

Institutional Listing Standards

Standard 1: Access, transfer, and Progression
<p>Indicator 1.1. Access and Admission</p> <p>The institution should have formal arrangements¹ relating to access and admission of learners to programmes leading to qualifications. The admission process must be transparent, adhering to regulatory body requirements and ensuring the fairness of criteria and requirements, with consideration of adjustment to learners with special needs (<i>i.e. an official mechanism for the access and admission, application/admission form template, samples of filled out application/admission form, programme admission criteria, evidence of the identification of special needs learners during the admission stage, and evidence of the adjustment provided to learners with special needs</i>).</p>
<p>Indicator 1.2. Credit Accumulation</p> <p>The institution should have formal arrangements relating to credit accumulation. The institution may use credit systems such as the European, American systems or NQF Credits to measure the volume of learning awarded for achieving the Intended Learning Outcomes (ILOs) of the units and the overall qualification. Credit points accumulate throughout the programme based on passing the programme's units. The institution should have an official document to record the accumulated credits. The institution has to provide details about the number of credits required to achieve a qualification. (<i>i.e. an official mechanism of credit accumulation and learners' achievements records/transcripts</i>).</p>
<p>Indicator 1.3. Internal and External Credit Transfer</p> <p>The institution should have formal arrangements relating to internal and external credit transfer. These arrangements should ensure that repetition of achieved credits is not required when learners move from one programme to another within the same institution or from other institutions. The institution has to provide clear guidelines for the minimum and maximum credits, and grades allowed for the credit transfer process (<i>i.e. an official mechanism for internal and external credit transfer, internal and external credit transfer guidelines, internal and external credit transfer forms, and samples of internal and external credit transfer cases</i>).</p>
<p>Indicator 1.4. Career Progression and Learning Pathways</p>

¹ Formal Arrangements could be policies, procedures, bylaws, handbooks or manuals. The submitted formal arrangements for all indicators should include a clear description of the process's steps, the timeframe, the stakeholders involved, and their roles and responsibilities. The institution could submit the same formal arrangement for one or more indicator as long as it covers the indicator's requirements. All formal arrangements should be communicated to their target users. Evidence on the implementation is required in case the formal arrangement is already implemented.

The institution should have formal arrangements relating to identifying 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. 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. The institution should have formal arrangements for tracking of the qualification's graduates per cohort, with particular emphasis on the employability rates, job type, employability timing and/or skills enhancements. *(i.e. an official mechanism to ensure learner's career progression and educational pathways, career guidance and counselling policy and/or procedure, evidence of having the practice of identifying and documenting the career progression and the educational pathways for the offered qualifications and samples of career guidance and counselling provided to learners).*

Indicator 1.5. Recognition of Prior Learning (RPL)

The institution should have formal and transparent arrangements for the RPL that follow the NQF guidelines and complies to the education and training regulations, where applicable. The formal arrangements should include information on how to identify learning outcomes; document and record credit achieved by learners through formal, non-formal or informal learning; adopt the appropriate Assessment of Prior Learning (APL); publish information on RPL opportunities; and ensure providing appropriate guidance and counselling to learners *(i.e. an official mechanism for RPL, RPL form template, samples of filled RPL forms and evidence of implementing RPL, where applicable).*

Indicator 1.6. Appeal Against Access and Transfer

The institution should have transparent formal arrangements relating to appeal against access and transfer decisions. These arrangements should ensure that learners have the opportunity to appeal the denial of access or transfer to a programme. *(i.e. an official mechanism for appeal against access and transfer, appeal against access and transfer form template, and evidence on appeal against access and transfer cases).*

Standard 2: Qualification Development, Approval and Review

Indicator 2.1 Justification of Need

The institution should have formal arrangements for developing qualifications linked to the labour market, learners, societal or legal needs based on trusted and recent data sources. The institution should also have a mechanism/s for continuously identifying and maintaining the qualification's rationale based on the stakeholders' feedback *(i.e. an official mechanism for identifying and maintaining the qualification rationale, an official mechanism for collecting the stakeholders' feedback, an official mechanism for conducting training need analysis and evidence on implementing the aforementioned mechanisms, where applicable)*

Indicator 2.2. Qualification Design

The institution should have formal arrangements for the design of qualifications. The process of designing a qualification includes identifying the programme structure and the units' content, articulating the ILOs, and deciding on the attendance mode (part-time or full time) and the delivery mode (on-campus, online or blended). The arrangements should ensure that the proposed design is developed based on actual and tangible need and is aligned/benchmarked with related national, regional or international standards or similar qualifications. External subject experts may be involved in the qualification development process (*i.e. an official mechanism for the qualification design, templates of the forms used for the qualification design, filled out samples of the forms used, and minutes of meeting(s) discussing any qualification design*).

Indicator 2.3. Qualification Compliance

The institution should have formal arrangements to ensure that qualifications design complies with regulatory body requirements and the NQF design requirements, such as having an appropriate structure, expressed in units/modules, having ILOs at the programme and the unit level and having a suitable arrangement for mapping and confirmation processes. These arrangements should also ensure having mapping and confirmation panels that are independent of each other, state roles and responsibilities of each panel, and ensure that panels' members are familiar with the NQF requirements and the credit framework specifications in terms of qualification's title and credits requirements, and with the use of NQF level descriptors (*i.e. an official mechanism for ensuring the compliance of the qualification, evidence of the compliance with the regulatory body requirements, the institution licence, sample of a qualification licence, mapping and conformation panels terms of reference and mapping and confirmation policy and/or procedure*).

Indicator 2.4. Learning Resources and Learners' Support

The institution should have formal 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 ILOs, considering the specified programme attendance and delivery modes. A clear plan for learner support should exist, especially in case of online and blended learning (*i.e. an official mechanism for identifying and tracking learning resources, an official mechanism for identifying and maintaining learners support and forms/templates or logs used to identify and track the learning resources*).

Indicator 2.5. Qualification Internal Approval

The institution should have formal arrangements for internal approval of qualifications. These arrangements ensure that the design of the proposed qualification is internally checked and approved against a set of documented and agreed qualification approval criteria, before being forwarded to the regulatory body approval/ licence. They should also indicate the layers of approval and the members and/or committees involved (*i.e. an official mechanism for qualification approval, criteria for internal qualification approval, and templates/ filled forms used for the internal qualification approval*).

Indicator 2.6. Qualification Internal and External Evaluation and Review

The institution should have formal arrangements for the post-delivery evaluation of the qualification and its comprising units, and the internal and external review of the qualification. These arrangements should include details related to collecting, analysing and utilising the stakeholders' feedback and involving them as part of the periodic review. They should also include the frequency and scope of evaluation and review activities. Internal and external qualification reviews have to focus on the validity and currency of the ILOs and the extent to which learners achieve them, evaluating the effectiveness of the curriculum, teaching/training and assessment. The institution has to ensure that formal arrangements are in place to follow-up on the outcomes of the internal and external reviews (*i.e. an official mechanism for collecting stakeholders' feedback, an official mechanism for the internal and external review of the qualification, templates/ filled forms and reports used for the internal and external review of the qualification, criteria for the internal and external review of the qualification, evidence of implementing the aforementioned mechanisms, where applicable*).

Standard 3: Assessment Design and Moderation

Indicator 3.1. Assessment Design

The institution should have formal arrangements for assessment design. These arrangements should ensure that assessment methods are designed to adequately cover the ILOs and match their level of complexity and are following the guidelines stated in the institution's assessment policy. A clear mapping between the ILOs and assessment must exist. Assessment design should be appropriate for the programme attendance and delivery modes (*i.e. an official mechanism for assessment design, guidelines for assessment design, 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 3.2. Internal and External Verification and Moderation of Assessment

The institution should have formal arrangements for the internal and external verification and moderation of assessment. These arrangements should ensure that the assessment design is checked prior to the delivery of the assessment to guarantee that it is fit-for-purpose and match the complexity of the ILOs (*i.e. an official mechanism for the internal and external verification of assessment, template/ samples of internal and external verification forms or reports for units at different levels and list of external verifiers*). The formal arrangements should also ensure that the assessment is being fairly and consistently marked across all learners after conducting the assessment (*i.e. an official mechanism for the internal and external moderation of assessment results, template/ samples of internal and external moderation forms or reports for units at different levels and list of external moderators*). They should also include the frequency and scope of the verification and moderation activities and the criteria for selecting the external verifier/s and moderators.

Indicator 3.3. Marking Criteria

The institution should have formal arrangements for developing and using marking criteria. The arrangements should ensure that the assessment is marked based on pre-set and published marking criteria, rubrics, marking schemes or answers keys (*i.e. an official mechanism for developing and using marking criteria samples of marking criteria, rubrics, marking schemes and answer keys*).

Indicator 3.4. Measuring the Achievement of Learning Outcomes

The institution should have formal arrangements for measuring the achievement of ILOs. The arrangements should state the mechanism used to assess the learners' achievement and ensure the achievement of ILOs, and ensure taking improvement actions when not achieved, taking into account the programme attendance and delivery modes (*i.e. an official mechanism for measuring the ILOs, ILOs measurement matrices, ILOs measurement reports, action plan based on ILOs measurement*).

Indicator 3.5. Feedback to Learners

The institution should have formal arrangements for feedback to learners. The arrangements should 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), taking into account the programme attendance and delivery modes (*i.e. an official mechanism for feedback to learners, samples of marked assessment for units at different levels, feedback forms/ reports templates*).

Indicator 3.6. Approval of Assessment Results

The institution should have formal arrangements for the approval of assessment results. The arrangements ensure that the assessment results are checked and approved against a set of documented and agreed approval criteria. They should also indicate the layers of approval and the members and/or committees involved (*i.e. an official mechanism for approval of assessment result, approval of assessment results criteria, and templates/ filled forms used for the approval of assessment results*).

Indicator 3.7. Appeal Against Assessment Results

The institution should have formal arrangements relating to appeal against assessment results. These arrangements should ensure that learners have the opportunity to appeal against the assessment result. Learners should be aware of their right to appeal against result. (*i.e. an official mechanism for appeal against assessment result, samples of appeal against assessment result forms, and evidence on appeal against assessment result cases*).

Indicator 3.8. Integrity of Assessment

The institution should have formal arrangements relating to the integrity of assessment. The arrangements should ensure the integrity of the assessment, including identification, reporting and resolving cases of plagiarism and other academic misconduct. Clear and specific arrangements should be in place to ensure assessment integrity whether the programme is delivered face to face, online or blended. A set of penalties should be in place that is fair and proportionate, and the institution has to ensure that these are applied fairly and consistently (*i.e. an official mechanism for ensuring assessment integrity, plagiarism reports and samples of misconducts cases*).

Indicator 3.9. Security of Assessment Documents and Records

The institution should have formal arrangements for the security of assessment documents and records. The arrangements should ensure the protection and integrity of assessment documents (hard and soft copies) , materials and learners' assessment records; identify the access rights to them and detail any backup, recovery and record retention plans, taking into account the programme attendance and delivery modes (*i.e. an official mechanism for the security of assessment documents and records; backup, recovery and distortion plan, and access right log*).

Standard 4: Certification

Indicator 4.1. Certificate Issuance

The institution should have formal arrangements for the certification issuance. The arrangements should ensure that the learner's certificate is issued based on pre-defined criteria, including learners' achievement of learning outcomes and fulfilling the qualification graduation requirements. They should also ensure the certification adherence to any national standards or requirements. In addition, the NQF Level and Credit values should be stated in the certificate and/or the transcript issued by the institution (*i.e. an official mechanism for certificate issuance, criteria for certificate issuance, template/sample of a certificate, and template/sample of transcript*).

Indicator 4.2. Certificate Authentication

The institution should have formal arrangements for the certificate authentication. The arrangements should ensure that learner's certificate is genuine and protected against fraud, through having authentication measures such as having serial number, stamp, seal, using special papers or other advanced technologies. (*i.e. an official mechanism for certificate authentication, template/sample of a certificate, and template/sample of transcript*).

Indicator 4.3. Records of Certification

The institution should have a reliable and secure system for storing and maintaining records of issued certificates. It should also have formal arrangements to identify the access rights to learners' certificates and to detail any backup, recovery and record retention plans. In addition, it should include details on the institution's mechanism for issuing lost certificates (*i.e. certification system manual, certificate records, certificate log, and access log*).

Standard 5: Sustainability and Continuous Quality Improvement

Indicator 5.1. Institution Quality Assurance System

The institution should have a comprehensive quality assurance (QA) system which identifies all the QA activities conducted to improve the institutions' main processes (teaching/training, learning and assessment), including those related to the Institutional Listing Standards. It should also identify the staff involved in these activities, along with their roles and responsibilities. The institution may use an electronic system to manage and control the QA activities (*i.e. quality assurance manual, institutions' policies and procedures, structure/description of the QA department/section, description of the QA activities in the institution*).

Indicator 5.2. Continuous Improvement of Institution Quality Assurance System

The institution should have formal arrangements for the continuous improvement of the institution's QA system. The arrangements should include a mechanism for collecting information and reflecting on the effectiveness of the institution's main processes (teaching/training, learning and assessment), including NQF requirements through regular review activities. The institution should also have a predefined timeframe to review and update all of its governing policies and procedures (*i.e. an official mechanism for collecting stakeholders' feedback on the institution processes, an official mechanism for reviewing the institution QA system, evidence on the implementation of the aforementioned mechanism, and timeframe for updating the QA manual and the institution's policies and procedures*).

Indicator 5.3. Risk and Crisis Management

The institution should have risk and crisis management plan to ensure the continuity and sustainability of its operations. This plan should also consider how to maintain the value of the offered qualifications under such circumstances. (*i.e. risk/crisis management plan, and risk/crisis management guidelines*).