



USQF

United States
Qualifications
Framework

Inaugural Symposium

21 July 2024 | Washington D.C.

Converse | Collaborate | Convene

Overview

Where are we currently?

Where are we going?

How will we get there?

What role will you play?

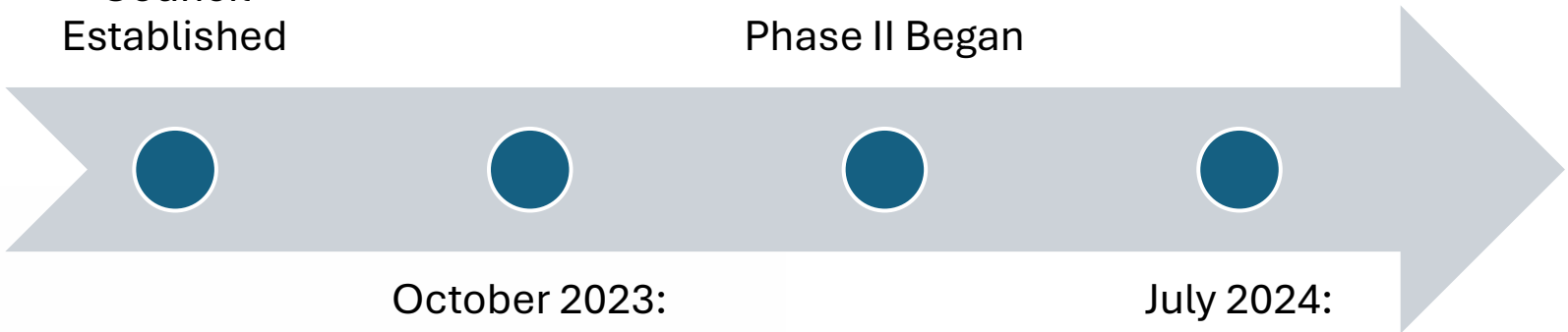
What's been done?

May 2022:
Advisory
Council
Established

June 2023:
Phase II Began

October 2023:
Framework
Draft Released

July 2024:
Inaugural
USQF
Symposium



Phase 1

1

Paper “On Establishing a United States Qualifications Framework” published with UNESCO

2

Draft framework developed and published on website

3

Request for feedback solicited from stakeholders

Phase II



ESTABLISHED
WORKING GROUPS



INCORPORATED AS
NON-PROFIT



BYLAWS FOR THE
BOARD OF DIRECTORS
CREATED



INTERIM BOARD OF
DIRECTORS
APPOINTED

Inaugural USQF Symposium

Stakeholders representing:

- Institutions
- Government Agencies
- Sector experts
- Quality Assurance Bodies
- Credential Evaluators
- Military
- Workforce Development

Goals of the Symposium

01

Confirm goals
and develop
charter for
Phase III

02

Establish a
timeline for
Phase III

03

Recruit
members for
Board of
Directors

What's next?

- Refining the Matrix
 - More visually appealing
 - More descriptions of competencies
- Test Cases
 - Usability of the framework for specific fields

Adoption

- With multiple states developing various frameworks, how to map them all?

United States Qualifications Framework (USQF)

USQF Level	Qualification	Description	Program(s)	Vocational
9	Doctoral		Doctor of Philosophy (Ph.D.)	
8	Master		Master of Arts Master of Science Master of Fine Arts	
7	Professional Doctorate	First professional degrees	Doctor of Medicine Doctor of Dentistry Doctor of Optometry Doctor of Veterinary Medicine Juris Doctor Pharm.D. Master of Divinity	
6	Post-Baccalaureate	Additional undergraduate study in a different field of study	Post-graduate certificates Post-bachelor's certificates (e.g. teaching credential)	
6	Bachelor	4-5 years, first degree	Bachelor of Arts Bachelor of Science	
5	Associate	2-3 years, post-secondary vocational, science or arts	Associate of Arts Associate of Science	Associate of Applied Sciences in a technical or applied field
4	Post-Secondary Non-tertiary	Short-term academic programs in business, health, trades, cosmetology	Certificate Diploma Occupational-specific vocational certificate	Post-secondary vocational apprenticeship, e.g. electrician, plumber, carpenter Certificate/Diploma
3	Secondary / High School	4 years	High school diploma High School Equivalency Diploma (HiSET) General Educational Development (GED) Award International Baccalaureate (IB) diploma	Vocational Secondary
2	Middle School		Adult Basic Education (ABE) Diploma	
1	Kindergarten - Elementary			
0	Early Childhood Education			

As a contributing member of a successful NQF, what guidance would you provide for progressing this forward?

Develop:

- Vision for the NQF which can be shared with stakeholders
- Communication strategy for each group of stakeholders
- Stakeholder engagement plan for wide audience
- Implementation plan for year 1 which then includes the development of a forward-looking plan for 2 or 3 years

In addition:

- Think about promotion and visibility – who can help get this noticed and accepted
- Pursue a viable funding model at the earliest opportunity
- Have clear governance arrangements for the BoD



What does an NQF provide?



Better understanding of qualifications across the range of types of qualifications



Articulation and progression



Increased understanding by employers which has led to more open recruitment



Development of pathways of progression for different subject areas with alternatives to allow learners to consider options



Clear understanding of the attributes associated with particular levels of the NQF

How do you envision using a NQF from/in the United States?



Could be used for
credential evaluation
purposes



Could be used as a
comparator



Could be referenced
against other (more
established) NQFs