



Program consistency with the National Framework for Qualifications (NQF)



Program consistency with the National Framework for Qualifications

Program consistency with the National Framework for Qualifications (NQF)-2020					
University	Shaqra University				
Faculty	[Insert Faculty Name Here]				
Program level (Degree)	Associate Diploma	Graduate Diploma	Bachelor	Master	Doctoral (PhD)
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level in NQF	4	5	6	7	8
Program title (major)	Bachelor of [Insert Program Name Here]				

Report on Consistency of Program with Saudi Framework for Qualifications (NQF):

1. Use qualifications titles that accurately and clearly describe the sector of education, the level of the qualification, and the specific field of study or specialization.
2. The program must meet the minimum number of credit hours required for the intended qualification.
3. Learning outcomes in the areas of knowledge, skills, and values should be covered
4. The program should align with the learning outcomes in each field specified in the Saudi Framework for Qualifications.

The table below illustrates the program's consistency with the Saudi Framework for Qualifications::

Field of comparison	Benchmark (NQF)	Program	The extent to which the program is consistent with (NQF)
Program level and degree title	Level 6 Bachelor	Level 6 Bachelor of [Insert Program Name Here]	The program title describes the level of the degree and the major as introduced in NQF
Credit hours	120≤	[Credit Hours Here]	The Credit hours are consistent with NQF because it falls within the specified range for the number of hours for undergraduate programs in the NQF, which exceeding the minimum of 120 credit hours.
Domain of learning outcomes	<ul style="list-style-type: none"> • Knowledge and Understanding • Skills • Values, Autonomy and Responsibility 	<ul style="list-style-type: none"> • Knowledge and Understanding • Skills • Values, Autonomy and Responsibility 	The learning domains are consistent as the program has the same classification of learning outcomes areas mentioned in the NQF.

To create an output consistency matrix it must:

First: A review of the intended learning outcomes for the bachelor's level with NQF with coding.

Second: A review of the specific learning outcomes of the Bachelor's Program

Third: the work of a consistency matrix

First: The targeted learning outcomes of the Bachelor's program in the Saudi Qualifications Framework

Domains of learning outcomes (NQF)	code	Learning outcomes for level 6, bachelor's degree	
Knowledge and Understanding	The graduate at this level will have:		
	K1	broad in-depth integrated body of knowledge and understanding of the underlying theories, principles, and concepts in one or more disciplines or field of work;	
	K2	in depth knowledge and understanding of processes, materials, techniques, practices, conventions and/or terminology;	
	K3	a broad range of specialized knowledge and understanding informed by current developments of a discipline, profession, or field of work;	
	K4	knowledge and understanding of research methodology and inquire techniques.	
Skills	Cognitive Skills	S1	apply broad integrated underlying theories, principles, and concepts in various contexts, in a discipline, profession, or field of work;
		S2	solve problems in various complex contexts in one or more disciplines or field of work.
		S3	use critical thinking and develop creative solutions to current issues and problems, in various complex contexts, in a discipline, profession or field of work.
		S4	Conduct inquiries, investigations, and research for complex issues and problems
	Practical and Physical Skills	S5	use and adapt processes, techniques, tools, instruments, and/or materials that are advanced to deal with various complex practical activities;
		S6	carry out various complex practical tasks and procedures related to a discipline, professional practice, or field of work;
	Communication and ICT Skills	S7	Communicate effectively to demonstrate theoretical knowledge comprehension and specialized transfer of knowledge, skills, and complex ideas to a variety of audiences.
		S8	Use mathematical operations and quantitative methods to process data and information in various complex contexts, related to a discipline or field of work.
		S9	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.

Values, Autonomy and Responsibility	Values and ethics	V1	demonstrate commitment to professional and academic values and standards and ethical code of conduct, and represent responsible citizenship and coexistence with others;
	Autonomy and Responsibility	V2	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 evidence, with autonomy;
		V3	manage tasks and activities related to the discipline and /or work in a professional manner and with autonomy;
		V4	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;
		V5	Participate actively in development of the discipline and society.

Second: The learning outcomes of [Insert Program Name Here] Bachelor's Program

Domain of Program learning outcomes (PLO'S)	code	[Insert Program Name Here] Program Learning Outcomes (PLO'S)
Knowledge and Understanding	K1	
	K2	
	K3	
Skills	S1	
	S2	
	S3	
	S4	
	S5	
	S6	
	S7	
Values, Autonomy and Responsibility	V1	
	V2	
	V3	
	V4	

Matrix of consistency of [Insert Program Name Here] learning outcomes with (NQF)

Learning Outcomes (NQF)		Program Learning Outcomes (PLO'S)													
Domain	Code	Knowledge and Understanding			Skills							Values, Autonomy and Responsibility			
		K1	K2	K3	S1	S2	S3	S4	S5	S6	S7	V1	V2	V3	V4
Knowledge and Understanding	K1	✓													
	K2														
	K3														
	K4														
Skills	S1														
	S2														
	S3														
	S4														
	S5														
	S6														
	S7														
	S8														
	S9														
Values, Autonomy and Responsibility	V1														
	V2														
	V3														
	V4														
	V5														

Conclusion

Through the previous comparison, it is evident that there is consistency between the National Framework for Qualifications (NQF) and the [Insert Program Name Here] program in terms of:

Field of comparison	The extent to which the program is consistent with the national framework
1. Program level and degree title	The program is consistent with the National Qualifications Framework in terms of the title of the academic degree, as well as the level specified for the [Insert Program Name Here].
2. Number of credit hours	The number of credit hours for the program meets the requirements of the National Qualifications Framework, with a total of [Credit Hours Here] hours, which is [equal to or greater] than the minimum credit hours required.
3. Domains of learning outcomes	The classification of learning domains of the program is consistent with the NQF as it addresses the following dominos: Knowledge and Understanding, skills and Values, Autonomy and Responsibility.
4. The consistency of learning outcomes.	The learning outcomes matrix shows the reflection of all learning outcomes for the level [Insert NQF Level Here] defined in the NQF in the [Insert Program Name Here] program learning outcomes.

