OQF CAPACITY BUILDING WORKSHOP for LISTING AND ALIGNING QUALIFICATIONS TO THE OQF

Capacity Building Programme

- National Qualifications Frameworks and Benchmarking
- Oman Qualifications Framework Terminology
- OQF Governance, Management and Implementation
- Criteria for Listing/Alignment of Qualifications: Quality Assurance
- Criteria for Listing of Qualifications: Learning Outcomes
- Criteria for Listing: Assessment
- OQF Level Descriptors
- OQF Level
- Qualification Arrangements
- Listing Qualifications: OQF Level and OQF Credit Value
- Listing Qualifications: Responsibilities
- National Register of Qualifications
- Re-Listing and Re-Alignment of Qualifications

What is a Qualifications Framework?

..an instrument for the development and classification of **qualifications** according to a **set of criteria for levels** of **learning achieved**   Source: OECD 2006

..an instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed **levels.**

.. a way of **structuring existing** and **new qualifications**, which are defined by **learning outcomes.**

indicates the **comparability** of different qualifications and how one can **progress** from one level to another, within and across occupations or industrial and educational sectors.

Source: Ron Tuck, 2007

Characteristics of a Qualifications Framework

- Levels
  - Level Descriptors
- Qualifications Design
  - Learning Outcomes
  - Assessment
- Quality Assurance (at different levels):
  - Institutional
  - Qualification
  - Assessment
- Registers for national qualifications
- Some qualifications frameworks use credit

Qualifications System

Certification

Qualifications Design

Teaching and Learning Strategy

National Qualifications Framework

Recognition of Prior Learning

Quality Assurance

Assessment Strategy

Benchmarking

National Qualifications Frameworks
150 worldwide

Benchmarking Outcome

Framework	Classify & compare qualifications	International benchmarks/ alignment	Improves mobility & progression	Regulatory	LLL	RPL& CAT	Levels
AQF	✓	✓	✓	✓	✓		10
NQF (Bahrain)	✓	✓	✓	✓	✓	✓	10
NFQ (Ireland)	✓	✓	✓	✓	✓	✓	10
MQF	✓			✓	✓	✓	8
NZQF	✓	✓	✓	✓	✓	✓	10
SCQF	✓	✓	✓		✓	✓	12
QF Emirates	✓	✓	✓	✓		✓	10
OQF	✓	✓	✓	✓	✓	✓	10

Impact of NQFs: Improvements

Ireland

- Transparency of qualifications
- Lifelong learning, progression and mobility of qualifications
- Quality of qualifications
- Employment and skills matching
- Teaching, learning and assessment practice
- Recognition of foreign qualifications in Ireland and Irish qualifications abroad

Bahrain

- Quality of education and training
- Programme design
- Dialogue, collegiality and consistency through the design, mapping and moderation processes
- Clarity for learners on the knowledge, skills and attitudes that are required

Impact of NQFs: Challenges

Ireland

- Awareness, understanding and effective use
- Embed NFQ quality assurance policy and practice
- Strengthen international dimension
- Use as a support for lifelong learning and skills agendas
- Strengthen stakeholder engagement

Bahrain

- Need to share good practices
- Encourage dialogue between HEIs on NQF requirements
- Importance of training/capacity building highlighted
- From the learners' viewpoint they now need to pass all the LOs!!

Oman Qualifications Framework

The OQF:

- Has ten Levels, three Bands and four Educational Pathways

- Includes qualifications from all education and training sectors:

  - General education (school); academic; technological; professional; technical and vocational

- RPL column to support lifelong learning

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 Qualification	[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				

OQF Structure

OQF Terminology

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 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 on this body for a defined period of time
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 comparative OQF Credit Value of the entire qualification.
Licensing	An evaluation process leading to formal approval from the relevant Omani government body for institutions and their programmes. Institutions include organisations such as schools, universities, technical and vocational education and training providers

OQF Terminology

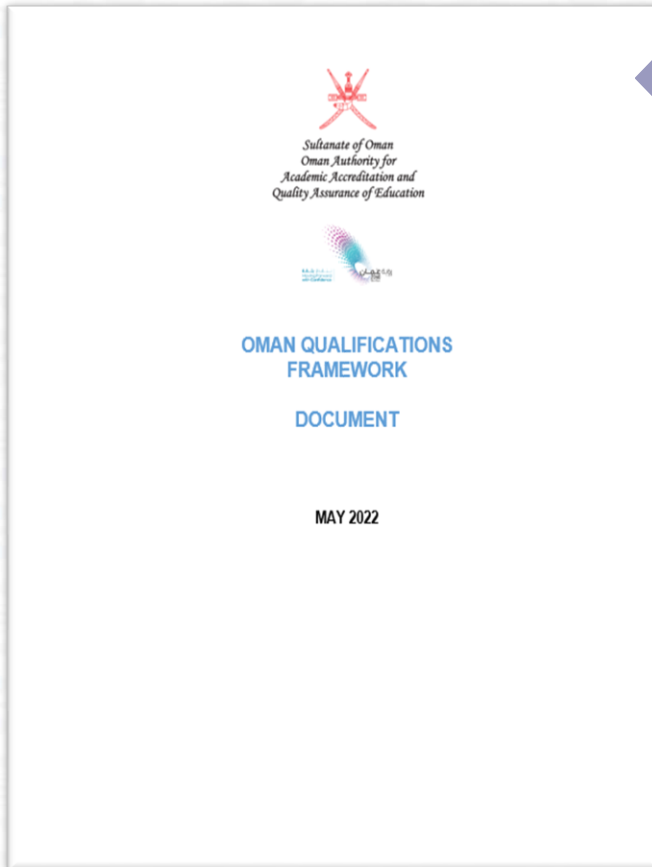|	
Listing (a qualification on the OQF)	An evaluation of an Omani qualification against the Listing Criteria and the OQF Level Descriptors to determine the OQF Level and OQF Credit Value of the entire qualification
National Register of Qualifications (NRQ)	An online official record of all nationally 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
Programme	A set of units, modules or courses, which are designed to lead to a qualification on a national qualifications framework
Qualification	An Award issued by an Awarding Body when, following established standards, the Awarding Body determines the learner has achieved the Learning Outcomes of all the units modules or courses of the programme

OQF Terminology

Recognition of Prior Learning (RPL)	The process of assessing a learner's application for OQF Credit on the grounds of learning that was previously acquired through formal, informal and non-formal learning
Re-Listing and Re-Alignment	A review process for Listing 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
Module (Unit/Course)	A component of a qualification. Also known as course or unit by some Awarding Bodies

The OQF Document provides:

- Information on the OQF processes including Listing and Alignment, OQF Level and Credit Value and Re-Listing and Re-Alignment

- A section setting out the arrangements for the different type of qualifications on the OQF

- A Glossary of Terms giving the definitions of the OQF terminology

- The OQF Policies

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OMAN QUALIFICATIONS FRAMEWORK

DOCUMENT

MAY 2022

The OAAAQA Policy for the Governance, Management and Implementation of the OQF is in the OQF Document

Appendix C1

OQF Governance and Management

OQF Governance

OAAAQA Board

- Overall responsibility for the OQF

- Setting the strategic direction for the OQF

- Approving the overarching OAAAQA Policies relating to the OQF

- Approving the Listing or Alignment outcome and placement of qualifications on the NRQ
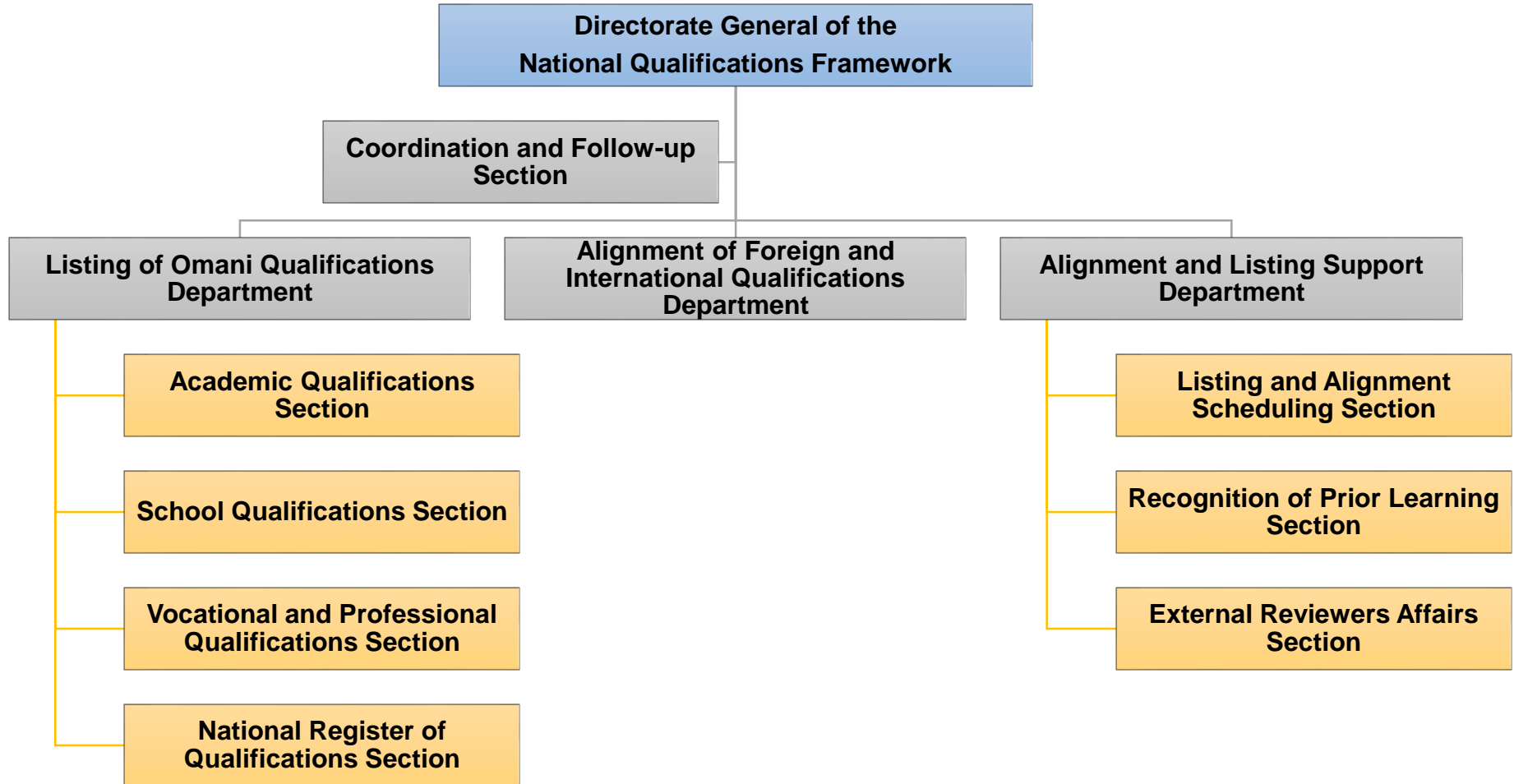
OQF Management

OAAAQA Executive Office

- Ensuring the implementation of the OQF is efficient and effective

- Approving the appointment of OQF External Reviewers (OQFERs)

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

OQF Implementation

Directorate General of the National Qualifications Framework (DGNQF)

- Managing the Listing, Alignment, Re-Listing and Re-Alignment Processes
- Establishing:
  - A Listing or Alignment Panel for each OQF Application
  - A Re-Listing or Re-Alignment Panel
- Developing and maintaining the National Register of Qualifications
- Updating and maintaining the OQF
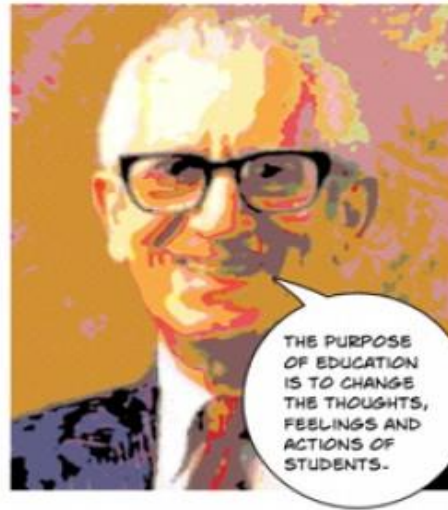- Monitoring the implementation of the OQF

DGNQF Structure

Directorate General of the
National Qualifications Framework

Coordination and Follow-up
Section

Listing of Omani Qualifications Department

- Academic Qualifications Section
- School Qualifications Section
- Vocational and Professional Qualifications Section
- National Register of Qualifications Section

Alignment of Foreign and International Qualifications Department

Alignment and Listing Support Department

- Listing and Alignment Scheduling Section
- Recognition of Prior Learning Section
- External Reviewers Affairs Section

Taxonomies of Learning

THE PURPOSE OF EDUCATION IS TO CHANGE THE THOUGHTS, FEELINGS AND ACTIONS OF STUDENTS.

A learner must be introduced to, and know basic facts and concepts before they are able to move on to more complex thinking/tasks such as comprehending, applying, analysing, creating or evaluating.

Learning Domains

Cognitive
Emphasis on

- Remembering
- Reasoning
- Concept formation
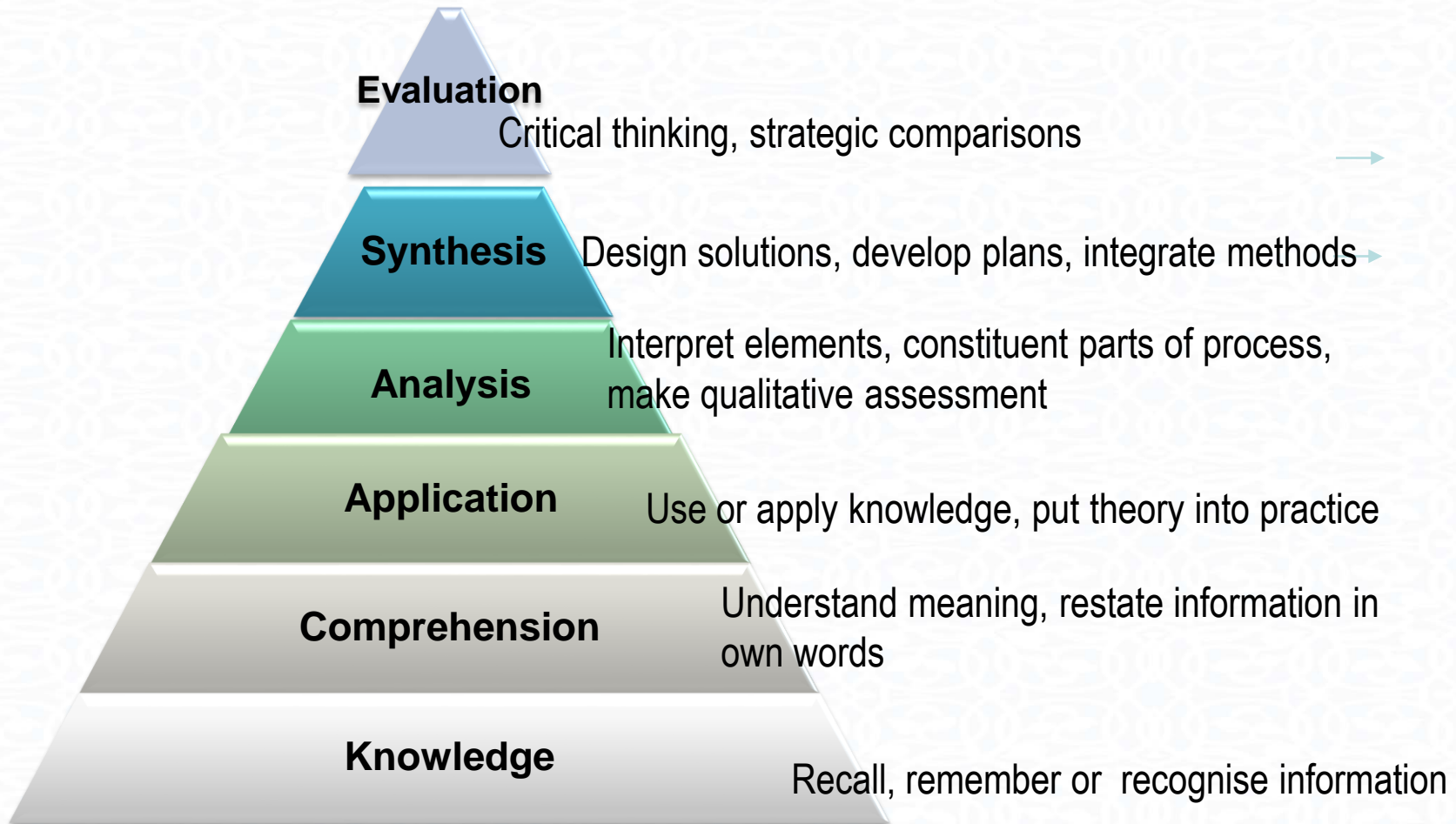- Creative thinking

Affective
Emphasis on

- Emotions
- Attitudes
- Interests
- Values

Psychomotor
Emphasis on

- Muscle and motor skills e.g.
- Driving
- Handwriting
- Speech

Active Verbs: Cognitive Domain

Knowledge		Comprehension		Application	
Define Duplicate Label List Memorise Arrange	Name Recall Relate Repeat Reproduce	Classify Describe Discuss Explain Express Identify Indicate	Locate Re-organise Report Restate Review Select Translate	Apply Choose Demonstrate Employ Illustrate Interpret	Operate Practice Schedule Sketch Solve Use

Analysis		Synthesis		Evaluation	
Analyse Appraise Calculate Categorise Compare Contrast Criticise	Differentiate Discriminate Distinguish Examine Experiment Question Test	Arrange Assemble Collect Compose Construct Create Design Formulate	Manage Organise Plan Prepare Propose Set up Write	Appraise Argue Assess Attach Choose Compare Defend Estimate	Evaluate Judge Predict Rate Score Select Support Value

Active Verbs: Affective Domain

Receiving	Reading, Listening (passive mode)		
Responding	**Valuing**	**Organising**	**Characterizing**
Answer	Complete	Adhere	Act
Assist	Demonstrate	Alter	Discriminate
Comply	Describe	Arrange	Display
Conform	Differentiate	Combine	Influence
Discuss	Explain	Compare	Modify
Help	Follow	Defend	Propose
Label	Form	Explain	Question
Practice	Initiate	Generalize	Revise
Present	Join	Identify	Serve
Report	Justify	Integrate	Solve
Select	Propose	Modify	Use
Tell	Read	Order	Verify
Write	Share	Relate	
		Synthesize	

RH Daves (1970) : Psychomotor Domain

Naturalisation — Actions with high performance levels become second nature

Articulation — Multiple skills with harmony among them

Precision — Actions are almost perfect

Manipulation — Actions under direction or guidance

Imitation — Imitating Others
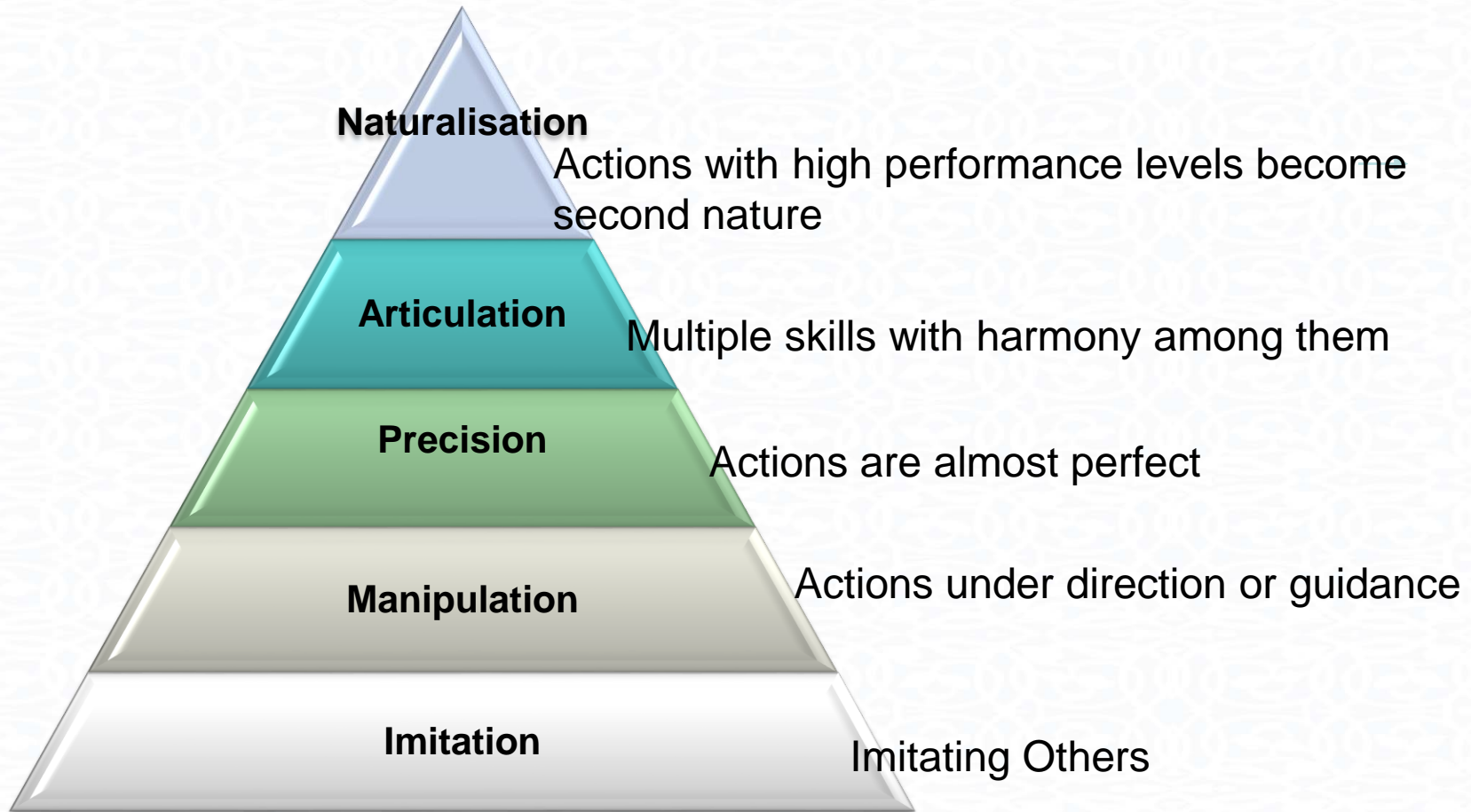
Active Verbs: Psychomotor Domain

Imitation	Manipulation	Precision	Articulation	Naturalisation
Adhere	Build	Calibrate	Adapt	Design
Copy	Execute	Complete	Combine	Invent
Identify	Implement	Control	Construct	Manage
Imitate	Perform	Demonstrate	Coordinate	Project
Mimic	Re-create	Perfect	Develop	Specify
Observe		Show	Formulate	
Re-enact			Improve	
Repeat			Integrate	
Replicate			Modify	
Try			Solve	

Listing and Alignment

From the date of the implementation of the OQF:

- **Existing** qualifications are to be Listed or Aligned within five years

- **New** qualifications are to be Listed or Aligned before they are delivered

Awarding Bodies

- Submit a Listing or Alignment Application to the Directorate General of the National Qualification Framework (DGNQF)

The OAAAQA Policy for the Quality Assurance of the OQF is in the OQF Document

Appendix C4

Quality Assurance: Integrated System

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Programme Licensing → Listing of Qualification on OQF → National Register of Qualifications

Programme Accreditation ← Re- Listing of Qualification ← Programme Delivery

Programme Reaccreditation
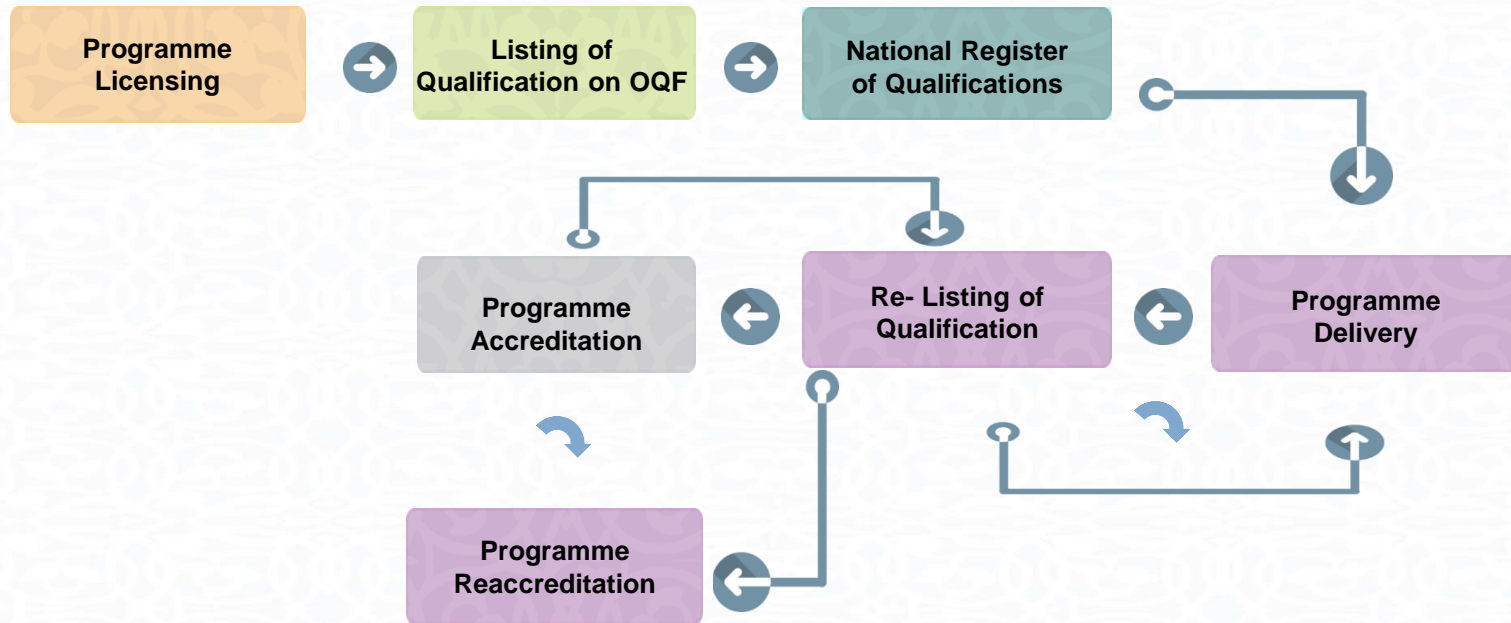
The Awarding Body must:

- Own the qualification
- Have institutional and programme licenses from the relevant Licensing Body (where required)
- Have quality assurance measures in place at:
    - Institutional Level
    - Programme Level

The qualification must:

- Be written in Learning Outcomes
- Have summative assessment of the Learning Outcomes

Criteria for Alignment

In **addition**, the Criteria for Alignment requires that the Foreign or International Awarding Body must:

- Be quality assured/accredited by a recognised external quality assurance agency
- Have robust institutional quality assurance measures in place
- Have arrangements in place for communicating with each education or training provider that is delivering, or planning to, deliver the qualification

Learning Outcomes:

- Help **learners** in their learning by setting out what is expected of them

- Support learning progression and recognition of prior learning

- Provide information to **potential learners** and **employers** about the knowledge and skills that will be achieved on successful completion of a particular qualification

Learning Outcomes

Help **staff** to:

- Design the content of a qualification

- Focus on exactly what they want students to achieve in terms of both knowledge and skills

- Show the connection between the Learning Outcomes of individual modules and the programme aims

- Decide on appropriate assessment criteria and methods

Writing Learning Outcomes

Before starting to write the Learning Outcomes, consider:

- What knowledge, skills and values have the learners to demonstrate?

- What should the learners to be able to do?

- How will learners demonstrate what they have learned?

- How do the learning outcomes in the module fit the programme learning outcomes?

Learning Outcomes should:

- Be written in the future tense

- Start with an active verb to describe what the learner will know and/or be able to do by the end of the module

- Be specific – avoid using verbs that are ambiguous

- Be clear and easily understood by learners and non-experts

- Describe the final achievement of the learner

Writing Learning Outcomes

Learning Outcomes must be:

- Measurable and assessable

- Aligned to the assessment criteria (and vice versa)

- Assessed

- The result of the learning experience e.g. do not include a Learning Outcome where the topic is not covered in the module
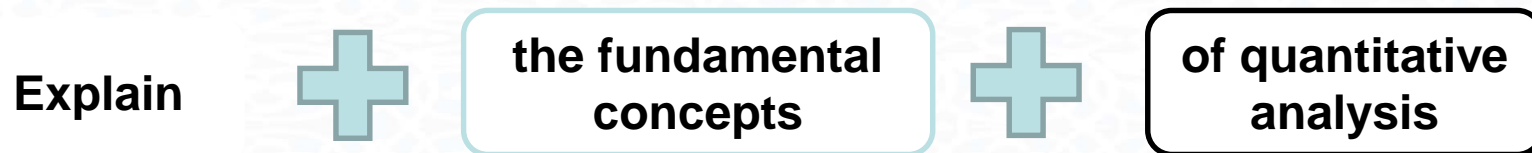
- Achievable

Do not use verbs that are vague such as `understand`, `appreciate`, `be aware of`, `be familiar with', 'acquire' `learn'

Use:

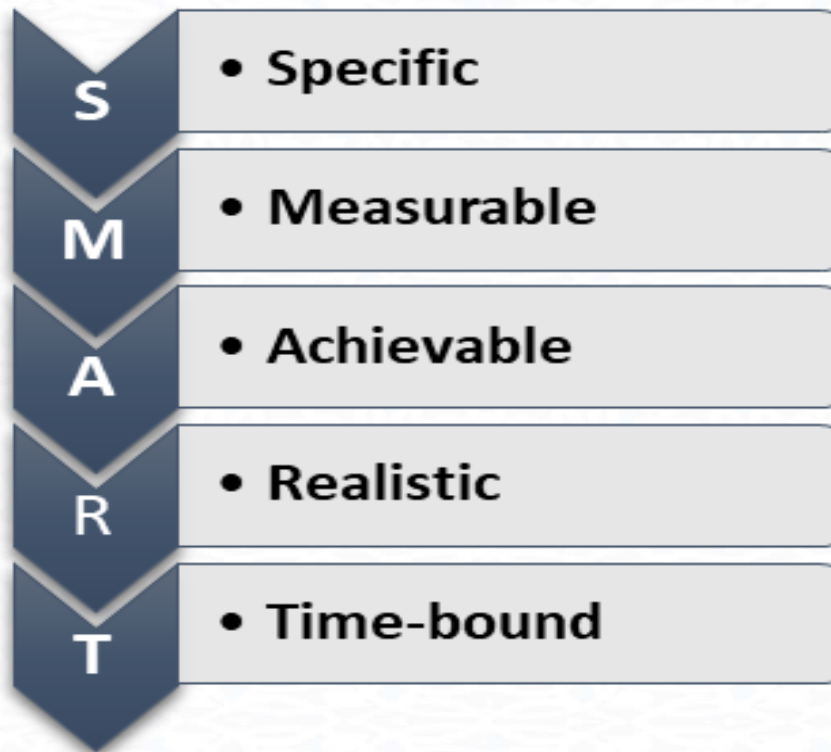**Active Verb** + **Object** + **Qualifying Phrase**

Example:

Explain + **the fundamental concepts** + **of quantitative analysis**

A good learning outcome is **SMART:**

S	• Specific
M	• Measurable
A	• Achievable
R	• Realistic
T	• Time-bound

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Be given the opportunity to learn about Listing qualifications on the OQF

This is not a learning outcome. It describes the content, not what learners will do.

Be aware of Listing qualifications

This is vague and can't be assessed. There is no context or qualifying phrase. Listing qualifications on what?

Understand about Listing qualifications on the OQF

Less vague but how is understanding to be assessed?

List a qualification on the OQF

This is specific.
Starts with an action verb, states what will be Listed (object) and provides the context (on the OQF).

Assessment

Definition:

"The process of judging performance against specific targets/reference points".

Benefits of Assessment

The Learner

- Contributes to an individual's learning and progress
- Encourages reflection, critical thinking and self-awareness

The Institution

- Used to check on and assist individual progress
- Helps ensure the focus is on teaching the key knowledge and the skills required by the learner

Types of Assessment

Diagnostic Assessment:

    Determines a learner's strengths and weaknesses

    Usually at the beginning of a learning process

    Used to identify an appropriate learning programme, or assign the learner to a group

Formative Assessment:

    Takes place during the learning process

    Provides information on a learner's progress

    Used to set learning goals, guide the lecturer/teacher/trainer

    Provides constructive feedback to the learner

Summative Assessment:

    May take place at different points in the learning process, but usually at the conclusion of the module or programme

    Purpose, to check the extent of learners' knowledge/skills on what they have been taught

    Part of the grading process

Principles of Assessment

Assessment must be:

- **Valid**: measures what it claims to measure

- **Reliable and consistent**: consistency of results over time, tasks and assessors

- **Sufficient**: is appropriate and covers a wide enough range of content

- **Transparent**: `no surprises`. Learners are aware of its purpose and nature

- **Equitable, fair and credible**: to the learner, parents, employers and wider community

- **Inclusive**: individuals or groups are not excluded or disadvantaged

- **Quality Assured**

Assessment

1. What knowledge or skills am I assessing?

2. What activities will allow a learner to demonstrate this knowledge or these skills?

3. Is the assessment fair for all learners?

4. What evidence will be generated by the assessment activities?

5. Is the assessment proportionate to the time taken to carry it out?

6. Does it make best use of available resources, staff time and learners' time?

Each Learning Outcome must have Assessment Criteria – the specific target points –which indicate what the learner needs to do to demonstrate achievement

Learning Outcome: what the learner will learn

Assessment Criteria: how the learner shows that they have learned

For **each** Learning Outcome, decide:

1. The assessment criteria
2. What assessment method will generate the evidence
3. The amount of evidence required

Assessment Criteria are the essential elements that the learner needs to demonstrate they have achieved the Learning Outcome.

Assessment Criteria should:

- Align with the Learning Outcome(s) and assessment method
- Be at the level of the module (use appropriate verb)
- Be listed in the order they appear
- Be specific and unambiguous
- Be a manageable number
- Have abbreviations in full so they cannot be misinterpreted
- Avoid using jargon or information that could date the module, e.g. legislation or standards etc

Assessment Criteria & Assessment Methods
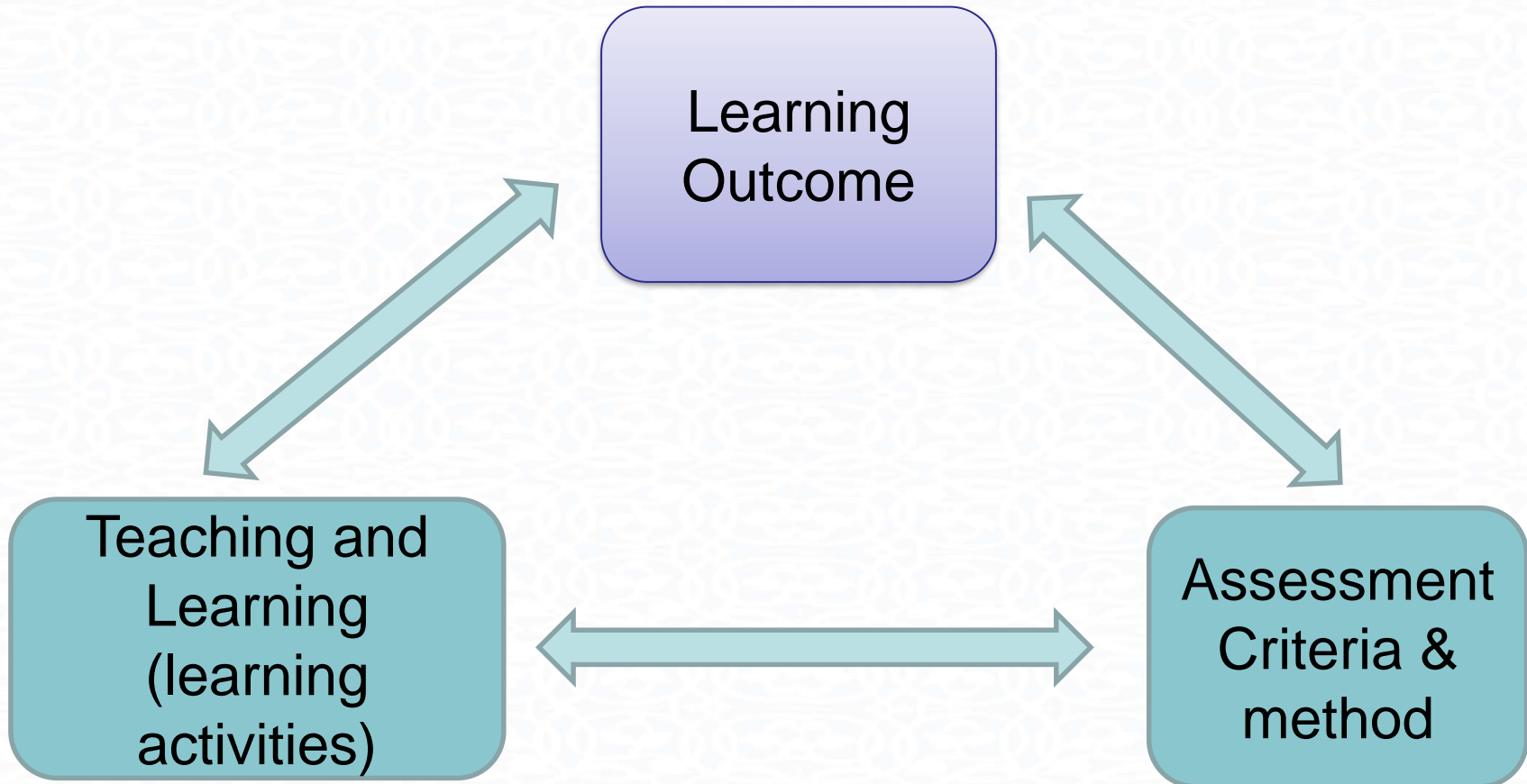
Assessment Criteria

- Identify the specific skills, knowledge and competence necessary to achieve each learning outcome

- Used to ensure consistency and transparency of assessment judgments

- Provide information to learners on how the attainment of the learning outcomes will be measured – answers the question `what do I need to do'?

Assessment Methods

- The ways that are used to provide evidence that the criteria have been met

- Influenced by the type of achievement and purpose of the module

- Must be appropriate for the Learning Outcome e.g. method will depend on whether the Learning Outcome is practical or knowledge-based
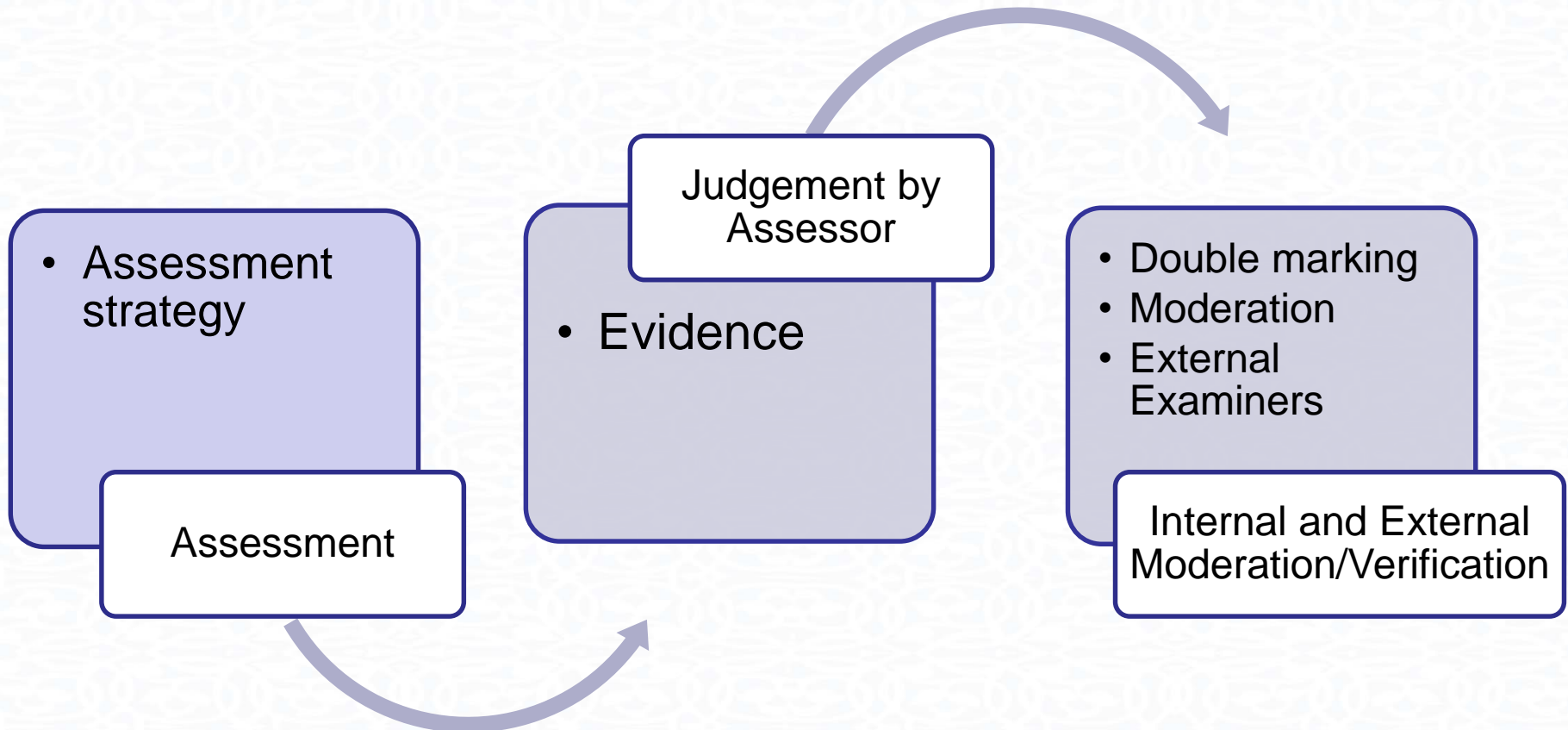
Constructive Alignment

Quality Assured Assessment

- Assessment strategy

Assessment

Judgement by Assessor

- Evidence

- Double marking
- Moderation
- External Examiners

Internal and External Moderation/Verification

Introduction to the OQF

The OQF has two measures in the recognition of qualifications:

- Level which measures complexity
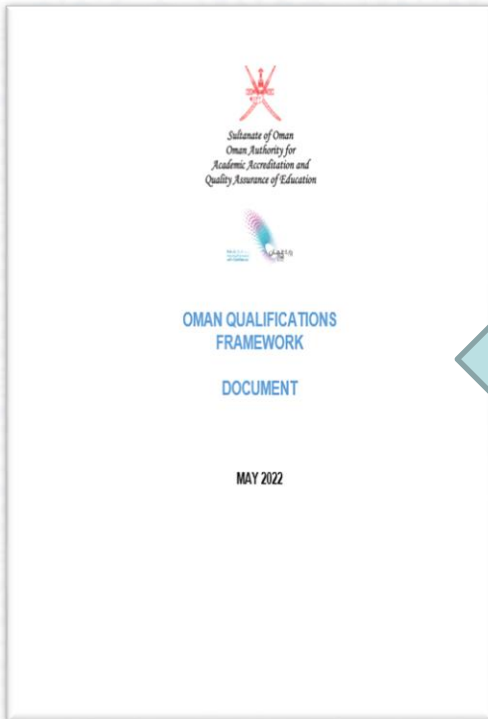
- Credit which measures size/volume

The OQF has one set of nationally agreed generic Level Descriptors, used for all education and training sectors

OQF Level Descriptors

The OQF Level Descriptors are in the OQF Document, Section 4.

They are in two formats, by:
1. OQF Level
2. Characteristic

Progression

Knowledge
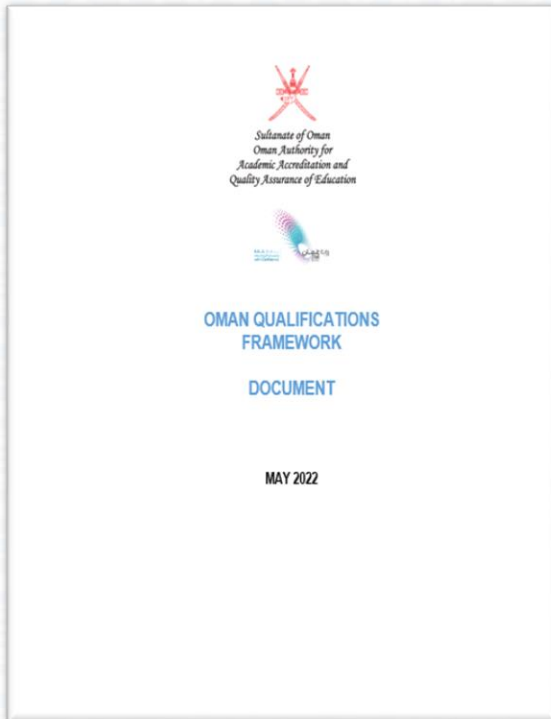
Progression

Level	Description
10. Deep and comprehensive	Authority; complete control of knowledge; expert knowledge
9. Highly specialised	Intensive understanding in a particular field ; Breadth and depth understanding
8. Advanced specialised	Highly advanced; Particular knowledge in a particular area, field of discipline
7. Specialised	Advanced/ Extensive scope of knowledge, including some specialised knowledge; thorough
6. Significant	Substantial, consequential; far reaching
5. Broad	Breadth of understanding
4. General	Common place, not specialised knowledge
3. Basic	Forming an essential foundation of knowledge. Starting point of learning
2. Simple	Uncomplicated, not complex, undemanding. Easily understood or done; presenting no difficulty
1. Elementary	Early stage of knowledge; not developed. Relating to, or involving the simplest aspect of a subject

Qualification Arrangements

The Qualification Arrangements are within the OQF Document, Section 7: Table 22 to Table 26

Describes the mainstream qualifications in Oman

Sets out the OQF Level and the minimum OQF Credit Value for the different Qualifications Types

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Where the qualification spans more than one level, the complexity of learning must increase at each level e.g. Bachelor's Degree spans levels 5,6, 7 and 8

The qualification must meet the minimum OQF Credit Value at each level of the programme

There is some flexibility (see OQF Document, Table 21)

OQF Level	OQF Credit Points	OQF Credit Hours
5	120	30
6	120	30
7	120	30
8	120	30
	480	120

Meets Qualification Type: Bachelor's Degree

Does not meet Qualification Type: Bachelor's Degree

OQF Level	OQF Credit Points	OQF Credit Hours
5	180	45
6	150	37
7	90	23
8	60	15
	480	120

Listing:

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

Alignment:

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 OQF Level is allocated to all the modules that comprise the programme

- Take all information into account – the Learning Outcomes, the assessment criteria, assessment methods and any additional information

- Know how the module fits within the programme

- Evaluate the module against the OQF Level Descriptors

- Make a judgement on the OQF Level, using a `best fit` approach

Specific words or terms can help to identify the best OQF Level in relation to the six characteristics of the OQF Level Descriptors, for example:

- `simple skills`, `everyday contexts`, `routine` and `non-routine`

- `analyse` and `interpret` are likely to be at a higher level of demand than `explain`, `describe` or `list`(but need to take account of the context of the learning and the target group of learners)

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Example 1: the majority of the OQF Characteristics are at the same level (e.g Level 5)

Example 2: the OQF characteristics are equal in number (Levels 5,4 & 3). Rank the characteristics in order of importance

Characteristic	OQF Level
Knowledge	5
Skills	5
Communication, Numeracy, ICT	4
Autonomy and Responsibility	5
Employability and Values	N/A
Learning to Learn.	3
OQF Level (of the module)	5

Characteristic	OQF Level	Rank/ Weight
Knowledge	5	1
Skills	4	3
Communication, Numeracy, ICT	4	4
Autonomy and Responsibility	5	2
Employability and Values	3	5
Learning to Learn	3	6
OQF Level (of the module)	5	

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Where the module has been evaluated and it does not come out at the expected or desired OQF Level, amend the Learning Outcomes and/or the Assessment in order that it meets the required OQF Level.

OQF Credit can only be awarded for learning achieved and verified through reliable and valid assessment.

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

Two credit systems are recognised by the OQF:

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

Both systems are based on the calculation of **Notional Learning Hours**.

Notional Learning Hours is defined as:

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

- Based on professional judgment

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

Example of activities that can be counted include:

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

OQF Credit Points and Credit Hour Definition

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.

OQF Credit Point:

One OQF Credit Point equates to ten notional learning hours

OQF Credit Hour:

One OQF Credit Hour is three hours per week for one semester (minimum 14 weeks), which equates to a minimum of 42 notional learning hours

OQF Credit Hour

Three hours per week for one Semester

Semester minimum 14 weeks

One Hour of contact time, two hours of self study/revision or other activities as required

Two hours contact time (e.g. Lab/Practical Work), one hour self study/revision

Three hours contact time

OQF Credit System

A full-time workload in Higher Education is based on a minimum of 120 Credit Points or 30 Credit Hours per year

Where another Credit System is used the credit value should be converted to either OQF Credit Points or OQF Credit Hours

For modules where the credit value is fixed, consider whether:

- There are sufficient notional learning hours to justify the OQF Credit Value

- The module can be completed in the time allocated (as per the credit value)

- The proposed number of OQF Credits reflect the Qualification Type as given in the Qualifications Arrangements Section of the OQF Document (Section 7)

Rationale

The rationale:

- Completed for each module

- Explains the reasons for reaching the decision on the OQF Level and OQF Credit Value

- Supports and records the judgments that are made

- Should be brief/concise

- Explains why the OQF Levels above and below are not appropriate

Note - Do not complete for characteristics that are not within the module

After establishing the OQF Level and Credit Value for each module, allocate the OQF Level for the entire programme.

Modules may not be at the same OQF Level, particularly where a programme is studied over a number of years.

Ways to determine the overall OQF Level
- Exit Level (most commonly used)

- Majority of the modules are at the same OQF Level and OQF Credit Value
- Based on the proportion of OQF Credit

This is the most commonly used method, particularly in Higher Education.

Each Qualification Type sits at a given level on the OQF.

This is known as the `Exit Level`.

- Qualifications that span more then one level must increase in complexity at each level of the programme. For example a Bachelor's spans OQF Levels 5.6.7 and 8

- Some flexibility (see Table 21 in the OQF Document)

- There must be sufficient credit at the Exit Level to justify the Qualification Type

Overall OQF Level

The two other methods of establishing the OQF Level are rarely used in Higher Education and are included here for information

All or majority of modules at same OQF Level and OQF Credit Points

Module	Best Fit Level	OQF Credit Points
Module 1	5	20
Module 2	6	20
Module 3	5	20
Module 4	5	20
Overall Level	**5**	

Based on the **proportion** of OQF Credit

Module	Best Fit Level	OQF Credit Points
Module 1	5	15
Module 2	4	30
Module 3	4	15
Module 4	5	15
Overall Level		**4**
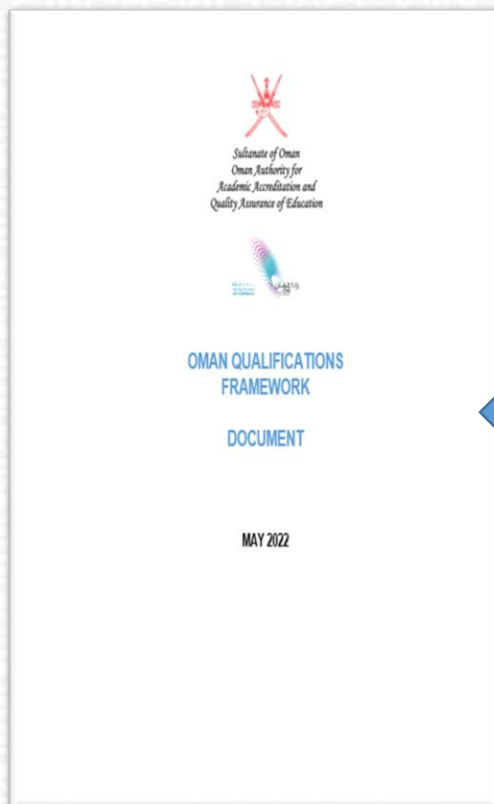
The OAAAQA Policy on Listing

Qualifications on the OQF

Appendix C2

The OAAAQA Policy on the

Alignment of Qualifications to the

OQF

Appendix C3

Nine Stage Listing Process

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

Proposal Awarding Body → Recommendation Listing Panel (OQFER) → Verification Listing Panel (OQFRD) → Preparation Listing Panel → Review Awarding Body

Finalisation Listing Panel → Approval Report OAAAQA EO → Approval Outcome OAAAQA Board → Notification DGNQF

The proposal for the OQF Level and Credit Value is carried out by the Awarding Body.

Establish a Listing Committee comprising:

- Subject experts and Quality Assurance experts

- Membership may include those who were involved in the design of the programme but, for objectivity, should also include those who were not involved

Awarding Body: Listing Committee

Listing Committee members should be given:

- Sufficient time to familiarise themselves with the Qualification Specification, the Learning Outcomes, the assessment, (criteria and methods) and any other relevant information

- The OQF Level Descriptors

Prior to the meeting, members might individually find it useful to:

- Consider the `best fit` OQF Level and OQF Credit Value for each module and for the overall qualification

- Make a note/record of their evaluation

Complete the online Listing or Alignment Application Form, whichever is relevant

Must be signed by the senior member of staff with responsibility to make application to the OAAAQA

Listing or Alignment Application

The Listing or Alignment Application requires information on the quality assurance of the programme, including the:

- Teaching and learning strategy

- Learner support

- Progression routes, if any

- Management and administration arrangements

- Arrangements for recording learner achievement

- Protection for certification

- Arrangements for monitoring and review, including how it is kept up to date and how changes are proposed and approved

- Arrangements in place for the withdrawal of the qualification

Application for Listing or Alignment

The Listing or Alignment Application requires information about the programme, including the:

- Overview, rationale and target group

- Entry requirements

- Programme design

- Learning Outcomes

- Assessment arrangements (assessment criteria and methods)

- Proposed OQF Level and Credit Value of each module and the entire qualification

The OQF Listing Panel

The OQF Listing Panel comprises:

- OQF Review Director (OQFRD)

- OQF External Reviewers (minimum two) (OQFERs)

Different responsibilities –- equal obligations –- not a hierarchy

OQFERs   Evaluation and initial Recommendation

OQFRD   Verification

                    Leads on the drafting of the Listing Evaluation
                    Report with the Listing Panel's recommendation

Each OQFER:

- Carries out an evaluation of the Listing Application, providing an initial recommendation on the:

  - Quality assurance of the programme
  - OQF Level and Credit Value

    - All the modules
    - Programme

- Completes a Listing Evaluation Report

The OQF Listing Panel: OQFRD

The OQFRD:

- Is the contact for the Listing Panel
- Brings the two initial Evaluation Reports together to form one report
- Carries out the Verification of 20% of the programme
- Facilitates discussions and meetings between the Listing Panel and/or the Awarding Body, as required
- In conjunction with the OQFERs prepares the first draft of the Listing Evaluation Report with the Listing Panel's Recommendation

Receives the first draft of the Listing Evaluation Report.

The Awarding Body is requested to:

- Check the Report for accuracy

- Provide feedback to the DGNQF

- Ten working days

Listing Panel

Finalisation of the Listing Evaluation Report

OAAAQA Executive Office

Considers the Listing Evaluation Report for Approval

OAAAQA Board

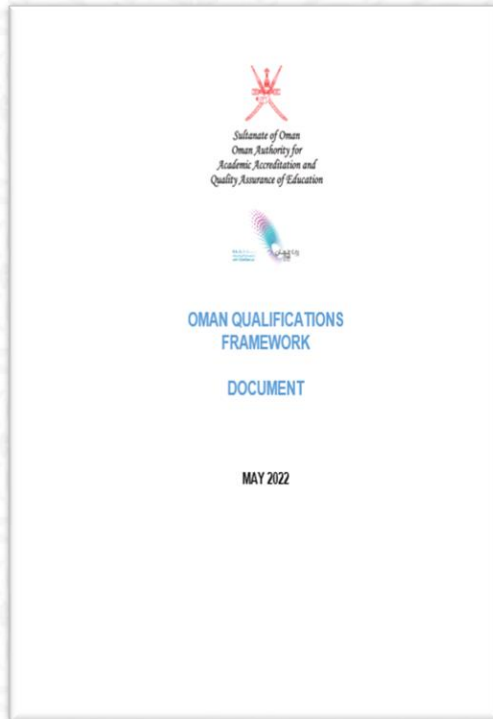Considers the Listing Evaluation outcome for Approval

DGNQF

Notifies Awarding Body

The OAAAQA Policy on Re-Listing and Re-Alignment of Qualifications on the OQF. Appendix C5

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 modules that impacted on the OQF Level and/or OQF Credit Value of the entire qualification.

- First Re-Listing or Re-Alignment takes place after the first cohort of learners has completed the qualification

- Cyclical

Re-Listing and Re-Alignment

Re-Listing includes a review of the:

- Qualification entry requirements
- Qualification design
- Affiliation agreements and accreditation arrangements
- Teaching and learning strategies
- Learner support
- Progression
- Management and administration arrangements
- Recording of learner achievement and certification

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