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|  | **Qualification Placement Application Form** |
|  | **Directorate of National Framework Operations**  **General Directorate of National Qualifications Framework & National Examinations** |
|  | Institution: Enter Institution Title  Qualification Title: Enter Qualification Title  Date: Click or tap to enter a date. |

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| 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 Directorate of National Framework Operations (DFO) 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 DFO to begin the process of Qualification Placement.  This application consists of nine 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: The Institution must provide evidence of the qualification’s compliance with the NQF requirements. | | Section 4 | Qualification Design, Content and Structure: The Institution must provide details of the qualification elements. | | Section 5 | Programme Structure: The Institution is required to provide the qualification's units, indicating the NQF Level and Credit. | | Section 6 | Assessment Design and Moderation: The institution must provide details of the qualification's assessment. | | Section 7 | Mapping Panel: The Institution is required to submit the Mapping Panel’s composition and decisions. | | Section 8 | Confirmation Panel: The Institution is required to submit the Confirmation Panel’s composition and decisions. | | Section 9 | 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 Standards and Indicators.  Listed institutions are required to complete all sections within the form, attach all necessary documentation and supporting materials. The Institution should refer to the NQF Handbook to become familiar with the Qualification Placement process and requirements.  The Qualification Placement Application Formmust be signed by the authorised representative of the Institution and submitted to the DFO along with supporting materials. The signed application form and all other evidence and documentation should be submitted in electronic format.  **Please note the following:**  *When submitting the electronic format of this application form, if you wish to submit in PDF format please make sure it is converted from Word format and* ***not a scanned image.*** |

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| 1. **Qualification Profile**   *Information in this section will be published on the NQF register* | | | | | |
| 1. **A. Qualification Title in English** ***(****as per qualification approval documents****)***   *submit sample of the learner’s certificate* | | | | | |
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| **B. Qualification Title in Arabic** *(as per qualification approval documents)*  *submit sample of the learner’s certificate* | | | | | |
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| 1. **A. Institution Name in English** | | | | | |
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| 1. **Institution Name in Arabic** | | | | | |
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| **1.3 A. Name of College / School / Department Offering the Qualification in English** | | | | | |
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| **B. Name of College / School / Department Offering the Qualification in Arabic** | | | | | |
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| * 1. **Institutional Listing ID** *(as provided by BQA)* | | | | | |
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| * 1. **Qualification Approval Number** *(indicator 2.1)*   *Submit the qualification’s internal and/or external approval documents (license)* | | | | | |
|  | | | | | |
| Issue Date | dd/mm/yyyy | | Expiry Date | dd/mm/yyyy | |
| * 1. **Qualification start date**   *Specify the start date of the qualification (when the qualification was first offered by the Institution)* | | | | | |
| dd/mm/yyyy | | | | | |
| * 2. Qualification Classification- ISCED Fields | | | | | |
| Broad | | Choose a Broad Field. | | | |
| Narrow | | Choose a Narrow Field. | | | |
| Detailed | | Choose a Detailed Field. | | | |
| * 1. **Qualification Description**   *(provide a detailed description of the qualification’s content, credit hours, duration …)* | | | | | Reference Number of Supporting Material |
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| * 1. **Target Learners**   *(specify the demographic of learners eligible to take this qualification)* | | | | | Reference Number of Supporting Material |
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| 1. **Justification of Need** | |
| Indicator 1.1: Actual and Tangible Need | |
| Description | Reference Number of Supporting Material |
| Details of an actual and tangible labour market, learners, societal or legal needs based on trusted and recent data source. (i.e. national, regional and international studies, reports, and databases that support the need for this qualification) |  |
| Indicator 1.2: Stakeholders Feedback | |
| Description | Reference Number of Supporting Material |
| Details of the institution's mechanism/s for continuously identifying and maintaining the qualification rationale based on the stakeholders' feedback (i.e. Training Need Analysis, surveys, meetings, focus groups, interviews, consulting sessions, advisory committees), and how this feedback is analysed and utilised to improve the qualification (i.e. analysis reports, action plan and minutes of meetings). |  |
| Indicator 1.3: Career Progression and Learning Pathways | |
| Description | Reference Number of Supporting Material |
| Details of qualification career progression, potential occupation/s and educational pathway/s with tracking of the qualification's graduates per cohort, with particular emphasis on the employability rates, job type, employability timing and/or skills enhancements. Information about any career counselling provided to learners to support their progression. (i.e. graduate destination list and alumni surveys). Career progression and educational pathways should be communicated to learners (i.e. could be documented in the programme specification, catalogue or the institution's website). |  |

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| 1. **Qualification Compliance** | |
| Indicator 2.2: Qualification Access and Transfer | |
| Description | Reference Number of Supporting Material |
| Details of qualification access (admission requirements), credit transfer (internal and external), Recognition of Prior Learning (RPL) and appeal for access and credit transfer. These mechanisms should be specified clearly, documented and adhere to any national standard/requirement for the qualification. (i.e. qualification admission criteria, samples of admission tests, samples of admission form, samples of credit transfer from and to the programme, samples of recognition of prior learning request, and samples of appeal against admission and transfer). Qualification admission criteria should be communicated to learners (i.e. could be documented in the programme specification, catalogue or the institution's website). |  |
| Indicator 2.3: Qualification Graduation Requirements | |
| Description | Reference Number of Supporting Material |
| Details of the qualification graduation requirements and the criteria to acquire qualifications. These requirements and criteria should be specified clearly, documented and adhere to any national standard/requirement for the qualification (i.e. qualification graduation criteria or forms used to ensure fulfilment of the graduation requirements). Qualification graduation requirements should be communicated to learners (i.e. could be documented in the programme specification, catalogue or the institution's website). |  |
| Indicator 2.4: Qualification Alignment and Benchmarking | |
| Description | Reference Number of Supporting Material |
| Details of qualification alignment/benchmark with any related national, regional or international standards or qualifications, with their attributes (i.e. learning outcomes, units’ content and assessment), outcomes, recommendations and action plans (i.e. benchmarking report, benchmarking recommendations, benchmarking action plan, benchmarking minutes of meetings). Details of how the qualification's design supports the Sustainable Development Goals, where applicable. |  |
| Indicator 2.5: Qualification Internal and External Evaluation and Review | |
| Description | Reference Number of Supporting Material |
| Details of internal post-delivery evaluation of the qualification and its comprising units, and recent internal and external programme review/s with their results, recommendations and action plans (i.e. samples of internal and external programme reports, recommendations, action plan, minutes of meetings). |  |
| Indicator 2.6: Mapping and Confirmation Processes | |
| Description | Reference Number of Supporting Material |
| Details of Mapping and Confirmation processes, including Panels' establishment and minutes of meetings (i.e. mapping and conformation term of reference, mapping and confirmation panels establishment decisions, mapping and confirmation panels minutes of meetings, mapping or confirmation reports). |  |
| Indicator 2.7: Programme Accreditation, *where applicable* | |
| Description | Reference Number of Supporting Material |
| Details of programme accreditation by an external agency, where applicable (i.e. accreditation certificate, accreditation report, accreditation agreement, accreditation plan). |  |

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| 1. **Qualification Design, Content and Structure** | |
| Indicator 3.1: Qualification Title | |
| Description | Reference Number of Supporting Material |
| The title of the qualification is concise and indicative of its content, complies with the credit framework requirements and accurately documented on the certificates, programme description documents and institution's website (i.e. qualification licence/approval, Qualification certificate, programme description, programme specification, programme study plan, catalogue and website link). |  |
| Indicator 3.2: Learning Outcomes (LOs) | |
| Description | Reference Number of Supporting Material |
| The Programme Intended Learning Outcomes (PILOs) and Course Intended Learning Outcomes (CILOs) appropriately articulate the desired complexity of the qualification and its comprising units, and a clear mapping between CILOs and PILOs must exist. Learning outcomes should be consistently documented in all the qualifications documents (i.e. programme description, programme specification, programme study plan, catalogue and website link, PILOs-CILOs mapping). |  |
| Indicator 3.3: Qualification Attendance and Delivery Modes | |
| Description | Reference Number of Supporting Material |
| Details of the qualification attendance mode (full time or part-time) and the programme delivery mode (on-campus, online or blended). Programme attendance and delivery modes should be communicated to learners (i.e. could be documented in the programme description, programme specification, programme study plan, catalogue and website). |  |
| Indicator 3.4: Qualification Structure and Duration | |
| Description | Reference Number of Supporting Material |
| Details of the programme structure, as in the programme specification/ curriculum plan, including the breakdown of the mandatory/elective units, introductory/specialised units, the programme duration number of units, notional length and whether it is appropriate for the intended learning outcomes (i.e. programme description, programme specification, programme study plan, catalogue and website link). |  |
| Indicator 3.5: Qualification Content | |
| Description | Reference Number of Supporting Material |
| The appropriateness and recency of the topics, materials and content delivered as part of the qualification and its comprising units, and whether it is appropriate for the intended learning outcomes with particular emphasis on the Industrial Training/ Internship and senior/ graduation project units, where applicable (i.e. programme description, programme specification, programme study plan, catalogue, website link and units' specifications). |  |
| Indicator 3.6: Progression and Flow | |
| Description | Reference Number of Supporting Material |
| Details of the progression/flow of units and their pre-requisites over the programme duration. Information about academic advising provided to learners to ensure a smooth progression of knowledge and skills throughout the programme (i.e. units progression tree, units progression plan programme description, programme specification, programme study plan, catalogue, website link and units specifications). |  |
| Indicator 3.7: Unit/s Information | |
| Description | Reference Number of Supporting Material |
| Each unit should have an official document (syllabus/ outline/ specification) that clearly describes the unit's title, pre-requisite (if available), learning outcomes, content, assessment breakdown and weight, mapping of assessment to learning outcomes and credit value. This document should be communicated to learners (i.e. all unit specifications, syllabi or outlines). |  |
| Indicator 3.8: Learning Resources and Learner Support | |
| Description | Reference Number of Supporting Material |
| Details of the institution's arrangements to ensure that appropriate and adequate levels of learning resources, Information Communication and Technology (ICT) resources, and physical infrastructure are provided and maintained to support learners' achievement of learning outcomes within the specified programme attendance mode and the programme delivery mode. A clear plan for learner support should exist, especially in case of online and blended learning (i.e. resources checklist, resources log, ICT specifications, book and reference logs, physical infrastructure logs and technical support). |  |
| Indicator 3.9: Learners with Special Needs | |
| Description | Reference Number of Supporting Material |
| Details of the arrangements used to ensure suitable adjustments are provided to learners with special needs admitted to the programme, where applicable. (i.e. learners requests, special needs reports or minutes of meetings, institution decision). |  |

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| 1. **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 study plan / programme curriculum. * 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*). * Common units: if the institution has already submitted previous qualifications that share common units with the currently submitted qualification (i.e. university/college requirements/ elective units ….), these should be listed below and will not be verified by the DFO again, unless the institution has amended their NQF Level and Credit values.   Attach a Mapping Scorecard (Annex 1) for each of the mandatory and core elective units stated below: | | | | | | | |
| No. | Unit Code  (*where applicable*) | Title | Mandatory / Elective/ Others | | NQF Level (Best Fit) | NQF Credit | |
| 1 |  |  |  | |  |  | |
| 2 |  |  |  | |  |  | |
| 3 |  |  |  | |  |  | |
| *(add additional units as required)* | | |  | |  |  | |
| Overall Qualification NQF Level and Credit | | | | |  |  | |
| Notes (method adopted, conversions, others)  *(Rationale for proposing the overall qualification NQF Level and Credit)* | | | | | | | |
|  | | | | | | | |
| NQF Level and Credit values are in compliance with the Credit Framework requirements  *(add the description below)* | | | | | | | |
|  | | | | | | | |
| List the common units and indicate whether there are any changes in the NQF Level and Credits  *(in case of changes, the updated Unit Specification/Syllabus and Mapping Scorecards should be submitted)* | | | | | | | |
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| 1. **Assessment Design and Moderation** | | | | | | | |
| Indicator 4.1: Assessment Design | | | | | | | |
| Description | | | | | Reference Number of Supporting Material | | |
| Details on how the assessments are designed to adequately cover the learning outcomes, to match their level of complexity, and following the guidelines stated in the institution's assessment policy. A clear mapping between the learning outcomes and assessment must exist. Assessment design should be appropriate for the programme attendance and delivery modes (i.e. samples of assessment at different units' level, assessment cover page showing the mapping between the ILOs, and units specifications/ syllabi or outlines showing the mapping between ILOs and assessment). | | | | |  | | |
| Indicator 4.2: Internal and External Verification and Moderation of Assessment | | | | | | | |
| Description | | | | | Reference Number of Supporting Material | | |
| Details on how the internal and external verification of assessment design is implemented consistently and as agreed in the institution assessment policy (i.e. samples of internal and external verification forms or reports for units at different levels and list of external verifiers). Details of how the internal and external moderation of assessment result is implemented consistently and as agreed in the institution assessment policy (i.e. samples of internal and external moderation forms or reports for units at different levels and list of external moderators). | | | | |  | | |
| Indicator 4.3: Marking Criteria | | | | | | | |
| Description | | | | | Reference Number of Supporting Material | | |
| Details on how the assessment is marked based on pre-set and published marking criteria, rubrics, marking schemes or answers keys (i.e. samples of marking criteria, rubrics, marking schemes and answer keys). | | | | |  | | |
| Indicator 4.4: Measuring the Achievement of Learning Outcomes | | | | | | | |
| Description | | | | | Reference Number of Supporting Material | | |
| Details of the mechanism used to assess the learners' achievement and ensure the achievement of the PILOs and CILOs, the threshold/rubric for considering the ILOs as achieved, and ensure taking improvement actions when not achieved, taking into account the programme attendance and delivery modes (i.e. ILOs measurement matrices, ILOs measurement reports, action plan based on ILOs measurement). | | | | |  | | |
| Indicator 4.5: Feedback to Learners | | | | | | | |
| Description | | | | | Reference Number of Supporting Material | | |
| Details of how constructive feedback on assessment is provided to learners in a timely manner and as agreed in the institution's assessment policy, taking into account the programme attendance and delivery modes (i.e. samples of marked assessment for units at different levels, feedback forms). | | | | |  | | |
| Indicator 4.6: Appeal Against Assessment Result | | | | | | | |
| Description | | | | | Reference Number of Supporting Material | | |
| The appeal against result process is implemented consistently and as agreed in the institution assessment policy. Learners should be aware of their right to appeal against result. (i.e. samples of appeal against result forms). | | | | |  | | |
| Indicator 4.7: The Integrity of Assessment | | | | | | | |
| Description | | | | | Reference Number of Supporting Material | | |
| Details of the mechanism used to ensure the integrity of the assessment, including identification, reporting and resolving cases of plagiarism and other academic misconducts, especially where the programme is delivered online or blended. (i.e. plagiarism reports and samples of academic misconducts cases). | | | | |  | | |

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| 1. **Mapping Panel** | | | | |
| Name | | | Position Title | |
| Name *(chairperson)* | | |  | |
| Name *(member)* | | |  | |
| *add name* | | |  | |
| Proposed Overall Qualification NQF Level |  | | Proposed Overall Qualification NQF Credit |  |
| Method Adopted to determine the overall Level of the Qualification |  | Equal Components | | |
|  | Exit Level | | |
|  | Proportional Design | | |
|  | Others, *please specify* | | |
| Mapping Panel Chairperson  (Signature) | Date | | | |
| Date | dd/mm/yyy | | | |

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| 1. **Confirmation Panel** | | | | |
| Name | | | Position Title | |
| Name *(chairperson)* | | |  | |
| Name *(member)* | | |  | |
| *add name* | | |  | |
| Confirmed NQF Level |  | | Confirmed NQF Credit |  |
| Comments/Queries | | | | |
|  | | | | |
| Confirmation Panel Chairperson  (Signature) | | Date | | |
| Date | | dd/mm/yyyy | | |

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| 1. **Details of contact person responsible for this application** | |
| Name |  |
| Position Title |  |
| Contact Number |  |
| Email |  |

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| Authorised representative Name |  | | |
| Position Title |  | | |
| Signature |  | Date |  |

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| 1. **Completeness and Clarity Checklist** |
| The following checklist is used to ensure the completeness and clarity of the Qualification Placement Application before submitting it to the Directorate of National Framework Operation (DFO) at BQA. |
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| **Section 1: General Requirements** | | |
| **Section** | **Available** | |
| **Yes** | **No** |
| **Section 1: Qualification Profile** | | |
| Qualification certificate (Arabic and English sample) |  |  |
| Qualification description |  |  |
| Target learners |  |  |

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| **Section 2: Validation Standards** | | |
| **Standard 1: Justification of Need** | | |
| **Indicator** | **Available** | |
| **Yes** | **No** |
| **Indicator 1.1. Actual and Tangible Need** | | |
| Recent and valid market research/ studies/ reports (internal/external) |  |  |
| Scope/ target group (national, regional, international) |  |  |
| **Indicator 1.2. Stakeholders Feedback** | | |
| Scope/ target group (i.e., graduate, learners, alumni, employers, advisory committees) |  |  |
| Documented stakeholder feedback (i.e., reports, meeting minutes) |  |  |
| Follow-up and action plan |  |  |
| **Indicator 1.3. Career Progression and Learning Pathways** | | |
| Career progression/ learning pathways documented and communicated to learners (i.e., programme specification, fact sheet, catalogue, or the institutions’ website) |  |  |
| Graduate destination tracking including employability rate of graduates per cohort, where applicable |  |  |
| Career counselling provided to learners |  |  |

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| **Standard 2: Qualification Compliance** | | |
| **Indicator** | **Available** | |
| **Yes** | **No** |
| **Indicator 2.1 Qualification Licence and Approval** | | |
| Valid qualification approval (license, decree, internal approval) |  |  |
| **Indicator 2.2. Qualification Access and Transfer** | | |
| Admission requirements documented and communicated to learners. (i.e., programme specification, fact sheet, catalogue, or the institutions’ website) |  |  |
| Sample/ template of registration form (including identification of learners with special needs) |  |  |
| Sample of admission tests, admission interview form (if applicable) |  |  |
| Sample/template forms for internal and external credit transfer |  |  |
| Sample/ template forms for RPL, if applicable |  |  |
| Sample/ template forms for appeal against access and transfer |  |  |
| **Indicator 2.3. Qualification Graduation Requirements** | | |
| Graduation requirements documented and communicated to learners (i.e., programme specification, catalogue, or the institutions’ website) |  |  |
| **Indicator 2.4. Qualification Alignment and Benchmarking** | | |
| Benchmarking conducted with national, regional, and international qualifications (i.e., benchmarking report) |  |  |
| Clear criteria of benchmarking |  |  |
| Follow-up and action plan |  |  |
| Other national and international standards (if any) |  |  |
| **Indicator 2.5. Qualification Internal and External Evaluation and Review** | | |
| Evidence on the latest annual/ periodic internal review (i.e., report, forms, checklists) |  |  |
| Follow up and action planning on internal review (i.e., action plan, meeting minutes) |  |  |
| Evidence on the latest external review |  |  |
| Follow up and action planning on external review (i.e., action plan, meeting minutes) |  |  |
| **Indicator 2.6. Mapping and Confirmation Processes** | | |
| Mapping panel’s activity/process clearly documented, including the proposed NQF level and credit (i.e., meeting minutes, report, form) |  |  |
| Confirmation panel’s activity/process clearly documented, including confirming the proposed NQF level and credit (i.e., meeting minutes, report, form) |  |  |
| Panels have clear and independent roles (e.g., mapping and confirmation panels’ establishment decisions) |  |  |
| **Indicator 2.7. Programme Accreditation** | | |
| Accreditation certificate/report (where applicable) |  |  |

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| **Standard 3: Qualification Design, Content and Structure** | | |
| **Indicator** | **Available** | |
| **Yes** | **No** |
| **Indicator 3.1. Qualification Title** | | |
| Qualification title aligns with the NQF credit framework requirements |  |  |
| Qualification title is consistently documented in the certificate, programme description document, and institution’s website. |  |  |
| **Indicator 3.2. Learning Outcomes (LOs)** | | |
| Documents that showcase, all the programme CILOs/PILOs being made transparent to learners. (i.e., programme or unit specification document or equivalent) |  |  |
| Clear mapping between CILOs and PILOs exists (i.e., programme specification, catalogue, PILOs-CILOs mapping matrix, or the institutions’ website) |  |  |
| **Indicator 3.3. Qualification Attendance and Delivery Modes** | | |
| Attendance mode (full/part-time) is documented and communicated to learners (i.e., programme specification, fact sheet, catalogue, or the institutions’ website) |  |  |
| Delivery mode (on-campus, online, blended) is documented and communicated to learners (i.e., programme specification, fact sheet, catalogue, or the institutions’ website) |  |  |
| **Indicator 3.4. Qualification Structure and Duration** | | |
| Documented programme structure including breakdown of mandatory/elective units (including the number of units) |  |  |
| Evidence that details the programme duration, number of units, and notional length. |  |  |
| Programme structure consistently documented (i.e., programme specification, catalogue, or the institutions’ website) |  |  |
| **Indicator 3.5. Qualification Content** | | |
| Textbooks and reading materials are recent (i.e., unit specifications, textbooks and resources lists) |  |  |
| **Indicator 3.6. Progression and Flow** | | |
| Qualification progression is documented including pre-requisites (i.e., programme specification, programme study plan, catalogue, or the institutions’ website) |  |  |
| Evidence of academic advising related to qualification progression. |  |  |
| **Indicator 3.7. Unit/s Information** | | |
| Each unit has an official document (syllabus/outline/specification for all the units) including unit title, pre-requisite, learning outcomes, content, assessment breakdown, and weight, mapping of assessments to learning outcomes, and credit value. |  |  |
| **Indicator 3.8. Learning Resources and Learner Support** | | |
| Evidence of learning resources provided to learners including ICT, library, physical resources, others. (Online and in person). |  |  |
| Evidence of support provided to learners during the delivery of the programme (i.e., technical support, low achiever support, etc.) |  |  |
| **Indicator 3.9. Learners with Special Needs** | | |
| Sample of special needs cases (if any) |  |  |

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| **Standard 4: Assessment Design and Moderation** | | |
| **Indicator** | **Available** | |
| **Yes** | **No** |
| **Indicator 4.1. Assessment Design** | | |
| Assessment to LOs mapping is documented and communicated to learners |  |  |
| Samples of assessment at different units’ levels. |  |  |
| **Indicator 4.2. Internal and External Verification and Moderation of Assessment** | | |
| **Verification** | | |
| Samples of internal verification at different units’ levels. (Forms, reports, etc.) |  |  |
| Samples of external verification at different units’ level. (Forms, reports, etc.) |  |  |
| **Moderation** | | |
| Samples of internal moderation at different units’ levels. (Forms, reports, etc.) |  |  |
| Samples of external moderation at different units’ level. (Forms, reports, etc.) |  |  |
| **Indicator 4.3. Marking Criteria** | | |
| Marking criteria/rubrics are communicated to learners |  |  |
| Samples of marking criteria/answer keys at different units’ levels. |  |  |
| **Indicator 4.4. Measuring the Achievement of Learning Outcomes** | | |
| Samples of LOs measurement matrices/rubrics and reports. |  |  |
| Improvement actions taken based on the result of Measuring the Achievement of LOs |  |  |
| **Indicator 4.5. Feedback to Learners** | | |
| Samples of marked assessment for units at different levels with feedback |  |  |
| Samples of feedback on the assessment provided to learners |  |  |
| **Indicator 4.6. Appeal Against Assessment Result** | | |
| Appeal against assessment result is communicated to learners |  |  |
| Samples of appeal against result forms (if any) |  |  |
| **Indicator 4.7. The Integrity of Assessment** | | |
| Guidelines on plagiarism and academic misconduct are documented and communicated to learners (online and in person) |  |  |
| sample cases of plagiarism reports and academic misconduct (online and in person), if any |  |  |

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| **Standard 5: NQF Level and Credit** | | |
| **Indicator** | **Available** | |
| **Yes** | **No** |
| **Indicator 5.1. NQF Level & Indicator 5.2 NQF Credit** | | |
| Overall NQF Level and Credit are documented |  |  |
| The method adopted to determine the overall level of the qualification is determined (i.e., Equal Components, Exit Level, Proportional Design) |  |  |
| Unit specifications (or equivalent) and Mapping Scorecards are provided for each unit documenting the NQF level |  |  |
| **Indicator 5.3. Credit Framework Requirements** | | |
| NQF Level and Credit are in line with the Credit Framework |  |  |

**Annex 1: Mapping Scorecard**

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| 1. **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 *(where applicable)* | |  |
| Prerequisite *(where applicable)* | |  |
| Unit Objectives *(if any)* | |  |
| List of Intended Learning Outcomes (including core skills) | | |
| LO 1 |  | |
| LO 2 |  | |
| LO 3 |  | |
|  | *add as necessary* | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Allocation of NQF Level** | | | | | | |
|  | | LO | **Assessment** | |  | **Rationale** |
| Description | Formative / Summative | NQF Level *(Best Fit)* | A clear justification for linking the LOs, proposed NQF Level (considering the Level Descriptors), and supported by the assessment. |
| **Knowledge** | Theoretical Understanding |  |  |  |  |  |
|  | Applied Knowledge |  |  |  |  |  |
| **Skills** | Generic, Problem Solving and Analytical Skills |  |  |  |  |  |
|  | Communication, ICT, Numeracy |  |  |  |  |  |
| **Competence** | Autonomy, Responsibility and Context |  |  |  |  |  |
| **Overall Unit Level** | | | | |  |  |
| **Notes** *(if any)* | | | | | | |
|  | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **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 *(specify)* |  | |  |  |
| **Total Notional Hours** | | | |  |
| **NQF Credit** *(divide notional hours by 10)* | |  | |  |
| **Notes** *(if any)* | | | | |
|  | | | | |