Guidelines for National Qualification Framework(NQF)-KSA

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Quality Assurance Center

Deanship of Quality Assurance Center

Topics

1. Principal Elements of NQF-KSA
2. Learning Domains/Area
3. Program Learning Outcomes(LO) checklist
4. Documentation for Evaluation of LO Results
5. Graduate Attributes

Workshop Outcomes

1. Recognize the New Learning Areas
2. Compare the old and new Learning Domains.
3. Recognize Criteria for validating PLO statements
4. Difference between Graduate Attributes and PLOs

Background

❖ Developed by the Education and Training Evaluation Commission (ETEC).

❖ Approved in the year 2009.

❖ Revised in the year 2020.

❖ Terms of Reference

- A guide to **educational institutions** for building, developing, and restructuring their qualifications.

- For **recruiting agencies** to identify the set of skills in graduates based on their qualifications.

Importance of National Qualification Framework (NQF)

1. A Term of Reference To Design Qualifications.
2. Tool to Compare Qualifications
3. Alignment With Development and Labor Market Requirements
4. Increase Confidence In National Capabilities
5. International Alignment
6. Realizing Equity And Equality

"The NQF aims to provide an integrated system that ensures a high level of quality, competitiveness and international recognition of national qualifications."

Principal Elements of NQF

✓ **Q**ualification Level

■ **C**redits

Learning Areas
Mapping of Learning Outcomes with specific Learning Area
Evidence LOs are achieved in each domain

Principal Elements of NQF

Levels

- Levels are numbered and linked to qualification titles to describe the increasing intellectual demand and complexity of learning expected as students progress to higher academic awards.
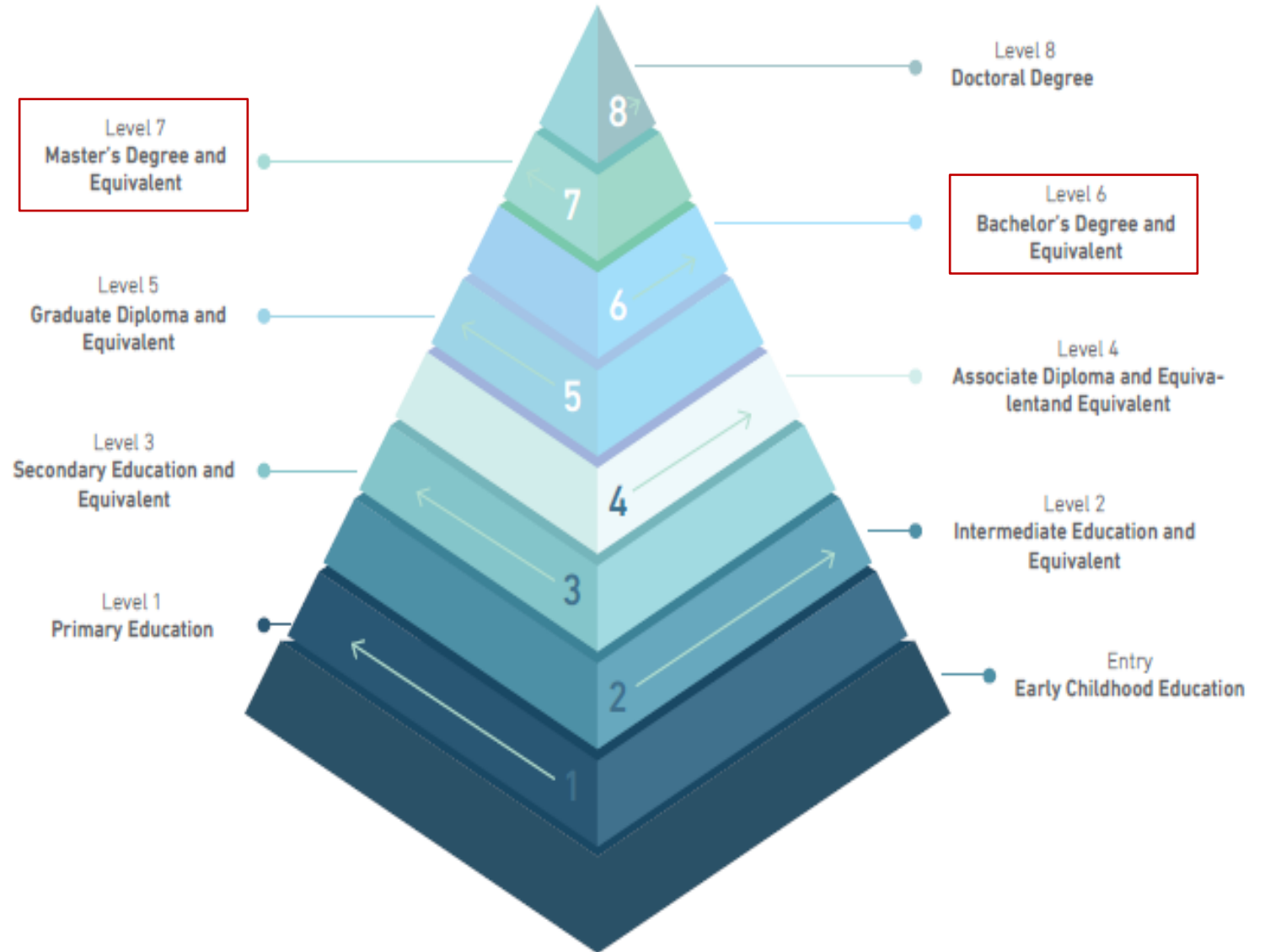
Credits

- Number of hours required for a qualification. It is calculated by the number of hours of instruction required to achieve the learning outcomes of a qualification.

Domains of Learning/Learning Areas

- The broad categories of types of learning expected from students into three areas: Knowledge, understanding, skills, and values learners are expected to exhibit at specific qualification level.
- Learning outcomes detail specific requirements for each qualification level under a given learning area category.

National Qualifications Framework Levels

PSU offers Degrees for Levels 6 & 7

Level 8
Doctoral Degree

Level 7
Master's Degree and Equivalent

Level 6
Bachelor's Degree and Equivalent

Level 5
Graduate Diploma and Equivalent

Level 4
Associate Diploma and Equiva-lentand Equivalent

Level 3
Secondary Education and Equivalent

Level 2
Intermediate Education and Equivalent

Level 1
Primary Education

Entry
Early Childhood Education

Program Requirements

BACHELOR'S DEGREE

(QUALIFICATION LEVEL =6)

❖ Passing of at least 120 credit hours

❖ 3-4 academic years of study

❖ Minimum learning of 15 weeks.

❖ Minimum no. of credit hours per semester is 15.

❖ Programs Learning Outcomes mapped to (Knowledge & understanding, skills and values)

❖ Completion of Secondary education as an admission Requirement

MASTER'S DEGREE

(QUALIFICATION LEVEL =7)

❖ Passing at least 24 credit hours and a dissertation and 6 units for research project OR 30 credit hours -course based including research graduation project not less than 3 units.

❖ At least four academic semesters of study

❖ Programs Learning Outcomes mapped to (Knowledge & understanding, skills and values)

❖ Completion of Bachelor's degree as an admission Requirement

Learning Areas

Learning areas describe the education which a learner are expected to exhibit at specific qualification level.

- ❖ Knowledge, understanding,
- ❖ Skills, and
- ❖ Values, Autonomy & Responsibility

Learning outcomes detail specific requirements under a given learning area category.

NQF Old Learning Domains	SAQF Learning Domains	NQF New Learning Areas
Knowledge	Knowledge	Knowledge & Understanding
Cognitive Skills	Skills/Competence	Skills
Communication, Information Technology, Numerical	Skills/Competence	Skills
Psychomotor	Competence	Skills
Interpersonal Skills & Responsibility	Competence	Values, Autonomy & Responsibility

Comparison of Old and New Learning Areas

Knowledge & Understanding

This includes the knowledge and understanding of a learner in the area of learning, work or profession:

Extensive deep knowledge, understanding of facts, concepts, principles, theories, processes, and procedures provided for in the area of learning, work, or profession.

❖ **Depth** of knowledge can be **general** or **specialized.**

❖ **Breadth** of knowledge can range from a **single topic** to **multi-disciplinary area** of knowledge.

❖ Types of knowledge range from **concrete** to **abstract**, from segmented to cumulative.

❖ Complexity of knowledge **type**, **depth** and **breadth**.

Skills

The Learning area includes skills what a graduate can exhibit in applied settings (such as in school, training, internships, work, etc.)

Cognitive Skills

Practical & Physical (Psychomotor) Skills

Communication & Information Technology Skills

Skills

Cognitive skills

- These include critical thinking and problem-solving skills, inquiry, and creativity.

Practical and physical skills (Psychomotor skills)

- These include using appropriate materials, devices, and tools, and applying motor and manual skills with ingenuity.

Communication and information technology skills

- These include written, verbal, and non-verbal communication, numeracy skills, and the use and production of information and communication technology.

Values, Autonomy & Responsibility

These include what a learner exhibits in terms of principles, ethics and standards for personal and professional success and well-being.

Academic, professional values, and ethics

Continued self-learning and autonomy

Teamwork and responsibility

Knowledge and Understanding

Bachelor's Program

- **broad in-depth** integrated body of knowledge.
- Understanding of the underlying theories, principles, and concepts **in one or more disciplines or field of work.**
- **in-depth knowledge** and understanding of processes, materials, techniques, practices, conventions and/or terminology.
- **a broad range of specialized knowledge** and understanding informed by **current developments** of a discipline, profession, or field of work.
- **knowledge and understanding of** research methodology and inquiry techniques.

Master's Program

- **in depth and specialized** body of knowledge.
- Understanding that covers theories, principles, and concepts **in main areas of a discipline, profession or field of work.**
- **critical knowledge** and understanding of processes, materials, techniques, practices, conventions and/or terminology relevant to a certain discipline, profession, or field of work.
- **advanced knowledge and understanding** of recent development in one or **more disciplines or areas of practice or profession.**
- **advanced knowledge and understanding** of a range of established and specialized techniques of research and/or inquiry in a discipline.

Skills-Cognitive

Bachelor's Program

❖ Apply **broad integrated underlying theories**, principles, and concepts in **various contexts**, in a discipline, profession or field of work.

- solve problems in **various complex contexts** in **one or more disciplines** or field of work.
- **use critical thinking and develop creative solutions** to current issues and problems, in various complex contexts, in a discipline, profession or field of work.
- **practice methods of inquiry, investigation and research** for complex issues and problems.

Master's Program

- Apply **specialized theories**, principles, and concepts in **advanced contexts**, in a discipline, profession or field of work.
- solve problems in **complex and advanced contexts, in a discipline**, profession or field of work.
- **assess, critically review, and reflect** on the main concepts, principles, and theories; and **provide creative solutions**, in complex and advanced contexts, to current issues and problems, in a discipline, profession or field of work.
- **carry out advanced research or professional projec**t using specialized techniques of research and enquiry in a discipline, profession, or field of work.

Skills-Psychomotor

Bachelor's Program

- Use processes, **techniques, tools, instruments**, and/or materials that are advanced and specialized to deal with complex and advanced practical activities.

- carry out **complex and advanced practical** tasks and procedures in specialized area related to a discipline, professional practice, or field of work.

Master's Program

- use processes, **techniques, tools, instruments**, and/or materials that are advanced and specialized to deal with complex and advanced practical activities.

- carry out complex and **advanced practical** tasks and procedures in specialized area related to a discipline, professional practice, or field of work.

Communication and ICT Skills

Bachelor's Program

- **Communicate** in main forms to **demonstrate** an understanding of **theoretical knowledge.**
- **Transfer** specialized knowledge, skills, and complex ideas to a **variety of audiences**.
- Use **mathematical operations** and **quantitative methods** to process data and information in various **complex contexts**, related to a discipline or field of work.
- select, use, and adapt various **standard and specialized** digital technology and ICT tools and applications to process and analyze data and information, and to support and **enhance research and/or projects.**

Master's Program

- **Communicate** in various forms to **disseminate knowledge, skills, research results, and innovations** related to a discipline or field of work to **specialist** and non-specialist audiences.
- Use **quantitative and/or qualitative methods** to process data and information in complex and **advanced contexts**, related to a discipline, professional practice, or field of work.
- Select, use, and adapt **advanced digital technology and ICT tools and applications** to process and analyze a variety of data and information forms to support and **enhance leading research and/or projects**, related to a **discipline, professional practice.**

Values & Ethics

- Demonstrate commitment to **professional and academic values** and standards and **ethical code of conduct** and represent responsible citizenship and coexistence with others

- **Represent integrity** and **professional** and **academic value**s when dealing with various issues.

Autonomy and Responsibility

Bachelor's Program

- Develop plans for **academic and / or professional self-development,** and work to achieve them effectively, assess own learning and performance, and take decisions regarding self-development and /or tasks based on **convincing evi**dence, with **autonomy.**
- **Manage tasks and activities** related to the discipline and /or work in a professional manner and with **autonomy.**
- **Work collaboratively** and constructively and lead **diverse teams** to perform a wide range of tasks with responsibility and play a major role in joint work planning and evaluation.
- **Participate actively** in development of the **discipline** and society.

Master's Program

- Initiate professional planning for learning and/or work, and **professional development**, monitor learning and performance, and take part in academic and / or professional **strategic decisions**, with **high autonomy.**
- **Manage specialized tasks** and activities in a discipline, work, or field of practice effectively, with high **autonomy.**
- **Collaborate** and participate effectively with **research or professional projects or groups**, take **leadership** role, and take high responsibility of the work.
- **Contribute** to the **fostering** of the quality life for the **community.**

Steps to align Program Learning Outcomes with NQF-KSA

Step 1

- Identify the level of the qualification in the NQF-KSA that is being dealt with.
- Ensure that the title of qualification matches this level.

Step 2

- Identify the essentials of each domain/area of learning at that level.
- Interpret these for the specific program as a series of learning outcome statements.

Step 3

- For each domain/area, identify teaching and learning strategies/methods that will enable students to develop the knowledge, skills, values, and attitudes required and the assessment methods that are linked to the learning outcomes and will enable them to demonstrate achievement of the PLOs.

Checklist to Review Program Learning Outcomes

Criteria	Yes	No
1. Does it describe what students should know, able to do, and value (represent, demonstrate, or produce)?		
2. Does it use action verbs?		
3. Is it distinct and specific?		
4. Is it expressed in terms of the overall program and not individual courses?		
5. Does it map to curriculum, and educational practices?		
6. Is collaboratively authored and collectively accepted?		
7. Is it student-centered?		
8. Does it specify appropriate conditions for performance?		
9. Is it written in terms of observable, behavioral outcomes?		
10. Does it measure a range of educational outcomes?		
11. Is it designed so that it can be assessed by various methods of assessment?		
12. Does it include professional organization standards (if any)?		
13. Can it be assessed quantitatively and/or qualitatively?		
14. Is it aligned with the institutional learning outcomes?		
15. Is it aligned with NQF-KSA and the degree level descriptors?		

Mapping of LOs with 3 Learning Areas, T&L and Assessment Strategies

Domains of Learning		Learning Outcomes	Teaching & Learning Strategies	Assessment Methods
Knowledge and Understanding				
Skills	Cognitive Skills			
	Practical and Physical Skills			
	Communication and ICT Skills			
Values, Autonomy, and Responsibility	Values and Ethics			
	Autonomy and Responsibility			

Example of Mapping LO with Learning Areas

Mapping of LOs with Learning Areas

Evaluation of Program learning Outcome Assessment

[Evaluation of Program Learning Outcome Results](#)

Characteristics of Graduate Attributes

❖ Students graduating from any program demonstrate the achievement of learning outcomes through various types of assessment processes.

❖ Real objective is

- not just to pass test and assignments,
- Rather if they are able to
  - *recall and apply their knowledge*
  - *behave sensitively, responsibly and ethically in difficult situations.*
  - *continue to extend their knowledge through habits of lifelong learning.*

in their personal and professional lives for many years after they graduate.

Assessment of Graduate Attributes: "Program evaluation processes should include opinions of employers about the extent to which graduates demonstrate the characteristics that are described, and any other special attributes that a particular program is intended to develop"---NQF 2009.

Graduate Attributes (Bachelor's Degree)

Graduates at this level should:

- Take initiative in identifying and resolving problems and issues both individually and in group situations exercising leadership in pursuit of innovative and practical solutions;
- Apply the theoretical insights and methods of inquiry from their field of study in considering issues and problems in other contexts;
- Recognize the provisional nature of knowledge field and take this into account in investigating and proposing solutions to academic or professional issues;
- Participate in activities to keep up to date with developments in their academic or professional field and continue to enhance their own knowledge and understanding;
- Consistently demonstrate a high level of ethical and responsible behavior and provide leadership in academic professional and community environments
- Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.

Graduate Attributes (Master's Degree)

Graduates at this level should:

- Consistently respond to complex academic and professional issues, providing creative solutions and making sound judgments, exercising these skills when necessary, in the absence of complete data relevant to the matter concerned.
- Act autonomously in tackling and solving both anticipated and unpredictable problems and cooperate with others and provide leadership when appropriate in group situations.
- Follow, and actively encourage others to apply, sound ethical and moral judgments in dealing with sensitive and complex issues that may involve difficult value conflicts.
- Take full responsibility for their own independent learning and provide leadership in developing opportunities to support the continuing professional development of others.
- Behave in ways that are consistent with Islamic values and beliefs, and reflect high levels of loyalty, responsibility, and commitment to service to society.

References

1. National Qualification Framework for Higher Education in the Kingdom of Saudi Arabia. May 2009

2. National Qualification Framework for Higher Education in the Kingdom of Saudi Arabia. May 2020

Thank You!!