



Doctoral Degree

LEVEL 10 المستوى

درجة الدكتوراه

Master's Degree,  
Postgraduate Diploma,  
Professional Award L9

LEVEL 9 المستوى

درجة الماجستير،  
الدبلوم العالي،  
مؤهل احترافي - مستوى 9

# The National Qualifications Framework (NQF):

Associate Degree,  
HND,  
Professional Award L7

LEVEL 7 المستوى

درجة مشارك،  
الدبلوم الوطني العالي،  
مؤهل احترافي - مستوى 7

Diploma,  
ND,  
Award L6

LEVEL 6 المستوى

مؤهلات الدبلوم،  
الدبلوم الوطني،  
مؤهل مهني - مستوى 6

Advanced School Graduation  
Qualifications, Advanced Certificates,  
Awards L5

LEVEL 5 المستوى

مؤهلات التخرج المتقدمة من المدرسة،  
الشهادات المتقدمة،  
مؤهل مهني - مستوى 5

School Graduation Qualification,  
Certificate 4,  
Award L4

LEVEL 4 المستوى

مؤهلات التخرج من المدرسة،  
شهادة 4،  
مؤهل مهني - مستوى 4

Intermediate Certificate,  
Certificate 3,  
Award L3

LEVEL 3 المستوى

شهادة المرحلة الإعدادية،  
شهادة 3،  
مؤهل مهني - مستوى 3

Access 2,  
Certificate 2

LEVEL 2 المستوى

المدخل الثاني،  
شهادة 2

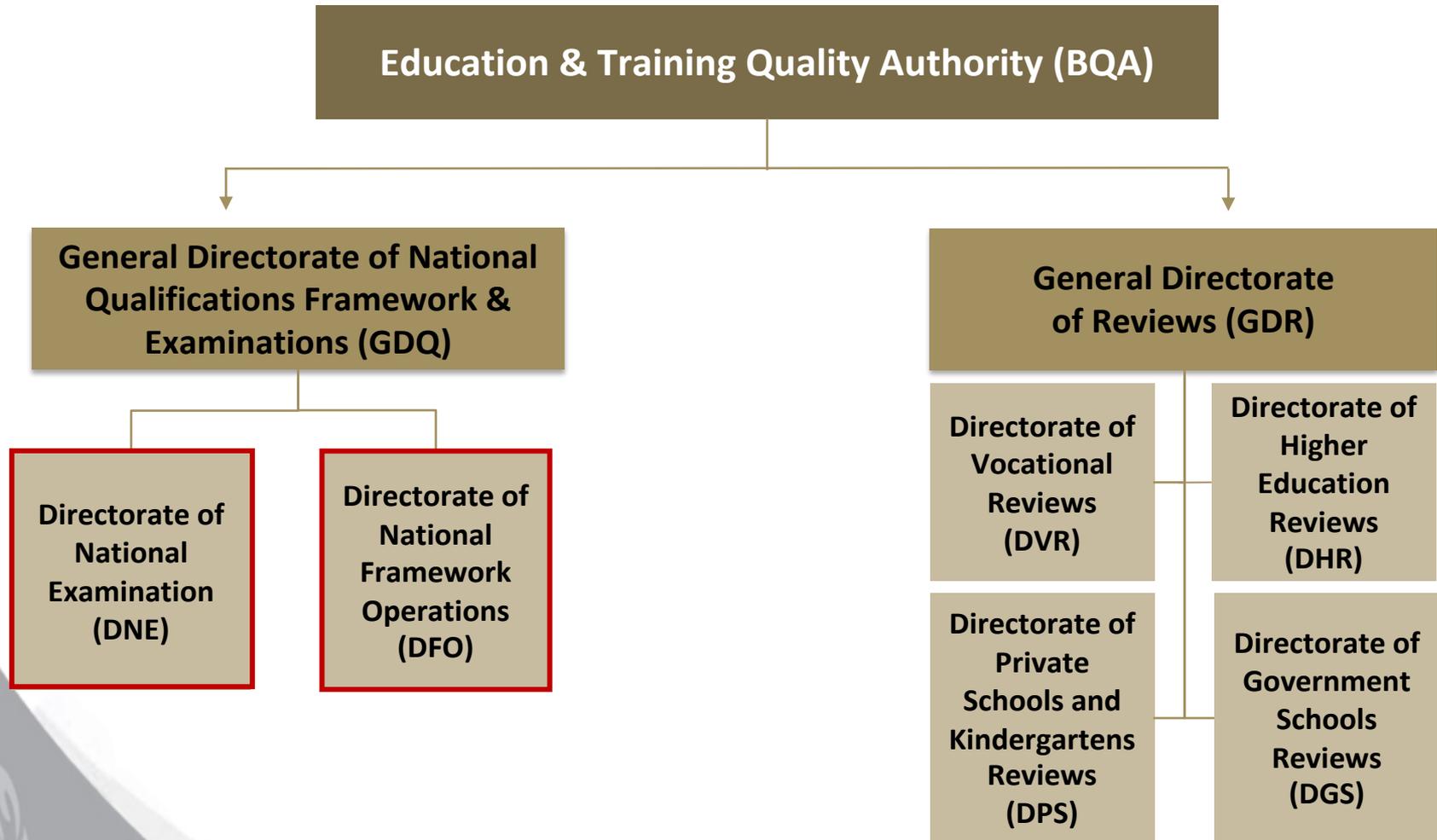
Access 1,  
Certificate 1

LEVEL 1 المستوى

المدخل الأول،  
شهادة 1

**Dr. Tariq Alsindi**  
**General Director**

# BQA Main Tasks



# NQF Characteristics

2020  
البحرين

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Education & Training Quality Authority  
Kingdom of Bahrain - مملكة البحرين



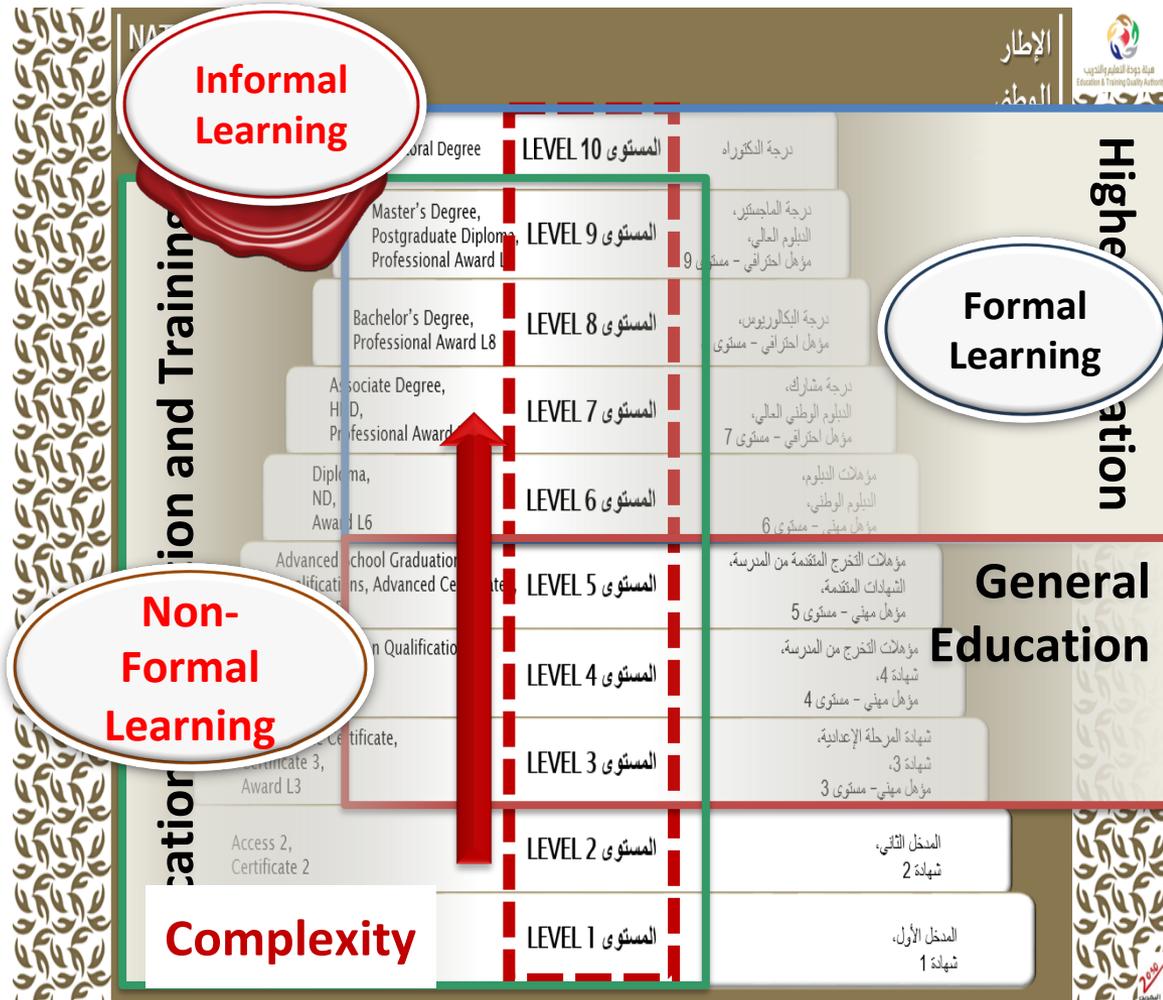
10 Level Integrated & Compulsory Framework

Covers All Learning Sectors

All Forms of Learning

Quality Assured Learning Programs

Levels Described by A Level Descriptor



# NQF Aims



Ensures the quality and validity of qualifications



Promote learning outcome driven education and training



Improve the transparency of the value qualifications



Referencing the Bahraini NQF with other NQF around the world and regional qualifications frameworks



Credit  
Hours

Facilitate credit transfer and the recognition of prior learning (RPL)



Facilitate establishing progression paths within and across education and training sectors



Encourages cooperation and collaboration amongst education and training stakeholders



Facilitate the recognition of all forms of learning: formal, informal and non-formal

NATIONAL  
QUALIFICATIONS  
FRAMEWORK

الإطار  
الوطني  
للمؤهلات



# NQF OPERATIONS

# NQF Operations



## Eligibility Criteria

### Institutions

- ✓ Valid licence/approval issued by a regulatory body
- ✓ Offers National Qualification
- ✓ Internally quality assured within the institution
- ✓ Passed BQA (GDR) review, where applicable
- ✓ Offers qualifications that meet NQF requirements

### Qualifications

- ✓ Valid qualification approval
- ✓ Have assessments (achievement certificate)
- ✓ Have appropriate structures and expressed in units
- ✓ Comprise at least ten notional learning hours



# Institutional Listing

## The Standards

# Institutional Listing Standards

## Definition:

The process by which the GDQ ensures that an institution has established suitable formal arrangements to maintain the standards of their national qualifications placed on the NQF.

### ELIGIBILITY CRITERIA

01

Valid licence/approval issued by a regulatory body

02

Offers National Qualification

03

Internally quality assured within the institution

04

Passed BQA (GDR) review, where applicable

05

Offers qualifications that meet NQF requirements

# Institutional Listing Standards



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## Standard 1

Access, Transfer, and Progression

## Standard 2

Qualification Development, Approval and Review

## Standard 3

Assessment Design and Moderation

## Standard 4

Certification

## Standard 5

Sustainability and Continuous Quality Improvement

## Standard 1

### Access, Transfer, and Progression

#### Indicator 1.1

Access and Admission

#### Indicator 1.2

Credit Accumulation

#### Indicator 1.3

Internal and External Credit Transfer

#### Indicator 1.4

Career Progression and Learning Pathways

#### Indicator 1.5

Recognition of Prior Learning (RPL)

#### Indicator 1.6

Appeal against Access and Transfer

## Standard 2

### Qualification Development, Approval and Review

#### Indicator 2.1

Justification of Need

#### Indicator 2.2

Qualification Design

#### Indicator 2.3

Qualification Compliance

#### Indicator 2.4

Learning Resources & Learners' Support

#### Indicator 2.5

Qualification Internal Approval

#### Indicator 2.6

Qualification Internal and External  
Evaluation and Review

## Standard 3

### Assessment Design and Moderation

#### Indicator 3.1

Assessment Design

#### Indicator 3.2

Internal & External Verification and Moderation of Assessment

#### Indicator 3.3

Marking Criteria

#### Indicator 3.4

Measuring the Achievement of Learning Outcomes

#### Indicator 3.5

Feedback to Learners

#### Indicator 3.6

Approval of Assessment Results

#### Indicator 3.7

Appeal Against Assessment Results

#### Indicator 3.8

Appeal Against Assessment Results

#### Indicator 3.9

Security of Assessment Documents and Records

## Standard 4

### Certification

#### Indicator 4.1

#### Certification Issuance

#### Indicator 4.2

#### Certificate Authentication

#### Indicator 4.3

#### Records of Certification

## Standard 5

### Sustainability and Continuous Quality Improvement

#### Indicator 5.1

Institution Quality Assurance System

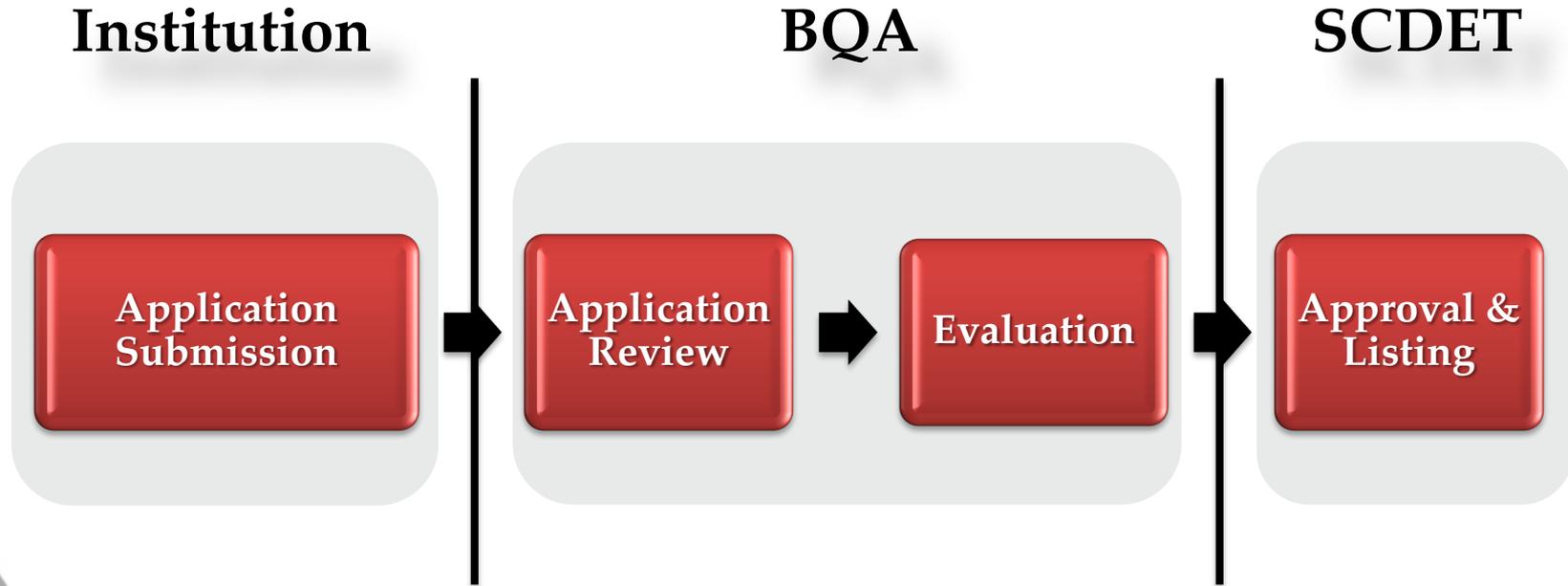
#### Indicator 5.2

Continuous Improvement of Institution's Quality Assurance System

#### Indicator 5.3

Risk and Crisis Management

# Institutional Listing Process





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# Qualification Placement

## The Standards

## Definition:

The process of placing  
a national  
Qualifications on the  
NQF after fulfilling the  
*Validation Standards*

### ELIGIBILITY CRITERIA

- 01 A valid licence/approval issued by a regulatory body
- 02 be developed and delivered in the Kingdom of Bahrain
- 03 Qualifications that meet the NQF qualification design requirements
- 04 comprise at least ten notional learning hours

# Qualification Placement Standards



## Standard 1

Justification of Need

## Standard 2

Qualification Compliance

## Standard 3

Qualification Design, Content & Structure

## Standard 4

Assessment Design and Moderation

## Standard 5

NQF Level and Credit

## Standard 1

### Justification of Need

Indicator 1.1: Actual and Tangible Need

Indicator 1.2: Stakeholder Feedback

Indicator 1.3: Career Progression and Learning Pathways

## Standard 2

### Qualification Compliance

Indicator 2.1: Qualification Licence and Approval

Indicator 2.2: Qualification Access and Transfer

Indicator 2.3: Qualification Graduation Requirements

Indicator 2.4: Qualification Alignment and Benchmarking

Indicator 2.5: Qualification Internal and External Evaluation and Review

Indicator 2.6: Mapping and Confirmation Processes

Indicator 2.7: Programme Accreditation

## Standard 3

### Qualification Design, Content & Structure

Indicator 3.1: Qualification Title

Indicator 3.2: Learning Outcomes (LO's)

Indicator 3.3: Qualification Attendance and Delivery Modes

Indicator 3.4: Qualification Structure and Duration

Indicator 3.5: Qualification Content

Indicator 3.6: Progression and Flow

Indicator 3.7: Unit/s Information

Indicator 3.8: Learning Resources and Learners Support

Indicator 3.9: Learners with Special Needs

## Standard 4

### Assessment Design and Moderation

Indicator 4.1: Assessment Design

Indicator 4.2: Internal and External Verification and Moderation of Assessment

Indicator 4.3: Marking Criteria

Indicator 4.4: Measuring the Achievement of Learning Outcomes

Indicator 4.5: Feedback to Learners

Indicator 4.6: Appeal Against Assessment Result

Indicator 4.7: The Integrity of Assessment

## Standard 5

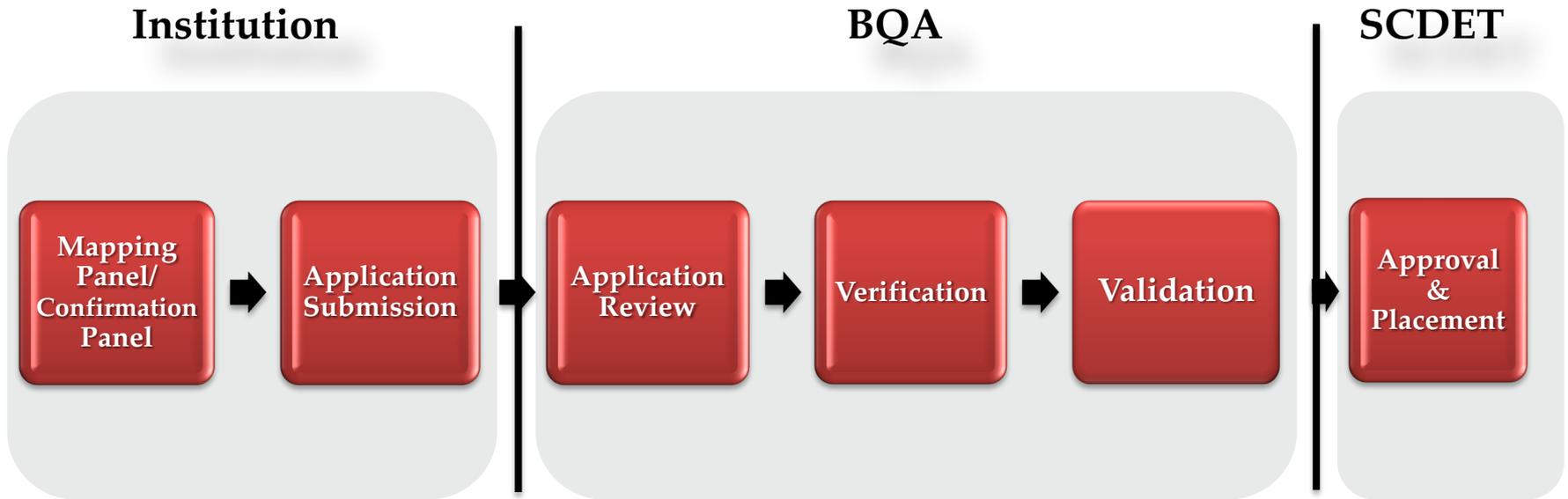
### NQF Level and Credit

Indicator 5.1: NQF Level

Indicator 5.2: NQF Credit

Indicator 5.3: Credit Framework Requirements

# Qualification Placement Process





# Alignment of Foreign Qualification The Standards

# Alignment of Foreign Qualifications



The process of comparing and evaluating a **foreign** qualification against the **NQF** levels.



## The definition of a Foreign Qualification:

A qualification that is offered and delivered by an institution in the Kingdom of Bahrain, while it belongs to a foreign body which has control over the qualification.

# Eligibility Criteria

## Institutions

 Valid licence/approval issued by a regulatory body

 Compliant with the concerned regulatory body requirements, where applicable

 The Qualification and/or its Provider(s) within Bahrain passed the latest BQA Quality Review, where applicable

 The Qualification is delivered in the Kingdom of Bahrain by at least one Provider that falls under the BQA remit.

## Qualifications

 Valid qualification approval

 Offers Foreign Qualification

 Have assessments (achievement certificate)

 Written in learning outcomes, expressed in units/courses/modules.

# Alignment Standards



## Standard 1

**Ownership of the Qualification**

## Standard 2

**Justification of Need**

## Standard 3

**Quality Assurance**

## Standard 4

**NQF level and Credit alignment**

## Standard 1

### Ownership of the Qualification

Indicator 1.1 Awarding Body Authorizations

Indicator 1.2 Qualification Compliance

## Standard 2

### Justification of Need

Indicator 2.1 Qualification Fitness for Actual and Tangible Need(s)/ Demand(s).

## Standard 3

### Quality Assurance

Indicator 3.1 Quality Assurance of Delivery

Indicator 3.2 Quality Assurance of Assessment

Indicator 3.3 Quality Assurance of Certification

Indicator 3.4 Monitoring and Review

## Standard 4

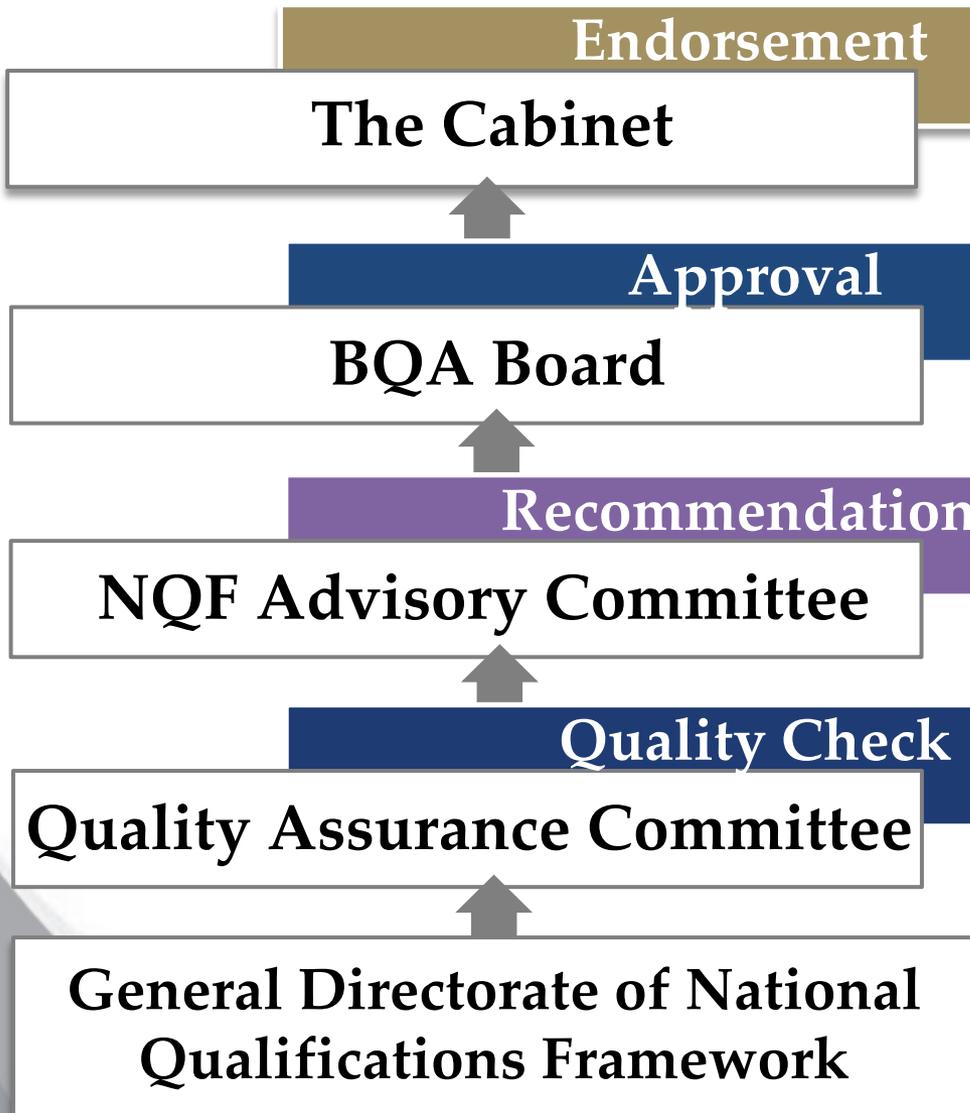
### NQF level and Credit alignment

Indicator 4.1 NQF Level Alignment

Indicator 4.2 NQF Credit Alignment

# Approval

Approval



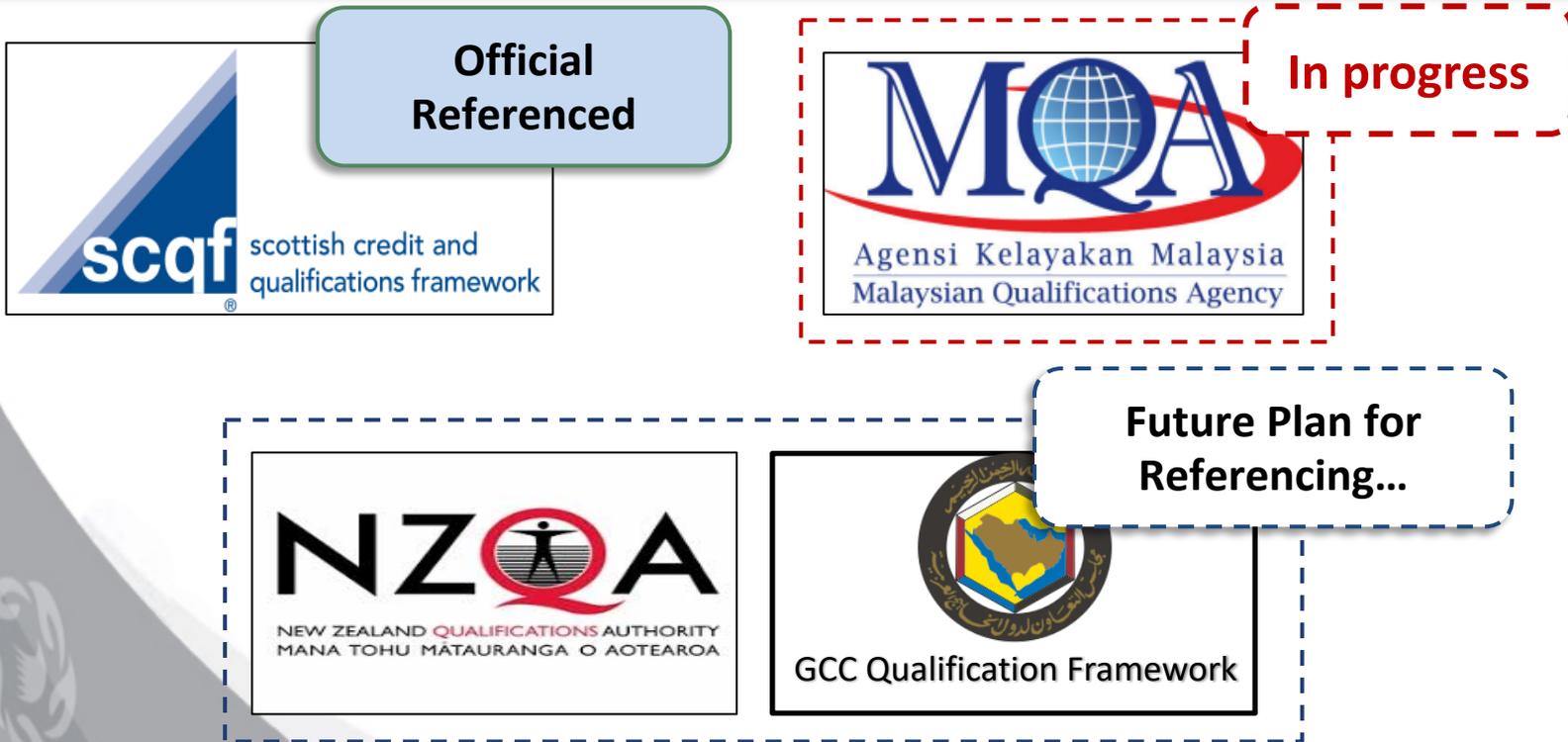
- Civil Service Bureau
- Higher Education Council
- Ministry of Labour and Social Development
- Ministry of Education
- Private Higher Education Institution
- Public Higher Education Institution
- Vocational Institution
- Employer

# Recognition - Referencing NQF Internationally



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## Referencing NQF to International Qualifications Framework



# Areas for Improvement for Institutions



## Cooperation

The **need** for greater **cooperation** by **Institutions** to meet institutional **listing** and qualification **placement requirements**.

## Capacity Building

The continuing **need** to build the **capacity of the employees** in relation to the **formal arrangements** for the **transfer of credit hours, progression and mobility of learners**.

## Learning Outcome

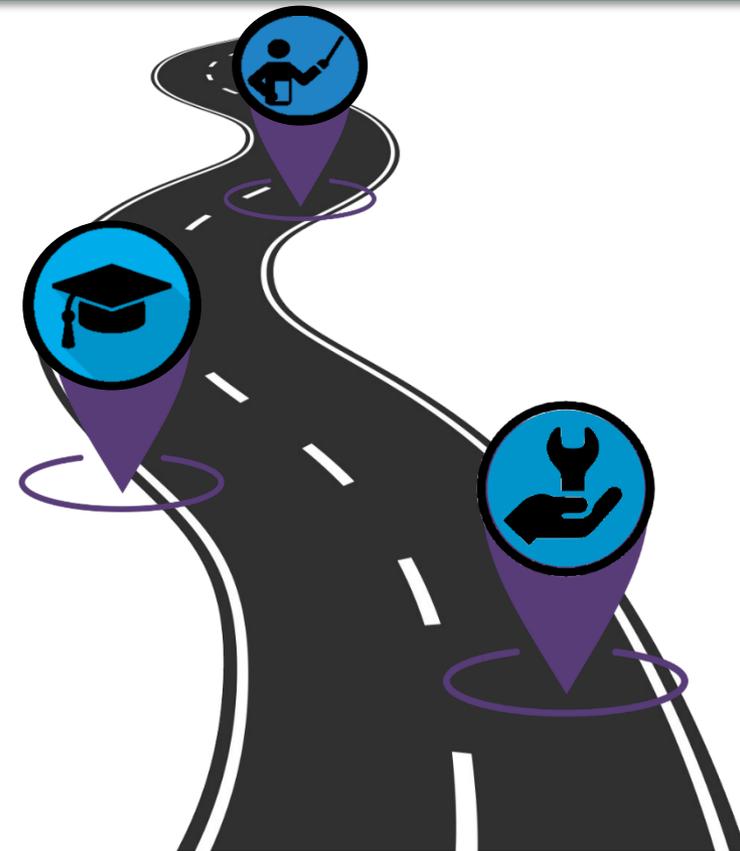
The **need** to develop **appropriate mechanisms** to measure the **achievement of learning outcomes**.

## Credit Framework

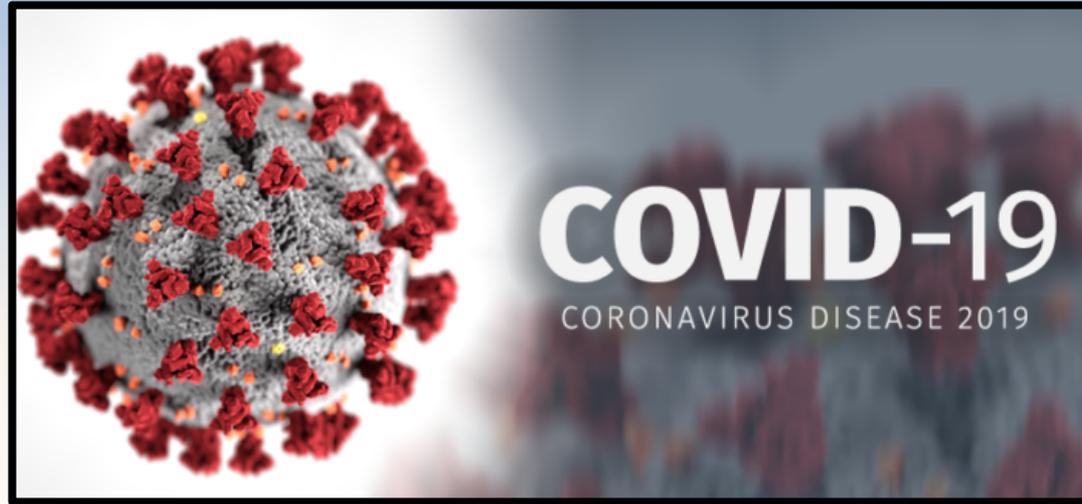
**Institutions must comply** with the **requirements of the Credit Framework** in terms of **qualification titles** and **minimum credit hours required**.

## Recognition of Prior Learning

Promote the concept of **lifelong learning (LLL)** by **improving transition pathways** between the education and training sectors and **reaching** a common **understanding** for the **recognition of prior learning (RPL)** and **experience**. (No need to repeat learning)



# NQF During COVID-19



1. Continuous Supports



2. Benchmarking & Review



3. Measures Taken



## 1. Continues Support



Conducted virtual capacity building workshops and awareness sessions to ensure the continuous support provided to institutions



Conducted virtual readiness meetings to ensure the institutions readiness to submit the applications as per the scheduled plan



## 2. Benchmarking & Review

After 5  
years of  
operation



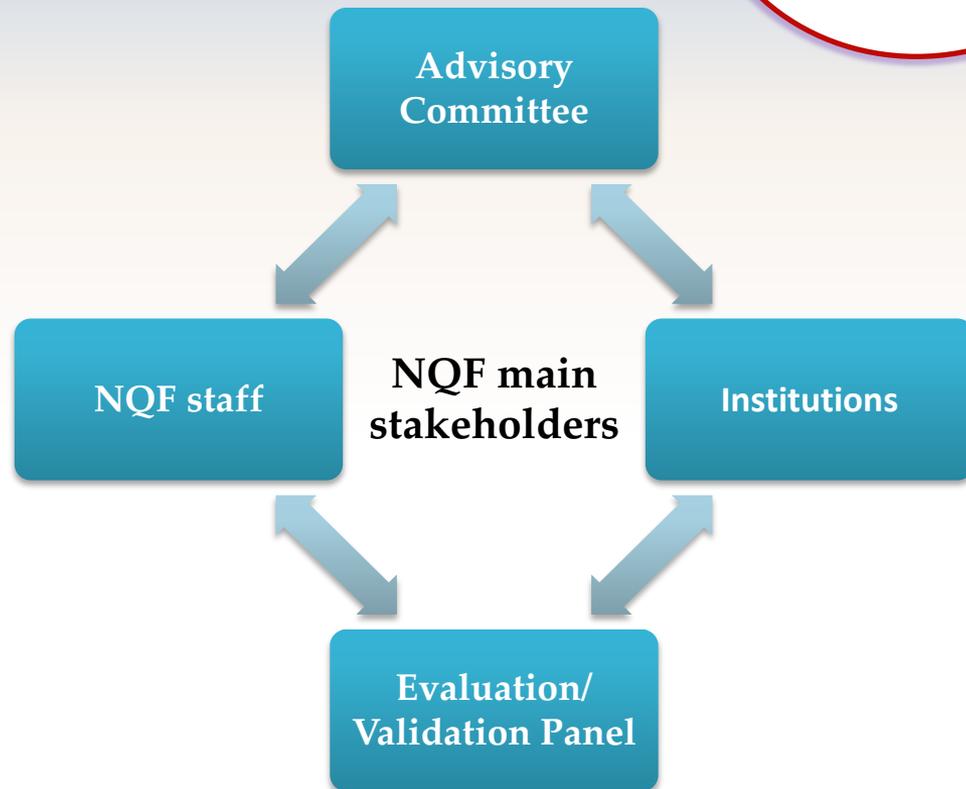


## 2. Benchmarking & Review

After 5  
years of  
operation



Stakeholders'  
Feedback





## 2. Benchmarking & Review



**Benchmarking with  
international  
qualifications  
frameworks**



**Dutch Qualifications  
Framework (NLQF)**



**Scottish Credit and  
Qualifications  
Framework (SCQF)**



**Malaysian  
Qualification  
Framework (MQA)**



**New Zealand  
Qualifications  
Framework (NZQF)**



**Australian  
Qualifications  
Framework (AQF)**



## 2. Benchmarking & Review



### Review of NQF Documents

NQF General  
Policies

Credit  
Framework  
Guidelines

Level  
Descriptors

NQF standards

NQF Handbook,  
procedure and  
forms



## 3. Measures Taken: Online Training System



Institutional Listing Process

Qualification Placement Process



## 3. Measures Taken:

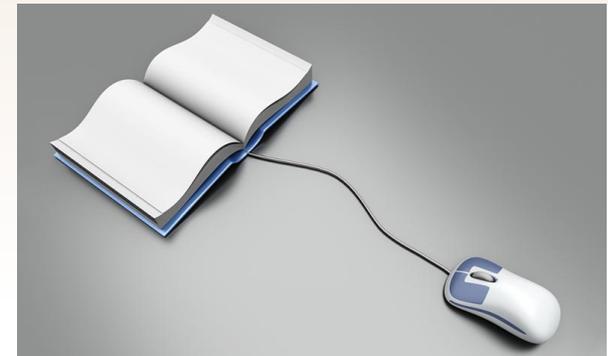
Update NQF Standards to accommodate the  
**New Normal**



**Virtual Visit and Meetings**



**Online Submission**



**Softcopy Only**

## Update NQF Standards to accommodate the New Normal

### Qualification Design

Deciding on the **attendance mode** (part-time or full time) and the **delivery mode** (on-campus, online or blended)

### Learning Resources and Learners' Support

ICT resources, and **physical** infrastructure. (availability)

learner support should exist, especially in case of **online and blended learning**

### Measuring the Achievement of Learning Outcomes

taking into account the programme **attendance and delivery modes**

## Update NQF Standards to accommodate the New Normal

### Feedback to Learners

taking into account the programme *attendance and delivery modes*.

### Design & Integrity of Assessment

ensure design of assessment is appropriate & integrity is emphasised

### Security of Assessment Documents & Records

taking into account the programme *attendance and delivery modes*

### Risk & Crisis Management

ensure the *continuity and sustainability* of institutions operations

# Lessons Learned

## Sustainability

- Sustainability of learning is the core of education
- By risk assessment and crisis management ensuring the sustainability of education

## Flexibility

- Flexibility of learning is a must during the new normal

## Creativity and Innovation

- Creativity, innovation & Motivation are the key solutions when crises occur

## Continues Review and Refinements

- Continues review and refinements of policies and procedure is needed to cope with the requirements of the current learning environment

## Update Regulations

- Updating current regulations to cater the current situation of learning

# Together we can meet NQF Objectives



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شكرا لاهتمامكم