet the Listing Criteria.

Listing is defined as `an evaluation of an Omani qualification against the Listing Criteria and the OQF Level Descriptors to determine the OQF Level and OQF Credit Value of the entire qualification`.

This policy sets out the:

- Benefits of a common approach to Listing
- Listing Criteria
- Roles and responsibilities of key stakeholders

This policy should be read in conjunction with the OAAAQA Policy for the Quality Assurance of the OQF.

2. Scope

This policy applies to the Listing of new and existing qualifications from all sectors of education and training, owned and awarded by Omani Awarding Bodies. It is mandatory[61] for all formal and licensed Omani qualifications to be Listed on the OQF. Qualifications arising from company training programmes can be Listed voluntarily. From the date of the OQF implementation, Awarding Bodies must apply for Listing:

- Within 5 years, for existing qualifications
- Before new qualifications can be delivered

2.1 Users of the Policy

This policy applies to:

- The Oman Authority for Academic Accreditation and Quality Assurance of Education
- Awarding Bodies for Education and Training Qualifications
- Professional Bodies
- Employers

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[61] Royal Decree 9/2021.

This policy may also be of interest to the following stakeholders:

- The Ministry of Education
- The Ministry of Higher Education, Research and Innovation
- The Ministry of Labour
- The Oman Medical Specialty Board
- Other Ministries and Government Bodies
- Education and Training Providers
- Other Interested Parties[62]

3. Policy Statement

Listing is the process of evaluating an Omani qualification against the Listing Criteria and the OQF Level Descriptors to allocate an OQF Level and, if applicable, an OQF Credit Value before the placement of the qualification on the NRQ.

3.1 Listing Criteria

The Omani Awarding Body must:

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

The qualification must have:

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

3.2 Benefits of a Common Approach to Listing Qualifications

Listing qualifications on the OQF is a matter of professional judgment by those who have knowledge, skills and experience in the relevant subject, discipline, occupation or profession and knowledge of the OQF. A common approach to Listing provides the following benefits:

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[62] E.g., learners and their families, people looking for employment, employees looking for a better job or a career progression, anybody who is interested in the economic and social development of Oman.

- Assists Awarding Bodies to design their qualifications and shape their institutional quality assurance arrangements to meet the Listing Criteria[63]

- Ensures fairness and consistency of the Listing process

- Develops and increases mutual trust and understanding of the OQF, including the requirements for quality assurance, across all Awarding Bodies and other stakeholders

3.3 OQF Level

OQF Level is defined as 'an indicator of relative demand, complexity, depth of knowledge and learner autonomy as described by the OQF Level Descriptors'.[64]

Derived from the range of formal qualifications in Oman, the OQF has ten levels, which increase in demand to reflect progression in learning; OQF Level **1** is for elementary education and training and OQF Level **10** is for the most complex, at the forefront in the development of new knowledge and skills.

The OQF Level of a qualification is determined through an evaluation of the modules that comprise the qualification against the Listing Criteria and the OQF Level Descriptors.

3.4 OQF Credit

OQF Credit is defined as `a numerical indicator of the volume of learning, awarded for the achievement of all the Learning Outcomes of a unit, module or course and/or qualification, expressed in either OQF Credit Points or OQF Credit Hours'.

Both OQF Credit Points and OQF Credit Hours are based on notional learning hours defined as `the volume of learning estimated to be required by a typical learner at a specified level to achieve the Learning Outcomes of the units, modules or courses that comprise a qualification'.

The calculation of notional learning hours includes all the learning activities needed to achieve the Learning Outcomes. Examples of activities include, but are not exclusive to, class/lecture contact time; laboratory work; workshops; self-study; research; homework; fieldwork; assignments; preparation for assessment and assessment.

As OQF Credit indicates the size or volume of the learning required to achieve the Learning Outcomes of the modules that comprise the qualification, it can be used to describe and compare qualifications.

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[63]   Awarding Bodies can List their own qualifications; they cannot List the qualifications of others.

[64]   Adapted from D Gosling and J Moon, *How to Use Learning Outcomes and Assessment Criteria* (London: Southern England Consortium for Credit Accumulation and Transfer, SEEC Office, **2001**).

Learners are awarded OQF Credit on successful completion of each module following reliable and valid summative assessment, which assures the Learning Outcomes have been achieved.

In summary, OQF Credit:

- Provides clarity on the number of notional learning hours that a typical learner requires to achieve the Learning Outcomes

- Provides a basis for the recognition of learning achieved across different contexts, sectors and Awarding Bodies

- Can be accumulated and transferred, leading to the achievement of awards in a variety of learning methods

- Aids learner progression, by facilitating the movement within the same Educational Pathway and between the different Educational Pathways

- Provides a common language and facilitates partnerships, between the different education and training sectors

3.4.1 OQF Credit Points

- One OQF Credit Point equates to ten notional learning hours

- Whole OQF Credit Points must be allocated, not fractions

- A minimum of four OQF Credit Points (minimum **40** notional learning hours) is required for a qualification to be Listed and placed on the NRQ

3.4.2 OQF Credit Hours

- One OQF Credit Hour corresponds to three hours per week for one semester (a minimum of **14** weeks)

- Based on a **14**-week semester, one OQF Credit Hour equates to a minimum of **42** notional learning hours

- Each OQF Credit Hour comprises a combination of activities, for example, this may be, but is not exclusive to:

  o One-hour class contact time and two hours of learning activities

  o Two hours of class laboratory work and one hour of learning activities

  o Three hours of learning activities[65]

- A minimum of one OQF Credit Hour (minimum **42** notional learning hours) is required for a qualification to be Listed and placed on the NRQ

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[65]   Section **3.4** sets out examples of learning activities.

3.4.3 OQF Credit Value

As part of the Listing process, an OQF Credit Value is allocated to each module of the qualification. The OQF Credit Value is defined as `the number of OQF Credit Points, or OQF Credit Hours, which are allocated to units, modules, courses and qualifications for learning that is verified through reliable and valid assessment'. The allocated OQF Credit Value is awarded on achievement of the module by the learner and is not influenced by exceptional performance.

3.4.4 Other Credit Systems

The OQF Credit System is defined as `the standard specified by the OAAAQA and used by all Awarding Bodies in Oman to calculate the amount of learning required for the diverse qualifications in academic, technological, professional, technical and vocational education expressed in a numerical value of either OQF Credit Points or OQF Credit Hours'. Where an Awarding Body uses another credit system, such as Credit Units used by Australian HEIs, the European Credit Transfer System (ECTS) or the European Credit System for Vocational Education and Training (ECVET), it must be clear how the credit system used relates to either OQF Credit Points or OQF Credit Hours.

3.5 Roles and Responsibilities for Listing Qualification on the OQF

3.5.1 Awarding Body

An Omani Awarding Body makes a Listing application for a qualification that it owns. An application can be made in either English or Arabic, depending on the language in which the qualification is delivered.

To complete the Listing Application Form[66], the Awarding Body establishes a Listing Committee responsible for:

- Ensuring the quality assurance measures for the qualification comply with the OAAAQA Policy for the Quality Assurance of the OQF (see Appendix C4)
- Evaluating the qualification to ensure it meets the Listing Criteria (see section 3.1)
- Proposing the OQF Level and, if applicable, the OQF Credit Value for each module and for the entire qualification

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[66] The Listing Application Form includes a template, which must be completed for each module to provide the module overview, the Learning Outcomes and the Assessment Criteria along with the Committee's proposal for the OQF Level and OQF Credit Value.

- Ensuring mainstream Omani qualifications meet the OQF Level and OQF Credit Value for the particular qualification type[67]

- Completing the online Listing Application Form and checking it has:

  o Appropriate and relevant supporting materials

  o Details of the contact person within the Awarding Body with responsibility for communication on all issues related to the Listing application

  o The signature of the authorised representative from the Awarding Body with authority to submit Listing applications

- Checking the Listing application for completeness and consistency

- Submitting the Listing Application Form electronically to the DGNQF together with the relevant supporting materials

3.5.2 Directorate General of the National Qualifications Framework (DGNQF)

The DGNQF is responsible for:

- Forming an OQF Listing Panel for each Listing application

- Implementing the Listing Process following the OAAAQA Policies relating to the OQF to reach the Final Listing Evaluation Report

- Placing Listed qualifications on the NRQ, where appropriate

- Providing feedback and support to Awarding Bodies in the Listing process, as required

- Implementing the OQF process for appeals against the Listing Evaluation Report and/or the outcome, including amending the Final Listing Evaluation Report based on the decision of the OQF Appeal Committee, if applicable,

- Providing OAAAQA capacity building training on the Listing process for stakeholders, as required

3.5.3 OAAAQA Executive Office

The OAAAQA CEO is responsible for:

- Approving the:

  o Appointment of OQF External Reviewers (OQFERs) to the National Register of External Reviewers (National ER Register), following recommendation by the DGNQF or, where required, the removal of OQFERs from the register

  o Second Draft of the Listing Evaluation Report as the Final Listing Evaluation Report

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[67] OAAAQA (2023), OQF Document, section 7 : Qualification Arrangements.

3.5.4 OAAAQA Board

The OAAAQA Board is responsible for:

- Approving the:

  o Outcomes of Listing evaluations and, where appropriate, the placement of qualifications on the NRQ

  o Yearly (annual) report on the OQF (see section **4.7**)

  o Fees for activities associated with the Listing process, including those for OQF appeals before submission to the Ministry of Finance for approval

4. Procedure

The steps to be followed in the implementation of this policy are given in this section.

4.1 Awarding Body

To prepare the Listing application, the Awarding Body that owns the qualification forms a small OQF Listing Committee comprising subject and quality assurance experts who are familiar with the NQFs. Ideally, this should be no more than five suitably competent individuals, facilitated by an OQF Listing Committee Chair. More than one OQF Listing Committee may be formed, depending on the size of the qualification, available resources and/or the specialisations within the qualification; but the one OQF Listing Committee Chair facilitates and coordinates the Listing activity across multiple OQF Listing Committees.

The OQF Listing Committee may comprise the same professionals who completed the programme license documentation. For objectivity, where possible, it is advisable to have at least one member who is independent of the qualification.

4.1.1 The OQF Listing Committee

The OQF Listing Committee:

- Takes responsibility for the completion of the online Listing Application Form, gathering information and supporting materials to provide evidence in relation to the Listing Criteria (see section **3.1**).
- Ensures compliance with the OAAAQA Policy for the Quality Assurance of the OQF
- Proposes the:

  o OQF Level of each module of the qualification by evaluating the Learning Outcomes, Assessment Criteria and other relevant information against the OQF Level Descriptors and provides rationales/reasons for the proposed OQF Level

  o OQF Credit Value of each module, based on the notional learning hours

- o   OQF Level and OQF Credit Value of the entire qualification
- Ensures the qualification meets the OQF Level and OQF Credit Value required for the qualification type[68]
- Puts a mechanism in place to check the Listing Application Form before its submission to the DGNQF ensuring that it is:
  - o   Completed fully and all the supporting materials mentioned in the application are attached
  - o   Consistent in that there is no conflicting information in the application form and the Listing templates
  - o   Signed by the senior member of staff within the Awarding Body with the authority to submit Listing applications. Incomplete Listing applications are not accepted
- Sends the fees for Listing to the OAAAQA Financial Affairs Department
- Submits the Listing application to the DGNQF

4.1.2 Review of the First Draft of the Listing Evaluation Report

The Awarding Body reviews the First Draft of the Listing Evaluation Report checking for accuracy and, providing feedback, if any. The Awarding Body returns the draft report to the Director General of the DGNQF within ten working days of receipt.

4.1.3 Intention to raise an Appeal against the Listing Outcome

The Director General of the DGNQF sends the Final Listing Evaluation Report to the Awarding Body along with information that, if required, an appeal against the outcome and/or the content of the Report can be made.

The Awarding Body is requested to inform the Director General of the DGNQF of an intention to appeal using the OQF Appeal Application Form, which should be submitted within ten working days from the date the Awarding Body received the approved Final Listing Evaluation Report.

The OQF appeal process is set out in OQF Appeals Manual, which is available from the DGNQF or can be accessed from https://www.oaaaqa.gov.om/Oman-Qualifications-Framework/General .

4.2 Directorate General of the National Qualifications Framework (DGNQF)

The Director General of the DGNQF:

- Forms an OQF Listing Panel for each Listing application (see section 4.3)

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[68]   OAAAQA (2023), OQF Document, section 7 : Qualification Arrangements.

- Acknowledges receipt of a Listing Application Form from an Omani Awarding Body

- Agrees the timescale for the Listing evaluation with the OQF Review Director (OQFRD)

- Supports the OQF Listing Panel on issues concerning the Listing of the qualification, if needed

- Reviews the First Draft of the Listing Evaluation Report and provides feedback to the OQFRD, as required

- Submits the final version of the First Draft of the Listing Evaluation Report to the Awarding Body with the request to check for accuracy and provide feedback, as required

- Reviews the Second Draft of the Listing Evaluation Report and provides feedback to the OQFRD, as required

- Submits the final version of the Second Draft of the Listing Evaluation Report to the OAAAQA CEO for consideration of approval as the Final Listing Evaluation Report

- Prepares the documentation for the OAAAQA Board, with the outcome of the Listing evaluation for consideration of approval

- Sends the Final Listing Evaluation Report to the Awarding Body informing them of the approved outcome of the Listing evaluation and calls attention to the opportunity that the Awarding Body may appeal the Listing Evaluation Report and/or the outcome (see Appendix A)

- Provides feedback and support, as required, to the Awarding Body

  o If approved, the qualification is placed on the NRQ (see Appendix A)

  o Takes forwards actions as directed by the OAAAQA Board, if the recommended Listing outcome is not approved

- Informs the OQF Listing Panel of the OAAAQA Board decision and, where appropriate, discusses the actions to be taken

- Implements the process for an appeal against the Final Listing Evaluation Report and/or the outcome, following the OAAAQA process set out in the OQF Appeals Manual

- Amends the Final Listing Evaluation Report based on the decisions of the OQF Appeal Committee, if applicable

4.3 OQF Listing Panel

The OQF Listing Panel comprises an OQFRD and a minimum of two approved OQFERs that must:

- Have knowledge and experience of the subject area of the qualification

- Have completed the OAAAQA Capacity Building Workshops:

  o On the Listing process

  o For OQFERS

- Be from different organisations

- Have no conflict of interest with the Awarding Body applying for Listing

Collectively, the OQF Listing Panel:

- Prepares the First Draft of the Listing Evaluation Report for review by the Director General of the DGNQF and actions feedback, if any

- Considers and actions feedback, if any, on the First Draft of the Listing Evaluation Report from the Awarding Body

- Completes the Second Draft of the Listing Evaluation Report for review by the Director General of the DGNQF and actions feedback, if any, in preparation for submission to the OAAAQA CEO for consideration of approval as the Final Listing Evaluation Report

- If required, actions feedback from the OAAAQA CEO to reach the Final Listing Evaluation Report

The specific responsibilities of the OQFERs and the OQFRD are set out in **4.3.1** and **4.3.2**.

4.3.1 OQF External Reviewer (OQFER)

Each OQFER:

- Independently evaluates the Listing application together with the qualification and the supporting materials to ensure compliance with the OAAAQA Policy on the Quality Assurance of the OQF and the Listing Criteria (see section **3.1**)

- Reviews the Listing rationales/reasons for each module that comprises the qualification and the reasons for the proposed OQF Level to ensure that they are valid and consistent with information in the module specifications and the OQF Level Descriptors

- Reviews the proposed OQF Credit Value, if applicable, for each module that comprises the qualification to ensure there are an adequate number of notional learning hours to enable learners to achieve the Learning Outcomes and the number of hours is sufficient to justify the proposal for the OQF Credit Value

- Ensures the OQF Level and OQF Credit Value are appropriate for the particular qualification type[69]

- Provides written details to the OQFRD where a Listing evaluation cannot progress because further information is required or there are concerns regarding the Listing application

- Attends and participates in OQF Listing Panel meetings and meetings with the staff within the Awarding Body that were directly involved in the Listing process and other relevant staff, as required

- Completes the initial Listing Evaluation Report, providing an initial recommendation on the:

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[69] OAAAQA (**2023**), OQF Document, section **7** : Qualification Arrangements.

- o Evaluation of the quality assurance measures in place for the qualification

- o OQF Level and OQF Credit Value of each module and the entire qualification together with comment and/or conditions on any aspect of the proposal from the Awarding Body

- Submits the completed initial Listing Evaluation Report to the OQFRD within the agreed timescale

- Works in conjunction with the OQFRD to complete the First and Second Drafts of the Listing Evaluation Report, actioning feedback from the Director General of the DGNQF, Awarding Body and the OAAAQA CEO, as required, to reach the Final Listing Evaluation Report

4.3.2 OQF Review Director (OQFRD)

The OQFRD is the point of contact between the OQFERs and the Awarding Body. The OQFERs do not contact the Awarding Body directly; all contact is made through the OQFRD.

The OQFRD:

- Reviews the Listing application from the Awarding Body and brings together the initial Listing Evaluation Reports from the OQFERs

- Considers the OQFERs' initial Listing recommendations

- Prepares for meetings with the OQFERs and, if required, staff within the Awarding Body involved with the Listing process to discuss any aspect of the Listing application and clarify issues raised for example, where there are different views on the outcome of the initial Listing evaluations and/or where there are different views on the OQF Level and/or OQF Credit Value of the entire qualification

- Carries out the verification of an agreed percentage of the modules comprising the qualification. The selection includes modules where the OQFERs have different initial recommendations on the OQF Level and/or OQF Credit Value, if any

- Completes the Verification Report to include:

  - o The outcome of the Verification Review

  - o Information on modules that were subject to further evaluation if any

  - o Details of discussions between the OQF Listing Panel and/or Awarding Body, if any

- Informs the Director General of the DGNQF of issues concerning the Listing, as required

- In conjunction with the OQFERs, prepares the First and Second Drafts of the Listing Evaluation Report

4.4 OAAAQA Executive Office

The OAAAQA CEO considers for approval:

- Recommendations from the Director General of the DGNQF for the appointment of OQFERs to the National ER Register or, where required, the removal of OQFERs from the Register

- The Second Draft of the Listing Evaluation Report for approval as the Final Listing Evaluation Report

4.5 OAAAQA Board

The OAAAQA Board considers for approval the:

- Outcome of the Listing evaluation as given in the Final Listing Evaluation Report

- Placement of the qualification on the NRQ, if applicable (see Appendix A)

- Yearly (annual) report on the OQF (see section 4.7)

- Fees for activities associated with the Listing process, including those for Listing applications and Listing appeals following the OAAAQA Policy on Fees Charged for OQF Activities and Appeals[70], before submission to the Ministry of Finance for approval

4.6 Major Change

The Awarding Body must inform the DGNQF in writing of any major change to the programme of a Listed qualification[71]. A major change is defined as `a change that affects the OQF Level and/or OQF Credit Value of the qualification or impacts on the qualification meeting the Listing or Alignment Criteria and subsequently its placement on the National Register of Qualifications'. Examples include, but are not limited to, changes to the:

- ○ Institutional quality assurance

- ○ Quality assurance of the programme that leads to the qualification

- ○ Name of the Awarding Body

- ○ Qualification title

- ○ Design and/or length of the qualification, including the addition of new modules

Minor changes, that do not affect the OQF Level and/or OQF Credit Value, may be made to modules without the need to inform the DGNQF but should they be noted in the Re-Listing Application Form.

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[70]   To be developed.

[71]   See the OAAAQA Policy on Major Change Notification for the Oman Qualifications Framework https://www.oaaaqa.gov.om/getattachment/0d6b96aa-3975-45f5-87ad-c75e8d89e6bd/Major%20Change%20Notification%20for%20the%20OQF.aspx?b=0

4.7 Annual Report

The DGNQF prepares a yearly (annual) report for the OAAAQA Board on the implementation of the OQF.

The report includes the number of Listed qualifications together with details of the OQF Level and OQF

Credit Value; qualification type; subject discipline; and issues (if any) arising from the Listing process.

APPENDIX A: Actions following the OAAAQA Board Decision for Listing

The following actions are taken, depending on the decision of the OAAAQA Board on the Listing outcome.

- If the OAAAQA Board approves the Listing outcome that recommends the qualification for Listing, the DGNQF:
  - o Informs the Awarding Body
  - o Sends the Final Listing Evaluation Report to the Awarding Body
  - o Places the qualification on the NRQ

- If the OAAAQA Board approves the Listing outcome that Recommends the qualification for Listing with Condition, the DGNQF:
  - o Informs of the Awarding Body
  - o Sends the Final Listing Evaluation Report to the Awarding Body
  - o Discusses the requirements of the condition with the Awarding Body and reaches an agreement on a suitable timeframe to allow for the necessary changes to be made
  - o Informs the Awarding Body of the opportunity to appeal the Final Listing Evaluation Report and/or the outcome

  The qualification is not placed on the NRQ until the condition placed on the qualification is met by the Awarding Body within a timescale agreed with the DGNQF.

- If the OAAAQA Board approves the Listing outcome that recommends the qualification is Not Recommended for Listing, the DGNQF:
  - o Informs the Awarding Body
  - o Sends the Final Listing Evaluation Report to the Awarding Body
  - o Informs the Awarding Body of the opportunity to appeal the Final Listing Evaluation Report and/or the outcome

- If the OAAAQA Board does not approve the Listing outcome as it does not agree with the recommended OQF Level and/or OQF Credit Value, it sets out the reasons and provides the DGNQF with direction regarding the actions that it should take so that the Listing application can be re-evaluated and resubmitted for Approval

Appendix C3: Oman Authority for Academic Accreditation and Quality Assurance of Education Policy for the Alignment of Foreign and International Qualifications to the Oman Qualifications Framework

1. Purpose

The purpose of this policy is to provide a common approach for the Alignment of Foreign and International qualifications to the Oman Qualifications Framework (OQF) to ensure the evaluation for Alignment is carried out consistently and that all Aligned qualifications, placed on the National Register of Qualifications (NRQ) meet the Alignment Criteria.

Alignment is defined as `an evaluation of a 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`.

Foreign qualifications are qualifications awarded by an Awarding Body from a country other than Oman. International qualifications are qualifications awarded by an International Awarding Body (e.g., Cisco and Microsoft).

This policy sets out the:

- Benefits of a common approach to Alignment
- Alignment Criteria
- Roles and responsibilities of key stakeholders

This policy should be read in conjunction with the OAAAQA Policy for the Quality Assurance of the OQF.

2. Scope

This policy applies to the Alignment of Foreign and International qualifications, delivered in Oman, from all sectors of education and training. Alignment to the OQF is mandatory[72] and applies to new and existing Foreign and International qualifications:

- Owned and/or awarded by a Foreign or International Awarding Body
- Developed by an Omani education or training provider and awarded by a Foreign or International Awarding Body
- Jointly developed by an Omani education or training provider and a Foreign or International Awarding Body, awarded by the Foreign or International Awarding Body

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[72]   Royal Decree 9/2021

- Training certificates, developed by employers, awarded by a Foreign or International Awarding Body

From the date of the OQF implementation, Foreign and International Awarding Bodies delivering or planning to deliver a qualification in Oman must apply for the Alignment of the qualification to the OQF:

- Within 5 years, for qualifications currently offered in Oman
- Before delivery, for qualifications not currently offered in Oman

2.1 Users of the Policy

This policy applies to:

- The Oman Authority for Academic Accreditation and Quality Assurance of Education
- Foreign and International Awarding Bodies of Education and Training Qualifications
- Education and Training Providers that award Foreign or International Qualifications
- Foreign and International Professional Bodies

This policy may also be of interest to the following stakeholders:

- The Ministry of Education
- The Ministry of Higher Education, Research and Innovation
- The Ministry of Labour
- The Oman Medical Specialty Board
- Other Ministries and Government Bodies
- Education and Training Providers
- Employers
- Other Interested Parties[73]

3. Policy Statement

Alignment is the process of evaluating a Foreign or International qualification against the Alignment Criteria and the OQF Level Descriptors to determine the OQF Level of Alignment and the comparable OQF Credit Value, if applicable, before the placement of the qualification on the Alignment section of the NRQ.

3.1 Alignment Criteria

The Foreign or International Awarding Body must:

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[73] E.g., learners and their families, people looking for employment, employees looking for a better job or a career progression, anybody who is interested in the economic and social development of Oman.

- Own and/or award the programme that leads to the qualification

- Be quality assured/accredited by a recognised external quality assurance agency

- Have robust institutional quality assurance measures in place, ensuring comparability with that required by Omani Awarding Bodies for the institutional license

- Have arrangements in place for communicating with each education or training provider delivering the qualification in Oman

The Foreign or International qualification must have:

- A programme license from the relevant licensing body, as required by the Omani licensing regulations

- Quality assurance measures in place

- Clear Learning Outcomes that are subject to quality-assured summative assessment

3.2 Benefits of a Common Approach to the Alignment of Foreign and International Qualifications Delivered in Oman

The Alignment of Foreign and International qualifications to the OQF is a matter of professional judgment by those who have knowledge, skills and experience in the relevant subject, discipline occupation or profession and knowledge of the OQF. A common approach to Alignment provides the following benefits:

- Informs Foreign and International Awarding Bodies of the quality assurance arrangements required to meet the Alignment Criteria

- Ensures fairness and consistency of the Alignment process

- Develops and increases mutual trust and understanding of the OQF for Foreign or International Awarding Bodies whose qualifications are being, or may be, delivered in Oman

3.3 OQF Level

OQF Level is defined as 'an indicator of relative demand, complexity, depth of knowledge and learner autonomy as described by the OQF Level Descriptors'.[74]

Derived from the range of formal qualifications in Oman, the OQF has ten Levels, which increase in demand to reflect progression in learning; Level 1 is for elementary education and training and Level 10 is for the most complex, at the forefront in the development of new knowledge and skills.

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[74] Adapted from D Gosling and J Moon, *How to Use Learning Outcomes and Assessment Criteria* (London: Southern England Consortium for Credit Accumulation and Transfer, SEEC Office, 2001).

The OQF Level of Alignment of a qualification is determined through an evaluation of the modules that comprise the qualification, against the Alignment Criteria and the OQF Level Descriptors. Alignment enables comparability of a Foreign or International qualification to an Omani qualification at the same OQF Level.

3.4 OQF Credit

OQF Credit is defined as `a numerical indicator of the volume of learning, awarded for the achievement of all the Learning Outcomes of a unit, module, course and/or qualification, expressed in either OQF Credit Points or OQF Credit Hours'.

Both OQF Credit Points and OQF Credit Hours are based on notional learning hours defined as `the volume of learning estimated to be required by a typical learner at a specified level to achieve the Learning Outcomes of the units, modules or courses that comprise a qualification'.

The calculation of notional learning hours includes all the learning activities needed to achieve the Learning Outcomes. Examples of activities include, but are not exclusive to, class/lecture contact time; laboratory work; workshops, self-study; research; homework; fieldwork; assignments; preparation for assessment and assessment.

As OQF Credit indicates the size or volume of the learning required to achieve the Learning Outcomes of the modules that comprise the qualification, it can be used to describe and compare qualifications.

3.4.1 OQF Credit Points

- One OQF Credit Point equates to ten notional learning hours
- Whole OQF Credit Points must be allocated, not fractions
- A minimum of four OQF Credit Points (minimum **40** notional learning hours) is required for a qualification to be Aligned to the OQF and placed on the Alignment section of the NRQ

3.4.2 OQF Credit Hours

- One OQF Credit Hour corresponds to three hours per week for one semester (a minimum of **14** weeks)
- Based on a **14**-week semester, one OQF Credit Hour equates to a minimum of **42** notional learning hours
- Each OQF Credit Hour comprises a combination of activities, for example, this may be, but is not exclusive to:
  - One-hour class contact time and two hours of learning activities

- ○ Two hours of class laboratory work and one hour of learning activities
- ○ Three hours of learning activities[75]
- A minimum of one OQF Credit Hour (minimum **42** notional learning hours) is required for a qualification to be Aligned to the OQF and placed on the Alignment section of the NRQ

3.4.3 Comparable OQF Credit Value

The OQF Credit Value is defined as `the number of OQF Credit Points, or OQF Credit Hours, which are allocated to units, modules, courses and qualifications for learning that is verified through reliable and valid assessment'.

The Foreign or International Awarding Body must determine the comparable OQF Credit Value for each module and for the entire qualification. This can be based on the number of notional learning hours, equated to either OQF Credit Points or OQF Credit Hours. Alternatively, where a different set of principles is used[76] to calculate the Credit Value of units, modules, courses and qualifications, the comparable OQF Credit Value may be based on the credit system used e.g., **60** ECTS Credit Points broadly corresponds to **120** OQF Credit Points.

3.5 Institutional Quality Assurance and Communication Arrangements required for Alignment

3.5.1 Institutional Quality Assurance Arrangements

Unlike an Omani Awarding Body, a Foreign or International Awarding Body does not require an institutional license from a licensing body to operate in Oman. To Align its qualifications to the OQF, the Foreign or International Awarding Body must be accredited by an external quality assurance agency and provide information and evidence on its institutional quality assurance **in addition to** the information and evidence for the quality assurance of the qualification.

Foreign and International Awarding Bodies must follow the OAAAQA Policy for the Quality Assurance of the OQF, which provides details of the quality assurance requirement for Alignment (see Appendix C4).

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[75]   Section **3.3** sets out examples of learning activities.

[76]   E.g., Credit Units used by Australian HEIs, the European Credit Transfer System (ECTS) or the European Credit System for Vocational Education and Training (ECVET).

3.5.2 Communication Arrangements

There must be a communication strategy and/or detailed arrangements in place to ensure effective communication between the Foreign or International Awarding Body and the education or training provider(s) delivering the qualification in Oman.

3.6 Roles and Responsibilities for the Alignment of a Foreign or International Qualification

3.6.1 Foreign or International Awarding Body

A Foreign or International Awarding Body makes an Alignment application for a qualification that it owns and/or awards, which is delivered in Oman. The application can be made in either English or Arabic, depending on the language in which the qualification is delivered.

To complete the Alignment Application Form, the Foreign or International Awarding Body establishes an Alignment Committee responsible for:

- Ensuring the quality assurance measures comply with the OAAAQA Policy for the Quality Assurance of the OQF (see Appendix C4)
- Evaluating the qualification to ensure it meets the Alignment Criteria (see section 3.1)
- Proposing the OQF Level of Alignment and, if applicable, the comparable OQF Credit Value for each module and for the entire qualification
- Completing the online Alignment Application Form and checking it has:
  - Appropriate and relevant supporting materials
  - Details of the contact person within the Foreign or International Awarding Body with responsibility for communication on all issues related to the Alignment application
  - The signature of the authorised representative from the Foreign or International Awarding Body with authority to submit Alignment applications
- Checking the Alignment application for completeness and consistency
- Submitting the Alignnment Application Form electronically to the DGNQF together with the relevant supporting materials[77]

3.6.2 Directorate General of the National Qualifications Framework (DGNQF)

The DGNQF is responsible for:

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[77] The Alignment Application Form includes a template, which must be completed for each module to provide the module overview, the Learning Outcomes and the Assessment Criteria along with the Committee's proposal for the OQF Level of Alignment and, if applicable, the comparable OQF Credit Value.

- Forming an OQF Alignment Panel for each Alignment application

- Implementing the Alignment Process following the relevant OAAAQA Policies relating to the OQF to reach the Final Alignment Evaluation Report

- Placing Aligned qualifications on the Alignment section of the NRQ, where appropriate

- Providing feedback and support to the Foreign and International Awarding Body concerning the Alignment process, as required

- Implementing the OQF process for appeals against the Alignment Evaluation Report and/or the outcome, including amending the Final Listing Evaluation Report based on the decision of the OQF Appeal Committee, if applicable

- Providing OAAAQA capacity building training on the Alignment process for stakeholders, as required

3.6.3 OAAAQA Executive Office

The OAAAQA CEO is responsible for:

- Approving the:

  o Appointment of OQFERs to the National Register of External Reviewer (National ER Register), following recommendation by the DGNQF or, where required, the removal of OQFERs from the register

  o Second Draft of the Alignment Evaluation Report as the Final Alignment Evaluation Report

3.6.4 OAAAQA Board

The OAAAQA Board is responsible for:

- Approving the:

  o Outcomes of Alignment evaluations and, where appropriate, the placement of qualifications on the Alignment section of the NRQ

  o Yearly (annual) report on the OQF (see section 4.7)

  o Fees for activities associated with the Alignment process, including those for OQF appeals before submission to the Ministry of Finance for approval

4. Procedure

The steps to be followed in the implementation of this policy are given in this section.

4.1 Foreign or International Awarding Body

To prepare the Alignment application, the Foreign or International Awarding Body that owns the qualification forms a small OQF Alignment Committee comprising subject and quality assurance experts

who are familiar with NQFs. Ideally, this should be no more than five suitably competent individuals, facilitated by an OQF Alignment Committee Chair. More than one OQF Alignment Committee may be formed, depending on the size of the qualification, available resources and/or the specialisations within the qualification; but the one Chair facilitates and coordinates the Alignment activity across multiple OQF Alignment Committees.

The OQF Alignment Committee may comprise professionals from the education or training provider delivering the qualifcation in Oman. For objectivity, where possible, it is advisable to have at least one member who is independent of the qualification.

4.1.1 The OQF Alignment Committee

The OQF Alignment Committee:

- Takes responsibility for the completion of the online Alignment Application Form gathering information and supporting materials to provide evidence in relation to the Alignment Criteria (see section 3.1)
- Ensures compliance with the OAAAQA Policy for the Quality Assurance of the OQF
- Proposes the
    - OQF Level of Alignment for each module of the qualification by evaluating the Learning Outcomes, Assessment Criteria and other relevant information against the OQF Level Descriptors and provides rationales/reasons for the proposed Alignment
    - Comparable OQF Credit Value of each module (see section 3.4.3)
    - OQF Level of Alignment and, if applicable, the comparable OQF Credit Value of the entire qualification
- Puts a mechanism in place to check the Alignment Application Form before its submission to the DGNQF ensuring that it:
    - Is completed fully and all the supporting materials mentioned in the application are attached
    - Includes the most recent external quality assurance/accreditation report from the external quality assurance agency
    - Details of the institutional and programme quality assurance measures are in place to meet the Alignment Criteria[78]
    - Details of the arrangements in place for communicating with the education or training providers delivering the qualification in Oman

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[78] See the OAAAQA Policy for the Quality Assurance of the OQF

- o Is consistent in that there is no conflicting information in the application form and the Alignment templates

- o Is signed by the senior member of staff within the Foreign or International Awarding Body with the authority to submit Alignment applications. Incomplete Alignment applications are not accepted

- Sends the fees for Alignment to the OAAAQA Financial Affairs Department

- Submits the Alignment application to the DGNQF

4.1.2 Review of the First Draft of the Alignment Evaluation Report

The Foreign or International Awarding Body reviews the First Draft of the Alignment Evaluation Report checking for accuracy and, providing feedback, if any. The Foreign or International Awarding Body returns the draft report to the Director General of the DGNQF within ten working days of receipt.

4.1.3 Intention to Appeal

The Director General of the DGNQF sends the Final Alignment Evaluation Report to the Foreign or International Awarding Body along with information that if required an appeal against the outcome and/or the content of the report can be made.

The Foreign or International Awarding Body is requested to inform the Director General of the DGNQF of an intention to appeal the Alignment outcome and/or the Evaluation Report using the OQF Appeal Application Form which should be submitted to the DGNQF within ten working days from the date the Foreign or International Awarding Body received the approved Final Alignment Evaluation Report.

The OQF appeal process is set out in OQF Appeals Manual which is available from the DGNQF or can be accessed from https://www.oaaaqa.gov.om/Oman-Qualifications-Framework/General.

4.2 Directorate General of the National Qualifications Framework (DGNQF)

The Director General of the DGNQF:

- Forms an OQF Alignment Panel for each Alignment application (see section 4.3)

- Acknowledges receipt of an Alignment Application Form from the Foreign or International Awarding Body

- Agrees the timescale for the Alignment evaluation with the OQF Review Director (OQFRD)

- Supports the OQF Alignment Panel on issues concerning the Alignment of the qualification, if needed

- Reviews the First Draft of the Alignment Evaluation Report and provides feedback to the OQFRD, as required

- Submits the final version of the First Draft of the Alignment Evaluation Report to the Foreign or International Awarding Body with the request to check for accuracy and provide feedback, as required

- Reviews the Second Draft of the Alignment Evaluation Report and provides feedback to the OQFRD, as required

- Submits the final version of the Second Draft of the Alignment Evaluation Report to the OAAAQA CEO for consideration of approval as the Final Alignment Evaluation Report

- Prepares the documentation for the OAAAQA Board, with the outcome of the Alignment evaluation for consideration of approval

- Sends the Final Alignment Evaluation Report to the Foreign or International Awarding Body, informing them of the approved outcome of the Alignment evaluation and calls attention to the opportunity that the Foreign or International Awarding Body may appeal the Alignment Evaluation Report and/or the outcome (see Appendix A)

- Provides feedback and support, as required, to the Foreign or International Awarding Body
  - If approved, the qualification is placed on the Alignment Section of the NRQ
  - If not approved, takes forward actions as directed by the OAAAQA Board

- Informs the OQF Alignment Panel of the OAAAQA Board decision and, where appropriate, discusses the actions to be taken

- Implements the process for an appeal against the Final Alignment Evaluation Report and/or the outcome following the OAAAQA process set out in the OQF Appeals Manual

- Amends the Final Alignment Evaluation Report based on the decisions of the OQF Appeal Committee, if applicable

4.3 OQF Alignment Panel

The OQF Alignment Panel comprises an OQFRD and a minimum of two approved OQFERs that must:

- Have knowledge and experience of the subject area of the qualification

- Have completed OAAAQA Capacity Building Workshops:
  - On the Alignment process
  - For OQFERs

- Be from different organisations

- Have no conflict of interest with the Foreign or International Awarding Body applying for Alignment

Collectively, the OQF Alignment Panel:

- Prepares the First Draft of the Alignment Evaluation Report for review by the Director General of the DGNQF and actions feedback, if any

- Considers and actions feedback, if any, on the First Draft of the Alignment Evaluation Report from the Awarding Body

- Completes the Second Draft of the Alignment Evaluation Report for review by the Director General of the DGNQF and actions feedback, if any, in preparation for the submission of the Second Draft to the OAAAQA CEO for consideration of approval as the Final Alignment Evaluation Report

- If required, actions feedback from the OAAAQA CEO to reach the Final Listing Evaluation Report

The specific responsibilities of the OQFERs and the OQFRD are set out in **4.3.1** and **4.3.2**.

4.3.1 OQF External Reviewer (OQFER)

Each OQFER:

- Independently evaluates the Alignment application together with the qualification and the supporting materials to ensure compliance with the OAAAQA Policy on the Quality Assurance of the OQF and the Alignment Criteria (see section **3.1**)

- Reviews the Alignment rationales/reasons for each module that comprises the qualification and the reasons for the proposed OQF Level of Alignment to ensure that they are valid and consistent with information in the module specifications and the OQF Level Descriptors

- Reviews the proposed comparable OQF Credit Value, if applicable, for each module that comprises the qualification to ensure there are an adequate number of notional learning hours to enable learners to achieve the Learning Outcomes, the comparable OQF Credit Value is justified and consistent with the credit system used by the Foreign or International Awarding Body

- Provides written details to the OQFRD where an Alignment evaluation cannot progress because further information is required or there are concerns regarding the Alignment application

- Attends and participates in OQF Alignment Panel meetings and meetings with staff within the Foreign or International Awarding Body that were directly involved in the Alignment process and other relevant staff, as required

- Completes the initial Alignment Evaluation Report, providing an initial recommendation on the:
  - o Foreign or International Awarding Body's institutional quality assurance measures
  - o Evaluation of the quality assurance measures in place for the qualification

- OQF Level of Alignment and, if applicable, the comparable OQF Credit Value of each module and the entire qualification together with comment and/or conditions on any aspect of the proposal from the Foreign or International Awarding Body

- Submits the completed initial Alignment Evaluation Report to the OQFRD within the agreed timescale

- Works in conjunction with the OQFRD to complete the First and Second Drafts of the Alignment Evaluation Report, actioning feedback from the Director General of the DGNQF, Foreign or International Awarding Body and the OAAAQA CEO, as required, to reach the Final Alignment Evaluation Report

4.3.2 OQF Review Director (OQFRD)

The OQFRD is the point of contact between the OQFERs and the Foreign or International Awarding Body. The OQFERs do not contact the Foreign or International Awarding Body directly; all contact is made through the OQFRD.

The OQFRD:

- Reviews the Alignment application from the Foreign or International Awarding Body and brings together the initial Alignment Evaluation Reports from the OQFERs

- Considers the OQFERs' initial Alignment recommendations

- Prepares for meetings with the OQFERs and, if required, staff within the Foreign or International Awarding Body involved with the Alignment process to discuss any aspect of the Alignment application and clarify issues raised for example, where there are different views on the outcome of the initial Alignment evaluations and/or where there are different views on the OQF Level and/or comparable OQF Credit Value of the entire qualification

- Carries out the verification of an agreed percentage of the modules comprising the qualification. The selection includes modules where the OQFERs have different initial recommendations on the OQF Level of Alignment and/or the comparable OQF Credit Value, if any

- Completes the Verification Report to include:
  - The outcome of the Verification Review
  - Information on modules that were subject to further evaluation, if any
  - Details of discussions between the OQF Alignment Panel and/or the Foreign or International Awarding Body, if any

- Informs the Director General of the DGNQF of issues concerning the Alignment, as required

- In conjunction with the OQFERs, prepares the First and Second drafts of the Alignment Evaluation Report

4.4 OAAAQA Executive Office

The OAAAQA CEO considers for approval:

- Recommendations from the Director General of the DGNQF for the appointment of OQFERs to the National ER Register or, where required, the removal of OQFERs from the Register

- The Second Draft of the Alignment Evaluation Report for approval as the Final Alignment Evaluation Report

4.5 OAAAQA Board

The OAAAQA Board considers for approval the:

- Outcome of the Alignment evaluation as given in the Final Alignment Evaluation Report

- Placement of the qualification on the Alignment Section of the NRQ, if applicable (see Appendix A)

- Yearly (annual) report on the OQF (see section 4.7)

- Fees for activities associated with the Alignment process, including those for Alignment applications and Alignment appeals following the OAAAQA Policy on Fees Charged for OQF Activities and Appeals[79], before submission to the Ministry of Finance for approval

4.6 Major Change

The Foreign or International Awarding Body must inform the DGNQF in writing of any major change to the programme of an Aligned qualification.[80] A major change is defined as `a change that affects the OQF Level and/or OQF Credit Value of the qualification or impacts on the qualification meeting the Listing or Alignment Criteria and subsequently its placement on the National Register of Qualifications'. Examples include, but are not limited to, changes to the:

- o   Institutional quality assurance
- o   Quality assurance of the programme that leads to the qualification
- o   Name of the Awarding Body
- o   Qualification title
- o   Design and/or length of the qualification, including the addition of new modules

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[79]   To be developed.

[80]   See the OAAAQA Policy on Major Change Notification for the Oman Qualifications Framework

Minor changes, that do not affect the OQF Level of Alignment and/or the comparable OQF Credit Value, may be made to modules without the need to inform the DGNQF but they should be noted in the Re-Alignment Application Form.

4.7 Annual Report

The DGNQF prepares a yearly (annual) report for the OAAAQA Board on the implementation of the OQF. The report includes the number of Aligned qualifications together with details of the level of Alignment to the OQF and comparable OQF Credit Value, subject discipline; and issues (if any) arising from the Alignment process.

APPENDIX A: ACTIONS FOLLOWING THE OAAAQA BOARD DECISION FOR ALIGNMENT

The following actions are taken, depending on the decision of the OAAAQA Board on the Alignment outcome.

- If the OAAAQA Board approves the outcome that recommends the qualification for Alignment, the DGNQF:
  - Informs the Foreign or International Awarding Body
  - Sends the Final Alignment Evaluation Report to the Foreign or International Awarding Body
  - Places the qualification on the Alignment Section of the NRQ

- If the OAAAQA Board approves the outcome that Recommends the qualification for Alignment with Condition, the DGNQF:
  - Informs of the Foreign or International Awarding Body
  - Sends the Final Alignment Evaluation Report to the Foreign or International Awarding Body
  - Discusses the requirements of the condition with the Foreign or International Awarding Body and reaches an agreement on a suitable timeframe to allow for the necessary changes to be made
  - Informs the Foreign or International Awarding Body of the opportunity to appeal the Final Alignment Evaluation Report and/or the outcome

  The qualification is not placed on the Alignment Section of the NRQ until the condition placed on the qualification is met by the Awarding Body within a timescale agreed with the DGNQF.

- If the OAAAQA Board approves the outcome that recommends the qualification is Not Recommended for Alignment, the DGNQF:
  - Informs the Foreign or International Awarding Body
  - Sends the Final Alignment Evaluation Report to the Foreign or International Awarding Body
  - Informs the Foreign or International Awarding Body of the opportunity to appeal the Final Alignment Evaluation Report and/or the outcome

- If the OAAAQA Board does not approve the Alignment outcome as it does not agree with the recommended OQF Level of Alignment and/or the comparable OQF Credit Value, it sets out the reasons and provides the DGNQF with direction regarding the actions that it should take so that the Alignment application can be re-evaluated and resubmitted for approval

Appendix C4: Oman Authority for Academic Accreditation and Quality Assurance of Education Policy for the Quality Assurance of the Oman Qualifications Framework

1. Purpose

The purpose of this policy is to set out the quality assurance measures required for the implementation of the Oman Qualifications Framework (OQF). The implementation of the OQF involves the:

- Evaluation of Omani qualifications for Listing on the OQF[81]

- Evaluation of Foreign or International qualifications for Alignment to the OQF

- Re-Listing and Re-Alignment review of Listed and Aligned qualifications, placed on the National Register of Qualifications (NRQ)

To ensure a consistent approach to the quality assurance measures for the implementation of the OQF, this policy should be read in conjunction with the relevant OAAAQA Policies relating to the OQF, which set out the specific requirements for the evaluation of qualifications. These are the:

- OAAAQA Policy for Listing Qualifications on the OQF

- OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF

- OAAAQA Policy for Re-Listing and Re-Alignment of Qualifications on the OQF

2. Scope

This policy applies to:

- All qualifications submitted for Listing or Alignment to ensure that the quality assurance measures required for the OQF are in place.

- All Listed and Aligned qualifications to ensure that the quality assurance measures for Listing or Alignment were maintained

2.1 Users of the Policy

This policy applies to:

- The Oman Authority for Academic Accreditation and Quality Assurance of Education

- All Omani Awarding Bodies applying for Listing of their qualifications on the OQF

- Foreign and International Awarding Bodies applying for Alignment of their qualifications to the OQF

- Employers applying to have their training programmes Listed on, or Aligned to, the OQF

- All Awarding Bodies applying for Re-Listing or Re-Alignment of their qualifications on the OQF

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[81] When the OQF is fully implemented, Listing will take place before a qualification is delivered.

This policy may also be of interest to the following stakeholders:

- The Ministry of Education
- The Ministry of Higher Education, Research and Innovation
- The Ministry of Labour
- The Oman Medical Specialty Board
- Awarding Bodies of Education and Training Qualifications
- Education and Training Providers
- Professional Bodies
- Other Ministries and Government Bodies
- Employers
- Other Interested Parties[82]

3. Policy Statement

The quality assurance measures for the OQF must be adhered to by all stakeholders to ensure confidence in the quality assurance of qualifications placed on the NRQ and to assist with realising the OQF objectives for the:

- Development of mutual trust between Awarding Bodies across all sectors of education and training in Oman
- Comparability of qualifications
- International recognition of Omani qualifications

3.1 Roles and Responsibilities for the Quality Assurance of the OQF

3.1.1 Omani Awarding Body

An Omani Awarding Body is responsible for:

- Providing details of the Royal Decree, or providing copies of the institutional and programme licenses, issued by the relevant licensing body, as applicable

3.1.2 Foreign or International Awarding Body

A Foreign or International Awarding Body is responsible for:

- Providing the Royal Decree or the institutional license for the education or training providers delivering the qualification and, if applicable, the relevant programme license

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[82] E.g., learners and their families, people looking for employment, employees looking for a better job or a career progression, anybody who is interested in the economic and social development of Oman.

- Providing information on the planned communication arrangements between the Foreign or International Awarding Body and each education or training provider delivering, or planning to deliver, the qualification in Oman including providing relevant supporting materials, for example, the Communication Strategy[83] and/or other relevant documentation[84]

- Providing evidence of their institutional quality assurance arrangements **in addition to** the quality assurance measures for the qualification, including the most recent external quality assurance/accreditation report together with relevant supporting materials to provide evidence that it has:

  a. Defined governance and management arrangements

  b. Sufficient resources to operate in Oman and meet relevant Omani regulations

  c. Current strategic and operational plans

  d. Policies for the development, approval, delivery, assessment and review of qualifications

  e. Policies to ensure the delivery and assessment of the qualification are consistent in Oman and internationally

  f. Policies to ensure the integrity and fairness of qualifications, such as those on cheating, plagiarism and misconduct, disability and equality

  g. An efficient and accurate information management system to ensure the maintenance of accurate records and registration of learners

  h. An efficient and transparent complaints and appeals procedures

  i. Policies, which ensure the continuous improvement of its operations

Where a Foreign or International Awarding Body has one or more qualifications Aligned to the OQF, it does not need to resubmit the information on the institutional quality assurance measures for a period of three years from the date that the first qualification was placed on the Alignment section of the NRQ as it has already satisfied the evidence required.[85]

3.1.3 All Awarding Bodies: Omani and Foreign or International

All Awarding Bodies are responsible for:

- Completing the online Listing, Alignment, Re-Listing or Re-Alignment Application Form following the relevant OAAAQA Policy and submitting relevant supporting materials, as required

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[83] Strategies, if more than one Education or Training Provider.

[84] See the OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF.

[85] See the OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF.

- Notifying the DGNQF of any major change to the qualification that may have an impact on its OQF Level and/or OQF Credit Value (Listing) or OQF Level of Alignment and/or comparable OQF Credit Value (Alignment)[86]

- Establishing an OQF Listing, Alignment, Re-Listing or Re-Alignment Committee following the relevant OAAAQA Policies

- Ensuring Listing and Alignment applications are accompanied by relevant supporting materials giving evidence that the qualification meets the OQF quality assurance measures, to provide:

    a. An overview of the qualification, including its rationale and target group

    b. Clear entry requirements

    c. Information on the qualification design

    d. Information on any Affiliations and/or external quality assurance/accreditation bodies

    e. Arrangements for assessment, including the Assessment Criteria and assessment methods

    f. Information on the teaching and learning strategy and available resources for the qualification

    g. Information on the support available for learners enrolled on the qualification

    h. Information on the progression routes

    i. Arrangements for the management and administration of the qualification

    j. Arrangements for recording learner achievement and certification

    k. Arrangements for the internal monitoring and review of the qualification, including the way in which:

        o The content and outcomes of the modules are kept up-to-date in terms of developments in the subject, discipline, occupational or professional requirements (if applicable), the NOS (if applicable) and the labour market requirements

        o proposals for change(s) are made and approved

3.2 Directorate General of the National Qualifications Framework (DGNQF)

The DGNQF is responsible for:

- Developing OAAAQA Policies relating to the quality assurance of the OQF

- Forming Listing, Alignment, Re-Listing or Re-Alignment Panels, as required

- Implementing Listing or Alignment evaluations and Re-Listing or Re-Alignment reviews following the relevant OAAAQA Policy

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[86] For ease, where it states OQF Level and OQF Credit Value this includes the OQF Level of Alignment and the comparable OQF Credit Value

- Maintaining the NRQ

- Implementing the OQF process for appeals against the outcome of Listing and Alignment evaluations and Re-Listing and Re-Alignment reviews

- Providing OAAAQA capacity building training and support for licencing bodies, Awarding Bodies, Oman Qualifications Framework Review Directors (OQFRDs), Oman Qualifications Framework External Reviewers (OQFERs) and other stakeholders

3.3 OAAAQA Executive Office

The OAAAQA CEO is responsible for:

- Approving the appointment of OQFERs to the National Register of External Reviewers

- Approving Final Listing or Alignment Evaluation Reports and Re-Listing or Re-Alignment Review Reports

3.4 OAAAQA Board

The OAAAQA Board is responsible for approving the:

- OAAAQA Policies relating to the quality assurance of the OQF

- Outcomes of Listing and Alignment evaluations and Re-Listing and Re-Alignment reviews

4. Procedure

The steps to be followed in the implementation of this policy are given in this section.

4.1 Awarding Body

The Awarding Body:

- Establishes a Listing, Alignment, Re-Listing or Re-Alignment Committee, as required

- Completes the online Listing, Alignment, Re-Listing or Re-Alignment Application Form following the relevant OAAAQA Policy and submitting relevant supporting materials, as required

- Notifies the DGNQF of any major change to a Listed or Aligned qualification that may have an impact on the OQF Level and/or OQF Credit Value (Listing) or OQF Level of Alignment and/or comparable OQF Credit Value (Alignment)

A major change is defined as `a change that affects the OQF Level and/or OQF Credit Value of the qualification or impacts on the qualification meeting the Listing or Alignment Criteria and subsequently its placement on the National Register of Qualifications`. Examples include, but are not limited to, changes to the:

   o   Institutional quality assurance

- o Quality assurance of the programme that leads to the qualification

- o Name of the Awarding Body

- o Qualification title

- o Design and/or length of the qualification, including the addition of new modules

Minor changes, that do not affect the OQF Level and/or OQF Credit Value, may be made to modules without the need to inform the DGNQF but they should be noted in the Re-Listing or Re-Alignment Application Form.

4.2 Directorate General of the National Qualifications Framework (DGNQF)

The DGNQF:

- Develops OAAAQA Policies relating to the quality assurance of the OQF, as required, and submits them to the OAAAQA CEO for review and feedback

- Acknowledges receipt of a Listing, Alignment, Re-Listing or Re-Alignment application from an Awarding Body

- Forms an OQF Listing, Alignment, Re-Listing or Re-Alignment Panel, as required, following the relevant OAAAQA Policy

- Provides support to the Listing, Alignment, Re-Listing or Re-Alignment Panel, as required

- Manages evaluations and reviews for Listing or Alignment and Re-Listing or Re-Alignment following the relevant OAAAQA Policy

- Ensures the NRQ is accurate and up-to-date by:

  - o Placing newly Listed or Aligned qualifications on it

  - o Withdrawing Listed or Aligned qualifications that:

    - ▪ Are no longer offered by the Awarding Body

    - ▪ No longer comply with this policy and/or the Listing or Alignment Criteria and are not approved for Re-Listing or Re-Alignment

- Provides feedback and support to Awarding Bodies and other stakeholders, as required

- Implements the OQF process for appeals against the Listing, Alignment, Re-Listing and Re-Alignment Final Report and/or outcomes and, if applicable, amends the relevant Final Report based on the decisions of the OQF Appeal Committee

- Provides OAAAQA capacity building training for stakeholders, as required, to improve understanding of the quality assurance requirements of the OQF and the processes for Listing, Alignment, Re-Listing and Re-Alignment

4.3   OQF Listing or Alignment Panel

The responsibilities of the OQF Listing or Alignment Panel are given in the OAAAQA Policies for Listing Qualifications on the OQF and the Alignment of Foreign and International Qualifications to the OQF. The Panel's specific responsibilities for the quality assurance of the OQF is to ensure that the Awarding Body has provided evidence that the quality assurance measures required for the OQF are in place as given in **4.3.1** to **4.3.3**.

4.3.1 Institutional and Programme Licenses

To ensure the Awarding Body is legitimate and the qualification is authorised by the relevant licensing body:

- The OQF Listing Panel checks that a Listing application from an Omani Awarding Body includes details of the Royal Decree or institutional license and programme license

- The OQF Alignment Panel checks that an Alignment application from a Foreign or International Awarding Body includes the Royal Decree or institutional license and programme license for the education or training providers delivering the qualification, where required by Omani regulations

- The OQF Re-Listing or Re-Alignment Panel checks that the relevant current license is included in the application

4.3.2 Quality Assurance of Qualifications for Listing and Alignment

The OQF Listing or Alignment Panel ensures that an Awarding Body[87] provides relevant information and supporting materials against the quality assurance measures to meet the Listing or Alignment Criteria. These are:

a.   An Overview of the Qualification, including:

- The name of the Awarding Body
- Details of the college/department/school/centre responsible for delivering the qualification
- Details of the contact person within the Awarding Body
- The qualification type and title
- Clear aims of the qualification, which align to the strategic and operational plans of the Awarding Body
- Clear identification of the target group(s) for the qualification
- The rationale for the development of the qualification with an explanation of the purpose(s) it fulfils, including the way it meets the NOS (if applicable), Professional Body requirements (if applicable), local and/or national needs

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[87] Omani and Foreign and International Awarding Bodies and Omani Education and Training Providers.

- Details of market research used to support the introduction of the new qualification

b. **Entry Requirements, including:**

- Details of the minimum entry requirements

- Details of opportunities for the Recognition of Prior Learning

c. **Details of the Qualification Design, including:**

- Details of the Qualification Design Team (QDT) and their relevant expertise

- Details of the subject, national and/or international benchmarks used in the development of the qualification

- Evidence of relevant external input at the development stage or at the review of the qualification[88]

- Description of the qualification structure, with details of the modules comprising the qualification, including the elective/optional modules and their position within the programme and their position within the programme

- Details of the way in which the modules' Learning Outcomes map to the Programme Learning Outcomes

- Evidence that the content of the modules is reflected in their titles

- Evidence that modules are written with clear and unambiguous Learning Outcomes

- Clearly defined pre-requisite and co-requisite modules

- Clearly stated completion requirements of the qualification

d. **Details of Affiliations and/or External Quality Assurance/Accreditation, including:**

- Where relevant, details of affiliation agreements for the qualification and the role of all parties involved[89]

- Details of the external quality assurance/accreditation body for the qualification and, where it is available, the most recent external quality assurance/accreditation report for the qualification

e. **Details of the Assessment Arrangements, including:**

- A matrix for the Learning Outcomes of the modules subject to summative assessment

- Details of the way assessment is quality assured, including details of internal and external moderation and/or verification of assessment results

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[88] E.g., employers, professional bodies and/or others as appropriate.

[89] For example, where the qualification is developed and awarded by an Awarding Body that is different from the education or training provider delivering the qualification.

- Details of the way in which feedback is given to learners

- Details of the way assessment is protected from plagiarism or any other forms of cheating or misconduct

f.   Details of the Teaching and Learning Strategy, including:

- Teaching and learning methods for the qualification, suitable to achieve the specified Learning Outcomes

- Teaching and learning resources, available for the qualification

g.   Details of the Support Available for Learners Enrolled on the Qualification, including:

- Details of the academic, career and pastoral support available for learners enrolled on the qualification

h.   Details of Progression Routes, including:

- Details of available progression routes from this qualification, from one OQF Level to another, or from one Educational Pathway to another

i.   The Management and Administration Arrangements for the Qualification, including:

- A staff plan for the delivery, management and administration of the qualification, which includes the number of academic and support staff, their qualifications and experience

- Details of the roles and responsibilities of identified personnel and relevant committees

- The institutional arrangements for the withdrawal of qualifications to provide security for the learners enrolled on the qualification

j.   Arrangements for Recording Learner Achievement and Certification, including:

- Details of the way in which learner achievement of the modules leading to the qualification are recorded Details of the arrangements in place to ensure certification is secure and protected against fraud

k.   Details of the Internal Monitoring and Review Processes for the Qualification, including:

- The name of the internal committee/department/faculty identified for the internal monitoring and review of the qualification

- The way in which the content and outcomes of the modules are kept up-to-date in terms of developments in the subject, discipline, occupational or professional requirements (if applicable), the NOS (if applicable) and the labour market requirements

- The arrangements in place for the annual and periodic review[90] of the qualification

- The way proposals for change(s) are made and approved

- The process for notifying the DGNQF of any change(s) to the qualification, which may affect the OQF Level or OQF Credit Value of the qualification

4.3.3 Alignment Application: Institutional Quality Assurance and Communication

Unlike an Omani Awarding Body, a Foreign or International Awarding Body does not require an institutional license from a relevant licensing body in Oman. Consequently, **in addition** to the information and evidence of the quality assurance for the qualification, an Alignment application from a Foreign or International Awarding Body must include the most recent external quality assurance/accreditation report from a recognised external quality assurance agency together with relevant supporting materials providing evidence that the Foreign or International Awarding Body has the following institutional quality assurance measures are in place:

a.   **Governance and management arrangements of the Foreign or International Awarding Body**

- Details of the governance and management of the Foreign or International Awarding Body are provided, together with working electronic links to documents such as the organisational chart, the Vision, Mission and Values and the committee structure of the Foreign or International Awarding Body

b.   **Resources to operate in Oman and meet relevant Omani regulations**

- Evidence of sufficient resources to operate in Oman is provided, such as the most recent Annual Report, which includes the latest financial audit and details of the way in which relevant Omani Regulations are met

c.   **Current strategic and operational plans**

- Strategic and operational plans are provided in effect on the date of the Alignment application

d.   **Development, approval, delivery, assessment and review of qualifications**

- Relevant policies for the development, approval, delivery, assessment and review of qualifications are provided together with information and evidence on how these are implemented

e.   **Consistency of Delivery and Assessment of the Qualification in Oman and Internationally**

- Policies are provided along with information and evidence on how the consistency of the delivery and assessment of qualifications is maintained in Oman and internationally

f.   **Integrity and Fairness of the Foreign or International Awarding Body's Qualifications**

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[90]   Normally every 4 or 5 years. For programmes based on NOS, the periodic review follows the NOS Cycle.

- Relevant policies are provided, such as those on cheating, plagiarism and misconduct; disability and equality together with information and evidence on how the integrity and fairness of qualifications is assured

g. Information Management System

- Details and, where applicable, relevant policies are provided on the information management system along with details of how the records and registration of learners are maintained accurately and securely

h. Complaints and Appeals Procedures of the Foreign or International Awarding Body

- Relevant policies are provided together with information and evidence on how complaints and appeals are handled efficiently and transparently

i. Continuous Improvement

- Relevant policies are provided together with information and evidence on how the Foreign or International Awarding Body ensures the continuous improvement of its operations with the education or training provider(s) delivering the qualification in Oman

The OQF Alignment Panel checks that the Alignment application includes a communication strategy and/or detailed information on the communication arrangements with each education or training provider delivering the Foreign or International qualification in Oman, (see the OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF).

4.4 Actioning a Major Change

The DGNQF actions any major change to modules comprising a Listed or Aligned qualification to ensure the qualification continues to meet the Listing or Alignment Criteria and remains at the allocated OQF Level and OQF Credit Value. This may involve the evaluation of revised modules, or new modules added to the programme and, if applicable, the qualification. For Omani qualifications, the DGNQF ensures that the qualification continues to meet the required qualification type.

If as a result of a major change a qualification no longer meets the Listing or Alignment Criteria and/or there is a change in the OQF Level and/or OQF Credit Value, the OQFRD contacts the senior representative in the Awarding Body with responsibility for Listing or Alignment to discuss the issues and provide the Awarding Body with the opportunity to rectify the situation and appropriate action to be taken in following the OAAAQA Policy on Major Change Notification for the Oman Qualifications Framework.

4.5 Re-Listing or Re-Alignment

The first Re-Listing or Re-Alignment takes place after the first cohort of learners has completed the qualification. All qualifications placed on the NRQ are subject to Re-Listing or Re-Alignment on a cyclical basis.[91] As long as a qualification continues to be delivered and remains on the NRQ, it is subject to further Re-Listing or Re-Alignment reviews at intervals specified by the DGNQF and approved by the OAAAQA Board.[92] In this way, the integrity and accuracy of the NRQ are maintained and all stakeholders can be confident of the quality assurance of the qualifications therein.

The Re-Listing or Re-Alignment Panel:

- Reviews the evidence submitted by the Awarding Body to establish whether, during the delivery of the qualification, the quality assurance measures required to meet the Listing or Alignment Criteria were maintained (see section 4.3.2)
- Ensures that no major change was made to the structure of the qualification, Learning Outcomes of the modules and/or to the assessment arrangements, which affected the allocated OQF Level and/or OQF Credit Value of the entire qualification
- Ensures the DGNQF was notified of any major change made to the qualification to enable the appropriate action to be taken[93]

Re-Alignment also establishes whether the Foreign or International Awarding Body:

- Maintained its accreditation status, as given in the Alignment Application
- Maintained the institutional quality assurance measures required for Alignment of the qualification to the OQF (see section 4.3.3)
- Implemented the communication strategy/arrangements with each education or training provider delivering the qualification and its effectiveness (see the OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF)

As the qualification has already been evaluated for Listing or Alignment to allocate the OQF Level and OQF Credit Value, the Re-Listing or Re-Alignment Review does not involve re-evaluating the modules that comprise the qualification. If no changes have been made to the quality assurance of the

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[91] For example, every five years for a bachelor's degree.

[92] The Re-Listing and Re-Alignment process is cyclical according to the type of qualification (for example, a bachelor's degree is Re-Listed every five years).

[93] See the OAAAQA Policy on Major Change Notification for the Oman Qualifications Framework

qualification or to any of the modules, the qualification remains at the OQF Level and OQF Credit Value as that allocated at the Listing or Alignment Evaluation.

If there has been a major change to any of the modules that comprise the qualification or one or more modules have been removed and replaced with others, the amended or new modules are evaluated to ensure that the changes did not impact on the OQF Level and/or OQF Credit Value of the entire qualification (see section **4.4**).

4.6 OAAAQA Executive Office

The OAAAQA CEO:

- Considers for approval the appointment of OQFERs to the National Register of External Reviewers, recommended by the Director General of the DGNQF or, where required, the removal of OQFERs from the Register

- Considers the Second Drafts of the evaluation and review reports for Re-Listing or Re-Alignment for approval as the Final Report, as applicable

4.7 OAAAQA Board

The OAAAQA Board:

- Considers for approval the OAAAQA Policies relating to the quality assurance of the OQF developed by the DGNQF and reviewed by the OAAAQA CEO

- Considers for approval the outcomes of Re-Listing and Re-Alignment reviews and the placement, or removal, of qualifications from the NRQ

Appendix C5: Oman Authority for Academic Accreditation and Quality Assurance of Education Policy for Re-Listing and Re-Alignment of Qualifications on the Oman Qualifications Framework

1. Purpose

The purpose of this policy is to provide a common approach for Re-Listing and Re-Alignment of qualifications on the Oman Qualifications Framework (OQF). Re-Listing applies to Omani qualifications and Re-Alignment applies to Foreign or International qualifications delivered in Oman and is defined as:

> A review process for Listed and 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

A major change is defined as `a change that affects the OQF Level and/or OQF Credit Value of the qualification or impacts on the qualification meeting the Listing or Alignment Criteria and subsequently its placement on the National Register of Qualifications`.[94]

This OAAAQA Policy:

- Ensures the integrity and accuracy of qualifications placed on the National Register of Qualifications (NRQ)
- Ensures a fair and consistent approach is taken for Re-Listing and Re-Alignment Reviews
- Informs stakeholders of how the quality assurance of qualifications placed on the NRQ is protected

2. Scope

This policy applies to all Listed or Aligned qualifications placed on the NRQ.

2.1 Users of the Policy

This policy applies to:

- The Oman Authority for Academic Accreditation and Quality Assurance of Education
- All Awarding Bodies of Education and Training Qualifications placed on the NRQ
- Professional Bodies

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[94] See the OAAAQA Policy on Major Change Notification for the Oman Qualifications Framework https://www.oaaaqa.gov.om/getattachment/0d6b96aa-3975-45f5-87ad-c75e8d89e6bd/Major/.20Change/.20Notification/.20for/.20the/.20OQF.aspx?b=0

- Education and Training Providers

This policy may also be of interest to the following stakeholders:

- The Ministry of Education
- The Ministry of Higher Education, Research and Innovation
- The Ministry of Labour
- The Oman Medical Specialty Board
- Other Ministries and Government Bodies
- Awarding Bodies of Education and Training Qualifications
- Employers
- Other Interested Parties[95]

3. Policy Statement

All Listed qualifications, placed on the NRQ, are subject to Re-Listing and all Aligned qualifications, placed on the Alignment section of the NRQ, are subject to Re-Alignment. Re-Listing and Re-Alignment ensures that the Listing or Alignment Criteria were maintained throughout the delivery of the qualification and no major changes were made to the qualification that had an impact on the allocated OQF Level and/or OQF Credit Value (see Table 1).

Table 1: Difference between Listing and Alignment and Re-Listing and Re-Alignment	
Listing and Alignment	Re-Listing and Re-Alignment
Sets out the Awarding Body's plans for carrying out and maintaining the Listing or Alignment Criteria.	Provides evidence on whether the Awarding Body maintained the Listing or Alignment Criteria during the delivery of the Listed or Aligned qualification.

3.1 Re-Listing or Re-Alignment

The first Re-Listing or Re-Alignment takes place after the first cohort of learners has completed the qualification to establish whether:

- During the delivery of the qualification, the quality assurance measures, required to meet the Listing or Alignment Criteria, remained in place
- No major changes were made to the structure of the qualification, Learning Outcomes of the modules and/or to the assessment arrangements, which impacted on the OQF Level and/or OQF Credit Value

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[95] E.g., learners and their families, people looking for employment, employees looking for a better job or a career progression, anybody who is interested in the economic and social development of Oman.

of the entire qualification, ensuring that the qualification remains at the allocated OQF Level and OQF Credit Value

- The Directorate General of the National Qualifications Framework (DGNQF) was notified of any major change made to the qualification to enable the appropriate action to be taken[96]

As the qualification has already been evaluated for Listing or Alignment to allocate the OQF Level and OQF Credit Value, the Re-Listing or Re-Alignment Review does not involve re-evaluating the modules that comprise the qualification. If no changes have been made to the quality assurance of the qualification or to any of the modules, the qualification remains at the OQF Level and OQF Credit Value as that allocated at the Listing or Alignment Evaluation.

If there has been a major change to any of the modules that comprise the qualification or one or more modules have been removed and replaced with others, the amended or new modules are evaluated to ensure that the changes did not impact on the OQF Level and/or OQF Credit Value of the entire qualification (see section **4.4**).

3.1.1   Cyclical Re-Listing or Re-Alignment

All qualifications placed on the NRQ are subject to Re-Listing or Re-Alignment on a cyclical basis.[97] As long as a qualification continues to be delivered and remains on the NRQ, it is subject to further Re-Listing or Re-Alignment reviews at intervals specified by the DGNQF and approved by the OAAAQA Board.[98] In this way, the integrity and accuracy of the NRQ are maintained and all stakeholders can be confident of the quality assurance of the qualifications therein.

3.2   Roles and Responsibilities for Re-Listing or Re-Alignment

3.2.1 Awarding Body

The Awarding Body is responsible for:

- Preparing the Re-Listing or Re-Alignment application
- Informing the DGNQF of major change to a Listed or Aligned qualification, placed on the NRQ

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[96]   See the OAAAQA Policy on Major Change Notification for the Oman Qualifications Framework https://www.oaaaqa.gov.om/getattachment/0d6b96aa-3975-45f5-87ad-c75e8d89e6bd/Major%20Change%20Notification%20for%20the%20OQF.aspx?b=0

[97]   For example, every five years for a bachelor's degree.

[98]   The Re-Listing and Re-Alignment process is cyclical according to the type of qualification (for example, a bachelor's degree is Re-Listed every five years).

- Submitting the Re-Listing or Re-Alignment application to the DGNQF together with relevant supporting materials

- Informing the DGNQF of intention to appeal within the timescale

3.2.2 Directorate General of the National Qualifications Framework (DGNQF)

The Director General of the DGNQF is responsible for:

- Forming a Re-Listing or Re-Alignment Panel for each application

- Supporting the Re-Listing or Re-Alignment Panel, as required

- Reviewing the First and Second Drafts of the Re-Listing or Re-Alignment Review Report

- Sending the First Draft of the Re-Listing or Re-Alignment Review Report to the Awarding Body

- Submitting the Second Draft of the Review Report to the OAAAQA CEO for approval

- Preparing the documentation on the outcome of the Re-Listing or Re-Alignment Review

- Informing the Awarding Body of the approved outcome of the Re-Listing or Re-Alignment Review and sending the Final Re-Listing or Re-Alignment Review Report

- Maintaining the NRQ

- Supporting Awarding Bodies and other stakeholders in the Re-Listing or Re-Alignment process

- Providing OAAAQA capacity building training on the Re-Listing or Re-Alignment process for Awarding Bodies, Oman Qualifications Framework Review Directors (OQFRDs), Oman Qualifications Framework External Reviewers (OQFERs) and other stakeholders, as required

- Implementing the process for an appeal against the Final Re-Listing or Re-Alignment Review Report and/or outcome, following the OAAAQA process set out in the OQF Appeals Manual

- Developing a proposal for fees for Re-Listing and Re-Alignment and carrying out a review of the fees, as directed by the OAAAQA Board

3.2.3 OAAAQA Executive Office

The OAAAQA CEO is responsible for:

- Approving the Final Re-Listing or Re-Alignment Review Report

- Reviewing proposals from the DGNQF for fees for Re-Listing and Re-Alignment, as required

3.2.4 OAAAQA Board

The OAAAQA Board is responsible for:

- Approving the:

   o   Cycle of the Re-Listing or Re-Alignment reviews

   o   Fees for activities associated with Re-Listing and Re-Alignment

    o   Re-Listing and Re-Alignment review outcomes

4.   Procedure

Below are the steps to be followed in the implementation of this policy.

4.1 Awarding Body

4.1.1 Omani or Foreign and International Awarding Body

The Awarding Body:

- Prepares the online Re-Listing or Re-Alignment application

- Provides information and supporting materials to evidence that during the delivery of the qualification, the Awarding Body maintained the Listing or Alignment Criteria

- Provides details any minor changes made to the modules comprising the qualification, made since the placement of the qualification on the NRQ or the last Re-Listing or Re-Alignment review, as appropriate

- Provides evidence that the DGNQF was informed of any major change made to the qualification that may have impacted on the allocated OQF Level and OQF Credit Value[99] and, for Omani qualifications, the qualification type[100] (Appendix A)

- Provides details of the contact person within the Awarding Body with responsibility for communication on all issues related to the Re-Listing or Re-Alignment application

- Includes the signature of the senior member of staff within the Awarding Body with the authority to submit the Re-Listing or Re-Alignment application

- Puts a mechanism in place to check the Re-Listing or Re-Alignment Application Form, before it is submitted to the DGNQF ensuring that it is completed fully and the supporting materials mentioned in the application are attached. Incomplete applications are not accepted

- Reviews the First Draft of the Re-Listing or Re-Alignment Review Report to check for accuracy and provide feedback

- Provides feedback (if any) within ten working days of receipt of the report to the Director General of the DGNQF

4.1.2 Foreign or International Awarding Body

The Foreign or International Awarding Body:

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[99]   OQF Level and OQF Credit Value includes the OQF Level of Alignment and the comparable OQF Credit Value.

[100] OAAAQA (2023), OQF Document, section 7 : Qualification Arrangements.

- Provides evidence the accreditation status, or other form of external quality assurance, was maintained as given in the Alignment application and submits the most recent external quality assurance/accreditation report with the Re-Alignment application

- Provides details and evidence of the institutional quality assurance arrangements, including the:

  o Defined governance and management arrangements

  o Sufficient resources to operate in Oman and meet relevant Omani regulations

  o Current strategic and operational plans

  o Policies for the development, approval, delivery, assessment and review of qualifications

  o Policies to ensure the delivery and assessment of the qualification are consistent in Oman and internationally

  o Policies to ensure the integrity and fairness of qualifications, such as those on cheating, plagiarism and misconduct, disability and equality

  o An efficient and accurate information management system to ensure the maintenance of accurate records and registration of learners

  o An efficient and transparent complaints and appeals procedures

  o Policies, which ensure the continuous improvement of its operations

- Provides details and evidence of communication arrangements between the Foreign or International Awarding Body and each education or training provider that delivered, or continues to deliver, the qualification in Oman to ensure that these arrangements were carried out as stated in the Alignment application

4.2 Directorate General of the National Qualifications Framework (DGNQF)

The Director General of the DGNQF:

- Acknowledges receipt of a Re-Listing or Re-Alignment application from the Awarding Body

- Forms a Re-Listing or Re-Alignment Panel, the members of which must:

  o Have undergone OAAAQA training on the processes for Listing, Alignment, Re-Listing and Re-Alignment

  o Have no conflict of interest with the Awarding Body

- Supports the Re-Listing or Re-Alignment Panel, as required[101]

- Reviews the First and Second Drafts of the Re-Listing or Re-Alignment Review Report and provides feedback, if required

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[101] May include the appointment of one or more OQFERs to support the Re-Listing or Re-Alignment Panel, where required.

- Sends the First Draft of the Re-Listing or Re-Alignment Review Report to the Awarding Body to check for accuracy and provide feedback

- Submits the Second Draft of the Re-Listing or Re-Alignment Review Report to the OAAAQA CEO for consideration of approval as the Final Re-Listing or Re-Alignment Review Report

- Prepares the documentation on the outcome of the Re-Listing or Re-Alignment Review for the OAAAQA Board for consideration of approval

- Sends the Final Re-Listing or Re-Alignment Review Report to the Awarding Body informing them of the approved outcome of the Re-Listing or Re-Alignment Review and calling the attention of the Awarding Body of the opportunity to appeal the Report and/or the outcome

- Ensures the NRQ is accurate and up-to date and includes the outcome of the Re-Listing or Re-Alignment Review, where appropriate

- Supports Awarding Bodies and other stakeholders in the Re-Listing or Re-Alignment Process

- Provides OAAAQA capacity building training on the Re-Listing or Re-Alignment process for Awarding Bodies, OQFRDs, OQFERs and other stakeholders, as required

- Implements the OQF process for appeals against the Final Re-Listing or Re-Alignment Review Report and/or outcome, if required

4.3 Re-Listing or Re-Alignment Panel

The Re-Listing or Re-Alignment Panel:

- Reviews the Re-Listing or Re-Alignment application and supporting materials ensuring:
  - o The qualification continues to meet the Listing or Alignment Criteria
  - o Remains at the allocated OQF Level and specified OQF Credit Value
  - o Maintains the specification for the qualification type, if applicable[102]

- Reviews the external quality assurance/accreditation report from the Foreign or International Awarding Body ensuring that the accreditation status was maintained

- Checks that the Royal Decree or the institutional and programme licenses are in place, where they are required, to meet Omani regulations

- Reviews the internal quality assurance for the qualification, including:
  - o The way in which the qualification is internally monitored and reviewed

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[102] OAAAQA (2023), OQF Document, section 7 : Qualification Arrangements.

- o The way in which the content and outcomes of the modules are kept up-to-date in terms of developments in the subject, discipline, occupational or professional requirements (if applicable), the NOS (if applicable) and the labour market requirements
- Reviews the following information, comparing it against that given in the original Listing or Alignment application:
  - o Overview of the qualification
  - o Entry requirements
  - o Qualification design
  - o Affiliations and/or external quality assurance/accreditation Assessment arrangements
  - o Teaching and learning strategy
  - o Learner support
  - o Progression routes
  - o Management and administration arrangements for the qualification
  - o Recording learner achievement and certification
- Reviews the content and structure of the qualification, ensuring that:
  - o There has been no major change to the qualification
  - o The Omani qualification meets the requirements for the qualification type[103]
  - o The Awarding Body informed the DGNQF in writing of any major change made to the qualification and appropriate action was taken[104]
- Checks the Re-Alignment application also includes supporting evidence of its institutional quality assurance arrangements (see section 4.1.2)
- Checks the Re-Alignment application also includes communication arrangements between the Foreign or International Awarding Body and each education or training provider(s) delivering the qualification in Oman to ensure that these arrangements were carried out as stated in the Alignment application
- Evaluates any modules that have been changed since the original evaluation for Listing or Alignment

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[103] OAAAQA (2023), OQF Document, section 7 : Qualification Arrangements.

[104] See the OAAAQA Policy on Major Change Notification for the Oman Qualifications Framework https://www.oaaaqa.gov.om/getattachment/0d6b96aa-3975-45f5-87ad-c75e8d89e6bd/Major/.20Change/.20Notification/.20for/.20the/.20OQF.aspx?b=0

- Prepares the First Draft of the Re-Listing or Re-Alignment Review Report for review by the Director General of the DGNQF and actions feedback, as required, in preparation for the submission to the Awarding Body to check for accuracy and provide comment

- Prepares the Second Draft of the Re-Listing or Re-Alignment Review Report taking into account feedback from the Awarding Body, correcting inaccuracies and taking appropriate action on other comments (if any).

- Submits the Second Draft of the Re-Listing or Re-Alignment Review Report to the Director General of the DGNQF for review and actioning any feedback, as required, in preparation for the submission of the Second Draft of the Report to the OAAAQA CEO for consideration of approval as the Final Re-Listing or Re-Alignment Review Report

4.4 OAAAQA Executive Office

The OAAAQA CEO:

- Reviews and provides feedback on the proposal from the DGNQF for fees for Re-Listing and Re-Alignment before submitting it to the OAAAQA Board for consideration for approval

- Considers for approval the Final Re-Listing or Re-Alignment Review Report

4.5 OAAAQA Board

The OAAAQA Board considers for approval the:

- Cycle of the Re-Listing or Re-Alignment review recommended by the DGNQF

- Fees for activities associated with the Re-Listing and Re-Alignment, including those for Re-Listing or Re-Alignment applications and Re-Listing or Re-Alignment appeals following the OAAAQA Policy on Fees Charged for OQF Activities and Appeals[105], prior to submission to the Ministry of Finance for approval

- Outcomes of the Re-Listing and Re-Alignment Review (see Appendix B)

4.6 OQF Appeal

An Awarding Body may appeal the Re-Listing or Re-Alignment Review Report and/or the outcome following the OAAAQA process as set out in the OQF Appeals Manual[106].

- The Omani or Foreign and International Awarding Body:
  - o   Informs the DGNQF of the intention to appeal

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[105] To be developed.

[106] https://www.oaaaqa.gov.om/Oman-Qualifications-Framework/General

- o Submits the OQF Appeal Application Form within ten working days to the Director General of the DGNQF with ten working days from the receipt of the Final Re-Listing or Re-Alignment Review Report

APPENDIX A: Major Change

Omani or Foreign and International Awarding Bodies must inform the DGNQF of any major change to a Listed or Aligned qualification to allow action to be taken, if required, following the OAAAQA Policy on Major Change Notification for the Oman Qualifications Framework. Examples of major changes include, but are not limited to, changes to the:

- o   Institutional quality assurance:
- o   Quality assurance of the qualification
- o   Name of the Awarding Body
- o   Qualification title
- o   Design and/or length of the qualification, including the addition of new modules

Minor changes, that that do not affect the OQF Level and/or OQF Credit Value, may be made to modules without the need to inform the DGNQF but they should be noted in the Re-Listing or Re-Alignment Application Form.

Depending on the amount of change and/or the number of modules involved, the DGNQF may appoint one or more OQFERs to re-evaluate the amended modules and/or programme, as required, to check whether the qualification continues to meet the Listing or Alignment Criteria and remains at the allocated OQF Level and specified OQF Credit Value. For Omani qualifications, the DGNQF ensures that the qualification continues to meet the required qualification type.

If a qualification no longer meets the Listing or Alignment Criteria and/or there is a change in the OQF Level and/or OQF Credit Value, the OQFRD contacts the senior representative in the Awarding Body with responsibility for Listing or Alignment to discuss the issues and provide the Awarding Body with the opportunity to rectify the situation and appropriate action to be taken following the OAAAQA Policy on Major Change Notification for the Oman Qualifications Framework.

APPENDIX B: Actions following the OAAAQA Board Decision on Re-Listing or Re-Alignment

The following actions are taken, depending on the decision of the OAAAQA Board on the Re-Listing or Re-Alignment outcome.

- **Re-Listing or Re-Alignment Approved:** The qualification remains on the NRQ and the date for the next Re-Listing or Re-Alignment review is agreed

- **Re-Listing or Re-Alignment with Condition**

The Director General of the DGNQF:

- o   Informs the Awarding Body of the outcome of the review and sends the Final Re-Listing or Re-Alignment Review Report to the Awarding Body

- o   Discusses the requirements of the conditions with the Awarding Body and reaches an agreement on a suitable timeframe to allow for the necessary changes to be made

- o   Informs the Awarding Body of the opportunity to appeal the Final Re-Listing or Re-Alignment Review Report and/or the outcome

- o   Ensure the NRQ is updated with the outcome `Re-Listed with Condition' or `Re-Aligned with Condition` along with the agreed timeframe for meeting the conditions

The qualification remains on the NRQ, but the reasons for the condition placed on the qualification must be addressed by the Awarding Body.

- **Not Re-Listed or Not Re-Aligned**

The Director General of the DGNQF:

- o   Informs the Awarding Body of the outcome of the review and sends the Final Re-Listing or Re-Alignment Review Report to the Awarding Body calling attention to the opportunity to appeal the Re-Listing or Re-Alignment Review Report and/or the outcome, following the OAAAQA process set out in the OQF Appeals Manual

If the matter remains unresolved and the outcome remains that the qualification is "Not Re-Listed or Not Re-Aligned", with the approval of the OAAAQA Board, the qualification is placed in the Archive Section of the NRQ.

o   **The OAAAQA Board does not approve** the Re-Listing or Re-Alignment review recommendation from the DGNQF, it sets out the reasons and provides direction to the DGNQF on the action that it should take so that the application for Re-Listing or Re-Alignment can be re-evaluated and resubmitted to the OAAAQA Board

Timeframe for Recommended for Re-Listing or Re-Alignment with Condition

The timeframe is based on factors such as the amount of work required and the resources available to the Awarding Body to carry out the work. Based on the agreement, the Awarding Body draws up a Plan of Action detailing how the work to resolve the condition will be carried out within the agreed timeframe. The DGNQF submits the Plan of Action to the OAAAQA CEO for information. If the Awarding Body resolves the condition within the agreed timeframe, the OAAAQA Board is informed and the qualification is approved for Re-Listing or Re-Alignment. If the matter is unresolved, the reasons must be obtained by the DGNQF.