UNIVERSITY
OF BAHRAIN

QUALITY ASSURANCE &
ACCREDITATION CENTER

ASSURING LEARNING

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VERSION 11

Content

1. Introduction

The course specification is the foundation for teaching and learning in any course. A good course specification focuses on the needs of learners and comprises well-documented description of all aspect of teaching and learning including course description, learning outcomes, learning resources, assessment methods, grading information, and length of study amongst other important information. Nonetheless, a good specification impact extends beyond the confines of a specific course.

The course specification is a plan that guides learners as well as educators, therefore having a good course specification leads to better teaching and learning. As a result, it is imperative to have informative and well-designed course syllabi.

The course specification undergoes various updating and improvement which is necessary to keep the course up to date and compatible with labor market needs and other dynamics of teaching and learning. Therefore, the course specification needs to communicate innovation and currency.

This guide is designed to assist faculty in developing, improving, and reviewing course syllabi in terms of course description, learning outcomes, and assessment methods, as well as to verify the National Qualifications Framework (NQF) Level and Credit.

2. Related Documents

The process of verification is linked to several documents such as:

- PILOs assessment report documents
- Program booklets
- Course Specification Form
- NQF Handbook for Institutions
- Credit Assignment to Courses Policy
- Regulation for Offering/Developing Academic Programs and Courses at the University of Bahrain.

3. Course Specification Development

The course specification is generally defined as a guide documenting teaching and learning requirements for a particular course. Students usually receive a specification for a course at the beginning of each semester. In a specification form the learning outcomes, learning hours and credits, assessment weights, content, learning resources, chronology of delivery are specified, resulting in a transparent learning process to students. Annex A provides a template of a course specification.

The course specification includes information that must be current, necessitating regular updates. Typically, changes reflect the evolving needs of the subject, students, faculty, labor market, and other stakeholders. Updating the course specification form requires a series of approvals to ensure the validity of the evaluation of learning outcomes, as well as the consistency and accuracy of the information provided. It is always recommended to consult with the curriculum committee (for undergraduate

courses), the postgraduate committee (for postgraduate courses), the quality assurance committee, and the head of the department before making any changes to the course specification. Although department council approval is often sufficient, some changes may require further approvals from committees and councils at the college and university levels, in accordance with university bylaws, policies, and procedures.

4. Course Description

A course specification provides meaningful and relevant details about the course, where the course description is considered the center of the course specification. The course description may include the following:

- Aims.
- Main topics.
- Previous knowledge, skills, competence requirements.

The course description should:

- Be consistent and aligned with the learning outcomes and assessments.
- Be clear, concise, and easy to understand.
- Be written in a style that caters to non-subject expert readers.
- Not exceed 100 words in length.
- Be unified across all published sources.

When writing the course description, it is important to keep in consideration the following points:

- Avoid using vague terms and unexplained abbreviations (e.g., “CAM,” “CIM”), clichés (e.g., “-wide,” “quality institution,” “innovative program,” “unique experience,” “cutting edge,” “diverse faculty,” “today’s global society,” “the twenty-first century”).
- Avoid using software names, technology, or texts that change from term to term.

5. Learning Outcomes

Course Intended Learning Outcomes (CILOs) outline the specific abilities and knowledge students are expected to acquire upon completing the course. It is essential to maintain a manageable number of CILOs, typically ranging between 3 to 5 outcomes. According to the NQF, learning outcomes are categorized into knowledge, skills, and competencies. The defined CILOs should reflect these categories and serve as the criteria against which students' achievements will be assessed.

The fundamental syntax of a CILO should observe to the following:

Action verb: a verb that describe a specific action of how the students will demonstrate their learning.
Single action verb: to ensure clarity and accurate measurement, a CILO should use a **single** action verb.
Subject of learning: description of the topic/subject that learners should demonstrate.

Clarity: statement should be clear, simple, and easy to understand by learners and other stakeholders (non-experts), avoiding using words such as understand, comprehend, appreciate, be aware, believe, realizes, know, etc.
Measurable: learning outcomes need to be measurable and achievable; when writing the learning outcomes, assessment methods and activities to be used to assess learners' achievement should be taken into consideration when writing the CILO statement.
Alignment: aligning the learning outcomes with the NQF level descriptors, however level descriptors should not be used as learning outcome.

5.1.How to write a CILO:

Step 1:
Select an action verb according to the following points:

- Select a verb that can be mapped to the NQF Strands and Sub-strands (Table 1) appropriate to the intended NQF Level. Refer to the NQF Handbook for Institutions for a detailed description of the NQF Strands and Sub-strands, and make sure that those are in line with the NQF Level Descriptors

Strand	**Sub-strand**	
Knowledge	**K1**	Theoretical Understanding
	K2	Applied Knowledge
Skills	**S1**	Generic problem solving and analytical skills
	S2	Communication, ICT and numeracy
Competence	**C**	Autonomy, responsibility, and context

Table 1 NFQ Strands and Sub-strands

- Select a verb that is observable and measurable, **avoid** unmeasurable verbs, such as: understand, know, comprehend, appreciate, be familiar with, study, be aware of, become acquainted with, gain knowledge of, cover, demonstrate knowledge, demonstrate understanding, learn and realize.
- Select a verb that is appropriate for the intended NQF Level, (Refer to the NQF levels descriptors for more details about the NQF levels). Blooms Taxonomy can be used also to guide selecting the appropriate verb.
- Assigning active verbs to NQF Level is not an exact science. As a result, active verbs should be viewed in context and many factors should be considered, such as subject-related progression and level of the course.

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
					Appraise
				SYNTHESIS	Argue
				Arrange	Assess
			ANALYSIS	Assemble	Choose
			Analyze	Collect	Compare
		APPLICATION	Appraise	Combine	Conclude
		Apply	Categorize	Comply	Estimate
	COMPREHENSION	Complete	Compare	Compose	Evaluate
	Compare	Construct	Contrast	Construct	Interpret
KNOWLEDGE	Describe	Demonstrate	Debate	Create	Judge
List	Discuss	Dramatize	Diagram	Design	Justify
Name	Explain	Employ	Differentiate	Devise	Measure
Recall	Express	Illustrate	Distinguish	Formulate	Rate
Record	Identify	Interpret	Examine	Manage	Revise
Relate	Recognize	Operate	Experiment	Organize	Score
Repeat	Restate	Practice	Inspect	Plan	Select
State	Tell	Schedule	Inventory	Prepare	Support
Tell	Translate	Sketch	Question	Propose	Value
Underline		Use	Test	Setup	

Figure 1 Bloom's Taxonomy verbs

Step 2:
Select the object of the verb. This should be the focus of the learning and it should be linked to the specific subject.

For example, in the CILO "propose policy recommendations on staff development", the subject content is "policy recommendations on staff development".

Step 3:

- Decide if the CILO requires a performance level or condition. If the course coordinator wants to include the level of achievement or performance condition, make sure that those are in line with the NQF Level Descriptors.
- A performance level describes the expected proficiency level in the task. For example, "Solve linear first-order ordinary differential equations with no numerical errors". Performance levels are not required for every CILO and should be limited to specific cases. Avoid saying "effectively", "accurately", or "correctly" on a CILO, since these are implied.
- A condition identifies the specific context in which students are performing this outcome. For example, "conduct a chemical experiment with limited supervision". Again, conditions are not required for every CILO.

Outcomes Mapping:

Outcomes mapping shows the alignment of CILOs with program intended learning outcomes (PILOs). It is used to show how students meet program-level outcomes at the course level.

Normally, a single program PILOs would range between 7 to 10 PILOs, listed in the course specification table number (29). These PILOs are mapped with the CILOs in the form of a

matrix (as in Table 3). In the mapping matrix, mapping to PILOs slot indicates the number of the PILO of which the CILO supports and aligns with.

Mapping CILOs to PILOs is important when evaluating the achievement of PILOs. Evaluation of the mapping can be done by:

- Reflection on the appropriateness and suitability of the CILOs by aligning and referring to the CILOs to PILOs mapping table.
- Make sure that your mapping is relevant, and that collected data can be used to evaluate the achievement of outcomes.
- Avoid under/over-mapping of CILOs to PILOs.
- Each CILO should be mapped to at least one PILO (in contrast, a CILO should not be mapped to all PILOs).

31. Mapping of Course Intended Learning Outcomes (CILOs):				**31. ربط المخرجات التعلُمية للمقرر (CILOs):**
CILO Number (from table 23)	**Mapping to PILOs**	**Mapping to NQF Level Descriptors**	**NQF Level**	**Mapping to Criteria According to Accreditation Body (when different from PILOs)**
رقم المخرج التعلّمي (الجدول 23)	**الارتباط بالمخرجات التعلُمية للبرنامج (PILOs)**	**الارتباط بالمحددات الوصفية لمستويات الإطار الوطني للمؤهلات**	**مستوى الإطار**	**الارتباط بمعايير هيئة الاعتماد الدولي (عند اختلاف المعايير عن المخرجات التعلُمية للبرنامج)**
1				
2				
3				
4				
5				

Table 2 Mapping PILOs to CILOs Matrix

Rationalizing the linkage of the CILO and assessment methods to an NQF Level:

When linking a CILO or assessment method to a particular NQF level, it is important to take into consideration several aspects in order to assign the correct level to the CILO and the assessment selected. The following factors are to be consider when linking the CILO or the assessment to a certain NQF Level:

1. the complexity of learning outcomes
2. assessment
3. course description

4. NQF level descriptors
5. information the course specification form
6. selected strand/sub-strand level

6. Assessment

Assessment involves collecting, evaluating, analyzing, and judging evidence in order to decide whether a learner has achieved the predefined learning outcomes. Appropriate assessment should be both fit-for-purpose, rigorous and fair, and should be aligned with the level and type of learning provided by the program and/or courses. Assessment methods may include, but not limited to:

1. case studies reports
2. written examinations
3. observed practical exercises
4. observed performance at work
5. role-play and/or other targeted group activity
6. oral, aural, and visual processes and presentations
7. reports, proposals for action, and articles
8. short answer questions and structured questions
9. selected-response items (e.g. multiple-choice)
10. research reports and articles
11. projects
12. experiments
13. presentations

The wording of the CILOs often suggests the most appropriate assessment methods. For example:

CILO	Assessment method
Propose policy recommendations on staff development	Oral presentation or report
Solve linear first-order ordinary differential equations	Written examination

When planning for assessment:

- Ensure that each CILO is covered by at least one summative assessment.
- Balance the amount and complexity of assessment.
- Ensure a balance of assessment methods.
- Avoid over-assessing or under-assessing certain CILOs.
- Assign an appropriate weight to the assessment, reflecting the assessed knowledge and skills, level, and requirements.
- The reader is advised to refer to the Study and Examination Regulations for further information.

7. NQF Level

The NQF is a learning outcome-based qualification framework[1]. Each of the ten levels is further categorized into stands and sub-strands. At each level, sub-strands provide a holistic description of what is expected from the students to perform or achieve. Consequently, aligning CILOs to level descriptors will improve the consistency of CILOs and PILOs across courses and programs, respectively. When developing and designing the course specification, writing learning outcomes, designing assessments amongst other tasks.

Each of the selected sub-strands needs to be assigned an NQF Level, where most or all the sub-strands are assigned the same NQF Level as the overall course NQF Level –note to only select relevant strands and sub-strands to the CILOs. It is important to make sure that the overall NQF Level relates and shows progression from the previous courses and refer to the program plan and year of the course when determining the NQF Level. The overall NQF Level of the course is generally dependent on the course year (25% of the courses in bachelor programs have to be on NQF Level 8 or above (exit level)):

Course year and code	NQF level of the course	Degree
Course7xx	Level 10	Doctoral Degree
Course6xx	Level 9	Master's degree Postgraduate Diploma
course5xx course4xx	Level 8	Bachelor's Degree
course3xx	Level 7	Associate Degree
couser2xx	Level 6	Diploma Degree
course1xx	Level 5	Advanced Certificates

Table 3 Course Level to NQF Level mapping

8. NQF Credit

NQF Credits are determined based on the notional learning hours required for an average learner, at a specific NQF Level, to achieve the CILOs. Each course should be allocated notional learning hours, taking into account all types of learning activities that contribute to the achievement of learning outcomes. The NQF definition of Notional Hours is the time in hours that an average learner would

[1] National Qualifications Framework Handbook

take to successfully complete all learning activities, including assessments, required for achieving the learning outcomes and subsequently a qualification.

Each NQF Credit is equal to 10 Notional Hours. NQF Credits cannot comprise a fraction of credits and are calculated in whole numbers only, fraction credit hours are rounded to the nearest whole credit in accordance with the basic rules of rounding. In general, to convert American Credit System (AC) to NQF Credit multiply the number of AC credit hours by 4.

The number of notional hours required by a typical learner should be calculated by those with experience in the subject area and should take into account only those activities that relate directly to the learning outcomes of the course or program in question (i.e. not taking into account any prerequisite knowledge that the learner requires prior to starting the unit or qualification).

It is important to take into account activities that need to be carried out by the learner before and after formal teaching or training sessions – for example, before delivery there may be a need for preparatory reading or use of the library (or Internet) for carrying out research, after delivery time may be required for revision and assessment. Examples of activities that may be considered in the calculation (or estimate) of notional learning hours, include:

1. formal teaching sessions (lectures, classes, coaching, seminars, tutorials)
2. practical work (in laboratories and other locations)
3. relevant ICT activities
4. use of the library or learning resource centers for reading and research
5. private study time
6. self-directed study time using online and/or text-based open learning materials.
7. learning activities (e.g. community groups, community-based workshops)

Approximately, course credit hours can be used to determine NQF Credits and Notional Hours:

University of Bahrain Credits (American System)	NQF Notional Hours Per Semester	NQF Credits
1 Credit Hour x 40	40 Notional Hours	4 NQF Credits
	Acceptable Range 40 to 60	Acceptable Range From 4 to 6 NQF Credits
	Less than 35 is Not Accepted	Less than 3 NQF Credits is not Accepted
2 Credit Hours x 40	80 Notional Hours	8 NQF Credits
	Acceptable Range 75 to 100	Acceptable Range from 7 to 10 NQF Credits
	Less than 75 is Not Accepted	Less than 7 NQF Credits is not Accepted
3 Credit Hours x 40	120 Notional Hours	12 NQF Credits
	Acceptable Range 115 to 140	Acceptable Range from 11 to 14 NQF Credits
	Less than 115 is Not Accepted	Less than 11 NQF Credits is Not Accepted
4 Credit Hours x 40	160 Notational Hours	16 NQF Credits
	Acceptable Range 155 to 190	Acceptable Range from 15 to 19 NQF Credits
	Less than 155 is Not Accepted	Less than 15 NQF Credits is not Accepted
5 Credit Hours x 40	200 Notational Hours	20 NQF Credits
	Acceptable Range 195 to 230	Acceptable Range from 19 to 23 NQF Credits
	Less than 195 is Not Accepted	Less than 19 NQF Credits is not Accepted
6 Credit Hours x 40	240 Notional Hours	24 NQF Credits
	Acceptable Range 235 to 280	Acceptable Range from 23 to 28 NQF Credits
	Less than 235 is Not Accepted	Less than 23 NQF Credits is not Accepted

Table 4 Credit hours assessment information and mapping

9. Internal verification

Internal verification is a process necessary to ensure the appropriateness of course specification and its compliance with the requirements of the University. Annex B provides a form for the internal verification of course specification. The Form, in Annex B, can be envisaged as a guide or self-evaluation of course specification. The Form can provide quick preview and analysis of any gap and noncompliance.

Annex A: Course Specification Form

The following shows a sample of a course specification:

جامعة البحرين

University of Bahrain

مركز ضمان الجودة والاعتماد الأكاديمي

Quality Assurance and Accreditation Center

Academic Course Specification Form

استمارة توصيف المقرر الأكاديمي

القسم الخاص بالطالب
Section Concerning the Student

1. Course Code:		**1. رمز المقرر:**
2. Course Title		**2. اسم المقرر:**
3. College:		**3. الكلية:**
4. Department:		**4. القسم:**
5. Academic Program:		**5. البرنامج الأكاديمي:**
6. Course Credits:		**6. عدد الساعات المعتمدة:**
7. Course NQF Level:		**7. مستوى المقرر وفقا للإطار الوطني للمؤهلات:**
8. Notional Hours:		**8. عدد الساعات الافتراضية:**
9. NQF Credits:		**9. عدد الساعات المعتمدة للمقرر وفقا للإطار الوطني للمؤهلات:**

10. Prerequisite:		**10. المتطلب السابق للمقرر:**
11. Lectures Timing & Location:		**11. وقت المحاضرة ومكانها:**
12. General Mode of Teaching and Learning		**12. النمط العام للتعليم والتعلّم:**
13. Course Coordinator:		**13. منسّق المقرر:**
14. Course Instructor:		**14. مدرّس المقرر:**
15. Office Hours and Location:		**15. الساعات المكتبية ومكانها:**
16. Instructor's Email:		**16. البريد الإلكتروني لمدرّس المقرر:**
17. Academic Year:		**17. السنة الأكاديمية:**
18. Semester:		**18. الفصل الدراسي:**

19. Textbook(s):	**19. الكتب الدراسية للمقرر:**
20. References:	**20. المراجع:**
21. Other Learning Resources Used (e.g. e-learning, field visits, periodicals, software, etc.):	**21. مصادر التعلّم الأخرى (مثال: التعلّم الإلكتروني، زيارات ميدانية، دوريات، برمجيات، إلخ....)**
22. Course Description (as published in the College Catalogue):	**22. توصيف المقرر (حسب ما ورد في دليل الكلية):**
23. Course Intended Learning Outcomes (3 to 5 CILOs):	**23. مخرجات التعلّم للمقرر (CILOs) (3 إلى 5 مخرجات تعلّمية):**
1.	
2.	
3.	

4.	
5.	

24. Course Assessment Percentages (as per Regulations of Study and Examination at the University of Bahrain):		**24. أساليب التقييم ونسبها المئوية (بحسب نظام الدراسة والامتحانات في جامعة البحرين):**	
Assessment **التقييم**	**Type** **النوع**	**Percentage** **النسبة**	**Assessment Date** **تاريخ التقييم**
Total	**100%**		

25. Description of Topics Covered	**25. وصف الموضوعات التي ينبغي تناولها:**
Topic Title ***(e.g. chapter/experiment title)*** **الموضوع**	***Description*** **التفصيل**

26. Weekly Schedule			**26. الجدول الأسبوعي**	
Week **الأسبوع**	**Date** **التاريخ**	**Topics Covered** **الموضوعات المتناولة**	**CILOs** **مخرجات التعلُم للمقرر (CILOs)**	**Teaching/Assessment Mode and Method** **منهجية ونمط التدريس/التقييم**
1				
2				
3				
4				

5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

27. Academic Integrity Statement	**27. بيان النزاهة الأكاديمية**
Students are to observe the highest level of honesty and academic ethics in pursuit of their academic goals as per UOB Regulations of Student Conduct and Academic Integrity, Anti-plagiarism Policies, and Students' Rights and Responsibilities Handbook. The consequences for cheating, plagiarism, unauthorized collaboration, and other forms of academic dishonesty can be very serious and will be dealt with as per the aforementioned policies and regulations.	يتعيّن على الطلبة الالتزام بأعلى مستويات الصدق والأمانة والأخلاق الأكاديمية في سعيهم لتحقيق أهدافهم الأكاديمية وفقًا للوائح سلوك الطلاب والنزاهة الأكاديمية، سياسات مكافحة الانتحال، ودليل حقوق الطلبة وواجباتهم، المعمول بها في جامعة البحرين. يمكن لعواقب الغش والسرقة الأدبية والتعاون غير المصرح به وغيرها من أشكال عدم الأمانة الأكاديمية أن تكون خطيرة للغاية وسيتم التعامل معها وفقًا للسياسات واللوائح المذكورة آنفا.
28. Attendance and Absence Regulations	**28. نظام الحضور والغياب**
Students are required to adhere to regular attendance for class lectures and practical sessions, as determined by the nature of the course, as per Article (33) of Regulations of Study and Examination at the University of Bahrain.	يجب على الطلبة الالتزام بالحضور المنتظم للمحاضرات الصفية والعملية، حسبما تحدده طبيعة المقرر الدراسي، ووفقا للمادة (33) من نظام الدراسة والامتحانات في جامعة البحرين.

القسم الخاص بمدرّس المقرر والقسم الأكاديمي
Section Concerning the Course Instructor and Academic Department

29. Program Intended Learning Outcomes (7-10 PILOs):	29. المخرجات التعلّمية للبرنامج (7-10 PILOs):
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

30. NQF Level Descriptors:		30. المحددات الوصفية لمستويات الإطار الوطني للمؤهلات:	
K1	**Knowledge:** Theoretical Understanding	**المعرفة:** الفهم النظري	K1
K2	**Knowledge:** Applied Knowledge	**المعرفة:** المعرفة التطبيقية	K2
S1	**Skills:** Generic Problem Solving & Analytical skills	**المهارات:** مهارات حلّ المشكلات العامة والمهارات التحليلية	S1
S2	**Skills:** Communication, ICT, and Numeracy	**المهارات:** مهارات الاتصال، ومهارات تقنية المعلومات والاتصالات، والمهارات العددية	S2
C	**Competence:** Autonomy, Responsibility & Context	**الكفاية:** الاستقلالية والمسؤولية والسياق	C

31. Mapping of Course Intended Learning Outcomes (CILOs):				31. ربط المخرجات التعلُمية للمقرر (CILOs):
CILO Number (from table 23)	**Mapping to PILOs**	**Mapping to NQF Level Descriptors**	**NQF Level**	**Mapping to Criteria According to Accreditation Body (when different from PILOs)**
رقم المخرج التعلّمي (الجدول 23)	**الارتباط بالمخرجات التعلُمية للبرنامج (PILOs)**	**الارتباط بالمحددات الوصفية**	**مستوى الإطار**	**الارتباط بمعايير هيئة الاعتماد الدولي (عند اختلاف المعايير عن المخرجات التعلُمية للبرنامج)**

		لمستويات الإطار الوطني للمؤهلات		
1				
2				
3				
4				
5				

32. Mapping of Course Assessment:				32. ربط أساليب التقييم:
Assessment التقييم	Formative / Summative تكويني / ختامي	Mapped CILO الربط بمخرجات التعلّم للمقرر	Assessment NQF Level Descriptor (refer to table 30) وصف التقييم بناء على المحددات الوصفية لمستويات الإطار الوطني للمؤهلات (جدول 30)	NQF Level مستوى الإطار

33. Allocation of NQF Credit			33. تحديد الساعات المعتمدة في الإطار الوطني للمؤهلات
Learning Activity النشاط التعليمي	Activity Duration مدة النشاط	Frequency التكرار	Notional Hours الساعات الافتراضية
Lessons / Lectures / Seminars الدروس/ المحاضرات/ الندوات			
Tutorial حصص التقوية			
Practical / Laboratory عملي/ مختبر			
Supervised Assessment التقييم الموجّه			

Student Centered Learning / Independent Learning **التعلم المتمركز حول الطالب/ التعلّم المستقل**			
Work based Learning **التعلّم القائم على عمل**			
Other *(specify)* ***أخرى (يرجى ذكرها)***			
Total Notional Hours: **مجموع الساعات الافتراضية**			
NQF Credit *(divide notional hours by 10)* ***(قسم مجموع الساعات الافتراضية على 10)* الساعات المعتمدة في الإطار الوطني للمؤهلات**			
Notes if any:		**ملحوظات إن وجدت:**	

For more information about the allocation process, kindly refer to:
NQF Handbook NQF General Policies NQF Capacity Building Course Assigning Credit Hours to Courses
للمزيد من المعلومات حول تحديد الساعات يرجى الرجوع إلى:
دليل الإطار الوطني للمؤهلات السياسات العامة للإطار الوطني للمؤهلات دورة بناء القدرات للإطار الوطني للمؤهلات سياسة تحديد الساعات المعتمدة للمقررات الدراسية

Prepared by:		**أُعدّتْ من قبل:**
Date:		**تاريخ الإعداد:**
Updated by:		**حُدِّثتْ من قبل:**
Reviewed by:		**روجعت من قبل:**
Approved by Department Council on: [ ], Meeting no. [ ] for the academic year [ ]		**أُعتمدِتْ الاستمارة من قبل مجلس القسم بتاريخ: [ ]، رقم الاجتماع [ ] للسنة الأكاديمية [ ]**

Annex B: Internal Verification Form

Use the following form to self-evaluate the correctness, compliance, and suitability of your course specification.

Course Title					
Course Code		NQF Level		NQF Credit	
Course Type	☐Mandatory	☐ Elective		☐Service	
Prerequisite Course Code		NQF Level		NQF Credit	

Criterion 1: Appropriateness of the learning outcomes

According to the NQF, learning outcomes are statements that describe significant and essential achievement that learners will achieve during a program, being defined in terms of knowledge, skills and competencies. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

	Yes	**No**
a) Course description provides suitable and relevant details to the course, learning outcomes and assessments. The course description is: ▪ consistent and aligned with the learning outcomes and assessments. ▪ clear, concise, and easy to understand. ▪ written in a style that caters to non-subject expert readers. ▪ does not exceed 100 words in length.	☐	☐
b) Course description matches any published descriptions. All information about the course and program need to be consistent and accurately published. Check the following: website, printed catalogues, programs booklet, etc.	☐	☐
c) The number of learning outcomes is between **3 -5** learning outcomes. Evaluate the numbers of learning outcomes and state only the **main** learning outcomes expected upon completion of the course. The main learning outcomes reflect the main knowledge, skills and competences that the students' will be assessed to demonstrate their achievement.	☐	☐
d) Learning outcomes, with a view to ensuring that learning outcomes are written at the required (or desired) NQF level, need reflect what is expected from the learner upon completing the course: (Check only if all the 6 subitems are addressed):	☐	☐
e) Single action verb: a verb that describe a specific action of how you would like the students to demonstrate their learning.	☐	☐
f) subject of learning: describe the topic/subject you want the learners to demonstrate.	☐	☐
g) clear language, easily understood by learners and wider stakeholders (non-experts), avoid words such as understand, comprehend, appreciate, be aware, believe, realizes, know, etc.	☐	☐
h) learning outcomes are measurable and achievable.	☐	☐
i) benchmarking the learning outcomes against the NQF level descriptors, Level Descriptors should not be used as learning outcome.	☐	☐
j) CILOs and PILOs in tables 23 and 29 of Course Specification form matches the approved Mapping Matrix (Mapping of CILOs to PILOS) template in the PILOs assessment report documents.	☐	☐

k) Clearly map CILOs to PILOs (complete table 31 in course specification). Avoid under/over-mapping of CILOs to PILOs. Each CILO should be mapped to at least one PILO. In contrast, each CILO cannot be mapped to all PILOs.	☐	☐
l) Learning outcomes are appropriate to the proposed NQF Level and level descriptors.	☐	☐
m) Learning outcomes are appropriately linked to the NQF Level. When rationalizing a CILO or an assessment to a particular NQF level, it is important to take into consideration the following: 1. the complexity of learning outcomes, 2. assessment, 3. course description, 4. information the course specification form. 5. selected strand/sub-strand level.	☐	☐
n) Strands and sub-strands are relevant to the learning outcomes. Only select strands and sub-strands of focus of the course.	☐	☐

Strand	**Sub-strand**	
Knowledge	**K1**	Theoretical Understanding
	K2	Applied Knowledge
Skills	**S1**	Generic problem solving and analytical skills
	S2	Communication, ICT and numeracy
Competence	**C**	Autonomy, responsibility, and context

Comment(s), please state any issue when selecting No

Criterion 2: Appropriateness of the assessment

Assessment involves gathering, evaluating, analyzing and judging evidence in order to decide whether a learner has achieved the predefined learning outcomes. Appropriate assessment should be both fit-for-purpose, rigorous and fair, and should be aligned with the level and type of learning provided by the program or courses. Assessment methods may include, but are not limited to:

1. case studies
2. written examinations
3. observed practical exercises
4. observed performance at work
5. role-play and/or other targeted group activity
6. oral, aural and visual processes and presentations
7. reports, proposals for action, articles
8. short answer questions and structured questions
9. selected-response items (e.g. multiple-choice).

	Yes	**No**

a) All learning outcomes are covered by at least one appropriate summative assessment. Complete the related tables in the scorecard and course specification form showing the CILOs with assessment mapping.	☐	☐
b) Assessment methods are assigned weights	☐	☐
c) The assessment methods are mapped to sub-strand which is related/address the assessment methods written in the course specification form. Map the strand/sub-strand to the assessment methods that only mentioned in the course specification form. There should be a match between the assessment methods mentioned in the course specification form and the course scorecard.)	☐	☐
d) Assessments are appropriate to the proposed level; suitable assessment methods are employed to assess the abilities of learners at the selected NQF Level. Please read the NQF Level descriptors and benchmark the assessment and learning outcomes to the level descriptors.	☐	☐
Comment(s), please state any issue when selecting No		

Criterion 3: Appropriateness of the Level
The level mainly reflects the learning outcomes, assessment methods, and other factors such as: complexity and depth of strand/sub-strand.

	Yes	**No**
a) Appropriate levels are proposed to the relevant sub-strands. Most or all of the sub-strands are on the overall course level.	☐	☐
b) The overall level of the course is appropriately determined. Overall level is appropriately related to the program and compared to its prerequisite(s). Please see the program plan and year of the course when selecting a NQF Level.	☐	☐
c) The overall level of the course is generally depended on the course year and code (25% of the courses in the bachelor programs should be on NQF Level 8 (exit level)):	☐	☐

course year and code	**NQF level of the course**	**Degree**
Course7xx	level 10	Doctoral Degree
Course6xx	level 9	Master Degree Postgraduate Diploma
course5xx course4xx	level 8	Bachelor's Degree
course3xx	level 7	Associate Degree
couser2xx	level 6	Diploma Degree

	course1xx	level 5				

Comment(s), please state any issue when selecting **No**

Criterion 4: Appropriateness of the NQF Credit

NQF credit is based on the notional learning hours required for a learner, at a specified level, to achieve a set of learning outcomes.

Each course should be allocated notional learning hours, considering all types of learning activities that contribute to the achievement of learning outcomes.

The NQF definition of **Notional Hours** is the time in hours that an average learner would take to successfully complete all learning activities, including assessments, required for achieving the learning outcomes and subsequently a qualification.

The NQF does not allow the use of fractions in the calculated credits; fraction credit hours are rounded to the nearest whole credit, and in case of 0.5 fraction, it is rounded to the higher value.

To convert American Credit System AC to NQF credit multiply the number of AC credit hours by 4.

The number of notional hours required by a typical learner should be calculated by those with confirmed experience in the subject area and should take into account only those activities that relate directly to the learning outcomes of the course or program in question (i.e., not taking into account any prerequisite knowledge that the learner requires prior to starting the unit or qualification).

You should consider activities that need to be carried out by the learner before and after formal teaching or training sessions – for example, before delivery there may be a need for preparatory reading or use of the library (or Internet) for carrying out research, after delivery time may be required for revision and assessment.

Examples of activities that may be considered in the calculation (or estimate) of notional learning hours, include:

1. formal teaching sessions (lectures, classes, coaching, seminars, tutorials)
2. practical work (in laboratories and other locations)
3. relevant ICT activities
4. use of the library or learning resource centers for reading and research
5. private study time
6. self-directed study time using online and/or text-based open learning materials.
7. informal learning activities (e.g. community groups, community-based workshops)

	Yes	**No**

a) Total notional hours and NQF credit value are accurately calculated, utilizing from Assigning Credit Hours to Courses Policy, the total credit hours to the total notional hours is calculated as the follows: 8. Credit hours X 40 = notional hours 9. Notional hour /10 = NQF credit	☐	☐
b) Course credit hours are based on their level: (Refer to "Table 5 Assessment Information and Mapping" in Assuring Learning Guide)	☐	☐
c) NQF credit is rounded up to a whole number, and in case of 0.5 fraction, it is rounded to the higher value.	☐	☐
d) All learning activities (classes, laboratories, studios, quizzes, self-study, preparation, etc) are assigned adequate number of notional hours. Please use the credit assigning policy as a guide: 10. State the number of notational hours for each type of learning as per the credit assignment policy. 11. State the time for quizzes, examinations, final examinations. Do not deduct any time or make any adjustments in the hours stated previously in the class or laboratory time, this is only an approximation. 12. Independent learning is the time dedicated or estimated for self-study, prepare for examinations, quizzes, assignments, projects, homework, etc. 13. For theoretical/studio/discussion and seminar courses, one hour of direct instruction equals 2 hours of independent learning, where in practical/laboratory/clinical courses, it equals 0.5 hour of independent learning as per the credit assigning policy. 14. Do not include office hours. 15. E-learning should be carefully calculated. It is not the online submission of the homework, but it should be the real learning process using university official e-learning platform. The independent learning should not be repeated for students' self-learning for every lecture and again counted for material used on the e-learning platform.	☐	☐
Comment(s), please state any issue when selecting No		
OUTCOME SUMMARY		
Course Verification	☐ Verified ☐ Not Verified	
Remarks/Comments		

Instructor/Coordinator

Name and signature Date

Useful Resources:

1. Academic course specification form (For English courses)
2. Academic course specification form (For Arabic courses)
3. Internal Verification Form
4. Bloom's Taxonomy of Measurable Verbs and guidance on proper utilization[1]
5. QAAC Workshop: The Developed Course Specification Form - 6th March 2024
6. QAAC Workshop: The Proposed Assigning Credit Hours to Courses Policy - 6th March 2024

[1] https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf