ANNEXURE G: CRITERIA FOR THE REGISTRATION OF QUALIFICATIONS
National Qualifications Framework

Regulations Made in Terms of Namibia Qualifications Authority Act 29 Of 1996 Section 14, Regulations setting-up the National Qualifications Framework for Namibia, Government Notice 125 of 2006 (GG 3685) came into force on date of publication: 28 August 2006

Criteria for the Registration of Qualifications on the National Qualifications Framework

Introduction		
1	Purpose of this document	This document provides information to persons, groups, organisations, and institutions wishing to develop qualifications for registration on the Namibia National Qualifications Framework (NQF). More specifically, this document provides the criteria that will be applied by the Namibia Qualifications Authority (NQA) in making registration decisions in relation to qualifications submitted to it.
2	Scope of criteria in this document	The information and criteria contained in this document refer to the quality assurance of qualifications to be registered on the NQF. These qualifications may either be: ● whole, portal qualifications that are awarded in their entirety when all requirements have been met, or ● qualifications awarded following the accumulation of specified, separately awarded qualification components (unit standards) also registered on the NQF. These qualifications may be: ● Certificates ● Diplomas, or ● Degrees.
3	Criteria for unit standards	Unit standards are nationally prescribed qualification components separately registered on the NQF and able to be awarded independently of the award of a qualification. Information on the development of unit standards and the criteria to be met for their registration is contained in Annexure as the *Criteria for the Registration of Unit Standards on the National Qualifications Framework in Namibia.*
4	Currency of these criteria	These Criteria for the Registration of Qualifications on the National Qualifications Framework in Namibia were approved by the Council of the NQA on 14 April 2005.
The Purpose of Qualifications		
4	Awards at the end of learning	Qualifications are awarded at the end of learning. They are awarded following robust assessment of the abilities of persons who have undertaken formal and/or informal learning in relation to specified knowledge, understanding, skills and personal attributes at a specific level or levels of complexity and demand.
5	Recognise attainment of end point or milestone outcomes of learning	Qualifications formally recognise attainment of the results or outcomes of learning. In expressing a qualification, a qualification developer and relevant stakeholders and social partners are defining an end point or milestone in a learning or career pathway. This definition is in terms of abilities, and the performances and criteria that must be met in order for those abilities to be formally recognised through certification. The qualification represents a required destination for learning - and proof of having arrived at that destination.
6	Reward sacrifice	Qualification attainment requires effort and sacrifice. Attainment represents successful completion of a challenging amount of learning required to take the next step in a learning or career pathway.

7	Avoidance of specifying learning	Qualifications give an emphasis to specifying the relevant and meaningful outcomes of learning that must be attained in order to be deemed 'qualified'. A qualification does not specify how these required abilities are to be developed. Qualifications represent the award given at the end of a curriculum that sets out the learning pathway and the nature of the learning.
8	Many pathways to a qualification	There may be many pathways to the attainment of a specific qualification. In many cases, people will have enrolled in formal programmes or courses in education or training institutions and/or in structured workplace learning. These programmes or courses may utilise different teaching and learning methodologies, progression sequences, and learning contexts. Others may have followed less formal pathways, involving self-directed, non-formal, and/or prior learning.
9	Pathways not registered	Provider programmes and courses will not be registered on the NQF. Programmes and courses are pathways towards the award of a qualification, they are not themselves qualifications.
10	Quality assurance of formal learning pathways	Formal learning pathways will be quality assured against criteria established by the NQA for the accreditation of people, institutions and organisations wishing to offer specific education and training services. The development, implementation, and review of courses and programmes are given particular attention in those criteria.
11	Quality assurance of non-formal pathways	Assurance of the quality of non-formal learning will be available through assessment against registered unit standards and national assessment arrangements (Moderation) specified for NQF qualifications and unit standards.

General Requirements for the Registration of Qualifications

Key Principles		
Qualifications must fit NQF principles	To become registered, qualifications must fit within the broad principles of the National Qualifications Framework (NQF) and any regulations made in relation to awards placed on the Framework. These broad principles, stated in 1999, include:	
	Comprehensiveness	through the recognition of all learning and encompassing all qualifications attained in the country.
	Recognition	of the individual's right and desire to access lifelong learning by providing for different pathways to achieve success.
	Quality	in education and training through the development of standards- based qualifications that will recognise outcomes, no matter how achieved.
	Redress	of past injustices through, amongst other methods, the recognition of prior learning.
	Relevance	of education and training by relating standards to the competencies required to fulfil the roles and/or functions of a job on a certain level in a career structure.
	Democratisation	of education and training by providing for the stakeholders in education and training to participate in the system in a meaningful manner.
	Integration	of the education and training systems to facilitate the movement of learners both horizontally and vertically in the framework and to prevent learners being locked into dead-end programmes.
Good practice	Cognisant of the broad principles above, qualifications in Namibia must demonstrate adherence to good practice principles in the statement and development of qualifications. Qualifications must be:	
	meaningful, useful and used	They should:
		accurately report the attainment of required outcomes of learning
		make a difference to the lives and opportunities of the holders of each qualification, and
		be useful to the diverse applications of qualifications by employers, professional bodies, and education and training providers.
	supported	Relevant stakeholders and users of the qualification should give their support, preferably endorsement, to the registration of the qualification.
	clearly expressed	Information should:

		enable people to make informed decisions about the comparability and difference between qualifications of a similar nature
		enable people to make informed choices about which qualification they should pursue, and
		be described in such a way that they are:
		accessible to the public in general, and
		clear and easy to understand in terms of what is required to attain the qualification.
	comparable in value	They must meet agreed standards for qualifications such that each represents demands similar to those of other qualifications of the same, broad type.
	challenging	Each qualification should require effort and sacrifice in attainment, yet offer people fair and reasonable opportunities to demonstrate their abilities, including recognition of any prior learning and/or current competence.
	accessible	Qualification requirements should optimise:
		access to those seeking the qualification
		progression through the qualification, and
		articulation and the transfer of learning to other qualifications, both vertically and horizontally.
	awarded following assessment	The award must follow rigorous assessment against transparent awarding criteria and use systems inclusive of measures to ensure fairness, validity and consistency of assessment approach and decisions.
	comprehensive	Requirements should recognise the attainment of generic and transferable knowledge and skills as well as industry or discipline area-specific knowledge, understanding, skills and personal attributes.
	enabling of innovation	Requirements should allow for creative, flexible, diverse, innovative and evolving approaches to teaching, learning and assessment.
	attainable	Requirements must be fair and achievable and not impose or involve unreasonable barriers to access or attainment on the basis of gender, ethnicity, beliefs, orientations, health condition or circumstance.

EXPRESSION OF OUTCOMES OF LEARNING

EXPRESSION OF OUTCOMES OF LEARNING		
Focus on outcomes rather than inputs	The recognition of outcomes of learning enables the recognition of a person's ability independent of the place, method and time of learning. The emphasis is placed on what the person knows, understands, can do and be rather than the relative merits of a particular mode or place of learning.	
Integrated and whole performance	Qualifications will likely consist of the recognition of more than one outcome of learning. However, the sum of parts will not necessarily equal the whole. It is important that the outcomes of learning represented by the whole qualification be considered as important as the accumulation of the parts. Therefore, a statement of what the wholeness of a qualification represents must be stated.	
Detail in expressing outcomes	Outcomes of learning will be expressed in a broad sense through the National Qualifications Framework Level Descriptors	
	Further, more detailed descriptions of outcomes should be expressed, as specifically as possible, so as to:	
	1	improve understanding about the qualification
	2	accurately describe achievement and the basis of 'successful completion'
	3	allow meaningful comparisons to be made with other qualifications, and the identification of any significant difference between similar qualifications, and
	4	enable the transparent operation of a fair system of credit transfer between qualifications.
Elaborating on details of outcomes	Elaborating on the details of outcomes of learning is achievable through the specification of the criteria that will underpin the basis of any award of the qualification or its components.	
	The degree of specificity and informative-ness of these awarding criteria will likely enhance understanding, determinations of comparability, and contribution to fair transfer of credit.	
	Where outcomes are expressed as unit standards, additional specificity is not required to be given in the qualification document other than through listing the relevant unit standards.	

QUALIFICATION TYPE

QUALIFICATION TYPE		
Nomenclature for types of NQF qualifications	Qualifications on the NQF will carry ONE of the following terms as its titles:	
	1	Certificate
	2	Diploma
	3	Bachelor
	4	Bachelor Honours
	5	Professional Bachelor
	6	Masters, or
	7	Doctor.
Standards define qualification types	Each of the qualification types listed above is defined by a 'standard'. Identifying and specifying standards for qualification types generally involves reference to:	
	1	Broad statements of the abilities being recognised.
		These are generally expressed in terms of descriptors for defined levels of a qualifications framework.
	2	The volume or quantum of learning - the sum of all teaching and learning effort - involved in total and for parts of the qualification where relevant.
		Commonly, the quantum of learning is expressed in a common measurement unit - a qualification credit.
	3	Specific broad abilities or particular curriculum or assessment features particular to that type of qualification.
		These characteristics are broadly stated, and may make reference to such things as research or work-placement requirements.
		The purpose of the qualification type may also be indicated.
Qualification must meet one type	Qualifications submitted must meet the definitions for one of the types of qualifications able to be registered on the NQF.	

INFORMATION REQUIRED IN QUALIFICATIONS

INFORMATION REQUIRED IN QUALIFICATIONS		
Minimum information requirements	The public expression of qualifications must be inclusive of:	
	1	the full title of the qualification
	2	the level(s) and volumes of teaching and learning effort required by the qualification and any component
	3	the broad area(s) of learning covered by the qualification
	4	a clear and informative rationale of the need for and uses of the qualification. Such rationale would normally be inclusive of:
		• descriptions of any relationships with other qualifications in terms of logical progressions, articulation arrangements, pre or co-requisites
		• the outcome(s) of learning recognised by the qualification as a whole
	5	the outcomes of learning that make up the qualification
	6	rules or regulations pertaining to the attainment of the qualification, particularly where optional or elective components are made available
	7	the awarding criteria that are the basis for awarding the qualification and its components
	8	any reasonable and justified entry restrictions or limitations
	9	any credit transfer, articulation and/or recognition of prior learning arrangements
	10	any national or other assessment and/or moderation requirements
	11	any special requirements for the delivery of programmes related to the qualification, and
	12	the name of the body who developed the qualification.
Clear expression	The public expression of any qualification must be a clear, honest and accurate representation of the value of the qualification and what is required to attain it. The qualification must also be expressed in a manner that complies with any format requirements specified by the NQA where these enable registration on the NQF.	
Accessible language	Qualification documents shall be prepared in the English language. Where expertise is readily available and accessibility will be enhanced in doing so, the qualification document may also be written in another language commonly used in Namibia. Any translation must not lessen the qualification requirements stated in the English version.	
Registerable quality	Qualifications submitted for registration must be of 'registrable' quality. They must comply fully with the General and Specific Requirements for Qualifications specified by the Namibia Qualifications Authority	
Publishable quality	Qualifications submitted for registration must be of publishable quality - free from spelling, punctuation, and grammatical errors, consistent in their expression, and meet any specified formatting requirements set by the NQA (refer Appendix A).	
Availability of Information	The Namibia Qualifications Authority will maintain a register or listing of all qualifications approved by it for registration on the National Qualifications Framework. Such a register shall contain the above information and/or direct persons to such publicly accessible information.	

CERTIFICATION OF QUALIFICATIONS

	CERTIFICATION OF QUALIFICATIONS	
Qualification certificates should:		
Certificate information	clearly and accurately state:	
	1	the full name of the qualification
	2	the name of the person, inclusive of their date of birth and/or Identity Number, to whom the qualification has been awarded
	3	the date of the award, and
	refer by name, seal (where applicable), and/or coding identifier to the awarding body and any relevant quality assurance body; and display the signatures of relevant persons from such bodies.	
Security of certificates	Qualification certificates must contain sufficient security features to minimise unauthorised duplication and/or aid the identification of false copies of the certificate.	
	Security features would include such things as the use of watermarks, invisible UV features, embossment, numbering, anti-copying format and colouring, etc.	
Transcripts available	Certification should also be accompanied by the provision of an informative transcript of attainments making up the whole qualification.	
	In the case of national qualifications made up of unit standards, the NQA's Record of Learning shall constitute this transcript.	

DEVELOPMENT OF QUALIFICATIONS

	DEVELOPMENT OF QUALIFICATIONS	
Processes leading to the development of a new or revised qualification must:		
Inclusiveness	**1**	be inclusive of the meaningful involvement of relevant stakeholders and social partners[1], and
	2	be inclusive of the support for, and preferably endorsement of the qualification's coverage and structure by such stakeholders and social partners.
Responsibility of industry and/or profession	Developing qualifications is an activity that sits firmly as a responsibility of the industry or profession that requires such qualifications for formal recognition and/or selection purposes. Where a provider institution wishes to develop a qualification, it should ensure that the qualification will be accepted by industry or the professions for any entry purposes.	
National orientation	Groups submitting qualifications must represent and/or gain the support of national stakeholder interests. Such interests will generally be held by employers, employee organisations, education and training providers relevant to the sector, professional or registration associations and bodies, and relevant government departments and agencies.	
National bodies	In many cases, the development of qualifications will be prompted and overseen or managed by a national body recognised by the NQA. Qualifications carrying the term 'National' or 'Namibia' in its title must be submitted by a recognised national body.	
	As well as management of qualification development processes each national body will ensure that any unit standards developed for their sphere of responsibility reflect national requirements and remain fit to meet current and future employment trends within the sector.	

[1] Because of agreed SADC conventions regarding skills recognition and the mobility of labour within the SADC region, groups outside Namibia will likely need to be included as relevant stakeholders. This inclusion may also be necessary where there is **[are]** substantial trans-national characteristics in a particular industry sector.

Recognition of national bodies	A recognised national body would be one that has explicit credibility as being able to represent the interests of national stakeholders and relevant social partners, such national standing being indicated by any or all of the following:	
	1	a legislative authority to act within the sphere of competence, perhaps in a governance, registration or other regulatory role;
	2	an electoral system for representation that includes principal participants in the sector and/or discipline area;
	3	the existence of a robust mechanism(s) to determine and reflect the interests of significant stakeholders (particularly workers and/or learners; employers, professional bodies, educators and trainers, and the state) in qualifications (and/or unit standards) setting.
Consultation necessary	National consultation is a requirement for the registration of qualifications. This is to ensure that the qualifications reflect and have the general endorsement of all relevant stakeholder interests.	
Submission documents	Groups submitting qualifications will need to present:	
	1	a list of identified stakeholder interest
	2	how these stakeholders were included in the development and/or endorsement process, and
	3	provide assurances that the views of these interested parties had been taken into account in the development of the qualifications.
NQA assistance	The NQA is able to assist qualification development through the provision of technical advice and guidance. It does not have the subject matter expertise to set specific qualifications on behalf of different sectors.	
Quality assurance	Processes leading to the development of a new or revised qualification must involve rigorous internal quality assurance processes by the qualification developer. These internal processes may be inclusive of persons or organisations external to the qualification developer.	
Consistent with NQF principles	Processes leading to the development of a new or revised qualification must be consistent with the broad principles underpinning the National Qualifications Framework.	
Regular review	Qualifications must be fit for purpose. Periodic reviews of each qualification will ensure that this is so. The normal registration period is for a maximum of five years, by which time the qualification should have been reviewed.	

CREDIT RECOGNITION AND TRANSFER		
Recognition and transfer may be stated	Qualifications may state credit recognition and transfer provisions so long as such arrangements are between:	
	1	other qualifications registered on the NQF, and/or
	2	qualifications or registered components registered on other national qualification frameworks administered by a national body similar to the NQA, and that use registration criteria comparable to those used by the NQA.
	The arrangements must enable a ready determination of the comparability of the features of qualifications in terms of common information points.	
Enhancing flexibility	The application of credit recognition and transfer arrangements should provide learners with greater flexibility in meeting qualification requirements. It is possible for such arrangements to offer:	
	1	credit awards, and/or
	2	credit exemptions.
Retaining quality and relevance	Any credit transfer arrangement must not lower the quality of NQF qualifications. Credit transfer from qualification systems outside of Namibia should retain the relevance of the award of the qualification for the Namibia context.	

RESTRICTIONS ON USE OF ‘NAMIBIA’ AND ‘NATIONAL’ IN QUALIFICATION TITLES

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Protected terms	The use of the terms ‘Namibia’ and ‘National’ are protected within the National Qualifications Framework when used to name qualifications. Their use may only be included in the following situations:	
	1	A recognised national body has endorsed the designed qualification as:
	a	representing the combination of outcomes of learning that reflect the economic, social, technological and/or cultural needs of Namibia;
	b	being the only qualification that will be readily recognised by national stakeholders as representing satisfactory attainment, and
	c	being the template against which programmes should be developed by individual education and training providers to build and enhance the abilities of learners towards certification in that area of learning.
	2	The qualification is intended for the public domain - it is able to be awarded by any appropriately accredited education and training provider who complies with and meets any national assessment arrangements stipulated for the award of that qualification.
	3	The Namibia Qualifications Authority has authorised such use.
Terms are inter-changeable	The terms ‘Namibia’ and ‘National’ are deemed to have the same meaning when used in qualification titles.	
Limited application	The terms ‘Namibia’ or ‘National’ may be only used for one, uniquely titled qualification	

SPECIFIC CRITERIA FOR THE REGISTRATION OF QUALIFICATIONS

Rationale

	Rationale		
Rationale Needed	Each qualification submitted for registration has a clear and meaningful purpose. The rationale for each qualification is documented and submitted at the same time as the qualification is submitted.		
	A summary of the rationale appears as a "purpose statement" within the qualification document.		
Coverage of rationale		The rationale contains the following:	
	1	statement of aims and objectives, including:	
		1	contribution to national economic, social, cultural and/or technological goals
		2	contribution to the quality and coherence of education and training in Namibia, and
		3	identification of target candidates
		4	
	2	evidence of demand for the qualification, and	
	3	evidence of consultation with and confirmed support from key, national employment and/or interest groups.	
Basis for review	The attainment of goals, objectives and targets stated in the rationale will be evaluated as part of the quality assurance processes in the re-registration of the qualification.		

Qualification Titles

Distinctive and relevant	The title of a qualification is:		
	1	concise	
	2	distinctive	
	3	appropriate to its subject area	
	4	not misleading, and	
	5	clearly indicative of the content of the qualification.	
Approved type	The qualification title specifies the nomenclature for one of the NQF qualification types in its name.		
Subject area clearly stated	The title of a qualification states a NQF Classification System category of where the qualification contents could be found or placed on the NQF, and that clearly states the predominant subject area covered by the qualification.		
Level shown	Where the qualification is a Certificate or Diploma, the Level of certification is included in the title.		
Additional qualifying text	Additional, free text is included as part of the Titles where necessary or useful to enhance people's understanding of the coverage of the qualification. Such additional text may refer to:		
	1	significant discipline area or work area subsets	
	2	a type of Certificate or Diploma	
	3	Strand names recognising specific skill sets.	
	Strand names are listed in the order in which they appear in the specification of qualification requirements.		
	Additional or qualifying text is not misleading as to the nature or coverage of the qualification.		

Exclusions in titles	Names of trademarked products, training and assessment material, provider bodies, or commercial organisations are not permitted in qualification titles.

Qualification Structure

Total credit value	The total number of NQF credits required to achieve the qualification is shown.
Credit values across levels	Where these NQF credits are from more than one level of the NQF, the numbers of credits at each level are shown.
Credit volumes across sets	Where the qualification contains compulsory, elective and/or strand clusters of outcomes, the number and level of credits in each set are shown.
Credits from other qualifications	Where the qualification draws upon credits from registered unit standards or outcome statements from more than one national standard setting body or qualification developer recognised by the NQA, the relevant bodies are listed.

Expressions of Outcomes of Learning

Achievement is defined	Achievement represented by the qualification is expressed as outcomes of learning and/ or work performances or tasks stated as outcomes of learning.	
	The descriptions of outcomes of learning accurately define achievement and improve the general public's understanding of the qualification and its relationships with other awards.	
Outcome statement for whole qualification	What the whole qualification represents in terms of the application of knowledge, skills and attributes encompassed by the qualification is stated, most probably in a Purpose Statement.	
Statement of components	The component outcomes of learning of the qualification that, in their combination, make up the wholeness of the qualification are stated in the Qualification Requirements.	
Detail of expression of outcomes	Outcomes of learning:	
	1	are expressed as specifically as possible and, unless the components are NQF unit standards, supported by publicly accessible details
	2	improve understanding about the qualification and accurately describe achievement
	3	allow meaningful comparisons to be made with other qualifications, and the identification of any significant difference between similar qualifications, and
	4	are of sufficient detail to enable the transparent operation of a fair system of credit transfer between qualifications.
Expression of outcomes as unit standards	Where registered NQF unit standards are identified as component outcomes, the following information is shown:	
	1	the identification number
	2	the Subfield and domain in which the unit standard is registered
	3	unit standard title
	4	level, and
	5	NQF credit value.

Other forms of expressing outcomes	Where component outcomes of learning are not expressed as NQF unit standards, each outcome is:	
	1	stated as an outcome of learning (verb in active voice, noun, and, perhaps, context)
	2	assigned a credit value consistent with similar outcome of learning statements, and
	3	aligned with a stated NQF Level.
Transparent attainment criteria		The publicly accessible details of the component outcomes of learning, other than when expressed as unit standards, provide an indication of the criteria that represent what must be done by a person to be recognised as having appropriately demonstrated their ability for each outcome of learning.

Statements of Purpose of a Qualification

Clear information	A purpose statement provides clear information about the qualification for potential candidates, users and society in general.
	The purpose statement may, in doing this, accurately summarise the rationale submitted for the qualification.
Justified structure	The purpose statement gives reasons for any instance where the qualification is structured with strands and/or optional sets.
Explained relationships	Significant relationships with other qualifications are stated in the purpose statement. Any prerequisite qualifications are clearly mentioned.
Justified restrictions	Where there are entry restrictions or guidance notes as to the context in which learning and/or assessment must take place, these are stated in the purpose statement.
Limitations stated	Any restriction on entry to seeking the award, or in attaining the qualification, is justified and is not unreasonable.
	Any requirements for industry or regulatory registration or licensing that are additional to the award of the qualification are mentioned in the purpose statement.

Requirements For the Award of The Qualification

Transparent statements of what must be done	The qualification requirements transparently describe what a person must do in order to be awarded the qualification.	
	The requirements are coherent, and simply state:	
	1	the clear and consistent specification of achievable rules (of combination)
	2	any prerequisite qualification(s)
	3	the minimum number of NQF credits and/or unit standards and/or outcomes required for each elective set, and/or
	4	any other minimum or maximum credit or level requirements.
Logical listing of sets	The qualification sets are listed in the following order:	
	1	Compulsory requirements
	2	Elective requirements
	3	Optional requirements (e.g., specialisation strands)
Logical listing of strands	For qualifications showing specialist strands, the sets are listed in the following order:	
	1	Core Compulsory
	2	Core Elective
	3	Strand Compulsory
	4	Strand Elective
Logical listing of components of sets	The components of each set are listed in detail and in a sensible and logical order.	
	Lists of unit standards:	
	1	refer only to registered NQF unit standards

	2	show the current identification number, title, level and NQF credit value
	3	are grouped according to NQF Classification System category
	4	are listed in numeric order within a NQF Classification System category, and
	5	are listed before any outcome statements that are not NQF unit standards.
	Lists of outcome statements that are not registered unit standards:	
	1	state each as an outcome of learning, and
	2	show a level and NQF credit value.
Logical expression of loosely specified credits	Where elective credits are specified as being able to be achieved through gaining credits for unspecified unit standards from named FIELDS, Subfields and/or domains, the NQF Classification System categories are tabled alphabetically in order of their status in the classification hierarchy.	

Credit Recognition And Transfer Arrangements

Qualifications are attainable	Unit standard-based qualifications are attainable, regardless of any other credit recognition arrangements, through credit from registered unit standards alone.
	Credit transfer from-non unit standards expressed outcomes for registered unit standards, from other national qualification systems, or from other registered qualifications are not more than 50% of the qualification's requirements.
Quality assured credits are used	Recognised credits in any stated arrangements are derived from qualification systems comparable to the NQF
Alternative credits are comparable	Recognised credits in any stated arrangements represent a clear match with the outcomes of learning and attainment criteria for those outcomes for which credits can be replaced or exempted.

Special Arrangements For Assessment And Delivery

Assessment arrangements are specified	Special arrangements for any assessment of the qualification as a whole and/or its component outcomes are stated (or complementary documents cited).
	The assessment arrangements for the qualification and/or its components include provisions for external quality assurance (moderation) or control.
Delivery requirements are specified	Special arrangements for the design and/or delivery of programmes of learning aligned to the qualification and/or its component outcomes are stated (or complementary documents cited).
No unreasonable barriers to other providers	Special arrangements do not represent unreasonable barriers to the assessment of outcomes and/or the provision of learning aligned with the qualification where it is clear that the qualification is intended for multiple providers.

Transition Arrangements

Current learners do not	No learner is unreasonably disadvantaged by:	
	1	the replacement of an existing qualification by a new qualification

suffer disadvantage	2	the review of a registered qualification and/or its registered components, or
	3	the replacement or discontinuance of a NQF qualification.
Learner interests are protected	Measures are taken to protect the interests of learners and are documented as transition arrangements.	
	As a minimum, these arrangements show:	
	1	any time limits for the completion of existing learning programmes or pathways
	2	any credit transfer arrangements
	3	any credit exemption arrangements
	4	an appeals mechanism, and
	5	how the arrangements shall be managed.

Reviews Of Qualifications

Regular reviews	NQF qualifications are reviewed regularly. Reviews must, as a minimum, take place at least every five years.	
Quality criteria must be met	Reviewed qualifications must meet the same quality criteria as new qualifications if they are to be re-registered.	
Involvement of stakeholders	A review of a qualification must include consultation with relevant industry persons and related stakeholders.	
Review Report needed	A Review Report for publication must accompany an application for the re-registration of any qualification. The report must include:	
		reasons for the review or revision of the qualification(s)
		a brief outline of who was involved in the review
		a brief outline of how the review was conducted
		a summary of the main changes to the structure and/or requirements, and
		a statement of any transition arrangements arising from the changes made to any qualification.

APPENDIX A- PREFERRED FORMAT FOR QUALIFICATIONS DOCUMENTATION

General Qualification (non-unit standards)

Qualification Title:

Level of qualification:

Total credits available:

Total credits required:

	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. Description of the qualification

1.1. Purpose

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

1.2. Outcomes 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:

Course Title	Outcomes of Learning	Level	Credits

Elective (if any)

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

FIELD:
Subfield:

Course Title	Outcomes of Learning	Level	Credits

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.

Unit Standards Based Qualifications

(Note: Alternatives to this format must be discussed with the Namibia Qualifications Authority prior to submitting a qualification for registration)

Qualification Title:

Level of qualification:

Total credits available:

Total credits required:

	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. Description of the qualification

1.1 Purpose

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

1.2 Outcomes 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 unit standards listed below are required.

FIELD:
Subfield:
Domain:

Unit No.	Unit Standard Title	Level	Credits

FIELD:
Subfield:
Domain:

Unit No.	Unit Standard Title	Level	Credits

Elective (if any)

A minimum of (i.e10 NQF credits) is required from the following unit standards.

FIELD:
Subfield:
Domain:

Unit No.	Unit Standard Title	Level	Credits

AND/OR

A minimum of (i.e10 NQF credits) is required from the following unit standards.

FIELD:
Subfield:
Domain:

Unit No.	Unit Standard Title	Level	Credits

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.

<insert text describing major changes and accommodations. Standard text for unit standards-expressed qualifications would be:

This qualification contains unit standards that are replacements of earlier unit standards. For the purposes of this qualification people who have gained credit for any of the expiring unit standards will be exempt from the requirement to gain credit for the replacement unit standard.

Expiring Unit Standards	Replacement Unit Standards
1984	18336 or 18337
4099	4098 and 11552

Any version of a unit standard contained within this qualification which retains its original unit standard identification number will continue to

APPENDIX B- CREDIT VALUES

Use of credits	A common feature of qualification systems being developed in many countries is the use of an accepted mechanism that recognises the quantum of learning attained or contained in a qualification. This mechanism acts as a form of currency in that it is the medium of exchange when learners transfer their attainment from one qualification to another under 'credit' transfer arrangements. The credits act as forms of tokens or coupons. Collect enough of the right sort of coupons, and you will be awarded a qualification.	
	The mechanism of credit also acts a store of value, enabling consistent comparisons of qualifications and outcomes of learning that appear similar.	
Value of a credit	There is growing acceptance of an international credit value where one credit represents about 10 hours of notional learning time.	
Learning time defined	Learning time is not a measure of delivery time. It is an estimation of the time it takes a learner typical of the cohort who would normally seek a particular award (a qualification or unit standard) to achieve the performance requirements for that award.	
	Attainment is generally taken to mean an ability to consistently meet the stated requirements in repeated performances - not the first time they achieve the requirements.	
Scope of learning	Learning time should include all relevant learning activities that contribute to the attainment of the outcomes of learning. Such activities could include:	
	1	Formal, directed learning including classes, training sessions, coaching, seminars and tutorials
	2	Practical work in laboratories or at other locations
	3	Information retrieval, e.g., from libraries or through the Web
	4	Self-directed study, such as private study, revision, remedial work
	5	Work-based activities that lead to formal assessment
	6	Practice - gaining, applying, and refining skills
	7	Undertaking all forms of assessment, and
	8	Counselling, mentoring, reflection.
Learning time is notional	Learning time is notional as it is not linked to any one individual learner. A learner who achieves the required performances in more time than anticipated for the 'average learner' will not receive more credits - they will only receive that number of credits deemed appropriate by the qualification developer or national standard setter. Similarly, a learner who achieves the requirements in less time than the average learner will not be awarded less credit - they will receive the stated credits.	