CENTRE FOR QUALITY ASSURANCE AND MANAGEMENT (CEQUAM)

GUIDELINES FOR DEVELOPING PROGRAMMES FOR NQF-REGISTERED QUALIFICATIONS

May 2011

These guidelines were developed based on the Regulations Setting-up the National Qualifications Framework for Namibia (Namibia Qualifications Authority Act, 1996). The guidelines must therefore be used in conjunction with NQF Regulations.

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1. Introduction

These guidelines simplify and abridge the criteria that are normally addressed in the evaluation of Qualifications prior to registration on the National Qualifications Framework (NQF) as outlined in the Regulations Setting-Up the National Qualifications Framework for Namibia. The guidelines must therefore be used in conjunction with NQF Regulations for more details.

2. Defining qualifications (pp 23 - 30)

2.1 Certificates

Certificates may be used in a wide range of contexts across all levels up to and including level 8, and are often used to prepare candidates for both employment and further education and training.

2.1.1 Credit Requirements

A certificate must comprise a minimum of 40 credits.

The level of a certificate is determined by beginning with the highest level credits and counting back until a total of 40 credits is reached. The level at which the total of 40 is reached determines the level of the certificate.

2.2 Diplomas

Diplomas often prepare learners for self-directed application of skills and knowledge. These qualifications recognise capacity for initiative and judgement
- across a broad range of educational and vocational areas
- in technical, professional, and/or management roles.

2.2.1 Credit Requirements

A diploma must
- be registered at level 5, 6, 7, or 8 with the top 72 credits defining the level at which it can be registered
- have a minimum of 120 NQF credits.

The level of a diploma is determined by beginning with the highest level credits and counting back until a total of 72 credits is reached. The level at which the total of 72 is reached determines the level of the diploma.

2.3 Bachelor Degrees
A Bachelor's degree is characterized by a systematic and coherent introduction to the knowledge, ideas, principles, concepts, chief research methods, and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major). It requires meeting specified requirements, as set down in the NQF regulations, and involves at least one sequential study programme in which content is progressively developed to the point where a candidate is prepared for postgraduate study and supervised research. It prepares a candidate for advanced study as well as directed research and scholarship in the major subject(s) of the degree.

Bachelor's degree programmes are taught mainly by people engaged in research; and emphasise general principles and basic knowledge as the basis for self-directed work and learning.

2.3.1 Outcomes
A graduate of a Bachelor's degree programme is able to:
- demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods, and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major);
- demonstrate the skills needed to acquire, understand, and assess information from a range of sources;
- demonstrate intellectual independence, critical thinking, and analytic rigour;
- engage in self-directed learning; and
- demonstrate communication and collaborative skills.

2.3.2 Credit requirements
A Bachelor's degree requires a minimum of 360 credits from levels 4 to 7 or above.
Of the credits required for a Bachelor's degree, a minimum of 72 credits should be at level 7 or above. A maximum of 40 credits should be at level 4 such that the integrity of the qualification at the higher levels is maintained.

2.4 Professional Bachelor Degrees
Bachelor's degrees in professional fields such as engineering, the health sciences, and law, encompass additional credits and may require a longer period of study. For example, an eight semester (four years) degree would normally be equivalent to 480 credits. A minimum of 120 credits must be at level 8. The qualification must also meet the requirements of the regulatory or professional body. The number of contributing credits at level 4 is restricted to 40 credits.

2.5 Bachelor Honours Degrees
A Bachelor's degree may be awarded with honours to recognise advanced or distinguished study in advance of a level 7 Bachelor's degree. This may occur by:
- recognising outstanding achievement in a 480 credit (or more);
- achieving 120 credits at level 8 following a level 7 Bachelor's degree (either as part of an integrated honours degree or as a separate qualification);
- out of the 120 credits at level 8, minimum 30 credits must be research related.

2.6 Postgraduate Certificates
A Postgraduate Certificate involves credits from a specified subject and, where appropriate, the similar areas. It serves as a qualification recognising continuing professional development in the same area as the candidate's original degree. A candidate will normally have completed all requirements of a Bachelor's degree or, in special circumstances, a Bachelors degree with Honours. The Postgraduate Certificate is designed to extend and deepen a candidate's knowledge and skills through formal instruction and directed inquiry.

2.6.1 Outcomes
A graduate of a Postgraduate Certificate programme is able to:
- acquire and assess knowledge, analyse and solve problems, work and study independently; and
- demonstrate intellectual independence, analytic rigour, and sound communication.

2.6.2 Credit requirements
A programme leading to the Postgraduate Certificate requires a minimum of 40 credits at level 7 or 8.

2.7 Postgraduate Diploma
A Postgraduate Diploma is designed to extend and deepen a candidate's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree. It provides a candidate with a systematic and coherent survey of current thinking and research in a particular body of knowledge and may include instruction in the relevant research methodologies.

2.7.1 Outcomes
A graduate of a Postgraduate Diploma programme is able to:

- engage in self-directed learning and advanced study;
- demonstrate intellectual independence, analytic rigour, and the ability to understand and evaluate new knowledge and ideas; and
- demonstrate the ability to identify topics for original research, plan, and conduct research, analyse results and communicate the findings to the satisfaction of subject experts.

2.7.2 Credit requirements
The Postgraduate Diploma requires a minimum of 120 credits from levels 7 and above with a minimum of 72 credits at or above the level of certification.

2.8 Master's Degree
A Master's degree is normally designed to build on the principal subject(s) of the qualifying degree.

Typically it require students to demonstrate mastery of theoretically sophisticated subject matter; to evaluate critically the findings and discussions in the literature; to research, analyse and argue from evidence; to apply knowledge to new situations; and to engage in rigorous intellectual analysis, criticism and problem-solving.

A Master's degree programme contains a significant element of supervised research. The results of that research are normally embodied in a thesis, dissertation, or substantial research paper, but in some cases are incorporated in a series of papers. Creative work may also contribute to the research output. The research should demonstrate a capacity in the candidate for independent thinking.

2.8.1 Outcomes
A graduate of a Master's degree programme is able to:
- provide appropriate evidence of advanced knowledge about a specialist body of theoretical and applied topics relevant to the degree programme;
- demonstrate the capacity for self-directed study and the ability to work independently;
- plan and carry out, to internationally recognised standards, a piece of original research or scholarship which demonstrates a high order of skill in analysis and critical evaluation; and demonstrate effective oral and written communication skills.

2.8.2 Credit requirements
The Master's degree requires either:
- 240 credits at level 9
- Research work must contribute 25% of credits (60 credits or more).

2.9 Doctoral Degrees

2.9.1 Credit requirements
A Doctoral degree requires a minimum of 360 NQF credits all at level 10.

2.9.2 Outcomes
A graduate of Doctoral degree programme is able to:
- provide an original contribution to knowledge through research or scholarship, as judged by independent experts applying international standards.

3. Purpose of qualification (p 60)

The purpose statement must express what a person awarded the qualification knows and can do. The target audience for this statement is learners and trainees, their advisors, potential employers, and education and training providers, so it must be readable and give a clear indication of the role a person with the qualification is able to fulfil.

The purpose statement it must
- express outcomes in terms of the applied knowledge, understanding, skills, and attitudes that the qualification recognises
- allow meaningful comparison with other qualifications.

In addition, the purpose statement for NQF qualifications must
- identify the target group for the qualification
- justify the content and structure of the qualification
- refer to possible NQF qualification pathways
- highlight portability of credit to other related NQF qualifications.

Example of the purpose and rationale of an NQF registered BEd Hons qualification for a certain university

Purpose and Rationale of the Qualification

Purpose of the qualification
The purpose of this qualification is to:
- develop candidates' professional expertise in an aspect of the practices or study of education;
- provide candidates with a deeper understanding of some aspect of the professional practices, institutions and/or systems of education;
- empower candidates to achieve some critical distance from the fashionable and conventional practices and institutions of education;
- foster progressive thinking in the field of education by developing a cadre of educators with a wider and deeper understanding of the transformation of education.

Rationale for the qualification

The Bed (Hons) will provide professional educators and learners at a post-graduate level with a clear understanding of theories and theoretical frameworks, which underwrite education systems. This qualification will deepen the expertise of educators; broaden the leadership base in the field of education, training and development.

The Bed (Hons) is a generic post-graduate qualification intended to accredit advanced and specialized academic, professional or occupational study of aspects of education. It includes an introduction to independent research and prepares candidates for further post-graduate

studies. In view of the different levels of preparation offered to educators it could, therefore, serve as a critical bridge between pre-service professional education and advanced studies at Master's level and beyond. Consequently, the primary functions of this to ensure that educators have the competence required for independent research at higher level.

4. Assessment criteria

Provide special arrangements for assessment for the whole qualification.

An extract of assessment criteria for an NQF registered qualification of a certain university.

Assessment Criteria

1. The assessment used for this qualification ensures that the purpose of the qualification is achieved.

2. A range of formative and summative assessment methods such as simulations, computer assignments, work place assessments, written and oral presentations and examinations are used.

3. The required range of modalities is used interactively to assess whether the specified outcomes have been achieved.

4. From the assessment of samples, generalizing to a domain takes place in a judicious and planned way in order to ensure reliability.

5. The assessment used meets the standard and level of achievement for NQF level 7.

5. Qualification title (pp 12 & 60)

The title of the qualification must be classified according to one or more of the following NQF categories – Designator (broader area), qualifier (specialist area) subfield, or sub-specialist area.

In addition, the title of the qualification must be
• unique
• consistent with the purpose, nature, and composition of the qualification

Example of a title that meets NQF registable criteria:

Bachelor Science (Hons) = designator or broader area

In Civil Engineering = qualifier or specialist

: Transport Engineering = sub-specialist

Full title: Bachelor of Science (Honours) in Civil Engineering: Transport Engineering

6. Review of qualification (p 66)

To ensure that qualifications remain relevant and up to date they must normally be reviewed within five years of registration. In undertaking a review, the institution must contact stakeholders. The review must take account of the views of industry, and representatives of the following:

6.1 The review report

The institution must submit a report for publication with the qualification(s), reflecting the nature of changes made. This report is not intended to be a detailed account of the review or revision process.

The report must include
- the reasons for the review and a brief outline of the consultation process
- a summary of the main changes made
- the transition arrangements from the previous to the new versions of the qualifications, including exemptions if required.

7. Transition arrangements (p 66)

Transition arrangements are for candidates who have an incomplete qualification when a new qualification, or a new version of a qualification, is registered.

Transition arrangements must be made whenever the introduction of a new qualification has an impact on existing qualifications.

8. NQF credits (p 71)

NQF credits are expressed as learning time in terms of notional hours. Notional hours are an estimation of the time it takes an average learner to achieve a certain competence at the required level of performance. Notional hours are <u>not delivery</u> time only. 1 credit = 10 notional hours. These include:
- formal, directed learning
- practical work
- information retrieval
- self-directed study
- assessment
- etc

8.1 How to estimate learning time for a course
- teaching or tutorial time = hours?
- practical time = hours?
- self-directed study = hours?
- assessment = hours?
- etc = hours?

Total = ? ÷ 10 = NQF credits

NQF credits allocated must be whole numbers (p85)

9. What are learning outcomes?

Learning outcomes are statements which describe what a student/learner is expected to **KNOW**, **UNDERSTAND** and able to **DO/PRACTICE** as a result of learning experience. Learning outcomes are specific, expressed competencies and should not be confused with aims, which are loose and broad. Each statement of learning outcome should include a **VERB** that represents observable behavior **DEMAND** of learning that represents the level or complexity of learning that is expected, and/or the degree of **INDEPENDENCE** or autonomy in performing the task.

The essential difference between exit programme or qualification outcomes and course learning outcomes is that the former relate to the outcomes of the whole qualification upon completion of the learning programme and the latter refers to outcomes of individual courses in a programme.

9.1 When to use level descriptors

When are we most likely to need to refer to level descriptors?

- when designing new programmes of study
- when writing learning outcomes
- when writing assessment items
- when assessing for recognition of prior learning
- when learning at different levels needs to be compared

9.2 How to work with level descriptors

There are some general guidelines for using level descriptors:

1. Level descriptors should be seen as helpful guides rather than dictates.

2. They are generic and may, therefore, contain sections that are not appropriate to a particular programme or course. It is reasonable, then to ignore or remove the section which is not applicable. For example, communication skills in level descriptors may not be developed in all courses.

3. Progression in learning is characterized by three important related factors:

- The demand or **complexity** of learning outcomes and the **context** in which competence is applied
- the degree **autonomy** or **independence** of the learner; and
- the increasing **responsibility** that is expected of the learner in the guidance given and the tasks set.

4. In working with descriptors at a particular level in a programme look at equivalent descriptors for the previous and the next level. Descriptors work better when viewed in the context of progression in the complexity of learning – the words become more meaningful.

5. Look at the relationship between descriptors at the same level. Most learning described in level descriptors do not function independently of each other. For example, the ability

to analyse at a particular level is meaningless in terms of level unless the complexity of the material of learning is taken into account. A Grade 12 learner can analyse – what differs from analysis at Grade 12 level and level 7 for instance is not just the analytical skill, but also the complexity of the material that the learner is analysing.

6. Use level descriptors to provide an appropriate vocabulary to describe learning. This can be useful in writing exit programme outcomes, course learning outcomes or constructing assessment items.

9.3 Writing learning outcomes

Here are some suggested ways for witting learning outcomes:

- Think of what you expect students to be able to know and do before reading your material.
- Think of them after they have read it. What should they now be able to do as a result of reading it?
- Always try to use active verbs. Some examples are given in Appendix 1.
- Try writing them!
- Ask a colleague or students whether they know what is expected of them.
- Then refine the learning outcomes.

9.4 Words to avoid in learning outcomes

Avoid using these words and phrases when writing learning outcomes because they are ambiguous and difficult to assess:

- be comfortable with
- understand
- appreciate
- believe
- enjoy
- grasp the significance of
- have faith in
- internalize
- learn

10. Reflecting NQF levels in learning outcomes

There are no exact rules as to how to indicate NQF levels in learning outcomes. Programme and course developers normally use the levels suggested by Bloom (1964) to specify **the nature of the understanding** that is sought, i.e. knowledge, comprehension, application, analysis, evaluation, synthesis (See Appendix 1). It should however be noted that the NQF level descriptors and Blooms Taxonomy have not been aligned. Bloom's taxonomy has only six (6) levels and the NQF for Namibia has ten (10) levels. It is therefore not sufficient to just express learning outcomes in terms of Bloom's Taxonomy without reflecting level descriptors.

The level is however implied in the type and complexity of activity that the learner must do in order to demonstrate that learning has been attained. Learning outcomes need to specify the complexity of learning in terms of the practical demand (action), the context in which learning is applied, and the degree of autonomy or independence, and responsibility of the student. As the student progresses towards the more advanced levels, the complexity, degree of autonomy, independence, and originality of the work becomes eminent.

A well-constructed learning outcome includes the following elements to reflect the complexity of learning:

- *demand/competence* – what a student is able to **Do**, e.g. plan and implement
- *standard* or complexity/degree of sophistication of performance - how well, e.g. can make decisions in complex and unpredictable situations
- *student autonomy or degree of independence* of the learner and amount of guidance required by the learner, e.g. can autonomously plan and implement tasks

The following are some examples of learning outcomes with comments below each on how the level is generally reflected in the learning outcome.

A Level 6 Chemistry course

At the end of the course, it is intended that the student will be able to
- write a concise, clear and tidy report of a laboratory practical that must be laid out in the prescribed format.

Comment: learners here are expected to learn basic presentation skills of writing, reporting clearly and working in a pre-determined format. It is a predictable and well guided task that would be related to laboratory practical at level 6.

A Level 7 course in a B.Ed programme

At the end of the course the student is expected to be able to:
- explain the more complex reasons for difficult behaviour in primary school children in class situations, indicating standard techniques for improving that behaviour.

Comment: the implications of level reside in the nature of the learning, the notion of 'explain', the fact that it is 'the more common reasons' that they should address, and the fact also that it is 'the more standard techniques' that they address. These ideas accord generally and more specifically with level descriptors at level 7.

A course at Level 8 in English Literature

At the end of the course, the learner is expected to be able to

- demonstrate detailed and advanced understanding of the influences of the historical and social context within which the chosen text is set, both from the study of the text itself and from the study of other contemporary literature.

Comment: the understanding required should be detailed and advanced, and broader knowledge is sought than that from the text. These demands accord with level 8 expectations.

Master's level 9 – Social Policy

At the end of the course, students will be expected to be able to
- describe the historical development of social policy, evaluate and independently judge the value of key developments in health care from the perspective of social policy.

Comment: in addition to assuming understanding of social policy and health care, the learners are expected to evaluate and make independent judgments.

More examples of learning outcomes at Master's level:

At the conclusion of this course students will be able to:
- Scrutinize and correctly identify a variety of scientific methods, theories, and strategies related to how science explains the world around us.

- Interpret complicated scientific material from experts and translate it into clear, graceful prose accessible to a mass audience.

- Analyze published results in journals by testing their hypotheses, independently evaluate scientific claims and draw logical conclusions based on scientific methods.

Where appropriate, use multiple verbs to represent increased of complexity of learning outcomes.

For example:
- Learning outcomes for low level qualifications would predominantly contain 'basic verbs' and limited multiple verbs per learning outcome, e.g. describe or list…

- Intermediate levels learning outcomes might include some basic verbs, some higher level ones, but predominantly contain intermediate level verbs, e.g. compare and contrast…; critically analyse and make independent judgment…

11. An extract of exit programme outcomes of an NQF registered level 8 Hons qualification for a certain university

Bachelor of Accountancy Honours: Financial: Taxation: Management: Auditing

Holders of this qualification are able to:
- Demonstrated ability to read and interpret advanced accounting literature, implying the ability to teach themselves from source material.

- Manifested understanding of the use of scientific methods in the acquisition of advanced accounting data and knowledge.

- Demonstrated ability to identify and solve more complex problems in a critical and creative way by applying appropriate accounting methods.

- Demonstrated ability to work effectively with others as a member of a management team in the team in the private, developmental and public sectors.

- Demonstrated ability to organize and manage oneself and one's personal activities responsibly and effectively.

- Demonstrated ability to collect, analyzes, organize and critically evaluate relevant information.

- Demonstrated ability to communicate effectively, using advanced visual, mathematical and or language skills in the modes of oral and or written persuasion.

- Demonstrated ability to use accounting-based science and technology effectively and critically, showing responsibility towards the environment and the interests of others.

- Demonstrated understanding of the world as a set of related systems by recognising accounting related problem solving contexts do not exist in isolation.

- Demonstrated ability to apply this accounting related knowledge and practical skills to address advanced theoretical and practical accounting and to learn appropriate lessons from these experiences.

12. A "Design Down, Deliver Up" approach
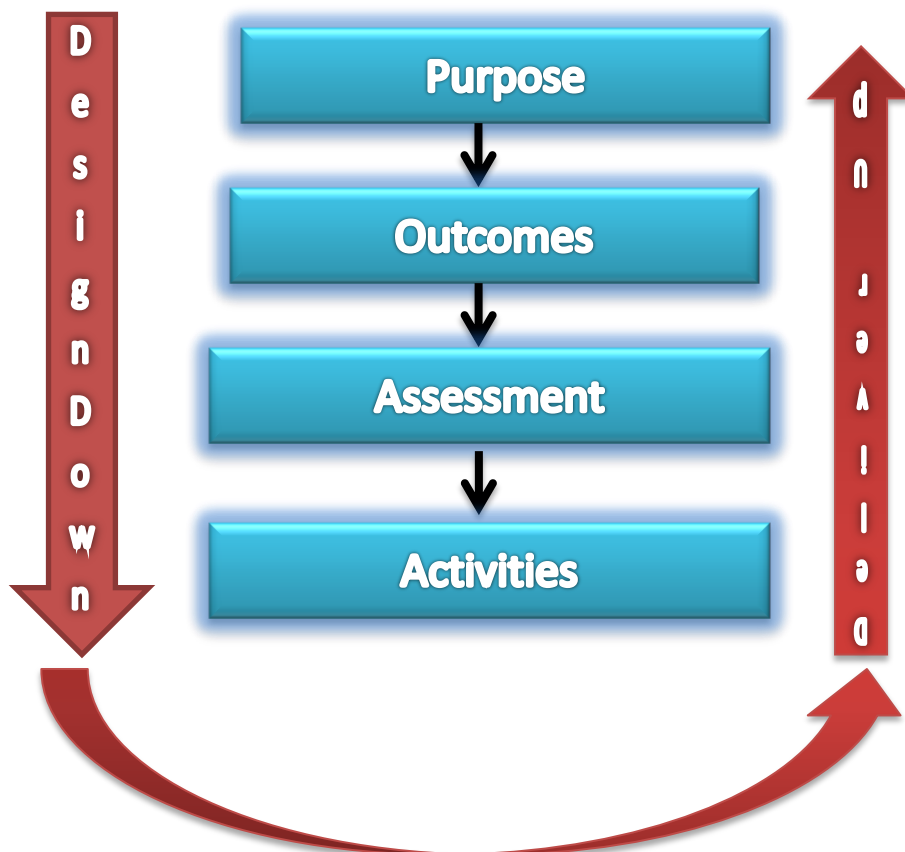
Design Down
A 'design down' approach starts with an analysis of the qualification, to a close examination of the outcomes, its assessment criteria and other relevant information.

Purpose
What is the purpose of the qualification?

Outcomes
How can this purpose be achieved? What will my students need to know and be able to do in order to achieve this purpose? What values are embodied in the purpose? The answers to these questions are written up as outcomes.

Assessment
How will I know if my students have achieved the outcomes? What evidence will I look for? In other words, how will I assess whether my students have achieved the outcomes or not?

Activities
How will I prepare my students for the assessment? What teaching and learning activities will produce the knowledge, skills and values required by the assessment activity?

Deliver Up
Once the design down process is complete you will "deliver up", that is, conduct learning activities which will prepare your students for the assessment activities. These in turn will provide evidence that they have met the outcomes and thereby have achieved the purpose of the qualification.

13. Some guiding questions to consider when analysing a qualification

1. Who is the qualification aimed at?
2. What is the purpose of the qualification?
3. What is the level of the qualification? Have a look at the level descriptors for this level.
4. What is the access requirement for the qualification?
5. How could different assessment strategies be used in this qualification?
6. Look at the spread of credits across the compulsory and elective categories. Decide on one implication this would have for you.
7. Look at the moderation options and discuss one implication this has for your institution.
8. Use the list of outcomes and assessment criteria to identify what kind of physical resources i.e. equipment, materials, stationery etc. this qualification would require you to have.

14. Some guiding questions to consider when analysing the specific learning outcomes
1. What does the outcome indicate students need to know and be able to do?
2. What will need to be assessed according to the assessment criteria for this outcome?
3. What content/subject matter will be needed by the student?
4. Identify and select activities that will enable students to achieve the outcome and meet the assessment criteria
5. Select appropriate teaching strategies/methods/approaches which will get students to the point where they can produce the evidence of learning which is required.

15. Clarification of Terms

Course: A course is a component within a programme of study for a qualification. It has these characteristics:

- It is an identifiable teaching/learning component that may be undertaken in more than a year, in a year or semester or shorter period.
- Student performance in the component is assessed and recorded in the central record system.
- The component has a unique identifying "course code" which is assigned to it in the institution's central record system.

A course may be a component undertaken as coursework, or as a project, or as a thesis, or as a dissertation, or as a practicum, or as a mixture of such types.

Exit programme outcomes: Specific intellectual and practical skills gained and demonstrated by the student upon successful completion of a programme of study.

Learning outcomes: Statements of what a learner is expected to know, understand, and be able to demonstrate as a result of learning process.

Programme: A purposeful and coherent combination of learning experiences that lead to a qualification.

Qualification: A qualification is an award or any degree, diploma or certificate issued by an institution to a student, attesting that particular learning outcomes have been achieved, following the successful completion of a programme of studies.

Level descriptors: Generic statements describing the characteristics and context of learning expected at each level against which learning outcomes and assessment criteria can be reviewed in order to develop courses and assign credit at the appropriate level. In level descriptors, learning is described in terms of:

- Complexity of knowledge and understanding;
- Standard of cognitive skills;
- Key or transferable achieved;
- The expected responsibility of the learner;
- The autonomy or independence of the learner; and
- Amount of guidance required by the learner.

National Qualifications Framework (NQF): A comprehensive policy framework, which defines all qualifications recognized nationally in higher education in terms of workload, level, quality, learning outcomes, and profiles. The NQF is designed so as to be comprehensible through the use of specific **descriptors** for each qualification covering both its **breadth** (competencies associated with learning outcomes) and its **depth** (level).

The NQF is structured horizontally in order to cover all qualifications awarded in a system, and vertically, by level. Its purpose is that of facilitating: (*i*) curriculum development and design of study programmes; (*ii*) student and graduate mobility; and (*iii*) recognition of periods in terms of credits transfer and qualifications.

NQF credits: Quantified means of expressing the volume of learning based on the achievement of learning outcomes and their associated workload. 1 credit = 10 notional hours.

NQF levels: A series of sequential steps (a developmental continuum), expressed in terms of a range of generic outcomes, against which typical qualifications can be positioned. A level indicates a relative demand; complexity; depth of study and learner autonomy.

Appendix 1: Bloom's Taxonomy of Learning

<u>**Cognitive Domain:**</u>

Learning Outcomes Related to Intellectual Development – the head

Category	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Definition	Student remembers or recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for conclusion.	Student judges or evaluates information based upon standards and criteria, values and opinions.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.
Operational Verbs	Cite Label Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write List	Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate	Apply Chart Compute Demonstrate Dramatize Establish Make Manipulate Prepare Project Solve Use	Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline separate	Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend support	Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe synthesize

Basic Knowledge Level   *More Sophisticated Higher Level Critical Thinking*

Affective Domain:

Learning Outcomes Related to Attitudes, Behaviour, and Values Development – the heart

Category	Receiving	Responding	Valuing	Organizing	Characterizing
Definition	Student becomes aware of an attitude, behaviour, or value.	Student exhibits a reaction or change as a result of exposure to an attitude, behaviour, or value.	Student recognizes values and displays this through involvement or commitment.	Student determines a new value or behaviour as important or a priority.	Student integrates consistent behaviour as a naturalized value in spite of discomfort or cost. This value is recognized as a part of the person's character.
Operational Verbs	Accept Attend Describe Explain Locate Observe Realize Receive Recognize	Discuss Examine Follow Model Present Respond Show Studies	Accept Adapt Balance Choose Differentiate Defend Influence Prefer Recognizes Seek Value	Adapt Adjust Alter Change Customize Develop Improve Manipulate Modify Practice Revise	Authenticate Characterize Defend Display Embody Habituate Internalize Produce Represent Validate Verify

Elementary Behaviour, Values and Attitudes   *Highly Developed*
Values, Attitudes and Attitudes

Psychomotor Domain:

Learning Outcomes Related to Skills development – the hands

Category	Observe	Model	Recognize Standards	Correct	Apply	Coach
Definition	Student translates sensory input into physical tasks or activities.	Student able to replicate a fundamental skill or task.	Student recognizes standards or criteria important to perform a skill or task correctly.	Student uses standards to evaluate his/her own performances and make corrections.	Student applies this skill to real life situations.	Student able to instruct or train others to perform this skill in other situations.
Operational Verbs	Hear Identify Observe See Smell Taste Touch Watch *Usually no outcomes written at this level.	Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show	Check Detect Discriminate Distinguish Notice Perceive Recognize Select	Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise	Build Compose Construct Create Design Originate Produce	Demonstrate Exhibit Illustrate Instruct Teach Train

Basic Skills Level   *More Sophisticated Skills*
                                                        Higher Level Ability
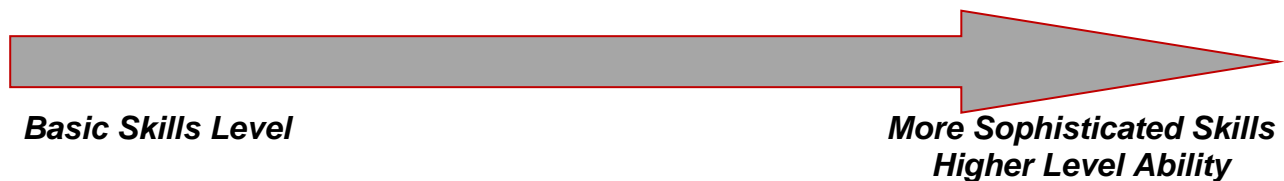
Appendix 2: NQF Level descriptors (pp 6 - 8)

Level	Process	Learning demand	Responsibility
1	*Carry out processes that:* - *are limited in range* - *are repetitive and familiar* - *are employed within closely defined contexts*	*Employing:* - *recall* - *a narrow range of knowledge and cognitive skills* - *no generation of new ideas*	*Applied:* - *in directed activity* - *under close supervision* - *with no responsibility for the work or learning of others*
2	*Carry out processes that:* - *are moderate in range* - *are established and familiar* - *offer a clear choice of routine responses*	*Employing:* - *basic operational knowledge* - *readily available information* - *known solutions to familiar problems* - *little generation of new ideas*	*Applied:* - *in directed activity* - *under general supervision and quality control* - *with some responsibility for quantity and quality* - *with possible responsibility for guiding others*
3	*Carry out processes that:* - *require a range of well-developed skills* - *offer a significant choice of procedures* - *are employed within a range of familiar contexts*	*Employing:* - *some relevant theoretical knowledge* - *interpretation of available information* - *discretion and judgement* - *a range of known responses to familiar problems*	*Applied:* - *in directed activity with some autonomy* - *under general supervision and quality checking* - *with significant responsibility for the quantity and quality of output* - *with possible responsibility for the output of others*
4	*Carry out processes that:* - *require a wide range of technical or scholastic skills* - *offer a considerable choice of procedures* - *are employed in a variety of familiar and unfamiliar contexts*	*Employing:* - *a broad knowledge base incorporating some theoretical concepts* - *analytical interpretation of information* - *informed judgement* - *a range of sometimes innovative responses to concrete but often unfamiliar problems*	*Applied:* - *in self-directed activity* - *under broad guidance and evaluation* - *with complete responsibility for quantity and quality of output* - *with possible responsibility for the quantity and quality of the output of others*

Level	Process	Learning demand	Responsibility
5	*Carry out processes that:* - *require a wide range of specialised technical or scholastic skills* - *involve a wide choice of standard and non-standard procedures* - *are employed in a variety of routine and non-routine contexts*	*Employing:* - *a broad knowledge base with substantial depth in some areas* - *analytical interpretation of a wide range of data* - *the determination of appropriate methods and procedures in response to a range of concrete problems with some theoretical elements*	*Applied:* - *in self-directed and sometimes directive activity* - *within broad general guidelines or functions* - *with full responsibility for the nature, quantity, and quality of outcomes* - *with possible responsibility for the achievement of group outcomes*
6	*Carry out processes that:* - *require a command of wide-ranging highly specialised technical or scholastic skills* - *involve a wide choice of standard and non-standard procedures, often in non-standard combinations* - *are employed in highly variable routine and non-routine contexts*	*Employing:* - *specialised knowledge with depth in more than one area* - *the analysis, reformatting, and evaluation of a wide range of information* - *the formulation of appropriate responses to resolve both concrete and abstract problems*	*Applied:* - *in managing processes* - *within broad parameters for defined activities* - *with complete accountability for determining and achieving personal and/or group outcomes*
7	*Carry out processes that:* - *require a command of highly specialised technical or scholastic and basic research skills across a major discipline* - *involve the full range of procedures in a major discipline* - *are applied in complex, variable, and specialised contexts*	*Employing:* - *knowledge of a major discipline with areas of specialisation in depth* - *the analysis, transformation, and evaluation of abstract data and concepts* - *the creation of appropriate responses to resolve given or contextual abstract problems*	*Applied:* - *in planning, resourcing, and managing processes* - *within broad parameters and functions* - *with complete accountability for determining, achieving, and evaluating personal and/or group outcomes*

Level	Involves skills and knowledge that enable a learner to:
8	- *provide a systematic and coherent account of the key principles of a subject area; and* - *undertake self-directed study, research, and scholarship in a subject area, demonstrating intellectual independence, analytic rigour, and sound communication.*
9	- *demonstrate mastery of a subject area; and* - *plan and carry out - to internationally recognised standards - an original scholarship or research project.* - ***Demonstrated by:*** - *the completion of a substantial research paper, dissertation, or in some cases a series of papers*
10	- *provide an original contribution to knowledge through research or scholarship, as judged by independent experts applying international standards.*

Appendix 3: Template for Programme Documentation

PART A: PROGRAMME SPECIFICATION	
QUALIFICATION TITLE	
1. **Awarding Institution**	University of Namibia
2. **Teaching Institution**	University of Namibia
3. **Faculty**	
4. **Department**	
5. **Programme Code**	
6. **NQF Level of Qualification**	
7. **NQF Credits of Qualification**	
8. **Last Updated**	
9. **Date Approved by Senate**	
10. **Date Registered on NQF**	
11. **Scheduled Review Date**	
12. **Intended Date of First Intake**	

13. Purpose and Rationale of the Qualification
Outline the purpose of the programme including rationale or justification.
Is there a clear and justified purpose and rationale of the qualification?
How does the rationale fit within UNAM's mission and objectives? Does the rationale include contribution to national economy, social, cultural and/or technological goals? Does the rationale explicitly identify needs of the relevant stakeholder's needs (e.g. students & potential employers)?
The purpose of this qualification is to provide students with…

14. Exit Programme Outcomes (Outcome for Whole Qualification)
Outline what the student will know, understand and be able to DO as a result of learning. The programme should provide the opportunity for graduates to develop and demonstrate knowledge, qualities, skills and other attributes in the areas such as intellectual/cognitive skills, professional practical skills, transferable skills, and values and attitudes. Holders of this qualification are able to: **1.** **2.** **3.** **4.** **5.**

15. Evidence of Demand/National Support

Provide evidence of demand of this programme/qualification. Provide proof of the initial process of internal and external stakeholder (academics, students, industry contact, professional body if applicable, alumni, etc.) consultation that has been undertaken and feedback that has been received?

16. Criteria for Admission

Briefly provide minimum entry requirements (general UNAM and programme specific) including mature age entry and/or recognition of prior learning (RPL) where applicable.

17. Articulation Options

Provide articulation options (within School/department/external) for students wanting to enter similar programmes or progress to advance studies in the same or related fields of study.

This qualification serves as an entry point to the following related qualifications:

This qualification provides credits for the following related qualifications:

18. Mode of Delivery

State whether the programme is full-time, part-time, distance or sandwich.

19. Assessment Criteria

Provide assessment criteria used for this qualification.

20. Requirements for Qualification Award

State what specific requirements a student should meet to be awarded this qualification.

This qualification will be awarded to candidates credited with a minimum of <number of credits>, and who have met the requirements of <the compulsory and elective sections>.

21. Career Opportunities

Outline career possibilities for students completing the programme.

22. Programme Director/Coordinator

Provide the name (s) and contact details of staff members coordinating the programme or who should be contacted regarding the programme.

23. Resources Implications

23.1 Human Resources:

Is the academic staff adequate to enable accomplishment of the programme outcomes? Are human resource implications fully outlined in terms of new staff that need to be appointed or jobs that need to be redesigned?

23.2 Financial Resources:

Are the financial implications of the proposed programme outlined? Is the proposed programme financially viable in the context of the UNAM's overall resources and strategic directions?

23.3 Physical Resources:

Are the facilities (e.g, lecture, computing, laboratory, library and associated equipment, etc.) available adequate to support a conducive learning environment to ensure that the programme outcomes are accomplished?

Are implications of the proposed programme on additional investments in terms of laboratory facilities, classroom space, library resources, computing facilities, etc. outlined and feasible?

24. Quality Assurance Arrangements

Provide mechanisms that will be put in place so that the quality of the programme outcomes can be assured.

25. Summary Table for all Courses in the Programme

Provide a summary of information on all courses in this programme.

Course	*Course code*	*NQF Level*	*Credits*	*Compulsory*	*Elective*
Year 1					
Year 3					
Year 3					
Year 4					
		TOTAL CREDITS			

PART B: COURSE SPECIFICATION: *Repeat this part for each course in the programme.*	
Course Title:	
Course Code	
NQF Level	*Provide the NQF level of the learning outcomes of the specific course in terms of the complexity of learning as aligned to the ten (10) levels of NQF*
Notional Hours	*Provide the total minimum hours of learner effort including lectures, seminars, practical work, independent study, group work, assignments, research, exams, etc. 1 credit = 10 notional hours.*
NQF Credits	*Provide the minimum NQF credits of the specific course.*
Prerequisite	*Provide a list of requirements or courses that should first be completed before this one.*
Compulsory/Elective	*State whether the course is compulsory or elective. Compulsory courses represent essential skills while elective courses represent complementary or specialist skills.*
Semester Offered	*State the semester in which the course is offered and duration. e.g. 1/2*
Course Aims	
Provide overarching aims of the course and how it fits within the programme. This course aims to:	

Learning Outcomes/Specific Outcomes
Provide specific course learning outcomes of a students' knowledge, abilities and skills after

On completing the course students should be able to:
1.
2.
3.
4.
5.

Course Content

Methods of Facilitation of Learning

The course will be facilitated through the following learning activities:

Assessment Strategies

Quality Assurance Arrangements

Learning Resources

APPENDICES

Provide evidence for the relevant stakeholder's involvement in the development/review of the curriculum (e.g. Curriculum advisory committee, partner institutions, industry, alumni, society, professional bodies were applicable, etc.)

Attach any supporting document (e.g. minutes of meetings, reports, relevant stakeholder's comments (e.g. students, alumni, potential employers, informatics society, etc.), invitations, enquires, responses, etc.).

Appendix 4: Qualification Format for NQF Registration

Qualification Title:

Level of qualification:

Total credits:

	Compulsory	Elective
Level 1 credits:		
Level 2 credits:		
Level 3 credits: etc		
Minimum total credits required:		

Registration date: <entered by the Namibia Qualifications Authority>

Scheduled review date: <entered by the Namibia Qualifications Authority>

Body responsible for the qualification:

Other bodies whose course materials/learning materials/ learning outcomes/etc are included in the qualification:

1   Purpose

<include summary of rationale, relationships with other qualifications, entry restrictions (if any), etc.

Outcome for whole qualification

Holders of this qualification are able to:

2   Regulations for the qualification

2.1   Summary of qualification requirements

This qualification will be awarded to people credited with a minimum of <> credits, and who have met the requirements of <the compulsory and elective sections>.

2.2   Detailed qualification requirements

Compulsory
All the outcomes of learning listed below are required.

FIELD:

Subfield:

Outcomes of Learning /Learning Outcomes	Level	Credit

Elective (if any)

A minimum of (i.e10 NQF credits) is required from the following outcomes of learning.

FIELD:
Subfield:

Outcomes of Learning /Learning Outcomes	Level	Credit

3   Credit recognition and transfer arrangements

<insert any formal arrangements for credit transfer from other qualifications>.

4   Special Arrangements

<insert any special assessment arrangements and quality assurance requirements>
<insert any special delivery requirements>

5   Transition arrangements

5.1   Non National Qualifications Framework transition

<insert arrangements where an 'old' qualification is being replaced by one being registered on the NQF >.

5.2   National Qualifications Framework transition

Version?

This qualification was updated and issued as version? in MMMM yyyyy.

Appendix 5: NQF Checklist

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

NAMIBIA QUALIFICATIONS AUTHORITY

Tel: 271083	**Private Bag 13247**
Fax: 224325	**Windhoek**

Application for the Registration of Qualifications on the National Qualifications Framework

This submission covers these qualifications	

This is a submission of ☐ new qualifications ☐ qualifications for re-registration

Name of body responsible for developing these qualifications	
Name of contact person	
Position	
Postal address	
Email	
Telephone	**Fax**

The following documents have been attached to this submission:

Rationale for the qualifications	☐ Yes	☐ No	☐ **NQA check**
Evidence of national support	☐ Yes	☐ No	☐ **NQA check**
Quality assurance checklist	☐ Yes	☐ No	☐ **NQA check**

The preferred review date for these qualifications is

Signature of contact person

Date

Checklist for the Quality Assurance of Qualifications

Name of body responsible:

Qualification Titles

(show Reference Numbers if the qualifications are being reviewed**)**

Requirement	Checked by		Tick box for compliance, or include explanatory comments and expand in covering letter if required
	Body	**NQA**	**Comments**
GENERAL			
There is a clear and justified purpose for the qualification	☐	☐	
The content of the qualification aligns with the rationale and is consistent with the title	☐	☐	
The contents of the document are internally coherent, make sense and are simply stated	☐	☐	
Broad as well as specific outcomes are included	☐	☐	
Language is clear and does not present potential barriers to access	☐	☐	
Text is free from typographical, grammatical, and punctuation errors (publishable quality) & meets current formatting requirements	☐	☐	
SPECIFICS			
1.Rationale			
The purpose of the qualification is elaborated	☐	☐	
There is evidence of sector wide support for the qualification and its structure	☐	☐	

	Checked by		Tick box for compliance, or include explanatory comments and expand in covering letter if required
Requirement	**Body**	**NQA**	**Comments**
2. Type of Qualification			
The qualification fits the outcome, credit and level requirements for the relevant type of qualification on the NQF.	☐	☐	
3. Qualification Structure			
The total number of credits is shown	☐	☐	
Credits are shown for each Level	☐	☐	
Credits by level are shown for each set (and strand)	☐	☐	
The arithmetic is correct	☐	☐	
Other bodies whose unit standards are used are listed (where relevant)	☐	☐	
4. Title			
The title is concise, distinctive, appropriate and indicative of the content	☐	☐	
The title indicates the qualification type	☐	☐	
The title includes a Classification category	☐	☐	
The title does not refer to products, organisations or documentation.	☐	☐	
5. Outcomes			
The outcome(s) represented by attainment of the whole qualification is stated clearly	☐	☐	
Component outcomes that make up the qualification are stated	☐	☐	
The component outcomes are expressed as specifically as possible	☐	☐	
Details of component outcomes not unit standards are publicly accessible and include criteria for assessment decisions	☐	☐	
Component outcomes not unit standards are appropriately assigned Levels and credit values	☐	☐	

Requirement	Checked by Body	NQA	Tick box for compliance, or include explanatory comments and expand in covering letter if required
			Comments
6. Purpose			
The purpose statement is consistent with the rationale	☐	☐	
Explanation for any strands or optional sets is provided	☐	☐	
Significant relationships with other qualifications are identified	☐	☐	
Entry restrictions are clear and the reason for restricted access given	☐	☐	
Guidance to potential graduates is clear.	☐	☐	
Registration or licensing requirements additional to the qualification are stated	☐	☐	
7. Qualification Requirements			
The requirements for the award of the qualification are coherent and simply stated	☐	☐	
Minimum number of credits and/or unit standards and/or outcomes are shown for each set	☐	☐	
Other maximum and minimum credit or level requirements are shown	☐	☐	
The qualification sets are shown in a sensible and logical order	☐	☐	
The components of each set are shown in a sensible and logical order	☐	☐	
All listed unit standards are currently registered	☐	☐	
Id, title, credit and level are shown for listed unit standards	☐	☐	
Unit standards are grouped by Classification category and listed in numeric order within each category	☐	☐	
Unit standards are listed before non-unit standard components	☐	☐	
Classification categories are listed in alphabetical order	☐	☐	
Credit transfer represents not more than 50% of the qualification requirements	☐	☐	

	Checked by		Tick box for compliance, or include explanatory comments and expand in covering letter if required
Requirement	**Body**	**NQA**	**Comments**
8. Special Arrangements			
Special arrangements for assessment are given, and include arrangements for external quality assurance	☐	☐	
Special arrangements for delivery of programmes are given	☐	☐	
Special arrangements do not represent unreasonable barriers	☐	☐	
9. Transition Arrangements			
Transition arrangements are in place to protect learners currently working towards an existing qualification	☐	☐	
Transition arrangements are in place to protect learner interests following the review of the qualification or its component unit standards	☐	☐	
The transition arrangements treat learners fairly	☐	☐	
10. Body Responsible			
Name shown is that recognised by NQA	☐	☐	

On behalf of Body

Checked by _____

Date checked _____

On behalf of NQA

Checked by: _____

Date checked: _____

To be submitted for the Re-registration of qualifications only

	Checked by		Tick box for compliance, or include explanatory comments and expand in covering letter if required
	Body	**NQA**	**Comments**
REVIEW REPORT			
Outlines the review process	☐	☐	
Provides rationale for, and summary of, the major changes	☐	☐	
Includes a summary of main changes to the content and/or structure of the qualification	☐	☐	
Outlines transition arrangements	☐	☐	

On behalf of Body

Checked by _____

Date checked _____

On behalf of NQA

Checked by: _____

Date checked: _____

Appendix 6: Template for Senate Submissions for Programme approval

SUBMISSION

TO: ……………………………….
……………………………….

FROM: ……………………………….
……………………………….

DATE: ……………………………….

SUBJECT: …………………………..

1. **PURPOSE:**
   (States what the decision is that you would like the decision-making body to make. Provide sufficient detail to alert the reader to the implications. State clearly whether the submission seeks for approval, advice, recommendation, or any other decision as the case may be).

2. **BACKGROUND:**
   (Provides sufficient background to the issue at hand to understand how and why the submission is presented. Argument and discussion of options should not be inserted here).

3. **MOTIVATION/DISCUSSION:**
   (Present arguments for and against the recommendation. You may also discuss options and the pros and cons of each, before a recommendation is reached).

4. **EVIDENCE OF DEMAND:**
   (Provide details of the initial process of internal and external stakeholder consultation (e.g. academics, students, potential employers, society, etc.) that has been undertaken and attach proof as Appendices).

5. **IMPLICATIONS:**

(Outline implications of approving the recommendations of the submission using subheadings below).

   a)   Staff/Human Resource:
     (Indicate the full estimated human resource implications in terms of new staff that will need to be appointed or jobs that will have to be redesigned).

   b) Financial Resources:
     (Indicate the financial implications of the recommendation for the institution).

   c) Physical Resources:
     (Indicate the physical resources implications of the recommendation for the institution).

6.   RECOMMENDATIONS:
(Outline the recommendations to the decision-making body briefly, but fully).