THAILAND-EUROPEAN UNION
Policy Dialogues Support Facility

A Comparison of 5 domains of TQF to EQF, SCQF

Purposes of NQFs

Typology: Communications, reforming, or transformational

- Improve understanding of qualifications/programmes
- coherence & coordination of learning
- access, transfer and progression
- accountability and control
- update and extend standards - more consistency
- enhance quality of learning
- To promote mobility (nationally/internationally)
- To link national qualifications to trans-national framework

(David Raffe, University of Edinburgh)

Priorities for TQF-HE

- Consistency of standards and titles of awards between HEIs
- International equivalence of awards of Thai universities
- Allow comparison between awards in Thailand
- Reference points for academics to help planning, program/ curriculum design, internal QA
- Reference points for external QA, for comparison, recognition of degrees
- Informing employers, other stakeholders

International developments

- 80+ NQFs – HE, VET, comprehensive, combination (continuum)
- Range of practice (5-12 levels, 2-10 domains)
- Regional frameworks: Bologna/Copenhagen, ASEAN (proposed),
- National context paramount for design, implementation of NQF
- Institutional 'frameworks'/academic handbooks, etc.
- Common factors: **learning outcomes & quality assurance**
- Some misunderstandings – 'overarching' frameworks do NOT replace national, sectoral, professional or institutional frameworks – but help them communicate/interact
- Different purposes, complementary – not intended to be the same
- Responsibility rests with owners of each framework no 'cut & paste'

Qualification Framework 'domains'

EQF	3	Knowledge Skill Competence
Luxembourg, Poland, Portugal	3	Knowledge, Skills, Attitude
Ireland	8	Knowledge (breadth); Knowledge (kind); Know-how & skill (range); Know-how & skill (selectivity); Competence (context); Competence (role); Competence (learning to learn); Competence (insight)
Scotland	5	Knowledge & understanding; Applied knowledge & understanding; Generic cognitive skills; Communication, ICT & numeracy skills; Autonomy, accountability & working with others
QCF (RUK)	3	Knowledge & understanding; Application & action; Autonomy & accountability
Australia	3	Knowledge; Skills; Application of knowledge & skills
Flanders	2/4	Knowledge & Skills; Context, Autonomy & Responsibility
France	3	Savoir (Knowledge – theoretical & practical); Savoir être (interpersonal skills, behaviours & attitudes); Savoir faire (practical use of knowledge & skills mastered in particular context)
Germany	2/4/10	Professional competence (Knowledge & skills); Personal competence (social competence & self-competence) (these are subdivided further)
New Zealand	3	Knowledge, Skills, Application
Turkey	8	Knowledge (theoretical) Knowledge (applied); Skills (cognitive); Skills (applied); Competences: working independently/ taking responsibility: learning/competence to learn; communication & social competence: field-specific competence
UAE	5	Knowledge; Skill; Autonomy & responsibility; self-development; role in context
TQF	5	Ethical & moral development; knowledge; cognitive skills; interpersonal skills & responsibility; analytical & communication skills

Domains of TQF, SCQF, EQF (LLL)

Thai Qualifications Framework for HE	Scottish Credit and Qualifications Framework	European Qualifications Framework for LLL
1.ethical & moral development	-autonomy, accountability & working with others	- competence
2. knowledge	- knowledge & understanding	- knowledge
3. cognitive skills	- generic cognitive skills - applied knowledge & understanding	- skill
4. interpersonal skills & responsibility	- autonomy, accountability & working with others	competence Competence/ skill
5. numerical analysis , communication and ICT skills	- communication, ICT & numeracy skills	

Bachelor degree LOs: knowledge/understanding

TQF	QF-HEIs in Scotland	FQ- EHEA
Investigate complex problems, develop creative solutions with limited guidance, using insights from own & related fields of study Identify & use appropriate mathematical & statistical techniques in analysis &resolution of complex issues & select & use the most appropriate mechanisms for communicating results to various audiences (prof. prog.) full range of knowledge & skill needed for professional practice Apply the theoretical insights & methods of inquiry from their field of study to considering issues and problems in other contexts	Systematic, extensive & comparative knowledge &understanding of subject(s) as a whole &links to related subject(s). Detailed knowledge of a few specialisms & developments, some at/informed by, the forefront of subject. Critical understanding of established theories, principles &concepts, & of a number of advanced &emerging issues at forefront of subject(s). Critical understanding of uncertainty & limits of knowledge & how it is developed, & ability to deploy established techniques of analysis & enquiry within the subject. Use knowledge, understanding & skills in systematic & critical assessment of a wide range of concepts, ideas & data (that may be incomplete) & in both identifying & analysing complex problems & issues; demonstrating some originality & creativity in formulating, evaluating & applying evidence-based solutions & arguments	Knowledge & understanding in a field of study that builds on general secondary education & is typically at a level that, whilst supported by advanced textbooks, includes some aspects informed by knowledge of the forefront of their field of study;

Bachelor degree LOs: applied knowledge/skills

TQF	QF-HEIs in Scotland	FQ- EHEA
Ability to investigate complex problems & develop creative solutions with limited guidance, using insights from own & other related fields of study; Ability to identify and use appropriate mathematical & statistical techniques in analysis & resolution of complex issues and select & use the most appropriate mechanisms for communicating the results to a various audiences; In the case of professional program the full range of knowledge and skill required for professional practice; Apply the theoretical insights & methods of inquiry from their field of study to considering issues & problems in other contexts	Comprehensive knowledge & familiarity with essential & advanced materials, techniques & skills including some at forefront of subject; Skills in identifying information needs, & in systematic gathering, analysis & interpretation of ideas, concepts and qualitative & quantitative data & information from a range of evaluated sources including current research, scholarly, and/or professional literature; Apply their subject-related & transferable skills in contexts of professional equivalent nature where there is a requirement for: - the exercise of personal responsibility &initiative - decision-making in complex and unpredictable contexts - the ability to undertake further developments of a professional or equivalent nature	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; have ability to gather & interpret relevant data (usually within field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues

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Bachelor degree LOs: competences/attributes

TQF	QF-HEIs in Scotland	FQ- EHEA
Take initiative in identifying and resolving problems and issues both individually and in group situation exercising leadership in pursuit of innovative and practical solutions Participate in acitves to keep up to date with developments in their filed and enhance their own knowledge and understanding Consistently demonstrate a high level of ethical and responsible behaviour in academic, professional and community environments	communicate the results of their study and other work accurately and reliably using the full repertoire of the principal concepts and constructs of the subject(s) systematically identify and address their own learning needs both in current and in new areas, making use of research, development and professional materials as appropriate, including those related to the forefront of developments	can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences; have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Comparing QFs/components

- Approach tailored to purpose of comparison
- European QFs: 'referencing' (LLL); self-certification (HE QFs)
- Other comparison processes: UK & Ireland (5 frameworks); Scandinavia; Ireland & NZ;
- HE LOs emphasise knowledge & high-level/generic skills
- Vocational framework LOs emphasise application & context
- Usually requires comparison of QA arrangements
- Consider related arrangements: progression (work/further study); equivalence; articulation; links between systems

QF-EHEA self-certification criteria

1) The national framework for higher education qualifications and the body or bodies responsible for its development are designated by the national ministry with responsibility for higher education

2) There is a clear and demonstrable link between the qualifications in the national framework and the cycle qualification descriptors of the European framework

3) The national framework and its qualifications are demonstrably based on learning outcomes and the qualifications are linked to ECTS or ECTS compatible credits

4) The procedures for inclusion of qualifications in the national framework are transparent

5) The national quality assurance system for higher education refer to the national framework of qualifications and are consistent with the Berlin Communiqué and any subsequent communiqué agreed by ministers in the Bologna Process

6) The national framework, and any alignment with the European framework, is referenced in all Diploma Supplements

7) The responsibilities of the domestic parties to the national framework are clearly determined and published.

QF-EHEA self-certification procedures

1) The competent national body/bodies shall certify the compatibility of the national framework with the European framework.

2) The self-certification process shall include the stated agreement of the quality assurance bodies in the country in question recognised through the Bologna Process

3) The self-certification process shall involve international experts

4) The self-certification and the evidence supporting it shall be published and shall address separately each of the criteria set out

5) The ENIC and NARIC networks shall maintain a public listing of States that have confirmed that they have completed the self-certification process [www.enic-naric.net]

6) The completion of the self-certification process shall be noted on Diploma Supplements issued subsequently by showing the link between the national framework and the European framework.

Comparing Frameworks: process

- Identify components broadly relevant for comparison
- Remember 'best fit' is the key approach
- intuitive idea of where likely fits are as starting point (use other indicators, such as progression, profession, existing link points)
- Work with intuitive level descriptors, but also adjacent levels
- Use Bloom etc. to demonstrate/compare progression
- Evidence-based
- Process should be open & transparent

Conclusions

- No 'right' or 'wrong' division of domains
- Context, purpose and priorities are crucial
- QFs mostly for comparison, not uniformity
- Do not expect exact fit
- European QFs for high-level convergence
- Benchmarking – qualifications, institutions, programmes
- Subject/profession usually not addressed by level descriptors (e.g. TQF1, Subject Benchmark Statements, Tuning project)