

# Expert Meeting on Developing Regional Guidelines for National Qualifications Frameworks in Asia and the Pacific

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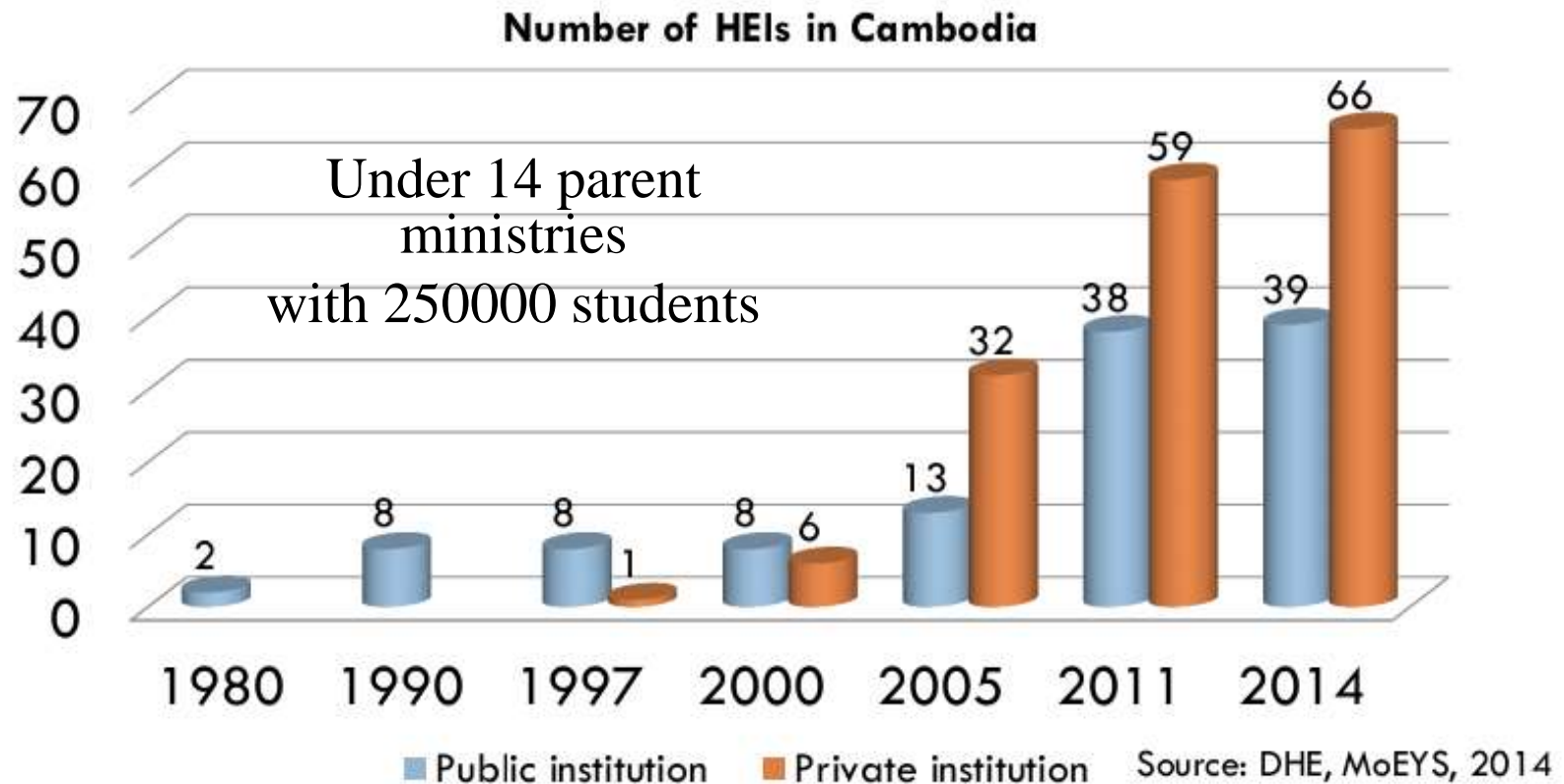
Cambodian National Qualifications Framework (CNQF)  
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# Content

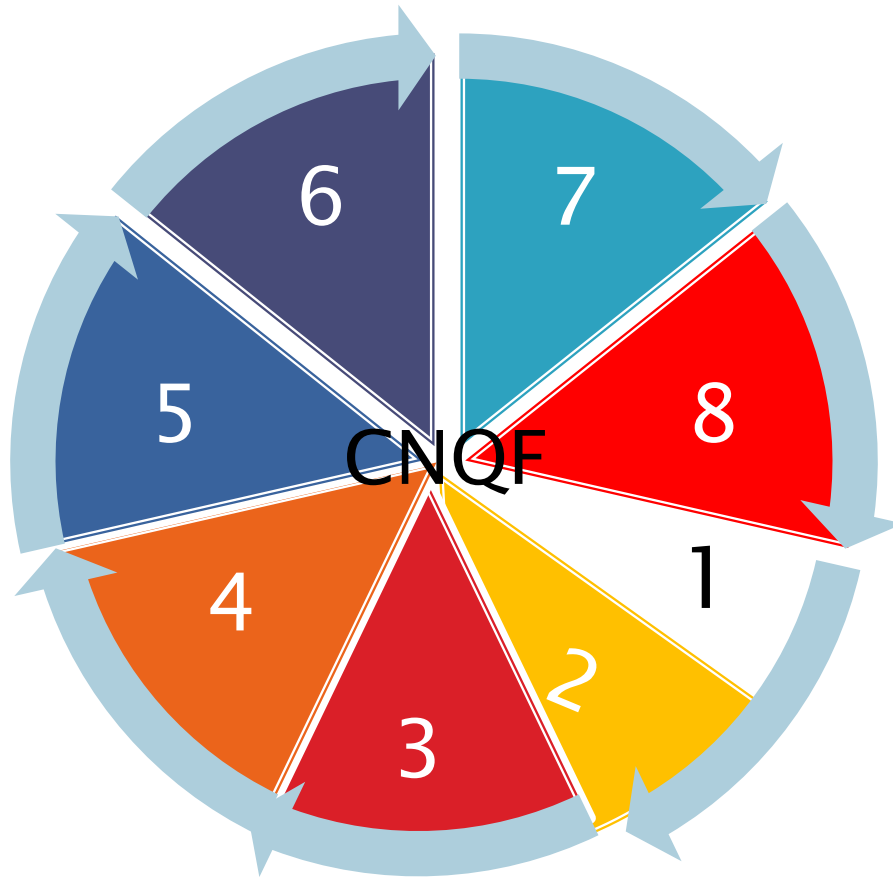
- I. Introduction
- II. Core elements of CNQF
- III. Progress and challenges
- IV. Conclusion

# I. Introduction

## Overview of Cambodian HE



## II. Core Element of Cambodian National Qualifications Framework (2014)



- At each level
- Characteristics of the program
  - Characteristics of the degree holders
  - Learning outcome
  - Study pathway

# 1. Levels of CNQF and Credits

<b>Level</b>	<b>Technical and Vocational Training</b>	<b>Credits</b>	<b>Higher Education</b>
8	Doctor	54	Doctor
7	Master	45	Master
6	Bachelor of Technology Bachelor of Engineering	120	Bachelor
5	Technical Associate Diploma	60	Associate Diploma
4	Vocational Certificate 3	30	
3	Vocational Certificate 2	30	
2	Vocational Certificate 1	30	
1	Basic Vocational Certificate (Entry Level)	30	

# CNQF

## 2. Purposes

- Ensure consistency of qualifications provided by education providers across the country;
- Provide a flexible study pathway for learners between higher education and technical and vocational training;
- Provide flexible purposes of education and training;

- ▶ Encourage people to develop their knowledge, skills, and promote lifelong learning;
- ▶ Provide reference points for quality assurance in higher education and technical and vocational training;
- ▶ Promote mutual recognition of qualifications at national and international level;
- ▶ facilitate student and workforce mobility in the region.

# 3. Learning outcomes



Learning outcomes are measured based on 5 domains:

1. Knowledge;
2. Cognitive skills;
3. Interpersonal skills and responsibility
4. communication, Information Technology and numerical skills;
5. Psychomotor skills (for technical and vocational)



## 3.1 knowledge

The ability to recall, understand, and present information including:

- knowledge of specific facts,
- knowledge of concepts, principles and theories, and
- knowledge of procedures.



## 3.2 cognitive skills

The ability to:

- apply understanding of concepts, principles, theories and procedures in critical thinking and creative problem solving, both when asked to do so and when faced with unanticipated new situations.



## 3.3 Interpersonal skills and responsibility



The ability to:

- take responsibility for their own learning and continuing personal and professional development,
- work effectively in groups and exercise leadership when appropriate,
- act responsibly in personal and professional relationships, and
- act ethically and consistently with high moral standards in personal and public forums.



## 3.4 Communication, information technology and numerical skills

The ability to:

- communicate effectively in oral and written form,
- use information and communications technology, and
- use basic mathematical and statistical techniques.

## 3.5 Psychomotor skills

The ability domain that applies to only some programs involving in technical trades and occupations such as tradesman or a major equipment operator and for a surgeon, an artist, or a musician.



# 4 Study Pathways

- ▶ accumulation and transfer of credits;
- ▶ accreditation of recognition of prior learning (RPL);
- ▶ possible opportunities and learning pathways for individual progress;



### III. Challenge

- ▶ Developed under pressure
  - Political
  - Financial
- ▶ Implemented under
  - Limited understanding of its values
  - Limited capacity by all stakeholders
- ▶ Quality assurance issue
  - External
  - Internal



## IV. Future outlook

- ▶ Improve internal and external quality assurance practices;
- ▶ Establish mechanism to support teachers–Center for Teaching and Learning;
- ▶ Develop resource guide to help technical experts to be educators not just teachers;
- ▶ Link practice of NQF by faculty members with professor status;
- ▶ Training or joint workshop for capacity building.



**Thank You!**