FBSU Guidelines for National Qualification Framework

A Comprehensive Framework for Program Learning Outcomes

Quality Assurance & Accreditation Center

Deanship of Quality and Academic Accreditation

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

Importance of National Qualification Framework (NQF)

"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

- Qualification Level
- Credits
- 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.

FBSU offers Degrees for Levels 6&7

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

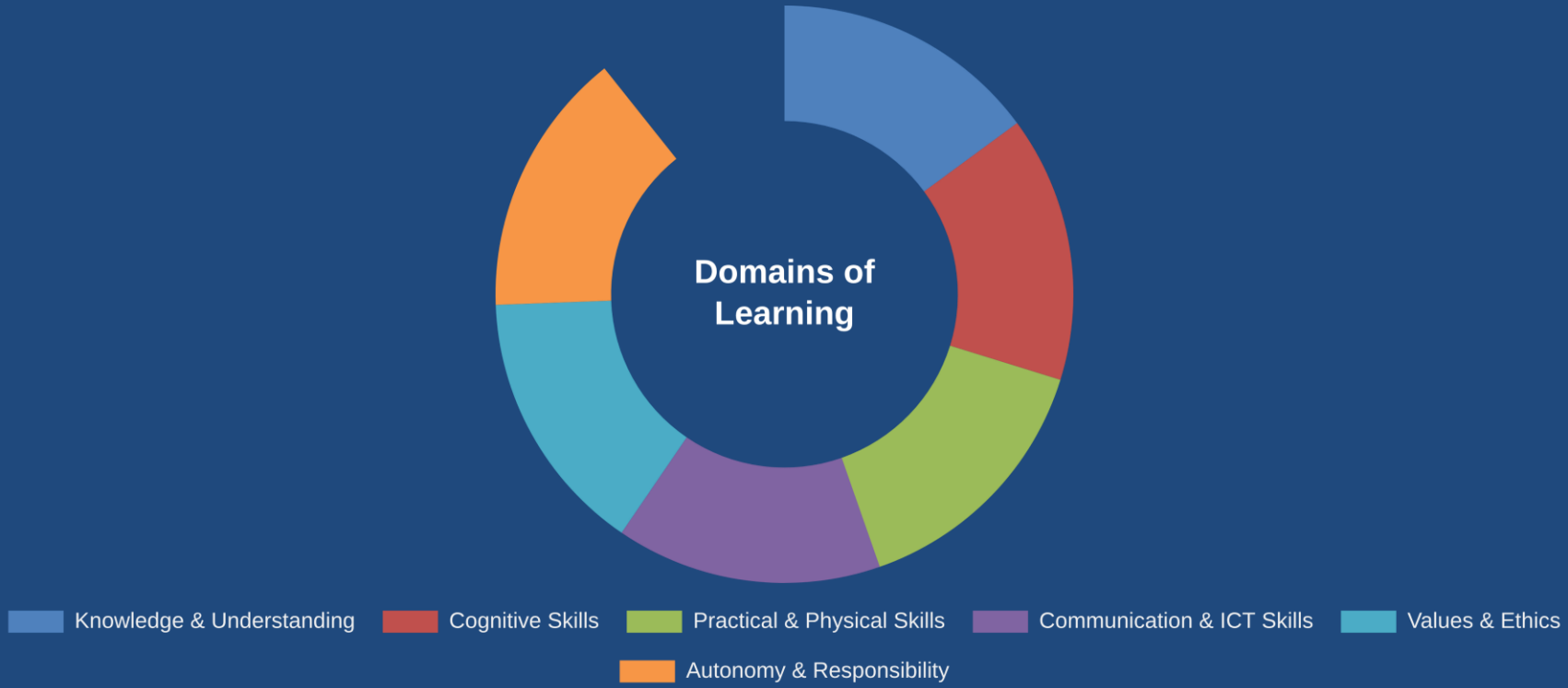
Learning Areas

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.

Domains of Learning Framework



Comparison of Old and New Learning Areas

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

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 & 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 project 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

Bachelor's Program

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

Master's Program

- Represent integrity and professional and academic values 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 evidence, 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.

Autonomy and Responsibility

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- 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.

Program Learning Outcomes - Review Criteria (Part 1)

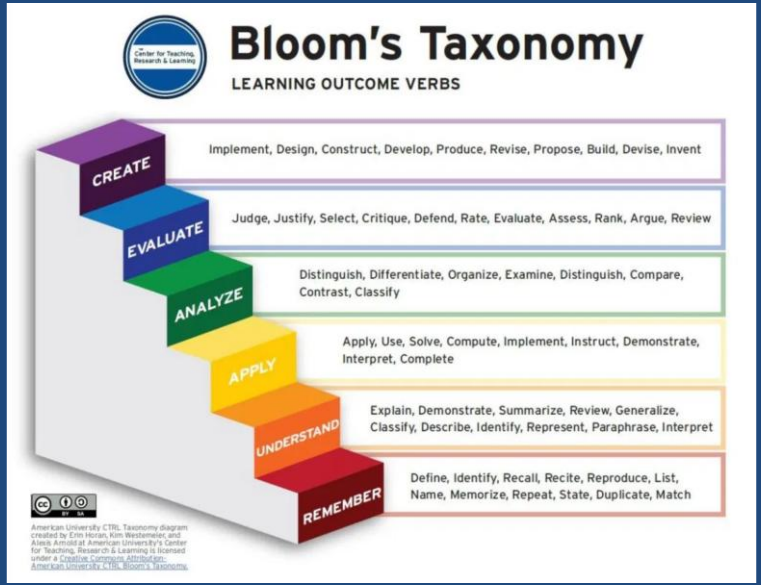
Checklist for Effective Learning Outcomes:

1. Describes what students should know, do, and value
2. Uses action verbs
3. Is distinct and specific
4. Expressed in program terms (not individual courses)
5. Maps to curriculum and educational practices
6. Collaboratively authored and collectively accepted
7. Student-centered approach
8. Specifies appropriate performance conditions

Program Learning Outcomes - Review Criteria (Part 2)

Continuing the Checklist for Effective Learning Outcomes:

9. Written in observable
10. Behavioral outcomes
11. Measures range of educational outcomes
12. Designed for various assessment methods
13. Includes professional organization standards
14. Can be assessed quantitatively/qualitatively
15. Aligned with institutional learning outcomes
16. Aligned with NQF-KSA and 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			

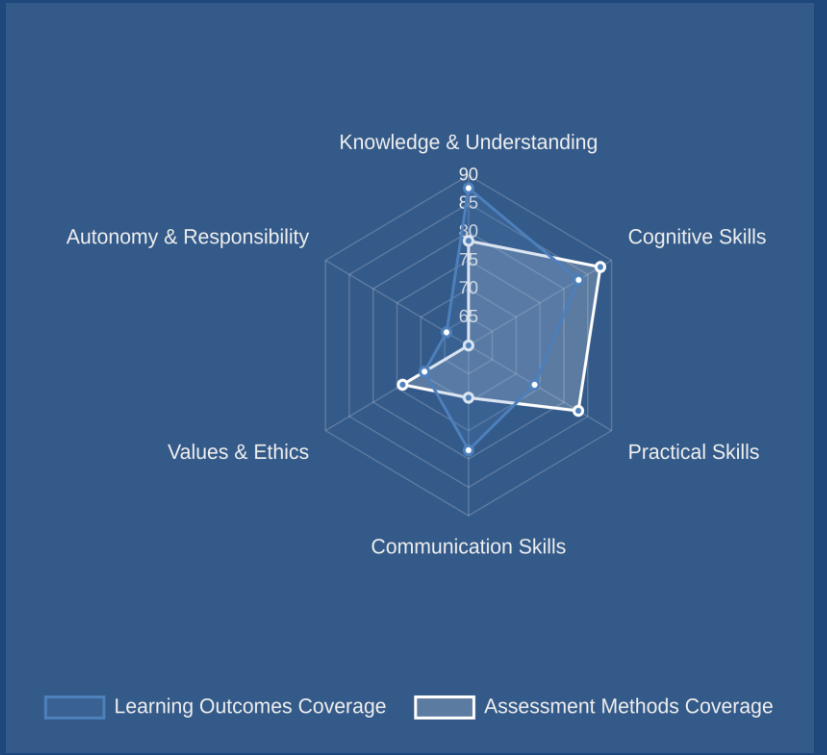
Mapping Learning Outcomes

Integration of Learning Outcomes

- Systematic mapping of Learning Outcomes with three key Learning Areas
- Alignment with appropriate Teaching & Learning Strategies
- Connection to effective Assessment Methods
- Ensures comprehensive coverage across all domains

Benefits of Mapping

- Identifies gaps in curriculum coverage
- Ensures appropriate assessment of all outcomes
- Facilitates continuous improvement process
- Supports program accreditation requirements



Graduate Attributes - Overview

Definition and Characteristics

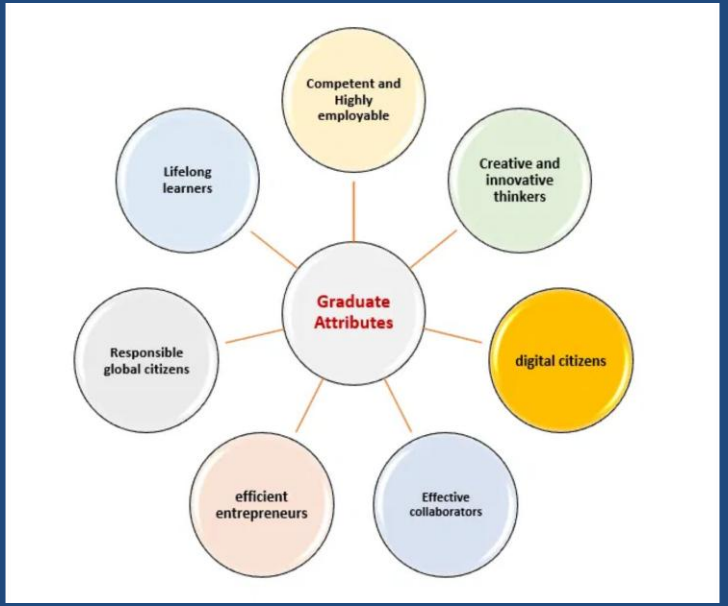
- Graduate attributes represent the qualities, skills, and understandings that students should develop during their time at the university
- They extend beyond disciplinary expertise or technical knowledge

Real Objectives Beyond Passing Tests

- Recall and apply knowledge in real-world contexts
- Behave ethically and responsibly in difficult situations
- Continue to extend knowledge through lifelong learning
- Apply learning in personal and professional lives long after graduation

Assessment Through Employer Feedback

- "Program evaluation processes should include opinions



Graduate Attributes - Bachelor's Degree

Key Attributes for Bachelor's Graduates

1. Take initiative in identifying and resolving problems, exercising leadership in pursuit of innovative and practical solutions

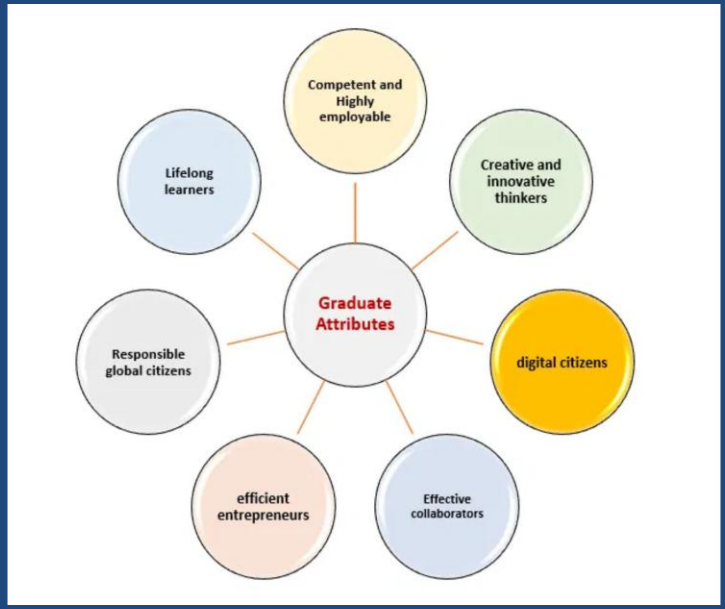
2. Apply theoretical insights and methods of inquiry from their field of study to issues and problems in other contexts

3. Recognize the provisional nature of knowledge and take this into account when proposing solutions

4. Participate in activities to keep up to date with developments in their field and enhance their knowledge

5. Demonstrate a high level of ethical and responsible behavior and provide leadership in academic, professional and community environments

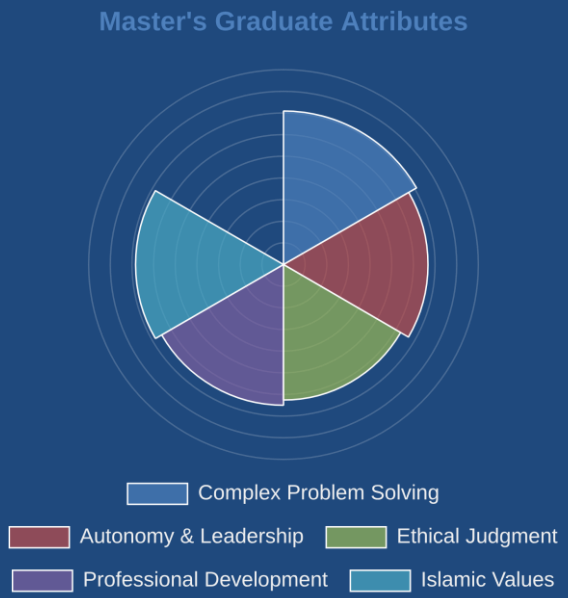
6. Behave in ways consistent with Islamic values and beliefs, reflecting high levels of loyalty, responsibility, and commitment



Graduate Attributes - Master's Degree

Key Attributes for Master's Graduates

1. Consistently respond to complex academic and professional issues, providing creative solutions and making sound judgments, even with incomplete data
2. Act autonomously in tackling and solving both anticipated and unpredictable problems and provide leadership when appropriate in group situations
3. Follow and actively encourage others to apply sound ethical and moral judgments in dealing with sensitive and complex issues
4. Take full responsibility for independent learning and provide leadership in developing opportunities for continuing professional development of others
5. Behave in ways consistent with Islamic values and beliefs, reflecting high levels of loyalty, responsibility, and commitment to society



References & Standards

Key Reference Documents

National Qualification Framework for Higher Education in the Kingdom of Saudi Arabia (May 2009)

National Qualification Framework for Higher Education in the Kingdom of Saudi Arabia (May 2020)

FBSU Guidelines for Program Learning Outcomes Assessment

International Best Practices in Learning Outcomes Assessment

The National Qualification Framework continues to evolve to meet changing educational needs and international standards.