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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I. Introduction

Overview of Cambodian HE

Under 14 parent ministries with 250000 students

Number of HEIs in Cambodia

<table>
<thead>
<tr>
<th>Year</th>
<th>Public institution</th>
<th>Private institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1990</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>1997</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>2000</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>2005</td>
<td>13</td>
<td>32</td>
</tr>
<tr>
<td>2011</td>
<td>38</td>
<td>59</td>
</tr>
<tr>
<td>2014</td>
<td>39</td>
<td>66</td>
</tr>
</tbody>
</table>

Source: DHE, MoEYS, 2014
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

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