



**وزارة التربية والتعليم العالي**  
**Ministry of Education and Higher Education**

# National Qualifications Framework

State of Qatar

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## 1. Introduction

Ministry of Education and Higher Education (MOEHE) is the competent authority that regulates education in the State of Qatar, ensures provision of education to every citizen, and oversees the continuous improvement of education to ensure alignment with the country's needs. MOEHE is responsible for determining educational stages, developing curricula and examinations, and licensing all education and higher education institutions. MOEHE offers scholarships to students and provides such students with guidance and direction. MOEHE is responsible for overseeing government education institutes and licensing and monitoring educational service centers.

MOEHE has developed its 2017-2022 strategy, which aims at translating the Qatar National Vision 2030 (QNV 2030) and the National Development Strategy 2017-2022 (NDS-2) into specific and measurable outcomes. This effort is part of the Ministry's larger vision of ensuring sustainable, innovative, and high-quality learning opportunities for all members of Qatari society and is aligned to the Ministry's mission to regulate and support learning opportunities that develop the knowledge, skills, and competences necessary for the advancement of the society in accordance with Qatar's national values and needs.

Human Development is the cornerstone of the Qatar national vision and strategy. Furthermore, vision emphasizes on building national educational system that parallels excellent global educational systems that equips citizens with the knowledge and skills needed to meet Qatar's societal demands. This includes:

- Educational curricula and training programs that meet the current and future needs of the labor market
- High quality education and training opportunities commensurate with the abilities and interests of every individual
- Accessible life-long learning programs for all

To accomplish all mentioned above requires in general sufficient number of educational institutions and especially higher education institutions as well as vocational, technical, and specialized education institutions awarding all types of qualifications across various disciplines that commensurate with the aspirations and abilities of each individual.

Furthermore, increasing the number of educational institutions in the country and expanding degree offerings across a variety of disciplines and levels necessitates the development of a qualifications framework regulates the offering of these qualifications and provide stakeholders parents, students, workforce, higher and k-12 and vocational education institutions, and any other relevant establishments or sectors with a thorough and common understanding of the various academic and technical qualifications and their outcomes. For the regulation of such qualifications, it is essential to identify the learning outcomes of each qualification and its place on a hierarchy that specifies level, depth, type, and area of knowledge and determining graduates' abilities. In addition, this regulation determines the responsibilities of related stakeholders towards the National Qualifications Framework.

Based on the foregoing and to emphasize the government of Qatar role in the implementation of programs and advanced educational policies to make available and meet the needs of the labor market. It became necessary to develop a national qualifications framework that serves as the benchmark for existing qualifications in the country and provides a structure for developing new qualifications aligned with international qualification criteria, Qatar's needs, and the notion of lifelong learning.

## 2. National Qualifications Framework: Definition and Objectives

A national qualifications framework is a mandatory benchmark instrument to identify, classify, and regulate academic and technical national qualifications across different levels of learning according to specific criteria.

“Qualification” is a certificate awarded to an individual by an authorized organization acknowledging that such an individual has successfully achieved the learning outcomes of the relevant qualification in terms of knowledge, skills, and competencies according to specific standards and evaluation instruments. A national qualifications framework is recognized as a single and integrated benchmarking framework that covers the various sectors of education for example academic, vocational, technical, and specialized education. NQF is mandatory for all educational institutions, higher education and vocational educational in the country. Such institutions are required to align both their existing and any subsequent qualifications with the national framework. A national qualifications framework is designed to improve the quality of qualifications and link them with each other to facilitate learning opportunities and educational advancement. The qualifications framework also facilitates recognition of existing qualifications in the country and serve as structural development of all new qualifications. In addition, NQF is a considered as comparison and alignment instrument for national qualifications with their international counterparts. Furthermore, the NQF would contribute to promoting lifelong learning and guide review and development programs of the country's educational system.

**National Qualifications Framework general objectives can be summarized as follows:**

1. Encompass all aspects and levels of formal education in Qatar including K-12 education, higher education, vocational, technical, and specialized education to build a common understanding of what is expected from those holders of various qualifications.
2. Provide a benchmark for designing and developing a variety of new, flexible, and modern qualifications in Qatar that meet the needs of the country, labor-market, and individuals and ensure that holders of such qualifications possess needed skills and competencies for their profession.
3. Provide benchmark for the development, review, and recognition of current qualifications in Qatar.

4. Contribute to enhancing performance of the national economy by supporting it with modern and relevant qualifications that are nationally uniformed, which builds confidence in the national qualifications.
5. Develop standards, processes, and procedures to regulate and ensure the quality of educational outcomes in alignment with Qatar Vision and the National Development Strategy provide benchmark for assessment and evaluation of educational institutional and higher education institution quality assurance.
6. Demonstrate the relationship between types of qualifications and the integration and overlapping and the pathways of progression across all levels and ultimately make movement of educators faster and easier between various educational sectors and into the job market.
7. Support lifelong learning by providing to individuals the foundation for a seamless progression through levels of the framework through the recognition of prior learning experiences.
8. Enhance mobility among graduates in Qatar's labor market by recognizing the value of Qatar's National Qualifications in comparison to its international counterparts.
9. Provide a basis for aligning the country's qualifications with other national and regional qualifications frameworks.

### 3. Development of the National Qualifications Framework (NQF)

The need to develop a National Qualifications Framework in Qatar has emerged after adopting the National Development Strategy 2011-2016 (NDS-1), which has identified several goals to be achieved by the end of that period. A National Qualification Framework (NQF) development and implementation was proposed as part of the education sector plan and to identify and develop alternative pathways within the education system and between educational stage and transitioning to work. In 2012, detailed report on the development of a national qualification framework for the state of Qatar. Accordingly, a committee was convened to develop the National Qualifications Framework by Cabinet Decision No. 47 of 2015. The committee was Tasked with the development of a comprehensive national framework to classify qualifications and to identify academic, technical, and occupational pathways in accordance with as its well-known frameworks, standards, and policies.

Consequently, the committee considered best Arabic and international practices in terms of comprehensiveness of their qualification frameworks; made official visits to several countries with excellent national qualifications frameworks and invited experts from other countries to share their experiences in developing their national qualifications frameworks. Furthermore, a memorandum of understanding (MOU) was signed with the New Zealand Qualifications Authority to act as an external reviewer for the framework and provide feedback and recommendations.

The committee made several key decisions regarding the structure and nature of the framework. Committee members agreed the framework should be comprised of eleven levels that align with the common qualifications in Qatar; furthermore, level descriptors should be broad to encompass more

than one qualification in the same level and should be generic to be applicable on academic and technical qualifications at the same time, given that many higher education institutions in the country offer both types of qualifications simultaneously. Broad and generic level descriptors provide the desired flexibility when implementing the framework. The committee identified the qualifications currently offered by different educational institutions and higher education institutions and the list of industry sectors to establish a database for reference at a later stage.

The Australian Qualifications Framework guided best suitable drafting of level descriptors and learning outcomes and guided the selection of appropriate wording to describe knowledge, skills, and competencies. The European Qualifications Framework specially used for the definitions. Other aspects of the framework such as governance and oversight authority and the overview of related policies were drafted. Subsequently, an external expert to review the draft of the framework for evaluation and feedback.

## 4. Management and Governance

Pursuant to Emiri Decree No. 9 of 2016 on the organizational structure of the Ministry of Education and Higher Education, a new department was established, the Department of Higher Education Institutions Affairs, with a number of terms of reference pertinent to higher education, including but not limited to the following:

- Licensing the establishment of higher education institutions, approving programs, and developing relevant standards.
- Developing a higher education institutions quality performance system and monitoring its implementation.

The Department of Higher Education Institutions Affairs will develop, implement, and review the National Qualifications Framework in the country. The department is responsible for the quality assurance of higher education institutions and program accreditation, they also serve as the governing body of the National Qualifications Framework until a National Qualifications and Academic Accreditation Committee is formed, which would assume supervision over the National Qualifications Framework particularly with the following functions:

1. Governing and updating the National Qualifications Framework.
2. Developing and improving higher education institutions policies and qualification standards.
3. Establishing and developing systems, mechanisms, and processes for assessing the levels of learning outcomes, which constitute the basis of awarding qualifications.
4. Provide consultation to individuals and institutions to promote and encourage lifelong learning.

## 5. Design of the National Qualifications Framework

The National Qualifications Framework comprises of several core elements including:

- 5.1. **Levels:** A series of eleven levels, each level identified by a unique set of descriptors and arranged in ascending order reflecting the increased complexity and breadth of learning outcomes expected to be achieved. These series are nonlinear to allow in some cases the movement between non-sequenced levels because advancement to higher levels is possible for example moving to Level nine (Master's Degree) immediately after Level seven (Bachelor's Degree) without going through Level eight (Graduate Diploma).
- 5.2. **Learning Outcomes:** Statements that define what a learner is expected to know, understand, and able to do upon successful completion of a learning process. At each level, learning outcomes are described in terms of three main areas: knowledge, skills, and competencies. These three areas are called level descriptors. Level descriptors are generically phrased to make them applicable across different types of academic or technical credentials as set forth in paragraph (7) of this framework.
  - 5.2.1. **Knowledge:** is the result of assimilating information through the learning process, and generally described as the body of facts, concepts, theories, and practices associated with a specific profession or a discipline of study. The description of knowledge in each of the eleven levels includes three main components: depth, type, and area. Each component has its own classification in terms of breadth and degree of complexity progressing from level one to level eleven. The following is a clarification of the gradual progression in each of the three components.

- **Gradual Depth of Knowledge:**

The following classification was chosen to describe gradual depth of knowledge:

- 1) **Basic General Knowledge:** knowledge of generic facts on different topics.
- 2) **Fundamental Knowledge:** knowledge that forms a starting point or a basis to build on to develop further learning.
- 3) **Broad Knowledge:** knowledge of facts, ideas, and practices associated with a specific field and its main theories and concepts.
- 4) **Deep Knowledge:** knowledge of tools, techniques, and processes in a specific field.
- 5) **Integrated Knowledge:** linking facts, ideas, practices, tools, process, and theories in a constructive way to form a cohesive body of knowledge.
- 6) **Advanced Knowledge and Detailed Understanding:** adequate knowledge and understanding to generate sustainable competitive advantage in a specific area.

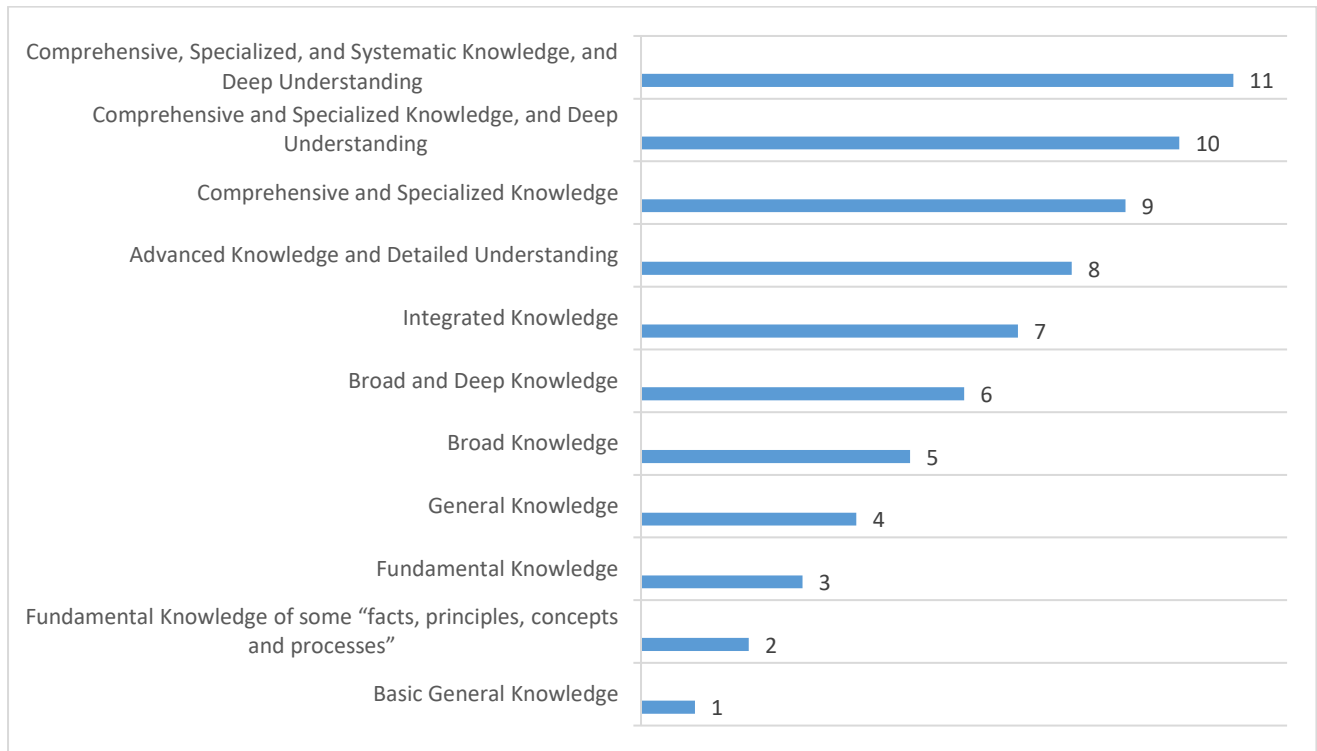
- 7) **Comprehensive and Specialized Knowledge:** knowledge that encompasses an entire area of a specific discipline.
- 8) **Systematic Knowledge and Deep Understanding:** cohesive and tight-knit knowledge with deep understanding of such knowledge that encompasses an entire area of a specific discipline.

The above classifications of Gradual Depth of Knowledge have been used to develop the following eleven levels of depth of knowledge:

- 1) Basic General Knowledge
- 2) Fundamental Knowledge of some facts, principles, concepts, and processes
- 3) Fundamental Knowledge
- 4) General Knowledge
- 5) Broad Knowledge
- 6) Broad and Deep Knowledge
- 7) Integrated Knowledge
- 8) Advanced Knowledge and Detailed Understanding
- 9) Comprehensive and Specialized Knowledge
- 10) Comprehensive and Specialized Knowledge and Deep Understanding
- 11) Comprehensive, Specialized, and Systematic Knowledge and Deep Understanding



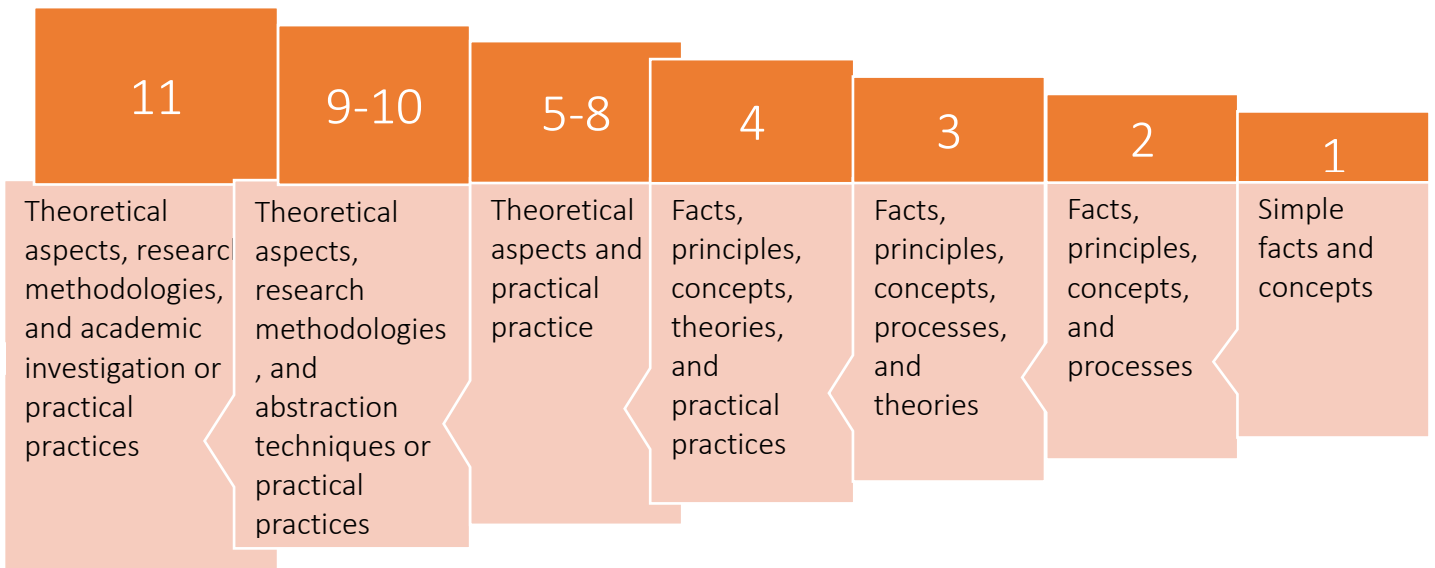
The following figure shows the classification of Volume of Knowledge and its gradual progression from lowest to the highest level:



- **Classification of Knowledge Type**

Level	Knowledge Type
1	Simple facts and concepts
2	Facts, principles, concepts, and processes
3	Facts, principles, concepts, processes, and theories
4	Facts, principles, concepts, theories, and practical practices
5-8	Theoretical aspects and practical practice (include theoretical aspects, facts, principles, concepts, theories, terminologies, characteristics, traits, information, and ideas while practical practices include tools, applications, techniques, and processes)
9-10	Theoretical aspects research methodologies and abstraction techniques or practical practices
11	Theoretical aspects research methodologies, and academic investigation or practical practices.

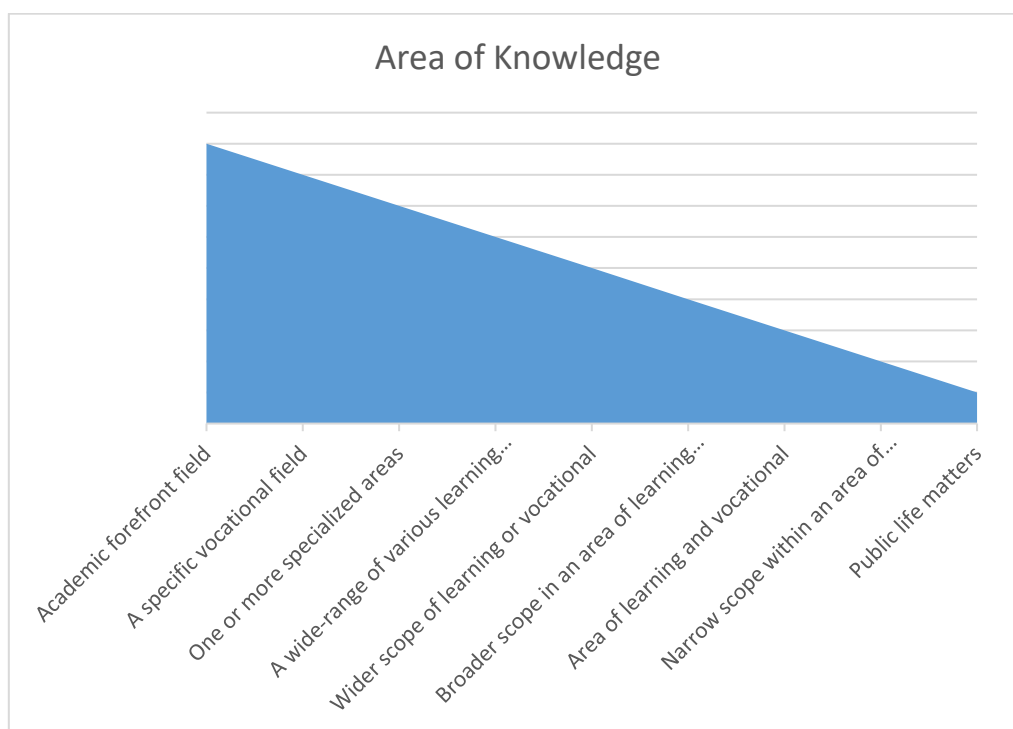
The following figure shows the breadth of type of knowledge across levels



- **Classification of Areas of Knowledge:**

Level	Areas of Knowledge
1	General life matters
2	Narrow scope within an area of learning and work
3	Area of learning and vocational
4	Broader scope in an area of learning or vocational
5-6	Wider scope area of learning or vocational
7	A range of various of learning areas or vocational areas
8-9	One or more specialized areas
10	A specific vocational field
11	Academic forefront field

The following figure shows the breadth and complexity of areas of knowledge across levels



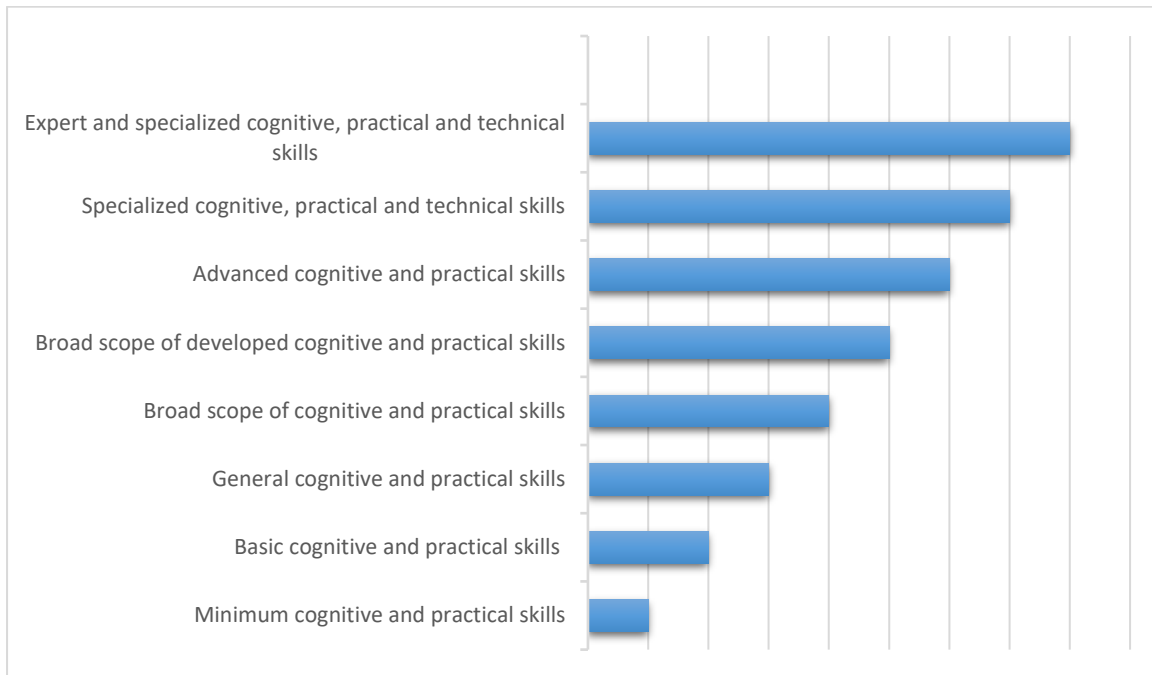
5.2.2. **Skills:** ability to do something. The National Qualifications Framework focuses on cognitive and practical skills together with interpersonal communication skills.

Cognitive skills referred to the ability to undertake a variety of mental tasks such as learning, thinking, and cognitive tasks. Practical skills, however, are the ability to perform tasks, especially with hands (dexterity) and the use of various materials and tools. The description of skills in each of the eleven levels includes three key components: Progression in type of Skill, Scope of Use, and Depth of Use. The following shows the gradual progression in each the three components:

- **Gradual Progression of Cognitive and Practical Skills**

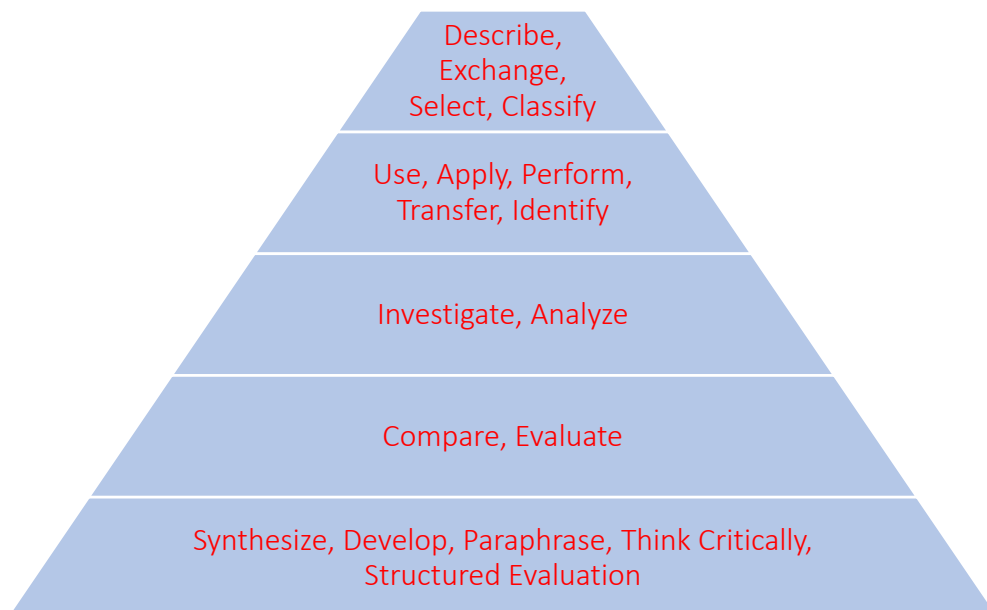
Level	Type of Cognitive and Practical Skills
1	Minimum cognitive and practical skills
2	Basic cognitive and practical skills
3-4	General cognitive and practical skills
5	Broad scope of cognitive and practical skills
6	Broad scope of developed cognitive and practical skills
7-8	Advanced cognitive and practical skills
9-10	Specialized cognitive, practical, and technical skills
11	Expert and specialized cognitive, practical, and technical skills

The following figure shows the gradual progression of cognitive and practical skills across levels



Five levels of interpersonal communication skills have been identified: rudimentary interpersonal skills, basic interpersonal skills, developed interpersonal skills, communication skills, and advanced communication skills.

The following verbs are used to illustrate depth of using cognitive and practical skills across levels:



- Classification of the scope of using cognitive and practical skills

Level	Scope of Using Cognitive and Practical Skills
1	Simple everyday life activities, routine tasks in familiar contexts
2	Routine tasks and familiar problems
3	Routine tasks and familiar and sometimes unfamiliar problems
4	Routine and sometimes non-routine tasks and familiar and sometimes unfamiliar problems
5	Sometimes complex tasks and familiar and unfamiliar issues
6	Complex tasks and familiar, unfamiliar, and sometimes complex problems
7	Multiple areas, varied and complex tasks, unfamiliar and complex theoretical or practical issues
8	Complex tasks, unfamiliar and complex theoretical or practical issues, and conducting research
9	Complex tasks, unfamiliar and complex theoretical or practical challenges, and developing research or technical projects
10	Complex tasks, unfamiliar and complex practical challenges, and developing research or technical projects
11	Complex tasks, unfamiliar and complex theoretical or practical challenges, creating new knowledge, or adding to and re-defining existing knowledge or technical practice

**Competencies:** Competency is the demonstrated ability to use knowledge and skills. A set of competencies have been identified and shown in gradual progression across levels as well as the scope and context of their application. The scope represents the boundaries within which a competency can be applied, and the context represents the conditions under which a competency is applied. In other words, the gradual progression of competencies from one level to another can be achieved by adding new competencies, broadening the scope within which competencies can be applied, or by increasing the difficulty of the context in which competencies are Applied in all levels.

5.2.3. To describe competencies, constraining language is sometimes used to indicate its scale similar, limited, some, narrowly, small, varied, broad, high and others.

Specific competencies and their scope are illustrated below:

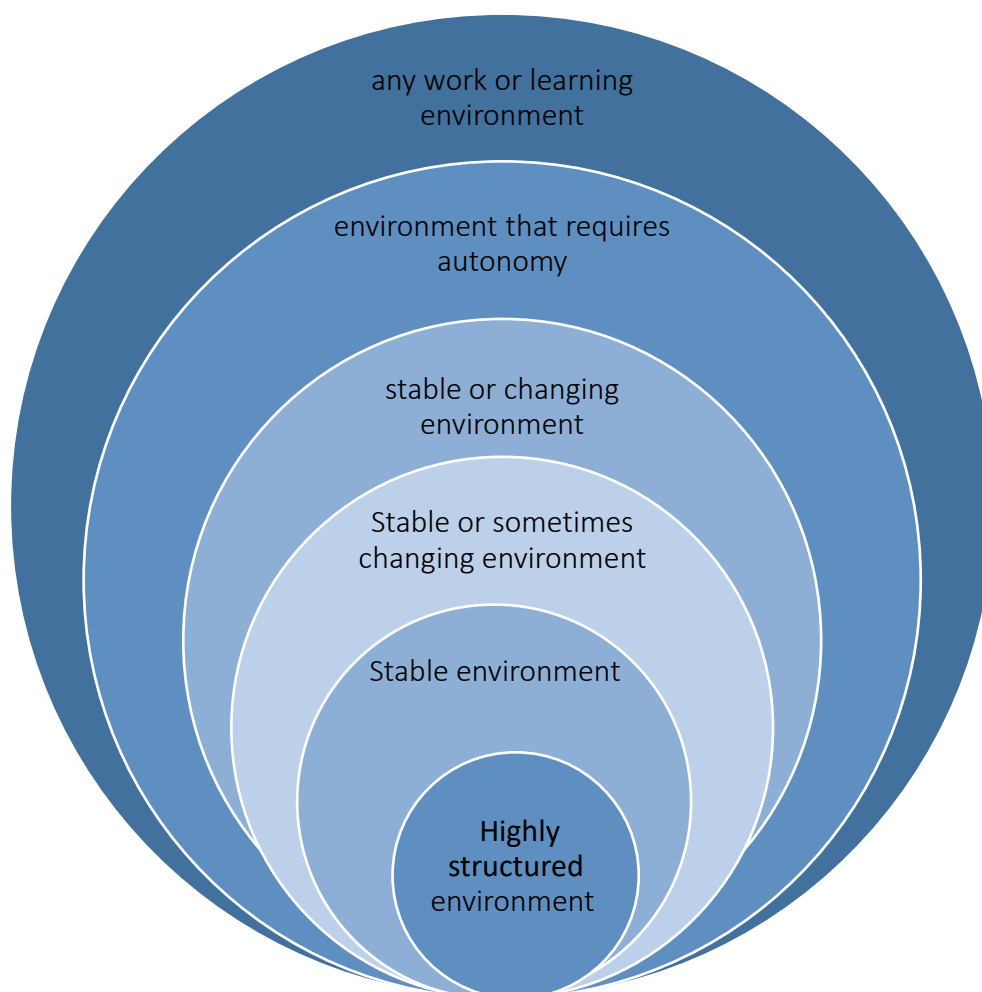
- Take Responsibility
- Autonomy in implementation of tasks
- Adaptability
- Proactivity
- Leadership

- Decisiveness
- Making judgements
- Providing advice

- **Range and Context of Practicing Competencies**

Level	Scope and Context of Practicing Competencies
1-2	Highly structured work or learning environment
3	Stable work or learning environment
4	Stable or sometimes varying work or learning environment
5-6	Stable or varying work or learning environment
7	Work or learning environment that requires autonomy
8-11	Any work or learning environment

The following figure shows the environment's gradual complexity and breadth in which competencies are applied across levels



5.3. **Volume of Learning:** Volume of learning is a quantitative indicator of the minimum amount of time a learner needs on average to achieve learning outcomes, and this can be measured either by credit hours or years. Educational institutions, higher education and vocational education must adhere to the specific volume in each level or go beyond it when designing their qualifications and not to reduce it. Despite an increasing trend of representing learning outcomes by only knowledge, skills, and competencies. Although it provides high flexibility, especially when recognizing learners’ prior learning, qualifications, and experiences, the mechanisms for measuring such experiences without conventional quantitative indicators like number of credit hours, credit points, or number of years, lacks clarity. Therefore, the current framework has adopted the credit system commonly used in higher education institutions in Qatar, particularly Qatar University, the largest national university in the country, as a reference for the volume of learning in each level. Regarding K-12 education, however, full-time school years is used as the basis for the volume of teaching and learning. Due to diversity in measuring units across different systems, a mechanism was agreed upon to transfer from one system to another.

A credit hour, according to the system adopted by Qatar University and approved in the National Qualifications Framework, is calculated as 50 minutes of face-to-face instruction plus two hours of self-learning for 15 weeks. It can also be calculated based on other modes of teaching and learning in addition to the conventional mode of face-to-face instruction through lectures.

The following table shows the academic activities that can be considered when calculating credit hour.

Activity	minimum time spent to undertake an activity to be equivalent to 1 credit hour	
	Inside the classroom	Outside the classroom
Lecture	50 minutes per week	2 hours per week
Lab/Workshop	2 hours per week	
Independent Study	3 hours per week	
Internship	40 hours per semester	
Design Studio	2 hours per week	2 hours per week
Clinical Practice	2 hours per week	

The following is the transfer mechanism from some of the international systems to the national qualifications framework:

1. To transfer from the British System, divide the yearly recognized modules of 120 units by 4.
2. To transfer from the European System, divide the yearly recognized modules of 120 units by 2.

5.4. **Qualifications:** The term “Qualification” has been defined earlier in this document as “a certificate awarded to an individual by an authorized organization recognizing that such an individual has successfully achieved the learning outcomes of the relevant qualification in terms of knowledge, skills, and competencies as per specific standards and measurement tools. Each

Level is associated with a certain Qualification Type such as National High School Certificate, two-year Diploma, Bachelor's degree, Master's degree, or PhD, etc. However, more qualifications can be aligned to Level Descriptors as specified in this Qualifications Framework. Furthermore, a single level may include more than one qualification. Which means that all such qualifications have met the minimum learning outcomes for a given level. However, some qualifications may exceed others in terms of learning outcomes at the same level without meeting the minimum learning outcomes at the next level.

To illustrate, Level ten of this framework includes qualifications such as Bachelor of Medicine, Jurist Doctor, and Executive/Professional PhD; all these qualifications have met the minimum learning outcomes specified in the Level ten Descriptor. However, the volume of learning varies across the qualifications, and not all of them have met the minimum learning outcomes of Level eleven. Therefore, all these qualifications are grouped in Level ten.

## **6. National Qualifications Framework Policies**

### **6.1. Drafting Qualification Descriptors**

The framework contains a description of learning outcomes and common qualifications at each level. However, there is some variation among the learning outcomes of different qualifications and their minimum volume of learning within the same level.

For example, it is possible the learning outcomes and volume of learning between Bachelor of Arts, Bachelor of Science, Applied Bachelor, and Bachelor of Engineering are different despite all of them being at the same level. The same is true for other levels that include more than one qualification, especially levels beyond (Level four and above).

Once approved, a document containing the descriptors of qualifications will be appended to the framework specifying the learning outcomes for each type of qualification (i.e. Master of Arts, Master of Science, Master of Research, etc.) without being restricted to a specific field of study or discipline when describing their learning outcomes.

### **6.2. Prepare Registration of Qualifications Offered in the Country**

Once approved, registry of all academic and technical qualifications offered in the country will be appended to the framework, and provide a brief description of qualifications, their learning outcomes, and their associated level on the National Qualifications Framework. Any new qualification licensed in the country would immediately be added to the registry to promote transparency and provide the necessary information needed for individuals who wish to progress through the levels of qualifications.

#### **6.2.1. Adding a New Qualification**

Prior to licensing any new qualification, the qualification must be in line with one of the descriptors of one of the levels in the framework and aligned with the descriptor of the



equivalent qualification. Implicitly, granted license includes the appropriate educational level as identified, and subsequently listed on the Registry of Qualifications once implemented. Alignment includes the following aspects:

- The use of qualification titles that clearly and precisely describe the relevant educational sector, level of qualification, area of study, or discipline.
- Minimum credits required for the intended qualification.
- Minimum prior level requirement to qualify for joining the desired program.
- Properly identified learning outcomes in each learning area (knowledge, skills, and competencies).

### **6.2.2. Placement of Current Qualifications**

Existing qualifications offered by an education institution and higher education and technical education must be listed in the register and placed at the appropriate educational level. The alignment process involves the same aspects identified in the previous paragraph (i.e. titles, volume of learning, prerequisite qualifying levels, and learning outcomes). If a qualification requires any modification in designing to align with level descriptors in the framework and with the descriptor of its equivalent qualification, the granting body will be notified and advised of the required modifications and timeline.

### **6.2.3. Listing Accredited Qualifications**

Once accredited, qualifications not listed in the registry are listed as accredited and granted the appropriate educational level. Therefore, when auditing and evaluating to accredit a qualification in an education or higher education institution or technical education in the country, it is necessary to ensure alignment and coincidence between the qualification being reviewed and the National Qualifications Framework. Alignment includes the following aspects:

- The use of qualification titles that clearly and precisely describe the relevant educational sector, level of qualification, area of study, or discipline.
- Minimum credit hours, or equivalent, required for the intended qualification.
- Properly identified learning outcomes in each field of the learning area (knowledge, skills, and competencies).
- Evidence that the levels (standards) required for the learning outcomes of the required qualification have been met in each of the above-mentioned areas.

### **6.3. Recognition of Prior Learning and Qualifications**

This framework, as stated earlier, supports, and promotes lifelong learning. Therefore, the framework encourages all educational institutions to recognize the learning and qualifications students may have acquired prior to joining an institution. Recognizing prior learning and qualifications encourages learners to continually acquire new knowledge, skills, and competencies, because this form of education will be considered when joining educational institutions or higher education institutions in the future for higher qualifications.

Prior learning can be assessed in several ways, including Standardized Tests or specialized tests for practicing a specific profession. Furthermore, prior learning can be recognized through a more detailed process of gathering information and evidence on the achievement of learning outcomes in terms of skills, knowledge, and competencies and by gathering evidence on the mechanism for measuring such outcomes and by assuring the quality of their prior acquisition. Therefore, the Framework stresses that each educational institution or higher education institution in the country should have a policy for recognizing prior learning and qualifications, aligned with their respective quality assurance processes, and satisfies the requirements for acquiring the remaining knowledge, skills and competencies needed to attain an institutional qualification.

### **6.4. Qualification Awarding Institutions**

One of the policies appended to this framework defines the specifications of the qualification awarding institutions at each of the framework's levels as well as the procedures that must be adhered to in order to consider an institution authorized to award a specific qualification. Furthermore, the policy identifies institutions authorized to accredit qualifications issued by the awarding institutions.

### **6.5. Scholarships and Equivalency of Higher Education Certificates**

National Qualification Framework must adhere to the State of Qatar sponsor students to study abroad or verification of credentials from educational institutions outside the country or evaluation of a qualification for the propose of employment. Therefore, sponsorship should be limited to qualifications aligned with the level descriptors set forth in this framework. In addition, only the qualifications that align with the national Qualifications Framework will be attested allowing holders of these credentials' employment in related fields.

Furthermore, when attesting credentials obtained abroad the volume of learning at the level of the degree should be considered. As well as the volume of learning required for the preceding level and subsequent level to qualify for such a certificate. For example, the volume of learning for a bachelor's degree in the European system ranges between 180 and 240 European units. Using the conversion equation referred to in section 5.3, the result of dividing  $240/2 = 120$  credit hours; this is in line with the volume of learning specified for a bachelor's degree at Level seven in the National Qualifications Framework. While the result of dividing  $180/2 = 90$  credit hours, which means that a bachelor's degree in the European system, in this case, meets the volume of learning for Level six in the National Qualifications Framework rather than the volume of learning for Level seven. However, a bachelor's degree with 180 European units qualifies its holder for a master's degree, which has a volume of learning that ranges between 90 and 120 European units. When divided by 2, according to the conversion equation, the result would range between 45 and 60 credits, exceeding the

volume of learning specified for Level nine (Master's level) in the National Qualifications Framework. In other words, a holder of a bachelor's degree in the European System can obtain an equivalency of their qualifications for employment purposes because the complexity and breadth of the learning outcomes achieved during their studies is consistent with the bachelor's degree in the National Qualifications Framework. However, the volume of learning in such degree is less than the minimum specified in the National Qualifications Framework. In the event degree holder wishes to obtain a higher qualification (e.g. Master's Degree), such individual must enroll in a program with a volume of learning that makes up for the deficiency in the volume of learning in the bachelor's degree. Which means, when obtaining a bachelor's degree with 180 European units, the subsequent master's degree must be of, at least, 120 European units.

## 7. Level Descriptors

The following section includes Level Descriptors for each level in the National Qualifications Framework as well as the prerequisite level needed to qualify for each level and subsequent levels. As mentioned earlier, it is possible to join a given level by skipping a lower level. For example, Level nine (master's degree) may be joined after obtaining a bachelor's degree (Level seven) without obtaining a graduate diploma (Level eight). Furthermore, the descriptor shows the minimum volume of learning expected at each level.

Level	One
Common Qualifications	Primary Education Certificate
Prior qualifying level	No prior qualification is required
Volume of learning	6 years of study
Knowledge	Possess basic general knowledge of facts and simple concepts relating to common issues
Skills	<ol style="list-style-type: none"> <li>1. Possess minimum cognitive and practical skills enable him to: <ul style="list-style-type: none"> <li>– Pursue further learning</li> <li>– Deal with simple daily life activities</li> <li>– Perform routine tasks within familiar conditions</li> </ul> </li> <li>2. Basic communication skills enable to exchange general basic knowledge with others</li> </ol>
Competencies	Able to use knowledge and skills with limited autonomy in completing simple tasks under direct supervision in a highly structured work or learning environment
Enables to Qualifies to Level	Qualifies for progression to Level two (Preparatory Education)

<b>Level</b>	<b>Two</b>
<b>Common Qualifications</b>	Preparatory Education Certificate
<b>Prior qualifying level</b>	Level one (Primary Education Certificate)
<b>Volume of learning</b>	3 years of study beyond the previous qualifying level
<b>Knowledge</b>	Fundamental Knowledge of some facts, principles, concepts, and processes, within a narrow scope in learning area and employment
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Possess Basic cognitive and practical skills enable him to: <ul style="list-style-type: none"> <li>– Pursue further learning</li> <li>– Use facts, principles, concepts, and processes to perform routine tasks</li> <li>– Apply previously known solutions to him to familiar problems</li> </ul> </li> <li>2. Possess basic communication skills to interact with others</li> </ol>
<b>Competencies</b>	Able to use knowledge and skills with limited autonomy to perform simple tasks, individually or as part of a team. Under supervision of highly structured learning or employment environment, is able to issue limited decisions relevant to these tasks.
<b>Enables to Qualifies to Level</b>	Qualifies him to proceed to level 3 (Secondary Education)

<b>Level</b>	<b>Three</b>
<b>Common Qualifications</b>	High School Certificate    Specialized High School Certificate
<b>Prior qualifying level</b>	Second level (Preparatory Education Certificate)
<b>Volume of learning</b>	3 years of study beyond the preceding qualifying level
<b>Knowledge</b>	Possess fundamental Knowledge of facts, principles, concepts, processes, and theories in learning and professional fields
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Possess general cognitive and practical skills to enable him: <ul style="list-style-type: none"> <li>– Select and use appropriate procedures, techniques, and tools to accomplish routine tasks</li> <li>– Apply previously known solutions to him to familiar and, sometimes, unfamiliar problems</li> </ul> </li> <li>2. Possess learning skills within organized context</li> <li>3. Basic communication skills to exchange general basic knowledge and information with others</li> </ol>
<b>Competencies</b>	Can use knowledge and skills with autonomy to perform tasks, individually or as part of a team. Under the guidance of stable learning or employment environment, he is able to make some judgments and decisions as well as take limited responsibility in a limited capacity.
<b>Enables to Qualifies to Level</b>	<ul style="list-style-type: none"> <li>– Qualifies for progression to Level four (High School Diploma)</li> <li>– Qualifies for progression to Level five (Intermediate/ Associate Diploma)</li> <li>– Qualifies for progression to Level six (Diploma / Advanced Diploma)</li> <li>– Qualifies for progression to Level seven (Bachelor’s Degree)</li> <li>– Qualifies for progression to Level eight (Doctor of Pharmacy)</li> <li>– Qualifies for progression to Level ten (Bachelor of Medicine)</li> </ul>

<b>Level</b>	<b>Four</b>
<b>Common Qualifications</b>	Higher Education Certificate
<b>Prior qualifying level</b>	Level three (High School or Specialized High School Certificate)
<b>Volume of learning</b>	30 credit hours beyond the preceding qualifying level
<b>Knowledge</b>	Possess general Knowledge of facts, principles, concepts, processes, theories, and practices in a broad range in learning and/or professional areas
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Possess general cognitive and practical skills enable him to: <ul style="list-style-type: none"> <li>– Select and apply a variety of techniques, tools, and means to accomplish routine and sometimes non-routine tasks</li> <li>– Proposes solutions to familiar and, sometimes, unfamiliar problems</li> </ul> </li> <li>2. Possess continuing learning skills</li> <li>3. Communication skills to exchange knowledge and information with others</li> </ol>
<b>Competencies</b>	Can use knowledge and skills with autonomy to accomplish tasks, individually or as part of a team. Able to make judgements and decisions and can take limited responsibility with guidance, in a stable or sometimes changing work or learning environment.
<b>Enables to Qualifies to Level</b>	<ul style="list-style-type: none"> <li>– Qualifies for progression to Level five (Intermediate Diploma)</li> <li>– Qualifies for progression to Level six (Diploma)</li> <li>– Qualifies for progression to Level seven (Bachelor’s degree)</li> <li>– Qualifies for progression to Level ten (Bachelor of Medicine)</li> </ul>

<b>Level</b>	<b>Five</b>
<b>Common Qualifications</b>	Intermediate/Associate Diploma
<b>Prior qualifying level</b>	<ul style="list-style-type: none"> <li>– Level three (High School Certificate or Specialized High School Certificate)</li> <li>– Level four (Higher Education Certificate)</li> </ul>
<b>Volume of learning</b>	<ul style="list-style-type: none"> <li>– 60 Credit hours when enrolled in the program from Level three</li> <li>– 30 Credit hours when enrolled in the program from Level four</li> </ul>
<b>Knowledge</b>	Possess broad knowledge of theory and practical applications in a broader scope in learning and/or professional fields
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Possess broad cognitive and practical skills enable him to: <ul style="list-style-type: none"> <li>– Select and apply a range of techniques, tools, and methods to accomplish sometimes complex tasks</li> <li>– Proposes solutions to familiar and unfamiliar problems</li> </ul> </li> <li>2. Possess continuing learning skills</li> <li>3. Possess Communication skills to transfer knowledge and skills to others</li> </ol>
<b>Competencies</b>	Able to use knowledge and skills with autonomy to accomplish relatively complex tasks, individually or as part of a team and able to make judgements and decisions. Accountable for own actions, and sometimes is proactive in being in-charge, with guidance, in a stable or changing learning or professional environment.
<b>Enables to Qualifies to Level</b>	<ul style="list-style-type: none"> <li>– Qualifies for progression to Level six (Diploma)</li> <li>– Qualifies for progression to Level seven (Bachelor’s Degree)</li> </ul>



<b>Level</b>	<b>Six</b>
<b>Common Qualifications</b>	<ul style="list-style-type: none"> <li>– Diploma</li> <li>– Advanced Diploma</li> </ul>
<b>Prior qualifying level</b>	<ul style="list-style-type: none"> <li>– Level three (High School Certificate or Specialized High School Certificate)</li> <li>– Level four (Higher Education Certificate)</li> <li>– Level five (Intermediate Diploma)</li> </ul>
<b>Volume of learning</b>	<ul style="list-style-type: none"> <li>– 90 credit hours when enrolled in the program from Level three</li> <li>– 60 credit hours when enrolled in the program from Level four</li> <li>– 30 credit hours when enrolled in the program from Level five</li> </ul>
<b>Knowledge</b>	Possess broad and deep knowledge of theory and practical applications in a broader scope in learning and/or professional fields
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Possess broadly developed cognitive and practical skills enables him to: <ul style="list-style-type: none"> <li>– Select and use a range of techniques, tools, and methods to accomplish complex tasks</li> <li>– Proposes solutions to familiar, unfamiliar, and sometime complex problems</li> </ul> </li> <li>2. Possess continuing learning skills</li> <li>3. Possess Communication skills to transfer knowledge and skills to others</li> </ol>
<b>Competencies</b>	Able to use knowledge and skills with autonomy to accomplish complex tasks and able to make judgements and decisions. Able to take responsibility for leading a small team to complete specific tasks and provide such a team with advice. Proactive in being in-charge, with guidance, in a stable or changing learning or professional environment.
<b>Enables to Qualifies to Level</b>	– Qualifies for progression to Level seven (Bachelor's Degree)

Level	Seven
<b>Common Qualifications</b>	<ul style="list-style-type: none"> <li>– Bachelor’s Degree</li> <li>– Bachelor of Science</li> <li>– Bachelor of Arts</li> <li>– Bachelor of Education</li> <li>– Bachelor of Military/Security/Police Studies</li> <li>– Bachelor of Engineering</li> <li>– Bachelor of Technology</li> <li>– Bachelor of Nursing</li> </ul>
<b>Prior qualifying level</b>	<ul style="list-style-type: none"> <li>– Level three (High School Certificate or Specialized High School Certificate)</li> <li>– Level four (Higher Education Certificate)</li> <li>– Level five (Intermediate/Associate Diploma)</li> <li>– Level six (Diploma)</li> </ul>
<b>Volume of learning</b>	<ul style="list-style-type: none"> <li>– 120 credit hours when enrolled in the program from Level three</li> <li>– 90 credit hours when enrolled in the program from Level four</li> <li>– 60 credit hours when enrolled in the program from Level five</li> <li>– 30 credit hours when enrolled in the program from Level six</li> </ul>
<b>Knowledge</b>	Possess integrated knowledge of theory and practical training a variety of learning and/or professional fields
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Possess advanced cognitive and practical skills enables him to: <ul style="list-style-type: none"> <li>– Analyze and evaluate theories and information in several fields</li> <li>– Select and apply a wide range of techniques, tools to accomplish various and complex tasks</li> <li>– Analyze and evaluate unfamiliar and complex theoretical and practical problems, and propose appropriate and convincing solutions</li> </ul> </li> <li>2. Possess continuing learning skills</li> <li>3. Possess Communication skills enable him to transfer knowledge and skills to others</li> </ol>
<b>Competencies</b>	Able to use knowledge and skills with autonomy to accomplish complex tasks and able to make judgements and decisions. Able to take responsibility for leading a team to accomplish a variety of tasks and provide guidance to team/others. Proactive in being in-charge in a learning or professional environment that requires independence.
<b>Enables to Qualifies to Level</b>	<ul style="list-style-type: none"> <li>– Qualifies him to proceed to level eight (Graduate Studies Diploma)</li> <li>– Qualifies him to proceed to level nine (Master’s Degree)</li> </ul>

	– Qualifies him to proceed to level ten (Bachelor of Medicine, Jurist Doctor)
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<b>Level</b>	<b>Eight</b>
<b>Common Qualifications</b>	<ul style="list-style-type: none"> <li>– Graduate Studies Diploma</li> <li>– Doctor of Pharmacy</li> </ul>
<b>Prior qualifying level</b>	<ul style="list-style-type: none"> <li>– Level three (High School Certificate or Specialized High School Certificate) to enroll in a Doctor of Pharmacy qualification</li> <li>– Level seven (Bachelor’s Degree) to enroll in a Graduate Studies Diploma</li> </ul>
<b>Volume of learning</b>	<ul style="list-style-type: none"> <li>– 150 credit hours when enrolled in the Doctor of Pharmacy program from Level three</li> <li>– 30 credit hours when enrolled in graduate diploma from Level seven</li> </ul>
<b>Knowledge</b>	Possess advanced knowledge and detailed understanding of theory and practical training in one or more specialized area
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Possess advanced cognitive and practical skills enables him to: <ul style="list-style-type: none"> <li>– Evaluate and compare appropriate theories and practices</li> <li>– Apply a comprehensive range of technologies to accomplish complex tasks</li> <li>– Select, evaluate, and propose solutions to unfamiliar and complex theoretical or practical problems</li> </ul> </li> <li>2. Possess advanced skills to conduct guided research or undertake advanced technical or professional activity in the field of study or profession</li> <li>3. Possess advanced continuing learning skills</li> <li>4. Possess advanced communication skills enable him to transfer knowledge and convey professional issues and solutions to peers and non-specialist</li> </ol>
<b>Competencies</b>	Able to use knowledge and skills with autonomy to accomplish complex tasks and able make judgements and decisions. Able to take responsibility for leading a team to accomplish a variety of tasks and provide guidance to team/others. Proactive in leading matters and adaptable in any work or learning environment.
<b>Enables to Qualifies to Level</b>	– Qualifies for progression to Level nine (Master’s Degree)

Level	Nine	
Common Qualifications	<ul style="list-style-type: none"> <li>– Master’s Degree</li> <li>– Master of Arts</li> <li>– Master of Science</li> <li>– Master of Education</li> </ul>	<ul style="list-style-type: none"> <li>– Master of Nursing</li> <li>– Master’s in Management</li> <li>– Executive / Professional Master’s</li> </ul>
Prior qualifying level	<ul style="list-style-type: none"> <li>– Level seven (Bachelor’s Degree)</li> <li>– Level eight (Graduate Studies Diploma)</li> </ul>	
Volume of learning	<ul style="list-style-type: none"> <li>– 30 credit hours when enrolled in the program from Level seven</li> <li>– 15 credit hours when enrolled in the program from Level eight</li> </ul>	
Knowledge	<p>Possess comprehensive and specialized knowledge of theory, scientific research techniques, abstraction techniques and/or practical training in one or more specialized area</p>	
Skills	<ol style="list-style-type: none"> <li>1. Possess cognitive, practical, technical, and specialized skills enables him to: <ul style="list-style-type: none"> <li>– Investigate, analyze, synthesize, and evaluate information to complete complex tasks</li> <li>– Identify, and describe unfamiliar and complex theoretical and practical problems, and select, evaluate, and provide solutions</li> </ul> </li> <li>2. Possess advanced skills in developing research or professional projects using a range of qualitative and quantitative techniques in changing and unfamiliar contexts</li> <li>3. Possess advanced continuing learning skills</li> <li>4. Possess advanced communication skills enable him to transfer research-based knowledge and expertise to peers and non-specialist. Ability to explain thoughts and give convincing arguments when discussing scientific and professional issues with specialist and non-specialist.</li> </ol>	
Competencies	<p>Able to use knowledge and skills with autonomy to accomplish complex tasks and able to make judgements and decisions. Able to take responsibility for leading a team to accomplish a wide variety of tasks and provide guidance as an expert to team/others. Proactive and adaptable in leading matters in any work or learning environment.</p>	
Enables to Qualifies to Level	<ul style="list-style-type: none"> <li>– Qualifies for progression to Level ten (Professional Doctoral Degree)</li> <li>– Qualifies for progression to Level eleven (PhD Degree)</li> </ul>	

Level	Ten	
Common Qualifications	<ul style="list-style-type: none"> <li>– Executive/Professional Doctoral Degree</li> <li>– Jurist Doctor</li> </ul>	<ul style="list-style-type: none"> <li>– Bachelor of Medicine</li> </ul>
Prior qualifying level	<ul style="list-style-type: none"> <li>– Level three (High School Certificate or Specialized High School Certificate) to enroll for Bachelor of Medicine</li> <li>– Level four (Higher Education Certificate) to enroll for Bachelor of Medicine</li> <li>– Level seven (Bachelors) to enroll for Bachelor of Medicine or Jurist Doctor</li> <li>– Level nine (Master’s Degree or Executive / Professional Master’s) to enroll in a program of Executive/Professional Doctoral Degree</li> </ul>	
Volume of learning	<ul style="list-style-type: none"> <li>– 170 credit hours when enrolled in the Bachelor of Medicine program from Level three</li> <li>– 140 credit hours when enrolled in the Bachelor of Medicine program from Level four</li> <li>– 60 credit hours when enrolled in the Bachelor of Medicine program or the Jurist Doctor program from Level seven</li> <li>– 60 credit hours when enrolled in a program of Executive/Professional Doctoral Degree from Level nine</li> </ul>	
Knowledge	<p>Possess comprehensive and specialized knowledge of theory, scientific research techniques, abstraction techniques, and a comprehensive and in-depth knowledge and understanding of practical practices in a specific professional field.</p>	
Skills	<ol style="list-style-type: none"> <li>1. Possess cognitive, practical, and specialized technical skills enables him to: <ul style="list-style-type: none"> <li>– Investigate, analyze, synthesize, evaluate and reformulate/redefine information to complete complex tasks</li> <li>– Critical thinking and systematic evaluation of unfamiliar and complex practical problems in professional practices and develop innovative solutions</li> </ul> </li> <li>2. Possess advanced skills to develop research or professional projects using a variety of qualitative and quantitative methods in changing and unfamiliar contexts</li> <li>3. Possess advanced continuing learning skills</li> <li>4. Possess advanced communications skills to transfer knowledge and expertise to peers and non-specialist. Ability to articulate thoughts and offer convincing arguments when discussing scientific and professional issues with specialist and non-specialist</li> </ol>	
Competencies	<p>Able to use knowledge and skills with autonomy to complete complex tasks and able to make judgements and decisions. Able to take responsibility for leading a team to complete a wide variety of tasks and provide guidance as an expert to team and others as an expert or</p>	

	professional practitioner. Proactive in leading matters and adaptable in any work environment.
<b>Enables to Qualifies to Level</b>	<ul style="list-style-type: none"> <li>– Qualifies for progression to Level eleven (PhD Degree)</li> <li>– Some qualifications at this level are considered Terminal Degrees</li> </ul>

<b>Level</b>	<b>Eleven</b>
<b>Common Qualifications</b>	Doctor of Philosophy
<b>Prior qualifying level</b>	<ul style="list-style-type: none"> <li>– Level nine (Master’s Degree)</li> <li>– Level ten (Jurist Doctor)</li> </ul>
<b>Volume of learning</b>	– 60 credit hours subsequent to any of the prior qualifying levels
<b>Knowledge</b>	Possess comprehensive, systematic, and specialized knowledge of theory, and deep understanding of scientific research techniques and academic investigation in a lead academic field and/or comprehensive knowledge and deep understanding of practical practices in a specific professional field.
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Possess cognitive, practical, and specialized and expert technical skills enables him to: <ul style="list-style-type: none"> <li>– Investigate, analyze, synthesize, evaluate and reformulate/redefine information to accomplish complex tasks</li> <li>– Critical thinking and systematic evaluation of unfamiliar and complex theoretical/practical problems in advanced research areas or professional practices, and develop innovative solutions</li> </ul> </li> <li>2. Possess advanced skills to synthesize, evaluate, adapt, and apply research methods to develop new knowledge or add to and redefine an existing knowledge or professional practice</li> <li>3. Possess advanced communications skills to transfer knowledge and clearly and effectively convey and promote new thoughts and deductions to specialist and non-specialist</li> </ol>
<b>Competencies</b>	Able to use knowledge and skills with autonomy to accomplish complex tasks and able to take judgements and decisions. Able to take responsibility for leading a team to accomplish a wide variety of tasks and offer guidance to team/others in an expert or a professional practitioner capacity. Proactive in leading matters and highly adaptable in any learning or professional environment.
<b>Enables to Qualifies to Level</b>	There is no higher levels



## 8. Annex (1) Glossary of the National Qualifications Framework

**National Qualifications Framework:** a mandatory benchmark tool to identify, classify, and regulate academic and technical national qualifications according to the learning progression levels and prepared in accordance to specific standards.

**Qualification:** certificate awarded to an individual by an authorized body recognizing that such an individual has successfully achieved the learning outcomes of the relevant qualification in terms of knowledge, skills, and competencies as per specific standards and assessment tools.

**Level:** one of eleven levels, each level identified by a unique set of descriptors and arranged in ascending order that reflects an increased complexity and breadth of learning outcomes expected to be achieved at each level.

**Learning Outcomes:** statements that define what is expected of a learner to know, understand, and be able to do upon successful completion of a learning process. At each level, Learning Outcomes are described/defined in terms of three main areas: Knowledge, Skills, and Competencies

**Level Descriptor:** a description of educational achievement at a certain level within the Qualifications Framework. It serves as a broad indicator of the type of learning outcomes (i.e. knowledge, skills, and competencies) and the assessment criteria appropriate to qualifications at that level.

**Knowledge:** the result of assimilating information through the learning process. It is usually described as the body of facts, concepts, theories, and practices associated with a specific profession or a discipline of study.

**Skills:** ability to do something. The National Qualifications Framework focuses on cognitive and practical skills together with interpersonal connection and communication skills.

**Cognitive Skills:** ability to undertake a variety of mental tasks such as learning, thinking, and cognitive.

**Practical Skills:** ability to perform tasks, especially with hands and the use of various materials and tools.

**Competencies:** demonstratable ability to use knowledge, skills, and personal and social abilities in work and study areas as well as self and professional development across various scopes and contexts.

**Volume of Learning:** a quantitative indicator of the amount of time an average learner is expected to take to complete all the learning and achieve the learning outcomes.

**Credit hours:** 50 minutes of face-to-face instruction plus two hours of self-learning for 15 weeks. Credit hours can also be measured by different modes of teaching and learning in addition to the conventional mode of face-to-face lectures.

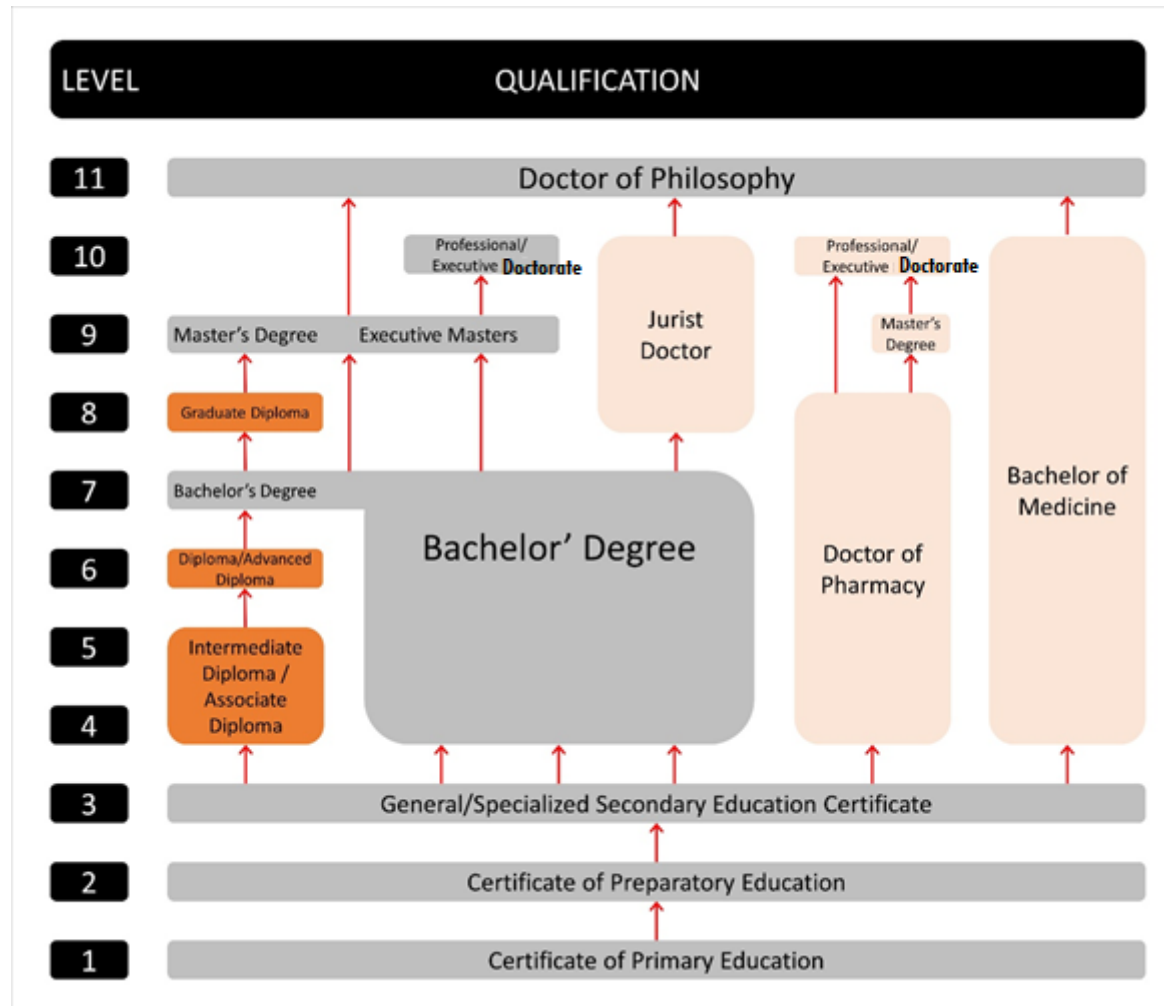
**Technical Education:** education that equips learners with knowledge, skills, and competencies required for a specific occupation(s).

**Vocational Education:** education that equips learners with technical and applied knowledge, skills, and competencies.

**Specialized Education:** an education that specializes in an area of knowledge.

**Terminal Degrees:** highest qualification awarded in a specific academic field.

## 9. Annex 2: General Schematic of Common Educational Pathways



\* Detailed pathways within Qatar's K-12 educational system is available in the updated Qatar's General Framework National Education published by the Ministry of Education and Higher Education