



**University of Namibia**

**Center for Quality Assurance and Management (CEQUAM)**

**MEMORANDUM**

**To:** Prof. OD Mwandemele  
Pro-Vice Chancellor, Academic Affairs and Research

**FROM:** Dr SF Nyathi  
Director, CEQUAM

**Date:** 01 October 2010

**RE:** **Report on the NQF Hands-on Workshop on NQF curriculum review for NQF registration that took place on 30<sup>th</sup> September 2010 at GZ functions Center, Windhoek.**

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**1. Purpose:**

The purpose of this report is to inform the PVC: AA&R about the outcome of the NQA hands - on Workshop organized by CEQUAM for all faculty Deans/Directors and persons responsible for curriculum or programme coordination.

**2. Background**

CEQUAM organized this workshop to give feedback on the submissions made to our office as in line with the NQF registration and also for all faculty heads to understand requirements and findings to strengthen the system of registration of Qualifications on NQF.

Workshop aimed to inform the faculties on their present shortcomings that need amendments in order for the process of registering Qualifications with NQA can start right away.

Assist participants to be able to have the necessary skills and knowledge of programme alignment for NQF registration and how to develop learning outcomes.

This marks the second workshop organized by the Center for Quality Assurance and Management.

### 3. Workshop proceedings

#### 3.1 Welcoming and opening remarks

Mr. B kaurivi, a representative of Quality Assurance committee from the Language center officially welcomed the participants and everybody present. He also recognized the presence of different professors from different Faculties and departments and applauds them for leaving their busy schedules to attend this informative NQF Hands-on workshop. He particularly thanked the NQA representative for making time to come and enlighten the participants at the workshop. The representative from NQA where: **Mrs. Alweendo, Mr. Simon, and Ms. Johannes** and thus they were introduced by the Coordinator of CEQUAM Mr. Kadhila. He however cautioned the attendance of the workshop that the presence of NQA members does not mean programmes are approved its jus to solicit the workshop. Mr. Kadhila outlined the main objective of the workshop being: *Alignment of documents to NQA standards*.

Mr. kaurivi than announced that the members presents at workshop will find it informative and they will go back to their respective faculties and work on their documents for submission.

#### 3.2 Presentations

##### 3.3.1 National Qualifications framework (NQF) for Namibia

Mr. Simon from NQA made the presentation on the National Qualifications frameworks background and functions. He further mentioned the role of NQF which is to close the gap between the market demand and Education & Training system. Its focus being standards, Quality, excellence, best practice, competent, qualified, knowledge, expert in ETD.

The presenter than made it clear on the difference between NQA and NQF.

NQA = is the organization

NQF = is the framework that governs the registration of programmes (the umbrella).

The Quality Assurance Officer also clearly presented the Level descriptors in a clear graph from level 1 to 10 with illustration of certificates can be from level 1 to 8, diplomas from level 5 to 8, degrees at level 7, bachelor honours and professional bachelors at level 8, meanwhile Masters Degree at level 9 and Doctoral Degree at level 10 being the highest NQF level descriptor.

Mr. Simon also presented on the Volumes of NQF Qualifications:

- A certificate must have a minimum 40 NQF credits

- A diploma must have a minimum 120 NQF credits
- A Bachelors degree 360 NQF credits
- An Honours & Professional 480 NQF credits
- A masters 240 NQF credits at level 9
- Doctoral Degree: Min 360 credits all at level 10

He emphasized on the complexity of learning abilities as we move up NQF levels and the degree of learner independence also increases. He then also illustrated the composite of items that are included in learning time that makes up total hours needed to complete a course.

In conclusion he outlined the benefits of NQF to UNAM as a provider is to assist in establishing the national and international credibility and strengthen the validity of credit transfer decision & articulation with other providers.

### **3.3.2 NQF registration Requirements for Qualifications**

Mrs. Johannes a representing NQA made a presentation on NQF registration requirements for qualifications. The focus was mainly on the role and requirements of NQA plus quality aspects of NQA regarding Qualifications. The presentation made participants aware of the role of NQA which is an ongoing responsibility to ensure that that the NQF is used appropriately by so doing NQA must ensure that rules are being followed, Quality meets Quality type criteria, Quality are attainable and Quality remains up to date.

She spoke about the requirements that the rationale is a statement that indicated the use of qualification evidence and unit standards. It could include the contribution to national economy, contribution to the Quality and coherence of education and or training in Namibia, also identification of target candidates for the qualification. Hence evidence of stakeholders is very important stressed the presentation it shows the evidence of demand for the Qualification.

In her presentation Mrs. Johannes pointed out that the Qualification titles must be appropriate to subject area, and it shouldn't be misleading. She also stresses the structure of a Qualification must be aligned with NQF level and associated with NQF credits.

Concluding her presentation Mrs Johannes shared with the participants that review of Qualifications must be done regularly after every 5 years, accompanying the review must include consultation with industry and stakeholders and a review report. Finally she demonstrated the process of registration on NQF.

### **3.3.3 Feedback on previous submission**

Ms J Aipanda the CEQUAM's office administrator gave the participants a feedback on their submissions made to the offices of CEQUAM. There where Quality checked before handing

them over to the NQA auditors and a lot of shortcomings were discussed hence these were presented.

The key shortcomings are:

- Confusion between exist programme / qualification outcomes  
Clarified exit programmes relate to the outcomes of the whole qualification upon completion of the learning programme.  
And the course learning outcomes inform individual courses in a programme.
- Level 4 credits where to many in most degree programs and NQF regulations require a maximum of 40 credits.
- Progression in complexity of learning from ordinary B-Degree(level 7) to honours level (level8). Its required that level 8 should lead to specialization
- NQF Credits should reflect teaching or delivery time only; in many programmes notional hours were not considered. Clarity on Notional hours is that it is learning time and this includes contact hours, practical, independent study, assignments, assessment etc.
- Purpose and rationale – shortcomings where that some qualifications did not have a clear purpose or rationale.
- Evidence of national support is a crucial matter and many programmes have a weakness in providing evidence of stakeholders, it is NQF's mandatory.
- B Honours research credits were lower than the required minimum of 30 credits at level 8 and it shouldn't include research methodology.
- Qualification titles- Ms J Aipanda concluded presentation with this topic outlining the elements that assist in making a sound Qualification title. It should include a designator (broader area), a qualifier (specialist area) and a sub specialist area if necessary.

### **3.3.4 NQF levels and learning Outcomes**

Mr Kadhila the Quality Assurance Coordinator gave a presentation on the NQF levels and learning outcomes based touched on most important issues that where most highly required by NQF regulations.

Participant were given definition on learning outcomes, that is the statement which describe what a student/learner is expected to know, understand and able to do as a result of learning experience. He also advice ordinance when to use level descriptors because level descriptors should be seen as helpful guides rather than dictates and that they are generic and may therefore contain sections that are not appropriate to particular programme or course. Mr kadhila further presented the important factors that characterizes the progression of learning.

1. Complexity of learning

2. Degree of independence
3. and learners responsibility

In his presentation he also touched on the techniques of writing learning Outcomes:

- to carefully think of what the students will be able to know and do before reading material and what will they get out after reading the materials.
- To always try using active verbs
- Writing them down
- Asking students or colleagues whether they know expectation from learning outcomes
- Than refining the outcomes.

Mr. Kadhila also advice the participant when drafting their curricular must avoid using words like understand, be comfortable with, appreciate, believe, enjoy, learn, etc.

In conclusion Mr. kadhila reflected on NQF levels in learning outcomes, where he mentioned that there is no particular rule as to how to indicate NQF levels in learning outcomes. However the level must be implied in the type and complexity of activity that the learner must do in order to demonstrate that learning has been attained. He also gave demonstration of example with reference of the NQF regulations as to how to align the learning outcomes.

### **3.3.5 Group discussions**

Participants were asked to breakdown into groups of their respective faculties to discuss their shortcomings and what suggestions and amendments that will bring change so that quality of programmes/Qualifications is not compromised. Participants really showed commitment and high interest to dissolve their shortcomings as representatives from various faculties that were present presented their problems and their meditation thereof. During these discussion suggestions and resolutions were surfaced.

## **4. Workshop Resolutions**

The following was decided on during the workshop:

- ✓ Suggestion of rearranging the levels of credits in qualifications
- ✓ Resolution that level 4 credits of core courses be elevated to level 5 a few mentioned:
  - I. Contemporary social issues
  - II. Computer Literacy
  - III. English for Academic purpose

Other courses at level 4 to be elevated to level 5

- a. Introduction to statistic
  - b. Physic for Life science 1 & 2
  - c. Introduction to biology
  - d. Chemistry 1A
- ✓ The participants were encouraged to go back to their respective departments and rework on their documents and make amendments as now they were fully aware of the regulations and their shortcomings.
  - ✓ All faculties were given a deadline by Dr. Nyathi to re-submit their documents to CEQUAM by the 11<sup>th</sup> October 2010 before submission to NQA.
  - ✓ Pending issues of faculties regarding the handling of NQF registration will be taken up to senate.
  - ✓ Level descriptors need amendments and construction of learning outcomes must have complexity as levels go up.

## 5. Closure

The Director of CEQUAM Dr. SF Nyathi gave the task of closure to Prof. Gretschel who was one of the participants in the workshop and also one of the long serving professors of the University of Namibia.

Prof. Gretschel then thanked the CEQUAM and NQA staff for having had such an informative workshop. He pointed out that UNAM has to take Quality assurance that it gives its stakeholders the quality they deserve, that way UNAM becomes a competitive university internationally and at national level.

He pointed out that Quality of programmes is a handful job to do, but therefore encouraged other participants to take back to their respective faculties the knowledge gained to perfect their documents for submission and can only hope that it will be a success and UNAM's qualifications will be registered on the framework.

The Professor finally thanked everybody for responding to the call for this very informative workshop and urged participants to implement the resolutions and work on getting UNAM's Qualifications registered on the National Qualification Framework (NQF).

## 6. Workshop Evaluation

Participants were asked to evaluate the workshop to help CEQUAM improve on the Quality of their next similar workshop. They were instructed to write their comments on papers and this are the outcomes as follow:

- The elevation of the core module Computer Literacy from level 4 to level 5 was questioned that it could bring internal problems.
- Workshop was very informative in sense that it addressed a lot of issues on Quality Assurance, which gradually improves Quality of UNAM's graduates as they are absorbed into the market.
- It was beneficial in terms of skills as to how to construct good learning outcomes.
- Informative and useful workshop on NQF regulations, however a large number of issues need to be addressed.
- One of the participants confessed that he experienced confusion when workshop commenced but as it went on everything started making sense.
- Suggestion made that a follow up workshop is needed.
- Furthermore suggestion that all staff members be provided with the information shared at workshop to al engage in the process of developing NQA standard documents for registration of their Qualification.
- Some thought the workshop needed more dialogue of explanations to guide people to provide more understanding thereof.
- Workshop was informative on *NQA level descriptors, the national hours, and progression level*.
- It paved a way for reviewing our courses and module documentation in depth.
- NQA representative made it clear what they require this way submissions will be easier.
- It laid foundation to be able to submit our curricular to NQF
- Someone Questioned the NQF level of grade 12 not being determined in short – intakes come from an unknown NQF level.
- It was good effort to maintain quality of the university.
- Mr. Kadhila's presentation was very useful and provided them with useful and valuable tools, now working with our curricular will be a pleasure.
- A common understanding on Notional hours and how it is reflected in the curriculum was discovered.
- The debate on uniformity of credits and contact hours needs a serious revisit.

- Suggestion that submission to NQA must be after next curricular review in 2011.
- It was indeed a helpful workshop I wish I had a couple of months ago.

Many of the participants described the workshop as a great success and very informative, CEQUAM will therefore like to thank all those who contribute to making it a success mainly the participants and organizers. Special thanks go to Mr B Kaurivi for making the welcoming remarks and Prof Gretschel for doing the closure, the NQA representatives Mrs. Alweendo, Mr. Simon, and Ms. Johannes for agreeing and making time to add value to the workshop.

#### 7. Appendix: attendance list

### NQA Hands – On Workshop, 30/09/2010, GZ CONFERENCE CENTRE, WINDHOEK

#### LIST OF PARTICIPANTS

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