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|  | | **Alignment of Foreign Qualifications**  **Directorate of National Framework Operations (DFO)**  General Directorate of National Qualifications Framework & National Examinations |
|  | | **Request Form**  Please indicate which case applies for this request, according to the description below:    *Request Case 1 is only applicable when an organization/institution is the sole provider for the qualification in the Kingdom of Bahrain. The request form should be filled in partnership with the awarding body.*    *Request Case 2 is applicable when an awarding body is requesting to align a qualification delivered in the Kingdom of Bahrain by multiple providers.* |
| **2023** | | |  |  | | --- | --- | | Qualification Title | [Enter Qualification Title] | | Applicant Organisation | [Enter Applicant Organisation Name] | | Awarding Body | [Enter Awarding Body Name] | | Date of Submission | [Click or tap to enter a date] | |
| **Foreign Qualification Alignment Request**  ***Points for consideration*** | | |
| The National Qualifications Framework (NQF) was established to contribute to education reform in the Kingdom of Bahrain. It has been developed as a single, comprehensive, and mandatory qualifications framework that recognises all forms of learning. The NQF’s objective is to assist institutions and stakeholders to form a better understanding of the wide variety of learning and training provisions available in the Kingdom. Thus, the NQF:   * provides a stronger basis for the understanding, comparison and recognition of national and foreign qualifications, thereby, improving employers’, parents’ and learners’ understanding of the value of qualifications offered by different institutions; * provides fit-for-purpose qualifications that have stronger linkages with learner needs, labour market needs and the national economy; * increases the accountability of education and training institutions towards maintaining high-quality standards of their offerings, fostering mutual trust and recognition between institutions in different sectors; * enhances the value and credibility of qualifications and institutions, leading to increased opportunities for learners mobility and progression within and across vocational and academic sectors; and * promotes the concept of lifelong learning, through the promotion of all types of learning: formal, informal and non-formal, and encourages institutions to establish learning pathways between the education and training sectors.   Foreign qualifications that are in line with specific alignment standards can be compared and evaluated against national qualifications utilising the NQF as a comparison tool. This comparison with the NQF makes the value of a foreign qualification more understandable to employers and stakeholders within the current education and training systems in the Kingdom. The Directorate of National Framework Operations (DFO) is responsible for carrying out the Alignment process. The procedure for alignment relies highly on research and international communication to support this process.  There are two possible Request Cases under which a request could be submitted. It is important to select the appropriate request case according to the following description;  **Request Case 1** is only applicable if an organization/institution is the **sole provider** of the qualification in the Kingdom of Bahrain. In which case, the applicant organization should complete the request form in partnership with the awarding body. The applicant organization must have the authorization of the awarding body to submit the request.  **Request Case 2** is applicable when the qualification is delivered by **more than one provider** in the Kingdom of Bahrain. In which case, the awarding body should complete the request form and provide a list of all those providers. The awarding body is expected to notify providers of the alignment process.  Organisations, either awarding bodies or institutions, which wish to have their foreign qualifications aligned to the NQF should first register with DFO. Following registration with DFO, organisations are required to fill in and submit this form, along with supporting materials, to the DFO to request alignment. For further information, please refer to the *NQF handbook for Institutions.*  The request form consists of seven main sections:   |  |  |  | | --- | --- | --- | | **Section 1** - Qualification Profile | | | |  | | Contains general information about the submitted qualification; target learners, admission requirements, progression opportunities… etc., and whether it is included in any other qualification framework. | | **Section 2** – Ownership of the Qualification | | | |  | | Contains information about the awarding body, its ownership of the qualification and the level of authority the applicant organisation or its providers have on delivery, quality assurance and certification of the qualifications as per contract/agreement with the Awarding Body. In addition to any regulations and affiliations the awarding body may have with quality assurance bodies, and organisations involved in regulating the delivery of the qualification in the Kingdom of Bahrain. Along with information about all providers of the qualification in the Kingdom of Bahrain, if applicable. | | **Section 3** - Justification of Need | | | |  | | The applicant organisation is expected to provide information on how the qualification is being delivered with consideration to demand and fitness for the Bahrain market needs. | | **Section 4** - Quality Assurance | | | |  | | Applicant organization and awarding body must provide details of the quality assurance system in place for delivery of the programme, assessment, certification and review, clearly stating the roles and responsibilities of both the awarding body and the institution delivering the qualification. It is essential to identify who takes the lead responsibility in quality assuring the qualification. | | **Section 5** - NQF Level and Credit Alignment | | | |  | Applicant organisation is required to submit a proposal for alignment including level and credit and the rationale for this proposal.  To complete this section applicant organization should utilise the mapping scorecards (*available in Annex 1*) and the NQF level descriptors (*available in the NQF handbook*) along with unit/ course specifications. | | |  | | However, If the qualification is already included in other qualifications framework (QF), the NQF Level alignment can be proposed through levels comparison between two QFs; whether this QF is referenced to the NQF directly or through 3rd party referencing or in the existence of any formal agreement between QFs. In this case, the applicant organization has to provide clear evidence on the qualification level allocated in the other QF and the method adopted to reach the overall NQF level alignment and it is not required to submit the mapping scorecard. *Please refer to BQA website for more information on NQF referencing with other QFs.* | | **Section 6** – Contact Information | | | |  | | Contains contact details of the contact person from both the applicant organization and the Awarding Body. | | **Section 7** - Declaration | | | |  | | Both applicant organization and Awarding Body are to sign a declaration for this request. An electronic signature is acceptable for Awarding Bodies. | | **Section 8** - Completeness and Clarity Checklist | | | |  | | The purpose of this checklist is to ensure the completeness and clarity of the Alignment Request Form and evidence submitted to the Directorate of Framework Operation (DFO). |   Information provided in this request form will be utilised in establishing the decision to align the foreign qualification to the NQF.  Please, complete all sections within the form and attach all necessary documentation and supporting materials. Please note that all fields are mandatory unless otherwise specified. The applicant organisation should refer to the NQF Handbook – Alignment of Foreign Qualifications section to ensure the eligibility criteria are met and be familiar with the alignment process and requirements. Guidelines are provided within the request form.  The applicant organization should review the whole request form and ensure that it is free of error/s before submitting it to the DFO.  Once completed, The Alignment Request Form must be signed by an authorised representative of the applicant organisation and the awarding body and submitted to the DFO along with the supporting materials in an electronic format.  *Please note the following:*   * *When submitting the electronic format of this request form, if you wish to submit in PDF format please make sure it is converted from Word format and* ***not a scanned image****.* | | |
| **The General Director of National Qualifications Framework & National Examinations**  **Education & Training Quality Authority** | | |

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| 1. **Qualification Profile** | | | |
| * 1. Qualification Title | | | |
| Title in English | [Enter Qualification Title] | | |
| Title in Arabic | [Enter Qualification Title] | | |
| *Note: Qualification title must be identical throughout all documents and supporting material.* | | | |
| * 1. Is the qualification and its comprising units expressed in learning outcomes? | | Yes | No |
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| * 1. Is the qualification already included in/aligned to any other Qualifications Framework (QF), *if yes, please provide the details below* | | | |  |  | |
| Qualifications Framework[[1]](#footnote-1) | Click or tap here to enter text. | | | | | |
| Country of Origin | Click or tap here to enter text. | | Not applicable | | |  |
| Qualification Level | Choose a level. | Qualification Credit | | Click here to enter text. | | |
| Qualification Number[[2]](#footnote-2) | Click or tap here to enter text. | | | | | |
| Link to the QF Register/Database | Insert web address to the QF register. | | | | | |
| *Notes* | Click or tap here to enter text. | | | | | |

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| * 1. Qualification Description | | |
| Provide details of the qualification, the purpose of the qualification and its design, size, duration, target learners... etc. Supporting material may include programme specifications, programme handbook… etc. | | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Target Learners and Admission Requirements | | |
| Provide details of the target learners for this qualification, and what is the minimum requirement for admission, this may be a previous qualification, certain experience, language proficiency... etc. Supporting material may include programme specifications, programme handbook… etc. | | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Progression Pathways and Opportunities within Bahrain and beyond | | |
| Provide details of possible progression pathways and opportunities for learners undertaking this qualification, whether it involves continuing studies, employment or entrepreneurship… etc. Supporting material may include advisory board recommendations, employer feedback, market study… etc. | | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Qualification Structure | | |
| Provide details of the qualification content and the number of units comprising this qualification, stating, where applicable, mandatory and electives units and their numbers, potential exit path, credit accumulation and what learners must achieve in order to be awarded the qualification… etc. Supporting material may include programme specifications, programme handbook… etc. | | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Occupational Standards and Benchmarks | | |
| Provide details of any occupational standards, benchmarks, industrial bodies involved in designing this qualification, where applicable. Supporting material may include regulations, industrial advisory board minutes, benchmark reports…etc. | | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Arrangements for Learners with Special Needs | | |
| Provide details of any available arrangement for learners with special needs to achieve this qualification, where applicable. | | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Recognition of Prior Learning | | |
| Provide details of any available arrangement for recognition of prior learning or experiential learning that may lead to exemption of part of this qualification, where applicable. | | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Qualification Classification- ISCED Fields | | |
| Broad | Choose a Broad Field. | |
| Narrow | Choose a Narrow Field. | |
| Detailed | Choose a Detailed Field. | |

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| 1. **Ownership of The Qualification** | |
| * 1. Details of Applicant Organisation | |
| Name of Organisation: | [Enter Applicant Organisation Name] |
| Website Address: | Click or tap here to enter text. |
| Address: | Click here to enter address. |
| * 1. Details of Awarding Body | |
| Name of Organisation: | [Enter Awarding Body Name] |
| Website Address: | Click or tap here to enter text. |
| Address: | Click here to enter address. |

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| *Applicable to RC 2 only* | Details of Providers[[3]](#footnote-3) in the Kingdom of Bahrain | | |
| Provider 1 | | |
| Name of Organisation: | Click here to enter text. | |
| Website Address: | Click or tap here to enter text. | |
| Address: | Click here to enter address. | |
| Contact Person: | Click here to enter text. | Click here to enter e-mail. |
| Provider 2 | | |
| Name of Organisation: | Click here to enter text. | |
| Website Address: | Click or tap here to enter text. | |
| Address: | Click here to enter address. | |
| Contact Person: | Click here to enter text. | Click here to enter e-mail. |
| Provider 3 | | |
| Name of Organisation: | Click here to enter text. | |
| Website Address: | Click or tap here to enter text. | |
| Address: | Click here to enter address. | |
| Contact Person: | Click here to enter text. | Click here to enter e-mail. |

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| * 1. Background of Awarding Body | |
| Provide a general background about the organisation with respect to sector and provision. | |
| * 1. Awarding Body Authorizations | |
| Provide details of a valid contract or agreement between the awarding body and provider(s) to deliver the qualification in the Kingdom of Bahrain.  The contract or agreement to state the ownership of the qualification and the provider, describe the formal relationship between the awarding body and provider; and describe the roles and responsibilities of each party. | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Qualification License and Approval | |
| Provide details of any regulations the awarding body is obliged to follow in its home country or any affiliation with quality assurance bodies that may be in place. (i.e. agreements, approvals, regulations manual… etc.)  Provide details of any regulations provider(s) are obliged to follow in the Kingdom of Bahrain and the type of licensing the provider acquired to operate and deliver the qualification | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Qualification Access and Transfer | |
| Provide details of the qualification’s access (admission requirements), credit transfer (internal and external), Recognition of Prior Learning (RPL) and appeal against denial of access and credit transfer. These mechanisms should be specified clearly, documented and adhere to any national standard/requirement for the qualification. (i.e., qualification admission criteria, samples of admission form, samples of credit transfer from and to the programme, samples of RPL request, and samples of appeal against admission and transfer).  Qualification admission criteria should be communicated to learners (i.e. could be documented in the programme specification, catalogue or the awarding body's website). | **Supporting Material** |
| Click or tap here to enter text. |

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| 1. **Justification of Need** | |
| * 1. Qualification Fitness for Actual and Tangible Need(s)/ Demand(s) | |
| Provide details on how the qualification is delivered in the Kingdom of Bahrain with consideration to fitness-for-purpose for the market, learners, and societal need(s) and demand(s); based on accurate and recent data sources. (i.e. national, regional and international market need studies, reports, laws, potential education progression route, employer survey, large employer requests, meeting minutes or any databases and research that support the need for this qualification)  The qualification structure and content clearly match and relevant to the need(s)/ demand(s). | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Career Progression and Learning Pathways | |
| Provide details of the qualification’s career progression, potential occupation/s and educational pathway/s with tracking of the qualification's graduates per cohort, with particular emphasis on the employability rates, job type, employability timing and/or skills enhancements. Information about any career counselling provided to learners to support their progression. (i.e. graduate destination list and alumni surveys). Career progression and educational pathways should be communicated to learners (i.e. documented in the programme specification, catalogue or the awarding body's website). | **Supporting Material** |
| Click or tap here to enter text. |

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| 1. **Quality Assurance** | |
| * 1. Quality Assurance of Delivery | |
| Provide details on the responsibilities and procedures in place to quality assure the delivery of the qualification, delivery mode (on-campus, online, or blended), and qualification attendance mode (full-time or part-time), including details of the arrangement in place to ensure suitable adjustments are provided to learners with special needs admitted to the qualification, where applicable. (i.e. learners' request, special needs report or minutes of meetings, institution decision). This should also cover how consistency is maintained across multiple providers. (i.e. Agreements, approval documents, quality assurance manual, frameworks… etc.). | **Supporting Material** |
| Click or tap here to enter text. |

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| * 1. Quality Assurance of Assessment | |
| Provide details on procedures in place regarding the responsibilities for conducting the assessment and its marking, mechanisms for verification of assessment and moderation of results, indicating a frequency of such activities and how it is carried out. In addition, maintaining assessment integrity and what measures are taken regarding plagiarism and academic misconduct, where applicable, and the process of appeal against result. Learners should be aware of their right to appeal against result. (i.e. samples of appeal against result forms). This should also cover how consistency is maintained across multiple providers. (i.e. quality assurance manual, frameworks, external examiner reports, validation manual, student handbook… etc.). | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Quality Assurance of Certification | |
| Provide details on the responsibilities and procedures in place to quality assure the certification process of this qualification. this should also include how consistency is maintained across multiple providers. (i.e. a sample certificate from each provider in addition to any other material that may include a quality assurance manual, frameworks, certification procedure… etc.). | **Supporting Material** |
| Click or tap here to enter text. |
| * 1. Monitoring and Review | |
| Provide details on the responsibilities and procedures in place to monitoring and review of the qualification. Supporting material may include quality assurance manual, review framework, feedback mechanisms… etc. | **Supporting Material** |
| Click or tap here to enter text. |

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| 1. **NQF Level and Credit Alignment** | | | | | |
| Fill the table below listing all units comprising the qualification indicating the proposed NQF Level and Credit alignment. Each listed unit must be supported with a mapping scorecard (*available in Annex 1*) and the unite specification document. It is also required to submit the programme structure as being delivered.  If the qualification is already included in other qualifications framework (QF), the applicant organization has to provide clear evidence on the qualification level allocated in the other QF and the method adopted to reach the overall NQF level alignment and it is not required to submit the mapping scorecard. *Please refer to BQA website for more information on NQF referencing with other QFs.* | | | | **Supporting Material** | |
| Click or tap here to enter text. | |
| No.[[4]](#footnote-4) | Code | Unit Title | Mandatory / Elective | Level | Credit |
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| Overall qualification NQF level and credit alignment | | | | Choose a level. |  |
| Notes (method adopted, conversions, others) | | | | | |
| Provide details on how the overall level and credit alignment to the NQF have been reached. For example, equal components where all units are at the same level, proportionate where majority of units are at the level proposed for alignment, or exit level where there is a required progression between components to achieve the qualification at the proposed alignment level. For credit, should a conversion from American or ECTS system been adopted, please indicate so | | | | | |

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| 1. **Contact Information**[[5]](#footnote-5) | | |
| Applicant Organization:  [Enter Applicant Organisation Name] | Contact Person: | Click here to enter name. |
| Position Title: | Click here to enter title. |
| Office Number: | Click here to enter office number. |
| Mobile Number: | Click here to enter mobile number. |
| E-mail Address: | Click here to enter e-mail. |
| Awarding Body:  [Enter Awarding Body Name] | Contact Person: | Click here to enter name. |
| Position Title: | Click here to enter title. |
| Office Number: | Click here to enter office number. |
| Mobile Number: | Click here to enter mobile number. |
| E-mail Address: | Click here to enter e-mail. |

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| 1. **Declaration** | | |
|  | | |
| A*pplicable to Request Case 1 only* | | |
| Applicant Organization:  Click here to enter name. | I hereby declare that this alignment proposal has been reached through the quality assured process described above and that all information presented is accurate up to my knowledge. | |
| Signature: | |
| Awarding Body[[6]](#footnote-6):  Click here to enter name. | I hereby declare that this alignment proposal has been reached through the quality assured process described above and that all information presented is accurate up to my knowledge. And that Enter organisation name is the sole provider[[7]](#footnote-7) for the qualification in the Kingdom of Bahrain. | |
| Signature: | |
|  | | |
|  | | |
| *Applicable to Request Case 2 only* | | |
| Awarding Body:  Click here to enter name. | I hereby, declare that this alignment proposal has been reached through the quality assured process described above and that all information presented is accurate up to my knowledge.  I also declare my agreement to GDQ reserving the right to contact providers of this qualification in the Kingdom of Bahrain for some clarification should be needed. | |
| Signature: | |

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| 1. **Completeness and Clarity Checklist** | | |
|  | | |
| The purpose of this checklist is to ensure the completeness and clarity of the Alignment Request Form and evidence submitted to the Directorate of Framework Operation (DFO). | | |
|  | | |
| **Indicators** | | Sufficient Information Provided |
|
|  | |  |
| **Indicator 1.1 Awarding Body Authorizations** | | |
| Description of the formal relationship between the awarding body and provider(s) | | Select |
| Roles and responsibilities of the awarding body and provider(s) | | Select |
| List of all providers authorised to offer the qualification in the Kingdom of Bahrain | | Select |
| Documented agreement or contract between the awarding body and provider(s) | | Select |
| Valid agreement or contract between the awarding body and provider(s) (minimum validity of six months in case of Vocational Education and Training and two years for Higher Education) | | Select |
| *DFO Comment(s) in relation to Incomplete sections and/or Missing Evidence.* | Institution Comments  Click here | |
| Supporting Materials Reference Number  Click here | |
|  | | |
| **Indicator 1.2 Qualification License and Approval** | | |
| Awarding body licensing /accreditation/ regulation in its home country | | Select |
| Awarding body affiliation with quality assurance bodies in its home country | | Select |
| Provider(s) licensing/ approval by regulators in Bahrain | | Select |
| Provider(s) approval by regulators in Bahrain to offer qualification | | Select |
| *DFO Comment(s) in relation to Incomplete sections and/or Missing Evidence.* | Institution Comments  Click here | |
| Supporting Materials Reference Number  Click here | |
|  | | |
| **Indicator 1.3 Qualification Access and Transfer** | | |
| Qualification Access (Admission requirements) documented and communicated to learners | | Select |
| Credit transfer (internal and external) clearly documented and communicated to learners | | Select |
| Recognition of Prior Learning (RPL) documented and communicated to learners, *if applicable* | | Select |
| Appeal against denial of access and credit transfer documented and communicated to learners | | Select |
| *DFO Comment(s) in relation to Incomplete sections and/or Missing Evidence.* | Institution Comments  Click here | |
| Supporting Materials Reference Number  Click here | |
|  | | |
| **Indicator 2.1 Qualification Fitness for Actual and Tangible Need(s)/ Demand(s)** | | |
| Clear justification for the qualification need(s)/ demand(s) in Bahrain | | Select |
| State the means of identifying the need(s)/ demand(s). | | Select |
| Reflect on the suitability of the qualification structure and content to the need(s)/ demand(s) | | Select |
| Evidence of identified need(s)/ demand(s) (i.e., recent, and valid market research or studies) | | Select |
| *DFO Comment(s) in relation to Incomplete sections and/or Missing Evidence.* | Institution Comments  Click here | |
| Supporting Materials Reference Number  Click here | |
|  | | |
| **Indicator 2.2 Career Progression and Learning Pathways** | | |
| Career progression, potential occupation/s, and educational pathway/s documented and communicated to learners | | Select |
| Graduates tracking per cohort, including employability rate and job type | | Select |
| Career counselling provided to learners | | Select |
| *DFO Comment(s) in relation to Incomplete sections and/or Missing Evidence.* | Institution Comments  Click here | |
| Supporting Materials Reference Number  Click here | |
|  | | |
| **Indicator 3.1 Quality Assurance of Delivery** | | |
| Policies and procedures related to the delivery of the qualification | | Select |
| Roles and responsibilities of the awarding body and provider(s) in delivering the qualification | | Select |
| Arrangements to accommodate learners with special needs | | Select |
| Mechanism to ensure qualification consistency is maintained across multiple providers | | Select |
| Quality assurance manual, frameworks, validation manual, student handbook, or other documents to ensure quality | | Select |
| *DFO Comment(s) in relation to Incomplete sections and/or Missing Evidence.* | Institution Comments  Click here | |
| Supporting Materials Reference Number  Click here | |
|  | | |
| **Indicator 3.2 Quality Assurance of Assessment** | | |
| Policies and procedures related to the assessment of the qualification | | Select |
| Mechanism for assessment marking, verification, and moderation of results | | Select |
| Roles and responsibilities of the awarding body and provider(s) in the assessment | | Select |
| Guidelines on plagiarism and academic misconduct and actions taken against such cases | | Select |
| Policies and procedures for appeal against results | | Select |
| Mechanism to ensure assessment consistency is maintained across multiple providers | | Select |
| *DFO Comment(s) in relation to Incomplete sections and/or Missing Evidence.* | Institution Comments  Click here | |
| Supporting Materials Reference Number  Click here | |
|  | | |
| **Indicator 3.3 Quality Assurance of Certification** | | |
| Policies and procedures related to the certification of learners | | Select |
| Roles and responsibilities of awarding body and provider(s) in the certificate issuance process | | Select |
| Sample of the qualification certificate | | Select |
| *DFO Comment(s) in relation to Incomplete sections and/or Missing Evidence.* | Institution Comments  Click here | |
| Supporting Materials Reference Number  Click here | |
|  | | |
| **Indicator 3.4 Monitoring and Review** | | |
| Policies and procedures related to the periodic monitoring and review of qualification including roles and responsibilities, frequency, and means | | Select |
| Evidence on the latest qualification review | | Select |
| *DFO Comment(s) in relation to Incomplete sections and/or Missing Evidence.* | Institution Comments  Click here | |
| Supporting Materials Reference Number  Click here | |
|  | | |
| **Indicator 4.1 NQF Level Alignment** | | |
| Qualification structure including the breakdown of mandatory and elective units, and the number of units | | Select |
| Modules/units specification, including learning outcomes, content, and assessment | | Select |
| All Mapping Scorecards *(applicable only for qualifications not included in other qualifications framework)* | | Select |
| *DFO Comment(s) in relation to Incomplete sections and/or Missing Evidence.* | Institution Comments  Click here | |
| Supporting Materials Reference Number  Click here | |
|  | | |
| **Indicator 4.2 NQF Credit Alignment** | | |
| Breakdown of the credits for the qualification and its comprising units | | Select |
| *DFO Comment(s) in relation to Incomplete sections and/or Missing Evidence.* | Institution Comments  Click here | |
| Supporting Materials Reference Number  Click here | |
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**Annex 1: Mapping Scorecard**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. 1. Alignment of NQF Level and Credit for Units *(Repeat this section for each mandatory and core elective unit in the qualification)* *- Attach unit syllabus /course specification* | | | | | | | |
| Unit Code | |  | Unit Title |  | | Mandatory | Optional |
|  |  |
| Level & Credit on other QF  *(where applicable)* | | Choose a level. | | | Click here to enter credit. | Not applicable | |
|  | |
| Prerequisite Units[[8]](#footnote-8)  *(where applicable)* | | Code | | Title | | | |
|  | |  | | | |
| Unit Objectives *(if any)* | |  | | | | | |
| Intended Learning Outcomes (including core skills) | | | | | | | |
| LO 1 |  | | | | | | |
| LO 2 |  | | | | | | |
| LO 3 |  | | | | | | |
| *Add as necessary* |  | | | | | | |

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| * 1. Alignment to NQF Level | | | | | | |
| Level Descriptors Strands | | LO | Assessment | | NQF Level *Alignment* | Rationale |
| Description[[9]](#footnote-9) | Formative / Summative[[10]](#footnote-10) |
| Knowledge | Theoretical Understanding |  |  |  |  |  |
| Applied Knowledge |  |  |  |  |  |
| Skills | Generic Problem Solving & Analytical Skills |  |  |  |  |  |
| Communication, ICT & Numeracy |  |  |  |  |  |
| Competence | Autonomy, Responsibility & Context |  |  |  |  |  |
| Overall Unit Level | | | | | Choose a level. |  |
| Notes *(if any)* | | | | | | |
|  | | | | | | |

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| --- | --- | --- | --- |
| * 1. Alignment to NQF Credit | | | |
| Learning Activity | Activity Duration | Frequency | Notional Hours |
| Lessons / Lectures / Seminars |  |  |  |
| Tutorial |  |  |  |
| Practical / Laboratory |  |  |  |
| Supervised Assessment |  |  |  |
| Independent Learning |  |  |  |
| Work-based Learning |  |  |  |
| Other *(specify)* |  |  |  |
| Total Notional Hours | | |  |
| NQF Credit *(divide notional hours by 10)* | | |  |
| Notes *(if any)* | | | |
|  | | | |

1. Add rows as required [↑](#footnote-ref-1)
2. The unique ID a qualification is given upon being included in a Qualifications Framework register [↑](#footnote-ref-2)
3. Add rows as needed [↑](#footnote-ref-3)
4. Add rows as required [↑](#footnote-ref-4)
5. Contact person should be fully aware of the application and able to provide information regarding the request. [↑](#footnote-ref-5)
6. Electronic signature is acceptable. [↑](#footnote-ref-6)
7. Sole provider who fall under BQA remit. [↑](#footnote-ref-7)
8. Add rows as needed [↑](#footnote-ref-8)
9. Quiz, written exam, oral exam, role play, project, research, practical experiment… etc. [↑](#footnote-ref-9)
10. Refer to NQF Handbook for the definition of Summative and Formative Assessment [↑](#footnote-ref-10)