



Consistency with National Qualifications Framework — (Level 6 - Bachelor's Degree or Equivalent).

Institution: Majmaah University

College/Institute: Applied Medical Sciences

Qualification awarded (according to Graduation Certificate): **Bachelor of Medical Laboratory Sciences (MLS)**

The NQF-KSA constitutes a comprehensive and uniform structure for building, organizing, and categorizing qualifications into levels based on learning outcomes. Furthermore, it is a functional tool to bridge recognized national or international qualifications; (Educational and Training), with the levels of the National Qualifications Framework in Saudi Arabia.

For further information, refer to the ([National Qualifications Framework](#)).

A. Qualification Details:

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|---|--|--|
| Institution: | Majmaah University | |
| College/Institute: | Applied Medical Sciences | |
| Program Qualification (according to the Graduation Certificate) | Bachelor of Medical Laboratory Sciences (MLS) | |
| Qualification Name | <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Higher Diploma <input type="checkbox"/> Professional Master <input type="checkbox"/> Applied Master | <input type="checkbox"/> Equivalent: (specify) |
| Area of specialization (According to Saudi Standard Classification of Educational Levels and Specializations) | Choose the area of speciality | |
| Qualification Type | <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Vocational | <input type="checkbox"/> Applied <input type="checkbox"/> Technical |
| Qualifications Types by Dominoes: | <input type="checkbox"/> Primary Qualification | <input type="checkbox"/> Additional Qualification |
| Major track/pathway (if any) | NA | |

(*) "Or equivalent" means qualifications that are equivalent to qualifications in terms of level, may have the same name, but their type varies (academic - research - professional - applied technology) or have another name, but they meet the requirements of the level.

B. Early Exit Points for Educational and Training Programs:

| | | |
|---|------------------------------------|---|
| Intermediate Exit Point | <input type="checkbox"/> Available | <input type="checkbox"/> <u>Unavailable</u> |
| Description of the Early Exit Point in the Program | NA | |
| The Level of the Awarded Qualification | NA | |
| Qualification Awarded at the Exit Point (According to Graduation Certificate) | NA | |

Early Exit Points :Qualifications that mediate long-term educational or training programs, obtained by the learner or trainee from an awarding body if he or she achieves the target learning outcomes and the qualification placements required for a specific level. This awarded qualification does not correspond to the program's initial qualification it offers.





C.General Requirements for Qualification Placement

1. Official Approval

The awarding institution granted official approval from the relevant education or training authority. **Applicable** Not applicable

Link

2. Stakeholder Engagement

The qualified programs are designed and reviewed with the participation of Stakeholders, employers and field experts. **Applicable** Not applicable

3. Qualification Objectives

- To provide talented specialists in radiological sciences through an academically advanced environment.
- To prepare qualified and updated graduates who follow up the most advanced technology in the field of Radiological Sciences.
- To become successful technical advisors and managers in order to develop scientific research related to the radiological field.
- To participate in life-long learning and become successful educators for healthcare community through higher education and continual professional development.

4. Qualification Title **Specialist**

5. Qualification Components:

| Item | Requirements according to NQF | Program | Level of Compliance (to be completed by NCAAA Consultant) |
|--|--|---|---|
| Minimum credit hours (units) required | - Completion of a minimum of (120) credithours (units) for Bachelor's qualification or equivalent. -Completion of a minimumof (24) credit hours(units) including advancedcourses on a specific academic or vocational specialty after a Bachelor's Degree | Completion of (137) credit hours (units) for Bachelor's qualification | <input checked="" type="checkbox"/> The program meets the minimum of credit hours required. |
| Program duration (Minimum number of years) | - The study duration to obtain the qualification is usually four years or a minimum of three (3)years for Bachelor or equivalent. - The study duration to obtain the qualification is one full-time year or equivalent. | The study duration to obtain the qualification. is 4 years (8 levels) | <input checked="" type="checkbox"/> The program meets the minimum duration required in years. |



| | | | |
|--|---|---|--|
| Minimum Actual (contact) hours | 1800 contact hours for Bachelor's degree. 24 contact hours for Higher Diploma, Professional Master and Applied Master. | 2055 contact hours | <input checked="" type="checkbox"/> The program meets the minimum actual (contact) hours required. |
| Enrollment conditions (According to NQF) | - Obtaining a Secondary education qualification or equivalent. - Obtain a bachelor's degree or equivalent. | Obtain a bachelor's degree or equivalent. | <input checked="" type="checkbox"/> The Program meets the minimum requirements for students' enrolment at level 4 qualification. |

6. Learning Outcomes Assessment:

1. Learning Outcomes

| Code | Program Learning Outcomes (PLOs) | NQF Level Descriptors of Learning Outcomes – Level 5 |
|----------|---|---|
| 1 | Knowledge and understanding | |
| 1.1 | Define the fundamentals of the current trends and theories in biomedical sciences. | This includes the knowledge and understanding of a learner in the area of learning, work or profession: Depth of knowledge can be general or specialized. Complexity of knowledge type, depth and breadth |
| 1.2 | Recall knowledge accumulation in biomedical sciences which can be utilized in diagnostic laboratories. | Extensive deep knowledge, understanding of facts, concepts, principles, theories, processes, and procedures provided for in the area of learning, work, or profession. |
| 1.3 | State the most important aspects while planning and designing research methodologies. | Breadth of knowledge can range from a single topic to multi-disciplinary area of knowledge. |
| 2 | Skills | |
| 2.1 | Formulate research strategies and experiments to solve social issues using basic and applied biomedical principles. | The Learning area includes skills what a graduate can exhibit in applied settings (such as in school, training, internships, work, etc.). |
| 2.2 | Assess biomedical principles and experimental findings for troubleshooting in infectious diseases. | The various types of skills are: Cognitive skills: These include critical thinking and problem-solving skills, inquiry, and creativity. |
| 2.3 | Conduct the experimental findings and diagnostic tests in medical laboratory sciences. | Practical and physical skills: These include using appropriate materials, devices, and tools, and applying motor and manual skills with ingenuity. |
| 2.4 | Interpret, and report the experimental | Critically assess, review, and reflect on key concepts, principles, and theories; and |



| Code | Program Learning Outcomes (PLOs) | NQF Level Descriptors of Learning Outcomes – Level 5 |
|----------|--|--|
| | outcomes in medical Laboratory sciences. | provide creative solutions to current issues and problems in complex and advanced contexts, in a discipline, profession, or field of work. |
| 2.5 | Communicate effectively through oral presentations and/or written reports. | Communication and information technology skills: These include written, verbal, and non-verbal communication, numeracy skills, and the use and production of information and communication technology. |
| 3 | Values, Autonomy and Responsibility | |
| 3.1 | Apply scientific ethics and professional standards. | These include what a learner exhibits in terms of principles, ethics and standards for personal and professional success and well-being. |
| 3.2 | Identify complex problems and resolve them independently or in a group. | Academic, professional values, and ethics. |

2. Learning Outcomes Assessment

| | | |
|---|---|--------------------------------------|
| Transparent and measurable evaluation criteria are implemented to ensure that Learning Outcomes have been achieved in the academic/training programs. | <input checked="" type="checkbox"/> Available | <input type="checkbox"/> Unavailable |
| PLO TEACHING & ASSESSMENT STRATEGIES.pdf | | |

A. Consistency with professional commissions

| program learning outcomes | professional commissions outcomes | م |
|---------------------------|-----------------------------------|---|
| | NA | |

