



Policy Dialogue

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NQFs and ASEAN QRF

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Enhancing Connectivity and Comparability in ASEAN Higher
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Overview

- Qualifications Frameworks
- Status of NQFs across the region
- Regional Qualifications Frameworks
- Status of ASEAN Qualifications Reference Framework



The Qualifications Landscape

International Classification of Education (ISCED)

Regional Frameworks (e.g. European Qualifications Framework for lifelong learning, Bologna Framework for higher education)

National Qualifications Frameworks (e.g. The Hong Kong Qualifications Framework)

Sectoral Qualifications Frameworks (e.g. Indian National Skills Qualification Framework, the Framework for Higher Education Qualifications, UK)

Qualifications (e.g. school leaving certificates, bachelor's degrees, craft diplomas, awards by professional bodies, course completion certificates, licences to practice, language proficiency certificates)

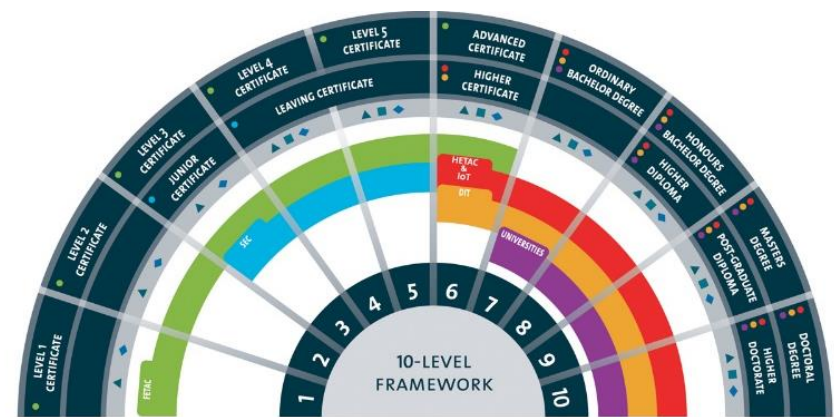
Standards (e.g. occupational standards, institutional teaching standards, curriculum/training standards, job profiles, professional standards, qualifications criteria, assessment criteria)

Learning Outcomes (e.g. knowledge, skills and competence)

Qualifications Frameworks

- An instrument for the development and classification of qualifications (e.g. at national or sectoral level) according to a set of criteria (e.g. using descriptors) applicable to specified levels of learning outcomes.

Source CEDEFOP 2011



General variations across NQFs

- Coverage – sectors and qualification types
- Purpose and vision of NQFs (e.g. reflective of status quo, reforming, transparency, mobility, regional solidarity, national identity, coherence of education and training etc)
- Levels
- Domains (for level descriptors)
- Qualification types and qualifications type descriptors
- Volume measures
- Links to quality assurance
- Arrangements for recognising informal learning and for credit
- Governance

Structure of QFs



Country	Levels	Domains
Brunei Darussalam	8	<ul style="list-style-type: none"> • Knowledge and skills (the types of knowledge and skills involved) • Practice: Applied Knowledge and Understanding (the context in which the knowledge and skills are applied) • Generic Cognitive Skills • Communications, ICT and Numeracy Skills • Autonomy, Accountability and Working with others (the level of independence).
Cambodia	8	Knowledge, cognitive skills, psychomotor skills, interpersonal skills and responsibility, and, communication, information technology and numerical skills.
Indonesia	9	<p>Consists in 2 parts:</p> <ul style="list-style-type: none"> • General – characteristics, personalities, working attitudes, ethics and morality • Specific: <ol style="list-style-type: none"> 1. Skills in fulfilling the job and competence 2. Science/knowledge 3. Methods and level of competence in applying science/knowledge 4. Management skills#
Lao PDR*	8	Knowledge, skills application and social skills

Structure of QFs



Country	Levels	Domains
Malaysia	8	<p>Knowledge</p> <p>Practical skills</p> <p>Social skills and responsibilities</p> <p>Values, attitudes and professionalism</p> <p>Communication, leadership and team skills</p> <p>Problem solving and scientific skills</p> <p>Information management and lifelong learning skills</p> <p>Managerial and entrepreneurial skills</p>
Myanmar*	8	Knowledge and skills, application and competence, responsibility
Philippines	8	Knowledge, skills and values, application, and degree of independence
Singapore	6	<ul style="list-style-type: none"> • level of knowledge and skills involved • level of application of the knowledge and skills • level of accountability, independence, self organisation or organisation of others that is required to solve problems or complete tasks, and • cognisant of the occupational levels and range and depth of the knowledge and skills required of the jobs which the qualifications relates to.
Thailand	9	Knowledge, skills and attributes
Vietnam*	8	Knowledge, skills autonomy and responsibility

Status of QFs



Country	Level of establishment
Brunei Darussalam	Established 2013, initial stages of implementation
Cambodia	Established 2012, initial stages of implementation
Indonesia	Established 2012, initial stages of implementation
Lao PDR*	Planned
Malaysia	Established 2007, fully implemented and at review stage
Myanmar*	Planned
Philippines	Established 2012, initial stages of implementation
Singapore	Sector QF – Workforce Skills Qualifications system, established 2003
Thailand	Established 2014, initial stages of implementation, 3 established sub frameworks
Vietnam*	Planned

Status of ASEAN QFs



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- Not all have supplementary documentation, e.g.
 - Validation of non formal and informal learning processes
 - Qualification type descriptors
 - Titling rules
 - Certification processes.
- Not all have governance arrangements in place, e.g. there is no responsible agency to monitor and manage the framework
- Learning outcomes implementation is slow
- Internationalisation:
 - Poor linkages with other frameworks
 - Limited structures related to UNESCO convention – recognition of qualifications
 - Not all have a diploma supplement or other recognition/transparency tools in place or implemented nationally.

Other...



- Limited planning for referencing to the AQRF
- Awareness level and ownership of NQF limited to core people
- No country proposed/supported the notion of a higher education regional framework e.g. similar QF- EHEA



Regional qualifications frameworks

A geographical or sector based set of qualifications levels that form reference points for other tools such as:

- national or sector qualifications frameworks
- qualifications
- other regional frameworks
- recognition systems
- quality assurance systems
- other international frameworks (e.g. ISCED 2011)

Components of Regional Frameworks

- Voluntary code of practice
- Agreed levels and descriptors
- Agreed range of functions
- Quality assurance arrangements
- Referencing process
- Collaborative management
- Monitoring arrangements

AQRF - overview



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- regional common reference framework.
- is a device to enable comparisons of qualifications across ASEAN Member States (AMS)
- translation device that can broaden the understanding of national qualifications systems of AMS
- addresses all education and training sectors and the wider objective of promoting lifelong learning.

Components



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- 8 levels
 - hierarchy of levels of complexity of learning which use learning outcomes as the metric for the hierarchy
 - two domains:
 - Knowledge and skills
 - Application and Responsibility.

Quality assurance



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- AQRF requires AMS to reference to a Quality Assurance Framework including (but limited to):
 - East Asia Summit Vocational Education and Training Quality Assurance Framework
 - INQAAHE Guidelines of Good Practice for Quality Assurance (International Network for Quality Assurance Agencies in Higher Education)
 - ASEAN Quality Assurance Framework for Higher Education (ASEAN Quality Assurance Network).

Referencing



- Is a voluntary process that results in the establishment of a relationship between the levels of the common reference framework and that of an NQF or qualification system
- Referencing criteria, which all countries must use, promotes a common referencing process.
- Only national qualifications *levels* are formally linked to the regional framework levels.
- Process includes national consultation on a proposed NQF- RQF linkage, reporting national referencing outcomes, a RQF governing committee, engaging in peer review with the committee and finally reporting a single official linkage of an National Qualifications Framework with the regional framework.

Referencing to the AQRF



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- Endorsement document includes:
 - 11 criteria
 - Advice on structure of report
- Draft Guidelines have been developed

AQRF Governance



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- The proposed governance arrangements are still under deliberation among the AMS, but may include:
 - Regional advisory group
 - National focal point

AQRF implementation



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- Implementation at this stage:
 - Communication strategy not yet determined
 - No website or central point established for:
 - AQRF endorsed document
 - Concept notes
 - Guidelines
 - Referencing reports
 - Monitoring arrangements are not yet determined

AQRF Achievements



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- A concrete 8 level framework has been agreed
- ASEAN Member States have committed to using learning outcomes in the future
- ASEAN Member States have committed to validate learning achieved outside the formal education and training system
- A procedure for referencing has been agreed
- A position on quality assurance for the AQRF has been agreed



Thankyou

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