



# **NEEDS, PROGRESS AND CHALLENGES: THAILAND QUALIFICATION FRAMEWORK (TQF)**

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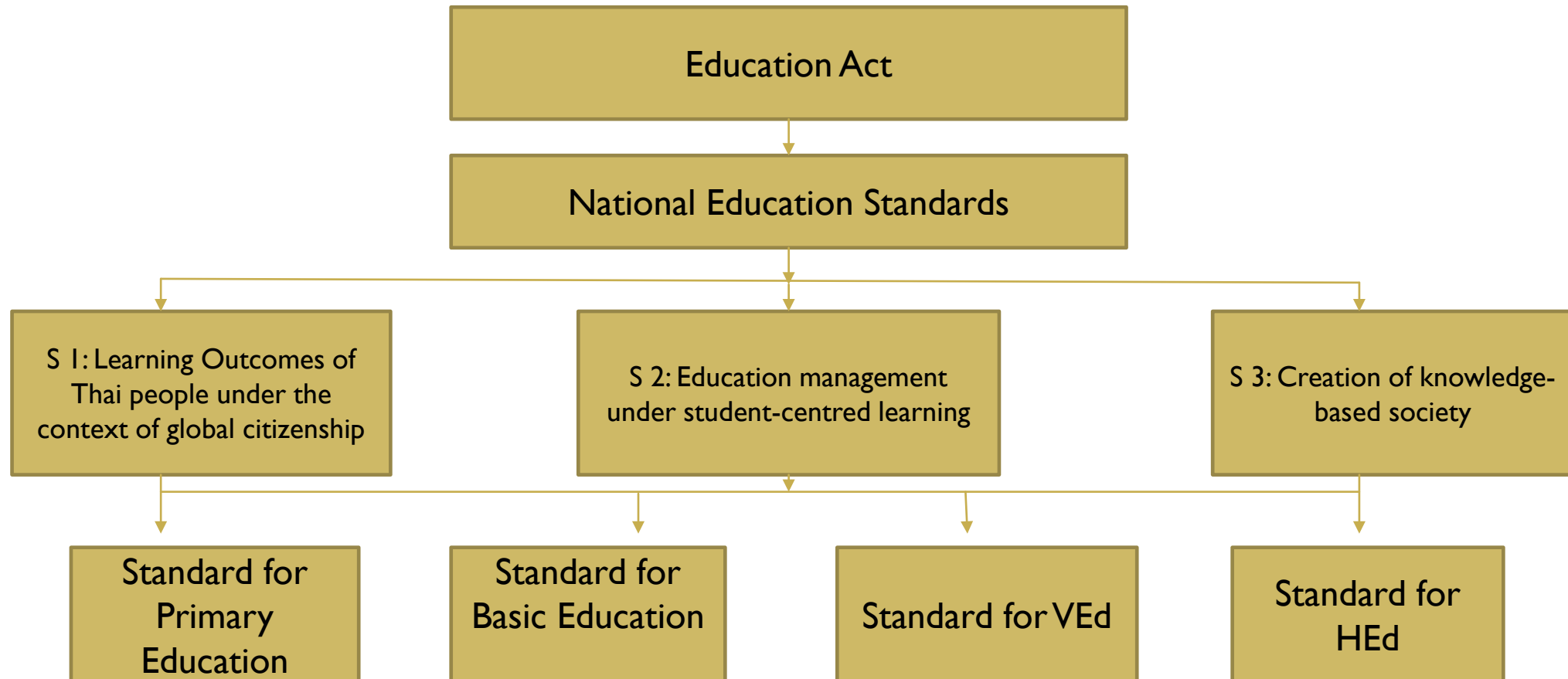


# I. History and Development of TQF

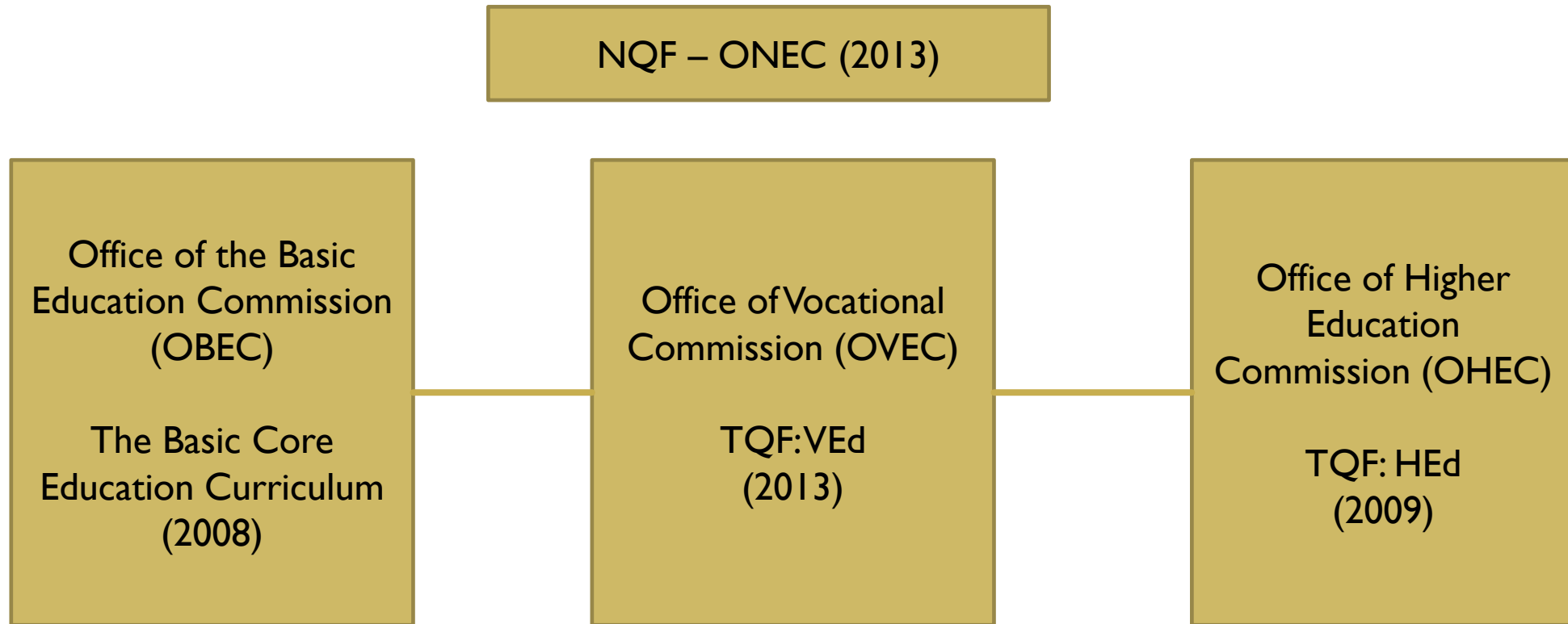
## ■ I.1 National Policy on TQF

- Following the Education Reform Act, B.E. 2542, the ultimate aim of education policy in Thailand has moved away from increasing access and equity to quality assurance. → **'National Education Standards'**
- The key major goals under NESs were to 1) develop the graduate qualification frameworks 2) develop criteria to learning outcomes of graduates; 3) to develop the teaching and learning process
- NESs have been taken as points to which major actors, including education institutions at all levels as well as stakeholders could refer
- NESs were developed with the aim of creating criteria/standards for the learning outcomes corresponding to the learning process, along with the QA system which has been developed as a process guaranteeing standards and quality of the education services

# I. History and Development of TQF



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## I.2 Politico, Socio-Economic Factors – Key Ideas of TQFs under Academic Quality and Decentralisation

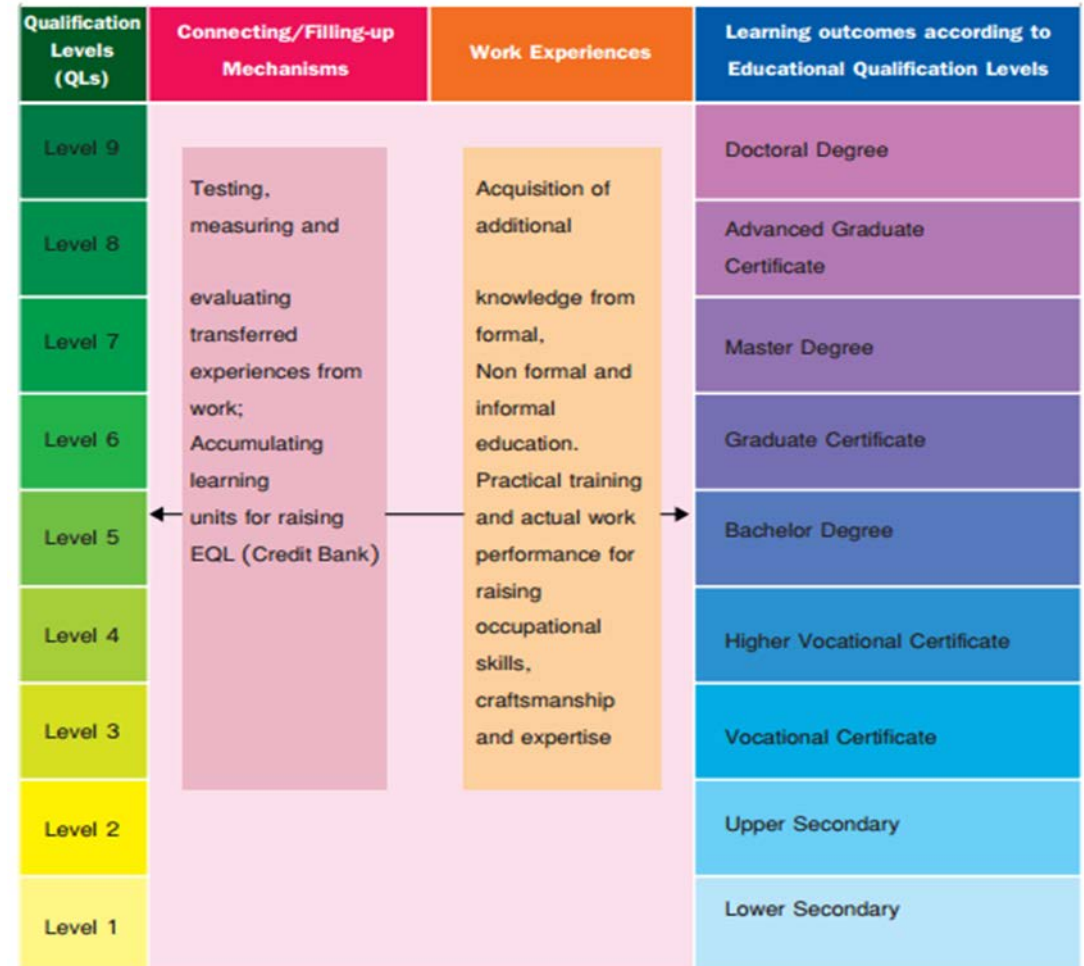
- Increasing manpower capabilities
- Raising knowledge and understanding levels of those in labour markets
- Increasing educational institutions' abilities in managing education
- Developing educational personnel to gain efficient knowledge in learning activities
- Strengthening professional competencies

# I. History and Development of TQF

The Basic Core Education Curriculum (2008)	TQF:VEd (2013)	TQF: HEd (2009)
acquisition of knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values	Improvement of technicians and professional manpower	a quality assurance mechanism focusing on programme development, teaching and learning process and the evaluation of learning outcomes == <b>Culture of quality</b>
Emphasis on equal access and education for all and the decentralisation of authority	Development of new generation and network of teachers	a seamless education structure and promotes lifelong learning in the country
student-centred approach and the flexibility of learning and teaching methods	Improvement of learning environment and combination of classroom and practicums	Involvement of stakeholders
Focus on lifelong learning	Improvement of management system	Degree comparability

## 2. Current Status of TQFs

- **2.1 NQF: Structure, Core Elements and Qualification Levels**
  - Contains 9 levels from level 1 which is equivalent to lower secondary to level 9 which is equivalent to doctoral degree.
  - The key mechanisms for progression (connecting mechanism) are through testing, measuring and evaluating of transferred experiences/learning credit accumulation
  - Recognition of prior learning and experience through credit transfers
  - Core elements include:
    - Knowledge
    - Skills
    - Desirable characteristics
    - Learning Outcomes



## 2. Current Status of TQFs

### 2.1 NQF: Structure, Core Elements and Qualification Levels

Core Elements	Descriptions
Knowledge	Learning outcomes resulting from the accumulation of information, facts, principles, theories of each discipline
Skills	Ability of graduates in applying the knowledge for work-related problem solving and critical thinking
Desirable Characteristics	Core competencies and occupational competencies
Learning Outcomes	Results of the learning process prescribed by the curriculum learning standard determined in each level



## 2. Current Status of TQFs

### ■ 2.2 Basic Core Education Curriculum

#### Objectives of The Basic Core Education Curriculum

- 1. The ultimate goal is to attain national unity through the acquisition of knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values.
- 2. The curriculum emphasises equal access and education for all and the decentralisation of authority (allowing the community/society to provide education services).
- 3. The Curriculum focuses on the student-centred approach and the flexibility of learning and teaching methods.
- 4. The curriculum is intended for education of all types—formal, non-formal and informal, covering all target groups and facilitating transfer of learning outcomes and experiences.

## 2. Current Status of TQFs

### ■ 2.3 TQF:VEd

#### Objectives of TQF:VEd

- 1) To equip the society with the right sort of professional and technical manpower
- 2) To develop the new generation and network of teachers
- 3) To set-up a new learning environment and resources through a combination of classroom and practicum work
- 4) To improve the management system in the sector by taking into account stakeholders' demands

## 2. Current Status of TQFs

### 2.4 TQF: HEd

#### Objectives of TQF: HEd

- 1) creating a quality assurance mechanism as indicated in the Educational Act B.E. 2542 and the amended Education Act B.E. 2545 focusing on programme development, teaching and learning process and the evaluation of learning outcomes.
- 2) setting up clear goals in producing graduates with obtainable learning outcomes in each particular subject and in working as a guideline for programme development in every level.
- 3) linking up different levels of degrees in the system so that it creates a seamless education structure and promotes lifelong learning in the country.
- 4) creating the cultural of quality in HEIs.
- 5) assuring stakeholders and employees on the quality and learning outcomes of graduates
- 6) assuring the comparability of degrees between HEIs both in and outside the country

## 2. Current Status of TQFs

- **Structure and Core Elements**
- Levels of Qualifications
- Domains of Learning
- Learning outcome descriptor for each level

## 2. Current Status of TQFs

### QUALIFICATION STRUCTURE

#### Vocational Education

Bachelor's Degree in Tech (2 y)

Advanced Professional Dip (2 y)

Professional Diploma (3 y)

#### Basic Education

Grade 12

Grade 9

Grade 6

Grade 3

#### Higher Education

Doctoral Degree (3 y)

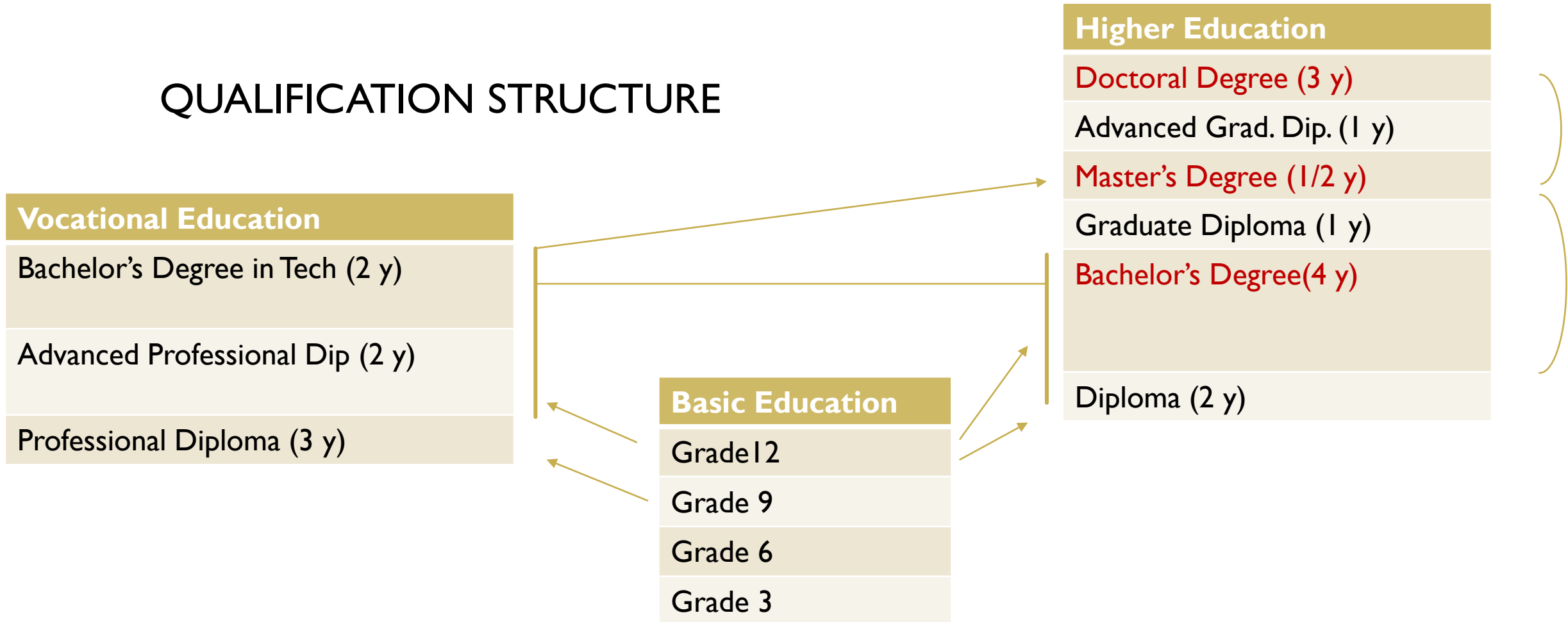
Advanced Grad. Dip. (1 y)

Master's Degree (1/2 y)

Graduate Diploma (1 y)

Bachelor's Degree (4 y)

Diploma (2 y)



## 2. Current Status of TQFs

### ■ Comparison of Structure and Core Elements

	Level of Qualification	Domain of Learning
<b>TQF: HEd</b>	Doctoral Degree (3 years)	<ul style="list-style-type: none"> <li>• Ethics and Morality</li> <li>• Knowledge</li> <li>• Cognitive Skills</li> <li>• Interpersonal Skills</li> <li>• Numerical analysis, communication and IT skills</li> </ul>
	Higher Graduate Diploma (1 year) -optional	
	Master's Degree (1-2 years)	
	Graduate Diploma (1 year) - optional	
	Bachelor's Degree (4 years)	
	Diploma (3 years) - optional	
<b>TQF: VEd</b>	Bachelor's Degree in Technology (2 years)	<ul style="list-style-type: none"> <li>• Desirable characteristics (Ethics/Morality, professional ethics and behaviours, cognitive skills)</li> <li>• General/Core competency</li> <li>• Professional competency</li> </ul>
	Advanced Professional Diploma (2 years)	
	Professional diploma (3 years)	
<b>TQF: Basic Ed</b>	Grade 1-12	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Listening/Viewing/Speaking</li> <li>• Usage of Thai language</li> <li>• Literacy and literary skills</li> </ul>

## 2. Current Status of TQFs

### ■ Structure and Core Elements of Basic Core Education Curriculum

Level/Domain	Reading	Writing	Listening	Usage of Thai	Literacy/Literary
<b>Grade 12 graduates</b>	write conceptual frameworks from their readings; synthesise, evaluate and apply knowledge and thoughts from their readings for self-development	write compositions reflecting creative thinking by using idioms and ornate phrases	logically express opinions, disagreements, persuasive arguments and present new concepts	Understand nature of language, influence of language and characteristics of Thai language	assess literary value; apply insights from literature and literary works in real life
<b>Grade 9 graduates</b>	Express opinions or disagreement on what they read	accurately write texts by using words appropriate to language levels	analyse criticise and evaluate the issues identified from listening and viewing	Understand and use royal words, Pali and Sanskrit words, and terms coined in Thai language	Summarise and analyse substance of the literature and literary works read;
<b>Grade 6 graduates</b>	Explain implicit/explicit meanings of words	Use techniques like maps, diagrams to refine writing	Verbally express thoughts and pose questions on materials heard	Understand different types of dialects and Thai verses	Appreciate the values of literature and literary work
<b>Grade 3 graduates</b>	Read accurately, understand meanings of words	Write skilfully in regular scripts	Describe details, express thoughts and feeling of what being heard	Spell words correctly, recognise differences of words	Understand and summarise ideas from reading

## 2. Current Status of TQFs

### ■ Structure and Core Elements of TQF:VEd

Level/Domain	Professional Diploma	Advanced Professional Diploma	Bachelor's Degree
<b>Learner's qualities (graduate's characteristics)</b>	<ul style="list-style-type: none"> <li>• knowledge and understanding of work process</li> <li>• working skills in different contexts both routine work and other challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to apply knowledge and academic skills relating to professional work in planning, solving and manage resource allocation efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to systematically apply knowledge and skills in workplace</li> <li>• Ability to carry out assigned work, be innovative, well-disciplined and responsible for profession</li> </ul>
<b>General/Core Competency</b>	<ul style="list-style-type: none"> <li>• Ability to apply the knowledge and skills, give advice and solve complex problems in new working environments</li> <li>• Ethical, self-responsible, able to work with teams and have positive workplace attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to innovate new professional knowledge</li> <li>• Ability to work in team, manage and evaluate others' work process</li> <li>• Ethical, self-responsible, possess professional work ethics and have positive workplace attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to develop communication and IT skills</li> <li>• Ability to work with others and develop systematic and scientific thinking</li> <li>• Ability to develop numerical analysis, planning and management skills</li> </ul>
<b>Professional Competency</b>			<ul style="list-style-type: none"> <li>• Ability to manage and monitor work process in actual working environment</li> <li>• Ability to plan and manage different functions</li> <li>• Ability to analyse, design, evaluate and improve work process</li> </ul>



## 2. Current Status of TQFs

- **Structure and Core Elements of TQF:HEd**
- **Levels of Qualifications:** focus on 1) different levels of knowledge acquisition 2) the procession to the next level depends on the completion of the lower degree

Level	Degree	Descriptions
3	Graduate Diploma	A-1 year programme that can be considered as part of a 2-year Master's Degree programme and aimed at professional development.
2	Bachelor's Degree	A 4-year degree for undergraduate students
1	Diploma	A 3-year programme aimed at those who do not wish to pursue a Bachelor's degree. Some diploma degrees are considered as part of or equivalent to Bachelor's Degree.

## 2. Current Status of TQFs

- **Structure and Core Elements of TQF**
- **Levels of Qualifications:** focus on 1) different levels of knowledge acquisition 2) the procession to the next level depends on the completion of the lower degree

Level	Degree	Descriptions
6	Doctoral Degree	A 3-year programme for those obtained postgraduate qualifications focusing on advance academic development
5	Higher Graduate Diploma	A 1-year programme which aims at professional development for those obtained postgraduate qualifications focusing on advance academic development
4	Master's Degree	A 1 or 2-year programme for those graduated with a Bachelor's Degree

## 2. Current Status of TQFs

- **Structure and Core Elements of TQF**
- Domains of Learning

Degree	Descriptions
Ethics and Morality	The development of students behaving with integrity, ethics and accountability in both personal and public lives and the ability to adjust their lives in conflictual situations.
Knowledge	The ability to understand concepts and theories of knowledge and principles, application of concepts and theories, ability to conduct self-study and ability to innovate in accordance with the discipline.
Cognitive skills	The ability to analyse, synthesise cases using knowledge, concepts, and theories as well as the ability to apply research skills to solve complex problems.

## 2. Current Status of TQFs

- **Structure and Core Elements of TQF:HEd**
- Domains of Learning

Degree	Descriptions
Interpersonal skills	The ability to work with others and to live in multicultural setting and the ability to develop leadership and critical skills.
Numerical analysis, communication and IT skills	The ability to use information technology to communicate, analyse data, and present the information appropriately. It also includes the ability to use statistical tools to analyse data effectively.

## 2. Current Status of TQFs

- Structure and Core Elements of TQF
- Domains of Learning

Domain	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
I) Ethics and Morality	<ul style="list-style-type: none"> <li>-self responsibility</li> <li>-adherence to professional regulations</li> <li>- Ability to seek moral advice</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to handle moral and ethical dilemma</li> <li>- Expression of ethical and moral behaviours</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to handle professional ethics and moral dilemma</li> <li>- Leadership</li> <li>- Ability to balance personal and public interest</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to handle more complex ethical, moral and professional dilemma</li> <li>- Ability to raise issues to the public on ethics and morality</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to judge and criticize on existing ethical or moral codes, especially professional ones</li> <li>- Encourage others to handle ethical or moral dilemma appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to handle complex issues with or without existing moral or ethical codes (having a good sense of ethics and morality)</li> <li>- Possession ethical and moral leadership</li> </ul>

## 2. Current Status of TQFs

- Structure and Core Elements of TQF
- Domains of Learning

Domain	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
2) Knowledge	<ul style="list-style-type: none"> <li>- General knowledge of the discipline</li> <li>- Understand the theories and concept</li> <li>- Be aware of new knowledge in the discipline</li> </ul>	<ul style="list-style-type: none"> <li>- Obtain a wider and systematic set of knowledge</li> <li>- Be aware of the new knowledge in the discipline</li> </ul>	<ul style="list-style-type: none"> <li>- Obtain a high level of academic and professional knowledge</li> <li>- Be aware of the new knowledge and innovation in the discipline</li> </ul>	<ul style="list-style-type: none"> <li>- Obtain a deeper level of understanding in the theoretical content or professional practices</li> <li>- Be aware of the new knowledge and innovation in the discipline both at the national and international level</li> </ul>	<ul style="list-style-type: none"> <li>- Obtain a deeper level of understanding and current knowledge relating to one's own discipline both at the national and international arena</li> <li>- Ability to develop and expand theoretical premises</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to develop theoretical innovation or new body of knowledge</li> <li>- Obtain a deeper understanding and be relevant in the field both at the national and international context</li> <li>- Ability to develop analyses to be widely accepted in the field</li> </ul>

## 2. Current Status of TQFs

- Structure and Core Elements of TQF
- Domains of Learning

Domain	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
3) Cognitive skills	- Ability to analyse and interpret technical data and apply theoretical knowledge to analyse professional problems and issues	- Ability to perform fact-finding, understand, solve complex problems and come up with sound solutions	- Ability to apply theoretical and professional knowledge to solve complex problems - ability to identify additional sources of information and tools to solve problems	- Ability to apply theoretical and professional knowledge to solve unprecedented and complex problem - Ability to synthesise & integrate various source of information to solve problems and propose creative solution	- Ability to analyse complex problems by integrating advanced research techniques and appropriately using various sources of information - Ability to make use of the analysis in the development of professional practices	- Ability to apply theories and analytical techniques to propose new solutions to the problems - Ability to synthesise theories to develop the new body of knowledge - Ability to integrate several research techniques and provide solutions to complex problems

## 2. Current Status of TQFs

- Structure and Core Elements of TQF
- Domains of Learning

Domain	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
4) Interpersonal skills	<ul style="list-style-type: none"> <li>- Ability to interact with like-minded people</li> <li>- Leadership in small group</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to perform in the group both as leaders and followers</li> <li>- Ability to use creativity in solving unprecedented problems</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to carry on effective self- or teamwork assignments in diverse situations</li> <li>- Express high level of responsibility in professional life and ability to develop new skills</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to solve complex problems in academic and professional life</li> <li>- Ability to carry out self-evaluation and develop oneself to increase work efficiency</li> <li>- Express high level of responsibility and leadership in teamworking</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to solve complex problems in academic and professional life</li> <li>- Ability to carry out self-evaluation and develop oneself to increase work efficiency</li> <li>- Express high level of responsibility and leadership in teamworking</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to voice academic and professional opinion relating to complex issues</li> <li>- Ability to plan for effective self- and organisational development</li> <li>- Express leadership quality in academic and professional career</li> </ul>



## 2. Current Status of TQFs

- Structure and Core Elements of TQF
- Domains of Learning

Domain	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
5) Numerical analysis, communication and IT skills	<ul style="list-style-type: none"> <li>- Ability to use basic statistics and mathematics to solve problems</li> <li>- Ability to communicate results precisely and correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to use basic statistics and mathematics to solve problems</li> <li>- Ability to communicate results precisely and correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to apply and integrate different analytical techniques</li> <li>- Ability to communicate effectively through oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to apply and integrate different analytical techniques</li> <li>- Ability to communicate effectively through oral and written communication both at national and international level</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to apply and integrate different analytical techniques</li> <li>- Ability to communicate effectively through oral and written communication both at national and international level and with different target groups</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to apply and integrate different/advanced analytical techniques</li> <li>- Ability to communicate effectively through oral and written communication both at national and international level and with different target groups</li> </ul>

## 2. Current Status of TQFs

Levels	Minimum Credits		
	Basic Education	Vocational Education	Higher Education
Grade 1-12			
Vocational Certificate (3 years)		100-120	
Advanced Vocational Certificate		78-90	
Advance Diploma (2 years)			90
Bachelor/Bachelor in Technology (4 years)			120 150 180
Graduate Diploma (2 years)			+24 (after Bachelor)
Master (2 years)			+36 (after Bachelor)
Higher Graduate Diploma (2 years)			+24 (after Master)
Doctor (3 years)			+48 (after Master) +72 (after Bachelor)

### 2.2 Pedagogical Support Strategies/Credit Systems

#### Credit System

- No credit counted from each grade (from level 1-12)
- Vocational certificates requires 100-120, plus 90 and 90 more credits for advanced vocational certificate and advance diploma, respectively.
- Higher Education degrees start with 120 credits for applied and social sciences and 150-180 in medical and other health sciences. Additional 36 and 48 credits are required for the normal Master's and Doctor degree tracks.

## 2. Current Status of TQFs

### 2.2 Pedagogical Support Strategies/Credit Systems

#### Pedagogical Strategies

Qualification Frameworks	Domain of Learnings	Pedagogical Strategies
Basic Core Curriculum	*Learning and Reading	Application of reading process
	*Writing	Effective application of writing steps
	*Listening	Competency in selective and critical listening
	*Usage of Knowledge	Understanding of nature and principles of the subject
	*Literacy	Methods creating the understanding and expression of opinions

## 2. Current Status of TQFs

### 2.2 Pedagogical Support Strategies/Credit Systems

#### Pedagogical Strategies

Qualification Frameworks	Domain of Learnings	Pedagogical Strategies
TQF:VEEd	* Learners' Qualities	<ul style="list-style-type: none"><li>• Core and elective courses answering the needs of employers and industries</li><li>• Courses reflecting institutional identities</li><li>• Courses focusing on upgrading professional skills</li><li>• Professional internship</li><li>• Individual assessment provision emphasising theoretical knowledge and professional skills</li></ul>
	* General/Core Competencies	
	* Professional Competencies	

## 2. Current Status of TQFs

### 2.2 Pedagogical Support Strategies/Credit Systems

#### Pedagogical Strategies

Qualification Frameworks	Domain of Learnings	Pedagogical Strategies
TQF: HEd	Ethics and Morality	* Insinuation of knowledge on appropriate behaviours and code of conducts
	Knowledge	* Methods of information gathering and organising
	Cognitive Skills	* Sequence of concept and theoretical development focusing on critical problem solving skills
	Interpersonal Skills	* Group activities and specific assignments for constructive engagement
	Numerical Analysis, Communication and IT Skills	* Development of analytical, communication and information technology practices

## 2. Current Status of TQFs

### 2.3 The Role of QA and TQF

TQF and QA system in Thailand have been developed in tandem under the ideas of:

- The involvement of key stakeholders including workplace, professional organisations and associations, professional groups and educational institutions.
- The curriculum development is implemented within the scope of knowledge, skills, and desirable characteristics. The testing, measurement and evaluation are specified and open for both internal and external quality assurance to guarantee the learning outcomes.
- The establishment of quality assurance agencies such as ONESQA, internal QA unit within OHEC and other professional qualification institute are the example of how the qualifications framework are set as guidelines to be evaluated by these agencies.

# 3. Needs, Progress and Challenges

## 3.1 Implementation Process: Example of HE sector

- TQF is a common practice in programme development now in every HEI in Thailand (with some objections and resistance in early years because of paperworks)
- Some HEIs have further developed domains of learning to suit with their own institution, based on the TQF (e.g. Chulalongkorn University has developed 9 learning domains)
- QF for specific disciplines have been gradually developed with the huge investment from the OHEC, including:

TQF status	Areas/Disciplines
Completed with the announcement in the National Gazette	Home Economics, Accountancy, Engineering, Physical Therapy, Dental Surgery, Applied Thai Traditional Medicine, Nursing Science, Education, Arts, Computer Science, Business Administration, Tourism, Science (Mathematics, Chemistry, Biology), Public Administration
On-going	Agricultural Industry, Biological Technology, Veterinary Science, Architecture, Educational Management, Environmental Science, Pharmaceutical Science, Communication, Public Health, Medicine, etc.

## 3. Needs, Progress and Challenges

- 3.1 Implementation Process: Example of HE sector

TQF status	Areas/Disciplines
Basic Education	Mathematics, Health and Physical Education, Foreign Languages, Occupations and Technology, Science, Social Studies/Religions and Cultures, Arts
VEd (28 sub-areas)	Industrial Management (8 disciplines), IT and Communication (1 discipline), Business Management (5 disciplines), Arts and Fine Arts (5 disciplines), Home Economics (3 disciplines), Agriculture (2 disciplines), Fishery (2 disciplines) and Tourism (2 disciplines)

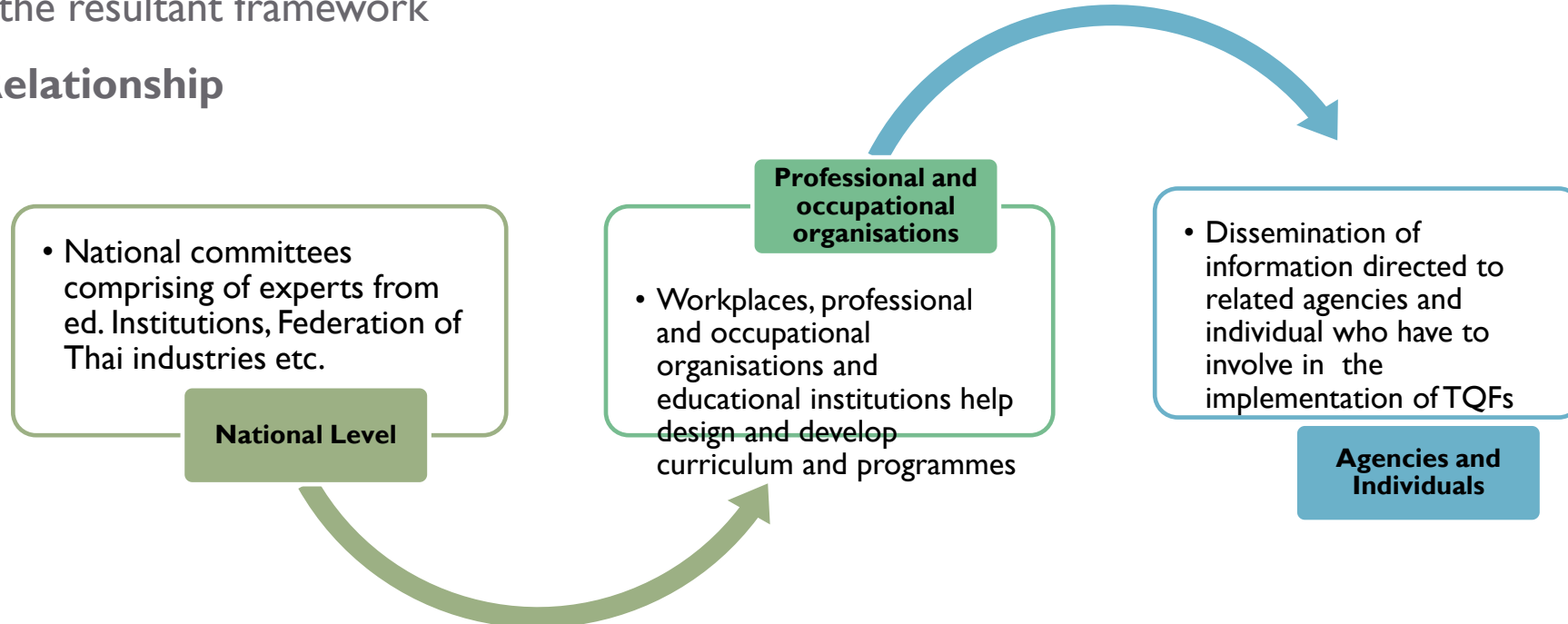


# 3. Needs, Progress and Challenges

## 3.2 Stakeholder Engagement

- **The involvement of other stakeholders** must be norms. This could be integrated at the early stage of developing the QF, especially in specific disciplines or in the disciplines with professional bodies. → the process of developing a QF must be the process in which trust is to be fostered among various stakeholders so that they can be confident in the resultant framework

## 3.3 Sectoral Relationship



# 3. Needs, Progress and Challenges

## 3.4 Cultural Mindsets

- TQF is perceived by some HEIs (and specifically at the programme level) as ‘burdensome’ with a lot of documentation to fill out → (some HEIs develop their own e-form to relieve programme administrators and lecturers of too much documentation workloads or some have a special training programme for supporting staff to prepare for the documentation).
- Some programmes may take TQF as only ‘formality’ without paying too much attention to the actual learning outcomes or the teaching and learning development methods. → the quality of the programme is not as promised in the QF.
- The lack of knowledge of lecturers/instructors in shifting to different methods of teaching, the lack of necessary facilities as indicated in the QF → training of professional lecturers (pioneered by OHEC)