

Institutional Listing Standards and Criteria

Standard 1: Access, Transfer, and Progression

The institution has formal arrangements for learners' access, transfer and progression that ensure that all learners – including those with special needs – are involved in appropriate learning opportunities, all barriers to their progression are removed, and they are supported on their route to further learning and/or employment.

Criteria 1.1: Access and Admission

The institution has formal arrangements relating to access and admission of learners to programmes leading to national qualifications. The admission process must be transparent, adhering to regulatory body requirements and ensuring fairness of criteria and requirements, with consideration of adjustment to learners with special needs.

Criteria 1.2: Credit Accumulation and Credit Transfer

The institution has formal arrangements relating to credit accumulation and credit transfer. Credit must only be awarded to assessed achievement of learning outcomes. The institution has to provide details about the credits required to achieve every qualification. Through its credit transfer arrangements the institution has to ensure that repetition of achieved credits is not required when learners move from one programme to another.

Criteria 1.3: Progression and Learning Pathways

The institution has formal and transparent arrangements for the development of clear progression routes for learners to pursue further education or employment. The institution should ensure that learners are given the opportunity to exit a programme at a given level and progress to another, specifying achieved learning or qualification given at the time of exit where applicable. The institution has to support the development of progression routes by offering learning and career guidance and counselling to learners, and creating opportunities for learners to meet any progression, access or transfer criteria.

Criteria 1.4: Recognition of Prior Learning

The institution has formal and transparent arrangements for the Recognition of Prior Learning (RPL) that follow the NQF guidelines and are in accordance to the current education and training regulations where applicable. The formal arrangements include information on how to:

- a. identify learning outcomes, document and record credit achieved by learners through non-formal or informal learning
- b. adopt Assessment of Prior Learning (APL) as the formal mean of recognition

- c. include and publish information on RPL opportunities
- d. ensure providing appropriate guidance and counselling

Criteria 1.5: Appeals System for Access and Transfer

The institution ensures that learners have the opportunity to appeal denial of access or transfer to a programme leading to a national qualification.

Standard 2: Qualification Development, Approval and Review

The institution has formal arrangements for the design, approval and review of national qualifications bearing NQF Level and Credit.

Criteria 2.1: Justification of Need

The institution has formal arrangements for developing qualifications linked to the labour market, learners or other needs. Needs can be identified by research, surveys, benchmarking, etc.

Criteria 2.2: Design

The institution has formal arrangements for the design of qualifications. The arrangements describe the process of qualification design and state roles and responsibilities of the members and/or committees involved. Justification of needs, external validators and subject matter experts are involved at key stages of qualifications development.

Criteria 2.3: Compliance

The institution has formal arrangements to:

- a. ensure that qualifications design complies with regulatory body requirements
- b. ensure that qualifications design complies with NQF design requirements
- c. implement Mapping and Confirmation processes and ensure that selected members are able to apply NQF principles, policies and procedures and are familiar with the use of NQF level descriptors

Criteria 2.4: Learning Resources

The institution has formal arrangements to ensure that appropriate and adequate levels of learning resources, ICT resources, and physical infrastructure are provided and maintained to support learners' achievement of learning outcomes.

Criteria 2.5: Approval

The institution has formal arrangements for qualification approval. These describe the process of qualification approval and state the roles and responsibilities of the members

and/or committees involved. Qualifications are checked and formally approved against a set of documented and agreed qualification approval criteria.

Criteria 2.6: Qualification Monitoring and Periodic Review

As part of the overarching quality assurance and continuous quality improvement, the institution must have formal arrangements for monitoring qualifications through information and data collection that are relevant to the evaluation of the effectiveness of provisions. The institution has to consider stakeholders' feedback and has formal arrangements to involve them in the qualification monitoring and periodic review processes. The institution has formal arrangements for the internal and external qualification review that describe the process of qualification review and clearly state the roles and responsibilities of the members and/or committees involved. The process includes the frequency and scope of monitoring and review activities. Internal and external qualification reviews have to focus on the validity and currency of learning outcomes and the extent to which learners achieve these learning outcomes. Moreover, the internal and external qualification reviews have to focus on evaluating the effectiveness of curriculum, teaching and assessment. The institution has to ensure that formal arrangements are in place to follow-up on the outcomes of the internal and external qualification reviews.

Standard 3: Assessment Design and Moderation

Learners are assessed and learning achievements are recognised using agreed and published criteria. Learners' achievements are assessed fairly and consistently.

Criteria 3.1: Assessment Regulations and Criteria

The institution has formal arrangements to ensure that learners are assessed and their learning achievements recognised against agreed and published criteria and regulations that are applied fairly and consistently across the institution.

Criteria 3.2: Assessment Design

The institution has to ensure the consistency and relevance of assessment by setting formal arrangements for assessment design. These arrangements have to ensure that assessments are fit-for-purpose and cover the learning outcomes.

Criteria 3.3: Security of Assessment Documents and Records

The institution has formal arrangements for securing and ensuring the protection and integrity of assessment documents, materials and learners' assessment records.

Criteria 3.4: Marking, Assessment Verification and Moderation of Results

The institution has clear marking criteria for each of its units and qualifications, alongside formal arrangements for internal and external verification of assessment to ensure reliability

and fitness for purpose. The institution has to have arrangements in place for internal and external moderation of results to ensure that performance of learners is being fairly and consistently evaluated across all learners undertaking the same qualification.

Criteria 3.5: Feedback to Learners

The institutions has formal mechanisms to ensure that learners receive feedback on their assessed achievements and are informed on their progress in the programme in a timely, constructive and appropriate manner that is adequate to the purpose and type of assessment (formative or summative).

Criteria 3.6: Approval of Results

The institution has formal arrangements for the approval of results. These arrangements describe the process of approval of results and state the roles and responsibilities of members and/or committees involved. Results are checked and formally approved against a set of agreed and documented approval criteria.

Criteria 3.7: Appeals Against Results

The institution has formal arrangements that enable learners to appeal against assessment results. These arrangements have to describe the appeal against assessment results process.

Criteria 3.8: Plagiarism and Academic Misconduct

The institution has formal and transparent arrangements for reporting and managing cases of plagiarism and academic misconduct. A set of penalties are in place that are fair and proportionate, and the institution has to ensure that these are applied fairly and consistently.

Standard 4: Certification and Authentication

Learners' achievements are recorded, certified and authenticated to mark the achievement of learning outcomes.

Criteria 4.1: Certification

The institution has formal arrangements to ensure that:

- a. criteria to acquire qualifications are specified clearly, documented and adhere to any national standard/requirement for the qualification
- b. learners' achievements of learning outcomes are demonstrated and recorded before a qualification is awarded
- c. NQF Level and Credit value are stated in the certificate and/or the transcript issued by the institution.

Criteria 4.2: Authentication

The institution has formal arrangements for the authentication of results to ensure that certificates are genuine and protected against fraud.

Criteria 4.3: Records of Certification

The institution has a reliable and secure system for storing and maintaining records of certificates issued.

Standard 5: Continuous Quality Improvement

The institution operates and regularly reviews a fit-for-purpose quality assurance system that covers all processes related to the Institutional Listing Standards and NQF requirements with the aim of continuous quality improvement.

Criteria 5.1: Quality Assurance System

The institution operates a quality assurance system that addresses the NQF requirements including the institutional listing standards.

Criteria 5.2: Continues Improvement of Quality Assurance System

The institution has means for collecting information and reflecting on the effectiveness of its arrangements relating to NQF requirements through regular internal review activities.