

Validation Standards

Standard 1: Justification of Need
Indicator 1.1. Actual and Tangible Need
The institution should provide actual and tangible labour market, learners, societal or legal needs based on trusted and recent data sources. (i.e. <i>national, regional and international studies, reports, and databases that support the need for this qualification</i>)
Indicator 1.2. Stakeholders Feedback
The institution's mechanism/s for continuously identifying and maintaining the qualification's rationale based on the stakeholders' feedback (i.e. <i>Training Need Analysis, surveys, meetings, focus groups, interviews, consulting sessions, advisory committees</i>), and how this feedback is analysed and utilised to improve the qualification (i.e. <i>analysis reports, action plan and minutes of meetings</i>).
Indicator 1.3. Career Progression and Learning Pathways
The institution should provide details of the qualification's career progression, potential occupation/s and educational pathway/s with tracking of the qualification's graduates per cohort, with particular emphasis on the employability rates, job type, employability timing and/or skills enhancements. Information about any career counselling provided to learners to support their progression. (i.e. <i>graduate destination list and alumni surveys</i>). Career progression and educational pathways should be communicated to learners (i.e. <i>could be documented in the programme specification, catalogue or the institution's website</i>).
Standard 2: Qualification Compliance
Indicator 2.1 Qualification Licence and Approval
The institution should provide details of the qualification's licence as per the regulatory body requirements and its internal approval as per the institution's internal mechanisms. The licence should be recent and valid (i.e. <i>qualification licence, qualification internal approval document and qualification certificate</i>).

Indicator 2.2. Qualification Access and Transfer.

The institution should provide details of the qualification's 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

The institution should provide the qualification's graduation requirements and the criteria to acquire the qualification. 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

The institution should provide 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.

The institution should provide 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

The institution should provide details of Mapping and Confirmation processes, including Panel's 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.

The institution should provide the programme accreditation by an external agency, where applicable (i.e. *accreditation certificate, accreditation report, accreditation agreement, accreditation plan*).

Standard 3: Qualification Design, Content and Structure

Indicator 3.1. Qualification Title

The institution should ensure that the title of the qualification is concise and indicative of its content, complies with the Credit Framework requirements and is 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)

The institution should ensure that 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 that 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

The institution should provide 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

The institution should provide 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

The institution should ensure 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

The institution should provide 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

The institution should ensure that each unit has 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

The institution should provide its 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

The institution should provide its 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*).

Standard 4: Assessment Design and Moderation

Indicator 4.1. Assessment Design

The institution should provide 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

The institution should provide details on how the internal and external verification of assessment design are 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 are 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

The institution should provide 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

The institution should provide 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

The institution should ensure 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

The institution should ensure that 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

The institution should provide 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*).

Standard 5: NQF Level and Credit

Indicator 5.1. NQF Level

The institution should provide details about the proposed NQF Level for the programme and its comprising units. The Progression of learning complexity (NQF Levels) across the programme structure should be appropriate, and the proposed level should be well justified and adequate to the intended learning outcomes (i.e. *unit specifications/syllabi, mapping scorecards and programme structure section submitted as part of the application form*).

Indicator 5.2. NQF Credit

The institution should provide details about the proposed NQF Credit for the programme and its comprising units. Ensure that the NQF Credit values calculated accurately and are adequate to the proposed learning outcomes and the programme attendance and delivery modes (i.e. *unit specifications/syllabi, mapping scorecards and programme structure section submitted as part of the application form*).

Indicator 5.3. Credit Framework Requirements

The institution should ensure that the allocation of NQF Level and Credit is in compliance with the Credit Framework requirement (i.e. *unit specifications/syllabi, mapping scorecards and programme structure section submitted as part of the application form*).