

Oman Qualifications Framework

Knowledge Sharing & Capacity Building Workshop

10 December 2022

Acknowledgement

The facilitators of this workshop attended the Capacity Building Workshop on Listing Qualifications conducted by the OAAAQA during 30 May – 1 June 2022.

We try our best to share knowledge and understanding about OQF and Qualification Listing.

Most of the information, images, examples, tables used in this presentation are extracted from the 'OQF Document - May 2022' and the activity materials provided at the OQF workshop.

The 'OQF Document – May 2022' can be downloaded from <https://oaaaqa.gov.om/Oman-Qualifications-Framework/OQF-Overview/?lang=en-GB>.

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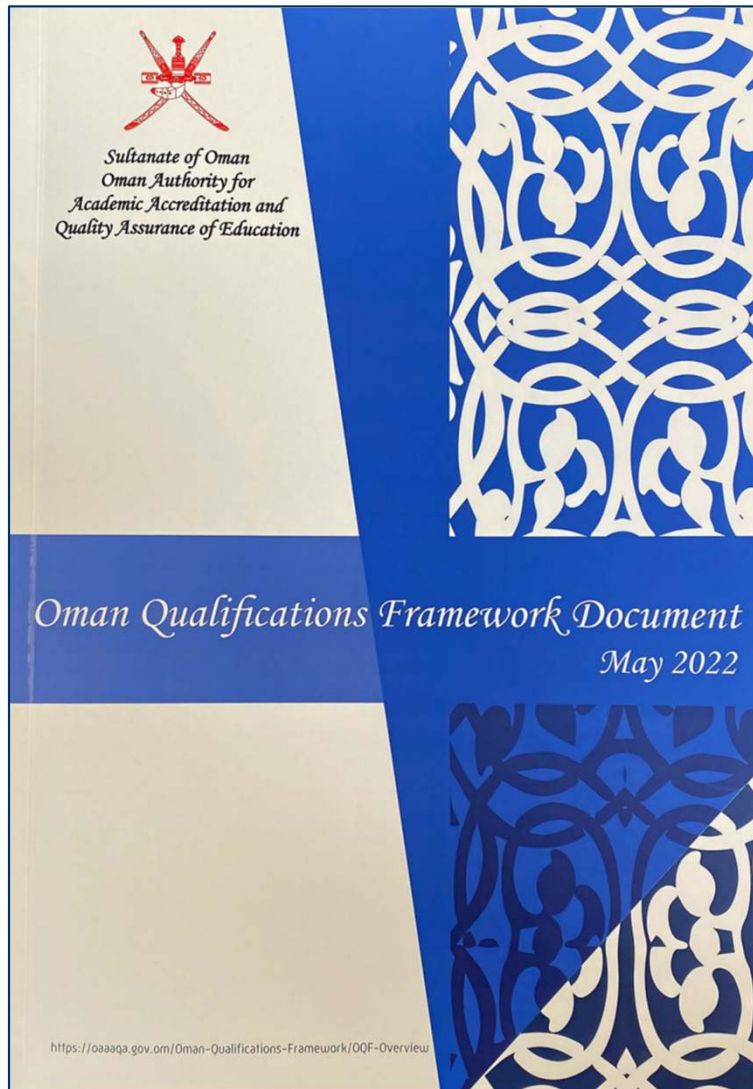


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AN OVERVIEW OF OMAN QUALIFICATIONS FRAMEWORK

OQF Definition

The OAAAQA has defined the OQF as:

- An instrument to describe; compare; and classify qualifications from all sectors of education and training in Oman.
- It is based on one set of generic Level Descriptors, which describe the expected outcomes at each of its ten levels.

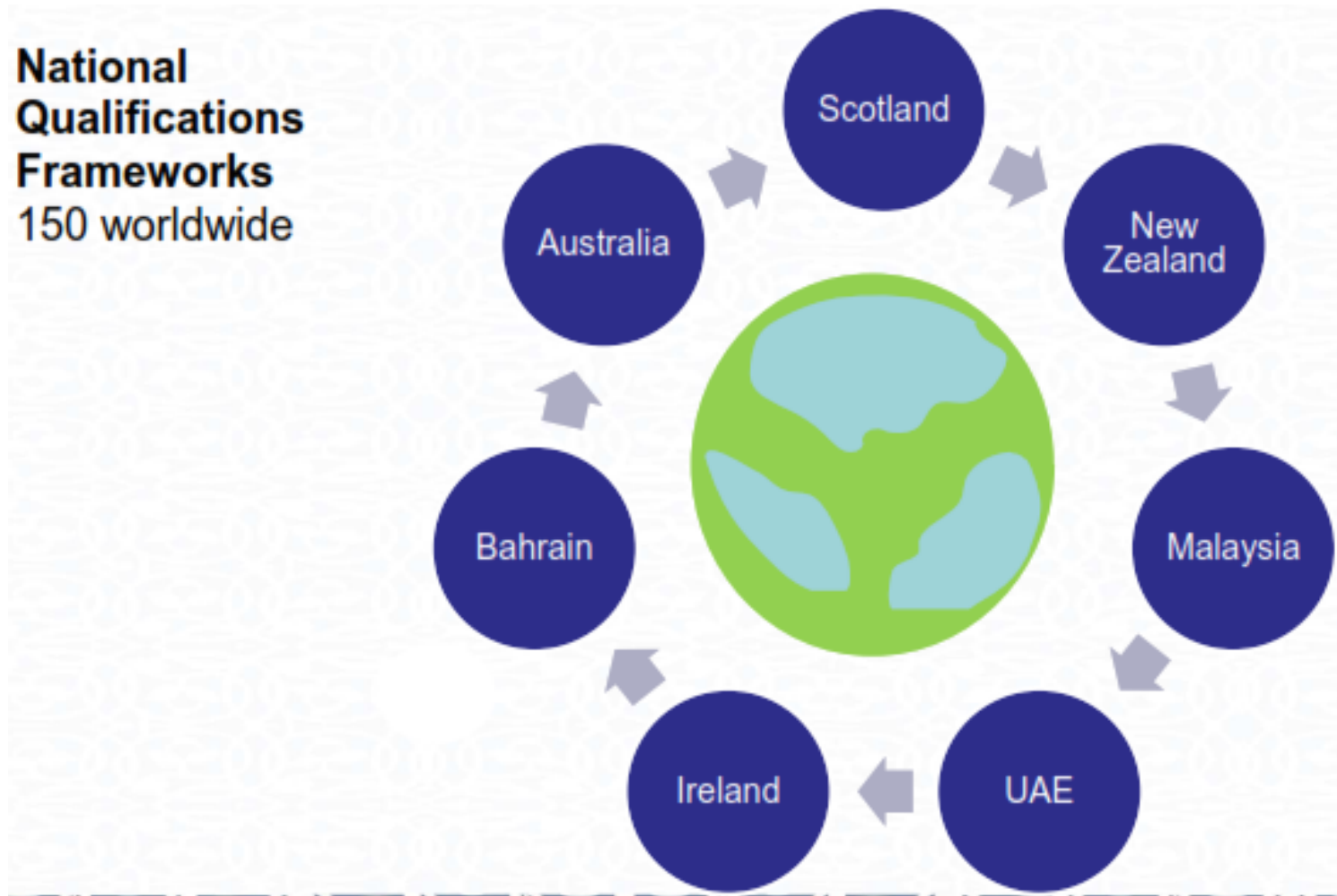
The OQF provides a reference point for

- qualifications delivered and awarded in Oman;
- the comparison between Omani qualifications and Foreign or International qualifications; and
- the Recognition of Prior Learning

Characteristics of a Qualifications Framework

- Levels
 - Level Descriptors
- Qualifications Design
 - Learning Outcomes
 - Assessment
- Quality Assurance (at different levels)
 - Institutional
 - Qualification
 - Assessment
- Registers for national qualifications

Benchmarking



Benchmarking Outcome



Benchmarking Outcome

Framework	Classify & compare qualifications	International benchmarks/ alignment	Improves mobility & progression	Regulatory	LLL	RPL& CAT	Levels
AQF	✓	✓	✓	✓	✓		10
NQF (Bahrain)	✓	✓	✓	✓	✓	✓	10
NFQ (Ireland)	✓	✓	✓	✓	✓	✓	10
MQF	✓			✓	✓	✓	8
NZQF	✓	✓	✓	✓	✓	✓	10
SCQF	✓	✓	✓		✓	✓	12
QF Emirates	✓	✓	✓	✓		✓	10
OQF	✓	✓	✓	✓	✓	✓	10

Oman Qualifications Framework

Higher Education

Post-basic Education – Grades 11 & 12

Basic Education – First Cycle – Grades 1 to 4 Second Cycle – Grades 5 to 10

Elementary Education for adults – no formal qualification

OQF Structure						
Band	Level	Pathway				RPL
		Professional	Academic	Technological	Technical and Vocational	
Higher Education (Post-School)	10	Professional Qualification 5	Doctorate	Doctor of Technology	<i>[New Technical & Vocational Qualifications may be developed]</i>	N/A
	9	Professional Qualification 4	Master's Post-Graduate Diploma	Master of Technology	<i>[New Technical & Vocational Qualifications may be developed]</i>	
	8	Professional Qualification 3	Bachelor's Degree	Bachelor of Technology	<i>[New Technical & Vocational Qualifications may be developed]</i>	
	7	Professional Qualification 2	Advanced Diploma	Advanced Diploma of Technology	<i>[New Technical & Vocational Qualifications may be developed]</i>	
	6	Professional Qualification 1	Diploma	Diploma of Technology	Vocational Diploma <i>[New Technical Qualifications may be developed]</i>	
	5	Introductory Professional Qualification	<i>[New qualifications may be developed]</i>	<i>[New qualifications may be developed]</i>	Certificate of Vocational Competency 3 <i>[New Technical Qualifications may be developed]</i>	
Schooling	4	General Education Diploma (Grade 12) <i>[New qualifications may be developed]</i>			General Vocational Education Diploma Certificate of Vocational Competency 2 <i>[New Technical Qualifications may be developed]</i>	
	3	General Certificate of Basic Education (Grade 10)			General Vocational Education Certificate Certificate of Vocational Competency 1 <i>[New Technical Qualifications may be developed]</i>	
	2	Completion of Cycle 1 (Grade 4)			<i>[New Technical & Vocational Qualifications may be developed]</i>	
Access	1	Literacy 1				

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Bridging Course (if reqd.)

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Oman Qualifications Framework

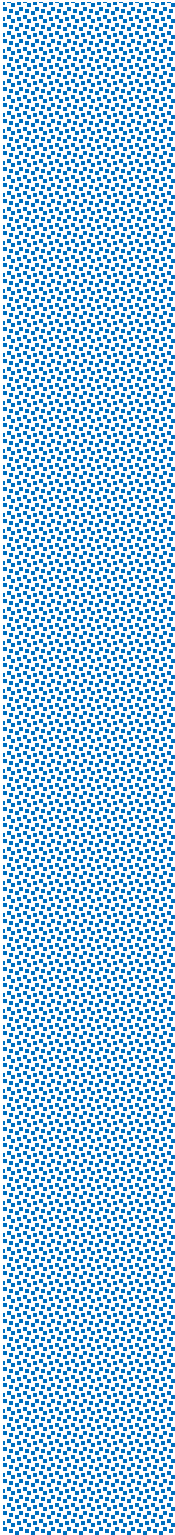
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Access	1	Literacy 1				



OQF Terminology

Accreditation

A formal, periodic, external quality assurance process undertaken by a national or international body with a formal remit to undertake assessment of educational institutions and programs which determines whether or not a defined set of standards has been met.

Alignment (of a qualification)

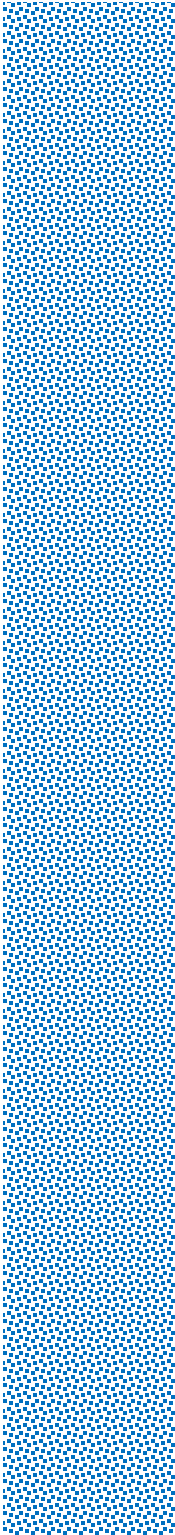
An evaluation of a Foreign or International qualification against the Alignment Criteria and the OQF Level Descriptors to determine the OQF Level, the comparative OQF Credit Value of the entire qualification.

Licensing

An evaluation process leading to formal approval from the relevant Omani government body for institutions and their programs. Institutions include organizations such as schools, universities, technical and vocational education and training providers.

Listing (of a qualification)

An evaluation of an Omani qualification against the Listing Criteria and the OQF Level Descriptors to determine the OQF Level and OQF Credit Value of the entire qualification.



OQF Terminology

National Register
of Qualifications
(NRQ)

An official online record of all nationally recognized qualifications Listed on or Aligned to the OQF. Managed by the DGNQF and available to stakeholders and the general public.

Program

A set of units, modules or courses, which are designed to lead to a qualification on a national qualification framework.

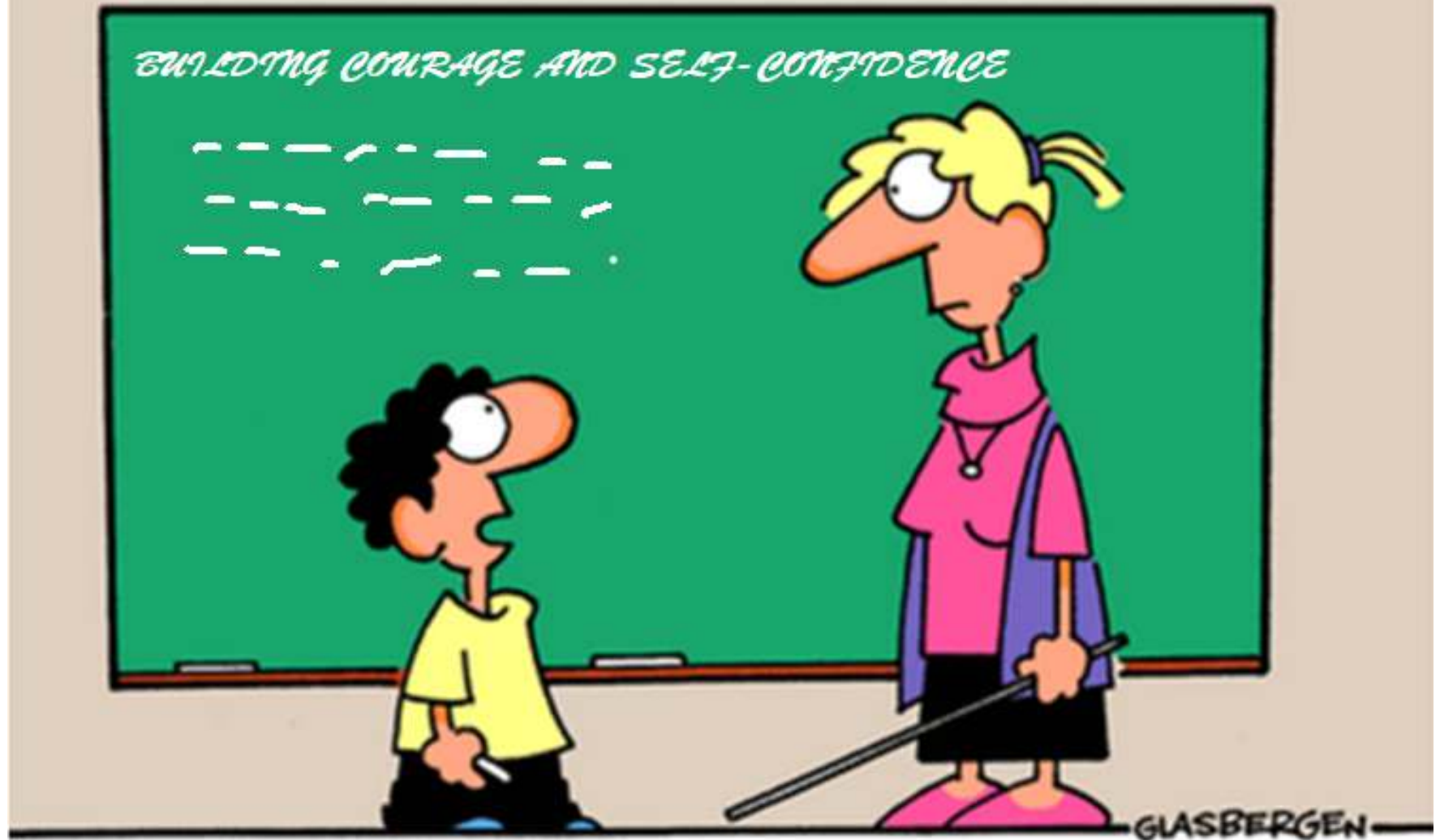
Qualification

An Award issued by an Awarding Body when, following established standards, the Awarding Body determines the learner has achieved the LOs of all the units, modules or courses of the program.

Recognition of
Prior Learning
(RPL)

The process of assessing a learner's application for OQF Credit on the grounds of learning that was previously acquired through formal, informal and non-formal learning.

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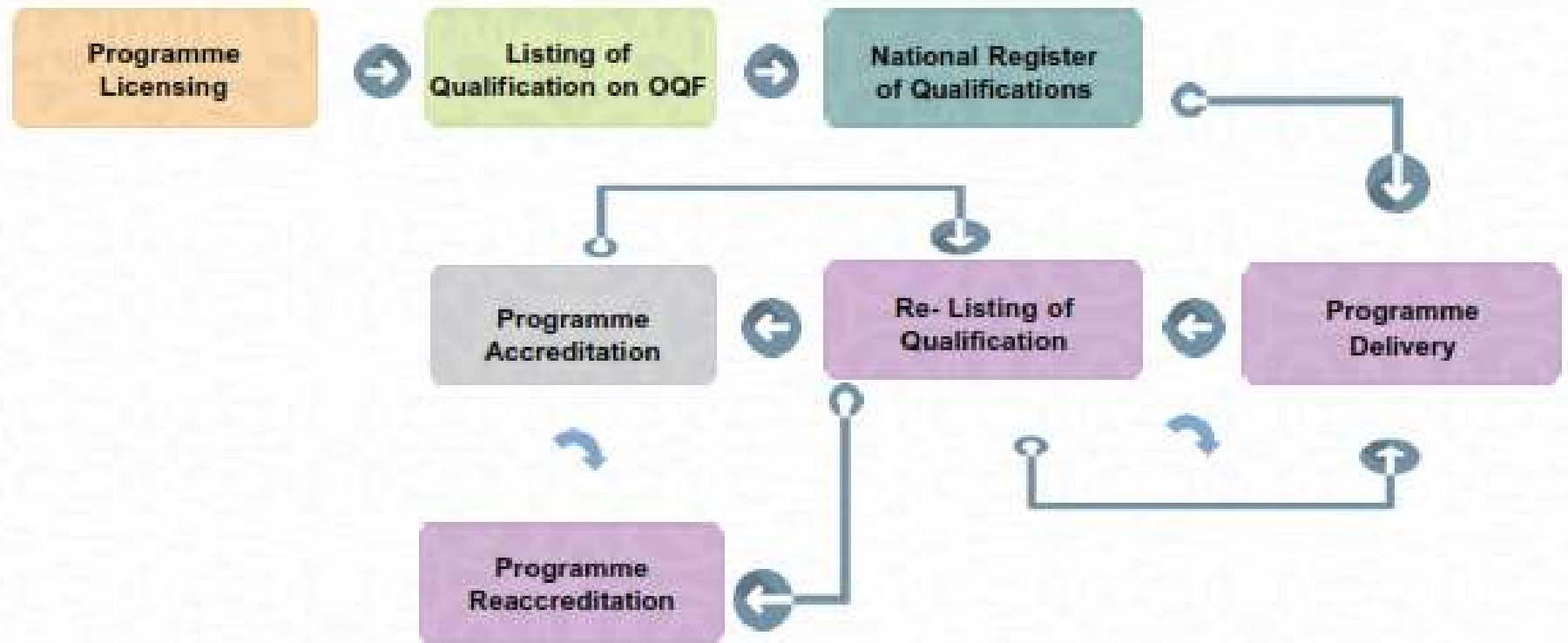


“Do I get partial credit for simply having the courage to get out of bed and face the world again today?”

Listing and Alignment

- From the date of the implementation of the OQF
 - Existing qualifications are to be Listed or Aligned **within 5 years.**
 - New qualifications are to be Listed or Aligned after they are licensed and before they are delivered.
- The Awarding Body must
 - Own the qualification
 - Have institutional and program licenses from the relevant licensing body.
 - Have quality assurance measures in place at both program level and institutional level
- The qualification must
 - Be **written in Learning Outcomes**
 - Have **summative assessment of Learning Outcomes**

Listing and Alignment





OMAN QUALIFICATIONS
FRAMEWORK
DOCUMENT

MAY 2022

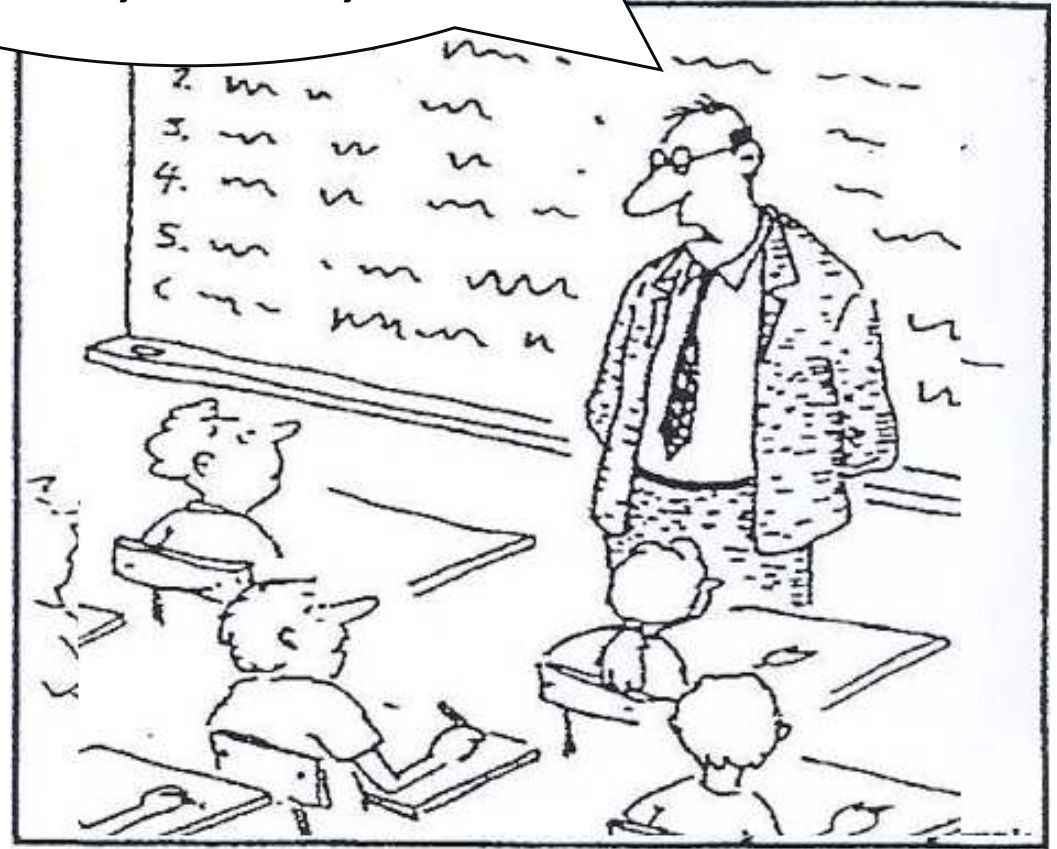
The OAAAQA Policy for the
Quality Assurance of the OQF
is in the OQF Document

Appendix C4



*I expect you all to be
independent,
innovative, critical
thinkers; who will do
exactly as I say ?*

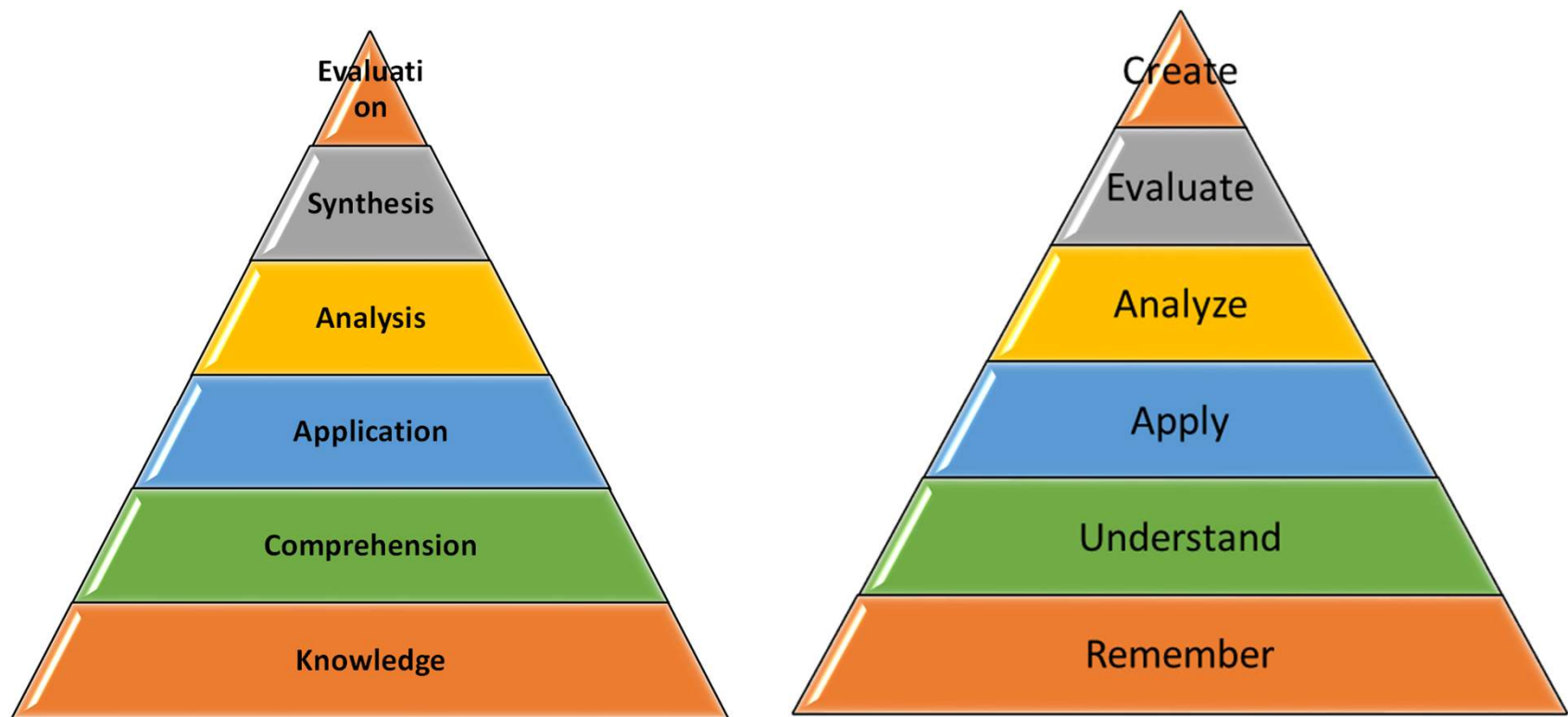
TAXONOMIES OF LEARNING
AND
LEARNING OUTCOMES



Taxonomies of Learning

- Taxonomy of Learning are attempts by scholars to characterize different types of learning.
- Provides a common language for teachers to discuss and exchange learning and assessment methods.
- Learning Domains:
 - Cognitive: Emphasis on *remembering, reasoning, concept formation, creative thinking, etc.*
 - Affective: Emphasis on *emotions, attitudes, interests, and values.*
 - Psychomotor: Emphasis on *muscle and motor skills (driving, handwriting, speech, etc.)*

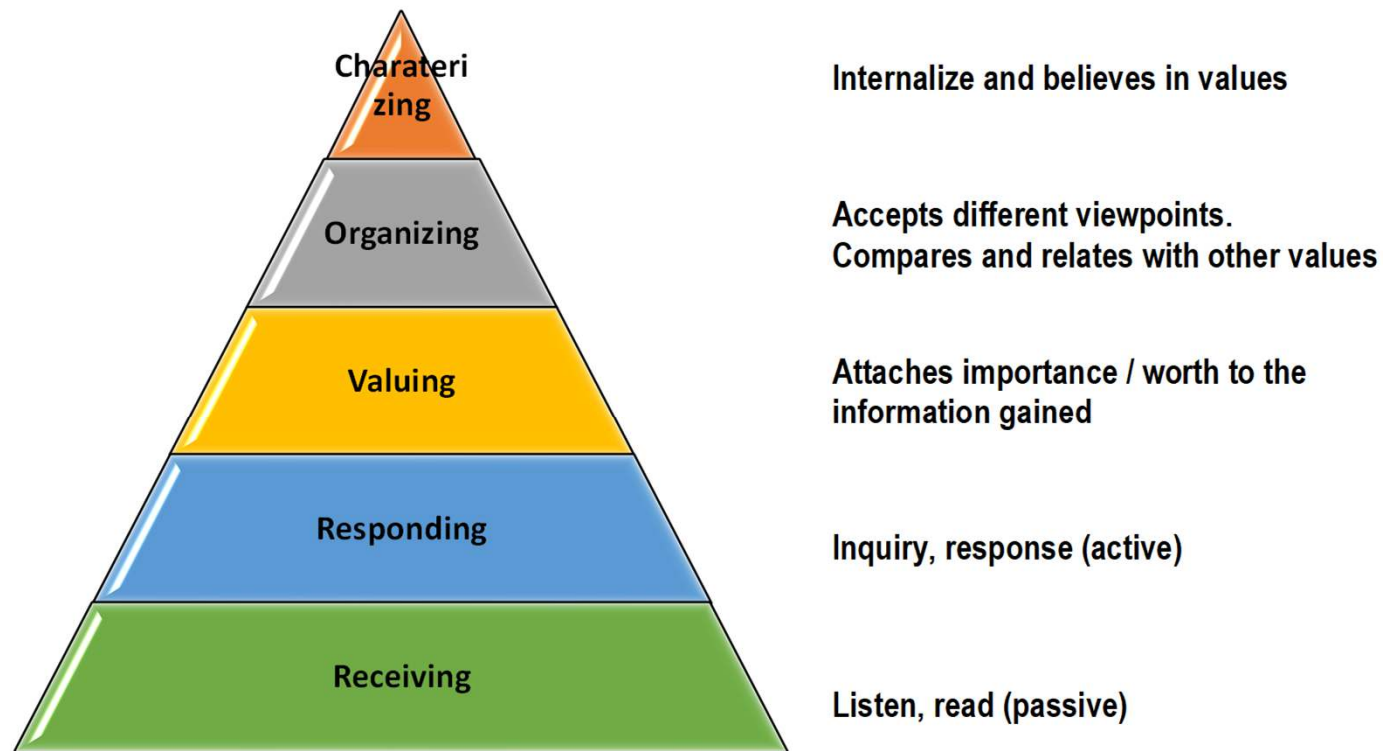
Bloom's Taxonomy: Cognitive Domain (1956)



Knowledge		Comprehension		Application	
Define	Name	Classify	Locate	Apply	Operate
Duplicate	Recall	Describe	Re-organise	Choose	Practice
Label	Relate	Discuss	Report	Demonstrate	Schedule
List	Repeat	Explain	Restate	Employ	Sketch
Memorise	Reproduce	Express	Review	Illustrate	Solve
Arrange		Identify	Select	Interpret	Use
		Indicate	Translate		

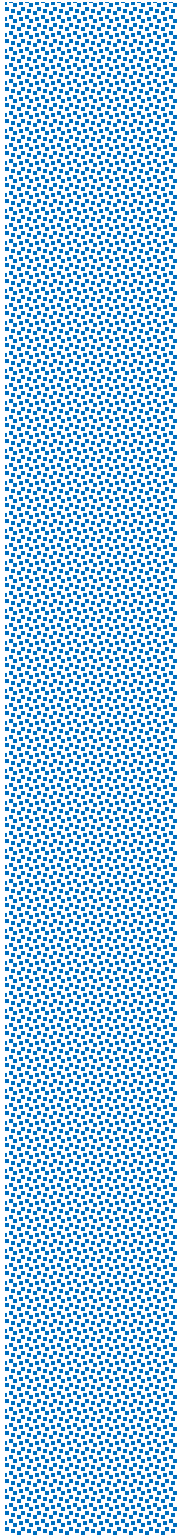
Analysis		Synthesis		Evaluation	
Analyse	Differentiate	Arrange	Manage	Appraise	Evaluate
Appraise	Discriminate	Assemble	Organise	Argue	Judge
Calculate	Distinguish	Collect	Plan	Assess	Predict
Categorise	Examine	Compose	Prepare	Attach	Rate
Compare	Experiment	Construct	Propose	Choose	Score
Contrast	Question	Create	Set up	Compare	Select
Criticise	Test	Design	Write	Defend	Support
		Formulate		Estimate	Value

Bloom's Taxonomy: Affective Domain



Receiving	Reading, Listening (passive mode)		
Responding	Valuing	Organising	Characterizing
Answer	Complete	Adhere	Act
Assist	Demonstrate	Alter	Discriminate
Comply	Describe	Arrange	Display
Conform	Differentiate	Combine	Influence
Discuss	Explain	Compare	Modify
Help	Follow	Defend	Propose
Label	Form	Explain	Question
Practice	Initiate	Generalize	Revise
Present	Join	Identify	Serve
Report	Justify	Integrate	Solve
Select	Propose	Modify	Use
Tell	Read	Order	Verify
Write	Share	Relate	
		Synthesize	

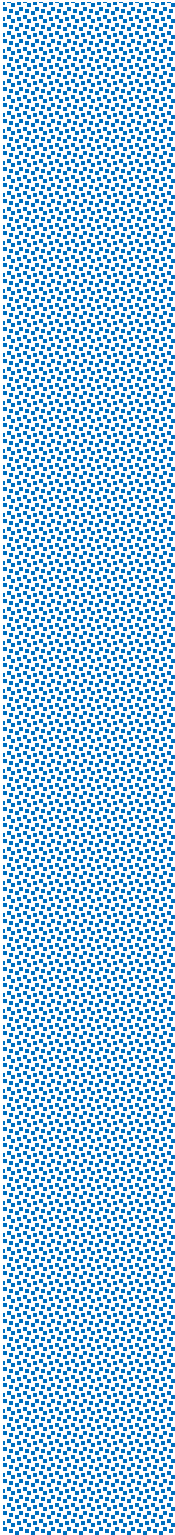
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100

Why Learning Outcomes?





Why Learning Outcomes?

- Help learners in their learning by setting out what is expected of them.
- Provide information to learners and employers about the knowledge and skills that will be achieved on successful completion of the qualification.
- Help staff to design the content of a qualification.
- Help staff to focus on exactly what they want students to achieve in terms of both knowledge and skills.
- Decide on appropriate assessment criteria and methods.

Writing Learning Outcomes

Before starting to write the Learning Outcomes, consider

- What knowledge, skills and values the learners must demonstrate?
- What should the learners be able to do?
- How will learners demonstrate what they have learned?
- How do the learning outcomes in the module fit the program learning outcomes?

Writing Learning Outcomes

Learning Outcomes should

- Be written in the future tense.
- Start with an **active verb** to describe what the learner will know and / or be able to do by the end of the course.
- Be Specific – avoid using verbs that are ambiguous.
- Be measurable, assessable and achievable.
- Be aligned to the assessment criteria and vice-versa
- Be the result of the learning experience, i.e., do not include a LO where the topic is not covered in the course.

Writing Learning Outcomes

Do not use verbs that are vague such as 'understand', 'appreciate', 'be aware of', 'be familiar with', 'acquire' 'learn'

Use:



Example:



ACTIVITY 1 LO Statements – Example 1

On successful completion of today's workshop, the participants will be able to

LO1: Be given the opportunity to learn about Listing qualifications on the OQF.

LO2: Be aware of Listing qualifications

LO3: Understand about Listing qualifications on the OQF

LO4: List a qualification on the OQF

ACTIVITY 2 LO Statements – Example 1

On successful completion of today's workshop, the participants will be able to

LO1: Be given the opportunity to learn about Listing qualifications on the OQF.

This is not a learning outcome. This rather describes the content; not what learners will do.

LO2: Be aware of Listing qualifications

This is vague and can't be assessed. There is no context or qualifying phrase. Listing Qualifications on what?

LO3: Understand about Listing qualifications on the OQF

Less vague but how is understanding to be assessed?

LO4: List a qualification on the OQF

This is specific. Starts with an active verb, states what will be Listed (object) and provides the context (on the OQF)

ACTIVITY 2 LO Statements – Example 2

LO1: Understand the importance of Entrepreneurship as the first career choice.

LO2: Demonstrate understanding of factors of success and failure of local businesses in terms of 4IRs.

LO3: Analyze and reflect on Guest Speakers talks

LO4: Reflect on basics of Innovation and Creativity

LO 5: Produce a Statement of Interest for Internship and apply to identified internship openings

LO7: Present themselves effectively in interviews

ACTIVITY 2 LO Statements – Example 2

LO1: Understand the importance of Entrepreneurship as the first career choice.

Understand is a vague active verb; difficult to measure.

LO2: Demonstrate understanding of factors of success and failure of local businesses in terms of 4IRs.

Verb, object and qualifying phrase are in order, but 'in terms of 4IRs' is confusing.

LO3: Analyze and reflect on Guest Speakers talks

Two Active Verbs; missing object!

LO4: Reflect on basics of Innovation and Creativity

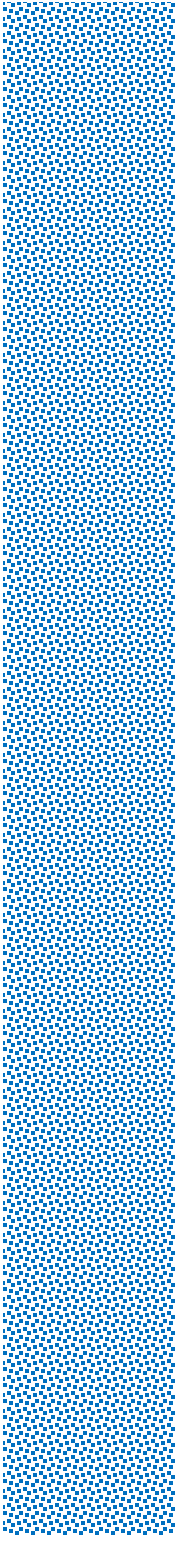
Basics what? Principles, strategies, characteristics ...

LO 5: Produce a Statement of Interest for Internship and apply to identified internship openings

Two LOs

LO7: Present themselves effectively in interviews

Present what – dress, attitude, knowledge, skills,...?



Assessment

Questions to ask while designing an assessment:

1. What knowledge or skills am I assessing?
2. What activities will allow a learner to demonstrate this knowledge or these skills?
3. What evidence will be generated by the assessment activities?
4. Is the assessment fair for all learners?
5. Is the assessment proportionate to the time taken to carry it out?
6. Does it make best use of available resources, staff time and learners' time?

Assessment

Some terminologies before we proceed further:

- Assessment Criteria – ***how the learner shows that they have learned!***
- Assessment Method - ***how the learning is assessed!***

Assessment

Examples of equitable assessment criteria for a range of assessment methods:-

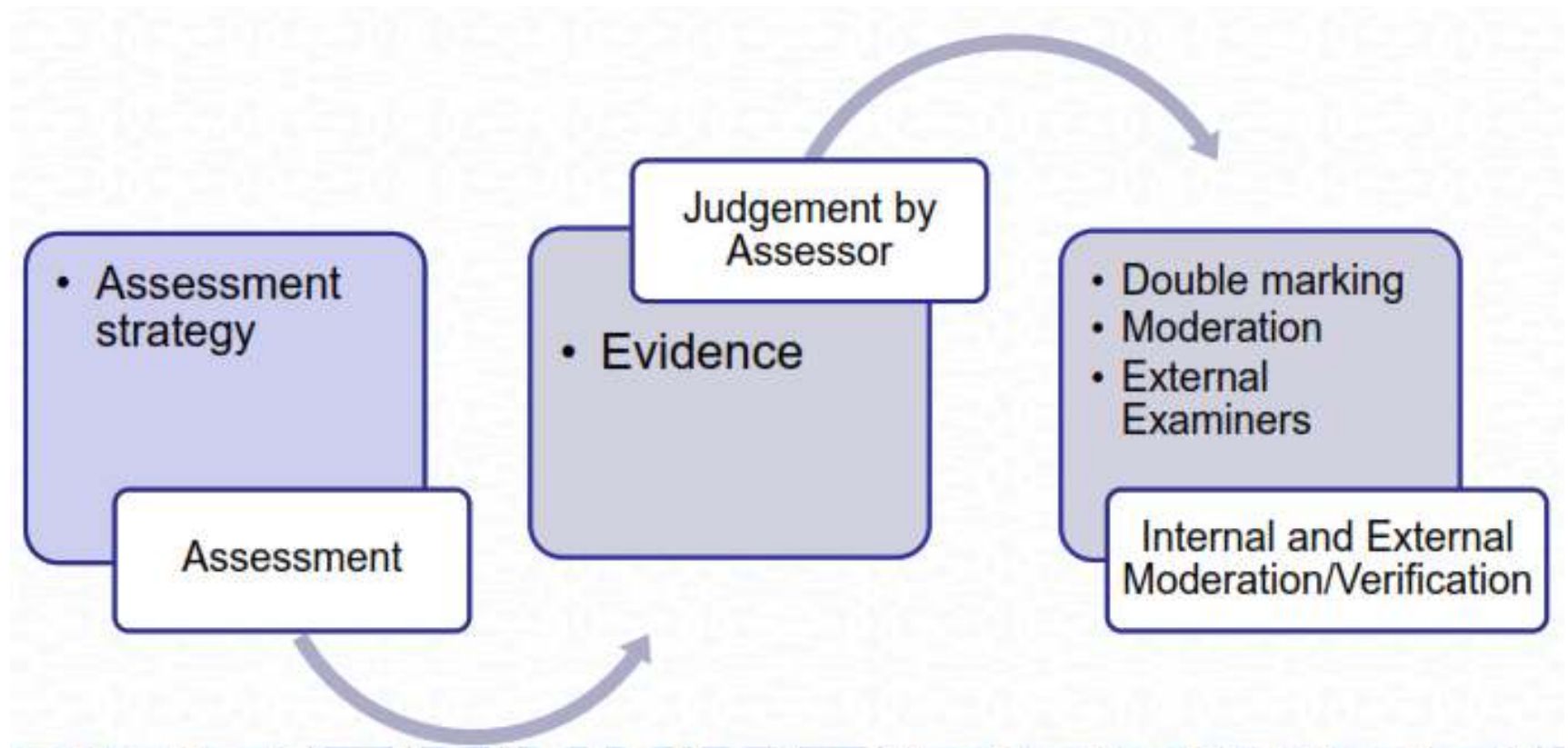
Essay	Group presentation	Individual reflective assignment
Articulate understanding Originality of argument Clear structure Use of theory Coherence/Clarity Evidence a range of reading Relevance Correct length Grammar and spelling accurate with fluent language	Articulate understanding Originality of argument Clear structure Use of theory Coherence/Clarity Evidence a range of reading Relevance Correct length Presentation skills Use of resources	Articulate understanding Originality of argument Clear structure Use of theory Coherence/Clarity Evidence a range of reading Relevance Correct length Grammar and spelling accurate with fluent language Insights – reflection

Source: <https://blogs.kcl.ac.uk/aflkings/students-directing-their-own-learning/assessment-choice/how-can-i-use-assessment-choice/> Accessed: 6 December 2022.

Assessment of Learning Outcomes

- Each LO must have Assessment Criteria
- For each LO, decide:
 - (i) The assessment criteria, (ii) what assessment method will generate the evidence of achievement of learning, and (iii) the amount of evidence required.
- Assessment Criteria should:
 - Align with the LOs and assessment method
 - Appropriate to the level (use appropriate verb)
 - Be listed in the order they appear
 - Be specific, unambiguous and manageable (number).
 - Have abbreviations in full to avoid misinterpretation.
 - Avoid jargon or information that could date the course.

Quality Assured Assessment

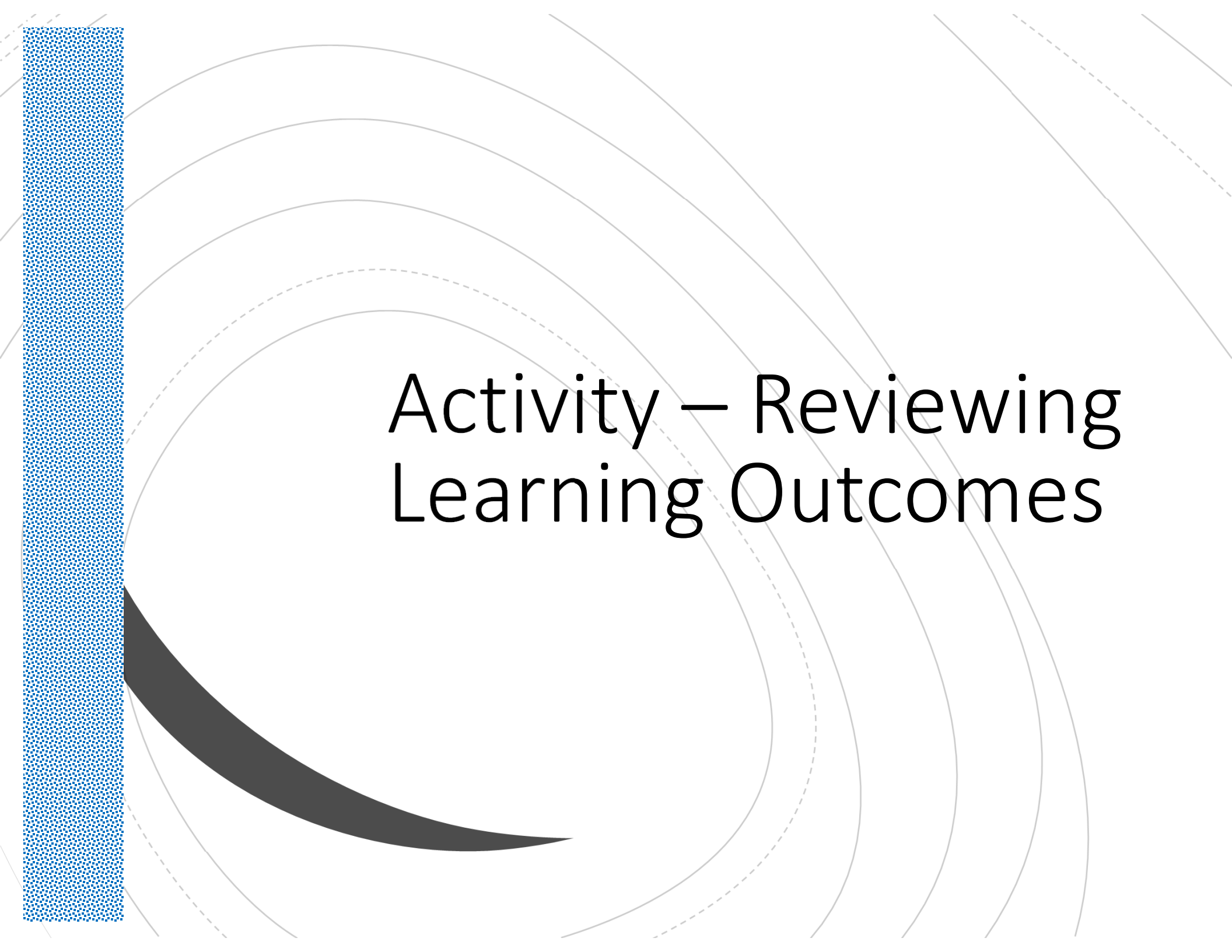




NOW LET'S WALK THROUGH SLIDE 67...
"50 WAYS TO MAKE YOUR PRESENTATION MORE EXCITING".



Coffee Break

The background features several concentric circles in light gray, some solid and some dashed. A thick, dark gray curved line sweeps across the lower left. A vertical blue bar with a fine dot pattern is positioned on the far left.

Activity – Reviewing Learning Outcomes

Activity – Learning Outcomes Review



CAPACITY BUILDING WORKSHOP OQF QUALIFICATION LISTING

Table No.

Title

Qualification Title:	
Course Title:	

Learning Outcomes

Learning Outcomes:	
--------------------	--

Outcomes and Assessment Criteria

Learning Outcome 1:	Evidence:
To achieve this outcome the student must:	
A)	
B)	
C)	

OQF Level and Credit

OQF Level – the complexity of learning

- Defined as ‘an indicator of relative demand, complexity, depth of knowledge and learner autonomy as described by the *OQF Level Descriptors*.
- OQF has 10 Levels, derived from the range of formal qualifications in Oman.
- Each Level increases in demand and reflect the progression in learning.
- *OQF Level of a qualification* is determined through an evaluation of the modules / courses that comprise a qualification against the *Listing Criteria* and the *OQF Level Descriptors*.

OQF Level and Credit

OQF Credit – the size or volume of learning

- Defined as ‘a numerical indicator of the volume of learning, awarded for the achievement of ***all*** the Learning Outcomes of a unit, module or course and/or qualification.
- It is expressed in either *OQF Credit Points* or *OQF Credit Hours*.
- Both CP and CH are based on *notional learning hours*, i.e., the volume of learning, estimated to be required by a typical learner, at a specified level, to achieve the LOs of the units, modules, or courses.

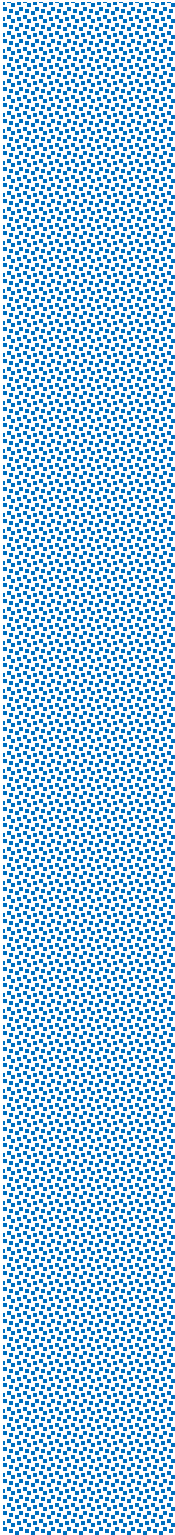
OQF Level and Credit



The OQF Level Descriptors are in the OQF Document, Section 4.

They are in two formats, by:

1. OQF Level
2. Characteristic



Qualification Type

- Where the delivery of a qualification spans more than one OQF Level, the complexity of learning must be increased at each level. Bachelor's degree spans levels 5, 6, 7 and 8; hence, the complexity of learning must increase from 5 to 8.
- The qualification must meet the minimum OQF Credit Value at each level of the program.
- There is, however, some flexibility.

Qualification Type

Qualification Type					Qualification Type										
Qualification Type					Qualification Type										
QQF Level		QQF Credit Points		QQF Credit Hours		QQF Level		QQF Credit Points		QQF Credit Hours					
5		120		30		5		180		45					
6		120		30		6		150		37					
7		120		30		7		90		23					
8		120		30		8		60		15					
		480		120				480		120					
4		8		120		96		24 (must higher than QAF Level 8 or lower)		30		24		6 (must higher than QAF Level 8 or lower)	
Minimum Total QQF Credit for the qualification		480 QQF Credit Points						120 QQF Credit Hours							

Identifying the OQF Level

- An OQF Level is allocated to all the courses / modules that comprise the program.
- Take all information into account – the Learning Outcomes, the assessment criteria, assessment methods and any additional information.
- Know where the course / module fits within the program.
- Make a judgement on the OQF Level, using a ‘best fit’ approach.
- Specific words or terms can help to identify the best OQF Level in relation to the six characteristics of the OQF Level Descriptors.

OQF Level Descriptor

4.2 OQF Level Descriptors (By Level)

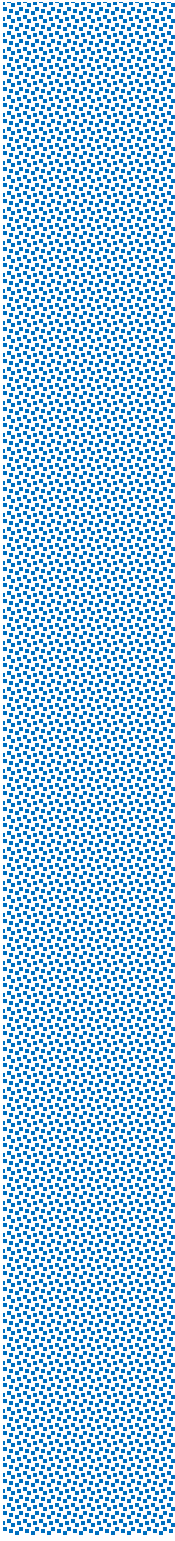
Table 14: OQF Level 1	
General Overview	The learner who achieves this level of performance will demonstrate elementary knowledge and skills that can form the basis of learning with strong support for the performance of simple tasks in controlled environments. The learner has an elementary awareness of skills that are appropriate to employment and for progress to further studies.

OQF Level Descriptors (By Characteristic)

Table 15: Knowledge	
Knowledge	
Skills	1 In a subject discipline or occupation, the learner demonstrates and/or works with: Elementary factual and technical knowledge, concepts and principles
Communication	2 In a subject discipline or occupation, the learner demonstrates and/or works with: Simple factual and technical knowledge, concepts and principles
Information Technology	3 In a subject discipline or occupation, the learner demonstrates and/or works with: Basic knowledge, mainly factual and technical, with some theoretical and procedural knowledge
Autonomous Response	4 In a subject discipline or occupation, the learner demonstrates and/or works with: General factual, conceptual and technical knowledge, with some theoretical and abstract elements
Employment	5 In a subject discipline or occupation, the learner: - Demonstrates and/or works with a broad range of factual, procedural and technical knowledge, with some theoretical and conceptual elements - Interprets important information with informed awareness - Demonstrates informed awareness of different perspectives and/or approaches within the area of study or work - Uses information to construct a coherent argument
Learning	In a subject discipline, occupation or profession, the learner: Demonstrates and/or works with significant knowledge of important bodies of information, which include some

OQF Level Descriptors

- Provide a national reference for establishing the level of qualifications and level of learning
- Provide a reference to assist with consistency and transparency of qualifications
- Contribute to the ability to compare the level between national and international qualifications
- Contribute to the development of a shared understanding of the expected outcomes at each OQF Level
- Support CAT and RPL



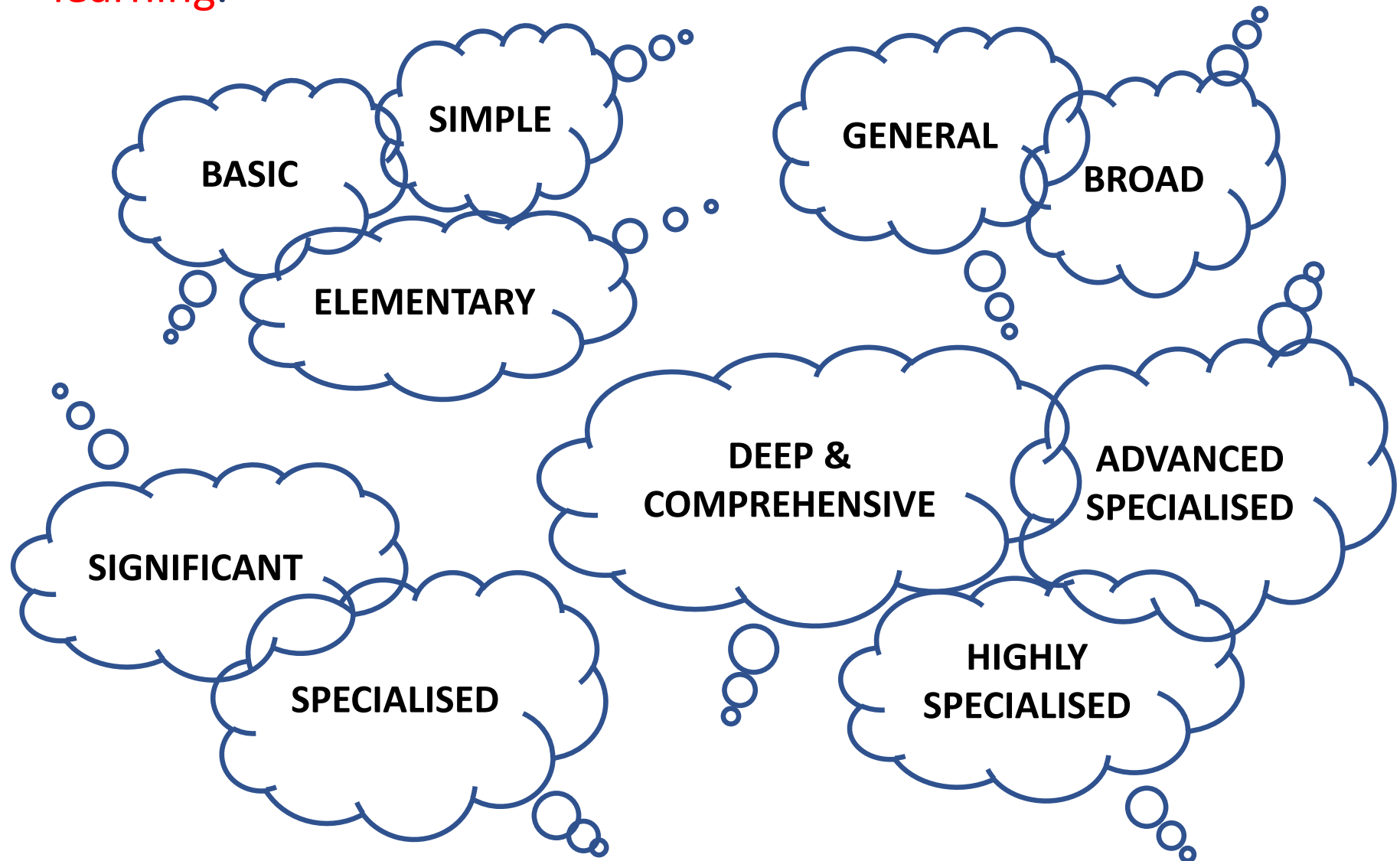
OQF Level Descriptors

Important Points to note:

- The OQF Level Descriptors are generic.
- Not all of the OQF characteristics need to be reflected in every module comprising the qualification
- Use the ‘best-fit approach’

OQF Level Descriptors – Terminology used in the *Characteristic*

ACTIVITY: Discuss with colleagues in your table and list the following terms in the order of **progression of complexity in learning**.



OQF Level Descriptors – Terminology used in the *Characteristic*

ACTIVITY - Answer

Table 2: Knowledge

Description	Explanation
Elementary [Knowledge]	Very early stage of knowledge; not developed. Relating to, or involving, the simplest aspect of a subject
Simple [Knowledge]	Uncomplicated, not complex, undemanding. Easily understood or done; presenting no difficulty ²⁶
Basic	Forming an essential foundation for knowledge. Starting point of learning
General	Commonplace, not specialised knowledge
Broad	Breadth of understanding
Significant/Substantial	Consequential; far reaching
Specialised/Advanced/Extensive	Extensive scope of knowledge, including some specialised knowledge; thorough
Advanced Specialised/Highly Advanced	Particular knowledge in a particular area, field or discipline
Highly Specialised	Intensive understanding in a particular field. Breadth and depth of understanding
Deep and Comprehensive	Authority; complete control of the knowledge; expert knowledge

OQF Level Descriptors – Terminology used in the *Characteristic*

Table 3: Learning Environments

Description	Explanation
Controlled	Most highly prescriptive
Structured	Less prescriptive; well defined
Managed	Loosely prescriptive

Table 4: Supervision and Autonomy

Description	Explanation
Direct Supervision / No Responsibility	Attentive, intense supervision at all times
Close Supervision / No Responsibility	Thorough supervision, not necessary in direct contact all the time
Regular supervision / Limited Autonomy / Some Responsibility	Balance of independent work and supervision
Some Autonomy / Limited Supervision / Some Accountability	Mostly independent work Some responsibility for performance
Independence / Autonomy / Accountability	Mostly completely independent, with guidance only when required
Independence in Professional Role / Some Accountability	Mostly independent, with some accountability in professional role task
High levels of Autonomy and Accountability	Completely independent, with no guidance whatsoever
Fully Accountable and Autonomous	Answerable for independent work

OQF Level Descriptors – By Characteristics – Knowledge, for ex.

Table 15: Knowledge

1	In a subject discipline or occupation, the learner demonstrates and/or works with: • Elementary factual and technical knowledge, concepts and principles
2	In a subject discipline or occupation, the learner demonstrates and/or works with: • Simple factual and technical knowledge, concepts and principles
3	In a subject discipline or occupation, the learner demonstrates and/or works with: • Basic knowledge, mainly factual and technical, with some theoretical and procedural knowledge
4	In a subject discipline or occupation, the learner demonstrates and/or works with: • General factual, conceptual and technical knowledge, with some theoretical and abstract elements
5	In a subject discipline or occupation, the learner: • Demonstrates and/or works with a broad range of factual, procedural and technical knowledge, with some theoretical and conceptual elements • Interprets important information with informed awareness • Demonstrates informed awareness of different perspectives and/or approaches within the area of study or work • Uses information to construct a coherent argument
6	In a subject discipline, occupation or profession, the learner: • Demonstrates and/or works with significant knowledge of important bodies of information, which include some areas of specialisation and conceptualisation • Demonstrates understanding of the scope and nature of the discipline or occupation and the principles that underpin it • Demonstrates basic knowledge of the essential legal environment and relevant regulatory frameworks for the occupation, professional or academic field

OQF Level Descriptors – By Characteristics – Knowledge, for ex.

7	In a subject discipline, occupation or profession, the learner: • Demonstrates and/ or works with specialised knowledge of important factual, conceptual, technical and theoretical aspects, to synthesise information • Demonstrates a command of the concepts and principles that underpin knowledge • Demonstrates an understanding of the way in which new knowledge is developed • Demonstrates an understanding of the relationship between the subject discipline or occupation and related areas of knowledge • Demonstrates knowledge of the main research methods used in the subject discipline or occupation
8	In a subject discipline, occupation or profession, the learner: • Demonstrates and/or works with advanced specialised knowledge • Demonstrates an extensive understanding of the theories, principles and methodologies and understands how new knowledge is developed and applied • Demonstrates a general understanding of its relationship to knowledge in other fields and professional areas • Demonstrates general knowledge of the essential legal environment and relevant regulatory frameworks for the occupation, professional or academic field • Demonstrates an awareness of current research and literature in the subject discipline
9	In a subject discipline, occupation or profession, the learner: • Demonstrates and/or works with a highly specialised body of knowledge in their own field • Demonstrates knowledge of other related fields and/or professional areas • Demonstrates a critical awareness of current problems, theories and developments and new issues emerging as a result of discoveries in recent research • Demonstrates knowledge and understanding of new insights at the forefront of the discipline area • Demonstrates an understanding of current research and literature in the subject discipline, occupation or profession
10	In a subject discipline, occupation or profession, the learner: • Demonstrates and/or works with a deep and comprehensive body of knowledge, at the forefront of the subject discipline, occupation or profession • Demonstrates a comprehensive knowledge and understanding of its relationship to other relevant fields or professional areas • Demonstrates a comprehensive understanding of current research and literature in the subject discipline and can use these to generate new knowledge and insights

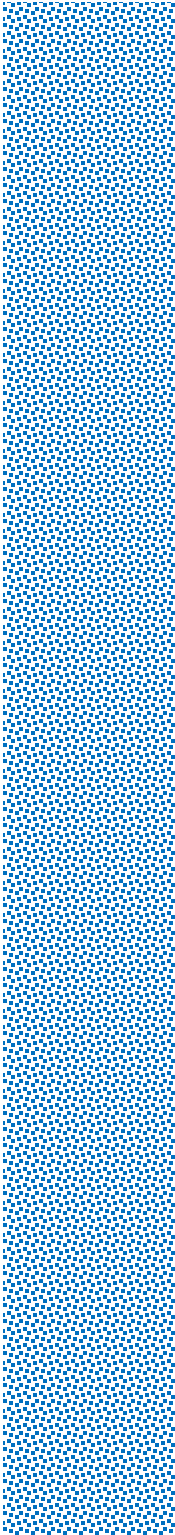
Identifying the OQF Level – Example

Example : the majority of the OQF Characteristics are at the same level (e.g Level 5)

Characteristic	OQF Level
Knowledge	5
Skills	5
Communication, Numeracy, ICT	4
Autonomy and Responsibility	5
Employability and Values	N/A
Learning to Learn.	3
OQF Level (of the module)	5

Example : the OQF characteristics are equal in number (Levels 5,4 & 3). Rank the characteristics in order of importance

Characteristic	OQF Level	Rank/ Weight
Knowledge	5	1
Skills	4	3
Communication, Numeracy, ICT	4	4
Autonomy and Responsibility	5	2
Employability and Values	3	5
Learning to Learn	3	6
OQF Level (of the module)	5	



OQF Credit

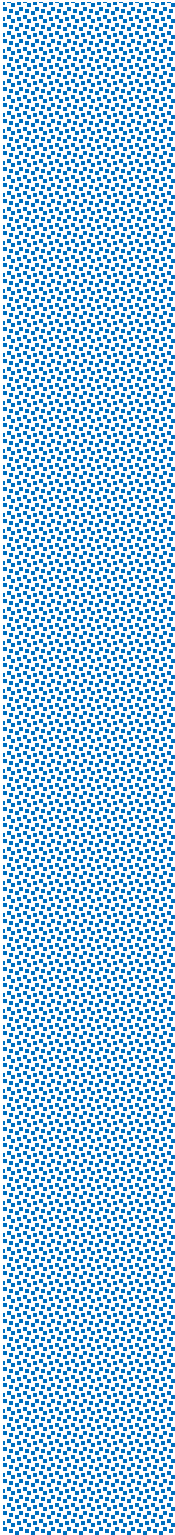
OQF Credit Points

- One OQF Credit Point equates to 10 notional learning hours
- Whole OQF Credit Points must be allocated, not fractions
- A minimum of 4 OQF Credit Points (40 notional learning hours) can be awarded for listing/aligning
- A minimum of 12 OQF Credit Points is required for a qualification to be placed on the NRQ (120 notional learning hours)

OQF Credit

OQF Credit Hours

- One OQF Credit Hour equates to a minimum of 42 notional learning hours (on a min.14-week semester).
- One OQF Credit Hour comprises a combination of activities, for example, but not exclusive to:
 - 1-hour class contact time and 2-hours of learning activities
 - 2-hours of class laboratory work and 1-hour of learning activities
 - 3-hours of learning activities
- A minimum of 1 OQF Credit Hour can be awarded (42 notional learning hours) for listing / alignment
- A minimum of 3 OQF Credit Hours are required for a qualification to be placed on the NRQ (126 notional learning hours)



OQF Credit

Notional Learning Hours

- Includes *contact time*, all activities that contribute to the achievement of the learning outcome.
- Apply professional judgment.

A full-time workload in Higher Education is based on a minimum of 120 Credit Points or 30 Credit Hours per year!

Identifying the OQF Level

Listing Proposal

Characteristic	OQF Level	Rationale
Knowledge	5	Learners are introduced to a broad range of factual knowledge related to entrepreneurship and has to demonstrate informed awareness of a number of aspects related to starting a business such as types of business, reasons for failure and success, the generation of ideas and innovation, etc. before incorporating these into a business model and feasibility study. Given the volume of knowledge and the comparatively short duration of the module, topics are not covered in great detail and the bode of knowledge can therefore not be accurately described as significant. OQF level 5 is therefore the best fit.
Skills	5	Learners are expected to complete tasks by applying procedures to achieve outputs in the form of a business plan and feasibility study that involve a number of well-defined steps (level 5). While cognitive skills are required to develop solutions to solve complex problems when analyzing scenarios in case studies and construction a feasibility study, learners are not expected to be able to apply a significant range of knowledge and skills (level 6). This therefore keeps it as OQF level 5 as the best fit.
Communication, Numeracy, Information and Communication Technology Skills	5	Learners are required to share ideas and opinions in groups and collaborate to come up with answers to some of the problems highlighted in case studies. Both MS Word and MS Excel are used by the learners to generate a business model and feasibility study and to calculate the start-up costs, revenues and break-even date. The learners are there expected to communicate in writing ag a significant level (level 5) and use ICT technology to draw-up and layout the plan and feasibility study and perform a broad range of numeracy/spreadsheet calculations. However, learners do not report to diverse audiences, nor do they analyse a substantial range of information using information and communication technology (level 6). OQF level 5 is therefore the best fit.
Autonomy and Responsibility	5	Learners demonstrate the ability to manage tasks independently in the form of the two assignment tasks. There is, however, no opportunity to fulfill professional role tasks requiring adherence to professional regulations. This therefore keeps it at Level 5 where the learner assumes advanced levels of accountability for tasks performed. OQF level 5 is the best fit.
Employability and Values	5	Leaner is exposed to a broad range of ethics and values associated with business and uses general entrepreneurial skills in the formulation of a business plan and feasibility study. The learner is also required to manage time effectively to absorb the volume of information and produce the assignments on time. All of the above match the criteria at level 5. Learners are not required to show significant understanding of the values and ethics associate with business or to use substantial entrepreneurial skills (level 6). Therefore, OQF level 5 is adjudged the best fit.
Learning to Learn	7	This module provides the learner with the opportunity to explore further and to stray beyond the confines of the set assignment tasks. Students are encouraged to carry the further research and come up with ideas that that not necessarily been covered on the course. OQF level 7 is therefore the best fit here.
Overall	5	All of the characteristics apart from the final one are at level 5. The module as a whole is therefore best placed at OQF level 5.

Identifying the OQF Credit

Component title (unit/module)		Extended Work Experience			
CREDIT RECOMMENDATIONS					
Component breakdown (if relevant) E.g. topics/sections from the component		Formal input (e.g., contact time with tutor, acquisition of knowledge/ understanding) (hrs)	Additional activities (e.g., developing practice, reflection, research/study time) (hrs)	Assessment (e.g. planning, completion of assessment tasks) (hrs)	Total time
Teaching/lecturing time		30			30
Independent study/background reading on business sector or technology involved			5		5
Research – e.g., via internet or database search			5		5
Planning of assignment task(s)				5	5
Application of knowledge to assignment task(s), including preparation of an Action Plan				15	15
Total hours					60
Credit Points					6
Notes on approach to credit recommendation (cross-referenced with timetable)		This Unit is delivered in a classroom context. Although some of the learning time is involved in the application of knowledge to the candidate’s business idea, there is a requirement for formal teaching of the content as well as supervision of the assignment tasks by the tutor. Some independent study and research is required in the preparation of assessment material, and this is reflected in the time allocated.			

Overall OQF Level

How to allocate the OQF Level for the entire program?

- After establishing the OQF Level and Credit Value for each course, courses may not be at the same OQF Level, particularly where a program is studied over a number of years.
- In such cases, the Overall OQF Level is determined by
 - Exit Level
 - Majority of the courses at the same OQF Level and OQF Credit Value
 - Proportion of OQF Credit

All or majority of modules at same OQF Level and OQF Credit Points

Module	Best Fit Level	OQF Credit Points
Module 1	5	20
Module 2	6	20
Module 3	5	20
Module 4	5	20
Overall Level	5	

Based on the proportion of OQF Credit

Module	Best Fit Level	OQF Credit Points
Module 1	5	15
Module 2	4	30
Module 3	4	15
Module 4	5	15
Overall Level		4

On a lighter note...



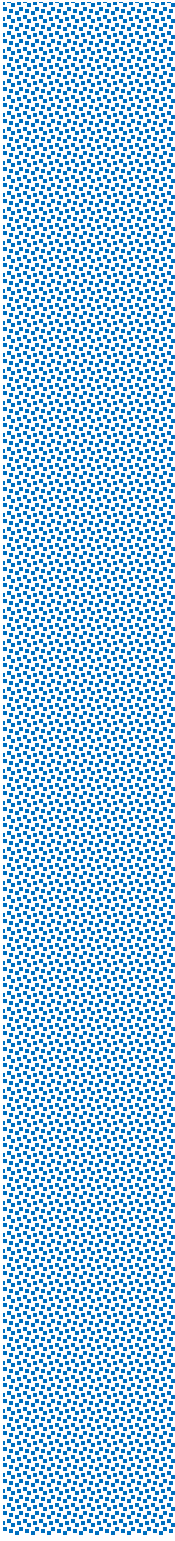


The OAAAQA Policy on Listing
Qualifications on the OQF
Appendix C2

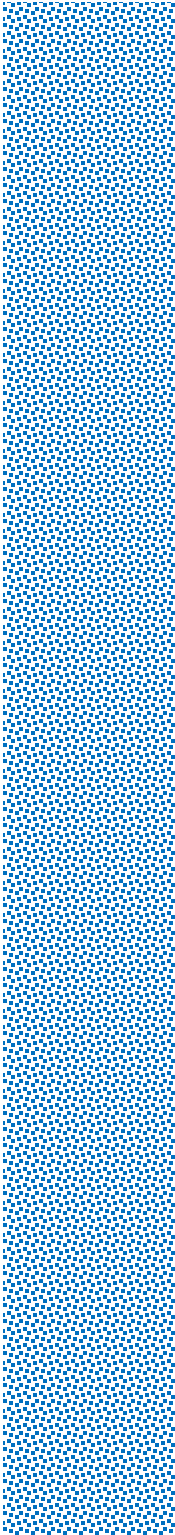
← The OAAAQA Policy on the
Alignment of Qualifications to the
OQF
Appendix C3

Prayer and Lunch Break





Qualification Listing - Activities



Qualification Specification

CONTENTS

Introduction

Course Descriptor 1

Course Descriptor 2

Course Descriptor 3

:

:

Course Descriptor n

Qualification Structure and Overall OQF Level

Recognition of Prior Learning

Appeals Procedure

Qualification Specification

CONTENTS

1. Introduction
 - 1.1 Background
2. Course 1: Title
 - 2.1 Course Title & Summary
 - 2.2 Prerequisites and Co-requisites
 - 2.3 Learning Outcomes
 - 2.4 Syllabus / Content
 - 2.5 Outcomes and Assessment Criteria
 - 2.6 Delivery of Course
 - 2.7 Generating Evidence and Assessment
 - 2.8 Admission Criteria
 - 2.9 Progression
 - 2.10 Resources (Reading / Learning Resources)
 - 2.11 OQF Level and Credit Value
 - 2.12 Notional Learning Hours
3. Course 2: Title
 - ☐ Course 2: Title
 - ☐ Course Title & Summary
 - ☐
 - :
5. Qualification Structure and Overall OQF Level
6. Recognition of Prior Learning
7. Appeals Procedure

Qualification Specification

CONTENTS

1. Introduction

1.1 Background

2. Course 1: Title

2.1 Course Title & Summary

2.2 Prerequisites and Co-requisites

2.3 Learning Outcomes

2.4 Syllabus / Content

2.5 Outcomes and Assessment Criteria

2.6 Delivery of Course

2.7 Generating Evidence and Assessment

2.8 Admission Criteria

2.9 Progression

2.10 Resources (Reading / Learning Resources)

2.11 OQF Level and Credit Value

2.12 Notional Learning Hours

3. Course 2: Title

☐ Course 2: Title

☐ Course Title & Summary

☐

:

5. Qualification Structure and Overall OQF Level

6. Recognition of Prior Learning

7. Appeals Procedure

Activity – Course Descriptor Review

1. It is a Group Activity.
2. Program-wise groups are created.
3. Each group shall have a copy of the Course Descriptor of any one course offered in their program.
4. Facilitator will present one example CD.
5. Each group is expected to review the CD from their program.
6. The group lead shall make entries in the Poster based on the discussion.

The Objective of this exercise is to

- (i) analyze the contents of this sample CD for a better grasp of the requirements, and
- (ii) develop a CD for one of the courses in each program using this example CD.

Activity – Course Descriptor Review



CAPACITY BUILDING WORKSHOP OQF QUALIFICATION LISTING

Table No.

Title

Qualification Title:	
Course Title:	

Learning Outcomes

Learning Outcomes:	
--------------------	--

Outcomes and Assessment Criteria

Learning Outcome 1:	Evidence:
To achieve this outcome the student must:	
A)	
B)	
C)	

Learning Outcome 2:	Evidence:
To achieve this outcome the student must:	
A)	
B)	
C)	

Learning Outcome 3:	Evidence:
To achieve this outcome the student must:	
A)	
B)	
C)	

Learning Outcome 4:	Evidence:
To achieve this outcome the student must:	
A)	
B)	
C)	

Learning Outcome 5:	Evidence:
To achieve this outcome the student must:	
A)	
B)	
C)	

Generating Evidence and Assessment

Assessment	Mark / Weight	Minimum Pass

Mapping Assessments to Outcomes

Assessment	LO1	LO2	LO3	LOn	Weight

Notional Learning Hours

Activity	Time	Frequency	Total
OQF Credit Hours:		Total Hours:	

Example Activity

(ii) Listing Outcomes Exercise

- ☐ List the Learning Outcomes
- ☐ Listing Proposal
- ☐ OQF Credit Value
- ☐ Qualification Structure and Overall OQF Level and Credit Value



CAPACITY BUILDING WORKSHOP OQF QUALIFICATION LISTING Listing Outcomes Exercise

Table No.

Title, LO and Assessment

Course Code & Title:	
----------------------	--

Complete for each course:	Yes	No
Does the title of the course reflect the content?		
Is the course written in learning outcomes?		
Are the learning outcomes clear and unambiguous?		
Are all the learning outcomes assessed?		
Are pre-requisite and/or co-requisite courses clearly identified?		

List the Learning Outcomes

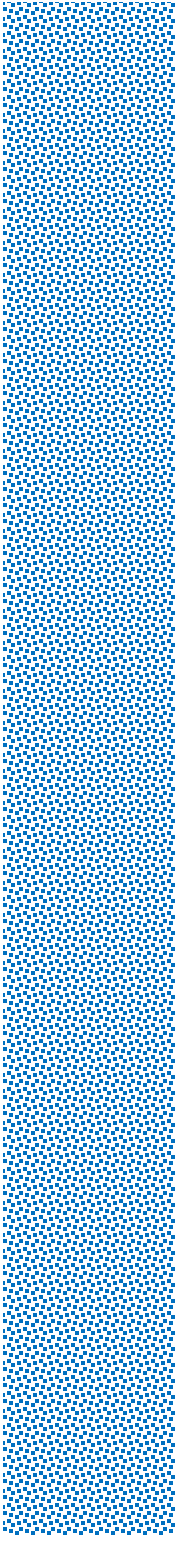
LO1
LO2
LO3
LO4
LO5

Listing Proposal

Characteristic	OQF Level	Rationale
Knowledge		
Skills		
Communication Numeracy and ICT		
Autonomy and Responsibility		
Employability and Values		
Learning to Learn		
Overall		

Tea Time





OQF LISTING AND ALIGNMENT PROCESSES

LISTING

LISTING involves the evaluation of the modules of an Omani qualification to:

- Ensure the quality assurance measures required for the OQF are in place
- Ascertain the clarity and relevance of the LOs of the modules to the overall PLOs
- Ensure the Assessment Criteria are clear and valid and assessment methods are appropriate
- Determine the OQF Level and OQF Credit Value of each module and the entire qualification
- Ensure the qualification is at the appropriate OQF Level and meets the minimum OQF Credit Value for the Qualification Type

LISTING

LISTING Criteria

- The Omani Awarding Body must
 - (i) own the program leading to the qualification,
 - (ii) be established either by Royal Decree or have an institutional license
- The qualification must have
 - (i) a program license from the relevant licensing body,
 - (ii) quality assurances measures in place, and
 - (iii) clear LOs, which are subject to quality-assured summative assessment

ALIGNMENT

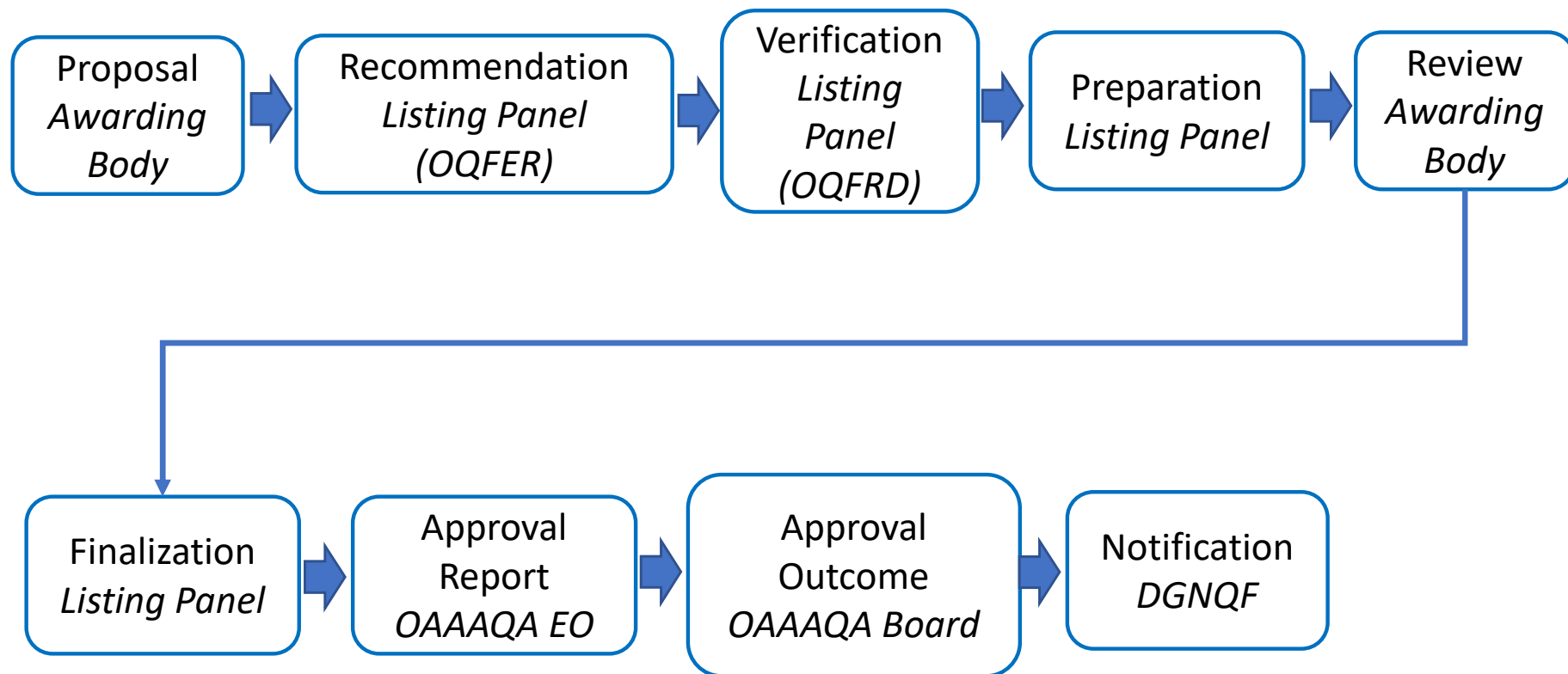
ALIGNMENT is ‘an evaluation of a Foreign or International qualification against the Alignment Criteria and the OQF Level Descriptors to determine the OQF Level that the qualification aligns to and, if applicable, the comparable OQF Credit Value of the entire qualification’.

Alignment Criteria

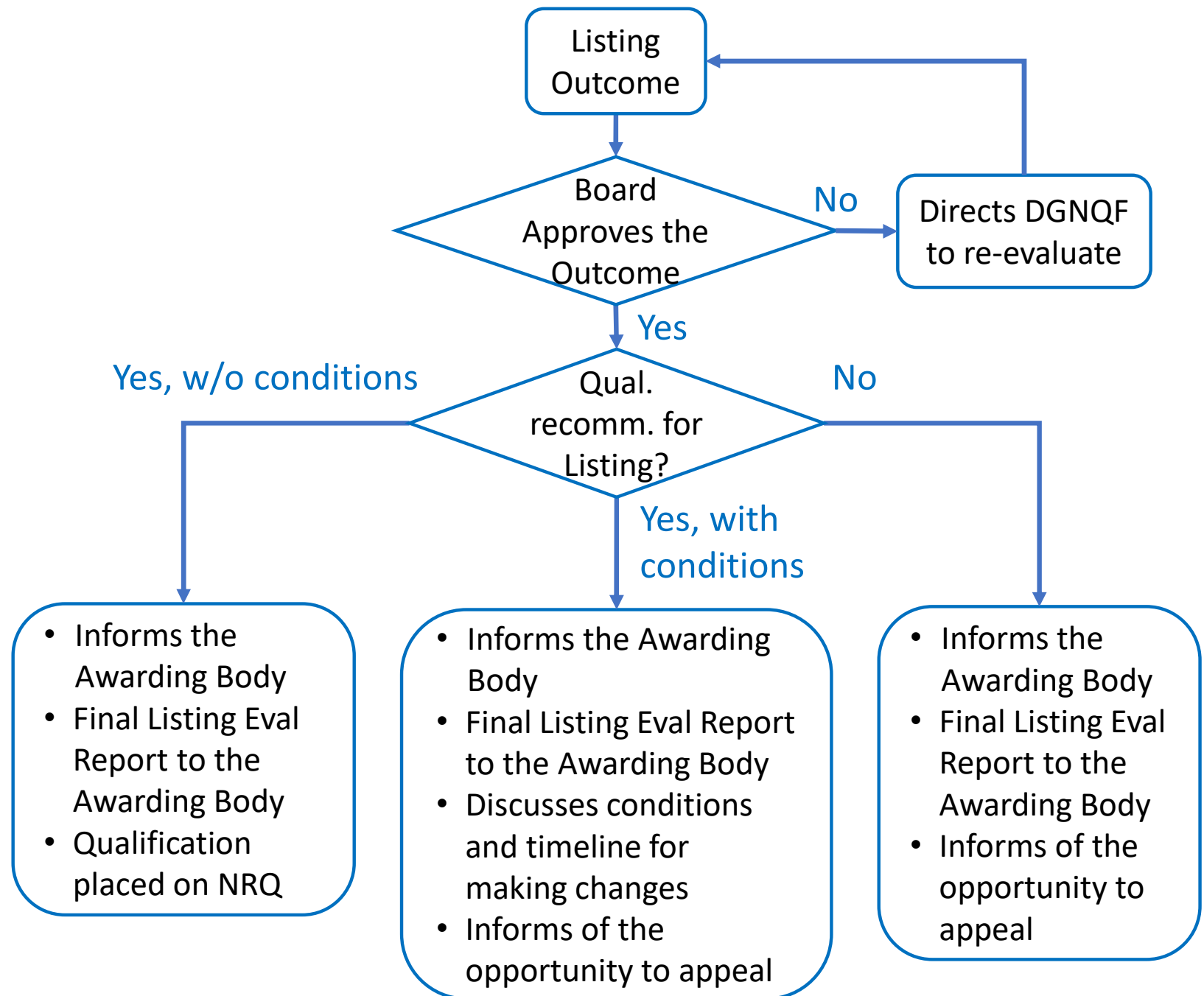
The Foreign or International Awarding Body must

- (i) own and/or award the program leading to the qualification
- (ii) be quality assured/accredited by a recognized external quality assurance agency
- (iii) have robust institutional quality assurance measures in place, ensuring comparability with that required by Omani Awarding Bodies for the institutional license
- (iv) have arrangements in place for communicating with each education or training provider delivering the qualification in Oman
- (v) have a program license from the relevant licensing body, as required by the Omani licensing regulations
- (vi) have quality assurance measures in place, and
- (iv) have clear LOs that are subject to quality-assured summative assessment.

Nine Stages of the Listing or Alignment of Qualifications

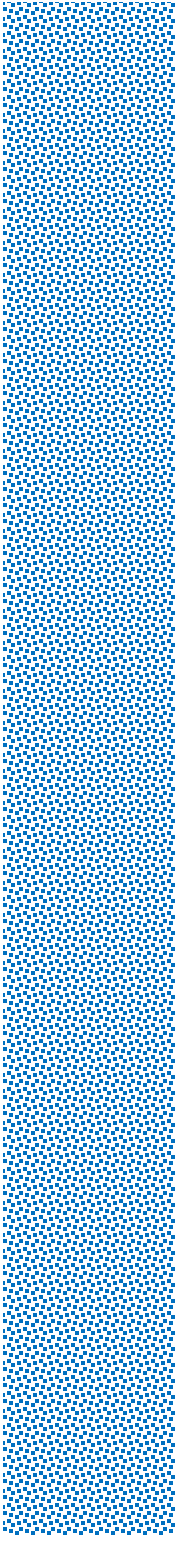


Actions following the OAAAQA Board Decision for Listing



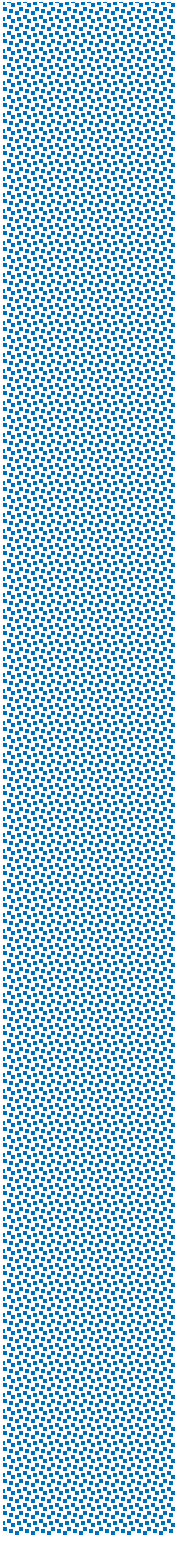
Responsibilities of the Awarding Body

- The proposal for the OQF Level and Credit Value is carried out by the Awarding Body
- Establish a Listing Committee comprising of
 - Subject Experts and Quality Assurance Experts
 - Membership may include those who were involved in the design of the program but, for objectivity, should also include those who were not involved.
- Listing Committee members should be given:
 - Sufficient time to familiarize themselves with the Qualifications Specification, the Learning Outcomes, the Assessment (criteria and methods), and any other relevant information
 - The OQF Level Descriptors



Responsibilities of the Awarding Body

- Complete the online Listing (or Alignment) Application Form.
- Must be signed by the senior member of staff with responsibility to make application to the OAAAQA, perhaps, the DVC&P in case of NU.



Listing Application

- Listing application requires the following **information about the program**:
 - Overview, rationale and target group
 - Entry requirements
 - Program design
 - Learning Outcomes
 - Assessment Arrangements (criteria and methods)
 - Proposed OQF Level and Credit Value for each course and the entire qualification

Listing Application

- Online application; template provided.
- Listing application requires the following **information** related to **quality assurance**:
 - Teaching and Learning strategy
 - Learning support
 - Progression routes, if any
 - Management and administration arrangements
 - Arrangements for recording learner achievement
 - Protection for certification
 - Arrangement for monitoring and review of program, including how it is kept up-to-date
 - Arrangements in place for the withdrawal of the qualification

Re-Listing and Re-Alignment

- A review process for Listed (or Aligned) qualifications to ensure that the Listing (or Alignment) Criteria were maintained through the delivery of the qualifications and no major changes were made to the LO of the units, modules or courses that impacted on the OQF Level and/or OQF Credit Value of the entire qualification.
- All qualifications on the NRQ are subject to Re-Listing or Re-Alignment on a cyclical basis, for example, every five years for a Bachelor's Degree.

Key Takeaways

- Listing and Alignment – understand what they mean.
- HEIs will have to review the learning outcomes of the programs and align them with the level of the award. This is a must to have their programs approved for listing at the OQF Level.
- Qualifications should be described in Learning Outcomes that comply with the 10 Level Descriptors, grouped under knowledge, skills and competencies.
- Each Learning Outcomes must be assessed.
- The qualification listing / alignment should enhance the quality of learning at the appropriate level.
- Qualification Listing is a MUST for all HEIs.

THANK YOU!