| Program consistency of the program with the National Framework for Qualifications (NQF)-2020 | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| University | Umm Al Qura University | | | | | |
| Faculty | (name of the faculty) | | | | | |
| Program level (Degree) | Associate Diploma | Graduate Diploma | Bachelor | Higher Diploma | Master | Doctoral (PhD) |
| Level in NQF | 4 | 5 | 6 | 6 | 7 | 8 |
| Program title (major) | Bachelor of (name of the program) | | | | | |

| The report on the program's consistency with the Saudi Framework for Qualifications (NQF) includes four areas of comparison:   1. Use qualifications titles that clearly and accurately describe the educational sector, the level of qualification, and the field of study or specialization. 2. The minimum number of credit hours required for the intended qualification. 3. Areas of learning outcomes (knowledge - skills - values). 4. Learning outcomes in each field in the Saudi framework for qualifications and their reflection in the program.   The following table shows the extent of 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 …………….. | The program title describes the level of the degree and the major as introduced in NQF |
| Credit hours | 120≤ | **……………..** | 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 | * Knowledge and Understanding * Skills * Values, Autonomy and Responsibility | * 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. |

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| --- | --- | --- | --- |
| To creates 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 | practice methods of inquiry, investigation 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 in main forms to demonstrate an understanding of theoretical knowledge and transfer specialized 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. |

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| **Second: The targeted learning outcomes of ……………… Bachelor’s Program** | | |
| Domain of Program learning outcomes **(PLO’S)** | **code** | **………………….. 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 (name of the program) 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 (name of the program) 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 **Bachelor's degree**. |
| 1. Number of credit hours | The number of credit hours for the program is consistent with the National Qualifications Framework, as it is **(number)** hours, which is **higher than / equal to** the minimum required in the framework. |
| 1. 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. |
| 1. The consistency of learning outcomes. | The learning outcomes matrix shows the reflection of all learning outcomes for the level **6** defined in the NQF in the **(name of the program)** program learning outcomes. |

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| --- | --- | --- |
| **Report Approving** | | |
| **Reporter** | **Name:** | **Signature:** |
| **department head Approving** | **Name:** | **Signature:** |
| **Date** |  | |