UNESCO’s Asia-Pacific Expert Meeting
Implementing National Qualifications Frameworks (NQF) at Programme Level
Bangkok, Thailand, 23-24 August 2018

DRAFT OUTLINE

1. PROGRAMME AIMS, OBJECTIVES AND LEARNING OUTCOMES
   Broad and general statements of teaching and learning outcomes using appropriate levels from Bloom’s taxonomy, ensuring alignment of programme with national systems.

2. PROGRAMME DESIGN, DEVELOPMENT AND DELIVERY
   Authority and processes in design and development, curriculum structure (compulsory, core and specialisation courses), recommended delivery methods. Critically, to what extent does the employment market determine the programmes developed and offered?

3. ASSESSMENT OF STUDENTS
   Combination of formative and summative assessments and weightage, composition of examiners for thesis.

4. STUDENT SELECTION
   Entry requirements.

5. SUPPORT SERVICES
   Support services provided to students, i.e. learning support and welfare, including methods used to obtain feedback from students regarding learning support and welfare.

6. ACADEMIC STAFF
   Qualifications required, staff-student ratio, workload, staff development opportunities.

7. EDUCATIONAL RESOURCES
   Specific and general educational resources required to support the programme.

8. PROGRAMME MANAGEMENT AND LEADERSHIP
   Selection procedures, roles and responsibilities of programme leaders, authority to promote innovation and creativity in teaching and learning to achieve learning outcomes.

9. CONTINUOUS QUALITY IMPROVEMENT
   Curriculum review cycle (short- and long-term), content of review, appointment of external examiners, communication and feedback for continuous improvement.
ANNEX. Building a Culture of Shared Responsibility

Figure 1. Aim to promote ownership of qualifications in higher education, including among end-users like industry and lifelong learners.

Figure 2. Qualifications frameworks do not work in isolation from quality assurance and international qualifications recognition.