



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

OMAN QUALIFICATIONS FRAMEWORK MANUAL

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Version 3

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PREFACE

Initially developed in 2004, as part of the *Requirements for Oman's System of Quality Assurance in Higher Education (ROSQA)*, the National Qualifications Framework (NQF) in Oman contained only academic qualifications. Between 2015 and 2021, the NQF was further developed as a comprehensive Framework. Known as the Oman Qualifications Framework (OQF), it includes elementary qualifications at OQF Level 1 to complex qualifications at OQF Level 10 and covers general education (school), academic, technological, professional and technical and vocational education.

The OQF has generic Level Descriptors common to all sectors of education and training. The OQF enhances the quality standards for all qualifications across the different education and training sectors, promoting parity of esteem between academic, technological, professional and technical and vocational qualifications. The OQF Level Descriptors provide a basis for the Recognition of Prior Learning and assist with the comparison of Omani qualifications across the different Educational Pathways and between Omani and Foreign and International qualifications.

The Oman Qualifications Framework Manual (OQFM) supports the implementation of the OQF. The OQFM sets out the background to the development of the OQF, details the scope, objectives and structure of the OQF and provides comprehensive details of how qualifications are placed on the National Register of Qualifications. It also includes the OQF Level Descriptors and Qualification Arrangements detailing the types and structures of mainstream Omani qualifications.

Licensing bodies, Awarding Bodies, and education and training providers that develop, deliver and review qualifications are encouraged to become familiar with the content of the OQFM.

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 one 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


Omani qualifications are Listed on the OQF and Foreign and International qualifications are Aligned to it. Listed and Aligned qualifications are placed on the National Register of Qualifications (NRQ) and, following delivery of the qualification to the first cohort of learners, the qualifications are Re-Listed or Re-Aligned. The OQF Document (2023) contains information on the OQF and the OAAAQA Policies for:

- Listing Qualifications on the OQF
- Alignment of Foreign and International Qualifications to the OQF
- The Quality Assurance of the OQF
- Re-Listing and Re-Alignment of Qualifications on the OQF¹

This Oman Qualifications Framework Manual (OQFM) explains the OQF processes of Listing, Alignment, Re-Listing and Re-Alignment of qualifications. The OQFM has six Parts, which are summarised in Table 1.

¹ OAAAQA (2023), OQF Document, Appendices C2 to C5.

Table 1: OQF Manual (OQFM) Content Summary and Key Audience			
Part	Title	Content	Key Audience
A	Overview: The Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA) and the OQF	Provides a brief overview of the OAAAQA, the development, objectives and scope of the OQF	All Stakeholders
B	The Oman Qualifications Framework	Provides the OQF: <ul style="list-style-type: none"> • Structure • Level Descriptors and Listing and Alignment Criteria • Explanation of the OQF processes for Listing, Alignment, Re-Listing and Re-Alignment 	
C	Qualification Arrangements	Provides a description of the types and structures of the mainstream Omani qualifications, including the OQF Level and minimum OQF Credit Values	Awarding Bodies, Education and Training Providers
D	Learner Progression	Provides information on Credit Accumulation and Transfer and the Recognition of Prior Learning to aid learner progression and support lifelong learning	All Stakeholders
E	Guidance	Provides information on writing Learning Outcomes, Assessment and determining the OQF Level and the OQF Credit Value of modules and entire qualifications	Awarding Bodies, Education and Training Providers
G	Appendices		



The OQFM will be of interest to:

- The Oman Authority for Academic Accreditation and Quality Assurance of Education
- Licensing and Supervising Bodies of Education and Training in Oman
- Awarding Bodies of Education and Training Qualifications
- 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
- Professional Bodies
- Education and Training Providers
- Employers
- Learners and Other Interested Parties²

² 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.

PART A: OVERVIEW

1. Oman Authority for Academic Accreditation and Quality Assurance of Education

1.1 Royal Decree

The Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA) was established by Royal Decree 09/2021 in January 2021, replacing the Oman Academic Accreditation Authority (2010), formerly the Oman Accreditation Council (2001). The OAAAQA is a legal entity with financial and administrative independence. Reporting to the Cabinet of Ministers, it is charged with developing 'a national quality assurance system for school education and higher education in the Sultanate to ensure the continued maintenance of a level that meets international standards' and to 'prepare and develop the comprehensive National Qualifications Framework, List Omani qualifications on it and Align Foreign and International qualifications with it'.³

1.2 The OAAAQA Vision, Mission and Values

The Vision, Mission and Values of the OAAAQA are consistent with Royal Decree 09/2021 and the strategic directions and objectives of the Oman Vision 2040.⁴

Table 2: OAAAQA Vision, Mission and Values	
Vision	
To assure the world of the quality of education in Oman	
Mission	
Guiding and supporting the education sector in Oman to meet the relevant national priorities and objectives while maintaining internationally benchmarked standards	
Values	
Integrity	We believe in fairness, honesty and respect and we adhere to the highest standards of integrity in interacting with all stakeholders
Professionalism	We apply our skills, knowledge and best judgment in order to carry out our mission effectively
Transparency	We ensure all stakeholders have relevant accessibility to our processes and decisions, while respecting confidentiality where applicable

³ Royal Decree 9/2021, issued on 13/01/2021.

⁴ Approved by the OAAAQA Board, 15 November 2020.

Table 2: OAAAQA Vision, Mission and Values	
Reflectiveness	We employ reflection to inform continuous quality enhancement in all processes
Commitment to International Best Practices	We strive to ensure that all our work processes comply with international good practices
Accountability	We believe that we are accountable to all our stakeholders in ensuring that our mandate is achieved
Collaboration	We value input from all relevant stakeholders to ensure that our work is responsive to their needs
Diversity	We respect diversity of professional opinion while encouraging innovation and creativity

1.3 OAAAQA Structure

The OAAAQA comprises three elements:

- The OAAAQA Board, appointed by the Cabinet of Ministers, has governance responsibilities for all OAAAQA activities
- The Chief Executive Officer
- The Executive Office, comprising technical and administrative staff, has responsibility for the Authority's day-to-day activities within the following three Directorates and Centres:
 - Centre of School Education Quality Assurance (CSEQA)
 - Centre of Higher Education Quality Assurance (CHEQA)
 - Directorate General of the National Qualifications Framework (DGNQF)⁵
- A National Register of External Reviewers, approved by the OAAAQA Board, for external review activities and OQF activities

Further information about the OAAAQA structure and organisation is available on the OAAAQA website <https://www.oaaaqa.gov.om/>.

⁵ Manages and implements all activities associated with the OQF.

1.4 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.⁶

1.5 Development of the OQF

The National Academic Qualifications Framework (NAQF) was developed in 2004/2005 by the former Oman Accreditation Council (OAC). The six-level NAQF was the reference used to provide consistency for all academic awards, as it gave details of the academic qualifications at each level; their expected outcomes and the minimum number of Credit Points and/or Credit Hours. The NAQF was used extensively by Higher Education (HE) for:

- Programme development and review
- Programme licensing and recognition of foreign qualifications
- The development of institutional and programme accreditation standards
- Institutional and programme reviews

The need for a comprehensive NQF, which built on and extended the scope of the NAQF, was identified by the former Oman Academic Accreditation Authority (OAAA) and was mentioned in national policy documents.⁷ In March 2014, the former Education Council directed the OAAA⁸ to

⁶ OAAAQA (2023), OQF Document.

⁷ For example, The Ministry of Education/The World Bank Joint Report (2012), 'Education in Oman: The Drive for Quality Report; The Most Remarkable Projects Developed by the former Education Council.

⁸ Now Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA) (January 2021).

develop a comprehensive NQF to include general education (school), academic, technological, professional and technical and vocational qualifications.⁹

The national context was at the forefront in the development of the OQF. In June 2014, an OQF Oversight Committee was established comprising representatives from seventeen key stakeholder groups in Oman (see Appendix C) and chaired by the OAAA CEO. Its purpose was to advise on the development of the OQF and its impact on key stakeholder organisations.

To provide further support and input, an OQF Development Team was established, comprising seven senior members of staff seconded from the former Ministry of Higher Education¹⁰, Ministry of Education, former Ministry of Manpower¹¹, Ministry of Health, Ministry of Defence and Sultan Qaboos University. In addition, the Scottish Qualifications Authority was engaged as the international partner.

1.5.1 A Phased Approach

The development of the comprehensive OQF was undertaken in two Phases. Phase 1 began in May 2015, in collaboration with the SQA. This phase involved research on the qualifications available in Oman, international benchmarking and consultation with local and regional stakeholders and international experts. During this phase, a draft model for the OQF was developed¹² which underwent extensive consultation with a wide range of key stakeholders throughout Oman providing input to the draft OQF Model.¹³

Beginning in April 2018, Phase 2 included:

- Consultation with stakeholders on the OQF structure for management and implementation using existing legal structures for education and training in Oman¹⁴
- Developing the OQF Document
- Developing OQF policies and procedures

⁹ Former Education Council: Decision Number Decision 3/2/2014.

¹⁰ Now the Ministry of Higher Education, Research and Innovation.

¹¹ Now the Ministry of Labour.

¹² During Phase 1, the draft OQF Model included the objectives, scope, structure, framework diagram, Level Descriptors, Implementation Plan and Glossary of Terms.

¹³ The outcomes in Phase 1 included an Environmental Scan, a Benchmarking Report, decisions on the governance, management and implementation of the OQF, a Consultation Strategy, a Communications Strategy, a Training Needs Analysis and Capacity Development Plan, Advanced Preparatory Work for the Register of Qualifications, a Glossary of Terms for the OQF, the Technical Design Criteria for the OQF and a Conceptual Design Framework for the OQF.

¹⁴ Former Education Council: Decision Number 3/2/2016.

- Establishing the quality assurance requirements and the processes for Listing, Alignment, Re-Listing and Re-Alignment
- Undertaking an extensive programme of activities including:
 - Briefing Sessions to inform and update stakeholders on the OQF Development
 - Capacity Building Workshops for Listing Omani qualifications and the Alignment of Foreign and International qualifications
- Two pilots to test the Listing and Alignment processes: One in 2019 and another in 2020/2021

1.6 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 1.7)
10. Enhancing parity of esteem between the qualifications awarded in the four Educational Pathways (see section 2.2)

1.7 Scope of the OQF

All formal and licensed Omani qualifications must be placed on the NRQ through a process called 'Listing'.¹⁵ 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.¹⁶ 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`.

¹⁵ Omani qualifications that are Listed and placed on the NRQ are subject to Re-Listing on a cyclical basis.

¹⁶ Foreign and International qualifications, which are Aligned to the OQF and placed on the Alignment section of the NRQ, are subject to Re-Alignment on a cyclical basis.



PART B: THE OMAN QUALIFICATIONS FRAMEWORK

2 - 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 Education¹⁷
- 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).

¹⁷ Royal Decree No. 27/2023 issued on 4 May 2023 promulgating the Higher Education Law

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

Figure 1: OQF Structure¹⁸

¹⁸ This matrix was developed in consultation with stakeholders and represents the OQF Structure as described in section 2.

2.1 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`.

2.1.1 Access Band

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

2.1.2 Schooling Band

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

- Basic education (with two cycles):
 - First cycle of four grades (Grades 1-4)
 - Second cycle of six grades (Grades 5-10)
- Post-basic education consisting of two grades (Grades 11-12)


2.1.3 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

2.2 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.

2.2.1 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.

2.2.2 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 the knowledge within a working environment. Theoretical knowledge typically constitutes more than half of the learning that leads to the qualification.

2.2.3 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.

2.2.4 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.

2.3 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 1.6). 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 Structure¹⁹, is the recognition of learning from previous formal, non-formal and informal learning.

2.4 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'.

3. 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

¹⁹ Figure 1.

3.1 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'.²⁰ 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.

3.1.1 OQF Level Descriptors

An OQF Level is defined by the OQF Level Descriptors (see sections 3.2 and 3.3). 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
- Contribute to the development of a shared understanding of the expected outcomes at each OQF Level

²⁰ 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).

- 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.

3.1.2 Explanation of Terms in the OQF Level Descriptors

The key terms used in the OQF Level Descriptors are described in the following Tables. Table 3 explains the general terminology used within the descriptors while Tables 4, 5 and 6 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 7 to 16 cover the OQF Level Descriptors by Level and Tables 17 to 22 cover the OQF Level Descriptors by Characteristic.

Table 3: 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 ²¹
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 ²²
Autonomous	Ability to act independently rather than being directed or supervised by others

²¹ <https://en.oxforddictionaries.com/definition/abstract> (accessed on 07.10.2017).

²² 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 3: Explanation of Terms used in the OQF Level Descriptors	
Term	Explanation
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 ²³
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 ²⁴
Collaboratively	Produced by, or involving two or more parties, working together. ²⁵ Work jointly with others or together especially in an intellectual and occupational endeavour ²⁶
Complex	Consisting of many and connected parts; complicated and intricate ²⁷
Comprehensive Knowledge	Including, or dealing with, all or nearly all elements or aspects of something ²⁸
Conceptual	An abstract, or general idea, inferred or derived from specific instances ²⁹
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
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

²³ <http://www.dictionary.com/browse/broad?s=ts> (accessed on 07.10.17).

²⁴ <http://www.learningrx.com/brain-training-101/what-are-cognitive-skills/> (accessed on 07.10.2017).

²⁵ <https://en.oxforddictionaries.com/definition/collaborative> (accessed on 07.10.2017).

²⁶ <https://www.merriam-webster.com/dictionary/collaboratively> (accessed on 07.10.2017).

²⁷ <https://en.oxforddictionaries.com/definition/complex> (accessed on 07.10.2017).

²⁸ <https://en.oxforddictionaries.com/definition/comprehensive> (accessed on 07.10.2017).

²⁹ <https://www.vocabulary.com/dictionary/concept> (accessed on 07.10.2017).

Table 3: Explanation of Terms used in the OQF Level Descriptors	
Term	Explanation
	overseen and the learner needs constant attention, constructive feedback and guidance ³⁰
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 ³¹
Familiar	Often encountered or experienced
Field	A particular branch of study, or sphere of activity or interest ³²
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 ³³
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 ³⁴
Managed Learning Environment	Planned, structured and directed learning
Mastery	Authoritative knowledge or skill

³⁰ Adapted from <https://www.lawinsider.com/dictionary/under-direct-supervision> (accessed on 29.03.2022).

³¹ Adapted from <https://in.indeed.com/career-advice/career-development/entrepreneur-skills> (accessed on 29.03.2022).

³² <https://en.oxforddictionaries.com/definition/field> (accessed on 07.10.2017).

³³ Adapted from <https://www.merriam-webster.com/dictionary/autonomy> (accessed on 07.10.2017).

³⁴ <https://www.assignmentpoint.com/business/management/task-management.html> (accessed on 05.11.2019).

Table 3: 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 ³⁵
Scope	The extent of the area, or subject matter, that something deals with or to which it is relevant ³⁶
Significant	Having a particular meaning; Indicative of something. ³⁷ Substantial; far reaching; important; consequential
Simple	Easily understood or carried out; uncomplicated; not complex; and cognitively undemanding ³⁸
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 ³⁹
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

³⁵ <http://www.dictionary.com/browse/routine?s=t> (accessed on 07.10.2017).

³⁶ <https://en.oxforddictionaries.com/definition/scope> (accessed on 07.10.2017).

³⁷ <https://en.oxforddictionaries.com/definition/significant> (accessed on 07.10.2017).

³⁸ <https://en.oxforddictionaries.com/definition/simple> (accessed on 07.10.2017).

³⁹ <http://dictionary.cambridge.org/dictionary/english/supervision> (accessed on 07.10.2017).

Table 4: 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 ⁴⁰
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 5: Learning Environments	
Description	Explanation
Controlled	Most highly prescriptive
Structured	Less prescriptive; well defined
Managed	Loosely prescriptive

⁴⁰ <https://en.oxforddictionaries.com/definition/simple> (accessed on 07.10.2017).

Table 6: 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

3.2 OQF Level Descriptors (By Level)

Table 7: 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: <ul style="list-style-type: none"> • Elementary factual and technical knowledge, concepts and principles
Skills	In a subject or occupation, the learner demonstrates the ability to: <ul style="list-style-type: none"> • Carry out elementary activities in personal, community and/or learning contexts
Communication, Numeracy, Information Communication Technology Skills	The learner demonstrates the ability to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Undertake structured learning with strong support

Table 8: 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: <ul style="list-style-type: none"> • Simple factual and technical knowledge, concepts and principles
Skills	In a subject or occupation, the learner demonstrates the ability to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Undertake learning with support and/or under direct supervision

Table 9: OQF Level 3

Table 9: 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: <ul style="list-style-type: none"> • Basic knowledge, mainly factual and technical, with some theoretical and procedural knowledge
Skills	In a subject or occupation, the learner demonstrates the ability to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Undertake learning processes in a managed, supervised environment

	<ul style="list-style-type: none"> Recognise the need for self-development in the acquisition of knowledge and skills
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Table 10: 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	<p>In a subject or occupation, the learner demonstrates and/or works with:</p> <ul style="list-style-type: none"> General factual, conceptual and technical knowledge, with some theoretical and abstract elements
Skills	<p>In a subject or occupation, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Identify learning pathways for selected study or occupation • With minimum supervision, take responsibility for their own learning
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Table 11: OQF Level 5	
General Overview	<p>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.</p>
Characteristics	Indicators
Knowledge	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> • 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	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Perform individually and collaboratively in teams, with some responsibility for task management

Table 11: OQF Level 5

	<ul style="list-style-type: none">• 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• Learn independently

Table 12: OQF Level 6

<p>General Overview</p>	<p>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</p>
<p>Characteristics</p>	<p>Indicators</p>
<p>Knowledge</p>	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> ● 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
<p>Skills</p>	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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
<p>Communication, Numeracy, Information Communication Technology Skills</p>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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
<p>Autonomy and Responsibility</p>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● Undertake and manage tasks independently

Table 12: OQF Level 6

	<ul style="list-style-type: none"> ● 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● Identify and initiate responses to their own learning needs

Table 13: OQF Level 7

<p>General Overview</p>	<p>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.</p>
<p>Characteristics</p>	<p>Indicators</p>
<p>Knowledge</p>	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> • 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
<p>Skills</p>	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • 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
<p>Communication, Numeracy, Information Communication Technology Skills</p>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • 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

Table 13: OQF Level 7

Autonomy and Responsibility	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• Use own initiative to undertake further learning to develop their skills

Table 14: 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	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> ● 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	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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

Table 14: OQF Level 8

Autonomy and Responsibility	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• Manage learning tasks independently, with an awareness of how new knowledge is developed and applied

Table 15: OQF Level 9

<p>General Overview</p>	<p>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.</p>
<p>Characteristics</p>	<p>Indicators</p>
<p>Knowledge</p>	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> ● 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
<p>Skills</p>	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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
<p>Communication, Numeracy, Information</p>	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● Select and use the most appropriate communication method from a variety of media ● Use communication skills to appropriately report on complex issues and situations

Table 15: OQF Level 9

Communication Technology Skills	<ul style="list-style-type: none"> ● Use numeracy calculations in creative ways to solve problems ● Incorporate media into information communication technology, as appropriate
Autonomy and Responsibility	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● Manage time appropriately and efficiently to show dedication in their field ● Strategically evaluate the operational effectiveness of others
Learning to Learn	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● Accept responsibility for their own learning and professional development

Table 16: OQF Level 10

Table 16: 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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 16: OQF Level 10

Autonomy and Responsibility	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">● 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none">● 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 values to others
Learning to Learn	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">● Contribute to the advancement of the state of learning and/or scholarship in a field

3.3 OQF Level Descriptors (By Characteristic)

Table 17: Knowledge	
1	In a subject or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> • Elementary factual and technical knowledge, concepts and principles
2	In a subject or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> • Simple factual and technical knowledge, concepts and principles
3	In a subject or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • General factual, conceptual and technical knowledge, with some theoretical and abstract elements
5	In a subject, discipline, occupation or profession, the learner: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Demonstrates and/or works with advanced specialised knowledge

Table 17: Knowledge

	<ul style="list-style-type: none"> ● 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
<p>9</p>	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> ● 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
<p>10</p>	<p>In a subject, discipline, occupation or profession, the learner:</p> <ul style="list-style-type: none"> ● 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 18: Skills

1	In a subject or occupation, the learner demonstrates the ability to: <ul style="list-style-type: none"> • Carry out elementary activities in personal, community and/or learning contexts
2	In a subject or occupation, the learner demonstrates the ability to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

Table 18: Skills

	<ul style="list-style-type: none">• Show commitment to the development of new ideas and/or processes in the occupation, study context or research
9	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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	<p>In a subject, discipline, occupation or profession, the learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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 19: Communication, Numeracy and Information Communication Technology Skills

1	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• Use simple communication skills• Use elementary, limited numeracy skills• Use elementary information communication technology applications with assistance
2	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• Use basic communication skills• Use simple, limited numeracy skills• Use a limited range of simple information communication technology applications
3	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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

Table 19: Communication, Numeracy and Information Communication Technology Skills

8	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">● 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">● 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">● 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 20: Autonomy and Responsibility

1	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Under direct supervision, work individually, or with others • Under direct supervision, undertake structured defined tasks, in controlled environments
2	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Under close supervision, work individually, or as part of a team • Under close supervision, perform routine, structured work
3	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • With some autonomy and/or limited supervision, work individually, or as part of a team • Assume accountability for the completion of defined tasks
5	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Undertake advanced autonomous occupational or professional activities and/or adopt leadership roles

Table 20: Autonomy and Responsibility

	<ul style="list-style-type: none">• 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none">• 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 21: Employability and Values

1	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● Manage personal, occupational and study time for simple, routine activities ● Apply an elementary understanding of appropriate values and ethics
2	<p>The learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> ● 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

Table 21: Employability and Values

	<ul style="list-style-type: none"> • Use advanced entrepreneurial and/or creative skills
8	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • 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	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • Manage time appropriately and efficiently to show dedication in their field • Strategically evaluate the operational effectiveness of others
10	<p>In employment and/or study, the learner demonstrates the ability to:</p> <ul style="list-style-type: none"> • 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 values to others

Table 22: Learning to Learn	
1	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Undertake structured learning with strong support
2	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Undertake learning with support and/or under direct supervision
3	The learner demonstrates the ability to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Identify learning pathways for selected study or occupation • With minimum supervision, take responsibility for their own learning
5	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Learn independently
6	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Identify and initiate responses to their own learning needs
7	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Use own initiative to undertake further learning to develop their skills
8	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Manage learning tasks independently, with an awareness of how new knowledge is developed and applied
9	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Accept responsibility for their own learning and professional development
10	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Contribute to the advancement of the state of learning and/or scholarship in a field

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'.

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

4. Listing, Alignment and Quality Assurance

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

4.1 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 ⁴¹
- 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

⁴¹ OAAAQA (2023), OQF Document: Appendix C4: OAAAQA Policy for the Quality Assurance of the OQF.

- 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)

4.1.1 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

4.2 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

4.2.1 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

4.3 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)

4.3.1 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.

4.3.2 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 this OQF Manual and in the OAAAQA Policies for Listing Qualifications on the OQF and the Alignment of Foreign and International Qualifications to the OQF.⁴²

4.3.3 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:⁴³

- 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 OQF Listing or Alignment Panel 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

⁴² OAAAQA (2023), OQF Document.

⁴³ For ease, where it states OQF Level and OQF Credit Value, this includes the OQF Level of Alignment and the comparable OQF Credit Value, where the context is general and addresses OQF Listing and Alignment processes.

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

Section 5 provides a detailed explanation of each of these stages.

5. Listing and Alignment Process

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 informs the DGNQF of the intention to make a Listing or Alignment Application and provides the following details:

- The name of the Awarding Body
- The qualification type and title
- The specialisation(s) that are delivered in the qualification
- The possible exit points for the qualification
- An indication of when the application will be submitted to the DGNQF


On receipt of this information, the DGNQF:

- Provides the Awarding Body with the registration/log-in details for the NRQ
- Makes arrangements for the form of the OQF Listing or Alignment Panel, as required

5.1 Stage 1: Proposal

5.1.1 Listing or Alignment Committee Formation

To evaluate the qualification and prepare the application, the Awarding Body forms a small Listing or Alignment Committee comprising subject and quality assurance experts familiar with the OQF. Ideally, this should be no more than five suitably competent individuals, facilitated by a Committee Chair. For objectivity, it is advised that the membership includes those who were not directly



involved in designing the qualification. Each Listing or Alignment Committee member must become familiar with the qualification submitted for Listing or Alignment.

More than one Listing or Alignment Committee can be formed, depending on the size of the qualification, available resources and/or the specialisations within the qualification. The number of Listing or Alignment Committees is a matter for the Awarding Body but for coherence, one Committee Chair facilitates and coordinates the Listing or Alignment activity across all Listing or Alignment Committees. The Listing or Alignment Committee is responsible for:

- Ensuring the quality assurance measures for the qualification comply with the OAAAQA Policy for the Quality Assurance of the OQF
- Evaluating the qualification to ensure it meets the Listing or Alignment Criteria (see sections 4.1.1 and 4.2.1)
- Proposing 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
- Ensuring 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)
- Providing 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 ⁴⁴
- Completing the online Listing or Alignment Application Form and checking that it has:
 - Appropriate and relevant supporting materials
 - Details of the contact person within the Awarding Body with responsibility for communication on all issues related to the Listing or Alignment application
 - The signature of the authorised representative from the Awarding Body with authority to submit Listing or Alignment applications
- Submitting the Listing or Alignment Application Form and relevant supporting materials electronically to the DGNQF

⁴⁴ 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.

5.1.2 Royal Decree/Institutional and Programme Licenses

Listing Application

A Listing application must include:

- A copy of the Royal Decree or institutional license for the education or training providers delivering, or planning to deliver, the qualification
- A copy of the programme license for the delivery of the qualification in the education or training providers, as required by Omani licensing regulations

Alignment Application

An Alignment application must include:

- A copy of the Royal Decree or institutional license for each education or training provider delivering, or planning to deliver, the qualification in Oman
- A copy of the programme license for the delivery of the qualification in the education or training providers in Oman, as required by Omani licensing regulations

5.1.3 Educational Pathway

The Listing or Alignment Committee selects the most appropriate Educational Pathway for the qualification. As some qualifications may belong to more than one Educational Pathway, other Pathways can be added as relevant (see Table 23).

Table 23: Educational Pathway	
Educational Pathway	Choose the most appropriate for the qualification
Other Relevant Educational Pathways	Choose one, or more, as relevant to the qualification. If no other Educational Pathway is relevant, put N/A

5.1.4 Quality Assurance Measures for the Qualification

All applications must include supporting materials to provide evidence that the qualification meets the quality assurance measures required by the OQF.⁴⁵ The supporting materials must be relevant and clearly cross-referenced to the section of the Listing or Alignment Application Form being addressed. Where the evidence forms part of a larger document, the page number or section number where the information is located must be given. The Listing or Alignment application may

⁴⁵ OAAAQA (2023), OQF Document: Appendix C4: OAAAQA Policy for the Quality Assurance of the OQF.

be returned to the Awarding Body if the material is not accessible. Examples of the type of supporting materials are given in Table 24.

Table 24: Quality Assurance of the Qualification	
1.	Overview of the Qualification, including its Rationale and Target Group
a	Provide the aims of the qualification and details of the way these link to the Awarding Body's strategic and operational plans
b	Provide the target group(s) for the qualification
c	Provide details of market research undertaken and/or the rationale for the development ⁴⁶ of the qualification with an explanation of the purpose(s) it fulfils, including the way it meets the National Occupational Standards (NOS) (if applicable), Professional Body requirements (if applicable), local and/or national needs
Guidance	
A detailed overview of the qualification submitted for Listing or Alignment must be provided, including information on the rationale for the qualification and details of any market research conducted. Where appropriate, provide details of the links with the NOS and/or Professional Body requirements. Applications for Alignment must relate to Oman, including an explanation on the way the qualification meets the national and local needs of Oman.	
2.	Entry Requirements
a	Provide details of the minimum entry requirements
b	Provide details of opportunities for the Recognition of Prior Learning (RPL). If not applicable, state 'None'
Guidance	
Provide details of the entry requirements and any opportunities for the RPL and/or CAT. Relevant documentation may include policies and procedures with information describing how these are, or will be, carried out with regard to the submitted qualification for Listing or Alignment.	
3.	Qualification Design
a	Provide details of the Qualification Design Team (QDT) and their relevant expertise

⁴⁶ For Alignment, the rationale for the delivery of the qualification is required.

Table 24: Quality Assurance of the Qualification	
b	Provide details of the subject, national and/or international benchmarks used in the development of the qualification
c	Provide evidence of relevant external input at the development stage or at the review of the qualification ⁴⁷
d	Provide the qualification structure, with details of the number of modules comprising the qualification, including the elective/optional modules and their position within the programme
e	Provide details of the way in which the modules' Learning Outcomes map to the Programme Learning Outcomes (PLO)
f	Provide copies of the following: <ul style="list-style-type: none"> ● Programme specification ● Module specifications ● Qualification delivery plan
Guidance	
Provide details of the personnel that developed the programme and their expertise. Include details of the benchmarks used in its development along with any external involvement, either in the design of the programme or at subsequent reviews. The number of modules comprising the qualification must be clearly stated. A copy of the programme specification, module specifications and qualification delivery plan or other relevant documentation must be provided. Detail how the modules meet the aims of the qualification and how they map to the PLOs e.g., include a matrix showing how each module contributes to the assessment of the PLOs.	
4.	Affiliations and/or External Quality Assurance/ Accreditation
a	Provide details of affiliation agreements for the qualification and the role of all parties involved ⁴⁸ . If there is no Affiliation Agreement, state `None`

⁴⁷ E.g., employers, professional bodies and/or others as appropriate.

⁴⁸ 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.

Table 24: Quality Assurance of the Qualification

b	Provide 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. If not available, state `None`
Guidance	
Provide details of any affiliation arrangements in place and any external accreditation bodies.	
5.	Assessment Arrangements
a	Provide details of the way assessment is quality assured, including details of internal and external moderation and/or verification of assessment results
b	Provide details of the way in which feedback is given to learners
c	Provide details of the way assessment is protected from plagiarism or any other forms of cheating or misconduct
Guidance	
Provide details of the way in which the assessment is quality assured. In the case of an existing qualification, where the learners have already been assessed, include samples of the latest assessments as supporting materials. Include policies and procedures for the security of assessment, for cheating, plagiarism and misconduct. Describe how these are carried out in respect of the qualification submitted for Listing or Alignment. Provide details of the arrangements that are in place to provide learner feedback, and for the internal and external moderation of assessment and approval of results together with policies, procedures and other relevant documents as supporting materials.	
6.	Teaching and Learning Strategy
a	Provide details of the teaching and learning methods for the qualification, suitable to achieve the specified Learning Outcomes
b	Provide details of the teaching and learning resources, available for the qualification
Guidance	
Provide details of the teaching and learning for the qualification and the available resources such as details of library, IT facilities and support together with policies, procedures and other relevant documents as supporting materials with information on how these are carried out in regard to the submitted qualification for Listing or Alignment.	

7.	Learner Support
a	Provide details of the support available for learners enrolled on the qualification
Guidance	
Provide details of the academic, career and pastoral support available for learners enrolled on the qualification together with relevant institutional policies and procedures as supporting materials with an explanation of how they relate to the submitted qualification for Listing or Alignment.	
8.	Progression Routes
a	Provide details of opportunities for progression from one OQF Level to another and from one Educational Pathway to another. If none, state 'None'
Guidance	
Provide details of available progression routes from this qualification, from one OQF Level to another, or from one Educational Pathway to another. Include policies, procedures and other relevant documents as supporting materials and where available examples of learners' progression from the submitted qualification for Listing or Alignment.	
9.	Management and Administration Arrangements for the Qualification
a	Provide the staff plan for the delivery, management and administration of the qualification, which includes the number of academic and support staff, their qualifications and experience
b	Provide details of the roles and responsibilities of identified personnel and relevant committees for the management and administration of the qualification
c	Provide evidence that there are institutional arrangements for the withdrawal of qualifications to provide security for the learners enrolled on the qualification
Guidance	
Provide details of the management and administration structure for the submitted qualification for Listing or Alignment. Include an organisational chart along with details of the roles and responsibilities of those involved. Include institutional policies and procedures for the withdrawal of qualifications along with information on how these relate to the qualification submitted for Listing or Alignment.	

10.	Recording Learner Achievement and Certification
a	Provide details of the way in which learner achievement of the modules leading to the qualification are recorded
b	Provide details of the arrangements in place to ensure certification is secure and protected against fraud
Guidance	
Provide details of how learner achievement is recorded. Where available, include sample transcripts. Describe the arrangements to ensure certification is protected against fraud and the way in which security of learner records is maintained include sample certificates as supporting materials, where available.	
11.	Internal Monitoring and Review
a	Provide the name of the internal committee/department/faculty identified for the internal monitoring and review of the qualification
b	Provide details of 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
c	Provide details of the arrangements in place for the annual and periodic review ⁴⁹ of the qualification
d	Provide details of the way proposals for change(s) are made and approved
e	Provide details of the process for notifying the DGNQF of any change(s) to the qualification, which may affect the OQF Level and/or OQF Credit Value of the qualification
Guidance	
Provide details of the internal monitoring and review of the qualification. Include an organisational chart of the committees and individuals involved. Supply policies and procedures for the annual and periodic review of qualifications and how these relate to the submitted qualification for Listing or Alignment, including the way in which the qualification is kept up to date. Include information on the process that is, or will be, adopted to inform the DGNQF of any significant change to the qualification that may affect its OQF Level and/or OQF Credit Value.	

⁴⁹ Normally every 4 or 5 years. For programmes based on NOS, the periodic review follows the NOS Cycle.

5.1.5 Institutional Quality Assurance for Alignment Applications

Alignment applications are considered from accredited Foreign or International Awarding Bodies. An Alignment application must include the most recent external quality assurance /accreditation report along with relevant supporting materials regarding the institutional quality assurance. See Table 25 for examples of the type of supporting materials that may be submitted.

Table 25: Institutional Quality Assurance for a Foreign or International Awarding Body	
a	Governance and Management Arrangements of the Foreign or International Awarding Body
	Provide details of the governance and management of the Foreign or International Awarding Body, 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
	Provide evidence of sufficient resources to operate in Oman, such as the most recent Annual Report, which includes the latest financial audit and detail the way in which relevant Omani Regulations are met
c	Strategic and Operational Plans of the Foreign or International Awarding Body
	Provide the strategic and operational plans in effect on the date of the Alignment application
d	Development, Approval, Delivery, Assessment and Review of Qualifications
	Provide relevant policies for the development, approval, delivery, assessment and review of qualifications together with information and evidence on how these are implemented
e	Consistency of Delivery and Assessment of the Qualification in Oman and Internationally
	Provide relevant policies 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
Provide relevant policies, 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
Provide details and, where applicable, relevant policies 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
Provide relevant policies together with information and evidence on how complaints and appeals are handled efficiently and transparently	
i	Continuous Improvement
Provide relevant policies 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	

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.⁵⁰

5.1.6 Communication Arrangements for Alignment Applications


Alignment applications must include 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. Supporting materials must be provided, for example, the Communication Strategy⁵¹ and/or other relevant documentation.

5.1.7 Programme Structure for Listing and Alignment Applications

The programme structure must be given, detailing all the modules that comprise the qualification making it clear which modules are mandatory (core) and which modules are electives (optional).

⁵⁰ OAAAQA (2023), OQF Document, Appendix C3: OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF.

⁵¹ Strategies, if more than one Education or Training Provider.



The module specifications, for all the modules that comprise the qualification (including the elective modules), must be submitted with the Listing or Alignment Application Form.

An Awarding Body may include the same module(s) in more than one programme leading to different qualifications. The DGNQF must be given the details of modules within already Listed or Aligned qualification(s) that contribute to the composition of the qualification submitted for Listing or Alignment.⁵²

Although there is no set format for module specifications, the information must be clear. The title, aims, objectives, summary and/or description of each module must reflect its content and provide details such as its purpose and the knowledge and skills that learners are expected to achieve.

There is no rule on how many Learning Outcomes may make up the module, but the number must be manageable. The Learning Outcomes must:

- Relate to the module title and content
- Be clear and assessable
- Be specific

See section 9 for further information on Learning Outcomes.

The Listing or Alignment Committee checks each module to ensure there is summative assessment for every Learning Outcome and that every assessment has a Learning Outcome. The assessment must be valid, measuring what it claims to measure. Assessment can be integrated to cover two or more of the Learning Outcomes.

All assessment must have clear Assessment Criteria as these are the reference points that learners are assessed against thereby clarifying what learners need to do to achieve the module.

Collectively, the module assessments must cover the entire PLOs. The Listing or Alignment Committee must show how the assessment of the Learning Outcomes in each module contributes to meeting the PLOs. A matrix showing which modules assess each of the PLOs is very useful to demonstrate this.

See section 10 for further information on Assessment.

⁵² Note: on occasion, an Awarding Body may use different code numbers for the same module. This is not advisable; however, and where this is the case, the DGNQF must be provided with all the code numbers used for the module.

5.1.8 Proposed QQF Level: Modules

The Listing or Alignment Committee evaluates each module against the QQF Level Descriptors to determine the QQF Level of each of the QQF characteristics, based on the module Learning Outcomes, and ultimately the QQF Level of the module, giving brief rationales/reasons why the QQF Level for the particular characteristic is selected. The rationales describe how the Learning Outcomes of the module reflect the statements in the QQF Level Descriptors at the proposed QQF Level.

The rationales are a very important part of the Listing or Alignment application as they assist the QQF Listing or Alignment Panel in making a judgement on whether the module reflects the proposal. It is therefore not acceptable to cut and paste the statements in the QQF Level Descriptors.

The rationales must:

- Provide a clear explanation of the reasons for the proposed QQF Level of each characteristic
- Be concise
- Be relevant to the module
- Be brief

It is good practice to include an explanation of why the proposed QQF Level for the module does not meet the QQF Levels above or below.

5.1.9 Proposed QQF Credit Value: Modules

The QQF Credit Value is calculated from the number of notional learning hours needed by a `typical learner` to achieve the Learning Outcomes. For each module, the Listing or Alignment Committee determines the number of notional learning hours required for the learning activities including self-study and assessment.

To ascertain the number of QQF Credit Points, divide the total notional learning hours by **10**. The number of QQF Credit Hours is calculated on the basis that one credit hour represents **3** hours of learner activity per week for one semester (minimum **14** weeks).

The comparable QQF Credit Value for a Foreign or International qualification can be calculated using the notional learning hours. Alternatively, where another credit system is used 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), the Foreign or International Awarding Body may explain how the credit system used relates to either QQF Credit Points or QQF Credit Hours.

5.1.10 Proposed OQF Level and OQF Credit Value: Entire Qualification

Having completed the OQF Level and OQF Credit Value for all the modules, it is then possible to determine the OQF Level and OQF Credit Value of the entire qualification and to check that mainstream Omani qualifications meet the requirements of the particular qualification type, as given in the Qualification Arrangements (see section 7).

5.1.11 Listing or Alignment Application Form

The Listing or Alignment Committee completes the online Listing or Alignment Application Form, available on the NRQ.

Awarding Bodies receive the registration/log-in details for the NRQ from the DGNQF (see section 5). The NRQ has two application sections, one for Listing Omani qualifications and the other for the Alignment of Foreign and International qualifications. To begin the application process, the user selects `Add New Application` indicating whether the application is for Listing or Alignment. If required, the Application Form can be downloaded at any point during its completion by clicking on the Download button.

The preferred language, Arabic or English, must be used for the whole application, as there is no facility to change the language in the middle of the application process.

When complete, the Listing or Alignment Application Form is submitted to the DGNQF with the fee for Listing or Alignment. The fees are in accordance with the relevant OAAAQA Policy relating to fees for OQF activities and appeals⁵³, approved by the Ministry of Finance. Information on the fees for Listing and Alignment will be available at a later stage on the OAAAQA website <https://www.oaaaqa.gov.om>.

The online application system only permits the submission of completed applications. Applications must be submitted to the DGNQF within a year from the beginning of the completion of the Listing or Alignment Application Form accessed on the NRQ. If more time is required, the Awarding Body must contact the DGNQF. Incomplete applications are removed from the system.

Detailed information on the NRQ and the registration and application processes are contained in the `NRQ Portal User Manual`.

⁵³ To be developed.



The Listing or Alignment application must include the following:

- Information and relevant supporting materials on the quality assurance measures for the qualification as set out in the OAAAQA Policy for the Quality Assurance of the OQF
- A proposal for the OQF Level (OQF Level of Alignment) of each module that comprises the qualification with brief rationales for the proposed OQF Level of each characteristic
- A proposal for the OQF Credit Value or the comparable OQF Credit Value of each module, based on the notional learning hours, or the credit system used
- A proposal for the OQF Level (OQF Level of Alignment) and OQF Credit Value (comparable OQF Credit Value) of the entire qualification, including the qualification type for an Omani qualification

An Alignment application must also include:

- The Foreign or International Awarding Body's most recent quality assurance/accreditation report from a recognised external quality assurance agency
- Information on the institutional quality assurance measures of the Foreign or International Awarding Body as set out in the OAAAQA Policies for the Quality Assurance of the OQF and the Alignment of Foreign and International Qualifications to the OQF
- Details of the education and/or training providers delivering or planning to deliver the Foreign or International qualification
- The communication arrangements with the education and/or training providers delivering the qualification in Oman

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 or comparable OQF Credit Value, as applicable.

Before being submitted to the DGNQF, the completed Listing or Alignment application must be checked by the Awarding Body to ensure:

- All the supporting materials mentioned in the Application Form are attached
- Information is consistent in the Application Form and the Listing or Alignment templates

5.2 Stage 2: Recommendation

The OQF Listing or Alignment Panel independently evaluates 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 is responsible for:

- Ensuring the quality assurance measures for the qualification comply with the OAAAQA Policy for the Quality Assurance of the OQF
- Ensuring 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 ⁵⁴
- Ensuring the Listing or Alignment Criteria are met
- Checking that the proposal from the Awarding Body for the OQF Level and OQF Credit Value of the qualification is justified
- Providing 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
- Completing 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
- Forwarding the completed initial Listing or Alignment Evaluation Report to the OQFRD within the agreed timescale
- Attending OQF Listing or Alignment Panel meetings and meetings with the Awarding Body, as required
- Working in conjunction with the OQFRD to complete the First and Second Drafts of the Listing or Alignment Evaluation Report to reach a Final Report

5.2.1 Quality Assurance for Listing and Alignment

During the transition period for the implementation of the OQF⁵⁵, it is expected that Listing and Alignment applications will be made for current qualifications developed several years ago. As a result, some information and supporting material, which would normally provide evidence against a

⁵⁴ See Appendix C3: OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF.

⁵⁵ The transition period starts from the date of the OQF implementation and lasts for a period of five years, by which time all qualifications must be either Listed on, or Aligned to, the OQF.

particular quality assurance measure, may not be available. For example, information on the Qualification Design Team (QDT) or the market research and/or rationale for the qualification may no longer exist. To enable existing qualifications to be placed on the NRQ as smoothly as possible, some minor allowances for the outcomes of the quality assurance measures are made. To assist consistency, Table 26 provides guidance for determining the Listing or Alignment outcome of the quality assurance measures in place for the qualification.

Table 26: Guidance on Listing and Alignment Evaluation: Quality Assurance Measures		
1.	Overview of the Qualification	Guidance
a	Provide the aims of the qualification and details of the way these link to the Awarding Body's strategic and operational plans	These must be provided. If not, the details and supporting materials are requested. The Listing or Alignment outcome is with Condition until provided.
b	Provide the target group(s) for the qualification	
c	Provide details of market research undertaken and/or the rationale for the development ⁵⁶ 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	<p>Qualifications developed several years ago may not have records of the market research undertaken at the time. However, maintaining the relevance of the programme leading to the qualification is important.</p> <p>For existing qualifications: not having the market research does not affect the Listing or Alignment outcome. The recommendation is that research must be carried out on the rationale for continuing with the qualification. The research must be provided at the Re-Listing or Re-Alignment Review.</p> <p>For new qualifications: the reasons for the development of the qualification must be provided. The Awarding Body</p>

⁵⁶ For Alignment, the rationale for the delivery of the qualification is required.

Table 26: Guidance on Listing and Alignment Evaluation: Quality Assurance Measures		
		should have carried out a study, (such as a feasibility study) before the development. If not, the details and supporting materials are requested and must be provided. The Listing or Alignment outcome is with Condition until provided.
2.	Entry Requirements	Guidance
a	Provide details of the minimum entry requirements	The Awarding Body must know the minimum entry requirements and it must be provided. If not, the details and supporting materials are requested and must be provided. The Listing or Alignment outcome is with Condition until provided.
b	Provide details of opportunities for the RPL. If not applicable, state 'None'	Having no opportunity for RPL does not affect the Listing or Alignment outcome. Where appropriate, the Awarding Body is requested to consider such opportunities and provide a summary of the outcomes of their deliberations at the next Re-Listing or Re-Alignment Review.
3.	Qualification Design	Guidance
a	Provide details of the QDT and their relevant expertise	For existing qualifications : these details may not be available. Not providing the QDT does not affect the Listing or Alignment outcome. For new qualifications : these details will be available and must be provided. If

Table 26: Guidance on Listing and Alignment Evaluation: Quality Assurance Measures		
		not, the details and supporting materials are requested and must be provided. The Listing or Alignment outcome is with Condition until provided.
b	Provide details of the subject, national and/or international benchmarks used in the development of the qualification	<p>For existing qualifications: provide details of all benchmarks used in the development of the qualification. If the qualification was developed several years ago, these details may not be available. If benchmarks were not used in the development of the qualification, it does not affect the Listing or Alignment outcome; however, the recommendation is that a benchmarking exercise is carried out, using appropriate benchmarks including NOS to make appropriate amendments to the qualification based on the outcome of this exercise and these details are provided at the Re-Listing or Re-Alignment Review of the qualification.</p> <p>For new qualifications: these details should be available and must be provided. If not, the details and supporting materials are requested and must be provided. The Listing or Alignment outcome is with Condition until provided.</p>

Table 26: Guidance on Listing and Alignment Evaluation: Quality Assurance Measures

c	Provide evidence of relevant external input at the development stage or at the review of the qualification ⁵⁷	<p>For existing qualifications: these details may not be available. Not providing the external input does not affect the Listing or Alignment outcome. The recommendation is that evidence of external input must be provided at the next Re-Listing or Re-Alignment Review.</p> <p>For new qualifications: evidence of external input should be available and must be provided. If not, the details and supporting materials are requested and must be provided. The Listing or Alignment Outcome is with Condition until provided.</p>
d	Provide the qualification structure, with details of the number of modules comprising the qualification, including the elective/optional modules and their position within the programme	Evaluation to determine the OQF Level and OQF Credit Value cannot progress without all the modules being provided, including the elective modules available for this qualification.
e	Provide details of the way in which the modules' Learning Outcomes map to the PLOs	Evaluation to determine the OQF Level and OQF Credit Value cannot progress without a description on the way in which the modules map to the PLOs.
f	<p>Provide copies of the following:</p> <ul style="list-style-type: none"> ● Programme specification ● Module specifications ● Qualification delivery plan 	Evaluation to determine the OQF Level and OQF Credit Value cannot progress without these documents.

⁵⁷ E.g., employers, professional bodies and/or others as appropriate.

Table 26: Guidance on Listing and Alignment Evaluation: Quality Assurance Measures		
4.	Affiliations and/or External Quality Assurance/ Accreditation	Guidance
a	Provide details of affiliation agreements for the qualification and the role of all parties involved ⁵⁸ . If there is no Affiliation Agreement, state `None`	If these details are in place, they must be provided. If not, the details and supporting materials are requested and must be provided. The Listing or Alignment Outcome is with Condition until provided. If not in place, there is no effect on the Listing or Alignment outcome.
b	Provide 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. If not available, state `None`	Provide the most recent external quality assurance/accreditation report. If the programme leading to the qualification has gone through the programme accreditation process, the resulting report must be provided.
5.	Assessment Arrangements	Guidance
a	Provide details of the way assessment is quality assured, including details of internal and external moderation and/or verification of assessment results	This must be provided. If not, the details and supporting materials are requested and must be provided. The Listing or Alignment outcome is with Condition until provided.
b	Provide details of the way in which feedback is given to learners	
c	Provide details of the way assessment is protected from plagiarism or any other forms of cheating or misconduct	
6.	Teaching and Learning Strategy	Guidance

⁵⁸ 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.

Table 26: Guidance on Listing and Alignment Evaluation: Quality Assurance Measures		
a	Provide details of the teaching and learning methods for the qualification, suitable to achieve the specified Learning Outcomes	These details must be provided. If not, the details and supporting materials are requested and must be provided. The Listing or Alignment outcome is with Condition until provided.
b	Provide details of the teaching and learning resources, available for the qualification	
7.	Learner Support	Guidance
a	Provide details of the support available for learners enrolled on the qualification	These details must be provided. If not, the details and supporting materials are requested and must be provided. The Listing or Alignment outcome is with Condition until provided.
8.	Progression Routes	Guidance
a	Provide details of opportunities for progression from one OQF Level to another and from one Educational Pathway to another. If none, state 'None'	<p>If there are no progression routes, the Awarding Body should write None. There is no effect on the Listing or Alignment Outcome.</p> <p>If there are progression routes, these details should be given. If not, the details and supporting materials are requested and must be provided The Listing or Alignment outcome is with Condition until provided.</p>
9.	Management and Administration Arrangements for the Qualification	Guidance
a	Provide the staff plan for the delivery, management and administration of the qualification, which includes the number of academic and support staff, their qualifications and experience	These details must be provided. If not, the details and supporting materials are requested and must be provided. The Listing or Alignment outcome is with Condition until provided.

Table 26: Guidance on Listing and Alignment Evaluation: Quality Assurance Measures		
b	Provide details of the roles and responsibilities of identified personnel and relevant committees for the management and administration of the qualification	
c	Provide evidence that there are institutional arrangements for the withdrawal of qualifications to provide security for the learners enrolled on the qualification	<p>For existing qualifications: this evidence may not be available. Not providing it does not affect the Listing or Alignment outcome but in the recommendations, the Awarding Body should be asked to consider and provide details at the next Re-Listing or Re-Alignment Review on how security for learners is accomplished if the qualification cannot continue.</p> <p>For new qualifications: details must be provided on the arrangements for the withdrawal of the qualification and how the security of learners is accomplished. The Listing or Alignment outcome is with Condition until provided.</p>
10.	Recording Learner Achievement and Certification	Guidance
a	Provide details of the way in which learner achievement of the modules leading to the qualification are recorded	These details must be provided. If not, the details and supporting materials are requested and must be provided. The Listing or Alignment outcome is with Condition until provided.
b	Provide details of the arrangements in place to ensure certification is secure and protected against fraud	
11.	Internal Monitoring and Review	Guidance

Table 26: Guidance on Listing and Alignment Evaluation: Quality Assurance Measures		
a	Provide the name of the internal committee/department/faculty identified for the internal monitoring and review of the qualification	These details must be provided. If not, the details and supporting materials are requested and must be provided. The Listing or Alignment outcome is with Condition until provided.
b	Provide details of 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 requirements (if applicable) and the labour market requirements	
c	Provide details of the arrangements in place for the annual and periodic review ⁵⁹ of the qualification	
d	Provide details of the way proposals for change(s) are made and approved	
e	Provide details of the process for notifying the DGNQF of any change(s) to the qualification, which may affect the OQF Level and/or OQF Credit Value of the qualification	

5.2.2 Institutional Quality Assurance for Alignment

In addition to the qualification quality assurance, described in section 5.2.1, the OQF Alignment Panel reviews the:

- External quality assurance/accreditation report to check the status of the Foreign or International Awarding Body
- Supporting materials submitted to evidence the institutional quality assurance to check that the quality assurance measures are in place and are consistent with the OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF
- The institutional and programme licenses for the education and/or training providers delivering the qualification, where required by Omani licensing regulations

⁵⁹ Normally every 4 or 5 years. For programmes based on NOS, the periodic review follows the NOS Cycle.

- Arrangements in place for communication between the Foreign or International Awarding Body and the education or training providers delivering the qualification in Oman

5.2.3 The Listing or Alignment Evaluation

Each OQFER individually evaluates the modules comprising the qualification with regard to the:

- Module Title
- Module Summary/Aims/Objectives
- Learning Outcomes
- Assessment Criteria
- Assessment Method
- Pass Mark
- Proposed OQF Level
- Proposed OQF Credit Value

The OQF Listing or Alignment Panel must inform the OQFRD as soon as possible where further information is required and/or there are concerns regarding the application.

5.2.3.1 Module Title, Module Summary/Aims and Objectives

As an Awarding Body may have modules with similar titles and/or similar code numbers, the Listing or Alignment template⁶⁰ and each module specifications⁶¹ is checked to ensure the module title and code number are the same in both documents and the evaluation is being carried out on the correct module.

A review of the module title, summary and aims/objectives is undertaken to ensure they reflect the module content. The module summary and the aims/objectives must be clear and easy to understand.

5.2.3.2 Learning Outcomes

The Learning Outcomes, in the Listing or Alignment template and the module specifications, are checked to ensure they are the same in both documents. The Learning Outcomes must be clear and relevant to the content. There is no rule on the number of Learning Outcomes that a module should have, but it should be manageable (see section 9: Learning Outcomes).

⁶⁰ Part of the Listing or Alignment Application Form.

⁶¹ Documentation which provides a comprehensive description of a module.

5.2.3.3 Assessment Criteria and Assessment Method

The Assessment Criteria are reviewed to ensure they are clear, valid, and aligned to the Learning Outcomes. Assessment Criteria must clearly and concisely set out what learners need to do to achieve the Learning Outcomes and should reflect the language used in the Learning Outcome(s). The assessment methods must align to the Assessment Criteria, e.g., if the Assessment Criterion is practical, the assessment method must also be practical (see section 10: Assessment).

5.2.3.4 Pass Mark

To achieve the module and be awarded the allocated OQF Credit Value, learners must achieve the minimum threshold (mark or percentage) given in the module specifications. The pass mark is a matter for the Awarding Body, but it must be included in the Listing or Alignment template.

5.2.3.5 Proposed OQF Level: Module

The reasons for the proposed OQF Level of each characteristic and for the module must be provided in the rationale. The OQF Listing or Alignment Panel members consider the module specifications, Learning Outcomes, Assessment Criteria, assessment methods and rationale and compare these against the OQF Level Descriptors to determine whether they reflect the Awarding Body's proposal for the OQF Level. The statements above and below the proposed OQF Level are also checked to determine whether the proposal is the `best-fit`.

5.2.3.6 Proposed OQF Credit Value: Module

The proposed OQF Credit Value is checked against the number of notional learning hours required for the module to ensure the:


- Module has sufficient volume to justify the proposal
- Learning Outcomes can be achieved in the number of notional learning hours allocated

For an Alignment application, this may be against the credit system used by the Foreign or International Awarding Body.

5.2.4 Recommendation of the Module

The OQF Listing or Alignment Panel members record their individual recommendation for each module in the initial Listing or Alignment Evaluation Report Form. The options for the outcome of the evaluation for individual modules are:

- Recommended
- Recommended with Condition
- Not Recommended



A matrix to assist with the consistency of Listing and Alignment Recommendations is given in Appendices D1 to D3.

5.2.4.1 Recommended

If the OQF Listing or Alignment Panel members agree with the proposal from the Awarding Body for the OQF Level of the module, the outcome is Recommended.

5.2.4.2 Recommended with Condition

There are many reasons why a module outcome may be 'Recommended with Condition'. Examples include issues such as missing information, unclear rationales, unclear Learning Outcomes and/or Assessment Criteria, inappropriate assessment methods or a difference of opinion between the Awarding Body and the Listing or Alignment Panel on the OQF Level and/or OQF Credit Value of the module.

The OQF Listing or Alignment Panel must ensure the reasons for any condition is clear so that appropriate action can be taken. This may involve the OQF Listing or Alignment Panel meeting with the Awarding Body or requesting further information for clarification.

5.2.4.3 Not Recommended

Modules that have many issues or do not meet the OQF Listing or Alignment Criteria cannot be recommended. The OQF Listing or Alignment Panel must provide clear reasons for an outcome of `Not Recommended` so that the issues can be raised in the OQF Listing or Alignment Panel discussions and with the Awarding Body, where required.

5.2.5 Qualification Type

The evaluation of all the modules of Omani qualifications submitted for Listing enables the OQF Listing Panel to confirm whether there are sufficient OQF Credit Points or OQF Credit Hours at the required OQF Level to meet the particular qualification type (see section 7).

5.2.6 Recommendation of the Entire Qualification for Listing or Alignment

Each OQF Listing or Alignment Panel member uses their professional judgement to reach a recommendation for the entire qualification. The possible outcomes are:

- Recommended for Listing or Alignment
- Recommended for Listing or Alignment with Condition
- Not Recommended for Listing or Alignment

The OQF Listing or Alignment Panel members give their reasons for their recommendation for Listing or Alignment based on the following guide:

5.2.6.1 Recommended for Listing or Alignment

A qualification is `Recommended for Listing or Alignment` where:

- The quality assurance measures and the Listing or Alignment Criteria are met
- The OQF Listing or Alignment Panel agrees with the proposed OQF Level and/or OQF Credit Value for the entire qualification
- Modules `Recommended with Condition` comprise **20%** or less of the OQF Credit Value of the entire qualification⁶²
- There are no modules that are `Not Recommended`

5.2.6.2 Recommended for Listing or Alignment with Condition

A qualification is `Recommended for Listing or Alignment with Condition` where:

- The quality assurance measures and/or the Listing or Alignment Criteria are partially met
- The OQF Listing or Alignment Panel agrees with the proposed OQF Level and/or OQF Credit Value for the entire qualification
- Modules `Recommended with Condition` comprise more than **20%** and up to **50%** of the OQF Credit Value of the entire qualification" or similar. ⁶³
- Modules `Not Recommended` comprise **10%** or less of the OQF Credit Value of the entire qualification

5.2.6.3 Not Recommended for Listing or Alignment

A qualification is `Not Recommended for Listing or Alignment` if any of the following is applicable:

- The quality assurance measures and/or the Listing or Alignment Criteria are not met
- The OQF Listing or Alignment Panel does not agree with the proposed OQF Level and/or OQF Credit Value for the entire qualification
- Modules `Recommended with Condition` comprise more than **50%** of the OQF Credit Value of the qualification
- Modules `Not Recommended` comprise more than **10%** of the OQF Credit Value of the entire qualification

5.2.7 Completion of Initial Listing or Alignment Evaluation Report

Each OQF Listing or Alignment Panel member completes the initial Listing or Alignment Evaluation Report Form and submits it to the OQFRD:

⁶² Where OQF Credit is not used, the % is based on the number of modules that comprise the qualification.

⁶³ On occasion, the Listing or Alignment evaluation finds that the same issue causing the outcome `with Condition` is in several of the modules.

- Giving their reasons for the recommended Listing or Alignment outcome for the qualification, including details of any condition placed on a qualification
- Highlighting the modules where the proposal for the OQF Level and/or OQF Credit Value from the Awarding Body is different from the outcome of their evaluation

5.3 Stage 3: Verification

The OQFRD carries out the Verification of Listing or Alignment recommendation from the OQF Listing or Alignment Panel. 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 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 OQF Listing or Alignment Panel and/or the Awarding Body.

The OQFRD is responsible for:

- Bringing together the initial Listing or Alignment Evaluation Reports from the OQF Listing or Alignment Panel⁶⁴
- Reviewing the Listing or Alignment application from the Awarding Body and the initial Listing or Alignment Evaluation Reports from the OQF Listing or Alignment Panel
- 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 qualification⁶⁵
- Completing the Verification Report detailing differences and/or issues received from the OQF Listing or Alignment Panel, if any
- Preparing for, and coordinating, OQF Listing or Alignment Panel meetings and meetings with the Awarding Body, as required
- Facilitating discussions with the OQF Listing or Alignment Panel and the Awarding Body, as required. For example, where there are different views on the outcome of the Listing or Alignment evaluation

⁶⁴ Indicating the differences in their initial evaluation reports to agree on these differences later based on the information which will emerge from the points mentioned above

⁶⁵ In May 2022, this was 20%.

- Communicating with the DGNQF regarding any Listing or Alignment issues

5.3.1 Verification Process

Verification of Listing or Alignment involves a review of the initial Listing or Alignment Evaluation Reports with the individual recommendations on the quality assurance of the qualification, and the outcome of the Listing or Alignment evaluations.⁶⁶ The OQFRD reviews the quality assurance sections of the Listing or Alignment Application Form, along with the supporting materials and the outcome of the evaluation on quality assurance from the OQF Listing or Alignment Panel to reach a view on the responses. The OQFRD compares the outcomes from the OQF Listing or Alignment Panel and may do a spot check on some elements. The OQFRD calls a Listing or Alignment Panel meeting to discuss and/or clarify issues or differences that may have arisen from the initial evaluations of the quality assurance requirements.

The OQFRD selects the agreed percentage of modules that comprise the qualification for verification of Listing or Alignment and considers the recommendations of the OQF Listing or Alignment Panel. The modules are selected from all levels of the qualification. If the OQF Listing or Alignment Panel and/or Awarding Body have differences of opinion on the level of a small number of modules, the OQFRD includes these in the agreed percentage for verification.


If the OQF Listing or Alignment Panel is not in agreement with each other on the OQF Level and/or Credit Value of the qualification and/or have different outcomes for the recommendation for Listing or Alignment, the OQFRD includes any disputed modules in the percentage for verification. If the number of disputed modules is over the agreed percentage for verification, the OQFRD raises the issue with the Director General of the DGNQF to agree the way forward.

The OQFRD completes the Verification of Listing or Alignment Report for each of the sample modules noting any remaining differences of opinion for inclusion in the First Draft of the Listing or Alignment Evaluation Report, as appropriate.

5.4 Stage 4: Preparation

The OQFRD, working in conjunction with the OQF Listing or Alignment Panel, 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.

⁶⁶ For Alignment, the review includes the institutional quality assurance of the Foreign or International Awarding Body.



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

5.5 Stage 5: Review (by Awarding Body)

The Director General of the DGNQF sends the First Draft of the Listing or Alignment Evaluation Report to the Awarding Body, who is responsible for:

- Checking the draft report for accuracy and providing feedback, as required
- Returning the draft report to the Director General of the DGNQF within ten working days

5.6 Stage 6: Finalisation

The OQFRD, in conjunction with the OQF Listing or Alignment Panel, is responsible for:

- 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 ⁶⁷
- Actioning feedback, if any, from the Director General of the DGNQF

5.7 Stage 7: Approval of the Final Listing or Alignment 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

5.8 Stage 8: Approval of the Listing or Alignment Outcome

The OAAAQA Board is responsible for considering the recommended Listing or Alignment outcome as given in the Final Listing or Alignment Evaluation Report.

If the OAAAQA Board does not approve the Listing or Alignment evaluation outcome regarding the OQF Level and/or OQF Credit Value, it sets out the reasons and provides the DGNQF with direction regarding the actions to be taken so that the Listing or Alignment application can be re-evaluated and resubmitted for approval.

⁶⁷ 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.

5.9 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 `Recommended with Condition` or `Not Recommended`
- 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

The following actions are taken, depending on the decision of the OAAAQA Board:

- If the OAAAQA Board approves the Listing or Alignment evaluation outcome that recommends the qualification for Listing or Alignment, the Awarding Body is notified and the qualification is placed on the NRQ
- If the OAAAQA Board approves the Listing or Alignment evaluation outcome that recommends the qualification for Listing or Alignment with Condition, the DGNQF:
 - Sends the Final Listing or Alignment Evaluation Report to the Awarding Body with the outcome of the evaluation
 - Discusses the reasons for the condition for Listing or Alignment with the Awarding Body and provides support, as required, to assist the Awarding Body to meet them
 - Informs the Awarding Body of the opportunity to appeal the Final Listing or Alignment Evaluation Report and/or the outcome

When the condition is met within the agreed timescale, the OAAAQA Board is informed and the qualification is placed on the NRQ.

- If the OAAAQA Board approves the outcome of Not Recommended, the Awarding Body is informed and the DGNQF discusses the reasons and provides support to the Awarding Body (if

required) to prepare the Listing or Alignment application for resubmission to the OAAAQA Board, which may incur an additional fee

The Awarding Body is requested to inform the Director General of the DGNQF of the intention to raise an appeal within ten working days of receipt of the Final Evaluation Report. OQF appeals are carried out following the process set out in the OQF Appeals Manual.

5.10 Supporting Awarding Bodies and OQF Listing and Alignment Panels

To assist with maintaining consistency, the OAAAQA provides support to Awarding Bodies and OQF Listing and Alignment Panels through:

- Capacity building training
- Meeting collectively and individually with Awarding Bodies and OQF Listing and Alignment Panel members to discuss common issues
- Developing specific, tailored information and/or guidance on the OQF, as required

6. Re-Listing or Re-Alignment

Re-Listing or Re-Alignment, illustrated in Figure 2, is the approach adopted by the OAAAQA to maintain the integrity and accuracy of the NRQ so that all stakeholders can be confident of the quality assurance of the qualifications therein. It 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.

All qualifications placed on the NRQ are subject to Re-Listing or Re-Alignment on a cyclical basis.⁶⁸ The first Re-Listing or Re-Alignment takes place after the first cohort of learners has completed the qualification. 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.⁶⁹

⁶⁸ For example, every five years for a bachelor's degree.

⁶⁹ 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).

Re-Listing or Re-Alignment is carried out following the OAAAQA Policy for Re-Listing and Re-Alignment of Qualifications on the OQF.⁷⁰

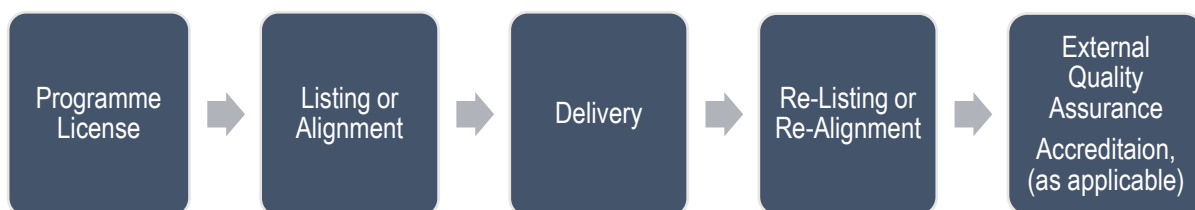


Figure 2: Sequence of Listing or Alignment and Re-Listing or Re-Alignment

6.1 Role of Awarding Body for Re-Listing or Re-Alignment

The Awarding Body establishes a Re-Listing or Re-Alignment Committee to prepare the Re-Listing or Re-Alignment Application Form, gathering relevant supporting materials for submission to the DGNQF. Awarding Bodies receive the NRQ registration/log-in details from the DGNQF to access the Re-Listing or Re-Alignment Application Form.

6.1.1 Evidence of Listing or Alignment Criteria Maintained

The Re-Listing or Re-Alignment Committee provides relevant supporting materials to evidence that the quality assurance measures required to meet the Listing or Alignment Criteria were maintained throughout the delivery of the qualification (see Table 27).

Table 27: Re-Listing and Re-Alignment Quality Assurance of the Qualification		
Internal Monitoring and Review of the Qualification		Supporting Materials
a	Have there been any changes to the name/structure of the internal committee/department/faculty that monitors and reviews the qualification?	If yes, details of any change must be provided, together with the date they occurred and relevant supporting materials concerning the revisions and, where applicable, revised policies and procedures
b	Have there been any changes to the way that proposals for change are made and approved?	If yes, details of how changes are made and approved must be provided
c	Provide details of how the content and outcomes of the modules are kept up	Details of how the qualification is kept up to date must be provided. Relevant supporting

⁷⁰ See Appendix C5: OAAAQA Policy for Re-Listing and Re-Alignment of Qualifications on the OQF.

Table 27: Re-Listing and Re-Alignment Quality Assurance of the Qualification		
	to date in terms of revised national and/or international benchmarks, developments in the in the subject, discipline, occupational or professional requirements (if applicable), NOS (if applicable) and, where applicable, the labour market requirements	materials could include examples (if available) of where a proposal for change was made, reasons for the change, details of how this was taken forward and the benefits that it brought to the qualification
d	Provide the last Annual Review Report for the qualification	The Annual Report must be provided. If not, the reasons should be given
e	Provide the latest Periodic Review Report for the qualification	The last Periodic Review Report must be provided. If not, the reasons must be given
f	Have there been any changes made to the qualification which may affect the OQF Level and/or OQF Credit Value of the qualification?	If yes, details of all changes that may affect the OQF Level and OQF Credit Value must be provided
g	Have there been any changes to the way the DGNQF is informed of any changes to the qualification that may affect the OQF Level and/or OQF Credit Value?	If yes, details of how the DGNQF is informed must be provided and, if applicable, examples of where this has occurred
Overview of the Qualification		Supporting Materials
a	Have there been any changes to the aims of the qualification?	If yes, details and supporting materials must be provided to evidence that the revised aims link to the Strategic and Operational plans of the Awarding Body. The current Strategic and Operational Plans must be provided
b	Have there been any changes to the target group(s) for the qualification?	If yes, details must be provided

Table 27: Re-Listing and Re-Alignment Quality Assurance of the Qualification		
c	Provide details of market research that has been undertaken to provide the rationale for the continued delivery of the qualification	Market research undertaken since the Listing or Alignment of the qualification (if applicable). Such market research would include details of the way in which the qualification meets local and/or national needs e.g., NOS. If no research was undertaken, the reasons must be given along with any plans for future research
Entry Requirements		Supporting Materials
a	Have there been any changes to the minimum entry requirements?	If yes, details and the reason for change must be provided
b	Have there been any changes to the opportunities for the Recognition of Prior Learning?	If yes, details must be provided
Qualification Design		Supporting Materials
a	Provide details of the subject, national or international benchmarks used in the qualification review, if any	Details must be provided
b	Provide evidence of external input at the qualification review	Details must be provided
c	Have there been any changes to the way in which the modules map to the Programme Learning Outcomes?	If yes, details must be provided
Affiliations and/or External Quality Assurance/ Accreditation		Supporting Materials
a	Have there been any changes with regard to Affiliation Agreements?	If yes, details must be provided
b	Have there been any changes with regard to external quality assurance/accreditation body or bodies for the qualification?	If yes, details of the external quality assurance agency must be provided and the most recent external quality assurance/accreditation report must be provided

Table 27: Re-Listing and Re-Alignment Quality Assurance of the Qualification		
Assessment Arrangements		
Supporting Materials		
a	<p>Have there been any changes to the assessment arrangements, including the way that assessment is quality assured?</p>	<p>If yes, details must be provided.</p> <p>This may include the arrangements for internal and external moderation/verification of assessment results.</p> <p>Examples of assignments (e.g., question/exam papers or assessment tasks) must be provided along with minimum of three (maximum of five) examples of moderated assessment</p>
b	<p>Have there been any changes to the way that feedback is given to learners?</p>	<p>If yes, details must be provided.</p> <p>Examples of feedback must be provided. This can either be written examples of feedback to learners or a written account of an example of where feedback was given. A minimum of three examples must be provided across the range of grades (good, average and poor)</p>
c	<p>Have there been any changes to the way that assessment is protected from plagiarism and/or any other forms of cheating or misconduct?</p>	<p>If yes, details must be provided including the revised plagiarism policy and procedures. An example of how an incident of plagiarism or misconduct was handled could be included if applicable</p>
Teaching and Learning Strategy		Supporting Materials
a	<p>Have there been any changes to the teaching and learning arrangements for the qualification?</p>	<p>If yes, details of the change(s) must be provided</p>
Learner Support		Supporting Materials
a	<p>Have there been any changes to the support available for learners enrolled on the qualification?</p>	<p>If yes, details of the change(s) must be provided along with the current policy and procedures on Learner Support</p>
Progression Routes		Supporting Materials

Table 27: Re-Listing and Re-Alignment Quality Assurance of the Qualification		
a	Have there been any changes to the progression routes from one OQF Level to another, or from one educational pathway to another?	If yes, details of the change(s) must be provided
Management and Administration Arrangements for the Qualification		Supporting Materials
a	Have there been any changes to the staff plan for the delivery, management and administration of the qualification and/or the roles and responsibilities of identified personnel and relevant committees?	If yes, details of the change(s) must be provided and the latest staff plan for the delivery, management and administration of the qualification attached
b	Have there been any changes to the institutional arrangements for the withdrawal of qualifications to provide security for learners enrolled on the qualification?	If yes, details of the change(s) must be provided along with the current policy and procedures on withdrawal of qualifications
Recording Learner Achievement and Certification		Supporting Materials
a	Have there been any changes to the way in which learner achievement of the modules leading to the qualification is recorded?	If yes, details of the change(s) must be provided
b	Have there been any changes to the arrangements in place to ensure certification is secure and protected against fraud?	If yes, details of the change(s) must be provided

6.1.2 Qualification Structure

The structure of the qualification is provided with the agreed OQF Level and OQF Credit Value for each module allocated at the Listing or Alignment evaluation. The Awarding Body confirms in the

Re-Listing or Re-Alignment Application Form whether changes were made to any of the modules of the qualification.

- **No Change to Modules**

Modules that have not been changed since the latest Listing or Alignment evaluation are not re-evaluated but remain at the same OQF Level and OQF Credit Value as allocated.

- **Minor Change to Modules**

Minor changes, with no effect on the OQF Level and/or OQF Credit Value, can be made to modules without the need to inform the DGNQF but details of such changes must be given in the Re-Listing or Re-Alignment Application Form.

- **Major change to Modules or New Modules**

Modules that have undergone major change or are new to the qualification need to be re-evaluated to determine the OQF Level and/or OQF Credit Value and whether the revised or new modules have an impact on the OQF Level and/or OQF Credit Value of the entire qualification.

When carrying out the application process for Re-Listing or Re-Alignment, the Re-Listing or Re-Alignment Committee completes the relevant application form which includes a Listing or Alignment template. Using the template, the Committee proposes the OQF Level and OQF Credit Value for any revised or new modules.

6.1.3 Re-Alignment Application

For Re-Alignment, the Committee must also provide evidence that the Foreign or International Awarding Body has maintained its accreditation status, or other form of external quality assurance, as given in the Alignment application. Detail of changes and/or updated policies and procedures for the institutional quality assurance requirements for Alignment must be given.

6.1.4 Re-Listing or Re-Alignment Application Form

The Re-Listing or Re-Alignment Application Form is completed by the Awarding Body which, in addition to including relevant supporting materials, must:

- Be signed by the authorised representative of the Awarding Body
- Be stamped with the institutional stamp
- Be submitted to the DGNQF within the agreed timescale

6.2 Role of the Re-Listing or Re-Alignment Panel

For each Re-Listing or Re-Alignment application, the Director General of the DGNQF forms a Re-Listing or Re-Alignment Panel. The Re-Listing or Re-Alignment Panel comprises an QQFRD and a minimum of two OQFERs. Members must:

- Have undergone OAAAQA training on the processes for Listing, Alignment, Re-Listing and Re-Alignment
- Have no conflict of interest with the Awarding Body

The Re-Listing or Re-Alignment Panel reviews the Re-Listing or Re-Alignment application and the supporting materials from the Awarding Body, including the external quality assurance/accreditation report(s), if any, to determine whether the Listing or Alignment Criteria and quality assurance measures, were maintained throughout the delivery of the qualification.⁷¹

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 Panel does not re-evaluate the modules that comprise the qualification.

Where no changes have been made to the quality assurance of the qualification or to any of the modules, the qualification remains at the same OQF Level and OQF Credit Value as that allocated at the Listing or Alignment Evaluation.

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 OQF Listing or Alignment Panel evaluates the amended or new modules to ensure that the changes did not impact on the OQF Level and/or OQF Credit Value of the entire qualification and determines whether the revised qualification continues to meet the requirements of the qualification type as set out in the Qualification Arrangements (see section 7).

If there is a major change that results in the qualification no longer meeting the Listing or Alignment Criteria and/or there is a change in the OQF Level and/or OQF Credit Value of the qualification, the QQFRD contacts the senior representative in the Awarding Body to arrange a meeting between the Awarding Body and the Re-Listing or Re-Alignment Panel to discuss the issues and provide the

⁷¹ OAAAQA (2023), OQF Document, Appendix C5: OAAAQA Policy for the Re-Listing and Re-Alignment of Qualification on the OQF.

Awarding Body with the opportunity to rectify the situation and take appropriate action following the relevant OAAAQA Policy relating to the OQF.⁷²

6.2.1 Re-Listing or Re-Alignment Review Report

The OQFRD, in conjunction with the Re-Listing or Re-Alignment Panel, completes the First Draft of the Re-Listing or Re-Alignment Review Report, including the reasons for the recommended outcomes of the Review. The options are:

1. The qualification is Recommended for Re-Listing or Re-Alignment
2. The qualification is Recommended for Re-Listing or Re-Alignment with Condition
3. The qualification is Not Recommended for Re-Listing or Re-Alignment

The Re-Listing or Re-Alignment Panel:

- Submits the First Draft of the Report to the Director General of the DGNQF, actioning feedback received, if any
- Sends the First Draft of the Re-Listing or Re-Alignment Review Report to the Awarding Body to check for accuracy and provide feedback as required with the request to provide a response within ten working days
- Actions any amendments or feedback, before the Second Draft is submitted to the OAAAQA CEO for consideration for Approval. When approved the Second Draft of the Report becomes the Final Re-Listing or Re-Alignment Review Report

6.2.2 Re-Listing or Re-Alignment Review Outcome

The OAAAQA Board considers for approval the recommended outcome of the Re-Listing or Re-Alignment Review. If approved for:

- **Re-Listing or Re-Alignment:** The Awarding Body is informed of the outcome, the qualification remains on the NRQ, the NRQ is updated as required and the date for the next Re-Listing or Re-Alignment Review is agreed
- **Re-Listing or Re-Alignment with Condition:** The Awarding Body is informed of the outcome. The qualification remains on the NRQ, but the reasons for the condition placed on the qualification must be addressed by the Awarding Body.

⁷² To be developed.

The DGNQF:

- 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
- Informs the Awarding Body of the opportunity to appeal the Final Re-Listing or Re-Alignment Review Report and/or the outcome⁷³
- Enters the outcome `Re-Listed or Re-Aligned with Condition` on the NRQ

Timeframe

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. If the Awarding Body resolves the condition within the agreed timeframe, the OAAAQA Board is informed and the qualification is Re-Listed or Re-Aligned. If the matter is unresolved, the reasons must be obtained by the DGNQF.

- **Not Re-Listed or Not Re-Aligned:** The DGNQF sends the Final Re-Listing or Re-Alignment Review Report to the Awarding Body with the outcome of the Review and informs the Awarding Body of the opportunity to appeal the Re-Listing or Re-Alignment Review Report and/or the outcome. If the matter remains unresolved and the outcome remains that the qualification is Not Re-Listed or Re-Aligned, with the approval of the OAAAQA Board, the qualification is placed in the Archive Section of the NRQ


If 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, which may incur an additional fee.

6.3 Reactivating Withdrawn Qualifications

An Awarding Body must inform the DGNQF when a Listed or Aligned qualification is no longer offered by the Awarding Body. The DGNQF removes the withdrawn qualification from the NRQ and places it in the NRQ Archive.

The Awarding Body may reactivate a withdrawn qualification without the need for re-evaluation for Listing or Alignment provided the following conditions are met:

⁷³ OAAAQA (2023), OQF Appeals Manual. <https://www.aaaqa.gov.om/Oman-Qualifications-Framework/General>

- 
- The period of withdrawal of the qualification is less than two years
 - A new Listing or Alignment application must be made if the qualification has been withdrawn for over two years
 - Following the delivery of the qualification, prior to its withdrawal, the Re-Listing or Re-Alignment was approved by the OAAAQA Board
 - A qualification that was not Re-Listed or Re-Aligned following the last delivery must be submitted to the DGNQF for Re-Listing or Re-Alignment prior to its reactivation
 - No major change has been made to the qualification

Providing these conditions are met, the reactivated qualification is moved from the NRQ Archive to the relevant NRQ section for current Listed or Aligned qualifications.

A new Listing or Alignment application must be made for reactivated qualifications that do not meet these conditions.



PART C: QUALIFICATION ARRANGEMENTS

7. Qualifications 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 1.6). 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 specifications 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.⁷⁴

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.⁷⁵

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 28 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.

⁷⁴ OAAAQA (2023), OQF Document, Appendix C3: OAAAQA Policy for the Alignment of Foreign and International Qualifications to the OQF.

⁷⁵ For example, a bachelor's degree comprises modules at OQF Levels 5 to 8.

Table 28: 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
	96	OQF Credit Hours at OQF Level 5	24
OQF Credit Points at OQF Level 5	12	OQF Credit Hours at OQF Level 6	3
	<hr/>	Total OQF Credit Hours	<hr/>
	120		30
OQF Credit Points at OQF Level 6			
Total OQF Credit Points			

Alternatively,		Alternatively,	
OQF Credit Points at OQF Level 5	96	OQF Credit Hours at OQF Level 5	24
	24	OQF Credit Hours at OQF Level 6	6
OQF Credit Points at OQF Level 6			
	<hr/>	Total OQF Credit Hours	<hr/>
	120		30
Total OQF Credit Points			

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 29 gives the qualification type descriptors relating to the Access and School Sectors while Tables 30 to 33 gives the qualification type descriptors relating to each of the four Educational Pathways.

7.4.1 Qualifications in the Access and School Sectors

Table 29: 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Further their studies in general education

Table 29: Qualifications in the Access and School Sectors	
	<ul style="list-style-type: none"> Enter entry-level employment opportunities (which require a qualification)
Minimum Number of OQF Credit Points	No OQF Credit Points are awarded
Minimum Number of OQF Credit Hours	No OQF Credit Hours are awarded
Duration (Indicative)	One-year full-time study (after 9 years school education)
Minimum Admission Requirements	Grade 9 or equivalent
Progression Opportunities (to...)	<ul style="list-style-type: none"> The Labour Market General Education Diploma (Grade 12) Certificate of Vocational Competency 1 Certificate of Vocational Competency 2
OQF LEVEL 4	GENERAL EDUCATION DIPLOMA (GRADE 12)
Specifications	Details
Band	Schooling
Pathway	All
Purpose	<p>To provide the knowledge and skills required to enable learners to:</p> <ul style="list-style-type: none"> Further their study in academic, technological, professional or technical and vocational education Enter general employment opportunities (which require a qualification)
Minimum Number of OQF Credit Points	No OQF Credit Points are awarded

Table 29: Qualifications in the Access and School Sectors

Minimum Number of OQF Credit Hours	No OQF Credit Hours are awarded
Duration (Indicative)	One-year full-time study (after 11 years school education)
Minimum Admission Requirements	Grade 11 or equivalent
Progression Opportunities (to...)	<ul style="list-style-type: none"> • The Labour Market • Academic Higher Education • Technological Education • Professional Education • Technical and Vocational Education and Training

7.4.2 Qualifications in the Technical and Vocational Pathway

Table 30: 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...)	<ul style="list-style-type: none"> • 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

Table 30: Qualifications in the Technical and Vocational Pathway	
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
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...)	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

Table 30: Qualifications in the Technical and Vocational Pathway	
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...)	<ul style="list-style-type: none"> • 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
Pathway	Technical and Vocational
Purpose	To provide learners with specific practical skills and theoretical knowledge of pertinent scientific and technical information required for: <ul style="list-style-type: none"> • 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

Table 30: Qualifications in the Technical and Vocational Pathway	
Progression Opportunities (to...)	<ul style="list-style-type: none"> • The Labour Market • Certificate of Vocational Competency 3 • Creation of self-employment opportunities • Further education and higher studies
QOF 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 QOF Credit Points	Variable
Minimum Number of QOF Credit Hours	Variable
Duration (Indicative)	<p>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)</p> <p>The duration also varies by companies' requirements and needs of practical training</p>
Minimum Admission Requirements	<p>General Education Diploma (Grade 12) or equivalent</p> <p>General Vocational Education Diploma</p> <p>Certificate of Vocational Competency 2</p> <p>Recognition of Prior Learning may be considered for entry</p>
Progression Opportunities (to...)	<ul style="list-style-type: none"> • The Labour Market • Diploma of Technology • Vocational Diploma • Creation of self-employment opportunities • Further education and higher studies
QOF LEVEL 6	VOCATIONAL DIPLOMA
Specifications	Details

Table 30: Qualifications in the Technical and Vocational Pathway		
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 Recognition of Prior Learning may be considered for entry	
Progression Opportunities (to...)	<ul style="list-style-type: none"> • Labour Market • Diploma of Technology • Creation of self-employment opportunities • Further education and higher studies 	

7.4.3 Qualifications in the Academic Pathway

Table 31: Qualifications in the Academic Pathway		
OQF LEVEL 6	DIPLOMA	
Specifications	Details	
Band	Higher Education (Post-School)	
Pathway	Academic	
Purpose	<p>This qualification covers significant knowledge and skills in the field of study with some specialisation.</p> <p>To provide learners with:</p> <ul style="list-style-type: none"> • 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 <p>Learners will have the ability to</p> <ul style="list-style-type: none"> • 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. There must be no more than 3 OQF Credit Hours at OQF Level 4

Table 31: Qualifications in the Academic Pathway	
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...)	<ul style="list-style-type: none"> • 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	<p>To provide a broad knowledge and understanding of a field of study and specialised knowledge in at least one area:</p> <p>To provide learners with:</p> <ul style="list-style-type: none"> • 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 <p>Learners will have the ability to:</p> <ul style="list-style-type: none"> • 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 31: Qualifications in the Academic Pathway		
	<ul style="list-style-type: none"> • 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...)	<ul style="list-style-type: none"> • The Labour Market (if the qualification represents an exit point from the programme) • 4th year of a bachelor's degree 	
OQF LEVEL 8	BACHELOR'S DEGREE	
Specifications	Details	
Band	Higher Education (Post-School)	
Pathway	Academic	
Purpose	<p>To provide a balance of breadth and depth of knowledge in a field of study and advanced specialised knowledge in at least one area.</p> <p>To provide learners with:</p> <ul style="list-style-type: none"> • 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 	

Table 31: Qualifications in the Academic Pathway		
	<p>Learners will have the ability to:</p> <ul style="list-style-type: none"> • Systematically gather, analyse and interpret relevant qualitative and quantitative data from a range of sources • Identify and use 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
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...)	<ul style="list-style-type: none"> • 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	

Table 31: Qualifications in the Academic Pathway		
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...)	<ul style="list-style-type: none"> • 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	<p>To provide learners with:</p> <ul style="list-style-type: none"> • 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 <p>Learners will have the ability to:</p>	

Table 31: Qualifications in the Academic Pathway		
	<ul style="list-style-type: none"> 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. There must be no more than 18 OQF Credit Points at OQF Level 8
	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 Postgraduate Diploma Alternative admission requirements may be available in accordance with institutional regulations	
Progression Opportunities (to...)	<ul style="list-style-type: none"> The Labour Market Doctorate 	

Table 31: Qualifications in the Academic Pathway		
OQF LEVEL 10	DOCTORATE	
Specifications	Details	
Band	Higher Education (Post-School)	
Pathway	Academic	
Purpose	<p>To provide learners with advanced knowledge and the skills to:</p> <ul style="list-style-type: none"> • 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 Master's)	
Minimum Admission Requirements	Appropriate Master's	
Progression Opportunities (to...)	<ul style="list-style-type: none"> • The Labour Market • This is a final award at the highest level of the OQF 	

7.4.4 Qualifications in the Technological Pathway

Table 32: Qualifications in the Technological Pathway		
OQF LEVEL 6	DIPLOMA OF TECHNOLOGY	
Specifications	Details	
Band	Higher Education (Post-School)	
Pathway	Technological	
Purpose	<p>This qualification covers significant knowledge and skills in the field of study with some specialisation.</p> <p>To provide learners with:</p> <ul style="list-style-type: none"> • 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 <p>Learners will have the ability to:</p> <ul style="list-style-type: none"> • 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 32: 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) plus the General Foundation Programme Bachelor of Technology at OQF Level 5 or equivalent credits from another Awarding Body for Credit Transfer purposes in accordance with institutional regulations	
Progression Opportunities (to...)	<ul style="list-style-type: none"> 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	<p>To provide a broad knowledge and understanding of a field of study and specialised knowledge in at least one area: To provide learners with:</p> <ul style="list-style-type: none"> 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 <p>Learners will have the ability to:</p>	

Table 32: Qualifications in the Technological Pathway		
		<ul style="list-style-type: none"> • 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 • 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...)	<ul style="list-style-type: none"> • 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 one or two technological fields.	

Table 32: Qualifications in the Technological Pathway

	<p>To provide learners with:</p> <ul style="list-style-type: none"> • 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 • 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 <p>Learners will have the ability to:</p> <ul style="list-style-type: none"> • 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)	

Table 32: Qualifications in the Technological Pathway	
Minimum Admission Requirements	General Education Diploma (Grade 12)
Progression Opportunities (to...)	<ul style="list-style-type: none"> • The Labour Market • Progression to study a Master of Technology, or another MSc, as appropriate
OQF LEVEL 9	MASTER OF TECHNOLOGY⁷⁶
Specifications	Details
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 33: Qualifications in the Professional Pathway	
OQF LEVEL 5	INTRODUCTORY PROFESSIONAL CERTIFICATE
Specifications	Details
Band	Higher Education (Post-School)
Pathway	Professional
Purpose	<p>To provide a broad range of knowledge and skills with some theoretical elements to be able to:</p> <ul style="list-style-type: none"> • 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

⁷⁶ 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 33: Qualifications in the Professional Pathway	
	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...)	<ul style="list-style-type: none"> 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
Purpose	<p>To provide specialised, technical and theoretical knowledge and skills in a professional context to be able to:</p> <ul style="list-style-type: none"> Solve complex problems that occur in variable contexts Communicate effectively, orally and in writing Fulfil a professional role with guidance <p>To prepare for employment in a professional discipline and to enable engagement in further study in a professional field or discipline</p>

Table 33: Qualifications in the Professional Pathway	
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 Qualification General Education Diploma (Grade 12) or equivalent Recognition of Prior Learning, as appropriate
Progression Opportunities (to...)	<ul style="list-style-type: none"> • 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	<p>To provide significant specialised technical and theoretical knowledge and skills in a professional context to be able to:</p> <ul style="list-style-type: none"> • Apply the principles within the profession • Apply specialized skills to solve complex problems • Fulfil a professional role with guidance <p>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</p>
Minimum Number of OQF Credit Points	Varies

Table 33: 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 1 Recognition of Prior Learning, as appropriate
Progression Opportunities (to...)	<ul style="list-style-type: none"> 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	<p>To provide advanced technical and theoretical knowledge and skills in a professional context to be able to:</p> <ul style="list-style-type: none"> Apply the principles within the legal and regulatory frameworks of the profession Communicate effectively and synthesise information Conduct research and independent evaluations to reach conclusions Fulfil a management role within the professional area <p>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</p>
Minimum Number of OQF Credit Points	Varies

Table 33: 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...)	<ul style="list-style-type: none"> • 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	<p>To provide highly specialised technical and theoretical knowledge and skills in a professional context to be able to:</p> <ul style="list-style-type: none"> • 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 <p>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</p>
Minimum Number of OQF Credit Points	Varies

Table 33: 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 3 Recognition of Prior Learning, as appropriate
Progression Opportunities (to...)	<ul style="list-style-type: none"> • 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	<p>To provide deep comprehensive knowledge and skills in a professional context to be able to:</p> <ul style="list-style-type: none"> • 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 <p>To prepare for employment in a strategic role and to encourage the exchange of knowledge within the professional area</p>
Minimum Number of OQF Credit Points	Varies

Table 33: 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 4 Recognition of Prior Learning, as appropriate
Progression Opportunities (to...)	<ul style="list-style-type: none"> The Labour Market



PART D: LEARNER PROGRESSION

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 1.6). 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 3)
- **Horizontal**, across Educational Pathways while remaining at the same OQF Level (see Figures 4 and 5)
- **Diagonal**, across Educational Pathways but moving to the next OQF Level (see Figure 6)

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.⁷⁷ 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:
 - Completing modules from another Awarding Body and/or modules within another qualification
 - 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.

⁷⁷ 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 3: 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 4: 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 5: 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 6: 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 HEI, 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 a 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.

PART E: GUIDANCE

9. Learning Outcomes

The QQF requires that programmes are written with clear Learning Outcomes that are subject to summative assessment. Learning Outcomes are defined as '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'.⁷⁸ Learning Outcomes bring a learner-centred approach to learning, as they switch the emphasis from the input - what the teacher/instructor/lecturer teaches - to what the learner learns.

Qualifications are made up of modules, comprising Learning Outcomes (Figure 7). The Programme Learning Outcomes (PLOs) are broad statements of what a learner is expected to know, do or apply at the end of the programme.

Module specifications provide detailed information about each module, such as the Learning Outcomes, Assessment Criteria and assessment methods. Collectively, the Learning Outcomes of the modules that comprise the qualification must meet the PLOs.

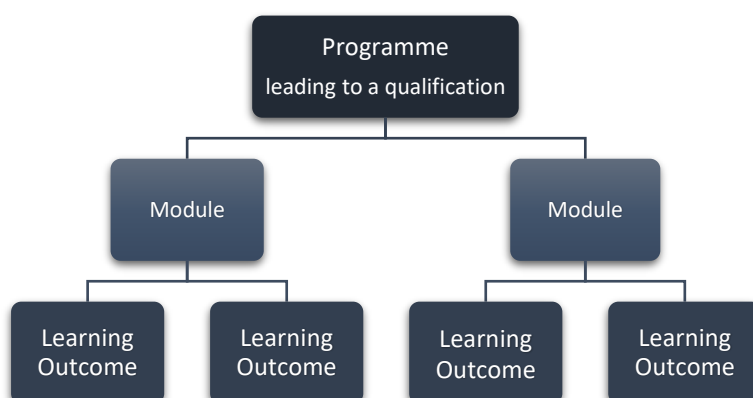


Figure 7: Programme Structure

9.1 Benefits of Learning Outcomes

Learning Outcomes have the following benefits, they:

- Provide a clear understanding of the content of each module and the entire qualification
- Help learners to know what is expected of them

⁷⁸ See OAAAQA Online Glossary, <https://www.oaaaqa.gov.om/About-the-OAAA/Glossary> (accessed on 19.04.2021).

- Help prospective learners make an informed choice on the most appropriate qualification for their needs
- Provide opportunities for discussion and debate among qualification designers and review teams on the aims of the qualification, the content, the structure and the assessment
- Provide clarity for teaching staff on what has to be taught to enable learners achieve the Learning Outcomes
- Help with the development of appropriate Assessment Criteria and assessment methods
- Assist with RPL, thus improving access to education, particularly among adults

9.2 National Occupational Standards

National Occupational Standards (NOS), have been developed in Oman, defining the skills required in certain occupations. NOS form the basis of Learning Outcomes, which are used for the development of academic, technological, professional and technical and vocational qualifications that are used in the workplace.

9.3 Writing Learning Outcomes

A well-written Learning Outcome is **SMART**⁷⁹ (Figure 8) and must be:

- Specific and unambiguous, setting out clearly what a learner is expected to know, do or apply on completion of the module or programme
- Assessable
- Concise statements that articulate the end achievement of the learner

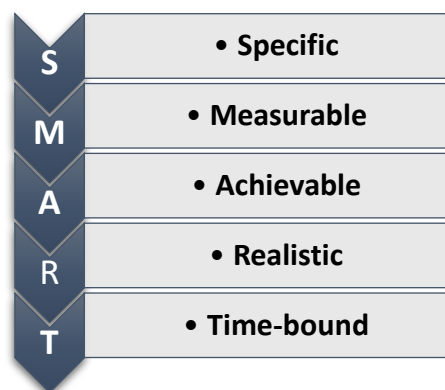


Figure 8: SMART

⁷⁹ <https://uncw.edu/career/documents/writingsmartlearningobjectives.pdf>

Learning Outcomes must have:

1. An **active verb** indicating what the learner is expected to do
2. The **object** of the verb, specifying what the learner is to act on
3. A **qualifying phrase** describing the context or conditions that apply

An example of the structure for the Learning Outcome 'Explain the fundamental concepts of Quantitative Analysis' is shown in Figure 9.

Explain the fundamental concepts of quantitative analysis		
Explain	fundamental concepts	quantitative analysis
Active Verb	Object	Qualifying Phrase

Figure 9: Structure of Learning Outcomes

When writing Learning Outcomes:

- It is useful to start with a phrase such as 'at the end of this module, the learner will be able to
- Use one active verb for each Learning Outcome. Ensure the verb is clear, unambiguous and not open to individual interpretation
- Do not use vague verbs or phrases, such as 'understand', 'be familiar with', 'be aware of' as these cannot be assessed
- Do not use jargon and/or abbreviations
- Do not express the learning process or the activities incorporated within it

The Learning Outcomes should:

- Not contain information that could date the module – such as legislation or details of standards or software applications
- Flow in a logical order – from the first activity the learner carries out, to the last activity

To illustrate the above example, Table 34 uses a Learning Outcome from the Capacity Building Workshop on Listing Qualifications on the OQF:

Table 34: Learning Outcome: Capacity Building Workshop	
Learning Outcome Statement	Comment
Be given the opportunity to learn about Listing qualifications on the OQF	This is not a Learning Outcome. It describes the content; not what the learner 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 what level of understanding is required and how is `understanding` measured?
List a qualification on the OQF	This is specific: Starts with List (an active verb), states what will be Listed (object) and provides the context (on the OQF).

9.4 Using Learning Outcomes

The number of Learning Outcomes within a module is not prescribed but they must be manageable. As all Learning Outcomes must be assessed; modules with a large number of Learning Outcomes create barriers for learner achievement. If there are too many Learning Outcomes in a module, it is preferable to split them to form one or more additional modules.

A Learning Outcome should not try to cover too much. It must be possible for the learner to achieve the Learning Outcomes of a module in the given timeframe and with the resources available. Key questions to keep in mind are:

- Is the Learning Outcome clear on what the learner is expected to know, to do or be able to apply as a result of this learning experience?
- Is the Learning Outcome relevant to the content of the module?
- Can the Learning Outcome be assessed?
- Is the timescale available to achieve all the Learning Outcomes of the module realistic?
- Does the Learning Outcome contribute to the PLOs?

Learning Outcomes must be appropriate to the OQF Level of the module. For example, OQF Level 7 requires that the learner has an `analytical and extensive understanding` of the subject matter, so the active verbs used to form the Learning Outcomes must enable the learner to demonstrate this level of knowledge. Taxonomies of Learning can help select active verbs at an appropriate OQF Level.

9.5 Taxonomies of Learning

Three taxonomies of learning are given, appropriate to the OQF Characteristics, which describe the different stages of learning in the Cognitive, Affective and Psychomotor Domains together with some suggestions of active verbs for each.

It is important to note that the suggested verbs are not the only possibility, nor do they fit just the one OQF Level. In the `hierarchy` of suggested verbs, those grouped in, for example, `knowledge and comprehension` are not always at the lower levels of the OQF and the higher-order verbs, grouped in `analysis and evaluation`, are not always at the higher levels. The OQF Level is also influenced by the target group of learners and the context in which the learning takes place.

9.6 Bloom's Taxonomy

Bloom's Taxonomy (1956) concerns the Cognitive Domain as it `involves knowledge and the development of intellectual skills`.⁸⁰ This is probably the most widely applied taxonomy and is very useful in planning learning across all sectors of education and training. It was revised in 2001 by Anderson and Krathwohl and both are illustrated in Table 35. These are useful reference tools to help find the most appropriate active verb to match the level of learning required with the statements in the OQF Level Descriptors.

Table 35: The Cognitive Domain			
Benjamin Bloom (1956)		Revised: Anderson and Krathwohl (2001)	
Evaluation	Critical thinking. Strategic comparisons	Creating	To judge the quality of something based on its adequacy, value, logic or use
Synthesis	Design solutions. Develop plans. Integrate methods	Evaluating	To create something. To integrate ideas into a solution. To propose an action plan. To formulate a new classification scheme

⁸⁰ Clark, D.R. Bloom's Taxonomy of Learning Domains retrieved from <http://knowledgejump.com/hrd/bloom.html>

Table 35: The Cognitive Domain			
Benjamin Bloom (1956)		Revised: Anderson and Krathwohl (2001)	
Analysis	Interpret elements, constituent parts of a process. Make a qualitative assessment	Analysing	To identify the organizational structure of something; to identify parts, relationships, and organizing principles
Application	Use or apply knowledge. Put theory into practice	Applying	To apply knowledge to new situations. To solve problems
Comprehension	Understand meaning, re-state information in own words	Understanding	To interpret, compare and contrast, explain
Knowledge	Recall, remember or recognise information	Remembering	To demonstrate knowledge of specific facts, terms, concepts, principles, or theories

9.6.1 Action Verbs: Cognitive Domain

When writing Learning Outcomes in the Cognitive Domain, decide which level of learning the learner must be able to demonstrate. Although not exhaustive, the following examples of appropriate active verbs are given in Table 36.

Table 36: Cognitive Domain Action Verbs			
Knowledge Action Verbs			
Arrange	Find	Outline	Record
Collect	Identify	Present	Repeat
Define	Label	Point	Reproduce
Describe	List	Quote	Select
Draw	Match	Recall	Show
Duplicate	Name	Recite	State
Examine	Order	Recognise	Tell

Table 36: Cognitive Domain Action Verbs

Comprehension Action Verbs			
Associate	Defend	Generalise	Report
Change	Describe	Indicate	Review
Clarify	Differentiate	Interpret	Select
Classify	Discuss	Locate	Specify
Construct	Distinguish	Paraphrase	Solve
Contrast	Estimate	Predict	Summarise
Convert	Explain	Recognise	Translate
Application Action Verbs			
Add	Complete	Experiment	Organise
Apply	Demonstrate	Find	Practise
Assess	Develop	Graph	Predict
Calculate	Discover	Illustrate	Relate
Change	Divide	Interpret	Select
Choose	Employ	Interview	Show
Collect	Examine	Modify	Use
Analysis Action Verbs			
Analyse	Contrast	Identify	Question
Appraise	Criticise	Illustrate	Relate
Arrange	Determine	Inspect	Recognise
Breakdown	Develop	Investigate	Separate
Calculate	Draw conclusions	Order	Simplify
Compare	Examine	Outline	Subdivide
Connect	Group	Point out	Test
Synthesis Action Verbs			
Argue	Design	Make	Prepare
Arrange	Develop	Manage	Prescribe
Assemble	Establish	Modify	Propose
Categorise	Explain	Order	Rearrange
Combine	Generate	Organise	Reorganise

Table 36: Cognitive Domain Action Verbs			
Compose	Group	Originate	Review
Create	Integrate	Plan	Summarise
Evaluation Action Verbs			
Appraise	Explain	Predict	Summarise
Ascertain	Evaluate	Rank	Standardise
Argue	Interpret	Rate	Support
Assess	Judge	Recommend	Test
Choose	Justify	Relate	Validate
Consider	Measure	Score	Value
Estimate	Monitor	Select	Verify

9.7 The Affective Domain

In 1964, Krathwohl, Bloom and Masia developed the Affective Domain Taxonomy. This relates to the way in which individuals emotionally deal with things such as beliefs, feelings, attitudes and values as explained in Table 37.

Table 37: The Affective Domain	
Krathwohl, Bloom and Masia (1964)	
	Explanation ⁸¹
Characterisation	The individual has a value system in terms of their beliefs, ideas and attitudes that control their behaviour in a consistent and predictable manner e.g., displays self-reliance when working independently; displays a professional commitment to ethical practice
Organisation	The individual brings together different values, resolves conflict among them and starts to internalise the values e.g., accepts responsibility for their own behaviour; accepts professional ethical standards; adapts behaviour to a value system
Valuing	Ranges from simple acceptance of a value to one of commitment e.g., appreciates the role of science in our everyday lives

⁸¹ Kennedy, Hyland and Ryan, (2007) Writing and Using Learning Outcomes: A Practical Guide.

Table 37: The Affective Domain	
Krathwohl, Bloom and Masia (1964)	
Responding	The individual actively participates in their own learning e.g., participates in class discussions
Receiving	A willingness to receive information e.g., listens to other; shows sensitivity to social problems

9.7.1 Active Verbs: Affective Domain

Although not exhaustive, some examples of appropriate active verbs for the Affective Domain are shown in Table 38.

Table 38: Affective Domain Action Verbs			
Receiving	Reading and Listening (passive mode)		
Responding	Valuing	Organising	Characterisation
Assist	Demonstrate	Alter	Discriminate
Comply	Describe	Arrange	Display
Conform	Differentiate	Combine	Influence
Discuss	Explain	Compare	Modify
Label	Follow	Identify	Use
Present	Initiate	Integrate	Question
Report	Justify	Modify	Revise
Select	Propose	Relate	Solve

9.8 The Psychomotor Domain

The Psychomotor Domain, `mainly emphasises physical skills involving co-ordination of the brain and muscular activity`⁸². It includes the development of motor skills. There are several versions of the Psychomotor Domain for example, Simpson (1972). and Harrow (1972). Possibly the most widely used is Dave (1970) illustrated in Table 39⁸³.

⁸² Kennedy, Hyland and Ryan, (2007) Writing and Using Learning Outcomes: A Practical Guide

⁸³ <https://educarepk.com/psychomotor-domain-daves-taxonomy.html>

Table 39: The Psychomotor Domain	
RH Dave (1970)	
Naturalisation	The ability to perform actions in an automatic, intuitive or unconscious way. The learner accomplishes one or more skills with ease and makes the skill automatic with limited physical or mental exertion. At this level, the performance has become second-nature or natural, without needing to think much about it
Articulation	Involves the ability to adapt and integrate multiple actions to develop methods to meet varying and novel requirements. The learner modifies the skill or the product to fit new situations; combines more than one skill in sequence with harmony and consistency
Precision	Involves the ability to perform certain tasks with some level of expertise and without help or intervention from others. The learner independently performs the skill or produces the product, with accuracy, proportion and exactness, at an expert level. At this level the performance becomes more exact and refined
Manipulation	The ability to perform certain tasks by memory or following instructions. The learner performs the skill or produces the product in a recognisable fashion by following general instructions rather than observation
Imitation	Learn and pattern behaviour after someone else. The learner observes a skill and attempts to repeat it or sees a finished product and attempts to replicate it while attending to an exemplar. At this level, the performance may be of low ability

9.8.1 Psychomotor Domain

Although not exhaustive, the following list provide some examples of appropriate active verbs for the Psychomotor Domain (see Table 40). The five levels of Dave's psychomotor domain demonstrate different degrees of competency from initial exposure to fine mastery.

Table 40: Psychomotor Domain Action Verbs				
Imitation	Manipulation	Precision	Articulation	Naturalisation
Attempt	Act	Achieve automatically	Adapt	Create

Copy	Build	Excel expertly	Construct	Design
Imitate	Execute		Combine	Develop
Mimic	Perform	Demonstrate skilfully	Create	Invent
Follow	Complete		Customise	Manage naturally or perfectly
Repeat	Accomplish	Perform masterfully	Modify	
Duplicate	Produce		Formulate	
Replicate		Calibrate perfectly	Alter	
Reproduce			Originate	

10. Assessment

Assessment is defined as `the process of judging performance against specified targets/reference points`. Appropriate assessment methods must be used to collect evidence on performance and to judge that evidence against defined Assessment Criteria. Well written assessments can help improve objectivity and consistency. Within a qualification, a range of different assessment methods is encouraged, but the important thing is that the assessment methods are appropriate to the Learning Outcomes and the Assessment Criteria.

OQF Credit is awarded on evidence that a learner has achieved the Learning Outcomes, therefore the Learning Outcomes must be assessable. All Learning Outcomes must be assessed and there must not be assessment where there is no corresponding Learning Outcome.

10.1 Integrated Assessment

Although all Learning Outcomes must be assessed, it is not necessary to design a separate assessment for every Learning Outcome. It may be possible to assess two or more Learning Outcomes by integrating the assessments. The activities that make up the integrated assessment must be cross-referenced to the Learning Outcomes and Assessment Criteria. The benefits of a more integrated approach can mean that:

- Less time is taken
- Over assessment is avoided
- Motivation is improved
- Learners have a more meaningful learning experience

10.2 Principles of Assessment

Assessment must be:

- Valid
- Reliable and Consistent
- Fair and transparent
- Inclusive
- Quality Assured

10.2.1 Valid

To be valid assessment must:

- Be appropriate
- Have a sufficient range of content
- Have clear tasks
- Have no ambiguity
- Must measure what it claims to measure

If the Learning Outcome states that by the end of the module, the learner is able to evaluate a subject, the Assessment Criteria must ensure the learner demonstrates their ability to evaluate, not just provide a `list` or `a description`. Likewise, the Assessment Criteria must not go beyond the Learning Outcome. If the Learning Outcome requires learners to `list` or `describe` a subject, the assessment must not require the learner to `evaluate`.

10.2.2 Reliable and Consistent

Assessment is reliable if there are consistent results over:

- Time: If the assessment takes place on another day and time, the results are the same/similar
- Tasks: If different tasks were chosen to assess the learning, the results are the same/similar
- Assessors: If another assessor had scored the assessment, the results are the same/similar⁸⁴

10.2.3 Fair and Transparent

Assessment must be fair, equitable and credible to learners, employers, parents and the wider community. Assessment decisions must be free from any bias of factors such as gender, appearance and dress.

⁸⁴ Charles Darr, A Hitchhiker's Guide to Reliability <https://assessment.tki.org.nz/Media/Files/ABC-files/A-hitchhiker-s-guide-to-reliability>.

Overassessment (i.e., the same Learning Outcome being assessed multiples times) is discouraged as it is not proportionate nor fair. Overly assessed Learning Outcomes may prove difficult to achieve and put unnecessary stress on learners.

10.2.4 Inclusive Assessment

Assessment must be inclusive. Alternative assessment methods or reasonable adjustments must be made for learners with disabilities, where appropriate. Alternative methods and/or adjustments to assessment must be rigorous and not lower the standards as all learners must achieve the minimum threshold (percentage or mark) as set out in the Module and Programme Specifications.

10.2.5 Quality Assurance of Assessment

The quality assurance of assessment must include arrangements for learner feedback, double marking and the internal and external verification or moderation of assessment.

10.2.5.1 Learner Feedback

Feedback provides learners with information on how well they are learning and how they can improve. Giving feedback promptly to learners on their assessment results is an essential part of the learning process.

10.2.5.2 Double Marking

Awarding Bodies may consider double marking where, for example, the assessment is an important element of the programme, or a new assessment method⁸⁵ is introduced (replacing a former assessment method) and/or as part of the induction of new staff. If there are significant differences in the outcomes of the first and second markers and they are unable to reach agreement, it may be necessary to have the assessment marked a third time.

10.2.5.3 Internal and External Verification or Moderation of Assessment

Internal and external verification or moderation of assessment is carried out by those with knowledge of the subject area, but who are not involved in delivering the module. Internal and external verification/moderation of assessment is a review of a sample of marked assessments, from across all grade bands, to ensure that the Assessment Criteria was consistently applied and that the assessments were marked consistently, fairly and without prejudice. The procedures for internal and external verification or moderation of assessment are normally determined before the start of delivery and recorded, for example in the module specifications.

⁸⁵ See section 10.5 for explanation of assessment methods

10.3 Formative and Summative Assessment

All the Learning Outcomes must be subject to Summative Assessment. A brief explanation of the difference between Formative and Summative Assessment is given in the following sections.

10.3.1 Formative Assessment

Formative Assessment is carried out during the delivery of a module to determine if, and how well, learners understand the subject/topic being taught and address any misunderstandings. Formative Assessment is defined as:

A process to inform teachers/lecturers and/or instructors on improvements or modifications, that need to be made to lectures/lessons to aid learners' progress. The results of formative assessment do not contribute to the learner's final mark or grade – they are used to provide feedback and determine the direction of teaching and learning.

Carried out during the instructional process, formative assessment enables the lecturer/teacher to immediately make adjustments to the teaching and learning activities, where needed.

10.3.2 Summative Assessment

Summative Assessment is sometimes described as 'end of course assessment' as it determines how much of the subject/topic was learned by the learner. It is the formal decision on the achievement of the learner after a period of instruction. Summative Assessment evaluates a learner's ability to demonstrate knowledge, skills and/or competence against Assessment Criteria. The results are recorded and contribute to the learner's overall mark and/or grade.

10.4 Assessment Criteria

Assessment Criteria are important for both assessors and learners as they set out what learners are expected to do to demonstrate that they have achieved the Learning Outcomes. Assessment Criteria are defined as 'specified reference points against which learners are judged to measure their attainment'. There must be a link between the Assessment Criteria and the Learning Outcomes and an indication of what will be taken into account by the assessors.

Assessment Criteria start with an active verb and are:

- Demonstrable
- Measurable
- Explicit
- Unambiguous
- Objective

The following example demonstrates the link between a Learning Outcome and the Assessment Criteria

- **Learning Outcome**
Analyse the future job market in Oman
- **Assessment Criteria**
To achieve this outcome, the learner must:
 - a. Discuss the changes and trends in the current job market in Oman
 - b. Predict changes in the Omani work environment
 - c. Conduct a PEST (Political, Economic, Social, Technological) analysis

10.5 Assessment Methods

Assessment methods are the instruments/techniques used to evidence and determine the extent to which a learner has achieved the Learning Outcome. Assessment methods must not be confused with Assessment Criteria, which stipulate what learners must achieve.

The assessment method must be appropriate to the Learning Outcome and the Assessment Criteria. If these relate to a practical activity, the assessment method must also be a practical activity.

10.6 Constructive Alignment

When designing modules and programmes that lead to qualifications, Biggs (1999)⁸⁶ suggests the Learning Outcomes and assessment be designed in tandem to inform the learning activities. He calls this `Constructive Alignment` as it links the assessment to the Learning Outcomes, providing transparency to its purpose. By using this approach, the Learning Outcomes and assessment are used to design meaningful learning activities that support the achievement of the assessment tasks.

10.7 Recording Decisions

A record must be kept of the assessments that have been undertaken by each learner. Record keeping is important because:

- It is the means to track learners' progress
- Internal, external verifiers/moderators use the records to sample assessment decisions for review

⁸⁶ J. Biggs (1999) Teaching for Quality Learning at University Buckingham, Open University Press.

- It is used to check the reliability and consistency of assessment over time
- It provides a means to ensure consistency of decisions from one assessor to another

11. OQF Level and OQF Credit Value

The Listing or Alignment Committee, established by the Awarding Body, proposes the OQF Level and OQF Credit Value of the qualification submitted to the DGNQF for Listing or Alignment. To do this, the Committee must determine the OQF Level and OQF Credit Value of all the modules that comprise the entire qualification.

The OQF Listing or Alignment Panel, formed by the DGNQF, ensures that the proposed OQF Level and OQF Credit Value for each module and for the entire qualification is justified and that for Omani qualifications, the OQF Credit Value meets the requirements of the particular qualification type.

This section is a guide to help Awarding Bodies and OQF Listing and Alignment Panels as it provides a detailed explanation of how the OQF Level and OQF Credit Value is determined.


11.1 Determining the OQF Level of each Module

The Listing or Alignment Committee determines the OQF Level for each module that comprises the qualification by considering the Learning Outcomes of the module **collectively** to find the `best-fit` OQF Level. Listing or Alignment does **not involve** allocating an OQF Level to individual Learning Outcomes.

For efficiency of time and resources, it is helpful to identify a starting point. The `General Overview`, located at the beginning of each OQF Level Descriptor, is helpful in this regard. For example, if the module being evaluated is one offered in the first year of a bachelor's degree, there is little point in evaluating it against OQF Levels 1 to 3 as it can be seen from the `General Overview` that the expectations for OQF Level 3 are:

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 or for progress to further studies (see Table 9).

This is a lower level of achievement than that required for a first-year undergraduate programme. A more appropriate starting point, in this case, is OQF Level 5, for which the `General Overview` states:



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 (see Table 11).

Modules with a pre-requisite, generally build on learning already achieved, therefore the starting point is normally the OQF Level above. For example, if a qualification spans three levels e.g., OQF Levels 5, 6 and 7 and there is a pre-requisite for a module that sits at OQF Level 5, then the starting point for establishing the OQF Level would normally be Level 6. If the module has a co-requisite at OQF Level 5, then the starting point is OQF Level 5. Other helpful guides to help establish the `starting point` are the:

- Title of the module, for example, a module called `Introduction to ...` is unlikely to sit at OQF Level 8
- Admission requirements for the programme
- Position of the module within the programme
- Exit level of the programme

The OQF Level of a module is **not** based on the year that it is delivered within a qualification. A module, delivered in the second year of a bachelor's degree may, or may not, be at OQF Level 6. Awarding Bodies must carry out an objective evaluation of each module to determine the OQF Level.

Having established a `starting point`, the Listing or Alignment Committee matches the words and phrases of the Learning Outcomes to those in the OQF Level Descriptors to decide the OQF Level that is the `best fit`.

Words and phrases describing the expected outcomes at each OQF Level, such as `general`, `significant`, `specialised`, `simple skills`, `everyday contexts`, `routine` and `non-routine` help to indicate the best-fit OQF Level. The words used within the assessment of the module are also helpful in determining the OQF Level; `evaluate` `analyse` and `interpret` imply a higher level of demand than `explain`, `describe` or `list` (although not always the case as the level is also influenced by the context of the learning and the target group of learners). Range statement can also help to indicate the OQF Level. For example, within the statements in the Communication, Numeracy, Information Communication Technology (ICT) Skills Characteristic, OQF Level 2 requires a limited range, while OQF Level 5 requires a broad range.

11.1.1 OQF Characteristics

It is not necessary for a module to:

- Reflect all six OQF Characteristics; not all of the characteristics are relevant to all modules e.g see Table 41
- Have all the OQF Characteristics at the same level; the characteristics may sit at different levels in a module e.g see Table 41
- Meet the full description of an OQF Characteristic; a module might partially meet the outcomes described in a characteristic

11.1.2 OQF Level for Module

The OQF Level of a module is based on the Level that all, or the majority of, the characteristics sit. Table 41 provides an example of where a characteristic is not reflected in the content (`Employability and Values`) and the other characteristics are at different OQF Levels. As the majority are at OQF Level 5, the overall level of the module is OQF Level 5.

Table 41: Example of Best-Fit Level of Characteristics	
OQF Characteristics	Best-Fit Level
Knowledge	5
Skills	5
Communication, Numeracy, Information Communication Technology Skills	4
Autonomy and Responsibility	5
Employability and Values	N/A
Learning to Learn	3
Proposed OQF Level	5

On occasion, the results are not so conclusive. In Table 42, there is an equal number of characteristics at the same level e.g two at OQF Level 5, two at OQF Level 4 and two at OQF Level 3. In such cases, rank the characteristics in order of their importance within the module. In this example, `Knowledge` and `Autonomy and Responsibility` are identified as the two most important characteristics and both sit at OQF Level 5 making this the `best-fit` OQF Level. The reason for the chosen ranking should be given in the rationale for the level of the module.

Table 42: Example of Ranking Characteristics		
QQF Characteristics	Best-Fit Level	Ranked Order
Knowledge	5	1
Skills	4	3
Communication, Numeracy, Information Communication Technology Skills	4	4
Autonomy and Responsibility	5	2
Employability and Values	3	5
Learning to Learn	3	6
Proposed QQF Level	5	

The Listing or Alignment Committee must not `average` the QQF Levels. For example, where three QQF Characteristics are proposed at QQF Level 5 and three at QQF Level 7, it is wrong to propose the overall QQF Level as QQF Level 6. Rank the characteristics in order of importance to ascertain the QQF Level – either QQF Level 5 or QQF Level 7.

11.2 Determining the QQF Credit Value

The QQF 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 and technical and vocational education, expressed in a numerical value of either QQF Credit Points or QQF Credit Hours'. Both QQF Credit Points and QQF Credit Hours are based on 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`.

Awarding Bodies use either QQF Credit Points or QQF Credit Hours. They do not need to use both.

11.2.1 Determine the Notional Learning Hours

The number of notional learning hours includes all the activities that learners are expected to engage in. The following examples are types of learning activity that contribute to the calculation of the notional learning hours:

- Lectures
- Tutorials
- Laboratory work
- Workshops
- Field visits

- Research
- Self-study
- Revision and preparation for assessment and/or assignments
- Being assessed and/or carrying out assignments

These are not exclusive. There may be other activities, not given here, that are required to achieve particular Learning Outcomes and they are also counted towards the notional learning hours.

The time required for activities that learners need to carry out, before and/or after the delivery, is also be counted towards the notional learning hours. For example:

- Before delivery, there may be preparation activities such as reading materials, using the library, carrying out traditional and/or online research
- After delivery, time may be required for revision and assessment

The Listing or Alignment Committee makes a professional judgment on the number of notional learning hours required. The time is `notional` because learners are different; some take longer than others to achieve the Learning Outcomes. Calculation of the notional learning hours is based on the time required by a `typical learner at the specified level` to achieve the Learning Outcomes. The prerequisite knowledge that the learner requires before undertaking the module does not count towards the calculation⁸⁷.

11.2.2 OQF Credit Points

One OQF Credit Point represents ten notional learning hours. Whole Credit Points must be allocated, fractions must not be used. A minimum of four OQF Credit Points (40 notional learning hours) is required for a qualification to be Listed or Aligned and placed on the NRQ.

11.2.3 OQF Credit Hours

One OQF Credit Hour equates to three hours of activity per week for one semester (a minimum of 14 weeks). Based on a 14-week semester, each OQF Credit Hour has a minimum of 42 notional learning hours. Each OQF Credit Hour comprises a combination of learning activities, for example, this may be but is not exclusive to:

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

⁸⁷ Prerequisite knowledge is different from what a learner might need to do before the delivery of specific learning or work training. Pre-requisite knowledge e.g, pre-requisite modules do not count towards the notional learning hours of another module. However, some training/learning might require the learner to read new materials so that they can undertake that module or specific training.

- Two hours class or laboratory contact time and one-hour of learning activities
- Three hours learning activities

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

11.2.4 Other Credit Systems

Where the Awarding Body uses another credit system, such as Credit Units used by Australian HEIs, the European Credit Transfer System (ECTS) used in European HEIs and the European Credit System for Vocational Education and Training (ECVET), the Awarding Body must provide a clear explanation of how the credit system used relates to either OQF Credit Points or OQF Credit Hours.

11.3 The Listing or Alignment Rationale

The Listing or Alignment Committee completes the rationale, explaining the reasons for the proposed OQF Level for each of the characteristics and for the OQF Level of the module. The rationales must relate the module content to the statements in the OQF Level Descriptors. Awarding Bodies must not copy (cut and paste) the OQF Level Descriptors statements to use as the rationale; applications that do so are returned to the Awarding Body.

The rationale should:

- Be succinct and relevant
- Explain why the characteristic meets the proposed OQF Level
- Explain why the characteristic does not meet the OQF Level above and it exceeds the characteristics of the level below

11.4 Determine the OQF Level and OQF Credit Value of the Qualification

Following the allocation of an OQF Level and OQF Credit Value to each module, the next stage is to determine the OQF Level for the entire qualification.

11.4.1 Exit Level

This is commonly used for larger qualifications spanning more than one year. The Exit Level is the level that learners reach on completion of the qualification. For example, the Exit Level for a bachelor's degree is OQF Level 8 but learners start at OQF Level 5, building and developing their knowledge through OQF Levels 5,6,7 and 8. The qualification must have sufficient OQF Credit at each level to meet the requirements of the particular qualification type (see Table 28). Insufficient

OQF Credit at the Exit Level prevents a qualification from being Listed on the OQF. Table 43 provides the minimum number of OQF Credit Points and OQF Credit Hours required at the Exit Level for Certificates, Diplomas, Advanced Diplomas and bachelor's degree.

Where all the modules contribute equally to the qualification e.g. for smaller qualifications such as skills courses and micro-credentials⁸⁸, the OQF Level is generally at the same OQF Level as the

Table 43: Qualification Type Exit Level					
Qualification Type	Exit Level	Minimum Total OQF Credit Points for Qualification	Minimum OQF Credit Points at Exit Level	Minimum Total OQF Credit Hours for Qualification	Minimum OQF Credit Hours at Exit Level
Certificate	5	120	96	30	24
Diploma	6	240	96	60	24
Advanced Diploma	7	360	96	90	24
Bachelor's Degree	8	480	96	120	24

majority of the modules (see Table 44).

Table 44: Modules Contribute Equally to the Qualification		
Module 1	OQF Level 3	10 OQF Credit Points
Module 2	OQF Level 4	10 OQF Credit Points
Module 3	OQF Level 4	10 OQF Credit Points
The Overall Level of the qualification is OQF Level 4: All modules have 10 OQF Credit Points, the majority of the modules are at OQF Level 4		

Where there is an equal number of modules with the same OQF Credit Value, the Listing or Alignment Committee must make a judgment on the ranking/importance of the modules to the qualification (see Table 45).

⁸⁸ The main qualification types are given in the Qualifications Arrangements (see section 7). Small qualifications such as skills courses and micro-credential are not included.

Table 45: Ranking/Importance of the Modules to the Qualification			
			Ranking/Importance
Module 1	OQF Level 3	20 OQF Credit Points	2
Module 2	OQF Level 4	20 OQF Credit Points	1
Overall OQF Level 4: Based on the ranking/importance of Module 2 to the qualification			

11.5 Elective Modules

The OQF Level and OQF Credit Value must be determined for all the elective modules as well as the core modules. The OQF Level and OQF Credit Value of an entire qualification containing core and elective modules must meet the requirements of the qualification type irrespective of the elective modules selected by learners (see Table 28). For example, a Diploma with a choice of elective modules may accumulate 96 or more OQF Credit Points at OQF Level 6, meeting the requirements of the qualification type but if an elective module at a lower level is taken, it may result in the qualification not meeting the requirements of the qualification type. The way that elective modules can impact on the qualification type is shown in Table 46.

Table 46: Example of how an Elective Module can affect meeting the requirements of the Qualification Type				
Diploma	Core modules: 80 OQF Credit Points at OQF Level 6	Elective module: 20 OQF Credit Points at OQF Level 6	100 OQF Credit Points at OQF Level 6	Meets requirements of Diploma (qualification type) because over the minimum OQF Credit Value required (96 OQF Credit Points at OQF Level 6)
	Core modules: 80 OQF Credit Points at OQF Level 6	Elective module: 20 OQF Credit Points at OQF Level 5	80 OQF Credit Points at OQF Level 6	Does not meet requirements of Diploma because there are less than 96 OQF Credit Points at OQF Level 6

11.6 Award of OQF Credit

OQF Credit is awarded on the successful completion of each module. The OQF Credit Value allocated to a module is awarded when the learner achieves all the Learning Outcomes. The OQF Credit is not attached to individual Learning Outcomes within a module. The OQF Credit is **not** awarded if a learner achieves only some of the Learning Outcomes e.g., two of four Learning Outcomes. Partial achievement of the module does not lead to a partial or proportional award of the OQF Credit Value.

Generally, the learner's transcript records the title of the completed modules and the OQF Level and OQF Credit Value (see Table 47).


Table 47: Recording OQF Credit Value			
Module Title	OQF Level	OQF Credit Value	Pass/Fail
Introduction to Management	5	30 OQF Credit Points	Pass
Introduction to Human Resources	5	No OQF Credit Points Awarded	Fail

Where another Credit System is used, the credits allocated in the Credit System used (e.g., ECTS) is recorded together with the comparable OQF Credit Value (see Table 48).

Table 48: Recording Comparable OQF Credit Value				
Module Title	Credit System	Allocated Credit	Comparable OQF Credit Value	Pass/Fail
Introduction to Management	ECTS	10 ECTS Credit Points	20 OQF Credit Points	Pass
Introduction to Human Resources	ECTS	10 ECTS Credit Points	20 OQF Credit Points	Pass

11.7 OQF Credit and Grades

The learner should know the pass mark required at the start of the module. If the learner achieves the pass mark, they are awarded the OQF Credit Value, they are not awarded additional credits for



achieving a higher mark. High marks are recognised through the award of a grade, category or class, and not through the award of additional OQF Credits.

Grading Criteria are used by Awarding Bodies to differentiate the requirements for each grade, category or class of award. They describe the performance required for each classification of an award, thereby providing the learner with an indication of what they need to do to achieve a particular grade.



PART F: APPENDICIES

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
CSEQA	Centre for School 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
NAQF	National Academic Qualifications Framework
N/A	Not Applicable
NOS	National Occupational Standards
NQF	National Qualifications Framework
NRQ	National Register of Qualifications
OAAA	Oman Academic Accreditation Authority
OAAAQA	Oman Authority for Academic Accreditation and Quality Assurance of Education
OQF	Oman Qualifications Framework
OQFER	Oman Qualifications Framework External Reviewer
OQFM	Oman Qualifications Framework Manual
OQFRD	Oman Qualifications Framework Review Director
PLO	Programme Learning Outcome
PSA	Programme Standards Assessment
QDT	Qualification Design Team
ROSQA	Requirements for Oman's System of Quality Assurance
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 ⁸⁹
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 ⁹⁰
Assessment	The process of judging performance against specified targets/reference points ⁹¹
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) ⁹²

⁸⁹ See OAAAQA Online Glossary, <https://www.oaaaqa.gov.om/About-the-OAAA/Glossary> (accessed on 19.04.2021)

⁹⁰ See OAAAQA Online Glossary, <https://www.oaaaqa.gov.om/About-the-OAAA/Glossary> (accessed on 19.04.2021)

⁹¹ See OAAAQA Online Glossary, <https://www.oaaaqa.gov.om/About-the-OAAA/Glossary> (accessed on 19.04.2021)

⁹² Adapted from <http://qualityresearchinternational.com/glossary/#a>.

Table B2: Glossary of Terms

Term	Definition
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 ⁹³
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
Core Modules	Applies to the modules of a qualification that must be taken by learners, sometimes referred to as mandatory modules
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 ⁹⁴
Educational Pathway [of the OQF]	The educational orientation, academic, technological, professional or technical and vocational within which the defined purpose of a qualification falls
Elective Modules	This applies to the modules that learners choose to take as part of the qualification, sometimes referred to as optional modules

⁹³ See OAAAQA Online Glossary, <https://www.oaaaqa.gov.om/About-the-OAAA/Glossary> (accessed on 19.04.2021)

⁹⁴ 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
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
Formative Assessment	A process to inform teachers/lecturers and/or instructors on improvements or modifications, that need to be made to lectures/lessons to aid learners' progress. The results of formative assessment do not contribute to the learner's final mark or grade – they are used to provide feedback and determine the direction of teaching and learning
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

Table B2: Glossary of Terms

Term	Definition
Institutional Standards	The national Institutional Standards for accreditation against which the performance of an HEI is assessed ⁹⁵
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 ⁹⁶
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
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 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

⁹⁵ See OAAAQA Online Glossary, <https://www.oaaaqa.gov.om/About-the-OAAA/Glossary> (accessed on 19.04.2021)

⁹⁶ 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
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
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 ⁹⁷
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
Objective	The input of the teacher/lecturer rather than what the learner is expected to learn. Sometimes the term is used in place of, or interchangeably with, Learning Outcome

⁹⁷ Ministry of Labour (August 2021).

Table B2: Glossary of Terms

Term	Definition
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 per week for one semester (minimum 14 weeks), which equates to a minimum of 42 notional learning hours ⁹⁸
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 ⁹⁹
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

⁹⁸ 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.

⁹⁹ 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

Table B2: Glossary of Terms

Term	Definition
OQF Level	An indicator of relative demand, complexity, depth of knowledge and learner autonomy as described in the OQF Level Descriptors ¹⁰⁰
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
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

¹⁰⁰ 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
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 ¹⁰¹
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 processes that support these, in relation to relevant standards/benchmarks/frameworks ¹⁰²
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 ¹⁰³
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

¹⁰¹ See OAAAQA Online Glossary, <https://www.oaaaqa.gov.om/About-the-OAAA/Glossary> (accessed on 19.04.2021).

¹⁰² Adapted from OAAAQA Online Glossary, <https://www.oaaaqa.gov.om/About-the-OAAA/Glossary> (accessed on 19.04.2021).

¹⁰³ Adapted from OAAAQA Online Glossary, <https://www.oaaaqa.gov.om/About-the-OAAA/Glossary> (accessed on 13.09.2018).

Table B2: Glossary of Terms

Term	Definition
	ensuring the qualification (and modules) meet the Listing or Alignment Criteria and the outcomes of the relevant OQF Level Descriptors

Appendix C: OQF Oversight Committee

The OQF Oversight Committee comprises of representatives from the following organisations:

Diwan of Royal Court

Ministry of Defence

Former Ministry of Higher Education

Ministry of Education

Former Ministry of Manpower

Ministry of Health

Former Ministry of Civil Service

Oman Medical Specialty Board

Former Oman Academic Accreditation Authority

Sultan Qaboos University

Former General Secretariat of the Supreme Council for Planning

Former Secretariat General of the Education Council

Former Research Council

Oman Chamber of Commerce and Industry

Al Sharqiya University

Bayan College

Sarooj Construction Company

Appendix D1: Matrix Guide for Module Recommendation

(Module Recommended)

Table D1: Matrix Guide for Module Recommendation		
Module Title	The module title reflects the content and Learning Outcomes	
Module Summary/Aims/Objectives	The module summary/aims/objectives: <ul style="list-style-type: none"> • Reflect the module content and Learning Outcomes • Are easy to understand 	
Learning Outcomes	There are a manageable number of Learning Outcomes All the Learning Outcomes: <ul style="list-style-type: none"> • Reflect the module aims and objectives • Map to the Programme Learning Outcomes • Are clear, specific and unambiguous • Are in a logical order • Are assessed • Are not overly assessed (e.g., maximum twice) 	
Assessment Criteria	The Assessment Criteria are: <ul style="list-style-type: none"> • Clear • Reflect the Learning Outcomes 	
Assessment Method	The Assessment Methods: <ul style="list-style-type: none"> • Reflect the Learning Outcomes e.g., practical assessment where required and/or reflect the proposed OQF Level • Align to the Assessment Criteria 	
Proposed OQF Level	The rationales: <ul style="list-style-type: none"> • Relate to the module content • Are clear • Explain the reasons for the proposed OQF Level 	Agreement with the proposed OQF Level
Proposed OQF Credit Value	The OQF Credit Value: <ul style="list-style-type: none"> • Is clear e.g., OQF Credit Points or OQF Credit Hours • Calculated correctly 	Agreement with the proposed OQF Credit Value

Appendix D2: Matrix Guide for Module Recommendation (Module Recommended with Condition)

Table D2: Matrix Guide for Module Recommendation		
Module Title	The module title partly reflects the content and Learning Outcomes	
Module Summary/Aims/Objectives	The module summary/aims/objectives: <ul style="list-style-type: none"> Partly reflect the module content and Learning Outcomes Are relatively easy to understand 	
Learning Outcomes	The number of Learning Outcomes may be difficult to manage Some of the Learning Outcomes: <ul style="list-style-type: none"> Reflect the module aims and objectives Map to the Programme Learning Outcomes Are clear, specific and unambiguous Are in a logical order Are assessed (50% or more) Are overly assessed (e.g., more than twice) 	
Assessment Criteria	Some Assessment Criteria: <ul style="list-style-type: none"> Are clear Reflect the Learning Outcomes 	
Assessment Method	Some of the assessment methods: <ul style="list-style-type: none"> Reflect the Learning Outcomes e.g., some written assessment for a practical Learning Outcome and/or some assessments do not reflect the OQF Level Align to the Assessment Criteria 	
Proposed OQF Level	Some of the rationales: <ul style="list-style-type: none"> Do not relate to the module content Are unclear Do not explain the reasons for the proposed level 	Agreement on the proposed OQF Level
Proposed OQF Credit Value	The OQF Credit Value: <ul style="list-style-type: none"> Is not clear e.g., OQF Credit Points or OQF Credit Hours There are some errors in the calculation of the OQF Credit Value 	Some questions regarding the proposed OQF Credit Value

Appendix D3: Matrix Guide for Module Recommendation (Module Not Recommended)

Table D3: Matrix Guide for Module Recommendation		
Module Title	The module title does not reflect the content and Learning Outcomes	
Module Summary/Aims/Objectives	The module summary/aims/objectives: <ul style="list-style-type: none"> Do not reflect the module content and/or Learning Outcomes Are not easy to understand 	
Learning Outcomes	The number of Learning Outcomes is impossible to manage The Learning Outcomes: <ul style="list-style-type: none"> Do not reflect the module aims and objectives Do not map to the Programme Learning Outcomes Are not clear, specific and unambiguous Are not in a logical order Are overly assessed e.g., more than four occasions Less than 50% of the Learning Outcomes are assessed	
Assessment Criteria	There are no Assessment Criteria	
Assessment Method	The assessment methods do not: <ul style="list-style-type: none"> Align to the Assessment Criteria (if any) Reflect the Learning Outcomes e.g., written assessment for a practical Learning Outcome and/or do not reflect the OQF Level 	
Proposed OQF Level	The rationales: <ul style="list-style-type: none"> Do not relate to the module content Are not clear Provide no connection between the module content and the OQF Level Descriptors (e.g., only quote the descriptors) Do not explain the reasons for the proposed level 	Disagreement with the proposed OQF Level
Proposed OQF Credit Value	The OQF Credit Value: <ul style="list-style-type: none"> Is not clear e.g., OQF Credit Points or OQF Credit Hours Is calculated incorrectly 	Disagreement regarding the proposed OQF Credit Value

