

ANQAHE
Arab Network for Quality Assurance in Higher Education
الشبكة العربية لضمان الجودة في التعليم العالي

Qualifications Framework ANQAHE Model

Arab Qualifications Framework (AQF)

Dr Tariq Alsindi
Secretary General
ANQAHE

ACQF development project
4th Peer learning Webinar, 24/09/2020

Session 4 B

Arab Qualification Frameworks

Country	Qualification Framework	Levels	Status	Sectors
Bahrain	National Qualifications Framework	10	Operational 2014	HE VET GE
KSA	Saudi Arabia Qualifications Framework	10	Not yet operational	HE VET GE
UAE	QF Emirates	10	Operational 2012	HE VET GE
Kuwait	-	-	Not yet developed	-
Oman	Oman Qualifications Framework	10	Operational 2018	HE VET GE
Qatar	Qatar Qualifications Framework	-	Not yet operational – cabinet approval in 2019	-
Egypt	Egyptian Qualifications Framework	8	Not yet operational – in approval	HE VET GE
Jordan	Jordanian National Qualifications Framework	10	Not yet operational – proposed	HE VET GE
Tunisia	National Qualifications Framework	7	Operational	HE TVET GE
Morocco	National Qualifications Framework	8	Operational	HE VET GE

Arab Qualification Framework AQF

- **Prescriptive to guide developing national Qualifications Framework.**
- **Benefited from other regional and national Frameworks.**

Purpose of the AQF

The AQF is constructed
in order to:

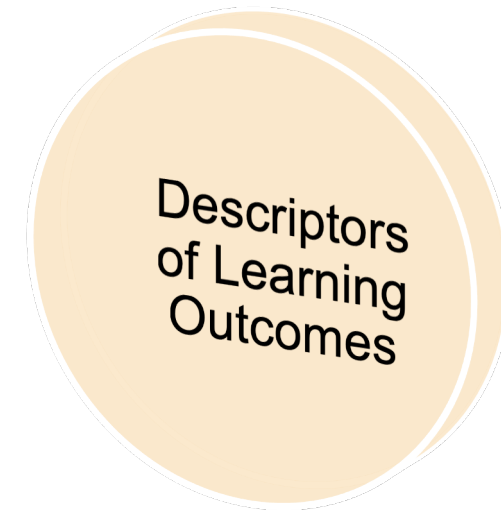
1. Provide a single translational reference point to compare qualifications nationally, regionally and internationally
2. Provide a **regional benchmark of qualified graduates**, defined in a common language
3. Address the **need for transparent mechanisms for assuring quality**, rigor and consistency of regional qualifications for the country, employers, community and students
4. Provide guidance in **designing and developing new qualifications**
5. Provide an instrument to **maintain parity in the demands and expectations of qualifications set at the same level**

Purpose of the AQF

The AQF is constructed
in order to:

6. Help **students make informed decisions** about their education and training progression, mobility between levels, institutions, and in relation to employment opportunities
7. Serve as an **indicator of occupational and employment relevance**
8. Provide an additional **tool for implementation of standards** through quality assurance agencies, ministries and other national authorities and regulators of higher education
9. Indicate **the outcomes required from programs/courses** set at equivalent levels in national frameworks within the region

Structure of the AQF



Knowledge

- The cognitive representation of ideas, facts, principles, events or happenings
- It can be learned from practical or professional experience as well as from formal instruction or study and can comprise description, understanding, thinking, analysis, synthesis, debate and research.



Skills

The learned ability to perform a function that in some way responds to or manipulates the physical, informational or social environment of the individual



Competence

The effective and creative deployment of knowledge and skills, including general, social and civic, as well as specific occupational contexts.

Characteristics of Principal Qualifications

Level 10. Doctorate Degree

Level 9. Master's Degree

Level 8. Post Graduate Diploma
(Higher Diploma in KSA)

Level 7. Bachelor's Degree

Level 6. Higher Diploma

Level 5. Diploma (Associate)

Level 4: Entry to Higher Education

Qualification Credit Matrix for Academic Higher Education

Level	Academic Qualification	US Credits (Minimum)	Minimum Duration of Post-Secondary Study (Year FT)
10	Doctorate Degree (PhD, DPhil)	30 – 60 Post Master	8 (2 years post Master degree)
9	Master's Degree (MSc/MA/MPhil/Master of...)	30 post Bachelor	6 (2 years post Bachelor degree)
8	Post Graduate Diploma (Higher Diploma in KSA)	24 post Bachelor (Dip)	5
	Post Graduate Certificate	12 post Bachelor (Cert)	4.5
7	Bachelor's Degree (BSc/BA/Bachelor of...)	120 post Secondary	4
6	Higher Diploma	90 post Secondary	3
5	Associate Degree/Diploma	60 post Secondary	2
4	K12 School Certificate (HE Entry Level)	N/A	-
3	-	-	-
2	-	-	-
1	-	-	-

Qualification Credit Matrix Including Professional Training Stream

Level	Principal Qualification			US Credits (Minimum)	Minimum Duration of Post-Secondary Study (Years FT)
	Professional	Academic	General		
10	Doctorate Degree (Professional Doctorate e.g. EdD, DBA)	Doctorate Degree (PhD, DPhil)		30 – 60 post-Master	8 (2 years post-Master Degree)
9	Advanced Professional Diplomas and Certificates	Master's Degree (MSc/MA/MPhil/Master of...)		30 post-Bachelor	6 (2 years post-Bachelor Degree)
8	Vocational Post Graduate Diploma/ Certificate,	Post Graduate Diploma/		24 post-Bachelor (Dip)	5
		Certificate		12 post-Bachelor (Cert)	4.5
7	Applied/Vocational Bachelor Degree	Bachelor's Degree (BSc/BA/Bachelor of...)		120 post-Secondary	4
6	Higher Diploma (Vocational)	Higher Diploma		90 post-Secondary	3
5	Diploma (Vocational)	Associate Degree/Diploma		60 post-Secondary	2
4		K12 School Certificate (HE Entry Level)	K12 School Certificate	N/A	-
3					
2					
1					

Alignment Across Regional Frameworks

				SECONDARY SCHOOL CERTIFICATE	ASSOCIATE DEGREE/ DIPLOMA	HIGHER DIPLOMA	BACHELOR'S DEGREES	PG DIPLOMA/ CERTIFICATE	MASTER'S DEGREES	DOCTORAL DEGREES
	1	2	3	4	5	6	7	8	9	10
AQF										
EUROPEAN QF		1	2	3	4	5	6	7	8	
BAHRAIN	1	2	3	4/5	6	7	8	9	10	
KSA					1/2	3	4	5	6	
OMAN					1/2	3	4	5	6	
UAE	1	2	3	4	5	6	7	8	9	10

QUALIFICATIONS FRAMEWORK LEVELS

Challenges to implement **Regional AQF**

- Different **education** systems in the Arab region
- Different **regulations** that are sometimes **conflicting** with each others, affecting **progression** and **mobility** opportunities among countries
- Not all Arab countries have **established** NQF, in fact some still **do not have a national** system for QA.
- **Implementation** of the AQF requires **intensive capacity** building for all stakeholders
- **Overcoming** all these **challenges** require both **human** and **financial** considerations.

Challenges for ANQAHE In the Arab Region

- Dispersed region with **different HE and QA systems**
- Inconsistent **regional framework for QA** -- Networking between QA agencies
- Supporting the emergence of **new QAAs** and strengthening **less developed ones**
- **Capacity building** for EQAAs
- Facilitating **exchange of resources and good practices** in the region
- Facing cross border **accreditation mills**
- **Networking and partnership** with the regions
- Formal **MoU** between members to **adopt** outcomes

For more information:

[www. Anqahe.org](http://www.Anqahe.org)