





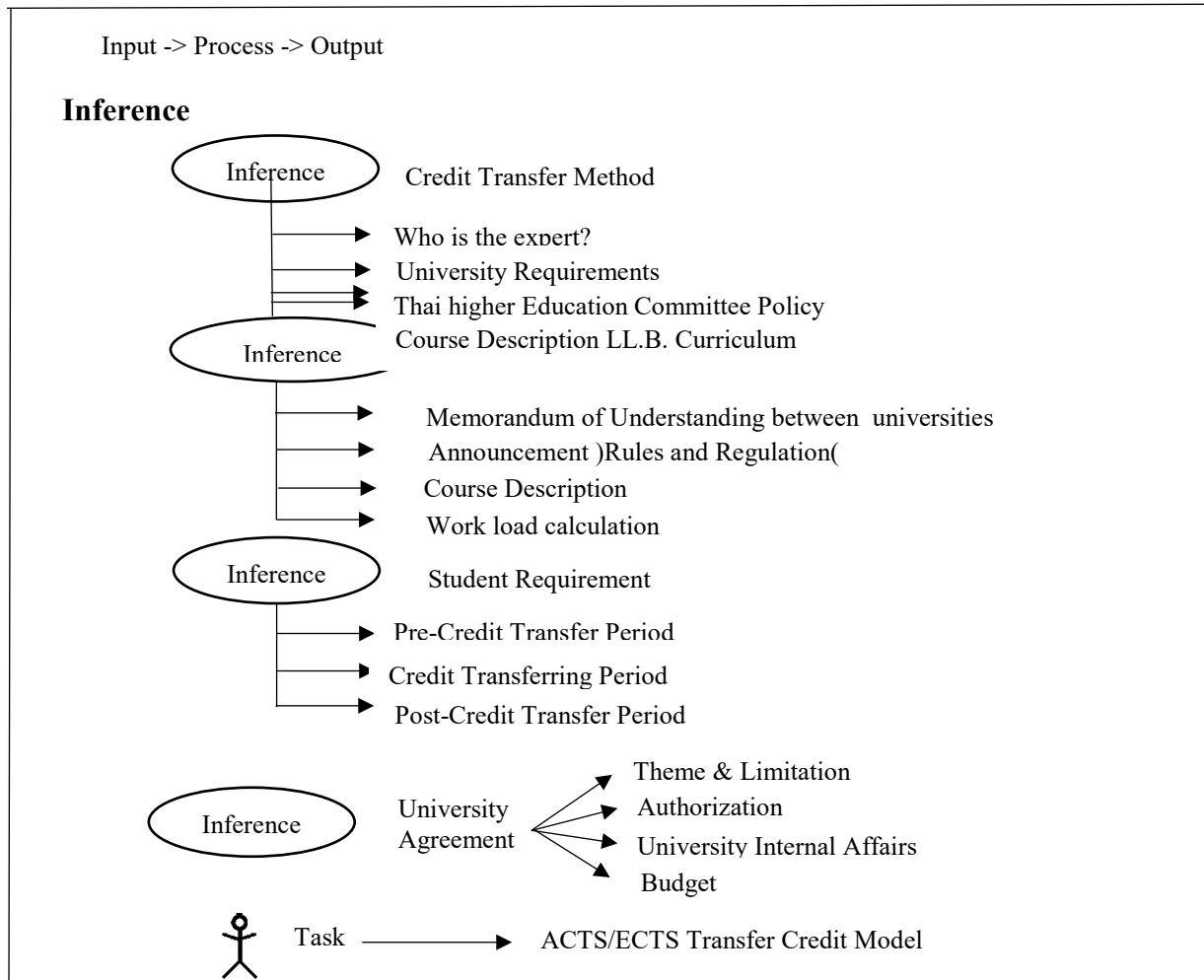


		knowledge and experience to validate their skills)
4	How to create the European Qualification Framework for law school student?	European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe. It is a Reference Model that enables a much easier comparison between national qualifications in EU, talking about levels (level 1 to level 8). To create a EQF for Law Schools it would be interesting to create An EQF Advisory Group that brings together representatives from authorities, schools and other stakeholders.
5	Under ECTS, who is the role players in the learning process at the Lyon 2?	At Technology Institute we have Teaching Department and the Players are mainly the heads of and teachers of these department.
6	What is the learning outcomes the Lyon 2 law school expecting from law students?	The learning outcomes' describe what a learner knows, understands and is able to do.
7	What are the ECTS key features of the Lyon 2?	Information about sending and receiving institution, Course unit titles, Semesters, Number of ECTS, Earned ECTS, Grades (A, B, C...) + Optional information. Observations related to the behavior of the student (adaptability and team work, Delivery of assigned work on time, participation, Punctuality and autonomy...)
8	What is the National Qualification Frameworks of the Lyon2?	The National QF for the IUT is designed by the National Commissions of the programs so called CPN (National Pedagogical Commission) that work with 115 institutions like the Lyon 2.
9	Please explain a way of measuring and comparing learning achievement, transferring credits from one institution to another.	The best way is the concrete acceptance by the sending institution the ECTS given to the student to continue his next level in this institution and get recognition by the other stakeholders ( international companies, for example).
10	What is the principle of mutual trust and confidence between higher education institutions?	The trust is mainly based on mutual achievements through common projects and programs such as Erasmus-Mundus.
11	How many credits per academic year are accounted for the student workload in Lyon 2?	There are 60 ECTS per academic year, so 60 for master degree and 180 for PhD degree.
12	Please specify ---what is the appropriate degree level for Lyon 2?	Lyon 2 provides Bachelor degree, Master degree, PhD degree.
13	From question 12 where can student get this information?	By contacting the heads of departments in the different faculties and institution of the university.
14	How does Lyon 2 calculate the estimation of workload?	The estimation of workload should be regularly refined through monitoring and student feedback. IUT equals to Coop: 80 % defined at the national level National Pedagogy Commission (20% at the IUT level) in both cases Specific Commissions.

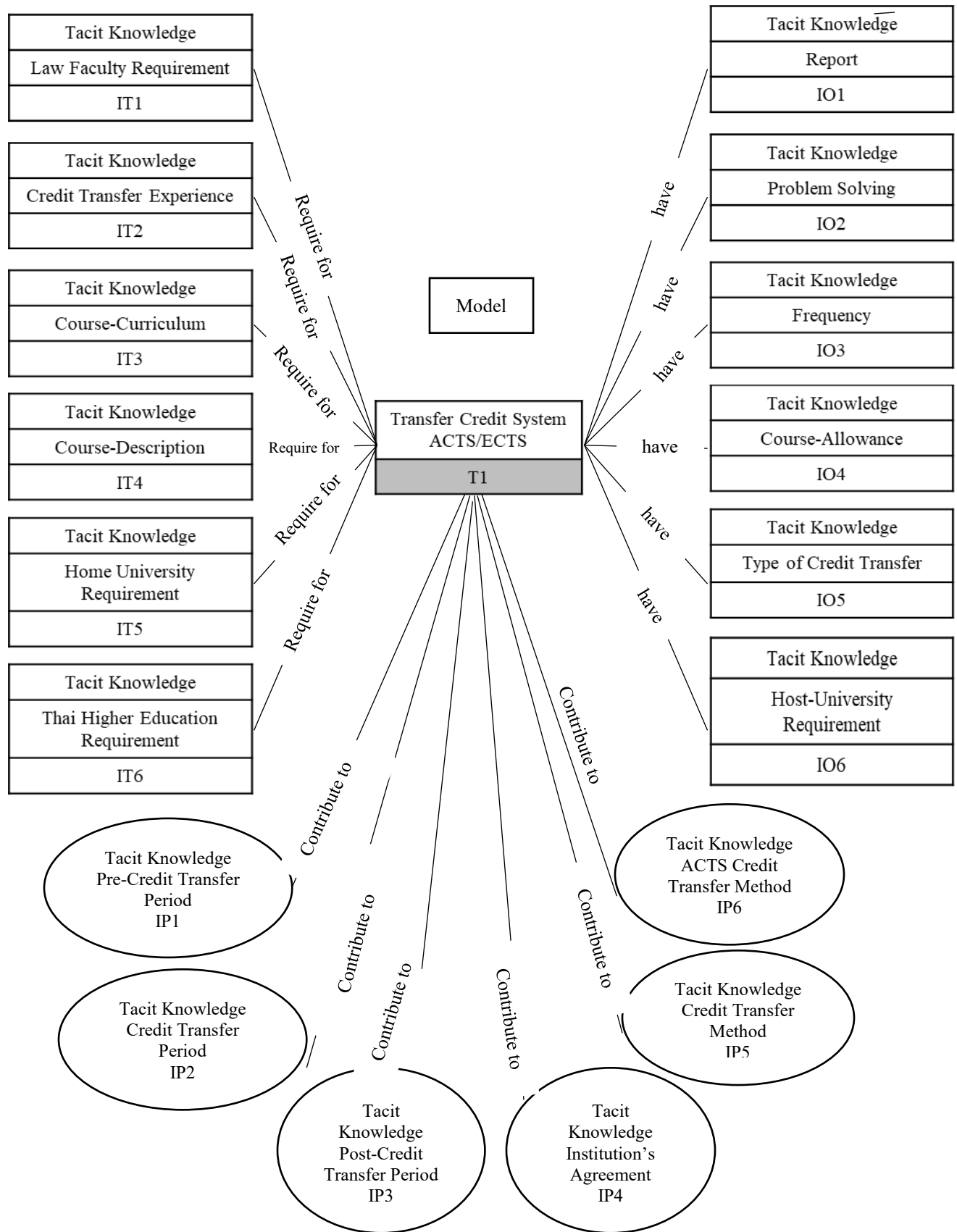
15	How often the workload estimation should be refined?	I think it is every 4 years.
16	Whether Lyon 2 use either the national or institution regulation?	The number of credits allocated to the entire qualification or program depends on the national or institution regulation. As public university, the national regulation, with the autonomy the institutions are having more flexibility but the total number is the one given by the EU.
17	How does the Lyon 2 keep on “good practice “of learning outcomes and credit allocation for work placements?	It is done through meetings and agreements with representatives from the business field. There are some official representatives from different business sectors that work with the institutions on their needs and expectations.

#### 4. Results

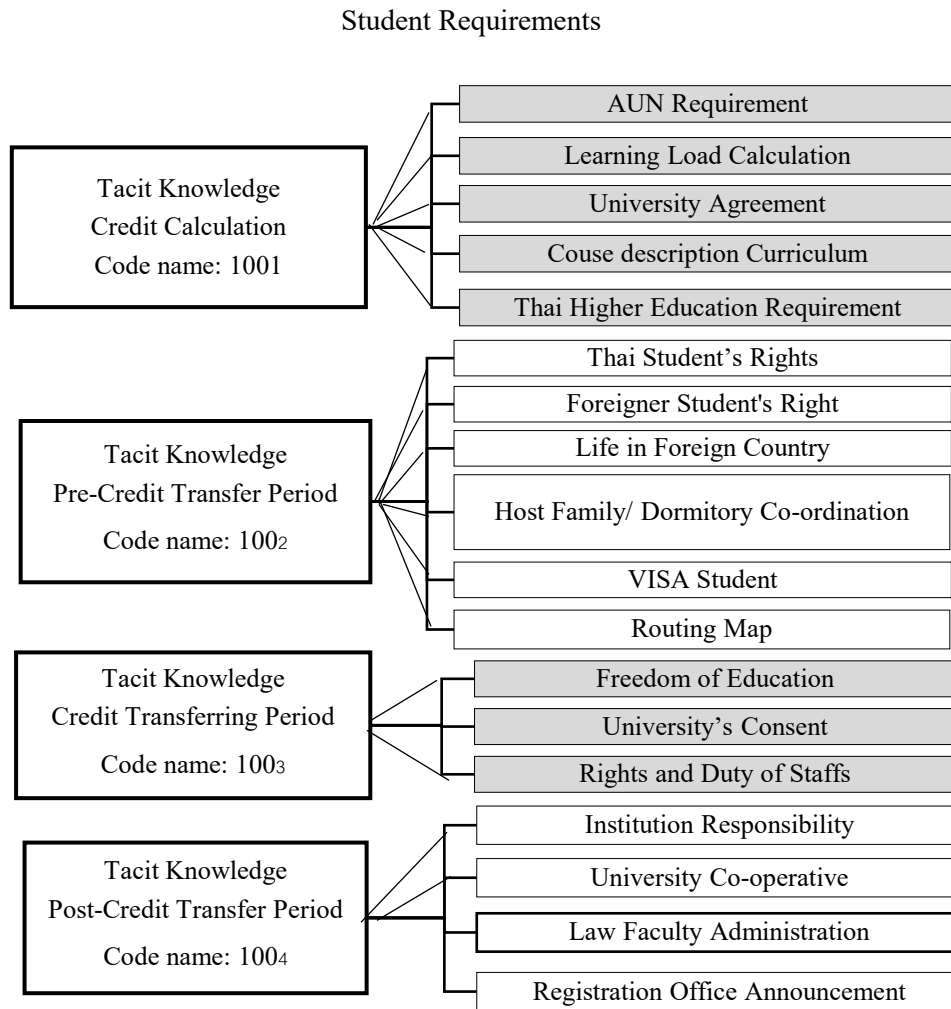
Using ECTS expert interview data analysis combines with the CommonKADS technique so-called “Design” to draw a concept of “Inference” as shown in picture 1, 2 and 3.



Picture 1. Inference



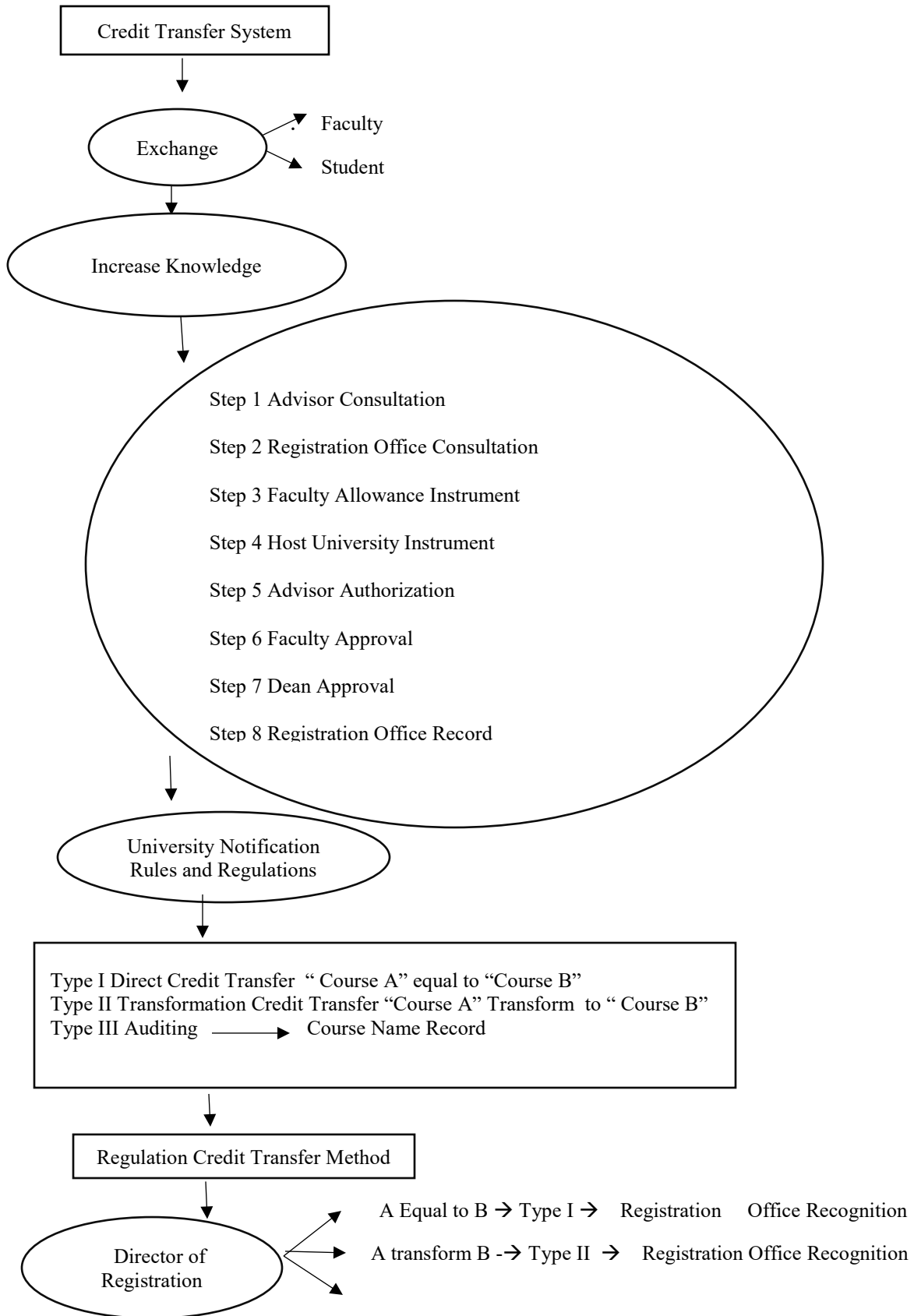
Picture 2. Transfer Credit System ACTS/ECTS Model



Picture 3: Student Requirements

These 3 pictures above have shown a CommonKADS technique leverages to capture appropriate knowledge from the ECTS, Europe and University Lumiere Lyon 2, France. The CommonKADS analysis was illustrated step by step from “Design” Pattern to a “comparison of ECTS/ACTS”, and “Students Requirements”. Finally, the Model of ACTS-CMU Credit Transfer System was designed.

**Model of ACTS-CMU Credit Transfer System**





## 5. Discussion & Conclusion

In this study, the 2 groups of expert interview from CMU and University Lumiere' Lyon 2 were performed with the ECTS model was examined. A CommonKADS technique is applied to capture appropriate knowledge from Europe. The case study is based within the Faculties of Law, at Chiang Mai University, Thailand, and University Lumiere Lyon2, France. This research therefore studies the importance and usefulness of the ECTS in comparison to the ACTS. As of 2016, there is no AUN credit transfer system in CMU and ASEAN University Network. In this research, a model of ASEAN University Network Credit Transfer System was created. It provides a process for student and faculty academic exchange through the University Notification Rules and Regulations. There are 3 types of ACTS-CMU credit transfer: Type I Direct Credit Transfer, Type II Transformation Credit Transfer and Type III Auditing. The AUN-CTS is a particular aspect of the AUN, which members must adhere to. Results show that utilizing knowledge to create a successful credit transfer allocation will facilitate increased student and faculty exchange, including training programs and worker mobility.

## References

- Association of Southeast Asian Nations, *Charter of ASEAN University Network*, ASEAN, Jakarta,1995.
- Association of Southeast Asian Nations, *Roadmap for an ASEAN 2015*, ASEAN,Jakarta, 2009.
- Chulalongkorn University, *The Role of Universities in a Knowledge Driven Economy*, Printed Matter presented in the ASAIHL (Thailand) Seminar on the Role of Universities in the Knowledge-Driven Economy, July20, 2001, Chulalongkorn University, Bangkok, Thailand.
- Dilip K. Das, *The ASIAN Economy Spearheading the recovery from the global financial crisis*, RoutledgeTaylor&Francis Group, London and New York, Great Britain, 2013.
- European Union Association, *Trends in European Higher Education* [online]EUA, 1999. <http://www.eua.be>.
- Holmes, Brian, Scanlon, G. David, and W.R. Niblett , *Higher Education in a Changing World*, The World Year Book of Education 1971/1972, Published by Evans Brothers Limited, 1971 Great Britain, 1972.
- Huang, L. Rayson , *The University and Community*, Proceedings Second ASIAN Workshop on Higher Education (Organised under the auspices of the Association of Southeast Asian Institutions of Higher Learning), Nanyang University, Singapore, December 6-15, 1971, Published by Association of Southeast Asian Institutions of Higher Learning, Printed by McGraw-Hill Far Eastern Publishers (S) Ltd.,1971.
- McKenzie, Phillip, *Education Cooperation in the East Asia Summit Region: Benefit and Strategies*, Paper Prepared for the Workshop of Senior Education Officials, Jakarta, 10-20 May, 2010. [ Site: Jakarta Workshop Paper ACER 11 May10. Pdf]
- McKenzie, Phillip, *Harnessing Educational Cooperation in the EAS for Regional Competitiveness and Community Building*, REPSF II Project No. 07/006 Final Report 14 July 2008
- Ministry of Thai Education, *Integrated Sufficiency Economy Philosophy in Education Institutes*, 2011. [online] [http://www.en.moe.go.th/index.php? Option=com\\_content&view+article&id=274:integrated-sufficiency-economy-philosophy-in-education-institutes&catid=1:new&%20iteid=42](http://www.en.moe.go.th/index.php? Option=com_content&view+article&id=274:integrated-sufficiency-economy-philosophy-in-education-institutes&catid=1:new&%20iteid=42).
- Office of Commission on Higher Education Ministry of Education, *Education Criteria for Performance Excellence*, The Commission on Higher Education Press, Bangkok, 2009-2010.
- Office of Higher Education Commission Ministry of Education, *Higher Education Strategic ASEAN2015*, 2010. [online] <http://www.inter.mua.go.th/main2/article.php?id=132>.
- Office of Higher Education Commission Ministry of Education, *Executive Report Framework of the Second 15-Year Long-Range Plan on Higher Education of Thailand*, Office of Higher Education Commission Press, Bangkok, 2008.
- Office of United Nations Population Fund Country, *Impact of Demographic Change in Thailand*, Office of United Nations Commission Press, Bangkok, 2011.
- Perkins A., James, *Higher Education: From Autonomy to Systems*, Voice of America, Washington, D.C. 20547, U.S.A.,1973.
- Peresamy, P.R. Suryana, N., Marthandan, G. and Tahir, N.H.D., *Relationship between demographic factors and learning styles of management undergraduates* , ASEAN Journal of Teaching and Learning in Higher Education, Vol. 3, No. 2, pp.25-40,2011.

- Phusavat, K. and Kamdee, T, *Educational management reform in Thailand: roles of university classification*, International Journal of Management in Education, Vol. I, Nos. ½, pp.21-42, 2007.
- Schreiver, Guus, and et. al., *Knowledge Engineering and Management: The CommonKADS Methodology*, the MIT Press, Massachusettes, U.S.A., 2000.
- Severino, C.R., *Politics of Association of Southeast Asian Nations economic cooperation*, Asian Economic Policy Review, Vol. 6, No. 1, pp.22-38, 2011.
- Stewart, David W., *Focus Groups: Theory and Practice, Third Edition*, SAGE Publications, CA., U.S.A., 2015.
- Witte, J., *Education in Thailand after the crisis: a balancing act between globalization and national self-contemplation*, International Journal of Educational Development, Vol. 20, pp.223-245, 2000.
- World Bank , *United Nations Educational, Scientific and Cultural Organisation Institute for Statistics in EdStats, Enrolment in Tertiary Education*, 2011. [online] <http://web.worldbank.org>.

## **Biographies**

**Chayamarnie Bhiriyanit** is a PhD candidate for Knowledge Management Degree at College of Arts, Media and Technology, Chiang Mai University. Currently she is working as a law professor, Faculty of Law, Chiang Mai University. She earns law and Literal Bachelor Degree from Thammasat University, and LL.M in International Law from Chulalongkorn University, Bangkok, Thailand and LL.M in International Banking Law from Boston University, MLI. in International Trade Law from University of Wisconsin, Madison, USA. She has firstly published journal and conference papers with index on Scopus at the ProMAC International Conference. Her research interests include knowledge management, education, international law, banking, ASEAN, health law, and SME.

**Abdelaziz Bouras**, Ph.D is a professor at University Lumiere Lyon2, France. He teaches a research methodology course for Knowledge Management Doctorate Program.

