



Towards a National Qualifications  
Framework for Jordan

## **Towards a National Qualification Framework in Jordan**

**NQF-J**

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

The wider objective of the project is to support the structural reform of the higher education system in Jordan, develop a qualifications framework for higher education in line with national priorities, and implement at different institutional levels. NQF-J shall provide a QF for higher education for implementation at institutional level and, importantly, set up the basis for a comprehensive NQF, and thus endeavours to establish an NQF model that identifies the generic expectations of all levels of higher educational programmes. These will be expressed as learning outcomes, mainly based on knowledge, skills and competences. The standards of qualifications at each level will be created and established through a number of activities in which descriptors will be determined, along with appropriate QA processes, by all stakeholders in higher education.

### **Development of Qualification Descriptors**

The first and critical task of the project is to determine the main generic descriptors for the levels of the NQF. Building on the identified needs of Jordanian higher education and the extensive experience of the European partners', ad-hoc Descriptors Group will draft alternative versions for the generic qualification descriptors for bachelors, masters and doctoral degrees. The descriptors will include reference to general attributes, real achievements expressed as learning outcomes, typical workloads involved and reasonable expectations of the further potential of such graduates. The Group will also provide a similar general descriptor covering the characteristics for entry into Jordanian higher education. The Steering Group will be responsible for the final editing of the draft descriptors NQF-J, and provide a report on the work.

### **Proposed Level Descriptors**

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<b>Level</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<b>BSc</b>	Attain knowledge and understanding of theory, concepts and methods pertaining to a field of study.	Acquire skills demonstrating mastery and innovation required to	Manage technical activities, projects or groups, taking responsibility for decision-making in a field of study.

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		solve problems in a specialised field of study.	
<b>MSc</b>	Attain specialised knowledge in a field of study as the basis for original thinking and research with critical awareness at the interface between different fields.	Acquire specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.	Manage and transform study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.
<b>PhD</b>	Attain highly specialised knowledge at the most advanced frontier of a field of study and at the interface between fields.	Acquire the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice.	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of study contexts including research.

## Irish NQF

<b>Level</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
<b>BSc</b>	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning. Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s).	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity. Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing.	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts. Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups. Learn to act in variable and unfamiliar learning contexts; learn to manage

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			learning tasks independently, professionally and ethically. Express a comprehensive, internalised, personal world view, manifesting solidarity with others.
<b>MSc</b>	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning. A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning.	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry. Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques.	Act in a wide and often unpredictable variety of professional levels and ill-defined contexts. Take significant responsibility for the work of individuals and groups; lead and initiate activity. Learn to self-evaluate and take responsibility for continuing academic/professional development. Scrutinise and reflect on social norms and relationships and act to change them.
<b>PhD</b>	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning. The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers.	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials. Respond to abstract problems that expand and redefine existing procedural knowledge.	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts. Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes. Learn to critique the broader implications of applying knowledge to particular contexts. Scrutinise and reflect on social norms and relationships and lead action to change them.

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## EQF

Level	Knowledge	Skills	Competencies
<b>BSc</b>	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study.	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.
<b>MSc</b>	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields.	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.
<b>PhD</b>	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields.	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice.	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

Level	Dublin Descriptor	Spanish QF
BSc (First Cycle)	➤ have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks,	a) have acquired advanced knowledge and demonstrated an understanding of the theoretical and practical aspects and methodology of work in their field of study with a depth that reaches the forefront of knowledge.

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	<p>includes some aspects that will be informed by knowledge of the forefront of their field of study.</p> <ul style="list-style-type: none"> <li>➤ can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;</li> <li>➤ have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;</li> <li>➤ can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;</li> <li>➤ &gt; have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</li> </ul>	<p>b) be able through developed arguments or procedures and, supported by them, apply their knowledge, understanding and skills in the troubleshooting of complex or professional and specialized work environments that require the use of creative and innovative ideas.</p> <p>c) have the ability to gather and interpret data and information on which to base their conclusions including, where necessary and appropriate, the reflection on social, scientific or ethical issues within their field of study;</p> <p>d) be able to cope in complex situations or that require the development of new solutions in both the academic and occupational or professional aspects in their field of study;</p> <p>e) ability to communicate to all audiences (specialized or not) clearly and precisely, knowledge, methodologies, ideas, problems and solutions in the area of their field of study; f) be able to identify their own training needs in their field of study and work, or professional environment, and to organize their own learning with a high degree of autonomy in all kinds of contexts (structured or not).</p>
MSc (Second Cycle)	<ul style="list-style-type: none"> <li>➤ have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;</li> <li>➤ can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;</li> <li>➤ have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and</li> </ul>	<p>a) have acquired advanced knowledge and demonstrated, in the context of scientific and technological research or highly specialized field, detailed and informed understanding of the theoretical and practical aspects of the methodology and work in one or more fields of study;</p> <p>b) be able to apply and integrate their knowledge, and understanding of these, with sound science and problem-solving abilities in new and imprecisely defined environments, including multidisciplinary contexts both researchers and highly skilled professionals;</p>

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	<p>ethical responsibilities linked to the application of their knowledge and judgements;</p> <ul style="list-style-type: none"> <li>➤ can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;</li> <li>➤ have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</li> </ul>	<p>c) be able to evaluate and select appropriate scientific theory and the precise methodology of their fields of study to formulate judgements with incomplete or limited information including, when necessary and appropriate, a reflection on the social and ethical responsibilities linked to the solution it is proposed in each case;</p> <p>d) be able to predict and control the evolution of complex situations by developing new and innovative working methodologies tailored to specific scientific/research, technological or professional field, usually multidisciplinary, in which the activity takes place; e) know how to convey clearly and unambiguously to a specialized audience or not, results from science and technology or the scope of advanced innovation research and the most important that are based on fundamentals;</p> <p>f) have developed enough autonomy to participate in research projects and scientific and technological collaborations within its scope, in interdisciplinary contexts and, where appropriate, with a high component of knowledge transfer; g) be able to take responsibility for their own professional development and specialization in one or more fields of study.</p>
PhD (Third Cycle)	<ul style="list-style-type: none"> <li>➤ &gt; have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;</li> <li>➤ have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;</li> <li>➤ &gt; are capable of critical analysis, evaluation and synthesis of new and complex ideas;</li> </ul>	<p>a) have acquired advanced knowledge in the frontiers of knowledge and demonstrated in the context of internationally recognized scientific research, a deep and detailed understanding based on the theoretical and practical aspects of scientific methodology in one or more areas of research;</p> <p>b) have shown that they are able to design a research project with which to carry out a critical analysis and evaluation of imprecise situations where they apply their</p>

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	<ul style="list-style-type: none"> <li>➤ &gt; are capable of critical analysis, evaluation and synthesis of new and complex ideas;</li> <li>➤ &gt; can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;</li> <li>➤ &gt; can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.</li> </ul>	<p>contributions, knowledge and methodology in a synthesis of new and complex ideas that produce a deeper understanding of the research context in which they work;</p> <p>e) have shown that they are able to develop their research activities with social responsibility and scientific integrity</p> <p>c) have made an original and significant contribution to scientific research in their field of knowledge and this contribution has been recognized as such by the international scientific community;</p> <p>d) have developed sufficient autonomy to manage and lead teams and innovative research projects and scientific, national or international collaborations, within its scope, in multidisciplinary contexts and, where appropriate, with a high component of knowledge transfer;</p> <p>e) have justified their ability to participate in scientific discussions that take place internationally in the field of knowledge and to disseminate the results of their research to all kinds of public;</p> <p>f) have demonstrated in their specific scientific context they are able to make progress in cultural, social and technological aspects, as well as to encourage innovation in all areas in a knowledge-based society .</p>