



Mapping the Curriculum/Subjects between the Countries/Institutions

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Dr. Paryono
SEAMEO VOCTECH

Contents:

- ▶ ASEAN Qualification Reference Framework (AQRf)
- ▶ National Qualification Frameworks of ASEAN member states
- ▶ Comparison
- ▶ Issues and ways forward



ASEAN Qualification Reference Framework

- ▶ is derived from the **ASEAN Charter** signed by the ten ASEAN leaders in Singapore on 20 November 2007, reinforcing **a single entity that is ASEAN Community** (free flow of skilled labour through 'harmonisation and standardisation').
- ▶ **Purpose:** to enable comparisons of qualifications across member states that will
 - (1) Support recognition of qualifications
 - (2) Encourage the development of qualifications frameworks and national approaches to validating learning gained outside formal education
 - (3) Promote and encourage education and learner mobility,
 - (4) Promote worker mobility,
 - (5) Lead to better understood qualifications systems,
 - (5) Promote higher quality qualifications systems.
- ▶ **Principles:** neutral influence and voluntary engagement
- ▶ **Components:** learning outcomes and level of descriptors(8 levels) covering cognitive, functional, **personal, and ethical (not explicit)** competences.
- ▶ It covers **two domains:** (1) Knowledge and skills and (2) Application and Responsibility
- ▶ The implementation of AQRF requires all member states to implement a common process, a **referencing process**



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AQRF LEVELS and DESCRIPTIONS

Level	Knowledge and skills	Application and Responsibility
8	<ul style="list-style-type: none"> • is at the most advanced and specialised level and at the frontier of a field • involve independent and original thinking and research, resulting in the creation of new knowledge or practice 	<ul style="list-style-type: none"> • are highly specialised and complex involving the development and testing of new theories and new solutions to resolve complex, abstract issues • require authoritative and expert judgment in management of research or an organisation and significant responsibility for extending professional knowledge and practice and creation of new ideas and or processes.
7	<ul style="list-style-type: none"> • is at the forefront of a field and show mastery of a body of knowledge • involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice 	<ul style="list-style-type: none"> • are complex and unpredictable and involve the development and testing of innovative solutions to resolve issues • require expert judgment and significant responsibility for professional knowledge, practice and management
6	<ul style="list-style-type: none"> • is specialised technical and theoretical within a specific field • involve critical and analytical thinking 	<ul style="list-style-type: none"> • are complex and changing • require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues
5	<ul style="list-style-type: none"> • is detailed technical and theoretical knowledge of a general field • involve analytical thinking 	<ul style="list-style-type: none"> • are often subject to change • involve independent evaluation of activities to resolve complex and sometimes abstract issues

AQRF LEVELS and DESCRIPTIONS (CONTD.)

Level	Knowledge and skills	Application and Responsibility
4	<ul style="list-style-type: none"> is technical and theoretical with general coverage of a field involve adapting processes 	<ul style="list-style-type: none"> are generally predictable but subject to change involve broad guidance requiring some self direction, and coordination to resolve unfamiliar issues
3	<ul style="list-style-type: none"> includes general principles and some conceptual aspects involve selecting and applying basic methods, tools, materials and information 	<ul style="list-style-type: none"> are stable with some aspects subject to change involve general guidance and require judgment and planning to resolve some issues independently.
2	<ul style="list-style-type: none"> is general and factual involve use of standard actions 	<ul style="list-style-type: none"> involve structured processes involve supervision and some discretion for judgment on resolving familiar issues
1	<ul style="list-style-type: none"> is basic general involve simple, straightforward and routine actions 	<ul style="list-style-type: none"> involve structured routine processes involve close levels of support and supervision

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Status of NQFs in ASEAN member countries

Country	Level of establishment
Brunei Darussalam	Inaugurated 2013, implemented
Cambodia	Inaugurated 2012, initial stages of implementation
Indonesia	Inaugurated 2012, initial stages of implementation
Lao PDR	Planned
Malaysia	Inaugurated 2007, fully implemented and at review stage
Myanmar	Planned
Philippines	Inaugurated 2012, initial stages of implementation
Singapore	Sector QF - Workforce Skills Qualifications system, Inaugurated 2003
Thailand	Inaugurated 2014, initial stages of implementation, 3 established sub frameworks (i.e. skills, professional, and higher education)
Vietnam	Planned

Source: SHARE (the European Union Support to Higher Education in the ASEAN Region), 2015

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Brunei

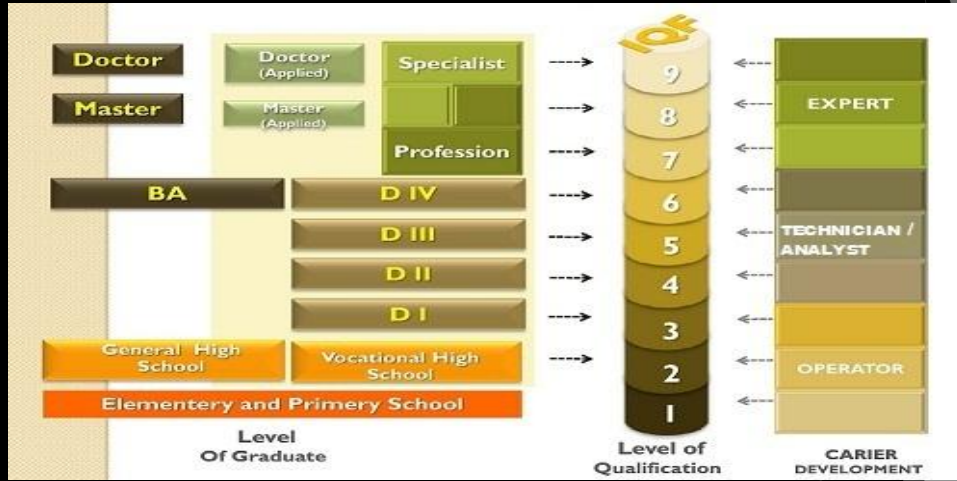
BDQF Levels	Schools Sector Qualifications	Technical and Vocational Education Sector Qualifications	Higher Education Sector Qualifications
8			Doctoral Degree
7			<ul style="list-style-type: none"> Master's Degree Post Graduate Diploma Post Graduate Certificate
6			Bachelor's Degree
5		<ul style="list-style-type: none"> Advanced Diploma Higher National Diploma (HND) 	<ul style="list-style-type: none"> Foundation Degree Advanced Diploma Higher National Diploma (HND)
4	<ul style="list-style-type: none"> GCE "A" Level IGCSE "A" Level IB Diploma STPU 	<ul style="list-style-type: none"> Diploma Higher National Technical Education Certificate (HNTEC) 	
3	<ul style="list-style-type: none"> GCE "O" Level (Grades A-C) IGCSE and GCSE "O" Level (Grade A* - C) SPU (Grades A-C) BTEC Level 2 Diploma 	<ul style="list-style-type: none"> Skills Certificate 3 (SC3) National Technical Education Certificate (NTEC) 	
2	<ul style="list-style-type: none"> GCE "O" Level (Grades D-E) IGCSE "O" Level (Grade D-E) SPU (grades D) BTEC Level 2 Extended Certificate 	<ul style="list-style-type: none"> Skills Certificate 2 (SC2) Industrial Skills Qualifications (ISQ) 	
1	BTEC Level Introductory Certificate	Skills Certificate 1 (SC1)	

Cambodia

Level	Technical and Vocational Education and Training	Higher Education	General Education
8	Doctoral Degree	Doctoral Degree	
7	Master's Degree of Technology/Business	Master's Degree	
6	Bachelor of Technology/Engineering/Business	Bachelor's Degree	
5	Higher Diploma of Technology/Business	Associate Degree	
4	Technical and Vocational Certificate 3		Upper Secondary Certificate
3	Technical and Vocational Certificate 2		
2	Technical and Vocational Certificate 1		
1	Vocational Certificate		Lower Secondary Certificate



Indonesia



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Lao PDR

Level	Technical and Vocational Education and Training	Higher Education	LLL
8		Doctoral Degree	
7		Master's Degree	
6		Bachelor's Degree	
5	High Diploma	Associate Degree	
4	Diploma		
3	Certificate 3		
2	Certificate 2		
1	Certificate 1		

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Malaysia

MQF Levels	Sectors			Lifelong Learning
	Skills	Vocational and Technical	Higher Education	
8			Doctoral Degree	Accreditation of Prior Experiential Learning (APEL)
7			Master's Degree	
			Postgraduate Certificate & Diploma	
6			Bachelor's Degree	
			Graduate Certificate & Diploma	
5	Advanced Diploma	Advanced Diploma	Advanced Diploma	
4	Diploma	Diploma	Diploma	
3	Skills Certificate 3	Vocational and Technical Certificate	Certificate	
2	Skills Certificate 3			
1	Skills Certificate 3			

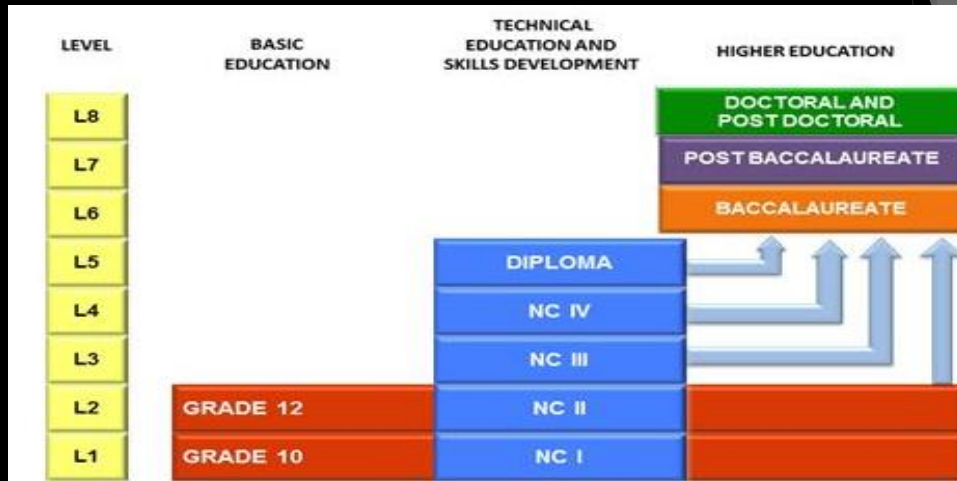


Myanmar

Level	Sectors			Lifelong Learning
	Basic Education	TVET	Higher Education	
8			Doctoral Degree	Recognition of Prior Learning (Assessment and validation)
7			Master Degree	
			Postgraduate Diploma	
6		Degree	Bachelor Degree	
5		Advanced Diploma	Associate Degree	
		Diploma	Diploma	
4		*V&T C/SC4		
3		V&T C/SC3		
2	High School	V&T C/SC2		
1	Middle/Primary school	V&T C/SC1	Certificate	



Philippines



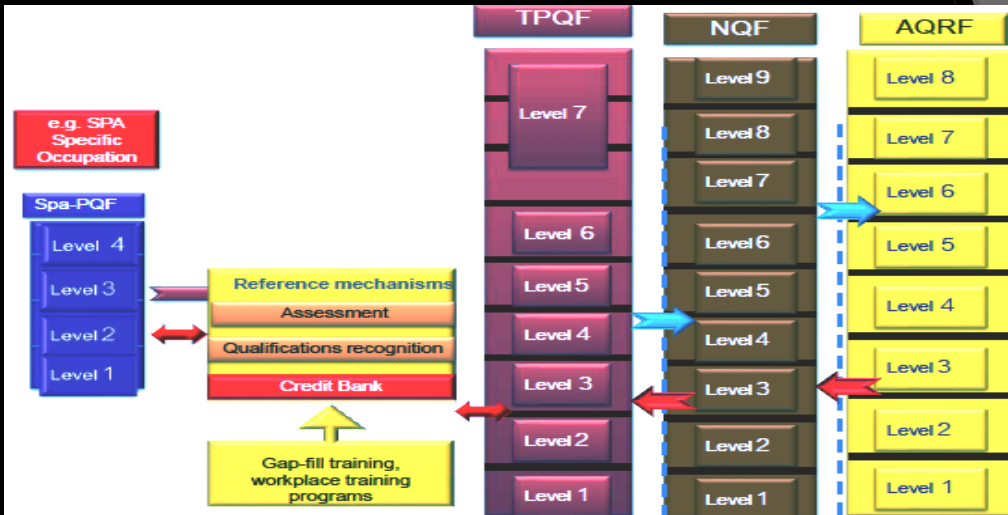
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Singapore Workforce Skills Qualification (NO NQF)

Singapore Standard Education Classification Level	Workforce Skills Qualification
Other Education (Non-Award Courses/Miscellaneous)	<ul style="list-style-type: none"> • ≥1 WSQ Statement of Attainment at Cert. (C) / Higher C / Advanced C • ≥1 WSQ Statement of Attainment at Diploma / Specialist Diploma • ≥1 WSQ Statement of Attainment at Graduate Certificate/Graduate Diploma
University Postgraduate Diploma/ Degree University First Degree	<ul style="list-style-type: none"> • Graduate Certificate • Graduate Diploma -
Professional Qualification and other Diploma	<ul style="list-style-type: none"> • Diploma • Specialist Diploma
Polytechnic Diploma	<ul style="list-style-type: none"> • Advanced Certificate • Diploma
Post-Secondary (Non-tertiary): General or Vocational	<ul style="list-style-type: none"> • Certificate • Higher Certificate • Advanced Certificate
Secondary	<ul style="list-style-type: none"> • At least 3 ESS WPLN Statements of Attainment at Level 5 and above-
Lower Secondary	At least 3 ESS WPLN Statements of Attainment at Level 3 or 4
Primary	At least 3 ESS WPLN Statements of Attainment at Level 1 or 2

Thailand



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Vietnam

The proposed model for a unified National Qualifications Framework and national vocational education sub-framework

AQRF	Schools Sector	Vocational education and Training Sector	Higher Education Sector	Occupational Skills Level
8			Doctoral Degree	Level 5
7			Masters Degree	Level 4
6			Bachelor Degree	Level 3
5		Vocational College	College	Level 2
4		Secondary Vocational	Secondary Technical	Level 1
3	Secondary School Certificate of Education	Vocational Certificate		
2		Certificate		
1		Certificate		
1		Certificate		

Source: Cao Quang Dai and Bui The Dung, 2011.

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Vietnam National Occupational Skills Standards

Table 1: Level Descriptors of the Framework for the National Occupational Skills Standards (NOSS)

Certificate	Principles defined by Decision 9
Certificate 1	Certificate 1: Can perform simple, repetitive tasks. Demonstrates basic knowledge of technology and is able to apply this knowledge. Can receive instructions and take limited responsibility for tasks. Requires direct supervision.
Certificate 2	Certificate 2: Can perform simple and repetitive tasks along with some more complicated tasks. Demonstrates basic and some specialized knowledge of technology and is able to apply this knowledge to solve typical on-the-job issues. Can consider, predict and explain information. Can work in a team and sometimes independently. Takes responsibility for outcome and output.
Certificate 3	Certificate 3: Can perform most complex tasks independently without supervision. Demonstrates both basic and specialized knowledge of technology and is able to apply this knowledge to solve typical on-the-job issues. Can identify, analyze and evaluate information. Can supervise and instruct a work team whilst taking responsibility for weld quality and team output.
Certificate 4	Certificate 4: Can perform most complex tasks independently without supervision. Demonstrates a broad knowledge of technology and the skills, knowledge and initiative required to deal with complex technical issues. Can interpret results of analysis and assessment, and can use these results to make recommendations and provide input to research and management. Can lead a work team, taking responsibility for all operations and for weld quality and team output.
Certificate 5	Certificate 5: Can perform all tasks fluently, skilfully, independently and with total self-control. Demonstrates a comprehensive knowledge of technology. Can analyze, forecast and design in order to solve both technical and management issues. Can interpret results of analysis and assessment. Can take the initiative to manage and lead a team, taking responsibility for team output and ensuring that weld quality and workmanship are in accordance with specified standards.

Source: GDVT (2008).

Note: Decision 9 refers to Decision No. 09/QĐ-BLDTBXH dated 27 March 2008 concerning the development and issuance of National Occupational Skills Standards.

Comparison

B/C/L/Ms/Mm/P/V	AQRF	In/Th
8	8	9
7	7	8
6	6	7
5	5	6
4	4	5
3	3	4
2	2	3
1	1	2

Myanmar: TVET covers level 1-6

Lvl	Equivalency	Knowledge and skills	Application and Responsibility
5	College/poly (Ass. Adv.Dip/HND/Dip(Ph)/Ass. Dip/D3)	<ul style="list-style-type: none"> is detailed technical and theoretical knowledge of a general field involve analytical thinking 	<ul style="list-style-type: none"> are often subject to change involve independent evaluation of activities to resolve complex and sometimes abstract issues
4	HNTEC/Dip/D2/Cert/TVC3 (Cam)/NC4(Ph)/S C4 (Mm)/Secondary Voc (Viet)	<ul style="list-style-type: none"> is technical and theoretical with general coverage of a field involve adapting processes 	<ul style="list-style-type: none"> are generally predictable but subject to change involve broad guidance requiring some self direction, and coordination to resolve unfamiliar issues
3	NTec/D1/TVC2 (Cam.)/NC3/SC3/Voc. Cert. (Viet)	<ul style="list-style-type: none"> includes general principles and some conceptual aspects involve selecting and applying basic methods, tools, materials and information 	<ul style="list-style-type: none"> are stable with some aspects subject to change involve general guidance and require judgment and planning to resolve some issues independently.
2	ISQ (Br)/TVC1 (Cam)/NC2/SC2/TVET/General HS/Cert.	<ul style="list-style-type: none"> is general and factual involve use of standard actions 	<ul style="list-style-type: none"> involve structured processes involve supervision and some discretion for judgment on resolving familiar issues
1	VC (Cam)/NC1/SC1/Cert./Primary/Elementary/ HS	<ul style="list-style-type: none"> is basic general involve simple, straightforward and routine actions 	<ul style="list-style-type: none"> involve structured routine processes involve close levels of support and supervision

Curriculum mapping and harmonisation

Compare programmes [level (refer to NQF and AQRF) and specialization]

Institution A

Institution B



Select the subject or area of focus during exchange programme

Institution A

Institution B



Look at the list of curriculum contents and objectives and decide the coverage during the exchange

Institution A

Institution B

Notes: Consider the contents that are relevant to industries nearby the receiving institution. If the duration is only 2-4 weeks (less than a term), perform matriculation of contents, but if it's a term or more consider of having credit transfer. For staff exchange, do not require curriculum mapping, only programme planning.

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Thank you

- ▶ Suggestions for next steps
- ▶ Q &As

