**Program Alignment with The National Qualifications Framework (NQF)**

| **Justification of Inconsistency if Available** | | **Program Alignment with NQF** | | **NQF** | **Principal Elements** |
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|  | |  | | The set of learning outcomes including the knowledge, skills and values received by a learner, and issued as an official document in the form of (certificate/diploma/scientific degree) issued by a recognized educational or training institution. | **1.Qualification:** |
|  | |  | | Placing a national qualification on the education or training sectors requires the qualification to have complete elements. The NQF has set 6 general requirements to be met in order to place a qualification on each level of the NQF.  **The following are the 6 requirements:**   * **Valid Approval:** the qualification must have valid approval issued by the appropriate granting educational or training institution. * **Qualification Title:** The title must be suitable and accurately describe the area of study undertaken. * **Stakeholders and Employers Involvement:** stakeholders and experts on the field must be involved in the preparation and review of the program. * **Qualification Purpose:** The Qualification has a specific purpose based on markets needs and identify the justification of need clearly. * **Qualification Components:** includes the qualification level, learning outcomes and credit hours. * **Assessment of Learning Outcomes:** learning outcomes are clear and measurable to ensure their achievement. | **2. General Requirements for Qualification Placement on the NQF:** |
|  | |  | | Vertical pathways that range based on the depth and accumulation of learning in the educational program, starting from entry level, and progressing to 8th level, with each level having a specific range and depth of learning. These levels cover public education sectors, technical and vocational training, and academic, applied, vocational, civil and military higher education. Each level represents a sequential scientific progression in the outcome of learning, and each level includes a description of the learning outcomes (Knowledge, skills, values) forming as whole a matrix of NQF levels.  **The following are the NQF Levels:**   * **Entry:** Early Childhood. * **Level 1 :** Elementary Education Certificate. * **Level 2 :** Intermediate Education Certificate or equivalent. * **Level 3 :** Secondary Education Certificate or equivalent. * **Level 4 :** Associate Diploma Certificate or equivalent. * **Level 5 :** Diploma Certificate or equivalent. * **Level 6 :** Bachelor's Degree or equivalent. * **Level 7 :** Master's Degree or equivalent. * **Level 8 :** Doctoral Degree. | **3. Levels:** |
|  | |  | | * **Associate Diploma:** a minimum of (24) credit hours, following (1 ) academic year. * **Diploma:** (60) credit hours, following (2) academic years. * **Advanced Diploma:** a minimum of (72) credit hours, following (3) academic years. * **Bachelor:** a minimum of 120 credit hours, following (3-4) academic years of full time study or equivalent. * **Higher Diploma:** An award requiring a minimum of (24) credit hours, following the completion of a bachelor degree and taken over a period of at least one academic year of full time or equivalent. * **Master:** An award requiring a minimum of (24) credit hours, following the completion of a bachelor degree, for course work plus thesis in a minimum of (6) credit hours, or passing a minimum of (42) credit hours, following the completion of a bachelor degree. * **Doctor:** An award requiring a minimum of (30) credit hours for advanced coursework, plus a major thesis following a master degree. | **4. Credit Hours:** |
| **Assessment Methods** | **Teaching Strategies** | | **The Domain** | Learning outcomes describe the learning of necessary knowledge, skills and values needed by a learner to obtain a qualification, according | **5. Learning Outcomes Domains & Descriptors:** |
|  |  | |  | to each level of the framework. These levels range in scope and sequence from the 1st to the 8th level, taking into account the descriptions and depth of each level when formulating the domains of learning. It is expressed in terms of cognitive dimensions, skills, and values, according to the following:  **Knowledge and understanding:**   * Deep and broad knowledge and understating of facts, principles, theories and procedures that is related to a field of study or work. * Depth of knowledge where it may be general or specialized. * Breadth of knowledge which vary from one topic to multidisciplinary. * Types of knowledge which range from visual to abstract knowledge, and from basic to cumulative knowledge. * Knowledge complexity which combines depth, breadth and type of knowledge. |
|  |  | |  | **Skills:** refer to what a graduate is able to do for continuous learning, work or profession, including:   * **Cognitive skills:** applying knowledge and critical thinking skills, creative problem solving, and investigating issues and problems. * **Psychomotor skills:** applying knowledge, the use of appropriate materials, machines and tools, and manual dexterity. * **Communication and IT** **skills:** include written, verbal and non-verbal communication skills, numerical skills, use of information and communications technology. |
|  |  | |  | **Values:** refer to what principles and standards of success a graduate adopt in areas of life, work or profession, including:   * Academic and professional values and ethics. * Autonomy and decision-making. * Taking responsibility and participation. |
|  |  | |  | Each level provides the appropriate depth and description of learning suited to the given level. | **6. Level Descriptors:** |