**Matrix of Program Compatibility with the National Qualifications Framework for Higher Education**

| **Principal Elements** | **National Qualifications Framework for Higher Education** | **Program Compatibility with the National Qualifications Framework for Higher Education** | | |
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| 1. Qualification Titles | The title of the Qualification must accurately comply with the level of the qualification. The fourth or fifth levels of a technical education program must include the word technical, and field descriptors- the terms used to describe the specialization- must accurately describe the field of study concerned. |  | | |
| 1. Program Objectives | The program objectives should develop learning outcomes in all of the required domains of learning.  Evidence provided include the following:   * Learning objectives specified for the program should include outcomes in all of the domains. * Responsibility for achieving these learning outcomes should be distributed appropriately across the courses within the program and included in course objectives. * Program and course specifications should include methods of teaching and student activities that are appropriate for the learning outcomes in each of the domains. * Tests, examinations and other types of assessment should include appropriate forms of learning assessment in each of the domains. |  | | |
| 1. Levels | The qualifications framework begins at the entry level of higher education, which is the successful completion of secondary education and culminates with the doctoral degree. Post-doctoral studies and honorary degrees are not included in the framework, but reference is made to what is customary for such programs and degree titles.  The levels in the framework are:   * Entry: The completion of secondary education. * Level 1: Associate Diploma. * Level 2: Diploma. * Level 3: Bachelor. * Level 4: Higher Diploma. * Level 5: Master. * Level 6: Doctorate. |  | | |
| 1. Credits Hours | * Associate Diploma: a minimum of 30 credit hours. * Diploma: 60 credit hours (or two years of study). * Bachelor: a minimum of 120 hours in a four year degree (15 credit hours not more than 18 credit hours per semester). * Higher Diploma: 24 hours in addition to the bachelor degree credit hours. * Master: 24 to 39 credit hours. * Doctorate: 12 to 30 credit hours depending on the scale of the thesis or the major project. |  | | |
| 1. Domains of Learning Outcomes | The framework groups the types of learning expected from students into four domains, and describes the learning outcomes at each level of these groupings. These domains are:   * Knowledge: The ability to recall, understand and present information, including:   - Knowledge of specific facts.  - Knowledge of concepts, principles and theories.  - Knowledge of procedures. | **The field** | **Teaching Strategies** | **Assessment Methods** |
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| * Cognitive Skills: which include the ability of the following:   - To apply conceptual understanding of concepts, principles and theories.  - To apply procedures involved in critical thinking and creative problem solving, when asked to do so, or when faced with unexpected new and situations.  - To investigate issues and problems in a field of study using a variety of sources and draw valid conclusions. |  |  |  |
| * Interpersonal Skills and Responsibility: which include the ability of the following:   - To take responsibility for their own learning and continuing on their personal and professional development.  - To work effectively in groups and exercise leadership when needed.  - To act responsibly in personal and professional relationships.  - To act ethically and consistently with high moral values in personal and social forums. |  |  |  |
| * Communication, Information Technology, and Numerical Skills: which include the abilities of the following:   - To communicate effectively in oral and written forms.  - To use communication and information technology.  - To use the basic mathematical and statistical techniques. |  |  |  |
| * Psychomotor Skills:   involve manual dexterity, and are the fifth domain that applies only to some programs. These skills are extremely important in some fields of study. For example; very high levels of psychomotor skills are required for surgeons, artists and musicians.  Since these psychomotor skills apply only to certain fields and their nature differ widely, the learning outcomes in this domain have not been described in the learning outcomes for each level in the NQF. After all, when the psychomotor skills are extremely important in some fields of study, the standards of performance should be clearly defined in program and course specifications. |  |  |  |
| 1. Characteristics of Graduates | Holders of a bachelor degree should have demonstrated:  - Knowledge of a comprehensive, coherent and systematic body of knowledge in a field of enquiry and of the underlying theories and principles associated with it.  - The ability to investigate complex problems and develop creative solutions with limited guidance using insights from their own and other related fields of study.  - The ability to identify and use appropriate mathematical and statistical techniques in the analysis and resolution of complex issues, and select and use the most appropriate mechanisms for communicating the results to a variety of audiences.  - The capacity to provide leadership and willingness to fully cooperate with others in joint projects and initiatives.  - In the case of a professional program, full range of knowledge and skill are required for effective practice in the profession concerned.  - In the case of an academic program not geared to professional practice, acquisition of an in depth knowledge and an understanding of research literature in a field are required, and an ability to interpret ,analyze and evaluate the significance of that research in extending knowledge in the field is required too.  Graduates at this level should:   * Take initiative in identifying and resolving issues and problems 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 serve the community. |  | | |