



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

General Directorate of National Qualifications Framework

Handbook for Institutions

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Acronyms and Abbreviations

AC	American Credit System
APL	Assessment of Prior Learning
BOD	BQA's Board of Directors
BQA	Education and Training Quality Authority
CQI	Continuous Quality Improvement
DAC	Directorate of Academic Cooperation & Coordination
DHR	Directorate of Higher Education Reviews
DVR	Directorate of Vocational Reviews
ECTS	European Credit Transfer System
ERB	Education and Training Reform Board
GDR	General Directorate of Education and Training Institutes Reviews
GDQ	General Directorate of National Qualifications Framework
ILEP	Institutional Listing Evaluation Panel
KPI	Key Performance Indicators
LO	Learning Outcomes
NAC	NQF Advisory Committee
NQAI	National Qualifications Authority Ireland
NQF	National Qualifications Framework
QAAET	Quality Assurance Authority for Education and Training (currently BQA)
QDT	Qualification Design Team
QF	Qualifications Framework
RPL	Recognition of Prior Learning
SCETD	Supreme Council for the Development of Education and Training
SCQFP	Scottish Credit and Qualifications Framework Partnership
SQA	Scottish Qualifications Authority

GLOSSARY OF TERMS

Access	The process of accepting a learner's enrolment into a specific programme, having met all programme entry requirements while ensuring equality and objectivity.
Alignment of Foreign Qualifications	The process of comparing and evaluating a foreign qualification against the NQF levels.
Archived	The status given to a qualification placed on the NQF which no longer meets NQF or regulatory body requirements. The record of such a qualification is archived for reference purposes.
Assessment	The process of gathering, evaluating, analysing and judging evidence in order to measure whether an individual has achieved the intended learning outcomes or the performance outcomes set for a specific unit or qualification.
Certification	The formal documentation process that records the successful achievement of a qualification.
Confirmation	An internal process conducted by the institution by which the Confirmation Panel confirms the proposed NQF Level and NQF Credit allocated by the Mapping Panel for a qualification and its comprising units.
Credit Transfer	A process whereby the credits already earned by a learner in one qualification are recognised toward a new qualification.
Credit	The value assigned to the amount or volume of learning required to complete a unit of learning or achieve a qualification.
Formal Learning	Learning that is organised and generally occurs in structured learning environments, whereby the learner's objective is to obtain knowledge, skills and/or competence leading to recognition in the form of a certificate. Typical examples are learning that takes place within higher education institutions, training institutions and schools.
Foreign Qualification	A qualification that is offered and delivered by an institution in the Kingdom of Bahrain, while it belongs to a foreign body which has control over the qualification.
Informal Learning	Learning that is not organised or structured, has no set objective in terms of learning outcomes and which is never intentional from the

	learner's viewpoint. Typical examples are learning which is gained through work-related, social, family, hobby or leisure activities and experiences.
Institution	An educational or training provider, such as an organisation, company or collaborative partnership, which delivers learning programmes that culminate in specified standards or qualifications.
Institutional Listing	A process by which the GDQ ensures that an institution has established suitable formal arrangements to maintain the standards of their national qualifications placed on the NQF. Listing also depends on the quality assurance reviews conducted by the BQA.
Institutional Listing Evaluation Panel (ILEP)	A panel comprising experts with current experience in institutional operations, governance and quality assurance, and a representative from the GDQ.
Learners	Those individuals who acquire knowledge, skills and competencies through formal, non-formal and informal learning.
Learners with Special Needs	In the context of the NQF, special needs are where the capacity of a learner to participate in or benefit from education is restricted or hindered due to having advantaged or disadvantaged physical, intellectual, social or emotional capabilities.
Learning Outcomes	Statements that describe significant and essential achievement that learners will achieve during a programme, being defined in terms of knowledge, skills and competencies. In other words, learning outcomes identify what the learner will know and be able to do by the end of a unit, course or programme.
Level Descriptors	A set of progressive statements assigned to each level of the NQF, that describe the complexity of acquired learning in terms of knowledge, skills and competence.
Lifelong Learning	Learning that is undertaken throughout life and improves knowledge, skills and competencies within a learner's personal, civic, social and/or employment-related contexts.
Licensing	The process in which an institution gets approval from the relevant regulatory body to provide education or training services.
Listed Institution	An institution attaining the endorsement of the Council of Ministers as a result of satisfying the <i>Institutional Listing Standards</i> .
Mapping	In the context of the NQF, an internal process conducted by the institution by which the Mapping Panel associates an NQF Level and an NQF Credit to a qualification and its comprising units.

National Qualifications Framework (NQF)	An instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved. It integrates and coordinates national qualifications sub-systems and improves quality, transparency, access and progression.
NQF Credit Framework	A framework that provides guidelines and design requirements regarding titles, description, the level and credit distribution of national qualifications.
Non-Formal Learning	Organised education and training outside formal education or training systems, which lacks common Formal Learning elements such as: curriculum, syllabus or accreditation. Non-Formal Learning may be assessed but does not typically lead to formal certification. Examples for Non-Formal Learning include learning and training activities undertaken in the workplace or voluntary sector and through community service programmes.
Notional Learning Hours	The time in hours that an average learner would take to successfully complete all learning activities, including assessments, required for achieving the learning outcomes and subsequently achieving a qualification.
NQF Credit	In the context of the NQF, one NQF Credit equates to ten Notional Learning Hours. NQF Credits are used to reflect the volume of units and qualifications (<i>See 'Credit' and 'Notional Learning Hours'</i>).
NQF Handbook	The Handbook used by institutions and stakeholders to familiarise themselves with the NQF General Policies, principles, benefits, processes and procedures related to NQF activities.
NQF Level	A class that indicates the complexity of a particular qualification placed at that level, on the basis of the qualification's intended learning outcomes and their fulfilment of the core knowledge, skills and competencies.
Pathways	The vertical and/or horizontal routes learners take to navigate through their learning experience, by building on their knowledge and developing their skills, competencies and life experiences through education and training.
Performance Outcomes	Statements that describe what a learner is able to demonstrate practically using a skill or competence. Performance outcomes may describe different levels of what learners may do to demonstrate the level of competency or conceptualisation of a concept and/or skill they have achieved.

Placed Qualification	A qualification attaining the endorsement of the Cabinet of Ministers as a result of satisfying the <i>Validation Standards</i> .
Progression	A pathway that learners travel as they progress toward mastery in a subject/discipline.
Qualification	A package of units judged to be worthy of formal recognition in a certificate issued by an institution.
Qualification Alignment	The process of comparing and evaluating a foreign qualification against the levels of the NQF.
Qualification Design Team	Those educationalists or trainers who are involved in designing and developing structures, units, content and assessments of qualifications, programmes or curricula.
Qualification Placement	The process of placing a national qualification of a listed institution on the NQF after fulfilling the qualification placement requirements.
Qualifications System	A broad system that includes all activities that result in the recognition of learning.
Quality Assurance System	A collection of processes and procedures by which an institution ensures that the quality of educational processes is maintained and the institution is able to satisfy itself and its stakeholders.
Recognition of Prior Learning (RPL)	The assessment of an individual's knowledge, skills, and competence acquired through previous Non-Formal and Informal Learning, which is used to grant status or credit towards a qualification.
Referencing	The activity of comparing the National Qualifications Framework of the Kingdom of Bahrain to other national, regional or meta qualifications frameworks. Referencing includes comparisons of education and training systems and frameworks levels.
Regulatory Bodies	Those bodies that regulate (license and approve) education and training providers within the Kingdom. In some cases those bodies have set requirements for the institution to follow when developing their qualifications (e.g. Ministry of Education, Ministry of Labour, etc.).
Stakeholder	An individual, a group or an organisation that has interest in, or can be affected by, the NQF operations.
Validation	The process to ensure that a qualification is credible and fit-for-purpose.
Validation Panel	A panel comprising educationalists/trainers and business/industry professionals. Educationalists/trainers are academics, educators,

	teachers and/or trainers with experience in the relevant qualification sector and whom have qualifications of equal or above the level of the qualification being validated. Business/industry professionals are employers or professionals with knowledge and experience of the sector.
Valid Qualification	By satisfying the NQF validation standards a qualification is considered to be current, relevant and fit-for-purpose; hence, a 'Valid Qualification' (See <i>Placed Qualification</i>).
Verification of Assessment	The process that is used to ensure that an institution's assessments are valid and reliable, where (i) Internal Verification refers to the process of internal checks that the institution has in place to ensure the suitability and consistency of assessment, and (ii) External Verification is carried out by independent verifiers (from outside the institution) to ensure suitability, consistency and objectivity in assessment decisions.
Verification	The process of ensuring that a qualification's proposed NQF Level and Credit value and its comprising units meet the learning complexity of the NQF level.

Introduction

1. Introduction

☞ This Chapter provides an insight into the history and development of the National Qualifications Framework (NQF), covering the NQF management and governance and introducing the eventual ten-level framework.

1.1. Context and Goals

The decision to develop a qualifications framework in the Kingdom of Bahrain was driven by a number of challenges including:

- o links between qualifications and the labour market is not strong
- o lack of consistency in qualifications
- o absence of a system for comparing qualifications to each other
- o pathways of progression between qualifications is unclear
- o value of qualifications to employers and learners is unclear

The vision is for these challenges to be addressed through the development of a comprehensive National Qualifications Framework (NQF) that will extend across all sectors of education and training, irrespective of the nature or form of learning. The NQF is envisaged to:

- o provide a stronger basis for the understanding, comparison and recognition of national and foreign qualifications, thereby improving the understanding of employers, parents and learners of the value of qualifications
- o provide fit-for-purpose qualifications that have stronger linkages with labour market and learner needs
- o increase the accountability of education and training institutions towards maintaining high quality standards in their provisions
- o improve the opportunities for mobility and progression of learners within and across higher education, vocational and general education sectors
- o promote the concept of lifelong learning through the recognition of all types of learning: formal, non-formal and informal.

1.2. Development History

The establishment of a qualifications framework in the Kingdom of Bahrain originated in the decision taken by the Supreme Council for the Development of Education and Training (SCETD)¹ for a qualifications framework to be developed and implemented in the Kingdom.

¹ Originally established in 2007, the Education and Training Reform Board (ERB) was responsible for leading the development and implementation of educational reform initiatives in the Kingdom of Bahrain. In 2015, the ERB was retitled to become the Supreme Council for the Development of Education and Training (SCETD).

The National Qualifications Framework in the Kingdom is a ten-level comprehensive and compulsory qualifications framework encompassing all forms of learning, to support lifelong learning.

The work was planned in three Phases: Design Phase (2010-2011), Setup Phase (2012-2014) and Implementation Phase (from 2014). Both the Design and Setup Phases were funded by the Labour Fund (Tamkeen), with technical assistance provided by the Scottish Qualifications Authority (SQA). During the Design Phase, the development of the NQF was carried out under the strategic guidance of the Supreme Council for the Development of Education and Training (SCETD).

The Design Phase commenced in January 2010 and was completed by November 2011. A Steering Group comprising a wide range of stakeholders was established by Tamkeen to oversee the implementation of the contracted project deliverables and to provide advice both to Tamkeen, as the funding organisation, and to the SQA Technical Team. Consultation and communication were considered vital to the development of the framework, and stakeholders have been fully engaged in the development. Various NQF policy working groups were established comprising representatives from public and private education and training institutions in the Kingdom. The main objective of the policy working groups has been to consult stakeholders in the early formulation of the policies.

Endorsement of the Design Phase was sought from two international organisations, the Scottish Credit and Qualifications Framework Partnership (SCQFP) and the National Qualifications Authority Ireland (NQAI), each being responsible for the governance and management of their respective national frameworks. Endorsement was provided through official letters to the Steering Group and subsequently through signed Memoranda of Understanding from both organisations. At the end of phase one, results comprised an NQF Architecture, *NQF Level Descriptors*, and a series of NQF Policies relating to placement, recognition of prior learning, referencing, assessment, verification and validation.

The second phase, the Setup Phase, was managed by the BQA and commenced in March 2012 to build on the Design Phase. One of the main activities in the Setup Phase was the pilot, where 17 institutions participated in testing and using the NQF processes, procedures, operations and documents. Six working groups were established during the Setup Phase to provide input from private and public institutions, employers and government bodies. Additionally, an NQF Technical Committee was established early in 2012 to oversee developments and provide advice to the BQA and the SQA Project Team.

Commencement of the Implementation Phase was announced in October 2014. The Setup Phase provided the GDQ with valuable information to improve the NQF processes and operations and prepare for the Implementation Phase.

1.3. Management and Governance

In 2008, the Education & Training Quality Authority (BQA) was established under the name “Quality Assurance Authority for Education and Training” (QAAET) by Royal Decree² with a view to improving the quality of education and training in the Kingdom of Bahrain. BQA initially comprised a number of sector-specific review units (namely: Higher Education Review Unit, Vocational Review Unit, Schools Review Unit) alongside a dedicated National Examinations Unit. In 2012, Royal Decree N0. (83) stated BQA as the body responsible for managing and maintaining the NQF in addition to its original responsibilities.

The restructured BQA aims to be a leader in ‘fostering sustainable quality enhancement for world-class education and training sectors in the Kingdom of Bahrain’. The BQA established two General Directorates, the General Directorate of Education and Training Institutes Reviews (GDR) and the General Directorate of National Qualifications Framework (GDQ). The NQF Advisory Committee was established by the Cabinet of Ministers Resolution No. 52 of 2013. The Advisory Committee is chaired by the BQA’s Chief Executive and includes representatives from the Ministry of Education, Higher Education Council, Civil Service Bureau, Ministry of Labour, Government Universities, Private Universities, Private Institutes and the Private Sector. The Advisory Committee oversees all NQF activities, particularly the recommendation of policies related to the institutional listing and qualifications placement; these are presented to them after they are quality assured by the internal Academic Committee. The resulting recommended policies and operations are presented to the BQA Board of Directors for approval and then endorsed by the Cabinet of Ministers. **Error! Reference source not found.** provides an overview of NQF governance structure.



Figure 1. Governance of the NQF

² Royal Decree No. (32) of 2008, amended by Royal Decree No. (6) of 2009.

1.4. Introducing the Framework

The National Qualifications Framework (NQF) is a mandatory qualifications framework as stipulated by Royal Decree 83 of 2012:

“All Education and Training institutions are required to coordinate with the BQA to place their qualifications on the NQF, in accordance with BQA’s regulations” (Royal Decree 83, 2012).

The NQF is a learning outcome-based qualifications framework comprehensive of all education and training sectors and all forms of learning: formal, non-formal and informal learning. The NQF comprises ten levels, each being identified by a unique set of *Level Descriptors*. In order to place a qualification on an NQF level, the learning outcomes (LO) of each unit comprising a qualification and the overall qualification learning outcomes are mapped against these *Level Descriptors*. At each level, the *Level Descriptors* are classified into three separate strands (categories) covering *Knowledge*, *Skills* and *Competence*. The strands are further divided into five sub-strands as shown in **Error! Reference source not found.. Error! Reference source not found.** provides an overview of the framework with indication of qualifications at each level.

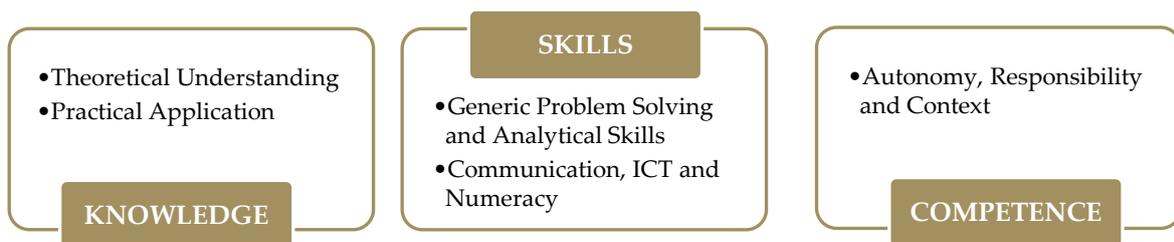


Figure 2. Overview of NQF Strands: Knowledge, Skills and Competence



Figure 3. The Level Typology of the NQF

1.5. GDQ Principles

In line with the BQA's values and practices, the GDQ stands by the following principles:

Principle 1: Consistency and Transparency

The GDQ is committed to process all applications in a transparent, objective and consistent manner.

Principle 2: Security and Confidentiality

The GDQ is committed to maintain confidentiality and security of all records related to GDQ activities to cultivate the confidence and trust of stakeholders and the integrity of the NQF.

Principle 3: Code of Conduct

The GDQ embraces the BQA's Code of Conduct for all GDQ staff as well as other experts involved in evaluating applications, to objectively process applications and make judgements that are fair, accurate and consistent.

Principle 4: Capacity Building

The GDQ is devoted to continuously developing its staff and training all experts involved in evaluating applications, ensuring that they are competent and equipped to carry out their roles and responsibilities.

NQF General Policies

2. NQF General Policies

☞ This chapter details NQF General Policies, confirming the roles and responsibilities of core stakeholders involved in the implementation of the NQF.

2.1 POLICY 1: Listing Institutions in the NQF Register

Institutions are required to be listed in the NQF register prior to submitting their qualifications for placement on the NQF.

2.1.1 Purpose

- To identify institutions that are eligible to have their qualifications placed on the NQF.
- To ensure that institutions which provide qualifications placed on the NQF have established suitable and transparent operational mechanisms to maintain the standards of their qualifications.
- To ensure that institutions are aware of their roles and responsibilities in the Institutional Listing process.

2.1.2 Policy Statements

1. Institutions must comply with eligibility criteria and Institutional Listing standards in order to be eligible to have their qualifications placed on the NQF. Those criteria and standards must be clearly defined and published by the BQA in the NQF Handbook.
2. The GDQ must process all applications for institutional listing in a fair, transparent and consistent manner, that is fit-for-purpose and which embraces international good practice.
3. Prior to submitting qualifications for placement on the NQF, an institution must be listed in the NQF register. An institution is deemed to become 'listed' when:
 - it meets all Institutional Listing Standards
 - it has passed its quality review conducted by the General Directorate of Education and Training Institutes Reviews (GDR), if applicable³. However, newly established institutions that have not been reviewed by GDR may be listed solely against the NQF institutional listing standards.

³ Some institutions are not included within the review scope of BQA

4. An institution maintains its status as being 'Listed', if it passes its institutional review, conducted by GDR, including the embedded Institutional Listing standards with the review framework.
5. Institutions have the right to appeal the outcome of their Institutional Listing application in accordance with the BQA's policies and procedures.
6. The GDQ will change the status of a 'listed' institution, including its 'placed' qualifications, to 'archived' when it does not pass its periodic review.

POLICY 2: Qualifications Compliance with NQF Requirements

Qualifications placed on the NQF must comply with NQF and regulatory bodies' requirements.

2.2.1 Purpose

- To ensure that qualifications placed on the NQF comply with requirements and criteria set by the relevant regulatory body, where applicable.
- To identify the qualifications that are eligible for placement on the NQF.
- To ensure that qualifications placed on the NQF have common design criteria across education and training sectors, which promotes lifelong learning and supports progression of learners between sectors.
- To ensure that institutions use quality-assured and fit-for-purpose processes for Mapping and Confirmation.

2.2.2 Policy Statements

1. An institution must ensure that any qualification submitted for placement on the NQF complies with the relevant regulatory body requirements and criteria, where applicable.
2. A qualification must comply with NQF eligibility criteria in order for it to be considered for placement on the NQF.
3. Qualifications eligibility and design criteria must be clearly defined and published by the BQA in the NQF Handbook.
4. Institutions must follow the qualifications mapping and confirmation processes declared within the submission for institutional listing.

2.2 POLICY 3: Qualification Placement on the NQF

All national qualifications are placed on the NQF according to the process for 'Qualification Placement'.

2.3.1 Purpose

- To ensure that institutions are aware of their roles and responsibilities in the 'Qualification Placement' process.
- To ensure that the role and responsibilities of the GDQ in the placement process are clear and transparent, and that the arrangements for placing a qualification on the NQF, or archiving it, are defined, transparent and published.
- To set consistent methods for allocation and validation of NQF Level and NQF Credit.

2.3.2 Policy Statements

1. Institutions are required to submit all eligible qualifications to the GDQ for placement on the NQF. The eligibility criteria must be clearly defined and published by the BQA in the NQF Handbook.
2. The GDQ must process all qualification placement applications in a transparent, fair and consistent manner that embraces international good practice.
3. Institutions are required to submit documentation and evidence to support their Qualification Placement applications.
4. The Level Descriptors, along with provided rationales, form the basis for allocating the NQF Level of each unit within any given qualification. The overall NQF Level of a qualification is determined by considering the NQF Levels of comprising units.
5. The GDQ must verify the proposed NQF Level and NQF Credit of a qualification and its comprising units, as well as verifying the qualification's compliance with the NQF requirements (*see Policy 2*).
6. The GDQ must ensure that all submitted qualifications for placement on the NQF are subject to a validation process (*see Policy 4*).
7. Placed Qualifications will be archived if they:
 - are no longer valid (i.e. do not satisfy Validation Standards);
 - are discontinued and no longer delivered by the institution; or
 - do not pass its periodic GDR's quality review.
8. Institutions have the right to appeal the outcome of their application for qualification placement on the NQF, in accordance with the BQA's policies.

2.3 POLICY 4: Validation of Qualifications

All qualifications placed on the NQF must be validated to ensure that they are fit-for-purpose and meet validation standards.

2.4.1 Purpose

- To ensure that qualifications placed on the NQF are fit for-purpose and meet the needs of learners or the labour market.
- To ensure that the validation standards, process and roles of validators are defined and transparent.

2.4.2 Policy Statements

1. A *Validation Panel* of professionals and educators/trainers ensures that each qualification – including its comprising units – meets the Validation Standards.
2. The GDQ is responsible for overseeing validation events and the selection of *Validation Panel* members. Panel members must be selected in a transparent and objective manner.
3. The *Validation Panel* shall only judge the validity of a qualification using the Validation Standards published by the BQA in the NQF Handbook. The Panel assigns a Validity Period for every valid qualification.
4. During the Validity Period, the GDQ monitors all qualifications placed on the NQF. Accordingly, institutions must maintain the qualifications' content and standards and are responsible for communicating any changes to the GDQ.
5. Qualifications will be subject to re-validation when:
 - they have passed their Validity Period; or
 - any changes occur that might affect the NQF Level or NQF Credit verified for a qualification or its constituent parts.

2.4 POLICY 5: Enabling Learners with Special Needs

Enabling learners with special needs by integrating them within the education and training systems and recognising their achievements on the NQF.

2.5.1 Purpose

- To provide equal and suitable opportunities for the integration and access of learners with special needs within the education and training programmes, and recognition of their achievements.
- To encourage institutions to develop, and place on the NQF, qualifications specifically designed for learners with special needs.

2.5.2 Policy Statements

1. Institutions should wherever possible provide learners with special needs with suitable support and resources, and ensure their integration and recognition of achievements.
2. Institutions are encouraged to develop, where appropriate, qualifications specifically targeted at learners with special needs in order to expand their learning and increase their employment opportunities. These qualifications must also comply with NQF requirements (*see Policies 2, 3 and 4*).
3. The GDQ must ensure that institutions provide learners with special needs with suitable support and resources for all qualifications.

2.5 POLICY 6: Promoting Lifelong Learning

Promoting the concept of Lifelong Learning which aims to recognise prior learning, and to further enhance progression pathways between education and training sectors.

2.6.1 Purpose

- To promote the concept of Lifelong Learning within the Qualifications System of the Kingdom of Bahrain, by enhancing progression pathways between education and training sectors and developing a common understanding of Recognition of Prior Learning (RPL) in the context of the NQF.
- To promote the value of prior learning achievement as being on equal terms with formal learning.
- To provide guidance to institutions in developing mechanisms for RPL in accordance with the current education and training regulations.

2.6.2 Policy Statements

1. The GDQ will develop and promote a common understanding of RPL in the context of the NQF, alongside valuing prior learning achievement on equal terms to formal learning.
2. The GDQ must ensure that Assessment of Prior Learning (APL) is the mechanism used to recognise prior learning, ensuring that the outcome of APL meets the identified standards of the relevant qualification.
3. The GDQ will provide guidelines for institutions to establish mechanisms for the recognition of knowledge, skills and competences acquired through non-formal and informal learning, in accordance with current educational and training regulations within the Kingdom of Bahrain.

2.6 POLICY 7: Communication and National Cooperation

Communication and national cooperation is essential for raising public awareness about the aims, benefits and principles of the NQF, and for ensuring the readiness of institutions to implement it.

2.6.1 Purpose

- To raise public awareness about the aims, benefits, and principles governing the NQF, and promote its usage and application.
- To ensure that all policies, guidelines and publications governing the NQF are available, accessible and updated.
- To ensure the readiness of institutions for all NQF-related operations, particularly Institutional Listing and Qualifications Placement.
- To maintain an up-to-date NQF register (database) that includes all listed institutions along with all qualifications placed on, or aligned to, the NQF.
- To engage and communicate with regulatory bodies and stakeholders, with the aim of implementation and improvement of the NQF.

2.6.2 Policy Statements

1. The GDQ will take initiatives to raise public awareness, to promote and support the usage and understanding of the NQF.
2. The GDQ must provide appropriate support and, capacity building sessions to ensure the readiness of institutions to carry out NQF-related activities, particularly Institutional Listing and Qualifications Placement, and to equip those staff within institutions who are involved in qualification design, development and quality assurance with the required and appropriate skills.
3. The GDQ must ensure that all policies, guidelines and publications governing the NQF are up-to date, available and accessible to all stakeholders.
4. The GDQ will maintain and update the NQF register, which includes listed institutions along with qualifications placed on, or aligned to, the NQF.
5. The GDQ should engage with regulatory bodies and stakeholders with the aim of implementing and enhancing the NQF.

2.7 POLICY 8: Referencing the NQF

Referencing the NQF is an activity that leads to international recognition for the national qualifications.

2.7.1 Purpose

- To achieve international recognition of the NQF, including the placed qualifications.
- To ensure that referencing mechanisms are set and defined between the organisations involved.
- To ensure that referencing reports are available and published.

2.7.2 Policy Statements

1. The BQA is responsible for facilitating referencing activities in collaboration with relevant national and international organisations, to achieve international recognition of the NQF including the placed qualifications.
2. As the scope and aims of referencing activities may vary considerably, the GDQ will identify suitable qualifications frameworks and key organisations and will determine the scope and aims of any referencing activities.
3. The BQA must develop and publish referencing guidelines that are fit-for-purpose and in line with international good practice.
4. The BQA must ensure that referencing reports are available and published.

2.8 POLICY 9: Alignment of Foreign Qualifications

Alignment of foreign qualifications enhances the comparability between foreign and national qualifications.

2.8.1 Purpose

- To ensure that the mechanisms for qualification alignment to the NQF are specified and transparent.

2.8.2 Policy Statements

1. The GDQ can align foreign qualifications to the NQF if they meet alignment standards.
2. The BQA must publish alignment standards and procedures.
3. The GDQ must process all applications for aligning foreign qualifications to the NQF in a transparent and consistent manner that is fit-for-purpose and embraces international good practice.

2.9 POLICY 10: Continuous Quality Improvement

Continuous Quality Improvement will ensure the value and credibility of the NQF and its relevance to education and training requirements within the Kingdom of Bahrain.

2.9.1 Purpose

- To ensure that the structure, typology, values and characteristics of the NQF are maintained and benchmarked against international standards.
- To ensure that Continuous Quality Improvement (CQI) is the backbone of the NQF operations.
- To maintain the qualification standards placed on the NQF and the credibility and value of the NQF.

2.9.2 Policy statements

1. The GDQ will maintain, benchmark and continuously improve the NQF structure, typology and values through the evaluation of international standards and adaptation to the developments of the education and training systems.
2. The GDQ periodically reviews all NQF-related policies, processes and procedures, taking into consideration the views of relevant stakeholders.
3. The GDQ aims to continuously improve the quality of its standards in all aspects of the NQF operations and must ensure effective time management in processing applications through defined key performance indicators (KPIs).
4. Institutions listed in the NQF register must ensure effective application of their internal quality assurance mechanisms in order to maintain their qualification standards and the credibility and value of the NQF.

Institutional Listing

3. Institutional Listing

☞ This Chapter details the process of listing institutions in the NQF Register. The institutional listing process and standards are designed to be applicable to all education and training institutions.

3.1 Introduction

Education and training institutions should have suitable governance and operational structures to ensure that learning is occurring in a robust environment. The *Institutional Listing Standards* of the NQF is an agreed set of criteria that institutions must meet to ensure the quality of their learning environment and qualifications. All education and training institutions in the Kingdom of Bahrain are required to be listed in the NQF Register prior to submitting their national qualifications for placement on the NQF (see *NQF General Policy 1*).

3.2 Eligibility Criteria for Institutions

Education and training institutions delivering national qualifications in the Kingdom of Bahrain are required to conform to *Institutional Listing Standards* and apply to become *Listed* in the NQF Register. *Institutional Listing Applications* (see *Appendix 4*) will only be considered eligible if the institution:

1. has a valid licence/approval issued by a regulatory body⁴ (e.g. Ministry of Labour, Ministry of Education, Higher Education Council, etc.)
2. has passed its quality assurance review conducted by the General Directorate of Education and Training Institutes Reviews (GDR), where applicable⁵. However, newly established institutions that have not yet been reviewed by the GDR may be listed solely against the NQF *Institutional Listing Standards*
3. offers qualifications that meet the NQF *qualification design requirements* (see *Section 4.2*).

Institutions are expected to use the above criteria to assess their eligibility before submitting an *Institutional Listing Application*.

⁴ Some institutions are established by other legal instruments e.g. Decree, Resolution, etc.

⁵ Some institutions are not included within the quality assurance review scope of BQA.

3.3 Institutional Listing Standards

Applicant institutions are required to provide evidence substantiating their compliance with the *Institutional Listing Standards*. These *Standards* are designed to ensure that institutions offering national qualifications have set suitable and transparent operational mechanisms to maintain the standards of their learning environment and qualifications.

There are five *Institutional Listing Standards*, each comprises a set of criteria (see *Appendix 1*). The five *Institutional Listing Standards* are described in Table 1, as follows:

Table 1. Institutional Listing Standards

Institutional Listing Standards	
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.
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.
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.
4	CERTIFICATION AND AUTHENTICATION: learners' achievements are recorded, certified and authenticated to mark the achievement of learning outcomes.
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.

3.4 Institutional Listing Process

The institutional listing process starts at the institution, with the preparation and submission of the *Institutional Listing Application*. Prior to the submission of *Institutional Listing Applications*, the GDQ will provide capacity building to education and training institutions to ensure their readiness. Each application is evaluated by a panel of experts to determine whether the submission meets the *Institutional Listing Standards*. The institutional listing process as illustrated in Figure 4, while Table 2 shows the estimated time required for each step in processing an *Institutional Listing Application*.

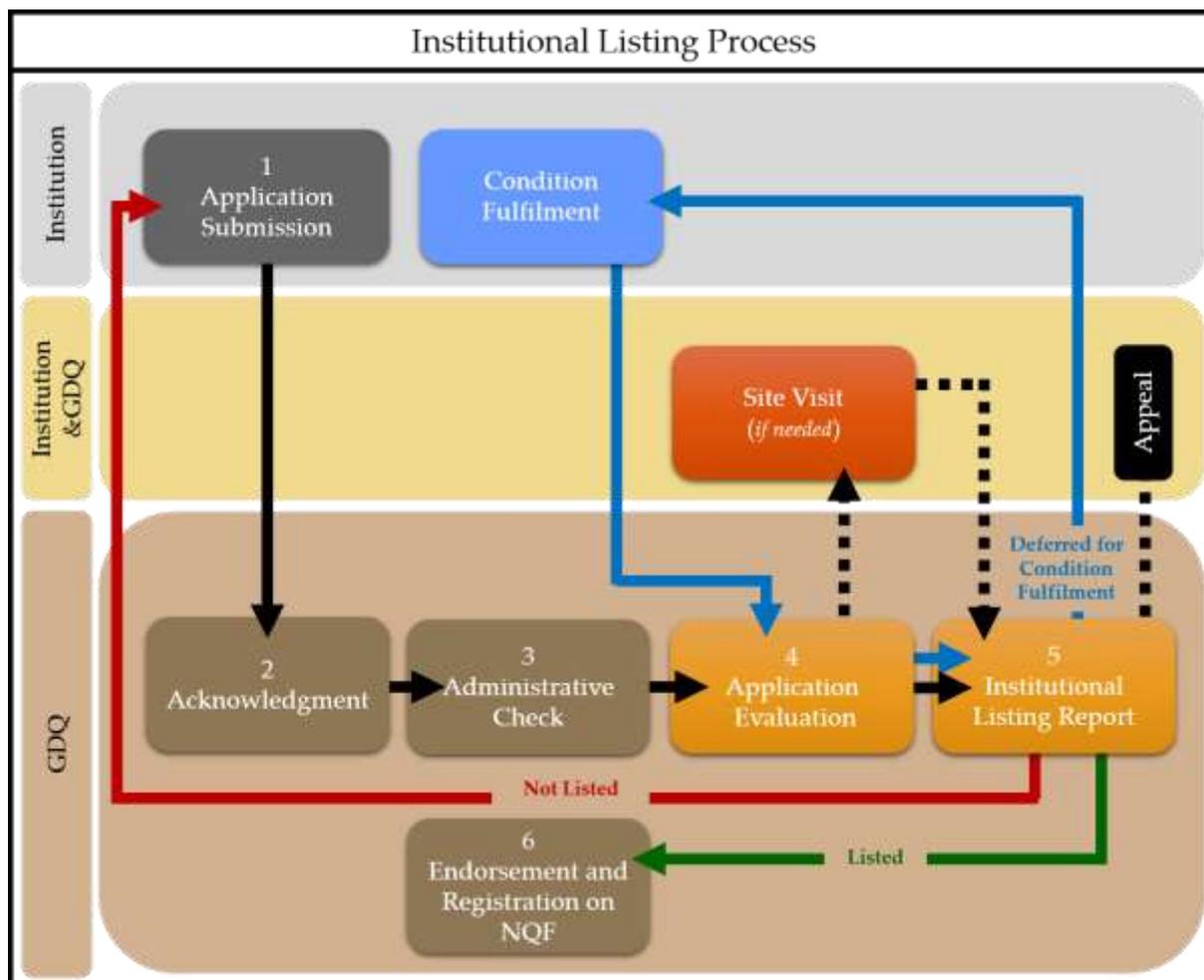


Figure 4. Illustration of the Institutional Listing Process

Table 2. Processing duration for Institutional Listing Applications

	Step	Duration
1	Acknowledgement	4 working days
2	Institutional Listing Application Processing	30 working days
3	Site Visit ⁶	1 working day
4	Institutional Listing Report finalisation by Institutional Listing Evaluation Panel (ILEP) and internal quality assurance	25 working days

⁶ Site visits are conducted as required and by arrangement with the General Directorate of Education and Training Institutes Reviews (GDR).

3.4.1 Preparing and Submitting an Institutional Listing Application

An institutional listing submission includes the *Institutional Listing Application* in addition to supporting evidence satisfying the *Institutional Listing Standards*. The *Institutional Listing Application* must be signed by an authorised representative of the institution and submitted to the GDQ along with a covering letter and supporting material. The signed application form and covering letter need to be submitted in both printed and electronic format, whereas all other evidence and documentation are only required to be submitted in electronic format.

3.4.2 Acknowledgement

Upon receiving the *Institutional Listing Application*, the GDQ will send an acknowledgment of receipt to the institution within four days of receipt. The purpose of this acknowledgment is to advise the institution of the receipt date of the *Institutional Listing Application*.

3.4.3 Administrative Check

Once the *Institutional Listing Application* is acknowledged, the GDQ will proceed to check the application considering the following:

- the eligibility of the institution (*see Section 3.2*)
- the completeness and clarity of the application and associated documentation.

Where key documents are found to be missing or incomplete, the applicant institution will be contacted and requested to supply the required information or evidence within an agreed deadline.

3.4.4 Application Evaluation

Once an *Institutional Listing Application* has passed the administrative check it will be reviewed by an *Institutional Listing Evaluation Panel* (ILEP). The ILEP is a panel comprising experts with current experience in institutional operations, governance and quality assurance, and a representative from the GDQ. The ILEP size is determined by the expertise required to review the specific application.

The *Institutional Listing Application* evaluation by ILEP involves a number of key steps, namely:

- appointment of ILEP members, with profiles also sent to the applicant institution to ensure that there is no conflict of interest with the appointed members
- signing of a declaration on confidentiality and non-conflict of interest by all ILEP members
- circulation to ILEP members of materials required for evaluation of the *Institutional Listing Application*. Upon receiving the material, the ILEP members are responsible to ensure maintaining the security and confidentiality of the received material
- agreement is reached with the institution on a date for the site visit (*see Section 3.4.5*)
- the preparation of the report and the factual accuracy of the report (*see Section 3.4.6*).

ILEP members are appointed and approved as per BQA procedures. To meet the need for experts, the BQA has established a database of approved experts covering a range of sectors

and specialisations. All experts are trained by the GDQ on NQF-related policies and procedures and on the use of *Institutional Listing Standards*.

The Panel will evaluate the application and supporting evidence and decide whether the applicant institution meets the *Institutional Listing Standards*. An *Institutional Listing Report* is then prepared summarising the Panel’s decision and findings. A judgement will be provided for each standard, as described in Table 3.

Table 3. Institutional Listing Standards Judgements

JUDGEMENT		
MET	PARTIALLY MET	NOT MET
The <i>Institutional Listing Standard</i> is sufficiently addressed by the institution as evidenced by the submitted formal arrangements.	The <i>institutional listing standard</i> is partially addressed by the institution as evidenced by the submitted formal arrangements. ILEP will require the applicant institution to fulfil all stated conditions within a specified timeframe.	The <i>institutional listing standard</i> is not addressed by the institution as evidenced by the submitted formal arrangements. ILEP will indicate those aspects that need to be developed or revised to meet the <i>Institutional Listing Standard</i> .

Once each standard receives a judgement, ILEP must reach an overall judgement on the *Institutional Listing Application* as described in the following:

Table 4. Overall Institutional Listing Judgement

Listed	For an institution to be <i>Listed</i> , all five institutional listing standards must be <i>Met</i> . The <i>Institutional Listing Report</i> is then forwarded to the next step of the process.
Deferred for Condition Fulfilment	Where any of the five institutional listing standards is <i>Partially Met</i> and none of the standards is <i>Not Met</i> , the ILEP will opt for <i>Deferred for Condition Fulfilment</i> . The institution will be given a transitional period to submit evidence to fulfil the stated conditions in the <i>Institutional Listing Report</i> to reach to a final judgment on the institutional listing application.
Not Listed	Where any of the five institutional listing standards is <i>Not Met</i> , the ILEP will opt for a judgment of <i>Not Listed</i> and the institution has to submit a new institutional listing application.

Where overall judgement is either *Deferred for Condition Fulfilment* or *Not Listed*, the institution has to submit condition fulfilment documentation or re-submit a new application, respectively (see Section 3.5 *Re-Submission of Applications*).

3.4.5 Site Visit

ILEP may conduct a site visit⁷ to the institution. The site visit provides an opportunity for ILEP members and the institution's representatives to discuss the submitted *Institutional Listing Application*, respond to any enquiries put forward by ILEP and provide extra evidence and information. The site visit ends with an oral feedback meeting chaired by an ILEP chairperson and attended by ILEP members, the GDQ representatives and the institution's representatives.

3.4.6 Institutional Listing Report

ILEP evaluations and judgements are drafted in the *Institutional Listing Report*. Once the *Institutional Listing Report* is finalised it is reviewed and internally approved within the GDQ. A copy of the draft report will be sent to the institution for a factual accuracy check; this is not an opportunity for the institution to ask for changes to the evaluation and conclusions or submit new evidence. The institution will return the draft report to the GDQ with any written comments within five working days. After the GDQ has considered the institution's comments and made any appropriate changes, the report is quality assured by the internal Academic Committee of the BQA, then finalized and forwarded for approval and for listing the institution in the NQF, as described in the following section. The institution may appeal the outcome according to the GDQ policies and procedures.

3.4.7 Approval and Registration

An institution attaining *Listed* status progresses through the next stages:

- recommendation of the *Listing* of the institution by the NQF Advisory Committee
- approval of the *Listing* of the institution by the BQA Board of Directors
- endorsement of the *Listing* of the institution by the Cabinet of Ministers.

Institutions whose *Listings* are endorsed by the Cabinet of Ministers are listed in the NQF register and their profile published on the BQA website.

3.5 Re-submission of Applications

Institutions must re-submit their applications for institutional listing in the following cases:

⁷ Site visits are conducted upon arrangements with GDR.

- **Condition Fulfilment:** where the outcome of ILEP evaluation is *Deferred for Condition Fulfilment*, the institution will be required to fulfil the required conditions within the timeframe as specified in the *Institutional Listing Report*. Upon submission of the Condition Fulfilment evidence, ILEP will review the evidence and determine whether the institution has met the *Institutional Listing Standards*. Where the applicant institution is unable to meet the conditions within the specified timeframe⁸ it will be deemed *Not Listed*, and a full *Institutional Listing Application* re-submission will be required as described below.
- **Application Re-Submission:** where the outcome of the ILEP evaluation is *Not Listed*, the institution is required to re-submit a new *Institutional Listing Application*. This cannot be re-submitted within 6 months of receiving the final judgement. The re-submitted *Institutional Listing Application* will then be processed as per the GDQ plans and schedule of evaluations. An institution is allowed up to two re-submissions for an application which is judged *Not listed*.

3.6 Monitoring and Re-listing

Following the listing of the institution in the NQF register, the institution will maintain its status and be continually re-listed subject to the outcomes of quality assurance reviews carried out by the relevant Directorates of the GDR. To be re-listed, institutions must continue to pass the quality assurance review and meet all institutional listing standards which are incorporated as part of the quality assurance review frameworks. Additionally, institutions need to provide the GDQ with their renewed institution licence/approval by the relevant regulatory body to maintain the listing status in the NQF Register, where applicable.

The GDQ will change the status of a *Listed* institution, including changing its placed qualifications to *Archived*, if it is no longer licensed/approved or has not passed its periodic quality assurance review (*refer to NQF General Policy 1*). The GDQ is responsible for ensuring the NQF Register remains up-to-date and accurate.

Additionally, each year and as part of the broader quality assurance provision, institutions are required to advise the GDQ of any significant changes within the institutions' formal arrangements relating to the institutional listing. Where the reported changes are found to have critically changed the formal arrangements, the GDQ reserves the right to require the institution to submit a new *Institutional Listing Application* (*further details are provided in Chapter 6: Monitoring and Review*).

⁸ The timeframe is set by ILEP based on the number and significance of conditions, however the timeframe should not exceed six months.

Qualification Design, Level and Credit

4. Qualification Design, Level and Credit

☞ This Chapter considers the design and development of qualifications, and emphasizes on the importance and use of learning outcomes and assessment.

4.1 Introduction

Design and development of national qualifications are generally undertaken by education and training institutions. These also have responsibility for maintaining and updating curricula, managing and delivering assessment, and ensuring quality in all matters pertaining to access and admission, teaching, learning, assessment, examination and, ultimately, the award of certificates to successful learners.

In all fields, sectors and disciplines the continuing provision of education and training is driven by the labour market, learners, and other needs. When designing or developing (or updating) a qualification, both rationale and justification must be clear and well stated, with external or contributory sources and preparatory consultation actions or events directly cited.

Whilst the initial focus is on education and training institutions offering national qualifications and placing these on the NQF, plans are in place for the future alignment of foreign qualifications to the NQF register.

4.2 Qualification Design Requirements

The design of qualifications is a process that involves many different factors and stakeholders. Education and training institutions often establish a *qualification design team* (QDT) bringing together the required educational development, assessment and sector-specific expertise. Industry stakeholders (e.g. companies, professional bodies) are also consulted by institutions in many instances, to provide an important labour market perspective to the qualification design and quality assurance processes. Regulatory or governing bodies also play an important role in the design (or re-design) of qualifications.

As governed by *NQF General Policy 2 (Qualifications Compliance)*, all new, revised or updated qualifications placed on the NQF must adhere to the following NQF *qualification design requirements*:

- comply with relevant regulatory body requirements and criteria where applicable
- development of qualifications must be based on justification linked to learners, labour market, or other needs
- qualifications must be developed in line with any related national standards, where applicable (e.g. National Occupational Standards)
- qualifications should articulate access requirements, mechanisms for credit transfer and RPL, progression routes for learners, and whether they would lead to further studies or employment as applicable

- qualifications must have appropriate structures, expressed in units and stating mandatory and elective units where applicable
- qualifications and comprising units must state learning outcomes. Learning outcomes must be assessed using summative assessment and comply with the NQF Level and Credit requirements. The institution must ensure that learning outcomes are covered adequately with fit-for-purpose assessments, and demonstrate – where applicable – how learning outcomes of individual units are being linked to the overall learning outcomes of the qualification or programme. Learning outcomes may include transferable skills such as communication, numeracy, problem solving, information technology and working with others
- units have to be linked with learning and teaching methods that are adequate and appropriate for the stated learning outcomes
- special needs learners are provided with suitable learning and assessment arrangements (*refer to NQF General Policy 5*)
- qualifications and comprising units must be allocated an NQF Level and Credit value
- qualifications' design must adhere to the NQF Credit Framework Guidelines (*Appendix 2*).
- suitable arrangements are in place for the *Mapping* and *Confirmation* processes. Members participating in the Mapping and Confirmation processes should be able to apply the NQF policies, procedures and guidelines, and must be familiar with the use of *NQF Level Descriptors*. The institution must follow the qualifications *Mapping* and *Confirmation* processes declared within the institutional listing submission.

4.3 NQF Level Descriptors

As explained earlier in this Handbook, the NQF comprises ten levels with each level providing an indication of the intellectual demands made on the learner, the complexity of learning, and the level of autonomy required to demonstrate learning achievement. The *NQF Level Descriptors* (*see Appendix 3*) are used along with other sources of information to place qualifications on the NQF. Other sources, which will become more widely available as qualifications are placed on the NQF, include subject benchmarks, qualifications at the same level, and comparable qualifications on other frameworks. The *NQF Level Descriptors* are generic and equally applicable to academic, vocational and work-based qualifications. A best-fit approach is used to determine the level of qualifications and individual units on the NQF.

Each of the ten levels of the NQF is identified by a unique *level descriptor* comprising three separate strands that cover *Knowledge, Skills and Competence*. The strands are further divided into five sub-strands. The strands and sub-strands are detailed in Table 5 and Table 6 respectively. Detailed *NQF Level Descriptors* are provided in *Appendix 3*.

Table 5. Definitions of Knowledge, Skills and Competence

KNOWLEDGE	SKILLS	COMPETENCE
<p>The cognitive representation of ideas, events, activities or tasks derived from practical or professional experience as well as from formal instruction or study (e.g. memory, understanding, analysis).</p>	<p>The ability to perform cognitive tasks, or tasks related to communications, ICT and numeracy.</p>	<p>The proven ability to use knowledge, skills and personal or social abilities in work or study situations and in professional and personal development.</p>

Table 6. NQF Level Descriptors: Strands and Sub-Strands

<p>1. Knowledge - Theoretical Understanding</p>
<p>Knowledge includes underpinning theory and concepts as well as the implicit knowledge gained as a result of performing certain tasks. Understanding refers to a more holistic knowledge of processes and contexts and may be distinguished as know-why as opposed to know-that. NQF levels start with a basic knowledge of facts and progress to a point where learners are required to reflect on that body of knowledge, reason why it is correct or incorrect, and adapt or develop new knowledge accordingly.</p>
<p>2. Knowledge - Practical Application</p>
<p>Competent practice comes through the application of knowledge and understanding. This involves being able to contextualise knowledge to apply it in a variety of different situations and practices. NQF levels progress from relating knowledge of a few simple everyday contexts to using a range of complex skills, techniques and practices. Learners demonstrate originality and creativity in the development and application of new knowledge and understanding.</p>
<p>3. Skills - Generic Problem Solving and Analytical Skills</p>
<p>Generic problem solving and analytical skills involve the process of acquiring knowledge and understanding through thoughts, experiences and senses. It includes the ability to: solve problems/issues and challenges; use creativity and innovation; respond to change, monitor; and, evaluate and promote continuous improvement. Generic problem solving and analytical skills tend to be transferable, i.e. once they have been developed they can be applied to different situations and job roles. NQF levels progress from receiving encouragement and support, to dealing with everyday situations, to critically analysing and evaluating complex situations or issues and developing original and creative responses.</p>
<p>4. Skills - Communication, ICT and Numeracy</p>

Skills in communication, ICT and numeracy are essential for effective practice and underpin many roles and/or tasks. However, it is not always necessary to have skills in all three areas of communication, ICT and numeracy, nor is it necessarily a requirement to have an equal level of skill in all three. Although work roles, education and training will have specific communication, ICT and numeracy requirements, many of these skills are generic and can be transferred across different roles within institutions or fields of work.

5. Competence: Autonomy, Responsibility and Context

Autonomy, responsibility and context relate to the nature of working relationships, levels of responsibility for self and for others, managing change, and ways in which individuals work and the impact this has on their job and on other individuals. Human situations, whether occupational, social or civic, supply the context within which knowledge and skills are deployed for practical purposes. Such situations range in complexity and hence in the demands they place upon the individual. The range of responses required, and the extent to which a broader range or higher level of knowledge and skill have to be drawn upon, also depends on the level of predictability of the context. NQF levels progress from working alone on simple and routine tasks under direct supervision to becoming increasingly autonomous and accountable, becoming more independent and/or more focused on management and leadership, increasingly self-critical and being able to reflect on ethical and professional issues. They also progress from defined and structured situations or contexts that constrain the behaviour of the individual to acting effectively and autonomously in complex, ill-defined and unpredictable situations or contexts.

4.4 NQF Credit

NQF credit is based on the notional learning hours required for a typical learner⁹, at a specified level, to achieve a set of learning outcomes. Individual units of a qualification should be allocated notional learning hours, taking into account all types of learning activities that contribute to the achievement of learning outcomes.

Credit value can be useful for comparing the depth or volume of learning, aiding the design of units and qualifications, providing a framework for learning access, transfer and progression, and supporting the development of consistent learner workloads across qualifications within different disciplines and/or within different learning environments. For instance, if a comparison is made between two qualifications both at NQF level 7 (one with 120 credits and the other with 60 credits) the level shows that they have an equal level of difficulty but the one with fewer NQF credits is shown to have significantly less learning time. Alternatively, two qualifications having the same number of credits (one at NQF Level 6, the other at NQF Level 7) shows that they will both take the same amount of notional hours to

⁹ Typical learners are neither those who can complete the learning outcomes quickly nor those that require additional time.

complete but that the qualification at NQF Level 6 is less demanding than the one at NQF Level 7.

The NQF considers a standard academic year to involve 1,200 notional learning hours or 120 credits, a ratio of 10:1. The NQF does not allow the use of fractions in the calculated credits; fraction credit hours are rounded to the nearest whole credit. Other credit systems may already be in use in the Kingdom of Bahrain (notable examples including the American Credit System and the European Credit Transfer System), and with a view to ensuring consistency and transparency a number of conversion mechanisms have already been agreed for use with the NQF. Table 7 describes the approximate conversion mechanisms.

Table 7. Approximate Conversion Mechanism to Convert AC and ECTS to NQF Credit

American Credit System (AC)	European Credit Transfer System (ECTS)
To convert AC to NQF credit multiply the number of AC credit hours by 4.	To convert ECTS to NQF credit multiply the number of ECTS credits by 2.

4.5 Learning Outcomes

Learning or performance outcomes sit at the heart of all qualification design activity. Learning outcomes provide many advantages, and from a quality assurance perspective they increase transparency and comparability within and between qualifications and act as reference points for assessment. Learning outcomes also assist teachers, trainers and other educators in selecting the most appropriate method of learning delivery for a particular unit or qualification, and in selecting the most appropriate method for assessing the achievement of learners.

For learners and potential future employers, learning outcomes provide information on the knowledge, skills and competence that will be achieved on successful completion of the unit or qualification. Learning outcomes help learners to study more effectively, as they guide learners on their learning journey by explaining what is expected of them and the anticipated level of learning.

Learning outcomes are also an excellent guidance tool, helping with the selection of programmes and providing clear information on the content of units and qualifications and what can be pursued upon achieving the learning outcomes. Learner and professional mobility is also more easily achieved through the use of learning outcomes, facilitating the recognition of units and qualifications and making credit transfer easier.

Table 8. Overview of Learning Outcomes and Performance Outcomes

LEARNING OUTCOMES	PERFORMANCE OUTCOMES
Learning outcomes are statements of what a learner is expected to know, understand and be able to do upon completion of a learning process. As a concept, learning outcomes focus on the results of learning rather than on inputs such as length of study. Learning outcomes aim to cover knowledge, skills and competence, and are normally described using action verbs.	Performance outcomes (or performance indicators) describe the concrete actions that a student or learner should be able to perform as a result of their participation in a course of learning or skills development. Performance outcomes define the knowledge and skills required for mastery of a particular action or activity, and describe expected behaviour using action verbs.

As described in Table 8, learning outcomes and performance outcomes are relatively similar both in concept and overall goals. Consequently, we will refer predominantly to learning outcomes in this Handbook. The use of learning outcomes helps the QDT to focus on the key purpose of the qualification and to identify exactly what they want learners to achieve in terms of knowledge, skills and competence.

When designing a unit (of a qualification) it is important to keep the number of learning outcomes to a manageable number, focusing on essential requirements for the learner. NQF *Level Descriptors* (see Appendix 3) should be used where there is the requirement to design units to a particular NQF level. NQF *Level Descriptors* can assist with the selection of an appropriate verb to demonstrate the learning complexity of a unit or qualification.

When writing learning outcomes, with a view to ensuring that learning outcomes are written at the required (or desired) level, it is important to:

- become familiar with the NQF *Level Descriptors* at the level for which the unit is being written, in addition to those above and below, and to regularly revisit these during the writing process
- identify the distinguishing features between NQF levels such as problem-solving skills, familiarity, supervised or independent working, and routine or non-routine actions
- learning outcomes should be indicative of the NQF level, however *Level Descriptors* should not be used as learning outcomes
- show what is expected to be achieved by learners in term of knowledge, skills and/or competence
- ensure that the learning outcomes are measurable and achievable
- ensure that there is clear linkage between the learning outcomes and the assessment methods
- ensure that there is clear linkage between the unit learning outcomes and the programme/qualification learning outcomes
- use a manageable number of learning outcomes.

It is often helpful to start a learning outcome with a phrase such as “On completion of this unit/qualification, the learner will be able to” followed by an appropriate active verb. In all cases, learning outcomes must be specific, achievable and assessable and should:

- o be written in the future tense
- o use active verbs to describe what the learner will be able to do
- o describe the final achievement for the learner
- o enable the learner to show their learning
- o use clear language, easily understood by learners and wider stakeholders (non-experts)
- o be achievable as a result of the learning activity
- o be assessable.

4.6 Assessment

Assessment tasks and activities must be designed to ensure that individual learners have the opportunity to demonstrate their achievement of different learning outcomes. One way of ensuring this is to directly link assessment to learning outcomes, making the purpose of assessment clear and transparent, including to individual learners.

Assessment involves gathering, evaluating, analysing and judging evidence in order to decide whether a learner has achieved the predefined learning outcomes. It relies on a broad range of formative and summative assessment tools and processes as described in Table 9, the former providing an insight into learner progress while the latter is rather more formal and provides evidence for future credit and awards.

Table 9. Overview of Formative and Summative Assessment

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Formative assessment is essential for effective learning, teaching and training and provides an opportunity for both learners and their teachers or trainers to review progress towards the achievement of learning outcomes. Formative assessment activities act as a guide to progress rather than providing any formal credit.	Summative assessment provides evidence of learning achievement for learners, employers and educational institutions. Assessment tasks and activities are undertaken both during delivery (e.g. observation of practical activities) and on completion of a unit or programme of learning (e.g. written test) and provide evidence for credits and awards.

Assessment often relies on the use of a number of tools and instruments. Assessment tools and instruments can include, but are not limited to:

- o case studies
- o written examinations
- o observed practical exercises
- o observed performance at work
- o role-play and/or other targeted group activity
- o oral, aural and visual processes and presentations

- o long-answer questions (reports, proposals for action, specialist articles)
- o short answer questions and structured questions
- o selected-response items (e.g. multiple-choice).

Assessment processes should be both fit-for-purpose, rigorous and fair, and should be aligned with the level and type of learning provided by the qualification or unit. With assessment practices managed and delivered across a broad range of education and training institutions, it is important to ensure that quality assurance mechanisms are in place with a view to ensuring that assessment is efficiently, effectively and consistently delivered, and that internal and external assessment moderation and verification processes exist.

As described in *NQF General Policy 5*, the GDQ is committed to encourage access to qualifications by learners with special needs through ensuring that all qualifications enable access to all learners and that, where required, reasonable adjustments are made in delivery and assessment processes to support learners with special needs. The NQF has two entry levels which should assist learners with special educational needs to gain access to mainstream education and training.

Qualifications Placement

5. Qualifications Placement

☞ This Chapter describes the process of placing qualifications on the NQF, eligibility conditions alongside composite steps and different stakeholders involved in placement activity.

5.1 Introduction

The placement of qualifications on the NQF provides a means of determining their value¹⁰. Through this process, education and training institutions and stakeholders including learners, employers and parents can expect to have a better understanding of the wide variety of qualifications. Stakeholders can be assured that any qualification placed on the NQF has met minimum requirements for quality, consistency and learner support (*refer to NQF General Policy 3*).

5.2 Eligibility of Qualifications

To be eligible for placement on the NQF, in addition to being submitted by a listed institution, qualifications have to meet the following requirements (*refer to NQF General Policy 2*):

- have a valid licence/approval issued by the appropriate regulatory body¹¹ (e.g. Ministry of Labour, Ministry of Education, Higher Education Council, etc.)
- be developed and delivered in the Kingdom of Bahrain
- be internally quality assured within the institution
- comprise at least ten notional learning hours
- meet the NQF *qualification design requirements* (*see Chapter 4*).

5.3 Qualification Placement Process

The placement of qualifications on the NQF involves the education and training institutions and the GDQ. The GDQ will provide capacity building to the institutions to ensure their readiness, prior to submitting their *Qualification Placement Applications* (*see Appendix 5*). It is worth noting that institutions are responsible for ensuring that *Mapping* and *Confirmation* processes and activities are implemented as stated in the *Institutional Listing Application* submitted by the institution. The qualification placement process is illustrated in Figure 5, while Table 10 shows the estimated processing times required for the various steps in the process.

¹⁰Note that qualifications which have been developed in countries outside the Kingdom of Bahrain are not eligible for placement on the NQF. The *NQF General Policy 9* addresses all such foreign qualifications and allows for their future alignment to the NQF.

¹¹Institutions established by other legal instruments (e.g. Decree, Resolution, etc.) have to submit documentation demonstrating internal approval of qualifications.

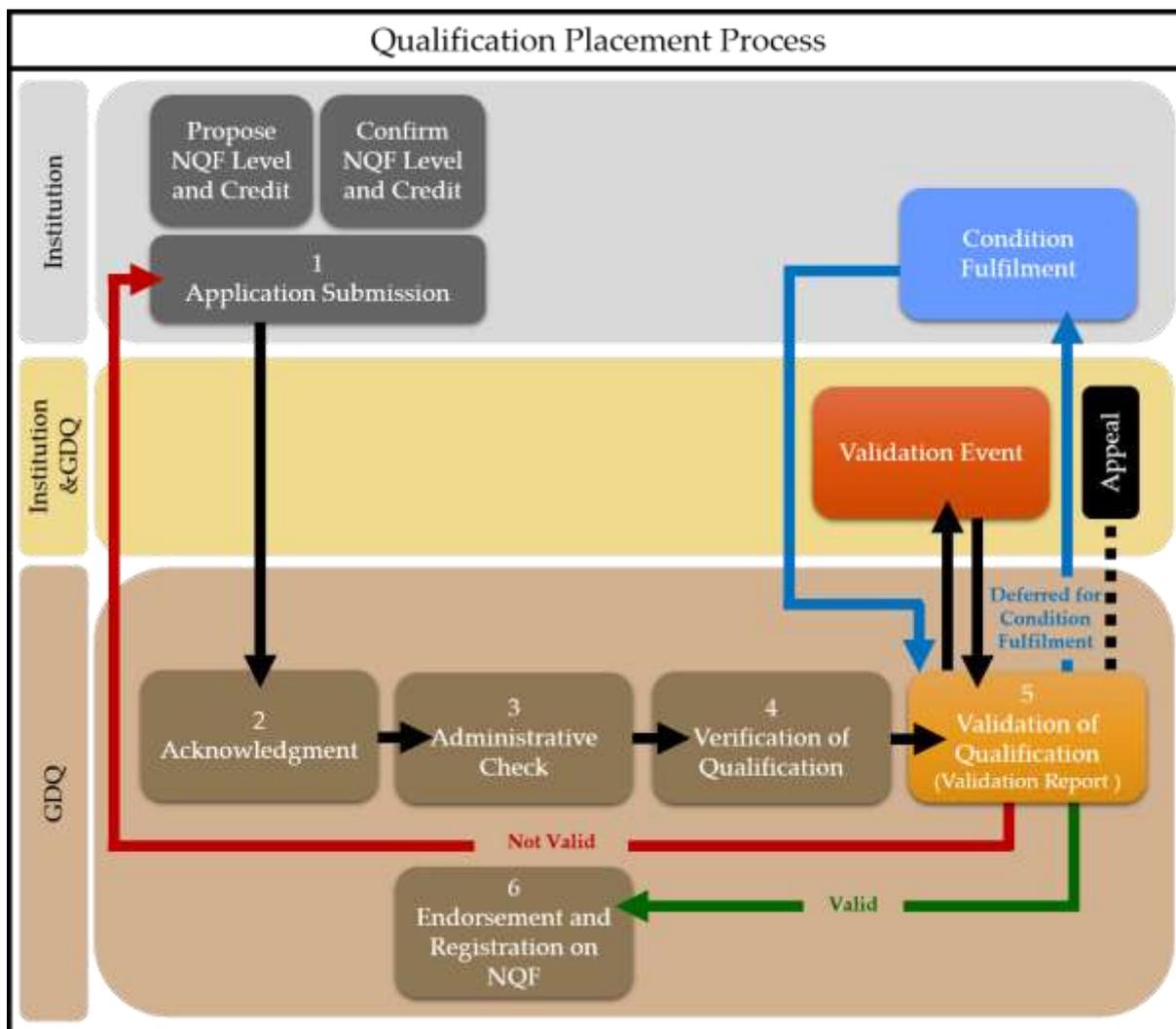


Figure 5. Illustration of Qualification Placement Process

Table 10. Processing times for Qualification Placement Applications

	Step	Duration
1	Acknowledgement	4 working days
2	Qualification Placement Application Processing	60 working days
3	Validation Event	1 working day
4	Validation Report finalisation by the Panel and internal quality assurance	25 working days

5.3.1 Proposing and Confirming NQF Level and Credit Value

The placement of qualifications on the NQF generally begins at the institution with the proposal and internal endorsement of the NQF Level and Credit value respectively in the *Mapping* and *Confirmation* processes.

5.3.1.1 Proposing NQF Level and Credit Value

The *Mapping* process involves the proposal of an NQF Level and Credit value for each unit of a qualification as well as for the qualification as a whole. In this respect it is important to remember that mapping qualifications is a matter of professional judgement and that institutions should ensure that the viewpoint of more than one professional is taken into account where applicable. To achieve this, institutions are required to establish a *Mapping Panel* (refer to *NQF General Policy 2*). Members of the *Mapping Panel* must be unbiased, capable of acting objectively, and must be prepared to agree and document their final decisions along with the rationale or reasons behind these. Ideally the *Mapping Panel* should consist of members with relevant expertise including:

- o one or more core discipline(s) addressed by the qualification
- o related sector occupations
- o mapping of qualifications
- o lecturing or training in the targeted subject or disciplines
- o assessment.

Proposing the NQF Level

The role of the *Mapping Panel* is to establish and propose the NQF level of a particular qualification and its comprising units by comparing learning outcomes and the associated assessment for each unit to the *NQF Level Descriptors*. The *Mapping Panel* is also responsible for proposing the number of NQF credits for individual units, based on the number of notional learning hours required to achieve defined learning outcomes.

The *Mapping Panel* must consider the level of each of the units that comprise a qualification, as these will determine the overall NQF level of the qualification. The level is influenced mainly by the learning outcomes and assessment methods, and other factors such as:

- o complexity and depth of knowledge and understanding
- o degree of independence and creativity
- o range of sophistication in application and practice
- o role taken in relation to others in carrying out tasks.

Once the *Mapping Panel* has agreed on the levels of all units of a qualification, they should then determine the overall NQF level of the qualification, for which a number of common models or approaches exist such as using:

- o **equal components:** a simple model that is used where all units of the qualification are at the same level.

- o **exit level:** often adopted for larger qualifications lasting for one year or more, or where qualifications have been designed at a particular level (such qualifications are usually governed by a distinct specification, relevant to the type of qualification, in which the minimum number of credits is predefined for each level of the qualification). In such qualifications learners build up their knowledge as they progress through the qualification, with the exit level then determining the eventual NQF level.
- o **proportional design:** a model which determines the level of the overall qualification based on the proportion of units at a particular level – for example a qualification comprising six units in total, two of which are at NQF Level 6 and four of which are at NQF Level 7, would opt for NQF Level 7, the majority of units being at that level.

Where none of the above models is applicable (e.g. for a smaller qualification with an equal number of units at different levels), the *Mapping Panel* will need to decide on the eventual (proposed) level of the qualification taking into account:

- o the credit value of each unit
- o the target group the qualification is aimed at
- o the level of any prerequisite requirements
- o the importance (weighting) of individual units within the qualification
- o the level(s) of entry or progression pathways.

In all cases, the *Mapping Panel* should formally document the basis on which they make their final decision on the overall level of a qualification.

Proposing the NQF Credit Value

The NQF definition of notional learning hours is the time in hours that an average learner would take to successfully complete all learning activities, including assessments, required for achieving the learning outcomes and subsequently a qualification. The number of notional learning hours required by a typical learner should be calculated by those with confirmed experience in the subject area, and should take into account only those activities that relate directly to the learning outcomes of the unit or qualification in question (i.e. not taking into account any prerequisite knowledge that the learner requires prior to starting the unit or qualification). Institutions should take into account activities that need to be carried out by the learner before and after formal teaching or training sessions – for example, before delivery there may be a need for preparatory reading or use of the library (or Internet) for carrying out research, after delivery time may be required for revision and assessment. Examples of activities that may be considered in the calculation (or estimate) of notional learning hours, include:

- o formal teaching sessions (lectures, classes, coaching, seminars, tutorials)
- o practical work (in laboratories and other locations)
- o relevant ICT activities
- o use of the library or learning resource centres for reading and research
- o private study time
- o self-directed study time using online and/or text-based open learning materials
- o informal learning activities (e.g. community groups, community-based workshops)
- o reflection

- o assessment.

Once the number of notional learning hours is known it is easy to calculate the number of NQF credits by dividing the notional learning hours number by ten and rounding the result to the nearest whole credit. Any placed qualification on the NQF has to be of at least 10 notional hours, and as a result the minimum number of NQF credits that can be awarded is one.

Documenting the Mapping Panel Outcome

The rationales justifying the NQF Level and Credit value for each unit and qualification must be clearly and properly documented in the *scorecards* (provided as part of the *Qualification Placement Application Form*) to provide sufficient information to allow subsequent verification by the GDQ. When writing the rationale for an NQF level it is required that the rationale statement includes the reason and justification of why the unit meets the *NQF Level Descriptors*.

Confirming NQF Level and Credit Value

Once the *Mapping Panel* has come to an agreement on the proposed NQF Level and Credit value, the next step is for the institution to confirm these proposals through bringing together a *Confirmation Panel* comprising members that are independent from the original *Mapping Panel*. The *Confirmation Panel* comprises individuals with relevant expertise and experience covering the targeted discipline or sector. Larger institutions might decide that an existing internal organisational arrangement, the internal quality assurance department or an existing academic committee, is best suited to undertake this confirmation activity. Smaller institutions might not have such arrangements or committees in place and might choose instead to introduce *Confirmation Panels* suitable for their operations. Whatever mechanisms an institution puts in place for confirmation activity, it is important that the results of this process are communicated formally, both internally within the institution and to the GDQ.

Where the *Confirmation Panel* disagrees with the proposed NQF Level and Credit values, clarification (or re-submission of scorecards) should be sought from the *Mapping Panel* and through internal discussion and debate that aims to eventually reach agreement on the NQF Level and Credit value of the units and the overall qualification. Once a consensus has been achieved between the *Mapping Panel* and the *Confirmation Panel*, the confirmed NQF Level and Credit value for each unit and the overall qualification are documented in the *scorecard* and attached to the *Qualification Placement Application Form*.

5.3.2 Preparing and Submitting a Qualification Placement Application

Having mapped and confirmed the NQF Level and Credit value of a particular qualification, institutions are then able to launch the application process. The *Qualification Placement Application* must be signed by an authorised representative of the institution and submitted to the GDQ along with a covering letter and supporting material. The signed application form and covering letter need to be submitted in both printed and electronic format, whereas all other evidence and documentation are only required to be submitted in electronic format.

5.3.3 Acknowledgement

Upon receiving a *Qualification Placement Application*, the GDQ will send an acknowledgment receipt back to the institution within four working days. The purpose of this acknowledgment is to advise the institution of the receipt date of the *Qualification Placement Application* and provide the contact details of the *Application Manager* assigned to the application.

5.3.4 Administrative Check

Once a *Qualification Placement Application* is acknowledged the GDQ will check the application, considering the following:

- the institution's listing status (i.e. that it has been officially, and still is, *Listed* in the NQF Register)
- the eligibility of the qualification for placement on the NQF (including the required approval from the relevant regulatory body)
- the completeness and clarity of the application and any associated documentation.

Where key documents are found to be missing or incomplete, the institution will be contacted and asked to supply the required information or evidence within an agreed deadline.

5.3.5 Verification of Qualifications

Once the administrative check has been successfully completed the GDQ will check compliance against NQF *qualification design requirements* (see *Chapter 4*) and will verify the qualification to ensure that the NQF Level and Credit value have been determined by due process (refer to *NQF General Policy 3*). At this stage, the following steps will be undertaken:

- review of the rationale behind the institution's decision on the NQF Level and Credit value for each unit and for the qualification as a whole
- check that the NQF Level and Credit value are in line with *NQF Level Descriptors* for each unit and for the qualification as a whole
- ensure that the design and type of qualification complies with any relevant regulatory body requirements and criteria where applicable.

In cases where there is a lack of clear or missing evidence or documentation during the verification process, the institution will be contacted to provide any additional requirements that must be met prior to progressing to the next step. Otherwise, a verification report will be completed along with a proposed list of *Validators* and the qualification will proceed to the next step.

5.3.6 Validation of Qualifications

Validation is the process by which GDQ ensures that national qualifications are credible, fit-for-purpose, and meet market and learner needs. Validation involves a process of expert review that focuses on the justification for and coherence of a qualification (refer to *NQF General Policy 4*).

While all qualifications submitted for placement on the NQF are subject to validation, the procedure to be followed varies according to the size of the associated qualification, with either a single *Validator* undertaking this task (generally a subject expert) or a panel of *Validators*. Table 11 shows when a single *Validator* is used as opposed to a *Validation Panel*.

Table 11. Use of a Single Validator versus a Validation Panel

SINGLE VALIDATOR	VALIDATION PANEL
Qualifications (or units of qualifications) valued at four credits or less, or consisting of a single unit, will undergo validation by a single <i>Validator</i> – normally a subject expert.	Qualifications (or units of qualifications) valued at five or more credits, and consisting of more than a single unit, will undergo validation by a <i>Validation Panel</i> .

A *Validation Panel* comprises educationalists/trainers and business/industry professionals. Educationalists/trainers are academics, educators, teachers and/or trainers with experience in the relevant qualification sector and whom have qualifications of equal or above the level of the qualification being validated. Business/industry professionals are employers or professionals with knowledge and experience of the sector.

Validators are appointed and approved as per BQA guidelines. To meet the need for *Validators* the BQA has established a database of approved *Validators* covering a range of fields, disciplines and specialisations. All *Validators* are trained by the GDQ on NQF-related policies and procedures and on the use of *Validation Standards*.

5.3.6.1 Validation Standards

Applicant institutions are required to provide evidence substantiating their compliance with the *Validation Standards*. These *Standards* are designed to ensure that national qualifications offered in the Kingdom of Bahrain are fit-for-purpose and meet NQF and regulatory bodies' requirements. The five *Validation Standards* are described in Table 12.

Table 12. Validation Standards

Validation Standards	
1	Justification of Need: confirming that the overall rationale and justification is based on actual and tangible labour market or learner needs and stating potential occupations to which the qualification leads. Institutions might conduct or use existing market research to establish the need to develop a particular qualification and also might consult with relevant stakeholders such as industry representatives and targeted learners.
2	Qualification Compliance: confirming that the design of the qualification complies with NQF design requirements and any relevant regulatory body requirements and criteria where applicable.

3	Appropriateness of Qualification Design, Content and Structure: ensuring that the title of the qualification is concise and indicative of its content, the qualification structure is designed appropriately, and mandatory and elective units are each clearly detailed and include targeted transferable skills where applicable. Also ensuring that the content is valid and fit for purpose and that the notional length of the programme is appropriate for the proposed qualification and for the required learning outcomes. Arrangements must be in place to meet the needs of learners with special needs.
4	Appropriateness of Assessment: ensuring that assessment is planned to adequately cover the targeted learning or performance outcomes and reflects how assessment standards will be maintained, verified and quality assured.
5	Appropriateness of NQF Levels and Credit Values: ensuring the adequacy of the proposed NQF levels both for the overall qualification and for all composite units and learning outcomes. Ensuring that assigned notional learning time and credit values are appropriate for the targeted learners and in line with the complexity of the learning outcomes.

5.3.6.2 Validation Process Key Steps and Outcomes

Validation involves a number of key steps, namely:

- o appointment of a *Validator* or a *Validation Panel*, with profiles sent to the applicant institution to ensure that there is no conflict of interest with the appointed members
- o signing of a declaration on confidentiality and non-conflict of interest by all *Validators*
- o circulation of materials required for validating the qualification to all *Validators*. Upon receiving the material, the validators are responsible to ensure maintaining the security and confidentiality of the received material
- o **in the case of a single *Validator*** (see earlier definitions – Table 11), a *Validation Report* will be prepared in which the final validation outcome is presented. A *Validation Event* may be conducted if required. The *Validation Report* is reviewed and internally approved within the GDQ. The *Report* is then sent to the institution for a factual accuracy check; the *Report* also informs the institution in writing of the validation outcome, allowing time to respond to any stipulated conditions for validation. The institution must return the draft report to the GDQ with any written comments within five working days. After the GDQ has considered the institution’s comments and made any appropriate changes, the report is quality assured by the internal academic committee of the BQA. The report is finalised and forwarded for approval and for placing the qualification on the NQF – as described in the following section. The institution may appeal the outcome of the validation according to the GDQ policies and procedures.
- o **in the case of a *Validation Panel*** (see earlier definitions – Table 11), agreement is reached with the institution on a date for the validation event. The validation event is held at the institution’s premises, with the qualification’s representative(s) invited to present an overview of the proposed qualification and to respond to any enquiries put forward by members of the *Validation Panel*. The event ends with an oral feedback meeting

chaired by a *Validation Panel* chairperson and attended by *Validation Panel* members, the GDQ representatives and the institution’s representatives. The *Validation Panel* evaluations and judgements are drafted in the *Validation Report*. The *Validation Report* will be finalised by the *Validation Panel* chairperson and agreed by the Panel. The *Report* is reviewed and internally approved within the GDQ. A copy of the draft *Report* is sent to the institution for a factual accuracy check. The institution must return the draft *Report* to the GDQ with any written comments within five working days. After the GDQ has considered the institution’s comments and made any appropriate changes, the *Report* is quality assured by the internal Academic Committee of the BQA, then finalised and forwarded for approval and for placing the qualification on the NQF – as described in the following section. The institution may appeal the outcome according to the GDQ policies and procedures.

5.3.6.3 Validation Outcomes

For each of the *Validation Standards*, the *Validator* or *Validation Panel* will choose one of the following three judgements: *Met*, *Partially Met* or *Not Met*, as described in Table 13.

Table 13. Validation Standards Judgement

JUDGEMENT		
MET	PARTIALLY MET	NOT MET
<p>The <i>Validation Standard</i> is sufficiently addressed by the qualification as evidenced by the submitted evidence and documentation.</p>	<p>The <i>Validation Standard</i> is partially addressed by the qualification as evidenced by the submitted evidence and documentation.</p> <p>The <i>Validator/Validation Panel</i> will require the applicant institution to fulfil all stated conditions within a specified timeframe.</p>	<p>The <i>Validation Standard</i> is not addressed by the qualification as evidenced by the submitted evidence and documentation.</p> <p>The <i>Validator/Validation Panel</i> will indicate those aspects that need to be developed or revised to meet the <i>Validation Standard</i>.</p>

Once each standard receives a judgement, the *Validator/Validation panel* has to reach an overall judgement on the submitted *Qualification Placement Application* as described in Table 14:

Table 14. Overall Validation Judgement

Valid	<p>For a qualification to be <i>Valid</i> all five validation standards must be <i>Met</i>. The <i>Validation Report</i> is forwarded to the next step of the qualification placement process.</p>
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Deferred for Condition Fulfilment	Where any of the five validation standards is <i>Partially Met</i> and none of the standards is <i>Not Met</i> , the <i>Validator/Validation Panel</i> will opt for <i>Deferred for Condition Fulfilment</i> . The institution will be given a transitional period to submit evidence to fulfil the stated conditions in the <i>Validation Report</i> to enable the <i>Validator/Validation Panel</i> to reach a final judgment on the <i>Qualification Placement Application</i> .
Not Valid	Where any of the five <i>Validation Standards</i> is <i>Not Met</i> , the <i>Validator/Validation Panel</i> will opt for a judgment of <i>Not Valid</i> and the institution has to submit a new <i>Qualification Placement Application</i> .

The *Validator/Validation Panel* will also assign a *validity period* to qualifications, after which the qualification will be subject to re-validation (refer to *NQF General Policy 4*). Where overall judgement is either *Deferred for Condition Fulfilment* or *Not Valid*, the institution must submit condition-fulfilment documentation or re-submit a new application, respectively (See Section 5.3.8 *Re-Submission of Applications*).

5.3.7 Approval and Registration

Qualifications attaining *Valid* status are forwarded to the next stages:

- recommendation of placement of the qualification by the NQF Advisory Committee
- approval of placement of the qualification by the BQA Board of Directors
- endorsement of placement of the qualification by the Cabinet of Ministers.

Placement of qualifications endorsed by the Cabinet of Ministers are placed on the NQF and their profiles published on the BQA website.

5.3.8 Re-submission of Applications

Institutions have to re-submit their applications for qualification placement in the following cases:

- **Condition Fulfilment:** where the outcome of the *Validation Panel* is *Deferred for Condition Fulfilment* the institution will be required to fulfil the required conditions within the time frame as specified in the *Validation Report*. Upon submission of the Condition Fulfilment documentation the *Validator/Validation Panel* will review the evidence and determine whether the qualification has met the *Validation Standards*. Where the institution is unable to meet the conditions within the specified timeframe¹²

¹² The timeframe is set by the *Validator/Validation Panel* based on the number and significance of conditions, however, the timeframe should not exceed six months.

it will be deemed Not Valid, and a full *Qualification Placement Application* re-submission will be required as described below.

- **Application Re-submission:** where the outcome of the validation process is *Not Valid*, the institution is required to submit a new *Qualification Placement Application*. This cannot be resubmitted within three months of receiving the final judgement. The newer-submitted *Qualification Placement Application* will then be processed as per the GDQ plans and schedule of evaluations.

5.3.9 Monitoring and Re-validation

Following placement on the NQF, placed qualifications are subject to periodic quality assurance reviews carried out by the GDR and re-validation by GDQ to confirm that they continue to meet the minimum requirements for validated qualifications. The initial validation period generally does not exceed five years. The validation period, however, can be less depending on the dynamic nature of the discipline or subject of the qualification. For instance, Information and Communications Technologies related qualifications are expected to have shorter validation periods as a result of the rapidly changing discipline and to keep qualifications fit-for-purpose. Additionally, institutions need to provide the GDQ with their renewed qualification approval by the relevant regulatory body to maintain the placement of their qualifications on the NQF, where applicable.

During the validity period the GDQ will monitor qualifications placed on the NQF. Institutions are also expected to communicate changes within their qualifications or composite units directly to the GDQ. Depending on the significance of the reported changes, the GDQ might decide to review the validity of a qualification. Where the reported changes are found to have affected the NQF Level or Credit value of the qualification, the GDQ reserves the rights to request the institution to submit a new *Qualification Placement Application*.

The GDQ has the right to *Archive* an institution and its qualifications from the NQF Register if the institution is no longer licensed/approved or has not passed its periodic quality assurance review (*refer to NQF General Policy 1*). Similarly, qualifications will be *Archived* if they have passed their validity period, are no longer valid (i.e. do not satisfy *Validation Standards*), or are discontinued and no longer delivered by the institution (*refer to NQF General Policy 3*). The GDQ is responsible for ensuring the NQF Register remains up-to-date and accurate. *Further details are provided in Chapter 6: Monitoring and Review.*

Monitoring and Review

6. Monitoring and Review

☞ This Chapter describes the monitoring and review of listed institutions and qualifications placed on the NQF by the relevant BQA Directorates.

Monitoring, review and quality assurance activities in general are governed by the strategic objective of the BQA, which focuses on supporting the enhancement and management of quality in educational and training institutions in the Kingdom of Bahrain. *NQF General Policy 10* on continuous quality improvement includes specific commitments to the GDQ that focus on:

- o maintaining, benchmarking and continuously improving the NQF structure, typology and values through the evaluation of international standards and adaptation to developments in education and training systems
- o periodically reviewing all NQF related policies, processes and procedures, taking into consideration the views of relevant stakeholders
- o aiming to continuously improve its standards in all aspects of NQF operations, ensuring effective time management in processing applications through defined key performance indicators (KPIs)
- o urging institutions listed in the NQF register to continuously seek improvement and ensure effective application of their internal quality assurance mechanisms in order to maintain their qualification standards and the credibility and value of the NQF.

The BQA – through its General Directorate of National Qualifications Framework (GDQ) and its General Directorate of Education and Training Institutes Reviews (GDR) –is committed to implementing the following actions and activities:

- o **monitoring placed qualifications:** on an annual basis, the GDQ will coordinate with institutions to ensure that there has been no change to those qualifications placed on the NQF. Where changes are planned or have taken place, institutions must inform the GDQ to allow a decision to be made on whether the changes have a significant effect on the agreed NQF Level and Credit value. Significant changes require that a qualification be re-validated and re-submitted for placement on the NQF
- o **monitoring listed institutions:** on an annual basis and as part of broader quality assurance provision, institutions are requested to communicate to the GDQ any changes within their formal arrangements related to the *Institutional Listing Standards*. Where the reported changes are found to have critically changed the formal arrangements of the institution, the GDQ reserves the right to request the institutions to submit a new *Institutional Listing Application*
- o **institution and programme review:** as part of the normal cycle of the review of institutions and programmes, the relevant Directorate of the GDR will determine institutions' compliance with the requirements for institutional listing and the placing of qualifications on the NQF.

Alignment of Foreign Qualifications

7. Alignment of Foreign Qualifications

☞ This Chapter describes the arrangements of the GDQ to the alignment of foreign qualifications to the NQF.

7.1 Introduction

Foreign qualifications that are in line with specific alignment standards can be compared and evaluated against national qualifications by using the NQF as a comparison tool. This process provides additional opportunities for employment or access to education, as 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 mechanisms for alignment will be developed in line with the *NQF General Policy 9*, which states that:

- o the GDQ can align foreign qualifications to the NQF if they meet alignment standards
- o the BQA must publish alignment standards and procedures
- o the GDQ must process all applications for aligning foreign qualifications to the NQF in a transparent and consistent manner that is fit-for-purpose and embraces international good practice.

The Directorate of Academic Cooperation & Coordination (DAC) within the GDQ is responsible for carrying out the Alignment process. The alignment procedure relies highly on research and international communication to support this process. Figure 6 illustrates the process.

7.2 Pre-Request Activities

GDQ will invite organisations – both awarding bodies and institutions to consider submitting for registration prior to requesting to align qualifications to the NQF. This step may involve awareness activities conducted by GDQ, where required.

7.2.1 Registration¹³ & Scheduling

Upon inviting organisations to align their foreign qualifications to the NQF, GDQ will schedule registered organisation for the process of alignment in accordance with its operational plan.

¹³ GDQ will carry out the registration and scheduling of Alignment requests in accordance with the GDQ approved 'Registration Procedure'.

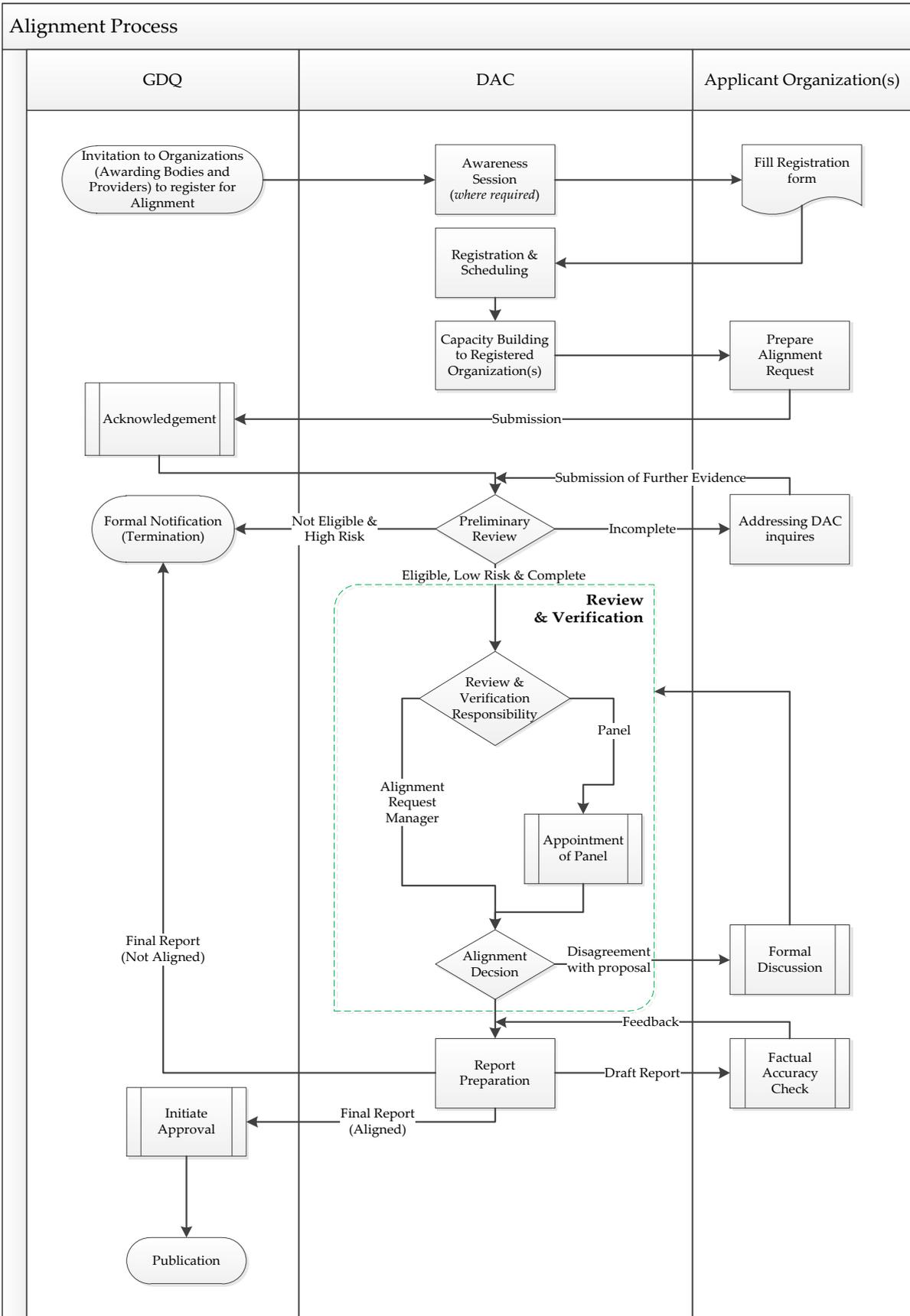


Figure 6 Alignment Process

7.2.2 Capacity Building

GDQ will provide support and arrange for capacity building sessions to registered organisations, in line with DAC Events Management Procedure.

7.3 Request for Alignment Process

7.3.1 Alignment Request

Applicant organisation is responsible to fill the appropriate Alignment Request form (*Appendices 6 & 7*). The request form must be signed by an authorised representative of the qualification owner. This could either be an institution in partnership with an awarding body when it is the only institution offering the qualification in the Kingdom of Bahrain (*Request Case 1*) or an awarding body on behalf of several institutions (*Request Case 2*). In which case, the awarding body is responsible to ensure that providers of the qualification are aware of the process and final decision of alignment.

The signed 'Alignment Request Form' along with a 'Cover Letter' and supporting material must be submitted to the GDQ. Generally, the GDQ requires hardcopy of the 'Request Form' and 'Cover Letter', in addition to softcopies of those and the supporting material. However, in case of *Request Case 2*, a full submission in softcopy may be acceptable. For guidance on completion of the application form, please refer to the '*Request for Alignment: The Guidelines*'¹⁴ (*Appendices 6 & 7*).

7.3.2 Acknowledgement

Upon receiving a *Request for Alignment* submission, the GDQ will send an acknowledgement receipt to the applicant organisation within four working days. The purpose of this acknowledgement is to advise the organisation of the receipt date and provide contact details of the Alignment Request Manager responsible for the request.

7.3.3 Preliminary Review of the Alignment Request

Once a *Request for Alignment* submission has been acknowledged, GDQ will check and provisionally evaluate the submission considering the following:

7.3.3.1 Eligibility of the qualification for alignment to the NQF

The Alignment Request Manager will check the eligibility of the qualification in accordance with the following criteria:

- i. The Qualification is a foreign qualification that needs to be written in learning outcomes, expressed in units/courses/modules, assessed, quality assured and certified.

¹⁴ *Request for Alignment: The Guidelines* document explains how the Alignment Request Form should be filled with respect to different Request Cases.

- ii. Compliance with the concerned regulatory body requirements, where applicable.
- iii. The Qualification and/or its Provider(s) within Bahrain passed the latest BQA Quality Review with a grade of, at least, Satisfactory or equivalent, where applicable.
- iv. The Qualification is delivered in the Kingdom of Bahrain by at least one Provider that falls under the BQA remit.

7.3.3.2 Risk factor assessment

The GDQ will conduct a Risk Factor Assessment for the Alignment Request. This is done with consideration to the following aspects:

- v. The qualification is regulated, accredited by a known awarding body or is subject to national standards.
- vi. The Qualification is already included in/aligned to another Qualification Framework (QF), and whether this QF is referenced to the NQF or the existence of any formal agreement between the two QFs.
- vii. It can be demonstrated that the qualification is being delivered taking into consideration the Bahrain context in terms of links to the labour market and demands.
- viii. The qualification is subject to quality assurance arrangements for:
 - Delivery
 - Assessment
 - Monitoring and review
 - Certification
- ix. For multiple providers of the same qualification, there are arrangements for the standardisation of delivery and assessment.
- x. Provider(s) have a valid contract with the Awarding body, which has a minimum validity of six months in case of Vocational Education and Training and two years for Higher Education providers at the time of the submission, where applicable.

7.3.3.3 Completeness of the Alignment Request Submission

The Alignment Request Manager will check the completeness and clarity of the Alignment Request form and supporting documentation.

During this step, where key documents are found to be missing or incomplete, the applicant organisation will be contacted and asked to supply the required information or evidence within an agreed timeframe.

In cases where an eligibility criterion is not met or the risk is high, GDQ may resolve to terminate the process. This will be done by formally informing the applicant organisation of the preliminary review outcome and reasons of termination.

7.3.4 Review and Verification of Qualification

Once the Alignment Request has successfully passed the Preliminary Review, the request will be going through verification that the level and credit values proposed are appropriate for alignment. Once this is completed, the request will be reviewed for compliance against the Alignment Standards (section 7.4) At this stage the following checks will be undertaken:

- Review of any other QF and its requirements, in cases where the qualification submitted has already been allocated a level and credit on another QF or aligned to any other QF.
- Review of the ownership of the qualification. In *Request Case 1*, this may require formal communication with the awarding body to authenticate the request.
- Review of the rationale for the organisation's decision to align their qualification including fitness-of-purpose for Bahrain.
- Review of the quality assurance system in place and its compliance with Alignment requirements.
- Review of the proposed NQF level and credit and the rationale for the proposal.

The GDQ may communicate with the designated contact person of the Request for clarifications or extra evidence before the request being taken forward.

At this stage, GDQ will decide whether the Foreign Qualification being aligned should be reviewed and verified as whole or down to comprising units/course/modules. This depends on whether the Qualification is included in/aligned to a QF that is **referenced** to the NQF or not. A Foreign Qualification that is included in/aligned to another QF that is **referenced** to the NQF will be reviewed and verified as Whole, while *if not, the process will go down to its comprising units/courses/modules.*

The Review and Verification can be carried out either by, the GDQ or a convened panel which includes representatives from the GDQ. Such decision depends on whether the Qualification is included in/aligned another QF or not;

7.3.4.1 The GDQ will carry out the review and verification of the Alignment Request, when the Qualification is included in/aligned to another QF.

7.3.4.2 GDQ will appoint a panel¹⁵, which involves representatives from the GDQ, to carry out the review and verification of the Alignment Request when the

¹⁵ Panel selection and appointment will be in accordance with panel selection criteria listed in section 7.4.

Qualification is not included in/aligned to another QF. In which case, a site visit may be required where applicable.

If the review and verification of the proposed NQF level and credit results in a decision that is different from the proposed alignment, this will be conveyed to the applicant organisation. In case of such disagreement, formal discussion may take place for a duration up to one month - until an agreement may be reached. If not, applicant organisation may appeal¹⁶.

7.4 Alignment Standards

Sufficient evidence must be provided to support each of the Alignment Standards¹⁷;

7.4.1 Ownership of the Qualification- the organisation requesting for alignment is the owner of the qualification or has the authority of the owner.

7.4.2 Justification of Need – the Qualification is delivered in the Kingdom of Bahrain with consideration to fitness-for-purpose for market needs and demands.

7.4.3 Quality Assurance – quality assurance procedures are in place to govern the delivery, assessment, reviewing and monitoring, and certification of the qualification.

7.4.4 NQF level and Credit alignment – the Alignment proposal of NQF level and credit has been reached using a documented process and sufficient evidence of the rationale for the proposal has been provided.

Applicant organisations are required to use alignment mapping scorecards as part of the Alignment Request to facilitate the alignment proposal. Further details can be found in the '*Request for Alignment: The Guidelines*'. In Request Case 1, it is crucial a breakdown of the credit is provided while in Request Case 2, conversion of guided learning hours and its breakdown may be acceptable, where applicable.

7.5 Panel Appointment

Where an Alignment Panel is required, GDQ will appoint and approve panel members as per BQA guidelines. In addition to representatives from the GDQ, the Panel comprises educationalists/trainers and business/industry professionals. Educationalists/trainers are academics, educators, teachers and/or trainers with experience in the relevant qualification sector and whom have qualifications of equal or above the level of the qualification being aligned. Business/industry professionals are employers or professionals with knowledge and experience of the sector.

Panel size depends on the size of the qualification; for qualifications consisting of ten units or less, the panel will consist of one member in addition to the representatives from the GDQ.

¹⁶ This is done in accordance with BQA policies and procedures.

¹⁷ Examples of those can be found in '*Request for Alignment: The Guidelines*' (Appendices 6 & 7).

While in cases where the qualification size exceeds ten units the panel size will range between four to six members, including the representatives from the GDQ. Special consideration may be given to Foreign Qualifications that are scheduled to be reviewed by the Directorate of Higher Education Reviews (DHR) and Directorate of Vocational Reviews (DVR), where joint reviews may be adopted for qualifications that are not included in/aligned to another QF.

7.6 Alignment Decision

The Request and supporting material are evaluated against each Alignment Standard requirement to decide on the degree of alignment as illustrated in Table 15.

Table 15. Alignment Standards Evaluation

Adequate Alignment	There is sufficient alignment to the requirements of the Alignment Standard as per the submitted documentation and evidence.
Inadequate Alignment	There is insufficient alignment to the requirements of the Alignment Standard as per the submitted documentation and evidence.

The overall decision on the Alignment Request is described in Table 16. The decision is formally reported after formal discussion in case of any disagreement with proposed alignment¹⁸.

Table 16. Overall Alignment Decision

Aligned	Where there is Adequate Alignment to the requirements of all four Alignment Standards and there is agreement with the applicant organisation’s proposed Alignment.
Not Aligned	Where there is Inadequate Alignment to the requirements of at least one Alignment Standard and there is disagreement with the applicant organisation’s proposed Alignment.

¹⁸ In case of failing to reach agreement on the alignment decision, the GDQ and Awarding Body may have to resolve to terminating the process.

7.7 Report

An Alignment Report will be produced; and will be subject to BQA internal quality assurance prior to sending it to the applicant organisation for factual accuracy check. This is not an opportunity for the applicant organisation to ask for changes to the conclusions or submit new evidence. Applicant organisations are given five working days to return to the GDQ with any corrections of error of facts. At this point, organisations in disagreement with the Overall Alignment Decision have the opportunity to appeal in line with BQA policies and procedures.

7.8 Processing Timeframe

Foreign Qualifications fall within a wide scope of systems. The range of diversity may exceed ordinary variables such as qualification size, discipline and origin. The scope captures different quality assurance systems, regulations and international contexts. Hence, processing time may vary substantially from one case to another.

Generally, processing times for requests may fall within the designated timeframe below, table 17. However, in case of joint reviews (section 7.5) and other special circumstances, deviation may occur.

Table 17. Processing Timeframe for Alignment Requests

Activity		Duration (working days)
1.	Acknowledgement	Four
2.	Preliminary Review	Five
3.	Review and Verification of Qualification and Report preparation	40
4.	Report Factual Accuracy Check	Five

7.9 Approval

An Alignment Request that has attained an overall decision of 'Aligned' will progress through to approval:

- xi.** Recommendation of the Alignment Decision of the Qualification by the NQF Advisory Committee.

(The NQF Advisory Committee reserves the right to withhold from recommending the alignment decision based on evidenced information that contradicts with the alignment decision, that may be with regards to eligible providers or issues with licences)

- xii.** Approval of the Alignment Decision of the Qualification by the BQA Board of Directors.

- xiii. Endorsement of the Alignment Decision of the Qualification by the Cabinet of Ministers.

7.10 Publication

Endorsed Alignment Decisions will be published on the NQF register in accordance with BQA publication procedure. The Foreign Qualification title along with its owner/awarding body and providers will be shown on the BQA website. However, only providers who fulfil eligibility requirements (section 7.3.3.1) will be part of the publication process.

7.11 Monitoring and Review

On annual basis, GDQ will communicate with the awarding body and the provider(s) to check whether any changes¹⁹ occurred regarding qualifications aligned to the NQF. In addition, it is expected from Awarding Bodies and providers to inform the GDQ of any changes to the Qualification or termination of contract with providers(s).

The Alignment Decision is to be reviewed in five years' time from the date of publication. GDQ is responsible to arrange for such process.

¹⁹ This may cover changes in approvals, license or agreement between the awarding body and provider

Appendices

Appendix 1: 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.



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

The National Qualifications Framework

CREDIT FRAMEWROK: THE GUIDELINES

Directorate of Academic Cooperation & Coordination
BQA | GDQ

1. Introduction

The National Qualifications Framework (NQF) was designed as a comprehensive 10-Level framework to classify qualifications provided by all education and training providers in the Kingdom of Bahrain. National qualifications are placed on the NQF and get allocated with an NQF Level and NQF Credit. Each level reflects the complexity of learning that a learner will be able to demonstrate by the end of the learning processes – whether be it knowledge, skill or competence. Whereas, NQF Credit, reflect the time needed by an average learner to achieve a set of learning outcomes designed for a specific qualification and/or its comprising units.

As part of the qualification placement process managed by the General Directorate of National Qualifications Framework (GDQ) of the Education & Training Quality Authority (BQA), all qualifications are subjected to a validation process to ensure their fitness-for-purpose. During the pilot phase, a major observation during the validation process was the difficulty to determine the validity of a qualification against:

- the appropriateness of the qualification's title; and
- the appropriateness of the overall allocated NQF Level and NQF Credit.

Consistency in validating qualification is an obligation. Panels' decisions may vary due to several factors, some of which were anticipated during the design phase others were spotted during the pilot phase of the NQF. These are mainly due to limited guidelines and absence of a unified national system for credits.

In January 2015, the NQF Advisory Committee (NAC) recommended and agreed on the Credit Framework project proposal and the working group representation. The proposal discusses the development of a fit-for-purpose Credit Framework and supplementary guidelines through consultation by establishing a working group with education and training stakeholders. This is done with consideration to international good practice such as:

- Australian Qualifications Framework (AQF);
- Malaysian Qualifications Framework (MQF);
- Regulated Qualifications Framework (RQF) - UK;
- Scottish Credit and Qualifications Framework (SCQF).

In addition, the project also utilised:

- Surveys conducted in the NQF design stage.
- NQF Phase one documents.
- Research data and information used in the proposals presented to NAC.
- Published information and data.

2. Credit Framework: The Guidelines

Provided Guidelines shall not to be used in isolation of NQF Level Descriptors and Validation Standards.

2.1 Qualifications' Titles and Description

2.1.1 Higher Education Qualifications' Titles and Description

a) Diploma

The range of HE academic qualifications offered in the Kingdom of Bahrain²⁰ starts with **Diploma (Academic)** which sits on level 6 of the NQF and has a minimum duration of 120 NQF Credit. These qualifications can cover a wide range of subject areas while can also be focused on a certain discipline. Such qualifications are expected to be designed with appropriate linkage to National Occupational Standards²¹ (NOS).

b) Associate Degree

Associate Degree replaces the title **Associate Diploma**. The **Associate Degree** is an academic qualification which provides learners with the opportunity to leave university/college with a recognized intermediate qualification (exit qualification) allowing them to rejoin a HE programme leading to a Bachelor's degree. This qualification sits on level 7 of the NQF and should have a learning volume extending to a minimum of 240 NQF credits. Such qualification should be designed to allow learners to continue education within a certain Bachelor programme by topping up to the remaining required credits. Hence, proper ties to possible further continuation of learning and other possible pathways –where applicable- should be considered in the design in addition to linkage to the NOS².

c) Bachelor's Degree

Within the scope of what is being offered in the market of qualifications it can be generalized that most bachelors come with specialization field such as Bachelor of Business, Bachelor of Law, and Bachelor of Engineering... etc. while the Bachelor of Arts and Bachelor of Science dominate the spectrum. It is well established within the qualifications system what is meant by a "Bachelor's" degree; yet the reflection of the title within the design of a bachelor's degree and how it should be aligned to the purpose of such degree remains a matter to be clarified.

In coming to the title of a bachelor degree and its effect on the design, it should be taken into account the differences of weight in focus in accordance with the type/title of the bachelor's degree. For instance, **Bachelor of Science (B.Sc.)** is usually for technical and specific areas and comes with focus on the theoretical part of technical and practical aspects. This is usually offered in the fields of technical and scientific areas such as: natural sciences, business sciences, engineering sciences... etc. Such qualification requires more credits that are directly linked to the major/discipline while

²⁰ HEC regulations

²¹ Phase one of the NOS project produced standards up to level 5, however, it is anticipated there will be a second phase that may cover parts of HE. This is put here with consideration should there be NOS for HE in the future.

little exposure to external topics. **Bachelor of Arts (B.A.)** Providing more expansive education and giving room for exposure to liberal arts subjects. This is usually offered the fields of social sciences, humanities, linguistics, literature, history... etc. **Bachelor of Engineering (B. Eng.)** is usually more practically oriented. Although learners are introduced to main theories, the design comes with more focus and credits on applying theories and concepts. A Bachelor's Degree sits on level 8 of the NQF and have a minimum learning volume of 480 NQF credit, such qualifications should be designed with clear linkage to NOS²² and market needs (especially professional bodies) while maintaining proper alignment to its purpose (B.A., B.Sc., B.Eng.... etc.).

d) **Postgraduate Diploma**

Postgraduate Diploma replaces the title **Higher Diploma**. Postgraduate Diploma is a continuation to the HE and requires learner to have a bachelor's degree. Postgraduate Diploma sits on Level 9 of the NQF and has a volume of learning of a minimum of 72 NQF credit. This provides an opportunity for learners seeking postgraduate education in a related field of study and should be designed to include competencies of mastery level to allow learners to specialize and build on skills acquired through a bachelor degree.

e) **Master's Degree**

Master's Degree, although may be requirement for career advancement, especially academically, it is also an opportunity to further specialize in particular topic or profession. Master Degree sits on level 9 of the NQF and should be a minimum of 120 NQF credit provided it must include thesis defense. Such qualifications should be designed to specialize in a particular discipline and provide in-depth knowledge higher level of application and autonomy.

f) **Doctoral Degree**

Currently there is very limited number of Doctoral Degrees offered in Bahrain. **Doctoral Degree** sits on level 10 of the NQF with majority of credits at level 10²³ of the NQF.

2.1.2 **Vocational Education and Training Qualifications' Titles and Description**

a) **Bahrain Vocational Qualifications**

Bahrain Vocational Qualifications (BVQs) will be tentatively allocated to NQF range of levels²⁴ as illustrated in figure 1. BVQs are competence based qualifications which are delivered and assessed in the workplace. During the design phase of the NQF, it was perceived that attributing notional learning hours to BVQs would be quite

²² Phase one of the NOS project produced standards up to level 5, however, it is anticipated there will be a second phase that may cover higher levels of the NQF. This is put here with consideration should there be NOS for higher levels in the future.

²³ This is governed by the Validation Standards

²⁴ This is subject to change in accordance with the BVQ project development

difficult given that the undertaken training and assessment are not working on an academic timetable. However, and in a counter argument, it may well be valuable to attribute a credit value for the purpose of including BVQs and Units onto the NQF. This is yet to be furtherly studied during the design of the BVQs.

b) Awards

According to current licensing regulations for the VET sector, MoLSD has a category for short courses entitled: “**Local Achievement**”. These have a duration -not exceeding- of 60 contact hours as per MoLSD regulations. the title ‘**Award**’ is introduced to cover the range of qualifications under this category, which will come at different levels of the NQF as illustrated in figure 1. In coming to dealing with NQF credit of the Awards, it is recommended that these Qualifications (Awards) shall remain to be expressed in contact hours as per the licensing regulations; however, in reaching to the overall NQF credit the breakdown will have to be clearly and accurately described and justifiable. Awards should be designed to develop skills and knowledge in the vocational and training sector.

c) Professional Awards

Professional Awards²⁵ are new category of qualifications, these sit at level 7, 8 and 9 of the NQF and have similar standards to those externally accredited. These are at higher level of a specific profession and come as part of a career path for the purpose of extending or broadening knowledge and professional skills. Such qualifications would have a minimum NQF credit of 12. These should be aligned to international standards relevant to the profession and national standards.

d) Certificates

Certificates¹ are a new category of qualifications, with the prospect to provide progression pathway/route. Starting at level 1 of the NQF as illustrated in figure 1 and flexible in terms of covering a wide range of disciplines. Certificate 1 & 2 would be advantageous specifically for special needs qualifications with the purpose of including them in the system and provide them with access to a progressive route. Furthermore, these must be linked to the NOS of Bahrain and directly related to a vocational discipline/area.

e) National Diploma

Currently there are several Vocational Diplomas being offered in the Kingdom some of which are externally accredited. **National Diploma** (ND) sits on level 6 of the NQF and typically has a duration of 120 NQF Credits. It is designed to provide learners with theoretical knowledge with emphasis on practical skills in a particular discipline/area in the vocational sector. Such qualifications should be linked to the NOS²⁶.

²⁵ These are yet to be developed

²⁶ Phase one of the NOS project produced standards up to level 5, however, it is anticipated there will be a second phase that may cover higher levels of the NQF. This is put here with consideration should there be NOS for higher levels in the future.

f) Higher National Diploma

Higher National Diploma (HND) extends the pathway for vocational qualifications. HND sits on Level 7 of the NQF with a duration typically of 240 NQF credit. HNDs are a higher level to ND and are designed to provide learners with theoretical knowledge with emphasis on practical skills in a particular discipline/area in the vocational sector. Such qualification should be linked to the NOS¹.

2.1.3 General Education Qualifications' Titles and Description²⁷

a) Access

In accordance with the Constitution of the Kingdom of Bahrain²⁸, basic education (up to Grade 9) is compulsory, this is to combat illiteracy. The sole purpose of **Access** qualifications is to allow learners who require special education support and learners who have no formal qualifications to complete their learning across potential possible pathways. Access 2 sits on level 2 of the NQF. While Access 1, sits on level 1 on of the NQF.

b) Intermediate Certification Qualification

Intermediate Certification Qualification is defined as Grade 9 in accordance with Ministry of Education (MoE) curriculum/system or equivalent in private schools' curriculum. Intermediate Certification sits on Level 3 of the NQF and designed to provide a stepping stone to School Graduation Qualifications and VET qualifications.

c) School Graduation Qualification

School Graduation Qualification; known as Grade 12 (Secondary School Certificate / Tawjihi Certificate), or equivalent in private schools, are the basic pivot to entering HE programmes. These are designed to provide general background in several disciplines to prepare learners to pursue further/tertiary education (most likely HE) and have a typical volume of 3 years of study to achieve Level 4 of the NQF.

In addition, there are several tracks provided by MOE schools in the technical education sector –VET. These, **Advanced Apprenticeship**, are designed to sit on the same NQF level (Level 4) and provide the option to either peruse further education - be it vocational, professional or higher education- or directly engage in an occupation, such qualification may have an intermediate/exit qualification (typically two years of study - **Apprenticeship**) that does not allow for perusing HE qualifications but does allow for further vocational studies and involvement in occupations. Unlike Grade 12 (and equivalent) technical school curricula should be linked to NOS, given their nature of study and progression opportunities.

d) Advanced School Graduation Qualifications

Advanced School Graduation Qualifications are designed to include higher level specialized subjects at level 5 of the NQF providing one step further to entering Higher

²⁷ These are preliminary and provisional

²⁸ Bahrain Constitution, Chapter II, Article 7

Education undergraduate programmes with a chance of exemption from year one equivalent subjects. Such early specialization may control/restrict learners' choices of further/tertiary education specialized pathways. Advanced School Certificate sits on Level 5 of the NQF and has a typical volume of learning of 3 years from Grade 9 equivalent.

2.2 Allocation of Qualifications on the NQF

Figure 1 below demonstrates the allocation of Qualifications on the NQF.

Level	Academic	Vocational (inclusive of Special Needs)		
10	Doctoral Degree			
9	Master's Degree	BVQs		Professional award L9
	Postgraduate Diploma			
8	Bachelor's Degree			Professional award L8
7	Associate Degree		HND	Professional award L7
6	Diploma		ND	Award L6
5	Advanced School Graduation Qualifications		Advanced Certificate	Award L5
4	School Graduation Qualification		Certificate 4	Award L4
3	Intermediate Certification		Certificate 3	Award L3
2	Access 2	Certificate 2		
1	Access 1	Certificate 1		

2.3 Qualifications' Credit Description

Table 1 shows the credit framework/description of qualifications on the NQF. It is important to note that this description is to be used hand in hand with requirement of the Validation Standards. Specifically, standards 2, 3 & 5 (Qualifications Compliance, Appropriateness of Qualification Design, Content and Structure, and Appropriateness of NQF Level and Credit). The level of the remaining composite units and how it contributes to the design and the purpose of the qualifications will be subject to validation process judgment with consideration to progression between units as appropriate.

Table 1 Qualifications' Credit description²⁹

Qualification Title	Sector	Status	NQF Level	NQF Credit	
				Overall Credit	Credit Description
Doctoral Degree	HE	Currently Licensed at 45 USCS ³⁰	10	—	Majority of Credits at level 10
Master's Degree	HE	Currently Licensed at 30 USCS	9	Min of 120 in total	At least 85% of total credits at level 9 or above
Postgraduate Diploma	HE	Currently Licensed at 18 USCS	9	Min of 72 in total	At least 85% of total credit at level 9 or above
Professional Award L9	VET	Proposed	9	Min of 12 in total	At least 50% of total credit at level 9 or above
Bachelor's Degree	HE	Currently Licensed at 120 USCS	8	Min of 480 in total	At least 25% of total credit at level 8 or above Should not include more than 20% of total credit at level 5 ³¹
Professional Award L8	VET	Proposed	8	Min of 12 in total	At least 50% of total credit at level 8 or above
Associate Degree	HE	-----	7	Min of 240 in total	At least 35% of total credit at level 7 or above Should not include more than 15% of total credit at a level below level 6
Professional award L7	VET	Proposed	7	Min of 12 in total	At least 50% of total credit at level 7 or above
HND	VET	Proposed	7	Min of 240 in total	At least 50% of total credit at level 7 or above
Diploma	HE	Currently Licensed at 18 USCS	6	Min of 120 in total	At least 75% of total credit at level 6 or above
Award L6	VET	Currently Licensed at 60 hours	6	Max of 60 hours equivalent in NQF credit	At least 50% at level 6 or above
ND	VET	Proposed	6	Min of 120 in total	At least 75% of total credit at level 6 or above
Advanced School Graduation Qualifications ³²	GE	Currently at 3 yr from G9 equivalent	5	-----	Min of 1 yr. at level 5 Should not include any credits at level 3 or below
Award L5	VET	Currently Licensed at 60 hours	5	Max of 60 hours equivalent in NQF credit	At least 50% at of total credit level 5 or above

²⁹ These are general guidelines, while institutions remain to hold autonomy of distribution of credits within the specified guidelines, this may cover including credits form a higher level as long as proper progression is maintained within the design.

³⁰ United States Credit System

³¹ Any presence of credits below level 5 (i.e. level 4), will have to be clearly justified and evidenced.

³² This is preliminary and provisional

Qualification Title	Sector	Status	NQF Level	NQF Credit	
				Overall Credit	Credit Description
Advanced Certificate	VET	Proposed	5	Min of 120 in total	At least 50% of total credit at level 5 or above
School Graduation Qualification G12 and Equivalent ¹	GE	Currently at 3 yr from G9 or equivalent	4	-----	Max of 10% at level 5 Min of 80% at level 4 Max of 10% at level 3
School Graduation Qualification: Technical Education qualification (Advanced Apprenticeship) ¹	GE/VET	Currently at 3 yr from G9 or equivalent	4	-----	Max of 10% at level 5 Min of 80% at level 4 Max of 10% at level 3
School Graduation Qualification: Technical Education qualification (Apprenticeship) ¹	GE/VET	Currently at 2 yr from G9 or equivalent	4	-----	Min of 85% at level 4 Max of 15% at level 3
Award L4	VET	Proposed	4	Max of 60 hours equivalent in NQF credit	At least 50% at of total credit level 4 or above
Certificate 4	VET	Proposed	4	Min of 120 in total	At least 50% of total credit at level 4 or above
Intermediate Certification and equivalent ¹	GE	Currently at 3 yr	3	-----	Max of 5% at level 4 Min of 80% at level 3 Max of 15% at level2
Award L3	VET	Proposed	3	Max of 60 hours equivalent in NQF credit	At least 50% at of total credit level 3 or above
Certificate 3	VET	Proposed	3	Min of 120 in total	At least 50% of total credit at level 3 or above
Access 2 ¹	GE	-----	2	-----	-----
Certificate 2	VET	Proposed	2	60 to 120 in total	At least 50% of total credit at level 2 or above
Access 1	GE	-----	1	-----	-----
Certificate 1	VET	Proposed	1	60 to 120 in total	Max of 25% at level 2

Appendix 3: NQF Level Descriptors

Using the NQF Level Descriptors

NQF *Level Descriptors* are used along with other sources of information to place qualifications on the NQF. Other sources, which will become more widely available as qualifications are placed on the NQF, include subject benchmarks, qualifications at the same level, and comparable qualifications on other frameworks.

NQF *Level Descriptors* are not qualification specifications. On the contrary, while *Level Descriptors* confirm learning outcomes for a series of predefined characteristics, qualification specifications (descriptors) set out:

- o what the learner is expected to do on successful completion of the qualification
- o the qualification structure i.e. level and number of units
- o the minimum number and level of credits required at each level.

The NQF *Level Descriptors* are generic and equally applicable to academic, vocational and work-based qualifications. There will be qualifications with units that comprise learning outcomes at different levels, and it may also be that one or more of the sub-strands does not appear in particular units. A best-fit approach is used to determine the level of the units of a qualification on the NQF.

Professional judgement can be assisted by reading and becoming familiar with the *Level Descriptors* in order to make an informed determination as to where a qualification sits and to provide supporting rationales that can be understood by others who may not be expert in the subject/discipline area.

Although *Level Descriptors* can act as a useful guide when designing qualifications, it is not recommended that the design of a qualification be based solely on these descriptors. It is important that qualifications are designed to meet the needs of learners and other stakeholders such as employers, universities and training institutions.

In this respect, if a particular unit does not have learning outcomes relevant to one or more sub-strands, the qualification should not be adapted purely to meet this need. That said, it is equally important that qualifications development is not based on one or two sub-strands alone.

From one level to the next there are small increments in the levels of learning. When using a descriptor at a particular level it is assumed that the requirements of the predecessor levels have also been met - they are not repeated at each level. For example, under *Knowledge: Practical Application*, it states:

- o relate to some of the main theories and concepts (Level 4)
- o relate to the main theories and concepts (Level 5)
- o relate to the main and core theories and concepts (Level 7)

At Level 4, learners would not cover all the theories of the subject/discipline, only some of them, with a decision on the eventual number being covered left to those designing the qualification. At Level 5, learners would cover more of the main theories. Theories are not

directly referenced in Level 6, being already covered in Levels 4 and 5, but this does not prevent the continuance of activity relating to core theories at Level 6. At Level 7, learners would study more in-depth theories that are central to the subject/discipline.

To become familiar with the progressive nature of the language being used, it can be useful to consider and compare key words used within the *Level Descriptors*. In the table below, examples are provided for Level 1, Level 5 and Level 10 of the NQF (using sub-strands 1, 3 and 5) in which key words are highlighted with a view to demonstrating progression.

NQF Level	1. Knowledge - Theoretical Understanding
Level 1	In a subject/discipline, demonstrate elementary knowledge of: some simple facts .
Level 5	Associated with a subject/discipline, demonstrate generalised knowledge and understanding of: a wide range of facts and ideas; processes, materials, properties, practices, techniques and/or terminology; the main theories and concepts.
Level 10	At the forefront of a subject/discipline, demonstrate detailed critical knowledge and understanding of: processes, materials, properties, techniques, features, conventions and terminology; leading principal and specialised theories, principles and concepts. Have extensive detailed and often leading knowledge of: one or more specialisations generated through personal research or investigative work that makes a significant contribution to existing knowledge and practice.

NQF Level	3. Skills - Generic Problem Solving and Analytical Skills
Level 1	With encouragement and support : use well-defined stages to solve simple uncomplicated problems; take some account of the identified consequences of actions or inaction.
Level 5	With some guidance : obtain, organise and use information; solve problems; draw conclusions and suggest solutions; make generalisations and predictions in defined situations.
Level 10	Improvise and use a combination of approaches to: critically analyse, evaluate and/or synthesise complex ideas and information to develop creative and original responses to problems and issues; deal with very complex and/or new situations, issues and/or problems; make informed judgements in situations where data/information is very limited and/or inconsistent.

NQF Level	5. Competence: Autonomy, Responsibility and Context
Level 1	Operate under supervision in everyday contexts; in highly organised and well-defined contexts.
Level 5	Operate with some guidance in familiar and unfamiliar contexts; in carrying out defined tasks with independence taking responsibility for the nature and quality of outputs.
Level 10	Operate at an expert level; in variable contexts that are complex, unpredictable and not clearly defined ; with sole responsibility and accountability for the outcome of individuals, groups and projects. Originate and lead complex activities/projects/work. Taking strategic decisions.

To help with interpretation of the *Level Descriptors*, a glossary of words and terms has been developed in which the meaning is provided specifically in relation to the NQF. Additionally, in Levels 2 to 10, a *key to progression* is provided with a view to exemplifying progression from one level to the next. In most cases text is minimal, for example under *Knowledge: Practical Application: Subject/Discipline Specific*, it reads:

- complete familiar, uncomplicated, pre-planned tasks (Level 2)
- complete familiar, straightforward tasks that are routine (Level 3).

As with *uncomplicated* at Level 2, *straightforward* at Level 3 still describes tasks that are undemanding but may involve processes that require greater thinking, for example sequencing. In this respect, and for the purpose of the NQF *Level Descriptors*, *straightforward* represents a small progression from *uncomplicated*.

At Level 3 it can also be seen that tasks, although *familiar*, are not *pre-planned*. Thus, *routine* at Level 3 represents a small progression from *pre-planned* at Level 2.

In another example, under *Knowledge: Theoretical Understanding*, we see the statement:

- demonstrate mainly factual knowledge and understanding (Level 3).

For some subjects/disciplines at this level it may be beneficial to include some fundamental theories in specific qualifications; in other qualifications this might be less important. As long as the outcome is mainly factual knowledge of simple facts and ideas and some basic processes, the inclusion of some fundamental theories will not alter the level of this sub-strand.

In the sub-strand *Skills: Communication, ICT and Numeracy* a number of example activity types are given. These should, however, only be used as a guide and not as a boundary or inhibitor.

At lower levels of the NQF it is recognised that very young children will conduct research or investigation for projects at school or for pleasure. This level of research is not specifically mentioned in the descriptors, with such activities at lower levels covered by statements such as *basic processes, materials and terminology*.

At the other end of the scale, at NQF Level 7 it is expected that the learner will have knowledge and understanding of some research methods and/or other investigative techniques relevant to the subject/discipline. For example, in psychology this might be knowledge of experiential, descriptive or correlational research methods. In vocational areas this might include exploration of the types of materials for use in specific manufacturing products or processes. In hospitality this could involve investigating new trends in food consumption or ingredients. In this respect it is extremely important that subject experts are involved in the mapping of qualifications to the NQF, providing the required sector and subject-specific insight into the requirements of relevant qualifications.

In all cases, it is important not to read a single word or phrase in isolation, with descriptors read holistically across the strands to determine the best-fit. Similarly, the level of the unit should be considered holistically, taking into consideration the level of all of the composite sub-strands: where for the majority of sub-strands the best-fit for learning outcomes is at NQF Level 3, the unit should also be at NQF Level 3.

Across the *Level Descriptors* the terms: *everyday*, *familiar*, *unfamiliar*, *routine* and *non-routine* are used. In this respect *everyday* tasks or contexts include those that are simple and commonplace. A *familiar* task or context is well known to the learner but is not as commonplace, and may not be as simple or *everyday*. An *unfamiliar* task or context is one that is known, or has been experienced, by the learner but is not well-known. *Routine* is something that is customary, normal or scheduled, whereas *non-routine* is something that does not occur on a regular basis and is out of the ordinary.

Occasionally, these terms are used together and/or within the same level. In order to help clarify the meaning of these terms, some examples are provided below:

TERMS	EXPLANATION	EXAMPLE
Routine and familiar	That which is carried out or experienced regularly and is well-known.	Making a meal (routine) using a recipe that is used often (familiar).
Routine and unfamiliar	That which is carried out or experienced regularly and is not well known.	Making a meal (routine) using a recipe that is only used on special occasions once or twice a year (unfamiliar).
Routine and new	That which is carried out or experienced regularly but has not been done/experienced before.	Making a meal (routine) using a recipe that the individual has not used before (new).
Non-routine and familiar	That which is not carried out often but is well-known.	Changing a light bulb.
Non-routine and unfamiliar	That which is not carried out or experienced often and is not well known.	Changing a tyre.

When placing qualifications on the NQF it is necessary to consider both context and the target group. For example, changing a tyre may be non-routine and unfamiliar to many but for a car mechanic it is likely to be routine and familiar.

Glossary of Terms

To help with interpretation of the *Level Descriptors*, a short glossary of words and terms has been developed providing a specific definition relevant for use within the NQF.

WORD / PHRASE	DEFINITION / MEANING
A range of...	A number of...
Associated with a subject/discipline	Refers to knowledge that is not specific to (but associated with) a subject/discipline, yet it is required for its understanding.
Common	Normal; unexceptional or conventional.
Complexity	Being made up of interconnected parts; not simple; involved.
Deal with	Sort out.
Defining features of...	The nature and essential qualities of...

WORD / PHRASE	DEFINITION / MEANING
Elementary	Fundamental, introductory, simple facts or activities that must be learned or carried out (initially) in order to understand, or be able to do, that which follows.
Encouragement and support	Prompt.
Everyday	Commonplace; normal; expected.
Familiar	Frequent; known but not as frequent as every day.
Forefront	Leading' in a position of great importance or advancement.
Guidance	Advice; direction; instruction.
In a subject/discipline	Refers to key facts specific to a subject or discipline.
Independence	Not controlled by others; autonomous.
Insight	Comprehension; perception; judgement.
Limited range	Small number but greater than narrow range.
Little supervision	Little instruction or guidance.
Narrow range	Small number.
Operate	Perform; work; function.
Process	Action to achieve results; deal with, prepare or make ready.
Professional level	Trained; specialised; qualified; proficient.
Relate	Apply; utilise.
Routine	Predictable; unchanging; repetitive.
Simple	Easy to understand; not complicated.
Some	A small amount.
Straightforward	Undemanding but may require some thinking or planning.
Support	Encouragement; advocacy.
Synthesise	Integrate; blend; fuse.
Uncomplicated	Simple; not complex.
Understanding	Comprehension.
Very simple	Exceedingly easy.
Well-defined	Clearly defined structure or organisation; clearly stated.

Level	Knowledge: Theoretical Understanding	Knowledge: Practical Application	Skills: Generic Problem Solving & Analytical skills	Skills: Communication, ICT, and Numeracy	Competence: Autonomy, Responsibility & Context
1	In a subject/discipline, demonstrate elementary knowledge of: <ul style="list-style-type: none"> • some simple facts. 	With encouragement and support , use simple skills to: <ul style="list-style-type: none"> • complete every day, simple, uncomplicated tasks; • recognise and use safely and under supervision, the most common basic tools and materials. 	With encouragement and support : <ul style="list-style-type: none"> • use well-defined stages to solve simple uncomplicated problems; • recognise some identified consequences of actions or inaction. 	With support , use simple skills to: <ul style="list-style-type: none"> • develop and respond to very simple written and/or oral communication; • carry out very simple tasks with information and data; • interpret a narrow range of very simple and familiar data. 	Operate under supervision : <ul style="list-style-type: none"> • in everyday contexts; • in highly organised and well-defined contexts.
2	In a subject/discipline, demonstrate elementary knowledge and understanding of: <ul style="list-style-type: none"> • some simple facts and ideas. 	With support , use simple skills to: <ul style="list-style-type: none"> • complete familiar, uncomplicated, pre-planned tasks; • use safely and under supervision, common basic tools and materials effectively. 	With support : <ul style="list-style-type: none"> • use well-defined stages to identify a process to deal with familiar situations or issues; • recognise identified consequences of actions or inaction. 	Use elementary skills to: <ul style="list-style-type: none"> • develop and respond to simple written and oral communication; • carry out simple tasks to access information and process data; • interpret a limited range of simple and familiar numerical and graphical data 	Operate under supervision : <ul style="list-style-type: none"> • in straightforward familiar and routine contexts; • in an organised and defined contexts.
3	In and associated with a subject/discipline, demonstrate basic, mainly factual knowledge and understanding of: <ul style="list-style-type: none"> • simple facts and ideas; • some basic processes, materials and/or terminology. 	Use simple skills and some basic skills to: <ul style="list-style-type: none"> • complete familiar, straightforward tasks that are routine; • select and use safely, with little supervision, basic tools and materials effectively. 	With little support: <ul style="list-style-type: none"> • use known stages of a problem solving approach to deal with straightforward situations, issues and/or problems; • identify the consequences of actions or inaction. 	Use simple skills to: <ul style="list-style-type: none"> • develop and respond to simple but detailed written and oral communication; • access features of familiar applications to obtain information and process data; • interpret familiar, uncomplicated numerical and graphical data. 	Operate under little supervision : <ul style="list-style-type: none"> • in, familiar and routine contexts; • with little independence and limited responsibility.
4	Associated with a subject/discipline, demonstrate basic knowledge and understanding of: <ul style="list-style-type: none"> • a range of facts and ideas; • basic processes, materials and/or terminology; • some of the main theories and concepts. 	Use basic skills to: <ul style="list-style-type: none"> • plan and organise familiar tasks; • relate to some of the main theories and concepts; • complete familiar and unfamiliar tasks that have some non-routine elements; • select and use tools and materials safely and effectively with minimal supervision, making adjustments where necessary. 	With minimal support: <ul style="list-style-type: none"> • use problem solving approaches to deal with familiar and unfamiliar. situations, issues and/or problems; • make generalisations and draw conclusions in defined situations. 	Use basic skills to: <ul style="list-style-type: none"> • produce and respond to familiar detailed written and oral communication; • access features of standard applications to obtain and combine information and process data; • interpret and use routine, numerical and graphical data that has a little complexity. 	Operate with minimal supervision : <ul style="list-style-type: none"> • in familiar and some unfamiliar contexts; • with some independence and responsibility.
3	In and associated with a subject/discipline, demonstrate	Use simple skills and some basic skills to:	With little support:	Use simple skills to:	Operate under little supervision :

Level	Knowledge: Theoretical Understanding	Knowledge: Practical Application	Skills: Generic Problem Solving & Analytical skills	Skills: Communication, ICT, and Numeracy	Competence: Autonomy, Responsibility & Context
	<p>basic, mainly factual knowledge and understanding of:</p> <ul style="list-style-type: none"> • simple facts and ideas; some basic processes, materials and/or terminology. 	<ul style="list-style-type: none"> • complete familiar, straightforward tasks that are routine; • select and use safely, with little supervision, basic tools and materials effectively. 	<ul style="list-style-type: none"> • use known stages of a problem solving approach to deal with straightforward situations, issues and/or problems; • identify the consequences of actions or inaction. 	<ul style="list-style-type: none"> • develop and respond to simple but detailed written and oral communication; • access features of familiar applications to obtain information and process data; • interpret familiar, uncomplicated numerical and graphical data. 	<ul style="list-style-type: none"> • in, familiar and routine contexts; • with little independence and limited responsibility.
4	<p>Associated with a subject/discipline, demonstrate basic knowledge and understanding of:</p> <ul style="list-style-type: none"> • a range of facts and ideas; • basic processes, materials and/or terminology; • some of the main theories and concepts. 	<p>Use basic skills to:</p> <ul style="list-style-type: none"> • plan and organise familiar tasks; • relate to some of the main theories and concepts; • complete familiar and unfamiliar tasks that have some non-routine elements; • select and use tools and materials safely and effectively with minimal supervision, making adjustments where necessary. 	<p>With minimal support:</p> <ul style="list-style-type: none"> • use problem solving approaches to deal with familiar and unfamiliar situations, issues and/or problems; • make generalisations and draw conclusions in defined situations. 	<p>Use basic skills to:</p> <ul style="list-style-type: none"> • produce and respond to familiar detailed written and oral communication; • access features of standard applications to obtain and combine information and process data; • interpret and use routine, numerical and graphical data that has a little complexity. 	<p>Operate with minimal supervision:</p> <ul style="list-style-type: none"> • in familiar and some unfamiliar contexts; • with some independence and responsibility.
5	<p>Associated with a subject/discipline, demonstrate generalised knowledge and understanding of:</p> <ul style="list-style-type: none"> • a wide range of facts and ideas; • processes, materials, properties, practices, techniques and/or terminology; • the main theories and concepts. 	<p>Use basic skills to:</p> <ul style="list-style-type: none"> • plan and organise familiar and new tasks; • relate to the main theories and concepts; • complete routine and non-routine tasks; • adapt, as necessary, processes, practices, techniques tools and/or materials to deal with defined routine situations, issues and/or problems. 	<p>With some guidance:</p> <ul style="list-style-type: none"> • obtain, organise and use information; • solve problems; • draw conclusions and suggest solutions; • make generalisations and predictions in defined situations. 	<p>Use basic skills to:</p> <ul style="list-style-type: none"> • produce and respond to familiar and unfamiliar written and oral communication some of which is detailed; • select and use standard applications to obtain and combine information and process data; • interpret and use routine and non-routine numerical and graphical data that has some complexity. 	<p>Operate with some guidance:</p> <ul style="list-style-type: none"> • in familiar and unfamiliar contexts; • in carrying out defined tasks; • with independence taking responsibility for the nature and quality of output.

Level	Knowledge: Theoretical Understanding	Knowledge: Practical Application	Skills: Generic Problem Solving & Analytical skills	Skills: Communication, ICT, and Numeracy	Competence: Autonomy, Responsibility & Context
4	<p>Associated with a subject/discipline, demonstrate basic knowledge and understanding of:</p> <ul style="list-style-type: none"> • a range of facts and ideas; • basic processes, materials and/or terminology; • some of the main theories and concepts. 	<p>Use basic skills to:</p> <ul style="list-style-type: none"> • plan and organise familiar tasks; • relate to some of the main theories and concepts; • complete familiar and unfamiliar tasks that have some non-routine elements; • select and use tools and materials safely and effectively with minimal supervision, making adjustments where necessary. 	<p>With minimal support:</p> <ul style="list-style-type: none"> • use problem solving approaches to deal with familiar and unfamiliar situations, issues and/or problems; • make generalisations and draw conclusions in defined situations. 	<p>Use basic skills to:</p> <ul style="list-style-type: none"> • produce and respond to familiar detailed written and oral communication; • access features of standard applications to obtain and combine information and process data; • interpret and use routine, numerical and graphical data that has a little complexity. 	<p>Operate with minimal supervision:</p> <ul style="list-style-type: none"> • in familiar and some unfamiliar contexts; • with some independence and responsibility.
5	<p>Associated with a subject/discipline, demonstrate generalised knowledge and understanding of:</p> <ul style="list-style-type: none"> • a wide range of facts and ideas; • processes, materials, properties, practices, techniques and/or terminology; • the main theories and concepts. 	<p>Use basic skills to:</p> <ul style="list-style-type: none"> • plan and organise familiar and new tasks; • relate to the main theories and concepts; • complete routine and non-routine tasks; • adapt, as necessary, processes, practices, techniques tools and/or materials to deal with defined routine situations, issues and/or problems; 	<p>With some guidance:</p> <ul style="list-style-type: none"> • obtain, organise and use information; • solve problems; • draw conclusions and suggest solutions; • make generalisations and predictions in defined situations. 	<p>Use basic skills to:</p> <ul style="list-style-type: none"> • produce and respond to familiar and unfamiliar written and oral communication some of which is detailed; • select and use standard applications to obtain and combine information and process data; • interpret and use routine and non-routine numerical and graphical data that has some complexity. 	<p>Operate with some guidance:</p> <ul style="list-style-type: none"> • in familiar and unfamiliar contexts; • in carrying out defined tasks; • with independence taking responsibility for the nature and quality of output.
6	<p>Associated with a subject/discipline, demonstrate detailed knowledge and understanding which is embedded in the main theories, principles and concepts and includes:</p> <ul style="list-style-type: none"> • facts and ideas; • processes, materials, properties, techniques and/or terminology; • the changing nature of knowledge relating to the subject/discipline; • the importance between explanations based on evidence and/or research and other forms of explanations. 	<p>Use basic skills and some advanced skills to:</p> <ul style="list-style-type: none"> • plan and organise familiar and new tasks, some of which are at an advanced level; • complete routine, non-routine and some advanced level tasks; • adapt, as necessary, processes, practices, techniques, tools and/or materials to deal with defined and some undefined situations, issues and/or problems. 	<p>Use and organise information to:</p> <ul style="list-style-type: none"> • present and evaluate arguments, information and ideas; • deal with defined and some undefined situations, issues and/or problems. 	<p>Use basic and some advanced skills to:</p> <ul style="list-style-type: none"> • communicate clearly in a well-structured manner to convey complex information and ideas; • select and use standard applications to obtain and combine a variety of information and process data; • combine numerical and graphical data to measure progress against targets/goals. 	<p>Operate:</p> <ul style="list-style-type: none"> • in familiar and unfamiliar contexts; • in defined areas of work and/or application of resources; • with independence taking responsibility for the nature and quality of output • with accountability for determining and achieving personal outcomes.

Level	Knowledge: Theoretical Understanding	Knowledge: Practical Application	Skills: Generic Problem Solving & Analytical skills	Skills: Communication, ICT, and Numeracy	Competence: Autonomy, Responsibility & Context
6	<p>Associated with a subject/discipline, demonstrate detailed knowledge and understanding which is embedded in the main theories, principles and concepts and includes:</p> <ul style="list-style-type: none"> • facts and ideas; • processes, materials, properties, techniques and/or terminology; • the changing nature of knowledge relating to the subject/discipline; • the importance between explanations based on evidence and/or research and other forms of explanations. 	<p>Use basic skills and some advanced skills to:</p> <ul style="list-style-type: none"> • plan and organise familiar and new tasks, some of which are at an advanced level; • complete routine, non-routine and some advanced level tasks; • adapt, as necessary, processes, practices, techniques, tools and/or materials to deal with defined and some undefined situations, issues and/or problems. 	<p>Use and organise information to:</p> <ul style="list-style-type: none"> • present and evaluate arguments, information and ideas; • deal with defined and some undefined situations, issues and/or problems. 	<p>Use basic and some advanced skills to:</p> <ul style="list-style-type: none"> • communicate clearly in a well-structured manner to convey complex information and ideas; • select and use standard applications to obtain and combine a variety of information and process data; • combine numerical and graphical data to measure progress against targets/goals. 	<p>Operate:</p> <ul style="list-style-type: none"> • in familiar and unfamiliar contexts; • in defined areas of work and/or application of resources; • with independence taking responsibility for the nature and quality of output • with accountability for determining and achieving personal outcomes.
7	<p>Associated with a subject/discipline, demonstrate advanced knowledge and understanding of:</p> <ul style="list-style-type: none"> • processes, materials, properties, techniques, conventions and/or terminology; • the core theories, principles and concepts; • its specialisations, scope and defining features; • some major current issues. <p>Knowledge and understanding of some research methods and/or other investigative techniques.</p>	<p>Use advanced level and some specialist level skills to:</p> <ul style="list-style-type: none"> • plan and organise advanced level tasks; • adapt, as necessary, processes, practices, techniques, tools and/or materials to deal with defined and undefined situations, issues and/or problems; • undertake research or investigation into advanced level situations, issues and/or problems. 	<p>Use a range of approaches to:</p> <ul style="list-style-type: none"> • undertake analysis, evaluation and/or synthesise information and concepts, within the common understanding of the subject/discipline; • critically evaluate evidence; • formulate solutions that are evidence-based. 	<p>Use advanced skills to:</p> <ul style="list-style-type: none"> • communicate clearly in a well-structured manner to convey complex information and ideas, adapting the message to the requirements and level of the target audience; • select and use standard applications, and some specialist applications, to obtain and combine a variety of information and process data; • interpret and evaluate numerical and graphical data to measure progress against targets/goals. 	<p>Operate at an advanced level;</p> <ul style="list-style-type: none"> • in variable contexts; • in defined and some undefined areas of work; • with some responsibility for the work of others; • with accountability for determining and achieving personal and group outcomes.

Level	Knowledge: Theoretical Understanding	Knowledge: Practical Application	Skills: Generic Problem Solving & Analytical skills	Skills: Communication, ICT, and Numeracy	Competence: Autonomy, Responsibility & Context
7	<p>Associated with a subject/discipline, demonstrate advanced knowledge and understanding of:</p> <ul style="list-style-type: none"> • processes, materials, properties, techniques, conventions and/or terminology; • the core theories, principles and concepts; • its specialisations, scope and defining features; • some major current issues. <p>Knowledge and understanding of some research methods and/or other investigative techniques.</p>	<p>Use advanced level and some specialist level skills to:</p> <ul style="list-style-type: none"> • plan and organise advanced level tasks; • adapt, as necessary, processes, practices, techniques, tools and/or materials to deal with defined and undefined situations, issues and/or problems; • undertake research or investigation into advanced level situations, issues and/or problems. 	<p>Use a range of approaches to:</p> <ul style="list-style-type: none"> • undertake analysis, evaluation and/or synthesise information and concepts, within the common understanding of the subject/discipline; • critically evaluate evidence; • formulate solutions that are evidence-based. 	<p>Use advanced skills to:</p> <ul style="list-style-type: none"> • communicate clearly in a well-structured manner to convey complex information and ideas, adapting the message to the requirements and level of the target audience; • select and use standard applications, and some specialist applications, to obtain and combine a variety of information and process data; • interpret and evaluate numerical and graphical data to measure progress against targets/goals. 	<p>Operate at an advanced level;</p> <ul style="list-style-type: none"> • in variable contexts; • in defined and some undefined areas of work; • with some responsibility for the work of others; • with accountability for determining and achieving personal and group outcomes.
8	<p>Associated with a subject/ discipline, demonstrate critical knowledge and understanding of</p> <ul style="list-style-type: none"> • processes, materials, properties, techniques, features, conventions and/or terminology; • some specialist theories, principles and concepts; • of major current issues; • that integrates the core theories, principles, and concepts. <p>Have detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> • one or more specialisations in the subject/discipline; • the established research methods and/or investigative techniques. 	<p>Use specialist level skills to:</p> <ul style="list-style-type: none"> • deal with advanced and some complex situations and/or problems that have an element of unpredictability; • relate to and adapt main and core theories and concepts; • apply standard research or investigative methods; • plan and undertake defined projects of development, research or investigation into special situations, issues and/or problems; • demonstrate creativity in the application of knowledge, understanding and/or practices. 	<p>Use a range of approaches to:</p> <ul style="list-style-type: none"> • critically analyse, evaluate /or synthesise information, concepts, skills and practices in a subject/discipline to identify and define situations, issues and/or problems; • demonstrate insight, interpretation and creativity to complex situations, issues and/or problems; • identify and implement relevant solutions; • make informed judgements in situations where data/information is limited and/or comes from a variety of sources. 	<p>Use special skills to:</p> <ul style="list-style-type: none"> • communicate with peers, senior colleagues and specialists; • make formal presentations about specialised topics, adapting the message to the audience as appropriate; • select and use standard and specialist applications; • specify refinements and/or improvements to applications as required; • interpret and evaluate numerical and graphical data to establish targets and measure progress. 	<p>Operate at a specialist level;</p> <ul style="list-style-type: none"> • in variable contexts that have some unpredictability; • in defined and undefined areas of work; • with significant responsibility for the work of others; • lead multiple groups and projects with decision making responsibilities.

Level	Knowledge: Theoretical Understanding	Knowledge: Practical Application	Skills: Generic Problem Solving & Analytical skills	Skills: Communication, ICT, and Numeracy	Competence: Autonomy, Responsibility & Context
9	<p>Associated with a subject/discipline, demonstrate critical knowledge and understanding of:</p> <ul style="list-style-type: none"> processes, materials, properties, techniques, features, conventions and terminology; specialist theories, principles and concepts; major current issues in the subject/discipline and its specialisations that integrate the core theories, some specialised theories, principles and concepts; Have extensive detailed knowledge and understanding of: one or more specialisations in the subject/discipline which is informed by developments at the forefront; established and specialised research methods and/or investigative techniques. 	<p>Use professional level skills which are at, or informed by, developments at the forefront of the subject/discipline to:</p> <ul style="list-style-type: none"> deal with complex, unpredictable situations, issues and/or problems; apply standard and specialised research methods and/or investigative techniques; plan and undertake significant projects of development, research or investigation into new situations, issues and/or problems; demonstrate creativity or originality in the application of knowledge, understanding and/or practices. 	<p>Use a combination of approaches to:</p> <ul style="list-style-type: none"> critically analyse, evaluate and/or synthesise information that extends existing knowledge and concepts of the subject/discipline; identify, conceptualise and define new and abstract problems; demonstrate professional levels of insight, interpretation, originality and creativity to complex situations, issues and/or problems; develop original and creative responses to deal with complex situations, issues and/or problems; make informed judgements in situations where data/information is limited and/or inconsistent. 	<p>Use professional skills to:</p> <ul style="list-style-type: none"> select appropriate means to communicate with a range of audiences with different levels of knowledge/expertise; communicate with peers, more senior colleagues and specialists; have in-depth knowledge of appropriate applications to support and enhance work at this level; specify refinements and/or improvements to applications to increase effectiveness; undertake critical evaluation of a wide variety of numerical and graphical data. 	<p>Operate at a professional level:</p> <ul style="list-style-type: none"> in variable contexts that are often complex, unpredictable and not clearly defined; with substantial responsibility for the work of individuals and groups; initiate and lead activities/projects/work; taking part in strategic decision making.
10	<p>At the forefront of a subject/discipline, demonstrate detailed critical knowledge and understanding of:</p> <ul style="list-style-type: none"> processes, materials, properties, techniques, features, conventions and terminology; leading principal and specialised theories, principles and concepts. <p>Have extensive detailed and often leading knowledge of:</p> <ul style="list-style-type: none"> one or more specialisations generated through personal research or investigative work that makes a significant contribution to existing knowledge and practice. 	<p>Use highly specialised and expert skills which are at, or informed by, developments at the forefront of the subject/discipline to:</p> <ul style="list-style-type: none"> deal with new and unfamiliar complex situations and/or issues that are unpredictable; apply standard and specialised research methods and/or investigative techniques; relate to and adapt main, core and specialised core theories and concepts; plan and undertake an extensive project of development, research or investigations into new and leading situations, issues and problems; demonstrate creatively and originality in the development and application of new knowledge understanding and/or practices. 	<p>Improvise and use a combination of approaches to:</p> <ul style="list-style-type: none"> critically analyse, evaluate and/or synthesise complex ideas and information to develop creative and original responses to problems and issues; deal with very complex and/or new situations, issues and/or problems; make informed judgements in situations where data/information is very limited and/or inconsistent. 	<p>Use a significant range of professional skills to:</p> <ul style="list-style-type: none"> communicate at an appropriate level to a range of audiences and adapt communication to context and purpose; communicate results of research and innovation to peers and others; engage in critical dialogue; use a range of applications to support and enhance work; critically evaluate numerical and graphical data. 	<p>Operate at an expert level:</p> <ul style="list-style-type: none"> in variable contexts that are complex, unpredictable and not clearly defined; with sole responsibility and accountability for the outcome of individuals, groups and projects; originate and lead complex activities/projects/work; taking strategic decisions.

Appendix 4: Institutional Listing Application Form



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Institutional Listing Application Form

Institution [Institution Title]

Date dd/mm/yyyy

Institutional Listing Application

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, which leads 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 education and training sectors.

Institutions are required to be 'Listed' in the NQF register prior to submitting their qualifications for placement on the NQF. To process their listing applications, institutions are required to fill in and submit this form, along with supporting materials, to the GDQ to start the process of Institutional Listing.

This application consists of three sections:

- | | |
|------------|---|
| Section 1 | Institution Profile: this section contains general information about the institution |
| Section 2 | Quality Assurance System: the institution is expected to generally describe its quality assurance system, provide details of the latest external review(s), and briefly describe its formal arrangements against the NQF Institutional Listing Standards. |
| Section 3: | Details of Contact Person Responsible for this Application. |

The Institutional Listing Evaluation Panel will use the information provided in this application as the basis for the decision to list the institution in the NQF register.

Please complete all sections within the form and attach all documentation and supporting materials, and list all documentation and supporting materials in Annex 1. The institution should refer to the NQF Handbook to become familiar with the Institutional Listing process and requirements.

The Institutional Listing Application Form must be signed by the authorised representative of the institution and submitted to the GDQ (address below) along with a covering letter and supporting materials. The signed application form and covering letter need to be submitted in both printed and electronic format whereas all other evidence and documentation should be submitted in electronic format only.

The General Director of National Qualification Framework

Education & Training Quality Authority

Doha Plaza – 5th Floor (GDQ), Building 2334 Road 2830 Block 428

Seef District

1. Institution Profile

1.1 A. Institution Name in English (*as per license*)

--

B. Institution Name in Arabic (*as per license*)

--

1.2 Institution Background

(provide supporting material including the institution organisation structure)

[you may refer to the institution's history, vision, mission, provision, business, number of learners, etc.]

1.3 The institution is regulated by the following body(s):

- | | |
|--|---|
| <input type="checkbox"/> Ministry of Education (MoE) | <input type="checkbox"/> Higher Education Council (HEC) |
| <input type="checkbox"/> Ministry of Labour | <input type="checkbox"/> Ministry of Social Development |
| <input type="checkbox"/> Other, specify | <input type="text"/> |

1.4 The institution is licensed by the following body(s):

- | | |
|--|---|
| <input type="checkbox"/> Ministry of Education (MoE) | <input type="checkbox"/> Higher Education Council (HEC) |
| <input type="checkbox"/> Ministry of Labour | <input type="checkbox"/> Ministry of Social Development |
| <input type="checkbox"/> Other, specify | <input type="text"/> |

1.5 Institution Approval Number

(Provide institution's approval documents 'license')

--

Issue Date

dd/mm/yyyy

Expiry Date

dd/mm/yyyy

1.6 Select which of the following best describes your institution:

- | | |
|---|---|
| <input type="checkbox"/> Ministry | <input type="checkbox"/> Polytechnic |
| <input type="checkbox"/> University | <input type="checkbox"/> Training institute |
| <input type="checkbox"/> College | <input type="checkbox"/> School |
| <input type="checkbox"/> Other, specify | |

1.7 The institution is:

- | | |
|---|--|
| <input type="checkbox"/> primarily dedicated to education | <input type="checkbox"/> primarily dedicated to training |
| <input type="checkbox"/> training and/or education are not the primary functions of the institution | |
| <input type="checkbox"/> other, specify | |

1.8 The institution provides qualifications in the following field(s):

- | | | |
|--|---|---|
| <input type="checkbox"/> Basic Programmes and Qualifications | <input type="checkbox"/> Law | <input type="checkbox"/> Forestry |
| <input type="checkbox"/> Literacy and Numeracy | <input type="checkbox"/> Biological and Related Sciences | <input type="checkbox"/> Fisheries |
| <input type="checkbox"/> Personal Skills and Development | <input type="checkbox"/> Environment | <input type="checkbox"/> Veterinary |
| <input type="checkbox"/> Education | <input type="checkbox"/> Physical Sciences | <input type="checkbox"/> Health |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Mathematics and Statistics | <input type="checkbox"/> Welfare |
| <input type="checkbox"/> Humanities (except languages) | <input type="checkbox"/> Information and Communication Technologies | <input type="checkbox"/> Personal services |
| <input type="checkbox"/> Languages | <input type="checkbox"/> Engineering and Engineering Trades | <input type="checkbox"/> Hygiene and Occupational Health Services |
| <input type="checkbox"/> Social and Behavioural Sciences | <input type="checkbox"/> Manufacturing and Processing | <input type="checkbox"/> Security Services |
| <input type="checkbox"/> Journalism and Information | <input type="checkbox"/> Architecture and Construction | <input type="checkbox"/> Transport Services |
| <input type="checkbox"/> Business and Administration | <input type="checkbox"/> Agriculture | <input type="checkbox"/> Others () |

1.9 Institution's Details

Building		Road		Block		Area	
Website							
Contact Number				Email			

1.10 Head of Institution

Name							
Position							
Contact Number				Email			

1.11 Head of Quality Assurance

Name							
Position							
Contact Number				Email			

Kindly provide the information mentioned in sections (1.9, 1.10 and 1.11) for each of the institution's branches (if any)

2. Quality Assurance System

2.1 Quality Assurance System Overview

Describe briefly the institution's quality assurance system (*Provide the structure of the quality assurance department*).

2.2 Last Institution Quality Assurance Review (where applicable)

State the details of the latest external reviews (body, date, final results).

2.3 Quality Assurance Mechanisms for NQF Requirements

The Institutional Listing process requires the institution to state its formal arrangements addressing the institutional listing standards and criteria.

The table below lists the five Institutional Listing Standards and criteria. The institution is required to:

- provide a brief description of its formal arrangements that satisfy each standard and criteria
- provide evidence to support each standard/criteria

Standard 1: Access, Transfer, and Progression

Criteria 1.1: Access and Admission

Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	

Criteria 1.2: Credit Accumulation and Credit Transfer

Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	

Criteria 1.3: Progression and Learning Pathways	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this	
Criteria 1.4: Recognition of Prior Learning (in accordance with current education and training regulations)	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 1.5: Appeals System for Access and Transfer	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Standard 2: Qualification Development, Approval and Review	
Criteria 2.1: Justification of Need	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 2.2: Design	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	

Criteria 2.3: Compliance	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 2.4: Learning Recourses	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 2.5: Approval	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 2.6: Qualification Monitoring and Periodic Review	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Standard 3: Assessment Design and Moderation	
Criteria 3.1: Assessment Regulations and Criteria	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	

Criteria 3.2: Assessment Design	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 3.3: Security of Assessment Documents and Records	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 3.4: Marking, Assessment Verification and Moderation of Results	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 3.5: Feedback to Learners	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 3.6: Approval of Results	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	

Criteria 3.7: Appeals Against Results	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 3.8: Plagiarism and Academic Misconduct	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Standard 4: Certification and Authentication	
Criteria 4.1: Certification	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 4.2: Authentication	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	
Criteria 4.3: Records of Certification	
Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	

Standard 5: Continuous Quality Improvements

Criteria 5.1: Quality Assurance System

Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	

Criteria 5.2: Continuous Improvement of Quality Assurance System

Description	Reference Number of Supporting Materials
(Provide a brief description of the institution's formal arrangements addressing this criteria)	

3. Details of contact person responsible for this application

Name	
Position	
Contact Number	
Email	

Annex 1: List of Supporting Materials

Section	SM00: <i>description</i>		
1.5			
2.1			
2.2			
Institutional Listing Standard 1			
Criteria 1.1		Criteria 1.4	
Criteria 1.2		Criteria 1.5	
Criteria 1.3			
Institutional Listing Standard 2			
Criteria 2.1		Criteria 2.4	
Criteria 2.2		Criteria 2.5	
Criteria 2.3		Criteria 2.6	
Institutional Listing Standard 3			
Criteria 3.1		Criteria 3.5	
Criteria 3.2		Criteria 3.6	
Criteria 3.3		Criteria 3.7	
Criteria 3.4		Criteria 3.8	
Institutional Listing Standard 4			
Criteria 4.1		Criteria 4.3	
Criteria 4.2			
Institutional Listing Standard 5			
Criteria 5.1		Criteria 5.2	

Appendix 5: Qualification Placement Application Form



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Qualification Placement Application Form

Institution:

Qualification Title:

Date:

Qualification Placement Application

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.

Listed Institutions are required to submit their national qualifications to the GDQ for placement on the NQF. To process their applications, institutions are required to fill in and submit this form, along with supporting materials, to the GDQ to start the process of Qualification Placement.

This application consists of seven sections:

- | | |
|-----------|---|
| Section 1 | Qualification Profile: contains general information about the submitted Qualification. |
| Section 2 | Justification of Need: the institution is expected to provide evidence of market or learners needs for the submitted qualification. |
| Section 3 | Qualification Compliance: compliance aspects of the qualification with the NQF requirements should be detailed here. |
| Section 4 | Qualification Design, Content and Structure: the institution must provide details of the qualification elements. |

- Section 5 Mapping Panel: the institution is required to submit the Panel's composition and decisions.
- Section 6 Confirmation Panel: the institution is required to submit the Panel's composition and confirm decision taken by the Mapping Panel.
- Section 7 Details of contact person responsible for this application.

The Validation Panel will use the information provided in this application as the basis for the decision to validate the submitted qualification against Validation Criteria.

Please, complete all sections within the form and attach all necessary documentation and supporting materials, and list all documentation and supporting materials in Annex 1. Note that supporting materials indicated with a (*) are mandatory. The institution should refer to the NQF Handbook to become familiar with the Qualification Placement process and requirements.

The Qualification Placement Application Form must be signed by the authorised representative of the institution and submitted to the GDQ (address below) along with a covering letter and supporting materials. The signed application form and covering letter need to be submitted in both printed and electronic format whereas all other evidence and documentation should be submitted in electronic format only.

The General Director of National Qualification Framework
Education & Training Quality Authority
Doha Plaza – 5th Floor (GDQ), Building 2334 Road 2830 Block 428
Seef District

1. Qualification Profile

Information in this section will be published on the NQF register

1.1 A. Qualification Title in English *(as per qualification approval documents)*

--

B. Qualification Title in Arabic *(as per qualification approval documents)*

--

1.2 Institution Name

--

1.3 Listing ID *(provided by BQA)*

--

1.4 Qualification Approval Number

Submit qualification approval documents (license)

--

Issue Date	dd/mm/yyyy	Expiry Date	dd/mm/yyyy
------------	------------	-------------	------------

1.5 ISCED Fields *(refer to Annex 3)*

Broad	
Narrow	
Detailed	

1.6 Qualification Description	Reference Number of Supporting Material
1.7 Target Learners	Reference Number of Supporting Material*
1.8 Access / Admission Requirements	Reference Number of Supporting Material*
1.9 Progression Pathways and Opportunities	Reference Number of Supporting Material

2. Justification of Need

2.1 Provide a description of learners and/or market needs for this qualification confirming that the overall rationale and justification is based on actual and tangible labour market or learner needs, and stating potential occupations to which the qualification leads.

Reference Number of Supporting Material*

3. Qualification Compliance

3.1 Compliance of qualification with regulatory body requirements, <i>where applicable</i>	Reference Number of Supporting Material*
3.2 Compliance of Mapping and Confirmation Panels according to the formal arrangements indicated in the Institutional listing submission	Reference Number of Supporting Material*

4. Qualification Design, Content and Structure	
4.1 Provide details of links to Occupational Standards, <i>where applicable</i>	Reference Number of Supporting Material
4.2 Provide details of any persons, benchmarks, industrial and/or advisory committee involved in designing this qualifications, <i>where applicable</i>	Reference Number of Supporting Material
4.3 Provide overall Programme Intended Learning Outcomes (PILOS), <i>where applicable</i>	Reference Number of Supporting Material*
4.4 Monitoring and Review of Qualification, and verification of assessment <i>(state mechanism and frequency)</i>	Reference Number of Supporting Material*
4.5 External Accreditation of Qualification, <i>where applicable</i>	Reference Number of Supporting Material*
4.6 Arrangements for Learners with Special Needs, <i>where applicable</i>	Reference Number of Supporting Material*

4.7 Arrangements for Credit Transfer and Recognition of Prior Learning, <i>where applicable</i>	Reference Number of Supporting Material*
4.8 The following approach will be applied to ensure adequate coverage of the learning outcomes of this qualification	Reference Number of Supporting Material*
<input type="checkbox"/> Overall assessment of Programme Intended Learning Outcomes (PILOs) <input type="checkbox"/> Units, comprising the qualification, are assessed individually (assessment of Course Intended Learning Outcomes (CILOs)) <input type="checkbox"/> A combination of assessments of PILOs and CILOs <input type="checkbox"/> Other (<i>specify</i>):	

4.9 Programme Structure

Provide, in the table below, The qualification's units, indicating the proposed NQF Level and NQF Credit (best fit), and stating whether the unit is mandatory, elective or others.

- Attach a qualification structure diagram showing all mandatory units (core units, prerequisite units, university required units and college required units), all elective units (core electives and free electives) and other units (*where applicable*).
- Attach a Mapping Scorecard (Annex 2) for each of the mandatory and core elective units stated below:

No.	Unit Code <i>(where applicable)</i>	Title	Mandatory / Elective/ Others	NQF Level (Best Fit)	NQF Credit
1					
2					
3					
<i>(add additional units as required)</i>					
Overall Qualification NQF Level and Credit					
Notes (method adopted, conversions, others)					

5. Mapping Panel

Name		Position Title	
Name (<i>chairperson</i>)			
Name (<i>member</i>)			
<i>add name</i>			
Proposed Overall Qualification NQF Level		Proposed Overall Qualification NQF Credit	
Method Adopted to determine the overall Level of the Qualification	<input type="checkbox"/> Equal Components <input type="checkbox"/> Exit Level <input type="checkbox"/> Proportional Design <input type="checkbox"/> Others, <i>please specify</i>		
Mapping Panel Chairperson (Signature)			
Date	dd/mm/yyyy		

6. Confirmation Panel

Name		Position Title	
Name (<i>chairperson</i>)			
Name (<i>member</i>)			
<i>add name</i>			
Confirmed NQF Level		Confirmed NQF Credit	
Comments/Queries			
Confirmation Panel Chairperson (Signature)			
Date		dd/mm/yyyy	

7. Details of contact person responsible for this application

Name	
Position Title	
Contact Number	
Email	

Annex 1: List of Supporting Materials

Supporting materials for sections indicated with a (*) are mandatory	
Section	SM00: <i>description</i>
1.4*	
1.6	
1.7*	
1.8*	
1.9	
2.1*	
3.1*	
3.2*	
4.1	
4.2	
4.3*	
4.4*	
4.5*	
4.6*	
4.7*	
4.8*	
4.9*	

Annex 2: Mapping Scorecard

A. Allocation 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 Title	
Unit Code <i>(if applicable)</i>	
Prerequisite <i>(if applicable)</i>	
Unit Objectives <i>(if any)</i>	
List of intended Learning Outcomes (including core skills)	
LO 1	
LO 2	
LO 3	
	<i>add as necessary</i>

B. Allocation of NQF Level

		Assessment				
		LO	Description	Formative / Summative	NQF Level (Best Fit)	Rationale
Knowledge	Theoretical Understanding					
	Practical Application					
Skills	Generic, Problem Solving and Analytical Skills					
	Communication, ICT, Numeracy					
Competence	Autonomy, Responsibility and Context					
Overall Unit Level						
Notes (if any)						

C. Allocation of NQF Credit

Learning Activity	Activity Duration	Frequency	Notional Hours
Lessons / Lectures / Seminars			
Tutorial			
Practical / Laboratory			
Supervised Assessment			
Independent Learning			
Work based Learning			
Other (<i>specify</i>)			
Total Notional Hours			
NQF Credit (<i>divide notional hours by 10</i>)			
Notes (<i>if any</i>)			

Annex 3: International Standard Classification of Education*

Broad Field	Narrow Field	Detailed Field
00 Generic programmes and qualifications	001 Basic programmes and qualifications	0011 Basic programmes and qualifications
	002 Literacy and numeracy	0021 Literacy and numeracy
	003 Personal skills and development	0031 Personal skills and development
01 Education	011 Education	0111 Education science
		0112 Training for pre-school teachers
		0113 Teacher training without subject specialisation
		0114 Teacher training with subject specialisation
02 Arts and humanities	021 Arts	0211 Audio-visual techniques and media production
		0212 Fashion, interior and industrial design
		0213 Fine arts
		0214 Handicrafts
		0215 Music and performing arts
	022 Humanities (except languages)	0221 Religion and theology
		0222 History and archaeology
		0223 Philosophy and ethics
	023 Languages	0232 Literature and linguistics
03 Social sciences, journalism and information	031 Social and behavioural sciences	0311 Economics
		0312 Political sciences and civics
		0313 Psychology
		0314 Sociology and cultural studies
	032 Journalism and information	0321 Journalism and reporting
		0322 Library, information and archival studies

04 Business, administration and law	041 Business and administration	0411 Accounting and taxation
		0412 Finance, banking and insurance
		0413 Management and administration
		0414 Marketing and advertising
		0415 Secretarial and office work
		0416 Wholesale and retail sales
	0417 Work skills	
	042 Law	0421 Law
05 Natural sciences, mathematics and statistics	051 Biological and related sciences	0511 Biology
		0512 Biochemistry
	052 Environment	0521 Environmental sciences
		0522 Natural environments and wildlife
	053 Physical sciences	0531 Chemistry
		0532 Earth sciences
		0533 Physics
	054 Mathematics and statistics	0541 Mathematics
		0542 Statistics
	06 Information and Communication Technologies	061 Information and Communication Technologies
0612 Database and network design and administration		
0613 Software and applications development and analysis		

07 Engineering, manufacturing and construction	071 Engineering and engineering trades	0711 Chemical engineering and processes
		0712 Environmental protection technology
		0713 Electricity and energy
		0714 Electronics and automation
		0715 Mechanics and metal trades
		0716 Motor vehicles, ships and aircraft
	072 Manufacturing and processing	0721 Food processing
		0722 Materials (glass, paper, plastic and wood)
		0723 Textiles (clothes, footwear and leather)
		0724 Mining and extraction
	073 Architecture and construction	0731 Architecture and town planning
		0732 Building and civil engineering
08 Agriculture, forestry, fisheries and veterinary	081 Agriculture	0811 Crop and livestock production
		0812 Horticulture
	082 Forestry	0821 Forestry
	083 Fisheries	0831 Fisheries
084 Veterinary	0841 Veterinary	
09 Health and welfare	091 Health	0911 Dental studies
		0912 Medicine
		0913 Nursing and midwifery
		0914 Medical diagnostic and treatment technology
		0915 Therapy and rehabilitation
		0916 Pharmacy
		0917 Traditional and complementary medicine and therapy
	092 Welfare	0921 Care of the elderly and of disabled adults
		0922 Child care and youth services
		0923 Social work and counselling

10 Services	101 Personal services	1011 Domestic services
		1012 Hair and beauty services
		1013 Hotel, restaurants and catering
		1014 Sports
		1015 Travel, tourism and leisure
	102 Hygiene and occupational health services	1021 Community sanitation
		1022 Occupational health and safety
	103 Security services	1031 Military and defence
		1032 Protection of persons and property
	104 Transport services	1041 Transport services

*International Standard Classification of Education (ISCED),

ISCED FIELDS OF EDUCATION AND TRAINING 2013 (ISCED-F 2013), Institute for Statistics, United Nations Educational, Scientific and Cultural Organisation (UNESCO), www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx



Alignment of Foreign Qualifications Request Form

Request Case 1

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.

Qualification Title	Click or tap here to enter text.
Applicant Organisation	Click or tap here to enter text.
Awarding Body	Click or tap here to enter text.
Date of Submission	Click or tap to enter a date.

2017

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 Academic Cooperation & Coordination (DAC) within the General Directorate of the National Qualifications Framework (GDQ) 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. Please note that there is a designated request form for each Request Case. It is important to utilise the appropriate request form 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 GDQ. Following registration with GDQ, organisations are required to fill in and submit this form, along with supporting materials, to the GDQ to request alignment. For further information please refer to the *NQF handbook for Institutions*.

This request form is intended for requests submitted under *Request Case 1*. The request form consists of eight main sections:

Section 1 - Applicant Organisation Profile

Contains information about the organisation applying for alignment and any other organisations involved in regulating the delivery of the qualification in the Kingdom of Bahrain. As well as the ownership of the qualification and the level of authority the applicant organisation has on delivery, quality assurance and certification of the qualifications as per contract/agreement with the Awarding Body.

Section 2 – Awarding Body Profile

Contains information about the awarding body, its ownership of the qualification, and any regulations and affiliations the awarding may have with quality assurance bodies.

Section 3 - Qualification Profile

Contains general information about the submitted qualification; target learners, admission requirement, progression opportunities... etc. and whether it is included in any other qualification framework.

Section 4 - Justification of Need

Applicant organisation is expected to provide information of how the qualification is being delivered with consideration to demand and fitness for the Bahrain market needs.

Section 5 - 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 6 - Qualification Proposed 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 2*) and the NQF level descriptors (*available in the NQF handbook*) along with unit/ course specifications.

Section 7 – Contact Information

Contains contact details of the contact person from both the applicant organization and the Awarding Body.

Section 8 - Declaration

Both applicant organization and Awarding Body are to sign a declaration for this request. Electronic signature may be acceptable for Awarding Bodies.

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, and list all documentation and supporting materials in Annex 1. 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.

Once completed, the Request Form must be signed by the authorised representative of the applicant organisation and the awarding body. The request for alignment must be submitted to the GDQ (*address below*) along with a covering letter and supporting materials. The signed Alignment Request Form and covering letter need to be submitted in both printed and electronic format while all remaining supporting material and documentation should be submitted in electronic format only.

Please note the following:

- A separate request form must be used for each individual qualification.
- 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 Qualification Framework
Education & Training Quality Authority

Doha Plaza – 5th Floor (GDQ)
Building 2334 Road 2830 Block 428
Seef District

1. Applicant Organisation Profile

1.1 Details of Applicant Organisation

Name of Organisation: Click or tap here to enter text.
Website Address: Click here to enter website address.
Address: Click here to enter address.

1.2 Details of Regulatory Body

Provide details of any regulations your organisation is obliged to follow within the Kingdom of Bahrain and the type of licencing the organisation acquired to operate and deliver this qualification. Supporting material may include licences, approvals, decrees... etc.

Supporting Material

1.3 Authorisation by Awarding Body and Qualification Ownership

Provide details of contract or agreements with the awarding body to deliver this qualification. Supporting material may include contracts, approvals, validation agreements... etc. This section must demonstrate the ownership of the qualification

Supporting Material

1.4 Rational to Align the Qualification to the NQF

Provide details of the reasons and rational behind requesting to align this foreign qualification to the NQF and you think may benefit learners undertaking this qualification for example. Supporting material may include studies, research, strategy document, issues raised by learners, learners' progression opportunities...etc.

Supporting Material

2. Awarding Body Profile

2.1 Details of Awarding Body

Name of Organisation: Click or tap here to enter text.
Website Address: Click here to enter website address.
Address: Click here to enter address.

2.2 Background of Awarding Body

Provide a general background about the organisation with respect to sector and provision.

2.3 Regulations & Affiliations

Supporting Material

Provide details of any regulations your organisation may be obliged to follow or any affiliation with quality assurance bodies that may be in place. Supporting material may include agreements, approvals, regulations manual... etc.	
--	--

3. Qualification Profile

3.1 Qualification Title

Title in English	Click or tap here to enter text.
Title in Arabic	Click or tap here to enter text.

Note: Qualification title must be identical throughout all documents and supporting material.

3.2 Is the qualifications and its comprising units expressed in learning outcomes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3.3 Is the qualification already included in/aligned to any other Qualifications Framework (QF), if yes, please provide the details below	<input type="checkbox"/>	<input type="checkbox"/>

A. Qualifications Framework ³³	Click or tap here to enter text.		
---	----------------------------------	--	--

Country of Origin	Click or tap here to enter text.	Not applicable <input type="checkbox"/>
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Qualification Level	Choose a level.	Qualification Credit	Click here to enter text.
---------------------	-----------------	----------------------	---------------------------

Qualification Number ³⁴	Click or tap here to enter text.
------------------------------------	----------------------------------

Link to the QF Register/Database	Insert web address to the QF register.
----------------------------------	--

Notes	
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3.4 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

³³ Add rows as required

³⁴ The unique ID a qualification is given upon being included in a Qualifications Framework register

3.5 Target Learners and Admission Requirements	
Provide details of the target learners for this qualification, and what are 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
3.6 Progression Pathways and Opportunities within Bahrain and beyond	
Provide details of possible progression pathway and opportunities for learners undertaking this qualification, whether it involves continuing studies, employment or entrepreneurship... etc. Supporting material may include advisory board recommendation, employer feedback, market study... etc.	Supporting Material
3.7 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
3.8 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
3.9 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
3.10 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
3.11 Qualification Classification- ISCED Fields (<i>refer to Annex 3</i>)	
Board	

Narrow	
Detailed	

4. Justification of Need	
Provide details on how the qualification is delivered in the Kingdom of Bahrain with consideration to fitness-for-purpose for market needs and demands. Supporting material may include market need studies, potential education progression route, employer survey, large employer requests, meeting minutes... etc.	Supporting Material

5. Quality Assurance	
5.1 Regulatory Body Requirements	
Provide details on whether the qualification is compliant with any certain regulatory body (inside or outside Bahrain) requirement, where applicable. Supporting material may include regulations, approval documents... etc.	Supporting Material
5.2 Quality Assurance of Delivery	
Provide details on the responsibilities and procedures in place to quality assure the delivery of the qualification. Supporting material may include Agreement manuals, approval documents, quality assurance manual, frameworks... etc.	Supporting Material
5.3 Quality Assurance of Assessment	
Provide details on the responsibilities and procedures in place to quality assure assessment of this qualification as well as the mechanism for verification of assessment and moderation of results, indicating frequency of such activities and how it is carried out. In addition, what measures are taken regrading plagiarism and academic misconduct, where applicable. Supporting material may include quality assurance manual, frameworks, external examiner reports, validation manual, student handbook... etc.	Supporting Material
5.4 Quality Assurance of Certification	
	Supporting Material

Provide details on the responsibilities and procedures in place to quality assure the certification process of this qualification. Supporting material must include a sample certificate in addition to any other material that may include quality assurance manual, frameworks, certification procedure ... etc.	
5.5 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

6. Qualification Proposed 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 (<i>available in Annex 2</i>) and the unite specification document. It is also required to submit the programme structure as being delivered.					Supporting Material
No. ³⁵	Code	Unit Title	Mandatory / Elective	Level	Credit
1.					
2.					
3.					
4.					
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					

³⁵ Add rows as required

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

7. Contact Information³⁶

<p>Applicant Organization: Click or tap here to enter text.</p>	<p>Contact Person: Click here to enter name.</p> <p>Position Title: Click here to enter title.</p> <p>Office Number: Click here to enter office number.</p> <p>Mobile Number: Click here to enter mobile number.</p> <p>E-mail Address: Click here to enter e-mail.</p>
<p>Awarding Body: Click or tap here to enter text.</p>	<p>Contact Person: Click here to enter name.</p> <p>Position Title: Click here to enter title.</p> <p>Office Number: Click here to enter office number.</p> <p>Mobile Number: Click here to enter mobile number.</p> <p>E-mail Address: Click here to enter e-mail.</p>

³⁶ Contact person should be fully aware of the application and able to provide information regarding the request.

8. Declaration

Applicant Organization:

Click or tap here to enter text.

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.

X

Signature:

Awarding Body³⁷:

Click or tap here to enter text.

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 [Click or tap here to enter text.](#) is the sole provider³⁸ for the qualification in the Kingdom of Bahrain.

X

Signature:

³⁷ Electronic signature may be acceptable.

³⁸ Sole provider who fall under BQA remit.

Annex 1: List of Supporting Materials

Section	SM0X: Description ³⁹
1.2	
1.3	
2.3	
3.4	
3.5	
3.6	
3.7	
3.8	
3.9	
3.10	
4	
5.1	
5.2	
5.3	
5.4	
5.5	
6	

³⁹ For each section, list all supporting material. Should the same supporting material cover more than one section please stick to the same SM number.

Annex 2: Mapping Scorecard

Mapping Scorecard.1				
a. Alignment of NQF Level and Credit for Units <i>(Repeat this section for each mandatory and core elective unit in the qualification) - Attach unit syllabus / course specification</i>				
Unit Code		Unit Title	Mandatory <input type="checkbox"/>	Optional <input type="checkbox"/>
Level & Credit on other QF <i>(where applicable)</i>	Choose a level.	Click here to enter credit.		Not applicable <input type="checkbox"/>
Prerequisite Units ⁴⁰ <i>(where applicable)</i>	Code	Title		
Unit Objectives <i>(if any)</i>				
Intended Learning Outcomes (including core skills)				
LO 1				
LO 2				
LO 3				
<i>Add as necessary</i>				

⁴⁰ Add rows as needed

b. Alignment to NQF Level

Level Descriptors Strands		LO	Assessment		NQF Level alignment	Rationale
			Description ⁴¹	Formative / Summative ⁴²		
Knowledge	Theoretical Understanding					
	Practical Application					
Skills	Generic Problem Solving & Analytical Skills					
	Communication, ICT & Numeracy					
Competence	Autonomy, Responsibility & Context					
Overall Unit Level					Choose a level.	
Notes (if any)						

⁴¹ Quiz, written exam, oral exam, role play, project, research, practical experiment... etc.

⁴² Refer to NQF Handbook for Institutions for definition of Summative and Formative Assessment

c. 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 (<i>specify</i>)			
Total Notional Hours			
NQF Credit (<i>divide notional hours by 10</i>)			
Notes (<i>if any</i>)			

Annex 3: International Standard Classification of Education⁴³

Broad Field	Narrow Field	Detailed Field
00 Generic programmes and qualifications	001 Basic programmes and qualifications	0011 Basic programmes and qualifications
	002 Literacy and numeracy	0021 Literacy and numeracy
	003 Personal skills and development	0031 Personal skills and development
01 Education	011 Education	0111 Education science
		0112 Training for pre-school teachers
		0113 Teacher training without subject specialisation
		0114 Teacher training with subject specialisation
02 Arts and humanities	021 Arts	0211 Audio-visual techniques and media production
		0212 Fashion, interior and industrial design
		0213 Fine arts
		0214 Handicrafts
		0215 Music and performing arts
	022 Humanities (except languages)	0221 Religion and theology
		0222 History and archaeology
		0223 Philosophy and ethics
	023 Languages	0232 Literature and linguistics
03 Social sciences, journalism and information	031 Social and behavioural sciences	0311 Economics
		0312 Political sciences and civics
		0313 Psychology
		0314 Sociology and cultural studies
	032 Journalism and information	0321 Journalism and reporting
		0322 Library, information and archival studies

⁴³ *International Standard Classification of Education (ISCED),
ISCED FIELDS OF EDUCATION AND TRAINING 2013 (ISCED-F 2013), Institute for Statistics, United Nations Educational, Scientific and Cultural Organisation (UNESCO),
www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx

04 Business, administration and law	041 Business and administration	0411 Accounting and taxation
		0412 Finance, banking and insurance
		0413 Management and administration
		0414 Marketing and advertising
		0415 Secretarial and office work
		0416 Wholesale and retail sales
	0417 Work skills	
	042 Law	0421 Law
05 Natural sciences, mathematics and statistics	051 Biological and related sciences	0511 Biology
		0512 Biochemistry
	052 Environment	0521 Environmental sciences
		0522 Natural environments and wildlife
	053 Physical sciences	0531 Chemistry
		0532 Earth sciences
		0533 Physics
	054 Mathematics and statistics	0541 Mathematics
0542 Statistics		
06 Information and Communication Technologies	061 Information and Communication Technologies	0611 Computer use
		0612 Database and network design and administration
		0613 Software and applications development and analysis
07 Engineering, manufacturing and construction	071 Engineering and engineering trades	0711 Chemical engineering and processes
		0712 Environmental protection technology
		0713 Electricity and energy
		0714 Electronics and automation
		0715 Mechanics and metal trades
		0716 Motor vehicles, ships and aircraft
	072 Manufacturing and processing	0721 Food processing
		0722 Materials (glass, paper, plastic and wood)
		0723 Textiles (clothes, footwear and leather)

		0724 Mining and extraction
	073 Architecture and construction	0731 Architecture and town planning
		0732 Building and civil engineering
08 Agriculture, forestry, fisheries and veterinary	081 Agriculture	0811 Crop and livestock production
		0812 Horticulture
	082 Forestry	0821 Forestry
	083 Fisheries	0831 Fisheries
	084 Veterinary	0841 Veterinary
09 Health and welfare	091 Health	0911 Dental studies
		0912 Medicine
		0913 Nursing and midwifery
		0914 Medical diagnostic and treatment technology
		0915 Therapy and rehabilitation
		0916 Pharmacy
		0917 Traditional and complementary medicine and therapy
	092 Welfare	0921 Care of the elderly and of disabled adults
		0922 Child care and youth services
		0923 Social work and counselling
10 Services	101 Personal services	1011 Domestic services
		1012 Hair and beauty services
		1013 Hotel, restaurants and catering
		1014 Sports
		1015 Travel, tourism and leisure
	102 Hygiene and occupational health services	1021 Community sanitation
		1022 Occupational health and safety
	103 Security services	1031 Military and defense
		1032 Protection of persons and property
	104 Transport services	1041 Transport services



Alignment of Foreign Qualifications Request Form

Request Case 2

Request Case 2 is applicable when an awarding body is requesting to align a qualification delivered in the Kingdom of Bahrain by multiple providers.

Qualification Title	Click or tap here to enter text.
Awarding Body	Click or tap here to enter text.
Date of Submission	Click or tap to enter a date.

2017

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 Academic Cooperation & Coordination (DAC) within the General Directorate of the National Qualifications Framework (GDQ) 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. Please note that there is a designated request form for each Request Case. It is important to utilise the appropriate request form 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 GDQ. Following registration with GDQ, organisations are required to fill in and submit this form, along with supporting materials, to the GDQ to request alignment. For further information please refer to the *NQF handbook for Institutions*.

This request form is intended for requests submitted under *Request Case 2*. The request form consists of eight main sections:

Section 1 – Awarding Body Profile

Contains information about the awarding body, its ownership of the qualification, and any regulations and affiliations the awarding may have with quality assurance bodies

Section 2 – Providers in the Kingdom of Bahrain

Contains information about all providers of the qualification in the Kingdom of Bahrain and organisations involved in regulating the qualification. As well as the ownership of the qualification and the level of authority the providers has on delivery, quality assurance and certification of the qualifications as per contract/agreement with the Awarding Body.

Section 3 - Qualification Profile

Contains general information about the submitted qualification; target learners, admission requirement, progression opportunities... etc. and whether it is included in any other qualification framework.

Section 4 - Justification of Need

Awarding body is expected to provide information of how the qualification is being delivered with consideration to demand and fitness for the Bahrain market needs.

Section 5 - Quality Assurance

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(s) delivering the qualification. It is essential to identify who takes the lead responsibility in quality assuring the qualification.

Section 6 - Qualification Proposed Alignment

Awarding body is required to submit a proposal for alignment including level and credit and the rationale for this proposal.

To complete this section the awarding body should utilise the mapping scorecards (*available in Annex 2*) and the NQF level descriptors (*available in the NQF handbook*) along with unit/ course specifications.

Section 7 – Contact Information

Contains contact details of the awarding body contact person.

Section 8 - Declaration

Awarding Body is to sign a declaration for this request. Electronic signature may be acceptable.

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, and list all documentation and supporting materials in Annex 1. Please note that all fields are mandatory unless otherwise specified. The awarding body 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 Request Form once completed must be signed by the authorised representative of the awarding body. The request for alignment must be submitted to the GDQ (*address below*) along with a covering letter and supporting materials. The signed Alignment Request Form and covering letter need to be submitted in both printed and electronic format while all remaining supporting material and documentation should be submitted in electronic format only. Full submission in electronic format may be acceptable, please consult with the GDQ if you wish to do so.

Please note the following:

- A separate request form must be used for each individual qualification.
- 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 Qualification Framework
Education & Training Quality Authority

Doha Plaza – 5th Floor (GDQ)
Building 2334 Road 2830 Block 428
Seef District
Kingdom of Bahrain

1. Awarding Body Profile

1.1 Details of Awarding Body

Name of Organisation: Click or tap here to enter text.
Website Address: Click here to enter website address.
Address: Click here to enter address.

1.2 Background of Awarding Body

Provide a general background about the organisation with respect to sector and provision.

1.3 Regulations & Affiliations

Provide details of any regulations your organisation may be obliged to follow or any affiliation with quality assurance bodies that may be in place. Supporting material may include agreements, approvals, regulations manual... etc.

Supporting Material

2. Providers in the Kingdom of Bahrain

2.1 Details of Providers⁴⁴

Provider 1

Name of Organisation: Click here to enter text.
Website Address: Click here to enter website address.
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 here to enter website address.
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 here to enter website address.
Address: Click here to enter address.
Contact Person: Click here to enter text. | Click here to enter e-mail.

⁴⁴ Add rows as needed

2.2 Details of Regulatory Body	
Provide details of any regulations providers may be obliged to follow within the Kingdom of Bahrain and the type of licencing the organisation acquired to operate and deliver this qualification. Supporting material may include licences, approvals, decrees... etc.	Supporting Material
2.3 Authorisation by Awarding Body and Qualification Ownership	
Provide details of contracts or agreements the awarding body has with provider(s) to deliver this qualification. Supporting material may include contracts, approvals, validation agreements... etc. This section must demonstrate the ownership of the qualification, please provide the this for each provider listed above	Supporting Material
2.4 Rational to Align the Qualification to the NQF	
Provide details of the reasons and rational behind requesting to align this foreign qualification to the NQF and you think may benefit learners undertaking this qualification for example. Supporting material may include studies, research, strategy document, issues raised by learners, learners' progression opportunities...etc.	Supporting Material

3. Qualification Profile			
3.1 Qualification Title			
Title in English	Click or tap here to enter text.		
Title in Arabic	Click or tap here to enter text.		
<i>Note: Qualification title must be identical throughout all documents and supporting material.</i>			
3.2 Is the qualifications and its comprising units expressed in learning outcomes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3.3 Is the qualification is already included in/aligned to any other Qualifications Framework (QF), if yes, please provide the details below	<input type="checkbox"/>	<input type="checkbox"/>	
A. Qualifications Framework ⁴⁵	Click or tap here to enter text.		
Country of Origin	Click or tap here to enter text.		Not applicable <input type="checkbox"/>
Qualification Level	Choose a level.	Qualification Credit	Click here to enter text.
Qualification Number ⁴⁶	Click or tap here to enter text.		
Link to the QF Register/Database	Insert web address to the QF register.		
Notes			
3.4 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		
3.5 Target Learners and Admission Requirements			
Provide details of the target learners for this qualification, and what are the minimum requirement for admission, this may be a previous qualification, certain experience, language proficiency... etc.	Supporting Material		

⁴⁵ Add rows as required

⁴⁶ The unique ID a qualification is given upon being included in a Qualifications Framework register

Supporting material may include programme specifications, programme handbook... etc.	
3.6 Progression Pathways and Opportunities within Bahrain and beyond	
Provide details of possible progression pathway and opportunities for learners undertaking this qualification, whether it involves continuing studies, employment or entrepreneurship... etc. Supporting material may include advisory board recommendation, employer feedback, market study... etc.	Supporting Material
3.7 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
3.8 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
3.9 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
3.10 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
3.11 Qualification Classification- ISCED Fields (refer to Annex 3)	
Board	
Narrow	
Detailed	

4. Justification of Need	
Provide details on how the qualification is delivered in the Kingdom of Bahrain with consideration to fitness-for-purpose for market needs and demands. Supporting material may include market need studies, potential education progression route, employer survey, large employer requests, meeting minutes... etc.	Supporting Material

5. Quality Assurance	
5.1 Regulatory Body Requirements	
Provide details on whether the qualification is compliant with any certain regulatory body (inside and outside Bahrain) requirement, where applicable. Supporting material may include regulations, approval documents... etc. Approval acquired by providers from regulatory bodies in Bahrain may be required.	Supporting Material
5.2 Quality Assurance of Delivery	
Provide details on the responsibilities and procedures in place to quality assure the delivery of the qualification and how consistency is maintained across multiple providers. Supporting material may include Agreement manuals, approval documents, quality assurance manual, frameworks... etc.	Supporting Material
5.3 Quality Assurance of Assessment	
Provide details on the responsibilities and procedures in place to quality assure assessment of this qualification as well as the mechanism for verification of assessment and moderation of results, indicating frequency of such activities and how it is carried out. In addition, what measures are taken regarding plagiarism and academic misconduct, where applicable. This should also cover how consistency is maintained across multiples providers. Supporting material may include quality assurance manual, frameworks, external examiner reports, validation manual, student handbook... etc.	Supporting Material
5.4 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. Supporting material <u>must include a sample certificate from each</u>	Supporting Material

provider in addition to any other material that may include quality assurance manual, frameworks, certification procedure ... etc.	
5.5 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

6. Qualification Proposed 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 (<i>available in Annex 2</i>) and the unite specification document. It is also required to submit the programme structure as being delivered.					Supporting Material
No. ⁴⁷	Code	Unit Title	Mandatory / Elective	Level	Credit
5.					
6.					
7.					
8.					
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					

⁴⁷ Add rows as required

7. Contact Information

Awarding body:

Click or tap here to enter text.

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.

8. Declaration

Awarding body⁴⁸:

Click or tap here to enter text.

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.

X

Signature:

⁴⁸ Electronic signature may be acceptable.

Annex 1: List of Supporting Materials

Section	SM0X: Description ⁴⁹
1.2	
1.3	
2.3	
3.4	
3.5	
3.6	
3.7	
3.8	
3.9	
3.10	
4	
5.1	
5.2	
5.3	
5.4	
5.5	
6	

⁴⁹ For each section, list all supporting material. Should the same supporting material cover more than one section please stick to the same SM number.

Annex 2: Mapping Scorecard

Mapping Scorecard.1				
a. Alignment of NQF Level and Credit for Units <i>(Repeat this section for each mandatory and core elective unit in the qualification) - Attach unit syllabus / course specification</i>				
Unit Code		Unit Title	Mandatory <input type="checkbox"/>	Optional <input type="checkbox"/>
Level & Credit on other QF <i>(where applicable)</i>	Choose a level.	Click here to enter credit.		Not applicable <input type="checkbox"/>
Prerequisite Units ⁵⁰ <i>(where applicable)</i>	Code	Title		
Unit Objectives <i>(if any)</i>				
Intended Learning Outcomes (including core skills)				
LO 1				
LO 2				
LO 3				
<i>Add as necessary</i>				

⁵⁰ Add rows as needed

b. Alignment to NQF Level						
Level Descriptors Strands		LO	Assessment		NQF Level alignment	Rationale
			Description ⁵¹	Formative / Summative ⁵²		
Knowledge	Theoretical Understanding					
	Practical Application					
Skills	Generic Problem Solving & Analytical Skills					
	Communication, ICT & Numeracy					
Competence	Autonomy, Responsibility & Context					
Overall Unit Level					Choose a level.	
Notes (if any)						

⁵¹ Quiz, written exam, oral exam, role play, project, research, practical experiment... etc.

⁵² Refer to NQF Handbook for Institutions for definition of Summative and Formative Assessment

c. Alignment to NQF Credit ⁵³			
Learning Activity	Activity Duration	Frequency	Notional Hours
Lessons / Lectures / Seminars			
Tutorial			
Practical / Laboratory			
Supervised Assessment			
Independent Learning			
Work based Learning			
Other (<i>specify</i>)			
Total Notional Hours			
NQF Credit (<i>divide notional hours by 10</i>)			
Notes (<i>if any</i>)			

⁵³ Awarding body may state the guided learning hours should a full breakdown of activities be difficult to assign.

Annex 3: International Standard Classification of Education⁵⁴

Broad Field	Narrow Field	Detailed Field
00 Generic programmes and qualifications	001 Basic programmes and qualifications	0011 Basic programmes and qualifications
	002 Literacy and numeracy	0021 Literacy and numeracy
	003 Personal skills and development	0031 Personal skills and development
01 Education	011 Education	0111 Education science
		0112 Training for pre-school teachers
		0113 Teacher training without subject specialisation
		0114 Teacher training with subject specialisation
02 Arts and humanities	021 Arts	0211 Audio-visual techniques and media production
		0212 Fashion, interior and industrial design
		0213 Fine arts
		0214 Handicrafts
		0215 Music and performing arts
	022 Humanities (except languages)	0221 Religion and theology
		0222 History and archaeology
		0223 Philosophy and ethics
	023 Languages	0232 Literature and linguistics
	03 Social sciences, journalism and information	031 Social and behavioural sciences
0312 Political sciences and civics		
0313 Psychology		
0314 Sociology and cultural studies		
032 Journalism and information		0321 Journalism and reporting
		0322 Library, information and archival studies

⁵⁴ *International Standard Classification of Education (ISCED), ISCED FIELDS OF EDUCATION AND TRAINING 2013 (ISCED-F 2013), Institute for Statistics, United Nations Educational, Scientific and Cultural Organisation (UNESCO), www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx

04 Business, administration and law	041 Business and administration	0411 Accounting and taxation
		0412 Finance, banking and insurance
		0413 Management and administration
		0414 Marketing and advertising
		0415 Secretarial and office work
		0416 Wholesale and retail sales
	0417 Work skills	
	042 Law	0421 Law
05 Natural sciences, mathematics and statistics	051 Biological and related sciences	0511 Biology
		0512 Biochemistry
	052 Environment	0521 Environmental sciences
		0522 Natural environments and wildlife
	053 Physical sciences	0531 Chemistry
		0532 Earth sciences
		0533 Physics
	054 Mathematics and statistics	0541 Mathematics
0542 Statistics		
06 Information and Communication Technologies	061 Information and Communication Technologies	0611 Computer use
		0612 Database and network design and administration
		0613 Software and applications development and analysis
07 Engineering, manufacturing and construction	071 Engineering and engineering trades	0711 Chemical engineering and processes
		0712 Environmental protection technology
		0713 Electricity and energy
		0714 Electronics and automation
		0715 Mechanics and metal trades
		0716 Motor vehicles, ships and aircraft
	072 Manufacturing and processing	0721 Food processing
		0722 Materials (glass, paper, plastic and wood)
		0723 Textiles (clothes, footwear and leather)

		0724 Mining and extraction	
	073 Architecture and construction	0731 Architecture and town planning	
		0732 Building and civil engineering	
08 Agriculture, forestry, fisheries and veterinary	081 Agriculture	0811 Crop and livestock production	
		0812 Horticulture	
	082 Forestry	0821 Forestry	
	083 Fisheries	0831 Fisheries	
	084 Veterinary	0841 Veterinary	
09 Health and welfare	091 Health	0911 Dental studies	
		0912 Medicine	
		0913 Nursing and midwifery	
		0914 Medical diagnostic and treatment technology	
		0915 Therapy and rehabilitation	
		0916 Pharmacy	
		0917 Traditional and complementary medicine and therapy	
	092 Welfare	0921 Care of the elderly and of disabled adults	
		0922 Child care and youth services	
		0923 Social work and counselling	
10 Services	101 Personal services	1011 Domestic services	
		1012 Hair and beauty services	
		1013 Hotel, restaurants and catering	
		1014 Sports	
		1015 Travel, tourism and leisure	
		102 Hygiene and occupational health services	1021 Community sanitation
			1022 Occupational health and safety
		103 Security services	1031 Military and defence
			1032 Protection of persons and property
		104 Transport services	1041 Transport services