Current Situation and Challenges of Korea’s NQF Development

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<th>Outline of Korea’s NQF Development</th>
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I. Outline of Korea’s National Qualification Framework (NQF) Development

1. Why NQF in Korea?

- NQF is expected to play a role for competency-based society by avoiding credentialism derived from Confucianism.
- NQF provides an alternative to formal education track
- Revitalization of RPL

- NQF was developed to interconnect all the learning outcomes of education, training, qualification, and RPL in order to reduce overlapping curriculum.
- Quality management of education and training and qualifications institution such as technical high school, college, and university

- NQF aims to establish outcomes-based education & training, qualification
- Systematization and activation of life long learning
2. Why NQF in Asian countries?

Competency-based society

NQF

Attracting learners by diversifying career development path, by vitalizing vocational qualification system, RPL, and etc.

Avoiding credentialism

Strengthening RPL

(Commonalities between Korea and Asia-Pacific countries)

Confucianism culture

Degree-oriented society

Over-education

Youth unemployment
2. Progress of NQF Development

2013
Prepared NQF development master plan by Ministry of Education (MoE) & Ministry of Employment and Labour (MoEL)

Development of 8-leveled NQF

2017
Implementation of sectoral approach
- SQF development initiated with Beauty, Software, Hotel and chemistry industry, etc
  → Preparation for NQF development platform at national level
  → Public consensus building on NQF

Final stage to prepare NQF implementation
3. Related issues with NQF development

1) NQF development has relationship with NCS application

- Unit of NCS includes K,S,A
- Each unit assigns level by benchmarking formal education level
- MoEL(and MoE) develops new vocational qualification by categorizing and combining unit standards of machinery, chemistry, beauty, tourism sector which are related with SQF development
2) Current situation of colleges and universities

- Partial or whole application of NCS-based curricula
  - financially supported by MoE
  - more than 70 of college
- Education program for collaboration between technical high schools and colleges
  Eg. NCS based collaboration between Doowon technical high school <-> Doowon technical university college <-> Doowon Group

* Korean council for university education(KCUE) starts finding ways to connect university education with NQF in 2015
II. Direction of NQF Development

1. Major HRD Policies based on NCS and NQF

Introduction of NQF and SQF

NCS Development

- Prepare learning module
- Initiate curriculum reform

Education & Training System

- Introduce NCS curriculum based evaluation system
- Introduce New qualification system

Qualification System

Labor Market (Industry)

1. Expand NCS based recruitment to public organizations
2. Push for payment change in the labor market through NCS-based ‘job-based pay’
3. Develop competency assessment model to be used for recruitment

Feedback from industry demands
3. Introduction and Implementation of NQF

Korean Government’s Master Plan

- Two Possible Models:
  - **Linked NQF Model** vs. **Integrated NQF Model** amongst TVET, higher education, vocational qualification, and lifelong learning system, etc.

Effects of NCS-based high school curriculum reform

**Linked Model** (e.g. Scotland, Singapore, etc.)
- Separation between Education & Training and Higher Education System
- Each System is determined in level
- Each System can be linked per level

**Integrated Model** (e.g. Australia, New Zealand, U.K., etc.)
- Integration between Education & Training and Higher Education System
- Embraces entire certificate, diploma and degree
Two Stages towards unified NQF

- **Integrate NQF with Education, Training and Qualification**
  - Introduction
  - Transition Period
  - Preparation for Introduction focusing from post-secondary certificate to bachelor degree

- **Link NQF with Vocational Education and Training**
  - Foundation
  - 2014-2015
  - 2016-2017
  - 2018~
4. Plan for NQF Introduction & Implementation

<table>
<thead>
<tr>
<th>5-year Master Plan on NQF Establishment</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Revise of existing VET</td>
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<td>• Improvement of existing VQ</td>
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<tr>
<td>• Introduction of New Qualification</td>
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<td>• Upgrade of LLL System (RPL)</td>
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<tr>
<td>• Reform of System regarding Labor Market : HRM System</td>
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<tr>
<td>• A Master Plan on NQF Implementation based on Action Plan</td>
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</tbody>
</table>
### 5. NQF Model (1): **Linked Model (example)**

<table>
<thead>
<tr>
<th>Level</th>
<th>NVQS</th>
<th>Vocational Training</th>
<th>Lifelong Learning</th>
<th>Secondary Education</th>
<th>Higher Education</th>
<th>Qualification (Example)</th>
<th>RPL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 8</td>
<td>Professional Engineer</td>
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<td></td>
<td></td>
<td></td>
<td>Architect, Doctor, Lawyer, Etc.</td>
<td>Recognize experiential learning outcomes</td>
</tr>
<tr>
<td>Level 7</td>
<td>Master Craftsman</td>
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<td>Nurse, Social Worker, etc.</td>
<td></td>
</tr>
<tr>
<td>Level 6</td>
<td>Engineer</td>
<td>Training for Engineer</td>
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<td></td>
<td>Dental Hygienist, etc.</td>
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<tr>
<td>Level 5</td>
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<td></td>
<td>Associate Degree</td>
<td></td>
<td></td>
<td>Optician, Automobile Engineer, etc.</td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>Industrial Engineer</td>
<td>Training for Engineer</td>
<td>Technical Bachelor</td>
<td></td>
<td>Bachelor</td>
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</tr>
<tr>
<td>Level 3</td>
<td></td>
<td></td>
<td>Associate Degree</td>
<td></td>
<td>Associate Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>Craftsman</td>
<td>Training for Craftsman</td>
<td>Qualification Exam</td>
<td>Graduation of High School</td>
<td>One-Year Technical College</td>
<td>Associate Nurse, etc.</td>
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<tr>
<td>Level 1</td>
<td></td>
<td></td>
<td>for high school</td>
<td></td>
<td>Below High School</td>
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</tr>
</tbody>
</table>
## NQF Model (2): Integrated Model (example)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill</th>
<th>Competence(responsibility &amp; autonomy)</th>
<th>Levels</th>
</tr>
</thead>
</table>

- Level 8
- Level 7
- Level 6
- Level 5
- Level 4
- Level 3
- Level 2
- Level 1
6. Current status of Korea

III. Overview of Sectoral Qualifications Framework (SQF) Development

1. Relationship between Qualifications Frameworks

• SQF: Sectoral Qualifications Framework
• NQF: National Qualifications Framework
• TQF: Transnational Qualifications Framework

2. Expected effects of developing SQF

**SQF**

Sectoral Qualifications Framework (SQF) is a qualification framework to be used in each industrial sector prior to establishment of NQF.

**Effects:**
- Able to build social consensus for NQF
- Ultimately able to establish ‘linked-NQF’ through SQF approach
3. SQF Development Strategy

1) Sectoral Qualifications Framework (SQF) Development

- SQF development projects supported by the Ministry of Education (MoE) in cooperation with the Ministry of Labor and Employment (MoLE) e.g.) Korean Industry Skills Councils (ISCs) and industry associations are developing SQFs by implementing NCS-based new qualification development

2) Rationale for SQF Pilot Project

- Extend the understanding on the necessity for NCS and NQF
- Build social consensus on NQF Implementation Plan
- Organize and manage industry groups to prepare and implement SQF
- Provide opportunity for industry experts to learn NQF and SQF

3) Purpose of SQF Pilot Project

- Prepare SQF level descriptors based on 8-leveled NQF draft
- Prepare Comparability(or, Transparency) Criteria between Qualifications
- Prepare Mutual Recognition Guideline between: academic degree, qualification, TVET, work experience, etc.
- Establish SQF Management and Operation System
### 4. SQF Development Process and Criteria

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>1st</strong></td>
<td>• Occupational title and relevant NCS development and application situation &lt;br&gt;• Analyze employment and wage; previous work experience; recruitment and etc. &lt;br&gt;• Analyze SQF examples abroad, etc. &lt;br&gt;• Analyze education training, qualification, etc.</td>
</tr>
<tr>
<td><strong>2nd</strong></td>
<td>• Build up consensus for setting SQF level system and level descriptor &lt;br&gt;• Draw-up interconnection between education &amp; training-qualification-working experience, etc. &lt;br&gt;• Final compromise for SQF</td>
</tr>
<tr>
<td><strong>3rd</strong></td>
<td>• Apply and employ in education &amp; training institutions &lt;br&gt;• Apply and employ in qualifications &lt;br&gt;• Apply and employ in industry, etc.</td>
</tr>
</tbody>
</table>

**SQF Development Criteria:** 1) *representability*, 2) *expertise*, and 3) *transparency*
5. Final draft of career development pathway in beauty industry

Manager/President
Business administrator (Bachelor’s degree, New hairdresser qualification level 6)

Chief hairdresser
(Associate degree, New hairdresser qualification level 4)

Hairdresser
(Junior college degree, New hairdresser qualification level 3, Issues of license)

Assistant hairdresser
(Specialized vocational high school graduates, New hairdresser qualification level 2)

Level
Beauty related skilled job

Chief manager

Desk manager

Assistant desk manager

Beauty managerial job
### 6. Comparison map in between Education training—Qualification—Field experience: Beauty Industry

<table>
<thead>
<tr>
<th>Lev.</th>
<th>Learning outcomes</th>
<th>Edu. E.g.</th>
<th>Training Examples</th>
<th>Qualification Examples</th>
<th>Field Experience Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>knowledge</td>
<td>skill</td>
<td>competence</td>
<td></td>
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</tr>
</tbody>
</table>
| 6    | • Has deep understanding and knowledge of the beauty industry to give solutions and answers to complex, unpredictable problematic situations  
     • Has comprehensive knowledge considering business environment based on field experience  
     • Has competence to manage experts and utilize their job duties  | • Has deep understanding and skills of the beauty industry to give solutions and answers to complex, unpredictable problematic situations and able to apply them  
     • Utilize comprehensive knowledge considering business environment based on field experience  
     • Performs duties to manage experts and apply their specific job duties  | • Has authority and responsibility to solve the problems in the field in beauty industry  
     • Supervises beauty experts activities and affects their actions or outcomes  
     • Shows leadership skills and manages human and material resources to achieve results  |  |  |
| 5    | • Recognizes qualification technical education in beauty industry and has necessary understanding in job and research  
     • Has deep understanding and professional knowledge and has knowledge to evaluate and foster beauty experts  
     • Has knowledge and methods to convey procedures to be used in beauty industry  | • Recognizes qualification technical education in beauty industry and has necessary understanding in job and research area  
     • Has deep understanding and professional knowledge and has knowledge to foster human resources in beauty industry  
     • Performs tasks to convey knowledge and procedures to be carried out in field  | • Recognizes qualification technical education and able to foster human resource in job and research area  
     • Has deep understanding and professional knowledge in beauty industry and able to foster human resources in beauty field  |  |  |
|      |  |  |  |  | Manager/director  
(accumulated years of field experience: 6 years and more)  |

(*) For more details, please refer to the appendix
IV. Challenges

1. Consensus building for Developing NQF in Korea

Establishment of:
- Competency-based society
- Lifelong learning system for centenarian

| Enforcement of qualification value (credibility) | Learning guide & recognition of learning outcomes at national level |
2. Level and Scope of NQF

**Level Domains and Description**

- Set up the **level domains** such as Knowledge, Skills and Competence, etc.
- Prepare the **level description** of 8-leveled NQF

**Scope of NQF alignment with other countries NQF**

- Which level will be adequate for Bachelor degree in 8-leveled NQF?
- **Scope of including learning outcomes** such as education and training, vocational qualification, lifelong learning, RPL, and etc.
3. Prepare Detailed Implementation Plans

**NQF Governance System**

- **Which Ministry** will take a responsibility for managing and operating NQF?
- **Prepare and implement action plans** for establishing NQF organization

**Design and Implementation of Credit-based NQF System**

- **Compromise the concept of notional time** as learning hours between MoEL and MoE
  
  \[ 1 \text{ credit} = (\quad) \text{ notional hours} \]

- **Set up credit-based qualification system** in connection with NQF
V. Suggestions

1. Development of Regional Sectoral Qualification Framework (RSQF)

- **Manufacturing** sector: Construction, machinery, and electronics and electricity, etc.
- **Service** sector: Beauty, tourism, culinary, and nursing, etc.

**RSQF Development by conducting pilot projects**

**Strategy preparation for enhancing workforce mobility through mutual recognition of qualification**

**Building Competency-based education & training and qualification system covering Asia-Pacific**
2. Development of key (generic, employability, etc.) skills framework

- **Company-specific skills**
- **Job-specific skills**
- **Industry-specific skills**
- **Key skills**

Regional cooperative projects are necessary for upgrading key skills’ education and training and qualification.

Suffering from:
- Contents development according to levels
- Development of assessment instruments and etc.

4-layered skill’s topology
THANK YOU

joycho@krivet.re.kr
### Appendix Comparison map in between Education training—Qualification—Field experience: Beauty Industry

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<td>6</td>
<td>Knowledge</td>
<td>Skill</td>
<td>Competence</td>
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<td></td>
<td>• Has deep</td>
<td>• Has deep</td>
<td>• Has authority</td>
<td>• Beauty industry</td>
<td>Manager/director</td>
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<td></td>
<td>understanding</td>
<td>understanding and responsibility to solve the problems in the field in beauty industry</td>
<td>and responsibility to solve the problems in the field in beauty industry</td>
<td>business administration</td>
<td>(accumulated years of field experience: 6 years and more)</td>
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<td></td>
<td>and knowledge of</td>
<td>and skills of the beauty industry to give solutions and answers to complex, unpredictable problematic situations and able to apply them</td>
<td>and ability to solve the problems in the field in beauty industry</td>
<td>• Leadership</td>
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<td></td>
<td>the beauty industry</td>
<td>• Utilize comprehensive knowledge considering business environment based on field experience</td>
<td>• Supervises beauty experts activities and affects their actions or outcomes</td>
<td>• Organization management</td>
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<td></td>
<td>to give solutions</td>
<td>• Perform duties to manage experts and apply their specific job duties</td>
<td>• Shows leadership skills and manages human and material resources to achieve results</td>
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<td>and answers to</td>
<td>• Has competence to manage experts and utilize their job duties</td>
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<td>complex, uncertain</td>
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<td>problematical</td>
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<td>situations</td>
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<td>Has comprehensive</td>
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<td>knowledge considering business environment based on field experience</td>
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<td>utilize their job duties</td>
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<td>5</td>
<td>Knowledge</td>
<td>Skill</td>
<td>Competence</td>
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<td>Recognizes</td>
<td>Recognizes</td>
<td>Recognizes</td>
<td>• Teaching method</td>
<td>Education Training hairdresser</td>
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<tr>
<td></td>
<td>qualification</td>
<td>qualification technical education in beauty industry and has necessary understanding in job and research area</td>
<td>technical education and able to foster human resource in job and research</td>
<td>• Leadership teaching method</td>
<td>(accumulated years in field experience: 6 years and more)</td>
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<td></td>
<td>technical education</td>
<td>and has necessary understanding in job and research area</td>
<td>and able to foster human resource in job and research area</td>
<td>• Communication, counseling psychology</td>
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<td></td>
<td>in beauty industry</td>
<td>• Has deep understanding and professional knowledge and has knowledge to foster human resources in beauty industry</td>
<td>• Has deep understanding and professional knowledge in beauty industry and able to foster human resources in beauty industry</td>
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<td>and has necessary</td>
<td>• Performs tasks to convey knowledge and procedures to be carried out in field</td>
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<td>understanding in job and research area</td>
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<td>Has deep understanding and professional knowledge and has knowledge to foster human resources in beauty industry</td>
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<td>Has knowledge and</td>
<td>• Performs tasks to convey knowledge and procedures to be carried out in field</td>
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<td>methods to convey</td>
<td>• Has deep understanding and professional knowledge in beauty industry and able to foster human resources in beauty industry</td>
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<td>procedures to be used in beauty industry</td>
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<tr>
<td>4</td>
<td>• Has necessary understanding to perform customer’s needs • Has knowledge to solve all technical problems in field based on beauty expertise • Has skills to apply one’s information and knowledge and skilled technology to customers</td>
<td>Customer procedure counseling(5) • Applied hair-cut(5) • Applied hair permanent wave(5) • Applied hair color (6) • Hairstyle display (6) • Scalp and hair care(4) • Beauty industry customer service (4) • Use Hair.beauty special products(4)</td>
<td>Hairdresser qualification level 4</td>
<td>Principal hairstylist experience of 2 years and more (accumulated years of field experience: 5 years and more)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Has job knowledge and skills to carry out beauty job performance necessary in field and has competence to apply them • Has beauty techniques to satisfy customer’s basic needs</td>
<td>Customer procedure counseling(5) • Beauty industry customer service(4) • Use Hair.beauty special products(4) • Shampooing(2) • Scalp.hair care(4) • Basic hair color(3) • Basic hair-cut(3) • Basic hair permanent wave(3) • Beauty industry safety/health control(2) • Blow-dry(4)</td>
<td>Hairdresser qualification level 3 / Issue license</td>
<td>Hairstylist (accumulated years in field experience: 3 years and more)</td>
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<tr>
<td>Lev.</td>
<td>Learning outcomes</td>
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| 2    | • Has basic knowledge to understand senior hair stylist and carry out job performance  
      • Able to report to senior stylist in case of problem based on basic professional knowledge  
      • Has skills to report to the senior in case of problem based on basic professional knowledge  
      • Understands senior hair stylist and able to apply basic knowledge for job performance  
      • Effectively performs entrusted task  
      • Able to report to the senior in case of problem based on basic professional knowledge | Vocational high school | • Shampooing(2)  
• Basic hair-cut(3)  
• Basic hair permanent wave(3)  
• Basic hair color(3)  
• Blow-dry(4)  
• Use hair.beauty special products(3)  
• Prepare scalp.hair care(2)  
• Finish scalp.hair care(3) | Hairdresser qualification level 2  
/ Common qualification | Assistant-hair stylist  
(accumulated years in field experience: 1~3 years and more) |
2. NCS Development: Components

- Competency (Job)
- Unit Standard
  - Unit Standard Element
    - Knowledge
    - Skill
    - Attitude
  - Performance Criteria
  - Scope/Job Progress
    - Equipment, Tool, Data, Documents, etc.
  - Assessment Guideline
    - Assessment Method/Consideration
  - Key (or Core) Skill