



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

OQF Capacity Building Workshop for the Listing, Alignment and Evaluation of Qualifications on the Oman Qualifications Framework



Introduction

Listing Compared to PSA

OQF Listing or Alignment

- Evaluates the Listing or Alignment Criteria, including the OQF Level and Credit Value through desktop review
- Takes place before delivery
- Largely a theoretical, paper-based, technical exercise
- Application – Review – Report
- Uses subject/quality assurance experts on panel
- Ensures the qualification at the right OQF Level and, if applicable, OQF Credit Value to merit the award leaving PSA panels to focus on implementation, rather than design
- Results in the qualification being Listed, Listed with Conditions or not Listed – report not published

Programme Standards Assessment

- Evaluates the effectiveness of a programme through on-site review of two standards
- Takes place after delivery
- Primarily an evaluative, practical exercise that checks the lived experience
- Self-review – Visit – Report
- Uses peer/subject experts on Panel and a wide range of stakeholders interviewed
- Is the programme being carried out as advertised to merit the award?
- Results in the programme being Accredited, On Probation or PSA Terminated – report published

Aims and Objectives of the Workshop

The **aims** of this workshop are to help participants to:

- Prepare an OQF Listing or Alignment Application
- Evaluate qualifications for the OQF

The **objectives** are to:

- Set the context for the OQF
- Provide the criteria for Listing or Aligning qualifications
- Explain the processes of OQF Listing and Alignment
- Explain the processes for the Evaluation of OQF Listing and Alignment Applications

By the end of this workshop, you will be able to:

- Use the OQF Terminology
- Identify the roles and responsibilities for the Governance, Management and Implementation of the OQF
- Use the OQF Level Descriptors
- Describe the nine stages in the OQF Listing and Alignment Process
- Explain the different roles within the OQF Listing or Alignment Panel
- Use the OQF Criteria and Processes to:
 - Evaluate a qualification for the OQF(Listing Process Stage 1)
 - Evaluate a qualification as an OQFER (Listing Process Stage 2)
 - Carry out the Verification of a qualification (Listing Process Stage 3)

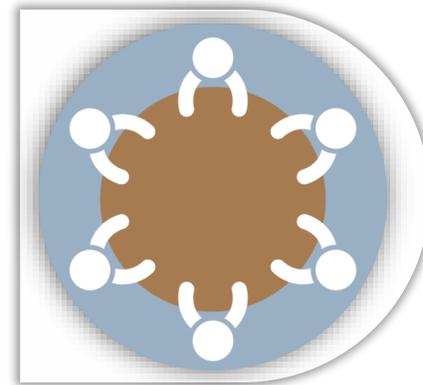


Workshop Format

We will give **general information** on the OQF Listing, Alignment and Evaluation Processes

There are hands-on exercises where you will take on the roles of an:

- Awarding Body
- OQF External Reviewer
- OQF Review Director



Programme

- **OQF Terminology**
- **National Qualifications Frameworks in general**
- **The Oman Qualifications Framework (OQF)**
- **OQF Governance, Management and Implementation**
- **Criteria for OQF Listing or Alignment of Qualifications**
- **Quality Assurance**
- **Learning Outcomes**
- **Assessment**
- **Introduction to the OQF Level Descriptors**
- **Determine the OQF Level and Credit Value of a qualification**
- **OQF Credit Value**
- **Group Listing Exercise – Module 2 and the Entire Qualification**
- **OQF Re-Listing and OQF Re-Alignment**
- **Evaluating a Qualification as an OQFER**



Programme

- **OQF Re-Listing and OQF Re-Alignment**
- **Evaluating a Qualification as an OQFER**
- **Exercise: Quality Assurance of OQF Listing Application**
- **Stage Two: Evaluation by the OQFERs**
 - **Evaluation of the Quality Assurance**
 - **Evaluation of three modules**
- **The Role of the Review Director**
- **Stage 3: Verification**
- **Stage 4: Preparation**
- **OQF Evaluation Report**
- **Stages 5 to 9 of the OQF Listing Process**
- **Formation of Listing or Alignment Panels**





General Information

OQF Terminology (1/2)

- **Unit/Module/Course:** Module: A component of a qualification. Also known as **course** or **unit** by some Awarding Bodies
- **Programme/Qualification:** A set of units, modules or courses, which are designed to lead to a qualification on a national qualifications framework
- **OQF Listing** (a qualification on the OQF):An evaluation of an Omani qualification against the Listing Criteria and the OQF Level Descriptors to determine the OQF Level and the OQF Credit Value of the entire qualification
- **OQF 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



OQF Terminology (2/2)

- **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.
- **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



Listing, Alignment and Modules

Please Note:

When **Listing** and the OQF Level and OQF Credit Value are mentioned, these also refer to the OQF Level of **Alignment** and the **comparable** OQF Credit Value

- The difference in **Listing and Alignment** concerns the quality assurance requirements of the OQF
- Determining the OQF Level and the OQF Level of Alignment are the same



National Qualifications Frameworks

A National Qualifications Framework (NQF) is an instrument for:

- The development and classification of **qualifications** according to a **set of criteria for levels of learning achieved** (Source: OECD 2006)
- The recognition of **skills, knowledge and competencies** along a continuum of agreed **levels**
- **Structuring existing and new qualifications**, which are defined by **learning outcomes**
- The **comparability** of different qualifications and how a learner can **progress** from one level to another, within and across occupations or industrial sectors (Ron Tuck 2007)



Features of National Qualifications Frameworks

- Quality Assurance (at different levels): institutional; qualification; assessment
- Qualifications Design: Learning Outcomes; assessment
- Levels: Level Descriptors
- Includes qualifications from all sectors of education and training
- Register for national qualifications
- Some qualifications frameworks use credit

The Oman Qualifications Frameworks

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	<i>[New Technical Qualifications may be developed]</i> Vocational Diploma	
	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				

Has ten Levels, three Bands and four Educational Pathways

Includes qualifications from all education and training sectors:

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

RPL column to support lifelong learning

Educational Pathway Descriptions

Descriptions of the four Educational Pathways are in the OQF Manual (Section 2.2)

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



Governance, Management and Implementation of the OQF

Prepare and develop the comprehensive Oman Qualifications Framework (OQF), List Omani qualifications on it and Align the foreign and international qualifications with it (Royal Decree 9/2021)

Governance

Board of Directors

Oman Academic Accreditation
Authority and Quality Assurance
of Education (OAAAQA)

Management

The Executive Office
(OAAAQA)

Implementation

The Directorate General of the
National Qualifications
Framework (DGNQF)

OQF Governance and Management

OQF Governance OAAAQA Board

- Overall responsibility for the OQF
- Setting the strategic direction for the OQF
- Approving the overarching OAAAQA Policies relating to the OQF
- Approving the Listing or Alignment outcome and placement of qualifications on the NRQ

OQF Management OAAAQA Executive Office

- Ensuring the implementation of the OQF is efficient and effective
- Approving the appointment of OQF External Reviewers (OQFERs)
- Approving the Final Listing or Alignment Evaluation Reports and Re-Listing and Re-Alignment Review Reports

OQF Implementation

Directorate General of the National Qualifications Framework (DGNQF)

Managing the OQF Listing, Alignment, Re-Listing and Re-Alignment Processes

- Establishing:

✓ a Listing or Alignment Panel for each application to the OQF

✓ a Re-Listing or Re-Alignment Panel

- Managing the Register of OQF External Reviewers

- Updating and maintaining the OQF

- Monitoring the implementation of the OQF

- Maintaining the National Register of Qualifications



Governance, Management and Implementation Policy



Read the OAAAQA Policy for the Governance, Management and Implementation of the OQF.

Appendix C1



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QQF Listing or Alignment Criteria

Listing and Alignment of Qualifications

OQF Listing

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

OQF Alignment

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

Listing and Alignment of Qualifications

- At what point does Listing or Alignment happen in a qualification's `life cycle`?
- How long will Awarding Bodies have to List or Align their qualifications?
- What will happen during the transition period?
- When will the transition period end?



Criteria for Listing and Alignment of Qualifications

The Awarding Body must:

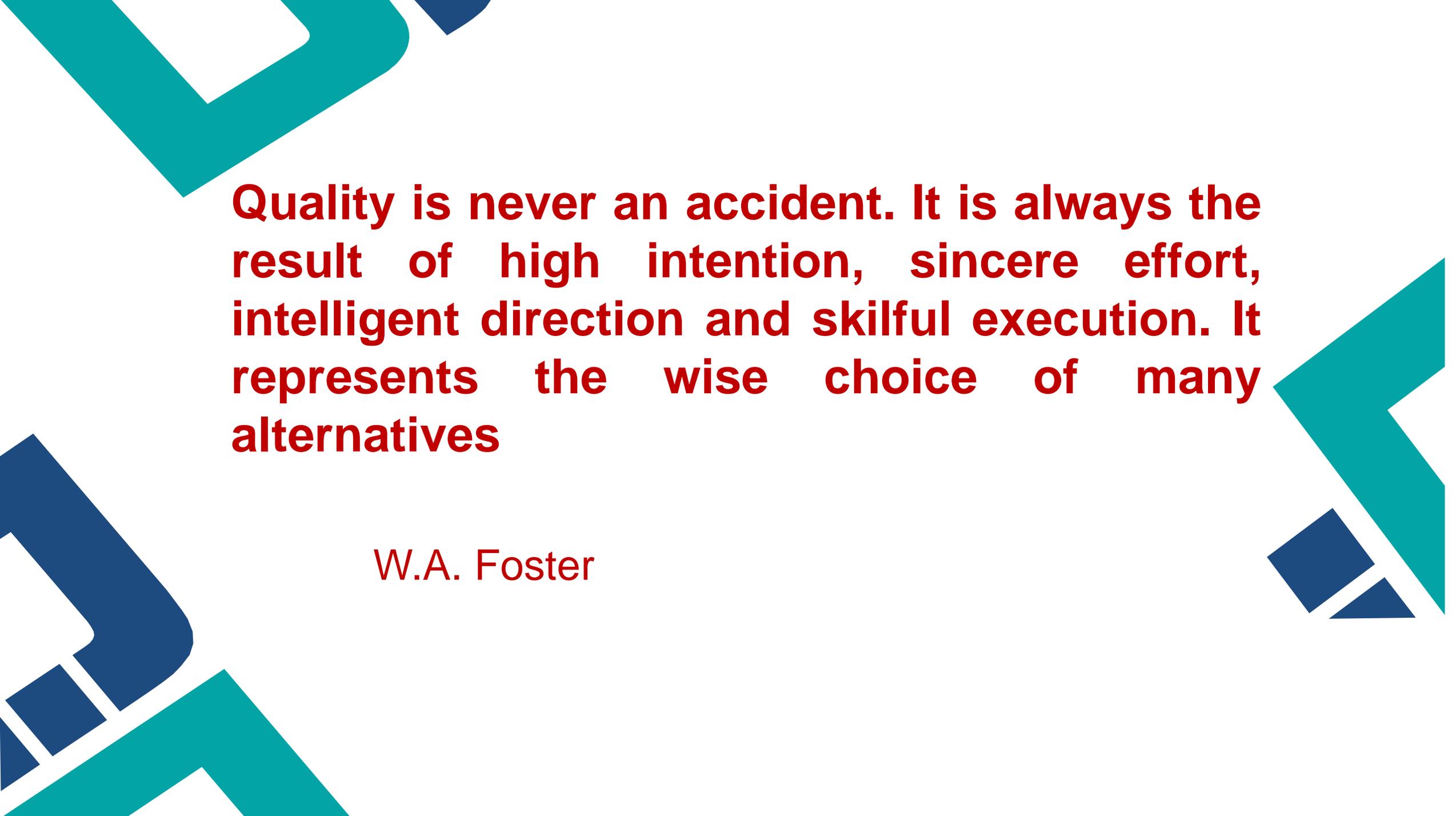
- Own the qualification
- Have institutions and programme licenses from the relevant licensing body (where required by Omani regulations)
- Have quality assurance measures in place

The qualification must:

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



OQF Criteria: Quality Assurance

The slide features abstract geometric shapes in teal and dark blue. In the top-left corner, there is a large teal shape resembling a stylized 'L' or a corner of a square. In the bottom-left corner, there is a dark blue shape resembling a stylized 'L' or a corner of a square. On the right side, there is a teal shape resembling a stylized 'L' or a corner of a square, and a dark blue shape resembling a stylized 'L' or a corner of a square.

Quality is never an accident. It is always the result of high intention, sincere effort, intelligent direction and skilful execution. It represents the wise choice of many alternatives

W.A. Foster

Quality Assurance and NQFs

An effective system of quality assurance is fundamental to support a well-functioning NQF. Qualifications Frameworks not supported by robust and transparent processes undermine cooperation and collaboration by affecting trust in learning outcomes.

(Source: UNESCO (circa 2020))

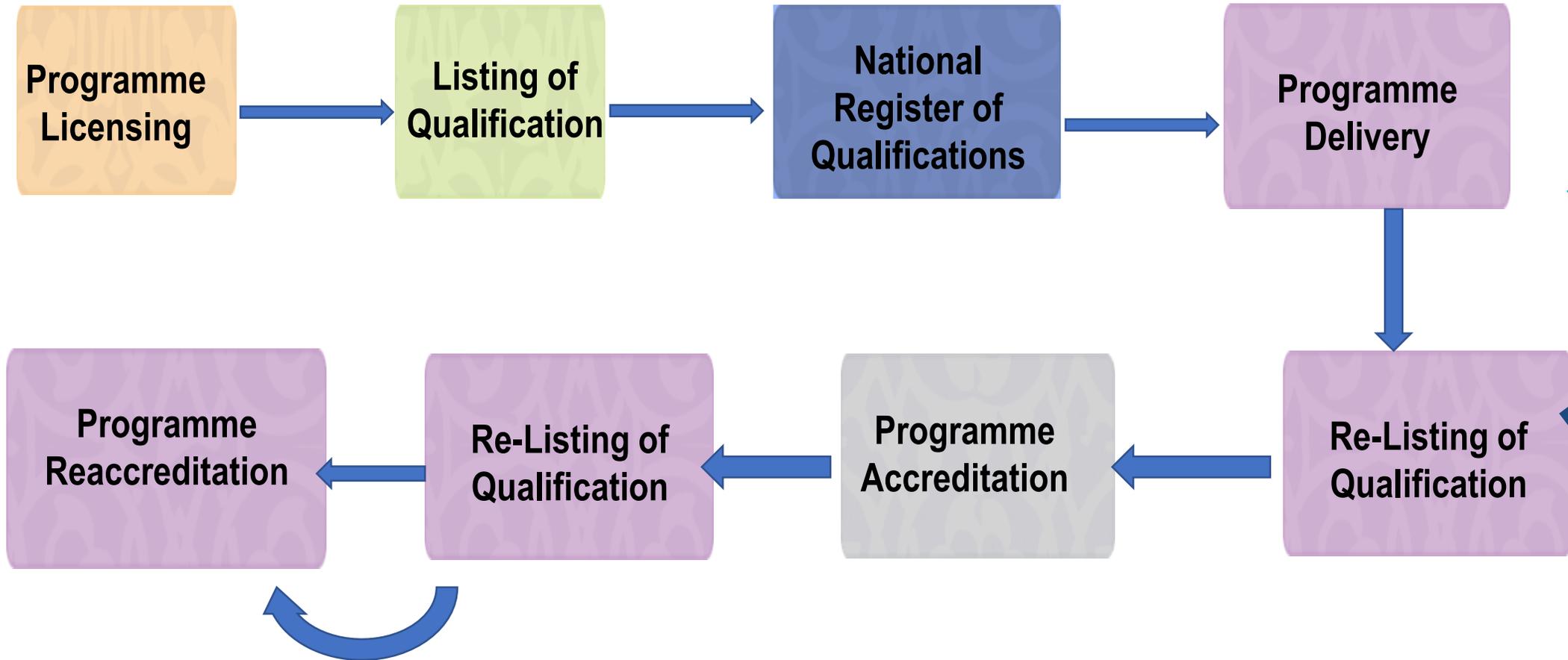
Definition of Quality Assurance

OAAAQA Definition:

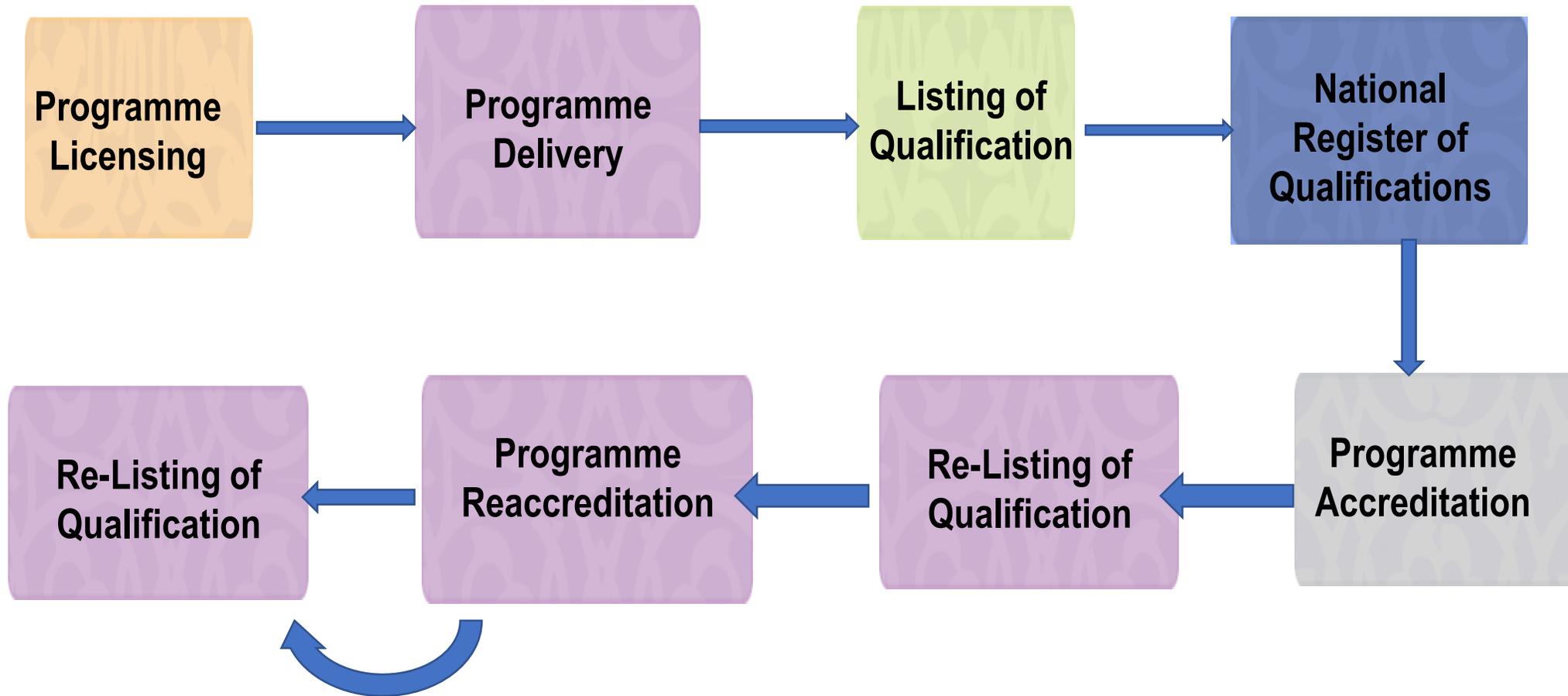
The implementation of planned and systematic processes and systems, either internal or external and independent to an educational institution, that assess the institution's programmes, services and activities as well as the processes that support these, in relation to relevant standards/benchmarks/ frameworks.

OAAAQA Online Glossary. Retrieved on 2/12/2023 from [OAAAQA - Glossary](#)

Quality Assurance: Integrated System



Quality Assurance: Transition





Listing and Licencing

The Licensing Bodies require information on the programme they approve for delivery. The question raised is why is there a requirement to complete the quality assurance of the programme for the OQF?

The reasons are:

- Licensing Bodies require the information for different purposes and although the information is similar, but it is not exactly the same
 - Not all qualifications require a programme licence
 - Stakeholders can be assured that all qualifications on the OQF, including vocational and small pieces of learning, are evaluated against the same quality assurance measures
- 



Quality Assurance Requirements

- Awarding Bodies must provide details of the programme quality assurance. There are twelve requirements that must be provided by both Omani and Foreign and International Awarding Bodies.
- In addition to the **programme** quality assurance requirements, Foreign and International Awarding Bodies must provide evidence that they are:
 - ✓ Quality assured/accredited by a recognised external quality assurance agency,
 - ✓ Have robust institutional quality assurance measures in place
 - ✓ Have arrangements in place for communicating with each education and training provider delivering the qualification in Oman



OQF Quality Assurance



Read:

- The OAAAQA OQF Quality Assurance Policy which is in Appendix C4 in the **OQF Document**



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QQF Criteria: Learning Outcomes

Learning Outcomes

Group Discussion

- What is a Learning Outcome (LO)?
- Why use LOs?
 - What are benefits (if any)?
 - What are the challenges?





Feedback from the Groups



What is a Learning Outcome?

OAAAQA Definition of a Learning Outcome:

What a learner is expected to know (knowledge) do (skills) and apply (competence) as a result of his/her undertaking a **unit, module, course or programme** leading to a qualification

(OAAAQA – Glossary accessed on 25.10.2022)



Why do we use Learning Outcomes? (1/2)

Learners

- Help learners and potential learners in course and/or programme selection
- Help learners by stating what is expected of them
- Support learning progression
- Provide information about the knowledge and skills that will be achieved on successful completion

Staff

- Design the content of a qualification
- Focus on exactly what they want students to achieve in terms of both knowledge and skills
- Show the connection between the LOs of the module and the programme aims
- Decide on appropriate assessment criteria and methods

Why do we use Learning Outcomes? (2/2)

Quality Assurance

- Help to provide evidence for the internal reviews that the required standards are being met
- Help with mapping the programme outcomes to external reference points
- Help to provide confidence to the accreditation bodies that the programme meets the requirements for national and international accreditation

National Qualifications Framework

- Provide assurance that the outcomes are appropriate for the intended level of learning
- Ensure the design of the qualification meets the requirements for the qualification type e.g., OQF Level and Credit (Qualification Arrangements)

Writing Learning Outcomes (1/4)

Before starting to write the Learning Outcomes, consider:

- What knowledge, skills and values do you want the learners to be able to demonstrate?
- How will learners demonstrate what they have learned?
- How do the Learning Outcomes of the module fit the Programme Learning Outcomes (PLOs)?

Writing Learning Outcomes (2/4)

Learning Outcomes should:

- Be written in the future tense
- Use active verbs to describe what the learner will be able to do by the end of the module
- Avoid using verbs that are ambiguous
- Be specific
- Use clear language that is easily understood by learners and non-experts
- Describe the final output or achievement of the learner

Writing Learning Outcomes (3/4)

Learning Outcomes must be:

- Relevant to the aims and content of the module / programme
- The result of the learning experience – no LOs that are not covered in content of the module
- Assessed
- Achievable

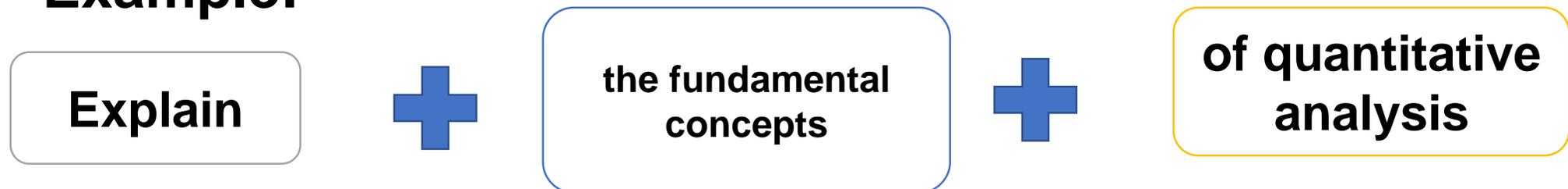
Writing Learning Outcomes (4/4)

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

Use:



Example:



Learning Outcomes

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

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

Be aware of Listing qualifications

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

Understand about Listing qualifications on the OQF

Less vague but how is understanding to be assessed?

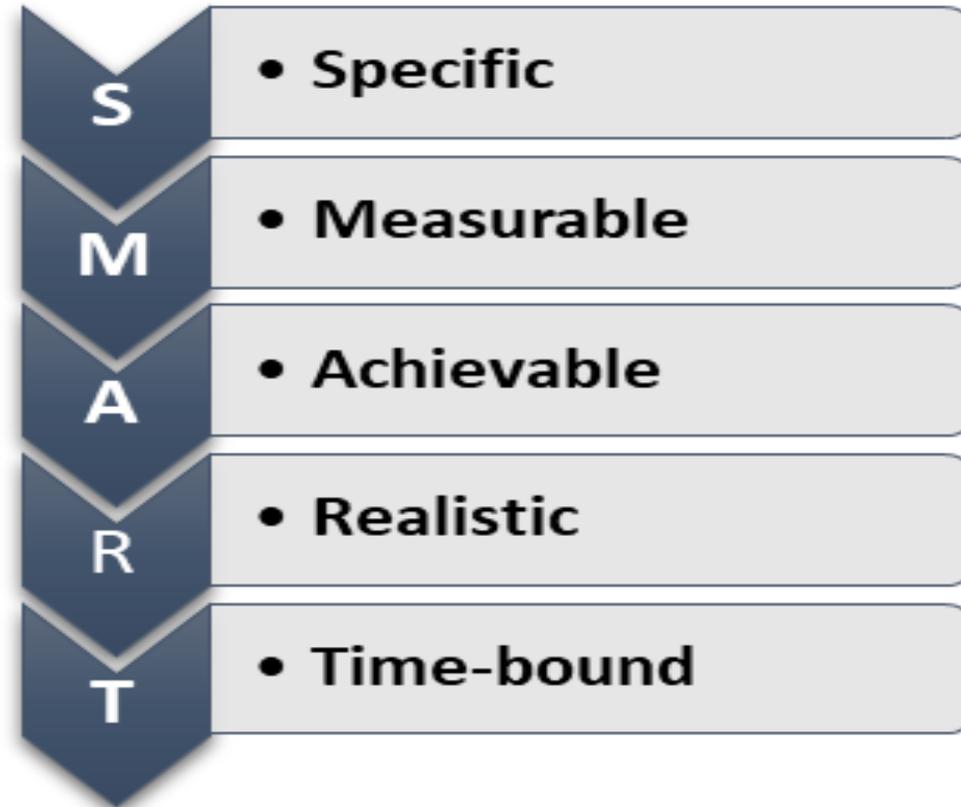
List a qualification on the OQF

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



In Summary

Learning Outcomes must be:





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OQF Criteria: Assessment

Definition of Assessment

OAAAQA Definition:

The process of judging performance against specific targets/reference points

Source: *OAAA Online Glossary*. Retrieved on 16/09/2019, from www.oaaa.gov.om/Training.aspx#Glossary

Forms of Assessment

Formative Assessment:

- Takes place during the learning process
- Provides information on a learner's progress
- Used to set learning goals, guide the lecturer/teacher/trainer
- Provides constructive feedback to the learner
- Does not contribute to the grade

Summative Assessment:

- Takes place at different points in the learning process, but usually at the conclusion of the course/subject and the programme
- Used to check the extent of learners' knowledge/skills on what they have been taught
- Part of the grading process



Principles of Assessment

Assessment must be:

- **Valid:**
 - Be appropriate
 - Have a sufficient range of content
 - Have clear tasks
 - Have no ambiguity
 - Must measure what it claims to measure
- **Reliable and consistent:** consistency of results over time, tasks and assessors
- **Fair and Transparent:**
 - No surprises`. Learners are aware of its purpose and nature
 - Equitable and credible for learners, their parents, employers, wider community
- **Inclusive:** individuals or groups are not excluded or disadvantaged
- **Quality Assured**



Assessment Criteria

Learning Outcomes are what learners will learn

Assessment Criteria are how learners demonstrate achievement of the Learning Outcomes

- Make clear to learners what they are expected to do to demonstrate achievement of the learning outcomes and how their attainment will be measured - answers the question `what do I need to do`?
- Ensure consistency and transparency of assessment judgments
- Assist assessors to assess students' work openly and fairly and help provide valuable feedback to students and easily justify how marks have been awarded



Writing Assessment Criteria

For **each** Learning Outcome, decide the:

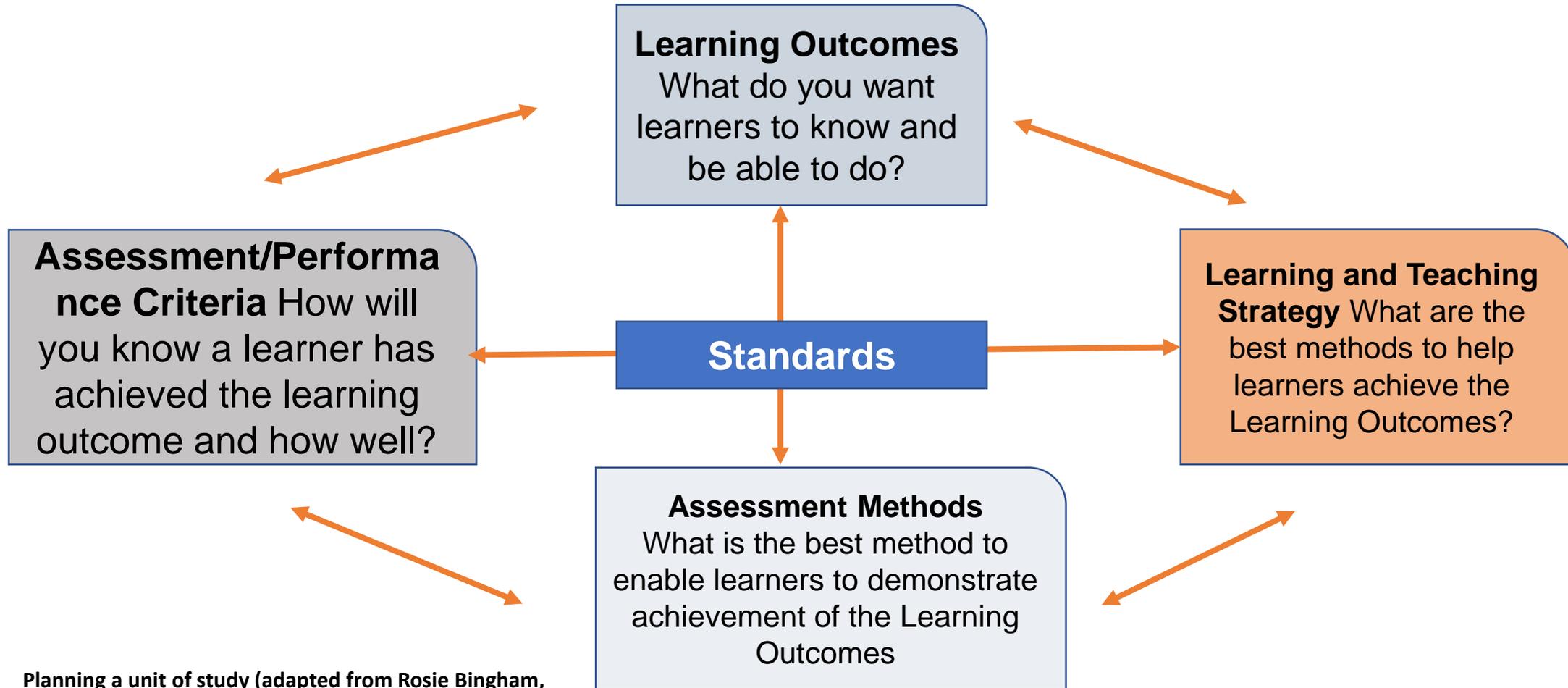
1. What the learner needs to do to demonstrate its achievement
2. What assessment method will generate the evidence
3. The amount of evidence required

Assessment Criteria should:

- Align with the Learning Outcomes and assessment method
- Be at the level of the module (use appropriate verb)
- Be listed in order they appear
- Be specific and unambiguous
- Be a manageable number
- Have any abbreviations in full so they cannot be misinterpreted
- Avoid jargon



Relationship of Assessment Criteria to Learning Outcomes



Planning a unit of study (adapted from Rosie Bingham, 2002)

Assessment Criteria and Assessment Methods

Assessment Criteria

- Identify the specific skills, knowledge and competence necessary to achieve the learning outcome
- Used to ensure consistency and transparency of assessment judgments
- Provide information to learners on how the attainment of the learning outcomes will be measured – answers the question ‘what do I need to do’?

Assessment Methods

- The ways used to provide evidence that the Assessment Criteria have been met
- Influenced by the type of achievement and purpose of the module
- Use an appropriate assessment method depending on whether the Learning Outcome is practical or knowledge-based



Example

Learning Outcome

Assess the environment and its relationship to worker performance and satisfaction

Assessment Criteria

- a. Discuss measurement and specification of workstation lighting for particular tasks
 - b. Relate temperature, air movement humidity and radiant heat to comfort and task performance
 - c. Appraise noise and vibration in the workplace in relation to injury, comfort and endurance
- 



Example

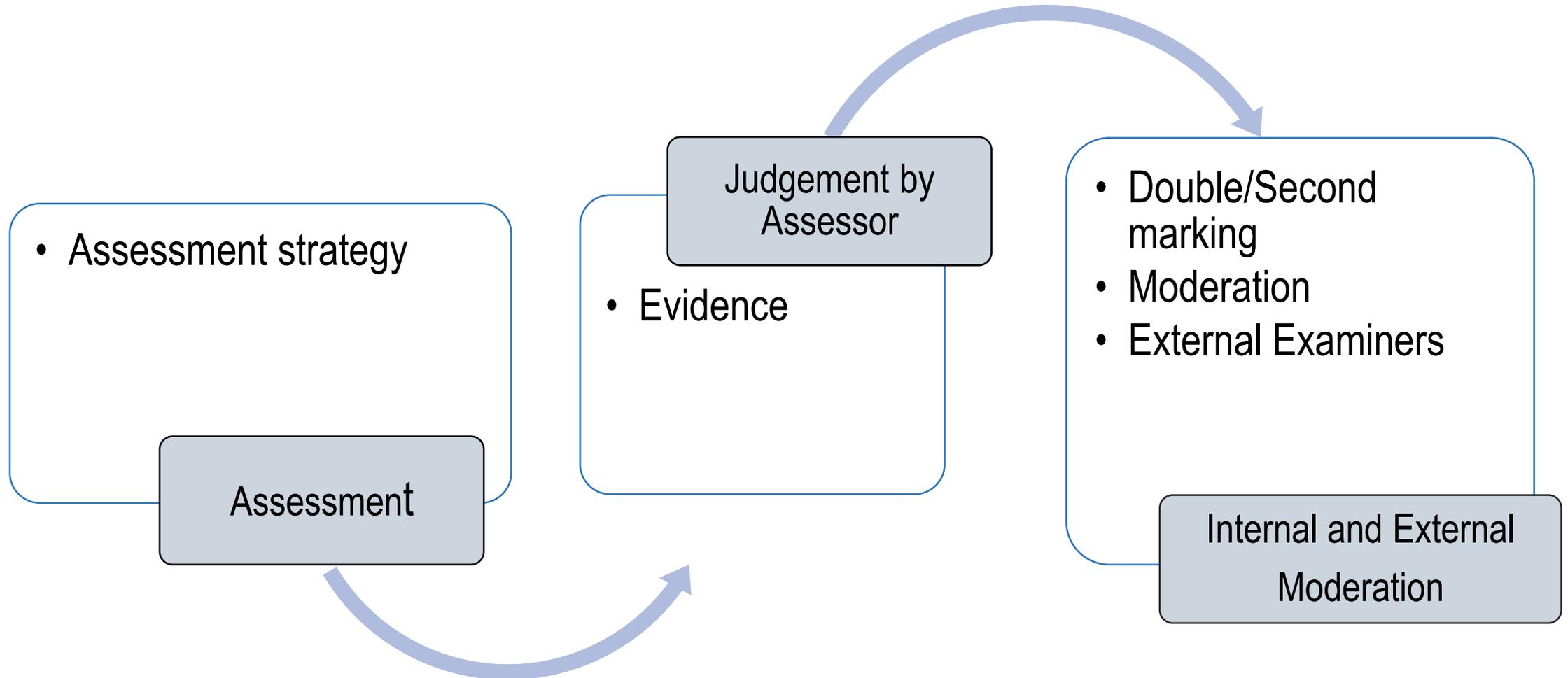
Learning Outcome

Assess the environment and its relationship to worker performance and satisfaction

Assessment Criteria

- a. Measurement and specification of workstation lighting for particular tasks are discussed
 - b. Temperature, air movement humidity and radiant heat are related to comfort and task performance
 - c. Noise and vibration in the workplace are appraised in relation to injury, comfort and endurance
- 

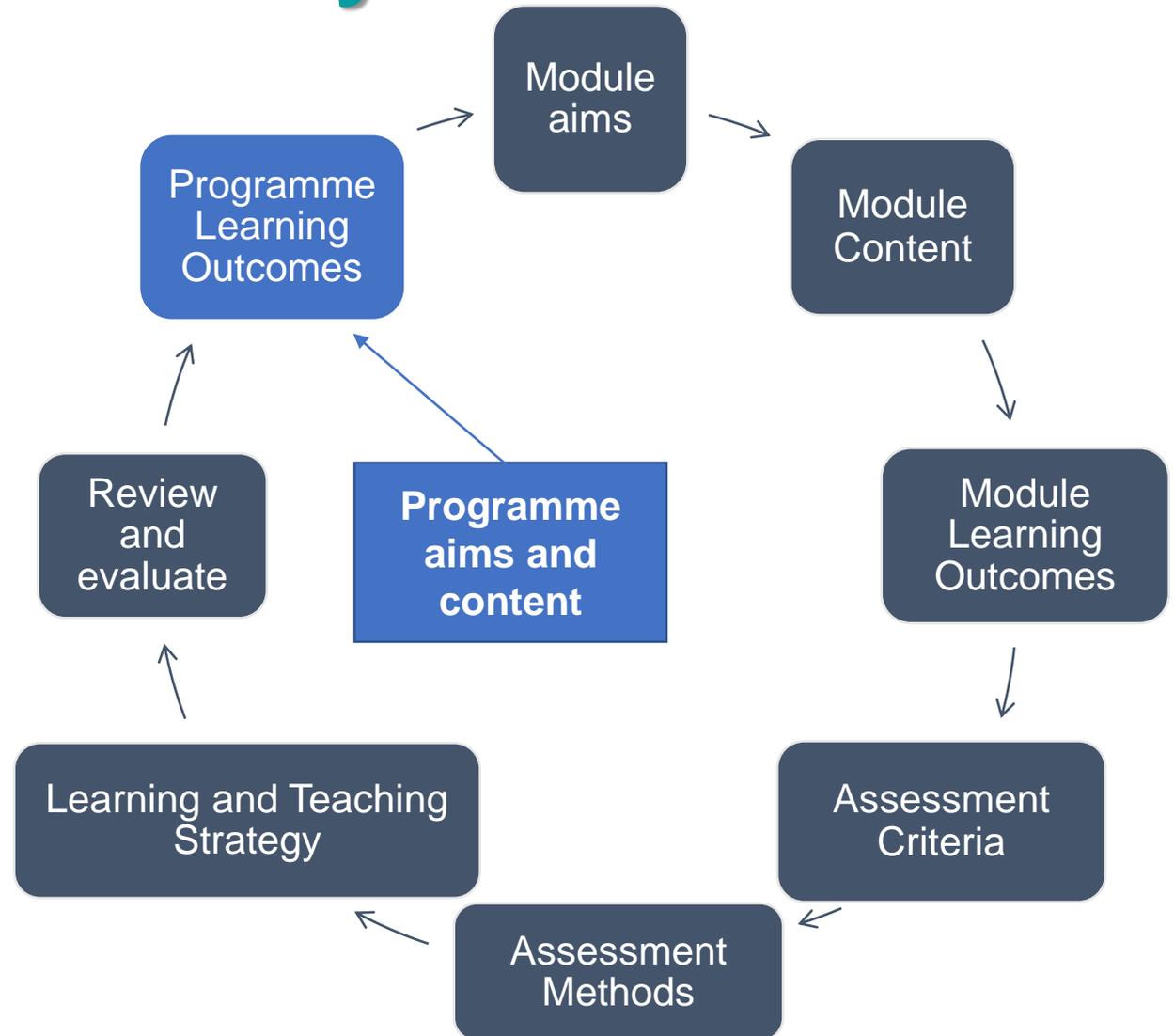
Quality Assurance of Assessment



In Summary

The modules should link to the Programme Learning Outcomes

There must be a clear link between the Learning Outcomes, Assessment Criteria and assessment methods of the modules to the Programme Learning Outcomes





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QQF Level Descriptors

OQF Level and OQF Credit

- The OQF has two measures in the recognition of qualifications:
 - ✓ **Level** which measures complexity
 - ✓ **Credit** which measures size/volume
- The OQF has one set of nationally agreed generic **Level Descriptors**, used for all education and training sectors



Taxonomies of Learning

Influenced by the taxonomies of learning:

Domain

Cognitive

Affective

Psychomotor

Emphasis

Remembering, reasoning, concept formation, creative thinking

Emotions, attitudes, interests, values

Muscle and motor skills e.g. driving, handwriting, speech

The OQF Level Descriptors (1/2)

To establish the level there is a set of nationally agreed generic Level Descriptors which describe the expected outcomes at each of its 10 Levels.

Each descriptor has:

- **A general overview**, summarising the expectations at that level expected to achieve
- **Six characteristics:** Knowledge; Skills; Communication, Numeracy and Information Communication Technology Skills; Autonomy and Responsibility; Employability and Values; Learning to Learn
- Progression from fundamental knowledge and skills to complex knowledge and skills

The OQF Level Descriptors (2/2)



- The OQF Level Descriptors are in the OQF Document (Section 4) and in the OQF Manual (Section 3).
- Ten OQF Levels from elementary to complex knowledge and skills.
- The Level Descriptors are in two formats – by level and by characteristic.

Table 9: OQF Level 6	
General Overview	The learner who achieves this level of performance will demonstrate a broad range of knowledge and skills with some theoretical elements required to undertake skilled roles or as the basis for further learning. They will demonstrate a broad range of skills appropriate for employment or study and be able to apply these in appropriate situations.
Characteristics	Indicators
Knowledge	In a subject discipline or occupation, 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
Skills	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
Communication, Numeracy, Information-Communication-Technology Skills	The learner demonstrates the ability to: <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	The learner demonstrates the ability to: <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
Employability and Values	In employment and/or study, the learner demonstrates the ability to: <ul style="list-style-type: none"> • Manage time appropriately to obtain a broad understanding of their occupation and/or study • Show a broad understanding of the values and ethics associated with their occupation and/or study and display these values to others • Use general entrepreneurial and/or creative skills
Learning to Learn	The learner demonstrates the ability to: <ul style="list-style-type: none"> • Learn independently

Table 11: Knowledge	
1a	In a subject discipline or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> • Elementary factual and technical knowledge, concepts and principles
2a	In a subject discipline or occupation, the learner demonstrates and/or works with: <ul style="list-style-type: none"> • Simple factual and technical knowledge, concepts and principles
3a	In a subject discipline 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
4a	In a subject discipline 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
5a	In a subject discipline or occupation, 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
6a	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 understanding of the scope and nature of the discipline or occupation and the principles that underpin it • Demonstrates basic knowledge of the essential legal environment and relevant regulatory frameworks for the occupation, professional or academic field
7a	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 or occupation and related areas of knowledge • Demonstrates knowledge of the main research methods used in the subject discipline or occupation
8a	In a subject discipline, occupation or profession, the learner: <ul style="list-style-type: none"> • Demonstrates and/or works with advanced specialised knowledge • Demonstrates an extensive understanding of the theories, principles and methodologies and understands how new knowledge is developed and applied • Demonstrates a general understanding of its relationship to knowledge in other fields and professional areas • Demonstrates general knowledge of the essential legal environment and relevant regulatory frameworks for the occupation, professional or academic field • Demonstrates an awareness of current research and literature in the subject discipline
9a	In a subject discipline, occupation or profession, the learner: <ul style="list-style-type: none"> • Demonstrates and/or works with a highly specialised body of knowledge in their own field • Demonstrates knowledge of other related fields and/or professional areas • Demonstrates a critical awareness of current problems, theories and developments and new issues emerging as a result of discoveries in recent research • Demonstrates knowledge and understanding of new insights at the forefront of the discipline area • Demonstrates an understanding of current research and literature in the subject discipline, occupation or profession
10a	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 the subject discipline, occupation or profession • 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 in the subject discipline and can use these to generate new knowledge and insights

Knowledge

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

Progression

The OQF Level Descriptors



Highlight the words which indicate progression for the **Knowledge** and **Skills** characteristics for **Levels 4, 5, 6 and 7.**

Note the influence of the Taxonomies of Learning

Feedback



Level 4

In a subject discipline or occupation, the learner demonstrates and/or works with:

- **General** factual, conceptual and technical knowledge, with **some** theoretical and abstract elements

Level 5

In a subject discipline or occupation, the learner:

- Demonstrates and/or works with a **broad range** of factual, procedural and technical knowledge, with **some** theoretical and conceptual elements
- **Interprets important information** with informed awareness
- Demonstrates **informed awareness of different perspectives** and/or approaches within the area of study or work.
- Uses information to **construct a coherent argument**

Level 6

In a subject discipline, occupation or profession, the learner:

- Demonstrates and/or works with **significant knowledge** of important bodies of information, which include some areas of specialisation and conceptualisation
- Demonstrates understanding of the **scope and nature** of the discipline or occupation and the principles that underpin it
- Demonstrates **basic knowledge of the essential legal environment** and relevant regulatory frameworks for the occupation, professional or academic field

Level 7

In a subject discipline, occupation or profession, the learner:

- Demonstrates and/ or works with **specialised knowledge** of important factual, conceptual, technical and theoretical aspects, to **synthesise information**
- Demonstrates **a command of the concepts and principles** that underpin knowledge
- Demonstrates an **understanding of the way in which new knowledge** is developed
- Demonstrates an **understanding of the relationship** between the subject discipline or occupation and **related areas of knowledge**
- Demonstrates knowledge of the main research methods used in the subject discipline or occupation



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Determining the OQF Level

Determine the OQF Level

To determine the OQF Level of each module that comprises the programme:

- Know how the module fits within the programme
- Take all the information into account, (the LOs, assessment and other relevant information)
- Compare this information against the OQF Level Descriptors
- Make a judgement on the OQF Level

(Specific words or terms in the six characteristics of the OQF Level Descriptors can help e.g., simple, analyse, create)

Determine the OQF Level

- Discuss the importance of leadership in defining and managing organizational culture
- Advise on the style of leadership appropriate to manage strategic change
- Analyse the culture of an organization to recommend suitable changes
- Assess the impact of culture and ethics on organizational purpose and strategy
- Consider what the learner is being asked to demonstrate in relation to the OQF Level Descriptors
- These learning outcomes involve analysis and assessment, so they are not at the lower levels of the OQF
- The learner does not demonstrate a comprehensive level of skills at the forefront of their profession (OQF Level 10)
- The learner demonstrates specialist knowledge and skills, appropriate to a senior professional and leadership roles (OQF Level 9)
- The learner demonstrates more than advanced knowledge (OQF Level 8)

Best Fit

The best fit between the OQF Level of a module and/or programme and the OQF Level Descriptors is the acceptance that a `perfect fit` is not possible and professional judgement is necessary to determine the level that best matches the Learning Outcomes, Assessment and other relevant information contained in the module and/or programme specifications

Unexpected Outcome

Where the module has been evaluated and it does not come out at the expected or desired OQF Level, consider amending the Learning Outcomes and/or the Assessment to reach the required OQF Level



Best Fit Approach

Example 1

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

Example 2

Characteristic	OQF Level	Ranked order
Knowledge	5	1
Skills	4	3
Communication, Numeracy, ICT	4	4
Autonomy and Responsibility	5	2
Employability and Values	3	5
Learning to Learn.	3	6
OQF Level	5	

Rationale

Complete a rationale for each module to:

- Explain the reasons for reaching the decision on the OQF Level
- Support and record the judgments that are made

The rationale for each module should:

- Be brief/concise
- Explain why the OQF Levels above and below are not appropriate
- Only contain information on the characteristics within the module – if not there, don't add



Awarding Body Scenario



Group Listing Exercise

Scenario

You are an **Awarding Body**, making an OQF Listing Application for a small qualification called Examination Invigilation

Please open the folder called **Group Listing Exercise**.

This has the:

- Qualification Specification for *Professional Development Examination Invigilation*
- Listing Template

You will also need the OQF Level Descriptors

Group Listing Exercise Instructions

In your Group:

- **Read** the programme specification for *Examination Invigilation*
 - **Review** Module 1 and compare the Learning Outcomes, assessment and any other relevant information against the OQF Level Descriptors
 - **Consider** if the module is written in Learning Outcomes that are assessed
 - **Decide** the OQF Level for Module 1
- (Note: the OQF Level will not be at the lower levels e.g. Levels 1 to 3 nor at the higher levels e.g. Levels 8 and 9)**
- **Feedback** on Module 1

Exercise Feedback Module 1

Feedback:

- On the OQF Level of Examination Invigilation Module 1
- Explain the reasons, as written





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OQF Credit

- OQF Credit is allocated at a specific OQF Level providing the means for describing and comparing qualifications in terms of volume
- OQF Credit is based on the notional learning hours required by a typical learner to achieve the Learning Outcomes of the modules that lead to a qualification
- OQF uses Credit Points **or** Credit Hours
- Other credit systems such as ECTS – need to be converted to Credit Points - One ECTS Credit equates to two OQF Credit Points (Full time year is 60 ECTS credits comparable with 120 OQF Credit Points)





Definition of Notional Learning Hours

OAAAQA Definition

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

(Source: OAAAQA (2023) OQF Manual)

- Based on professional judgment
 - Includes:
 - `Contact time`
 - All activities that contribute to the achievement of the Learning Outcomes and these are given in Handout 5 and are also in the OQF Handbook
- 



Definition of OQF Credit Points/Hours

OAAAQA Definitions:

A unit of measurement which describes the volume of learning required by a typical learner to achieve the Learning Outcomes of the units, modules or courses which lead to a qualification.

OQF Credit Point: One OQF Credit Point equates to ten notional learning hours

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

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



OQF Credit Value

OQF Credit Point:

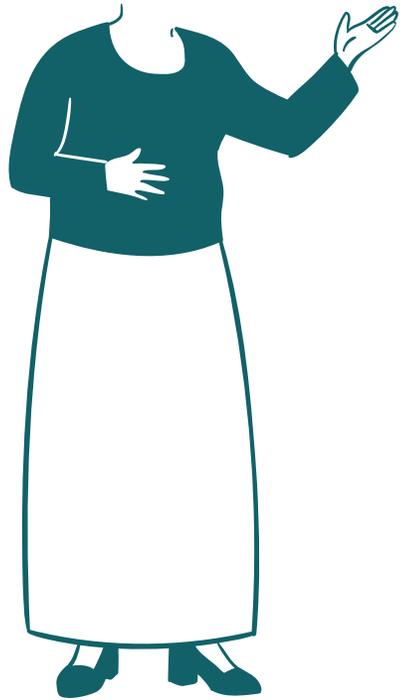
- Ten notional learning hours = 1 OQF Credit Point

OQF Credit Hour:

Three hours per week for one Semester



Semester minimum 14 weeks



One Hour of contact time allow 2 Hours of self-study/revision or other activities as required

Two hours contact time (e.g., Lab/Practical Work) allow 1 hour self-study/revision/other activities

Three Hours Contact Time

15 week semester x 3 hours	
Credit Hours	3
Contact hours	
Theory contact hours/week	1
Practical (laboratory contact hours)/week	2
Total contact hours/week	3
Total contact hours /Semester	3*15=45
Assessment	
Mid-term test	1
Final exam	2
Total assessment hours	3
Independent Learning/Self Study	
Self study e.g., following lectures and preparation for labs	3
Revision e.g., for assignments/examinations	3
Total independent learning per week	6
Total independent learning per semester	6*15=90
Total Notional Learning Hours (comprises all learning activities hours)	45+3+90=138
	138/45
OQF Credit Hours	3 Credit Hours

Other Credit Systems

- If an Awarding Body is using another Credit System used the Awarding Body gives the comparable OQF Credit Value.
- They can do this in one of two ways. Either
 1. Work out the Notional Learning Hours to establish the number of OQF Credit Points (not OQF Credit Hours)Or
 2. Convert the Credit System used to OQF Credit Points or OQF Credit Hours



OQF Level of the Entire Qualification

Group Listing Exercise Instructions

In your Group:

- **Read** the programme specification for *Examination Invigilation*
- **Review** Module 2 and compare the Learning Outcomes, assessment and any other relevant information against the OQF Level Descriptors
- **Decide** the OQF Level for Module 2
- **Decide** the OQF Credit Value
- **Decide** the OQF Level and OQF Credit Value for the entire qualification
- **Feedback**



Group Feedback Module 2 and the Entire Qualification

Feedback:

- On the OQF Level and OQF Credit Value of Examination Invigilation Module 2
- On the OQF Level and OQF Credit Value of the entire qualification
- Explain the reasons





Qualification Level

Calculating the OQF Level of the entire qualification

Module	Best Fit Level	OQF Credits
Module 1	5	20
Module 2	6	20
Module 3	5	20
Module 4	5	20
Overall Level	5	

Module	Best Fit Level	OQF Credits	Ranking/ importance
Module 1	5	20	2
Module 2	4	20	1
Overall Level	4		

Exit Level

Check the OQF Level and OQF Credit Value to ensure the qualification type meets the qualification arrangements. Note: some qualifications have different `Exit Points`. Ensure the required Credit Value for each is met.

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

OQF Level of the Entire Qualification

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

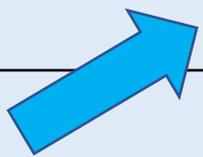
- Where the qualification spans more than one level, the complexity of learning must increase at each level e.g. Bachelor's Degree spans levels 5,6, 7 and 8
- The programme must meet the specified minimum OQF Credit Value at the appropriate level (Qualification Arrangements)
- There is some flexibility but no more than 20% at each OQF Level

OQF Level and OQF Credit Value

Example:

OQF Level	OQF Credit Points	OQF Credit Hours
5	180	45
6	150	40
7	90	20
8	60	15
	480	120

Not enough credit at exit level





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Qualification Arrangements

Qualification Arrangements



- The Qualification Arrangements are within the OQF Document and OQF Manual, Section 7
- Describes the mainstream qualifications in Oman
- Sets out the OQF Level and the minimum OQF Credit Value for the different Qualifications Types

Qualification Arrangements

Section 7.4 Qualification Type Descriptors provide design details of the mainstream qualifications in Oman

- School Qualifications
- Academic Qualifications
- Technological Qualification
- Professional Qualifications
- Technical and Vocational Qualifications

IQF-LEVEL-8 ^a	BACHELOR'S-DEGREE ^a	
Qualifications ^a	Details ^a	
Level ^a	Higher-Education-(Post-School) ^a	
Pathway ^a	Academic ^a	
Purpose ^a	<p>To provide a balance of breadth and depth of knowledge in a field of study and advanced specialized knowledge in at least one area.^[1]</p> <p>To provide learners with:^[1]</p> <ul style="list-style-type: none"> • → Comprehensive, detailed knowledge of the field of study.^[1] • → Knowledge of the links to related knowledge in other disciplines and professional areas.^[1] • → Knowledge of the way in which new knowledge is developed.^[1] • → Knowledge of relevant Oman laws, regulations and conventions and the differences between these and appropriate jurisdictions abroad.^[1] • → Awareness of current research in the field of study.^[1] <p>Learners will have the ability to:^[1]</p> <ul style="list-style-type: none"> • → Systematically gather, analyse and interpret relevant qualitative and quantitative data from a range of sources.^[1] • → Identify and use the most appropriate information-communication-technology effectively.^[1] • → Take responsibility for their own learning.^[1] • → Make sound judgements and decisions on complex issues.^[1] • → Take initiative to analyse and resolve problems creatively.^[1] • → Communicate effectively in writing and orally and develop persuasive arguments.^[1] • → Apply highly advanced levels of understanding of the values and ethics of their discipline.^a 	
Minimum Number of OQF Credit Points ^a	480 ^a	At least 28 OQF Credit Points must be at OQF Level 8 and the same minimum for Levels 7, 6 and 5. ^[1] There must be no more than 12 OQF Credit Points at OQF Level 4. ^a
Minimum Number of OQF Credit Hours ^a	120 ^a	At least 24 OQF Credit Hours must be at OQF Level 8 and the same minimum for Levels 7, 6 and 5. ^[1] There must be no more than 3 OQF Credit Hours at OQF Level 4. ^a
Duration (Indicative) ^a	Four-year full-time study (after General Education/Diploma (Grade 12) or equivalent) ^a	
Minimum Admission Requirements ^a	General Education/Diploma (Grade 12) ^a	
Progression Opportunities (O...) ^a	<ul style="list-style-type: none"> • → The Labour Market (if the qualification represents an exit point from the programme).^[1] • → A Master's.^[1] • → Professional Qualification in accordance with the Awarding Body Regulations.^[1] 	

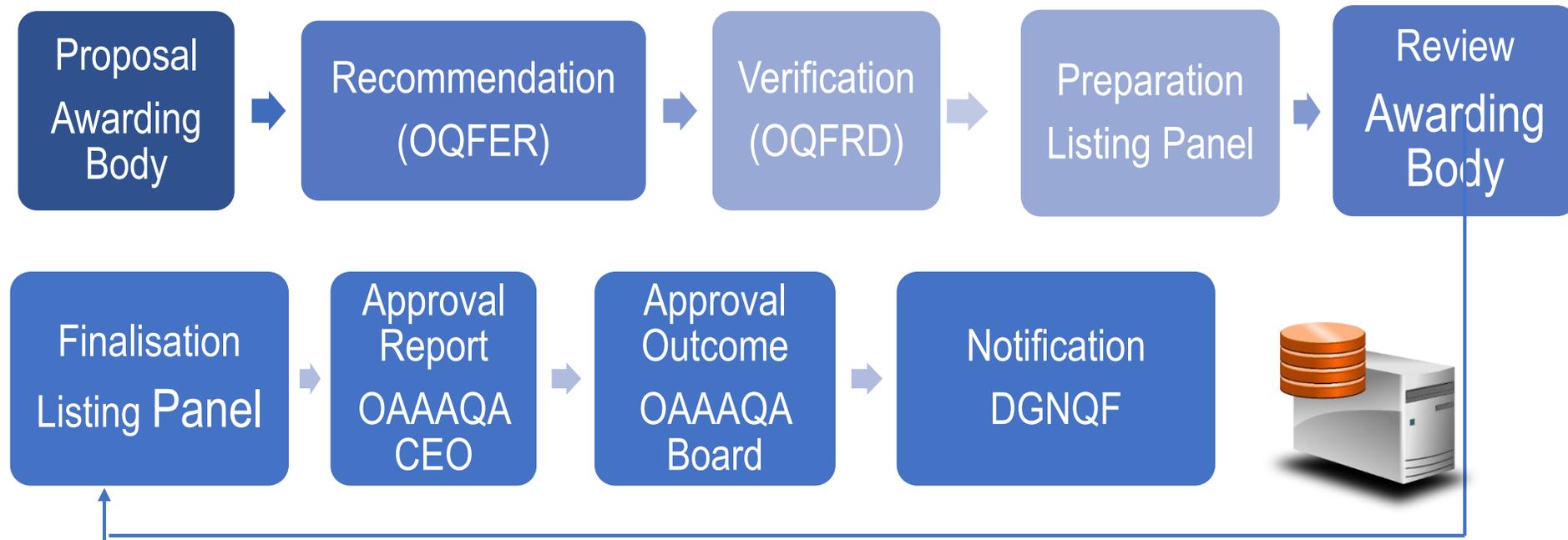


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QQF Listing Process

The Nine Stages of the OQF Listing Process



Stage 1: Proposal of the OQF Level and OQF Credit Value

- The proposal for the OQF Level and Credit Value is carried out by the Awarding Body
- The Awarding Body should establish a Listing or Alignment Committee comprising:
 - Subject experts and QA experts
 - Members with expertise in the subject area, who were not involved in the programme design
 - May include those who were involved in the design the programme

Stage 1: Listing Committee

Listing Committee members should be given:

- Sufficient time to become familiar with the Qualification Specification, the Learning Outcomes, the assessment, (criteria and methods) and any other relevant information
- The OQF Level Descriptors

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

- Consider the `best fit` OQF Level and OQF Credit Value for each module and for the overall qualification
- Make a note/record of their evaluation

Stage 1: Application for OQF Listing or Alignment

The Listing or Alignment Application is submitted by the Awarding Body. It provides:

- The arrangements for the quality assurance
- A qualification overview, including its rationale, target group and entry requirements
- The programme design
- The Learning Outcomes
- The assessment arrangements, including the Assessment Criteria for each module
- The proposed OQF Level and OQF Credit Value of each module and for the entire qualification

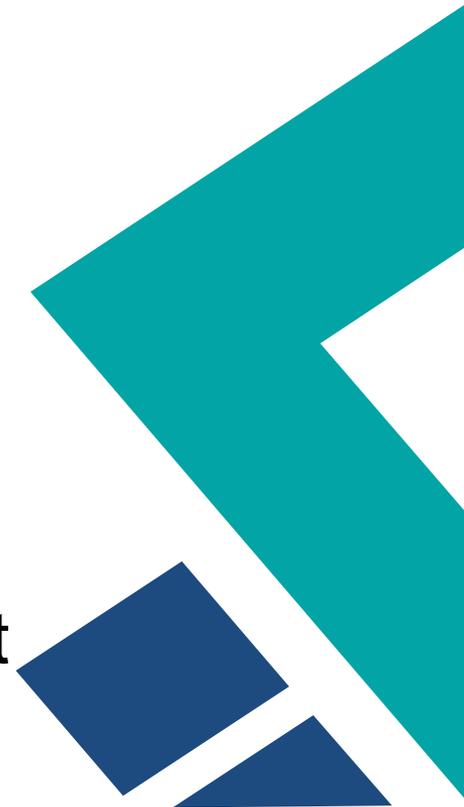
Stage 1: Applications for Alignment

An OQF Alignment Application requires:

- Evidence of external and internal quality assurance of the institution
- Communication arrangements between the Awarding Body and the education or training provider delivering the qualification in Oman

Stages 2 and 3: The OQF Panel

- The OQF Listing or Alignment Panel, established by the DGNQF comprises:
 - OQF Review Director (OQFRD)
 - OQF External Reviewers (OQFERs)
- Different responsibilities:
 - OQFERs:** Evaluation and initial Recommendation
 - OQFRD:** Verification
- Leads on the drafting of the Listing or Alignment Evaluation Report with the Panel's recommendation
- The OQFRD is the contact person for the Listing Panel



Stage 2: Recommendation

Each OQFER:

- Reviews the Awarding Body's Proposal and the qualification to provide an initial recommendation for the:
 - Quality Assurance of the qualification
 - OQF Level and OQF Credit Value of each module
 - OQF Level and OQF Credit Value of the entire qualification
- Completes a Listing or Alignment Evaluation Report

Evaluation Report
(OQFER A)

Evaluation Report
(OQFER B)

Stage 3: Verification

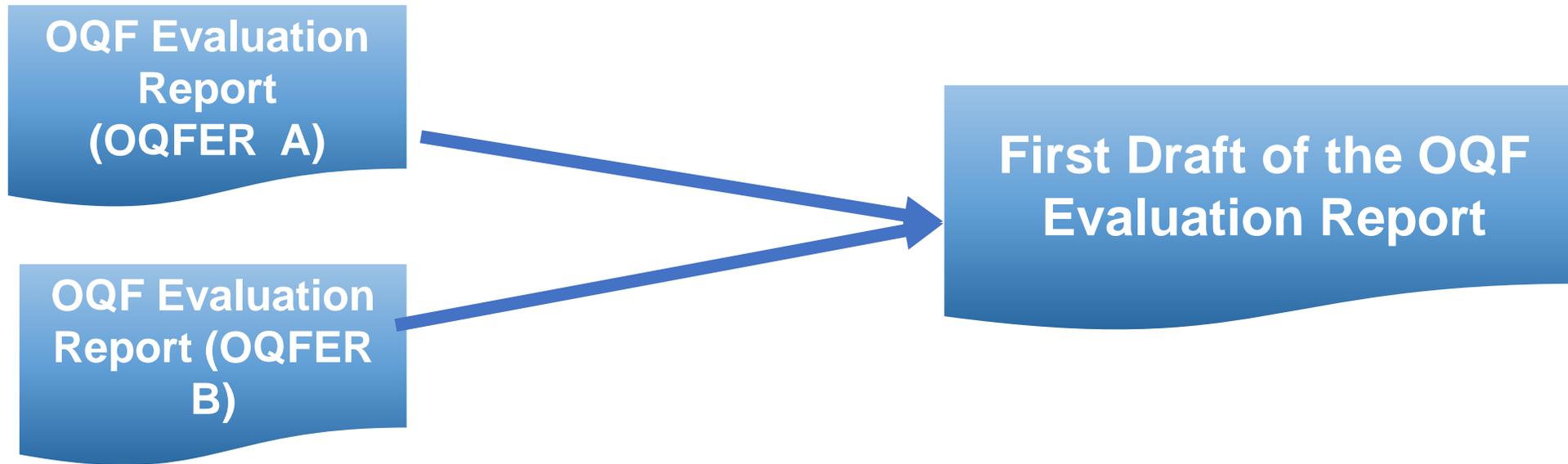
Verification is `an objective moderation of a Listing or Alignment application and its associated Evaluation Report to check that the Listing or Alignment process was carried out correctly and is consistent across different OQF External **Reviewers**, thus ensuring the qualification (and modules) meet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

The OQFRD:

- Carries out the Verification of 20% of the programme
- Facilitates discussions and meetings as required between the Listing Panel and/or with the Awarding Body

Stage 4: Preparation of the OQF Evaluation Report

The **OQFRD** brings the two Evaluation Reports together to form one Report



Stage 4: Preparation

Section 5.4 OQF Manual:

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 with the application, if applicable

Stage 5: Review of the Draft OQF Evaluation Report

The Awarding Body receives the First Draft of the Listing Evaluation Report from the DGNQF to:

- Check the Report for accuracy
- Provide feedback to the DGNQF

Note: it is important that this is completed within ten working days of receipt of the Report

Stages 6,7,8 and 9 of the OQF Listing Process

Stage 6: Finalisation Listing Panel prepares the Second Draft Evaluation Report

Stage 7: Approval of the Evaluation Report

OAAAQA Executive Office considers the Second Draft Evaluation Report for approval as Final Evaluation Report

Stage 8: Approval of the Listing or Alignment Outcome

OAAAQA Board considers the evaluation outcome for approval

Stage 9: Notification

DGNQF notifies Awarding Body and places qualification on the NRQ

Listing or Alignment Outcomes

Module

Recommended

Recommended with
Condition

Not Recommended

Qualification

Recommended for
Listing or Alignment

Recommended with
Condition for Listing or
Alignment

Not Recommended for
Listing or Alignment

OAAAQA Listing Policy



Read the OAAAQA Policy on Listing Qualifications on the OQF. Appendix C2



QQF Re-Listing and QQF Re-Alignment Process

OQF Re-Listing and OQF Re-Alignment (1/2)

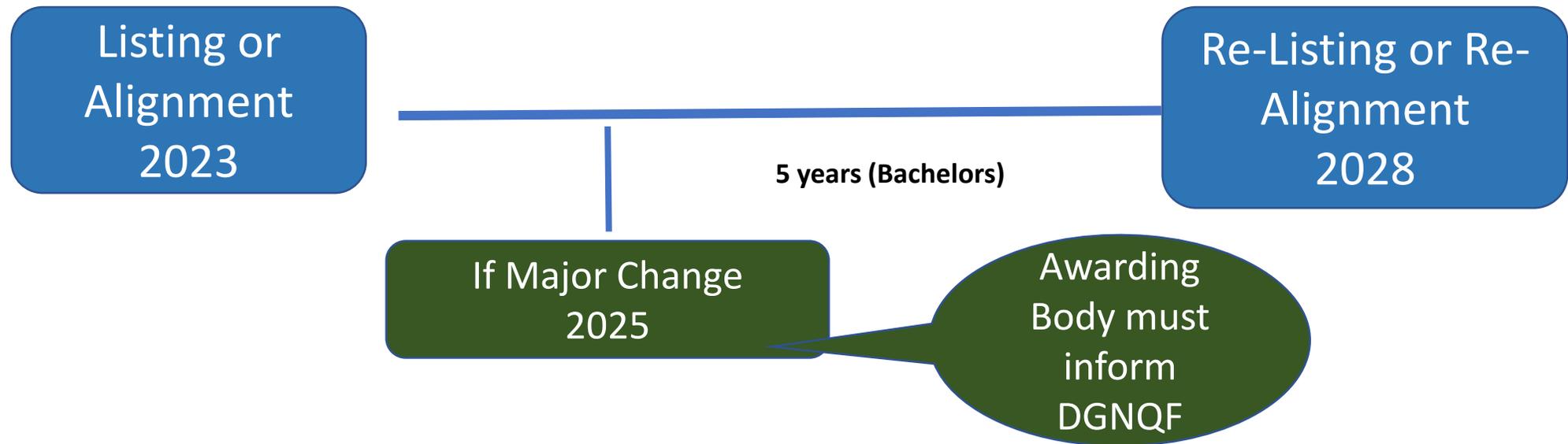
OAAAQA Definition: A review process for Listed or Aligned qualifications to ensure that the Listing or Alignment Criteria were maintained throughout the delivery of the qualification and no major changes were made to the Learning Outcomes of the units, modules or courses that impacted on the OQF Level and/or OQF Credit Value of the entire qualification

OQF Re-Listing and Re-Alignment (2/2)

- First Re-Listing or Re-Alignment takes place after the first cohort of learners has completed the qualification
- It happens on cyclical basis
- Re-Listing and Re-Alignment is NOT a re-evaluation of the qualification for its OQF Level and Credit Value. It is a review after the delivery of the qualification to ensure that the relevant OQF Criteria were maintained and continue to be maintained

Listed and Aligned Qualifications

Awarding Body Obligation:



Must NOT wait until the Re-Listing or Re-Alignment of the qualification

OAAAQA Re-Listing and Re-Alignment Policy



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

Major Change Notification Policy for the OQF

- The Major Change Notification Policy for the OQF is included in the General Documents Folder emailed to you.
- If a qualification changes after it is submitted to the DGNQF, it must follow the OAAAQA Policy on Major Change Notification for the OQF
- Types of Major Change are given in Section 3 of the Policy
 - Significant changes to quality assurance of the programme that leads to the qualification
 - Significant changes to the qualification design (including the addition of new modules), changes to the programme that leads to the qualification; the duration; the Learning Outcomes; and the assessment
 - Significant changes to the way in which the key OAAAQA Policies concerning the OQF are implemented
 - Change of title of the award



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Evaluating a Qualification as an OQFER

Formation of Listing/Alignment Panels

- The DGNQF is notified by the Awarding Body of a forthcoming application
- The DGNQF considers the potential members of the Panel, based on the subject matter of the qualification and the expertise of the approved OQFERs
- Checks availability and willingness to participate
- Submits names to Awarding Body for potential conflict of interest
- Invites potential members to serve on Listing Panel, sends confidentiality agreement and contract

Approval of OQFERs

- Details of potential OQFERs are submitted to the CEO for approval

To be approved as a potential OQFERs:

- Must attend the Capacity Building Workshop for Listing and Alignment Panels
- Complete the Individual Listing Exercise
- On approval, details are placed on the database of OQF External Reviewers

Evaluating a Qualification

The Listing or Alignment Panel access the following documents from the NRQ:

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

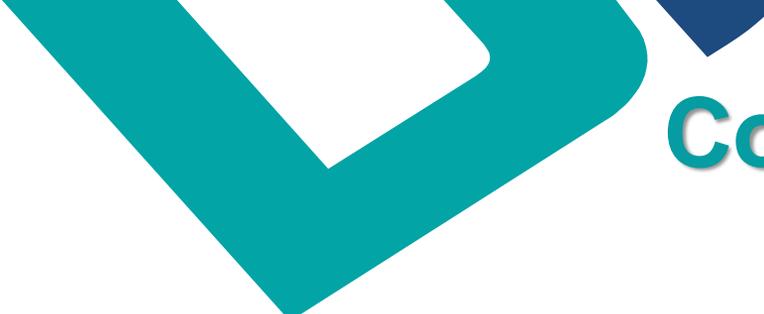
Please open the Blank Evaluation Report Template emailed to you in the General Documents Folder



Listing and Alignment Evaluation Report Template

Listing	Alignment
Part A: Listing Recommendation	Part A: Alignment Recommendation
Part B: Listing Evaluation: Quality Assurance of the Qualification	Part B: Alignment: Evaluation: Institutional Quality Assurance
Part C: Summary Evaluation of the modules	Part C: Alignment Evaluation: Quality Assurance of the Qualification
Part D: Detailed Evaluation of the modules	Part D: Summary Evaluation of the modules
4 Appendices	Part E: Detailed Evaluation of the modules
	4 Appendices





Completing the Documentation

Unit/Module/Course

Complete the Evaluation Form Template in the language used by the Awarding Body and delete the terms that are not relevant

Declaration

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



Institutional and Programme Licenses

Listing Application

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

Alignment Application

- Check that the education and training provider(s) delivering the qualification have a Royal Decree or institutional and programme licenses
- If not in both cases, inform the OQFRD who will discuss with the DGNQF.
- The evaluation continues until informed otherwise



Alignment Criteria

- Check the accreditation status of the Awarding Body and that there is an external Quality Assurance/Accreditation Report by a recognised external quality assurance agency
- The list of recognised external quality assurance agencies is on the OAAAQA website
- If the external quality assurance agency is not included in the list, contact the OQFRD to discuss with the DGNQF



Quality Assurance Requirements

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

Guidelines for Consistency:

Table 24	Guidelines for the Awarding Body on examples of the type of supporting materials for the quality assurance measures for the qualification
Table 25	Guidelines for Foreign and International Awarding Bodies on examples of the type of supporting materials that may be submitted for the Institutional Quality Assurance
Table 26	Guidelines for the Listing/Alignment Panel for new and existing qualifications on Listing and Alignment Evaluation: Quality Assurance Measures
Section 5.2.2	Guidelines for the Alignment Panel on Review of the Institutional Quality Assurance for Alignment





OQF External Reviewer

Scenario: Quality Assurance

Evaluation Exercise: Quality Assurance

Scenario:

- You are members of a Listing Panel
- You will need the Programme Specification for Examination Invigilation, used in the Group Listing Exercise
- Access the following documents sent by email in the Quality Assurance Exercise folder the:
 - Mock Listing Application for the *Examination Invigilation Qualification* (quality assurance only)
 - Mock *Policy for Assessment, Moderation and Misconduct*
 - Part B: Listing Evaluation Report: Quality Assurance of the Qualification (extracted for ease)

Instructions Evaluation Exercise: Quality Assurance

1. You should already be familiar with the programme specification for Examination Invigilation
2. Read the information from the Awarding Body on the Quality Assurance for the programme
3. Read the Mock Policy on Assessment, Moderation and Misconduct
Assume other policies and procedures are **attached**
4. Consider your response to the questions on quality assurance
5. Complete Part B of the Evaluation Report (extracted)





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Feedback on the Quality Assurance Exercise





General Information

General Information for the OQFER Evaluation

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



Step-by-Step

How to Evaluate a Module? (1/3)

- Read the Module Specification to get an understanding of what is being covered
- Read the Rationale from the Awarding Body (Module Template)
- Review the Awarding Body's evaluation (Module Template)
- Complete the Listing Evaluation Form Part D
 - Course Title
 - Course Summary Objectives
 - Learning Outcomes
 - Assessment Criteria
 - Assessment Method
 - Pass Mark
 - OQF Level
 - OQF Credit Value

Listing Evaluation Report → → 29 January 2023

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

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

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

a. Unit/Module/Course Title

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

c. Learning Outcomes

d. Assessment Criteria

Kingdom Accessibility: Investigate

How to Evaluate a Module? (2/3)

Unit/Module/Course Delete the terms not used by the Awarding Body

Module Title

Either the title reflects the content, or it doesn't
Select as appropriate

- If it does, there is no need to elaborate
- If the title does not reflect the content, give the reason

Module Summary, Aims and/or Objectives

- Delete the terms not used by the Awarding Body
- Select as appropriate.
- If the summary is clear, no need to elaborate
- If summary is not clear, give a reason

How to Evaluate a Module? (3/3)

Summary, Aims and/or Objectives

Awarding Bodies use different terms, and some terms are used interchangeably. For some Awarding Bodies what they call Course Objectives are the aims and others they mean the LOs. If the objectives provide a summary and they are clear, accept them. Unless you think the objectives are not clear and want to comment on them

Learning Outcomes

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



Learning Outcomes (1/2)

- Writing clear and assessable Learning Outcomes was covered earlier and there is a checklist
- In the evaluation specify the number of Learning Outcomes in the module
- Provide comment on verbs that are vague e.g., `understand`, `be familiar with` etc. Use the following **standard** phrase:
 - `The verb `understand/be familiar with` may be difficult to assess. Consider whether a more specific active verb can be used that clearly states what learners must demonstrate to achieve the LO`**
- Either use the phrase in full or adapt it to the situation but do not tell the Awarding Body what to replace it with. It is up to the Awarding Body to decide the changes and either make them or not.



Learning Outcomes (2/2)

- All Learning Outcomes must be **assessed**
- If there are too many that might not be manageable – give feedback

Examples:

- There are four Learning Outcomes (LOs). In the Module Template, LOs 1 and 3 are the same
- There are two LOs identified for this module. LO 1 uses four verbs within the one outcome e.g., understand, explain, use and communicate
- There are twelve LOs. The Awarding Body is recommended to consider if this is a manageable number or would it be better to split these into two modules

Assessment Criteria

- We covered Assessment Criteria. They should be clear and link to the Learning Outcomes. Use the **standard phrase: There are /are no Assessment Criteria for this module**
- If required, provide feedback as appropriate

Examples:

- There are Assessment Criteria for the four LOs however, it is not clear what is required of the learner for the Assessment Criteria requiring `recall` associated with LOs 3 and 4
- The Awarding Body might consider whether LO 3 is more suited as Assessment Criteria

Assessment Methods

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

Pass Mark

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

Module Evaluation Level (1/3)

OQF Level:

- Consider the
 - Learning Outcomes
 - Assessment Criteria and Methods
 - Other relevant information in the module specification
 - The Awarding Body's rationale for the proposed Level
- Evaluate them against the OQF Level Descriptors
- Decide if the proposal by the the Awarding Body reflected in the Level Descriptor Statements

Module Evaluation Level (2/3)

Complete the table. Where there is agreement with the Awarding Body's proposal use the standard phrase **`Agree with the proposed OQF Level for each characteristic`**

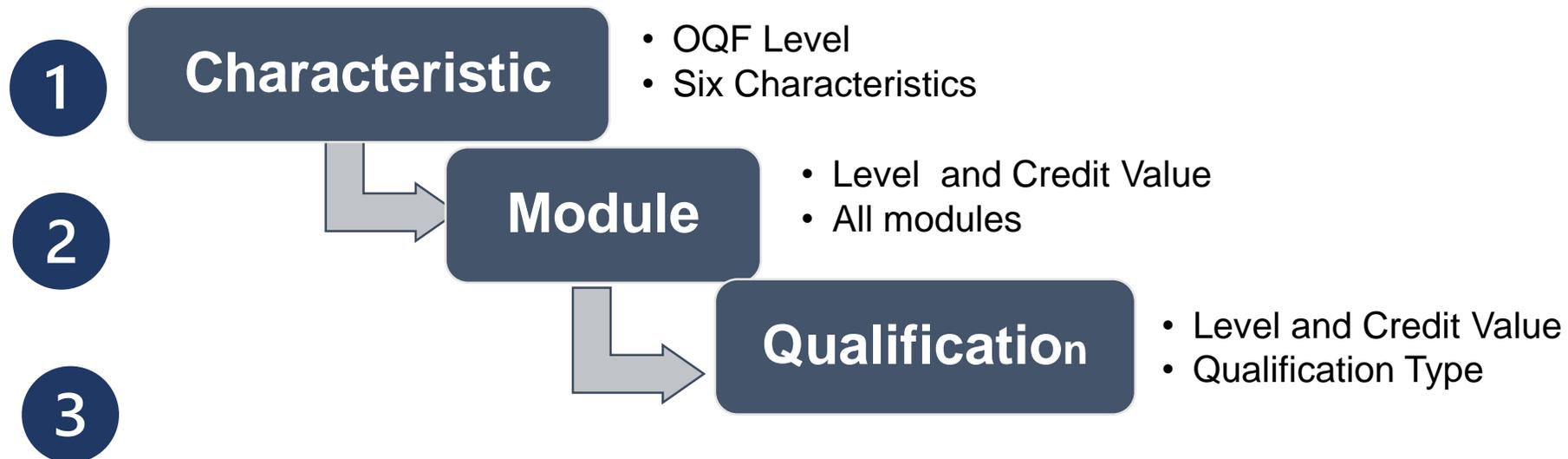
Listing Proposal Review		
Characteristic	Proposal	Listing Review
Knowledge	5	5
Skills	5	5
Communication, numeracy and ICT	5	5
Autonomy and Responsibility	5	5
Employability and Values	5	5
Learning to Learn	5	5
Overall	5	5

Module Evaluation Level (3/3)

- You may have a different outcome for some of the characteristics but there is agreement with the overall level of the module
- It doesn't matter if the OQFER doesn't agree with the proposal for the OQF Level of some of the characteristics. The aim is to get to is the **overall OQF Level**
- Do not ask providers to review individual characteristics if they have the overall OQF Level for the module coming out at the same level as your evaluation

OQF Level of Modules and Qualification

An OQF Level is assigned to each characteristic to establish the `best fit` level of the module. No concern if there is a difference of opinion on the level of one or two characteristics if there is agreement with the Awarding Body on the overall Level. If everything else is fine, then the outcome of the module is Recommended



OQF Credit Value

The OQF Reviewer, considers whether:

- There are sufficient workload/notional learning hours to justify the OQF Credit Value
- The module can be completed in the time allocated (as per the credit value)
- Allow 2 hours of self study for 1 hour of contact time
- The proposed number of OQF Credits reflect the Qualification Type as given in the Qualification Arrangements

Recommendation for Modules

Possible outcomes of the evaluation for each module:

- Recommended
- Recommended with Condition
 - Give clear reasons for the Condition
- Not Recommended
 - Give clear reasons for not recommending

Recommendation for Qualification

- At the completion of the evaluation of each module, complete Part C of the Evaluation Report.
- This is the list of modules that comprises the qualification with the Awarding Body's proposal and the recommendations (OQFER (initial report) / Listing Panel's (final report))
- It is colour coded as it makes it easier to determine the Credit Value at each OQF Level of the Framework

Recommendation for Qualifications

Possible outcomes of the evaluation for the qualification:

- Recommended for Listing / Alignment
- Recommended with Condition for Listing / Alignment
 - Give clear reasons for the Condition
- Not Recommended for Listing / Alignment
 - Give clear reasons for not recommending

Consistency of Recommendations

To minimise inconsistency of there is a Matrix to guide the recommendation for each module and also a Matrix to guide the recommendation for the entire qualification. These are in the OQF Handbook (Appendix D)

Module and Qualification Guide for Listing and Alignment Panels' Recommendations

1. Guide for Module Recommendation (Module Recommended)

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

Listing Recommendation

Part A: Listing Recommendation

Table 1 provides the Listing Recommendation for the qualification

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

- Complete Part A of the Evaluation Form.
- Recommended for Listing
- Recommended for Listing with Condition
 - Give clear instruction for the Condition
- Not Recommended
 - Give clear reasons for not recommending

Evaluating Modules and Qualifications (1/2)

Watch out for:

- The rationales for the characteristics from one module being copied to another and assigned to a different level
- The rationales exaggerating what is covered in the module – unable to see what is written in the rationale within the content of the module
- The Level Descriptors being cut and paste into the Listing Template giving the proposed Level. Where this happens the Review for that module comes to an end and the Review Outcome is `Not Clear`. The Review continues for other modules

Evaluating Modules and Qualifications (2/2)

- Overlap of Learning Outcomes; some of the Learning Outcomes appeared in the same or more than one module
- Credit is awarded once
- Over assessment
- The same module with different code numbers depending on the programme it is in
- The modules given in the Application Form are not the same as the modules in the Programme Specification
- The Learning Outcomes were not the same as given in the Listing Template
- Miscalculation of the Notional Learning Hours





OQF External Reviewer Scenario

OQF Level and Credit Value 2 Modules

Exercise: Evaluation of Modules

Scenario:

- You are a Reviewer on a Listing Panel
- Members will be given modules to evaluate:
 - English I
 - Microeconomics
- Discuss within your group and agree the completion of each section
- Assign a member of the group to complete Part D of the Listing Evaluation Report – extracted from the Report Template for ease

Feedback on Evaluation of Listing



Were there any areas of concern?



OQF Review Director

- When the Listing Panel is formed, you may be asked to take the role of the OQF Review Director (OQFRD)
- The OQFRD is responsible for:
 - Bringing the two Evaluation Reports from the OQFERs together
 - Carrying out the Verification of 20% of the modules
 - Arranging meetings with the other members of the Listing Panel and with the Awarding Body

Verification: Selection of Modules

- If there is agreement on the OQF Level and Credit Value of the modules, select the modules for Verification randomly, across the OQF Levels of the qualification
- Select module for Verification where there is a difference of opinion either between the OQFERs and the Awarding Body or between the two OQFERs. If this is over 20% inform the Director General of the DGNQF
- The Review Director completes the Verification Report Template with the selected modules
- The Verification Report Template is in the E-mailed Documents

Verification Exercise

Email/Swap your Evaluation of **English 1** to another Group as directed by OAAAQA staff

Read the report from the other group

Carry out the Verification for the `other group's` module evaluation for **English I**

Discussion:

- Did the other group get the same outcome?
- Did the other group pick out things that your group didn't?
- Provide Feedback on the outcome



Feedback on Verification Exercise



Preparation

If a meeting with the Awarding Body is required:

- **Plan** what is going to be discussed in advance of the meeting
- **Be specific** give examples, keep to the point and focus the discussion on the issue with the Listing/Alignment
- **Be supportive** explain what needs to be done. If support is needed to form an Action Plan inform the Director General of the DGNQF
- **Be empathetic** put yourself in the Awarding Body's shoes
- **Be respectful** maintain a respectful, appreciative tone. Don't allow the meeting to get heated
- **Follow up** the meeting. Keep updated with progress.
- **Document** the meeting and send the Awarding Body a copy for their approval

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

- When agreed, the First Draft of the Evaluation Report is sent to the Awarding Body
- The Awarding Body checks for accuracy and provides feedback to the Listing Panel if required. The review should be completed in ten days
- The First Draft of the Evaluation Report is returned to the Listing Panel to consider the comments (if any) and agree the appropriate action
- If the Listing Panel accepts the comments, the First Draft is amended
- However, if the Listing Panel does not agree with an amendment the Listing Panel must document the reasons that no action was taken
- The second Draft Report is finalised

Stages 7, 8 and 9: Approval and Notification

- The Second Draft of the Evaluation Report is submitted for Approval from the OAAQA CEO. It may be that some comment is given on the Report to the Listing Panel for their consideration.
- When the report is approved by the CEO, it is submitted to the OAAQA Board for approval of the recommended outcome.
- When approved, the Director General informs the Awarding Body, and the qualification is placed on the NRQ
- **Note: the OAAQA CEO and the OAAQA Board cannot amend the Listing or Alignment Panel's recommended outcome**





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



Thank you for attending this three-day OQF capacity-building workshop; we wish you all the best in your application to become an OQF External Reviewer with us!

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