

ICQH2015

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Development in ASEAN Quality Assuring Qualifications – Challenges



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Points

- Quality Assurance and the Malaysian Higher Education system
- QA SEAN Context
 - ASEAN 2015
 - ASEAN Economic Community
 - Roadmap to ASEAN Higher Education Common Space
 - Quality assurance, student mobility , credit transfer and promotion
- 2 key development
 - ASEAN Qualifications Reference Framework
 - ASEAN Quality Assurance Framework
- Current developments and challenges
- Challenges
- Next step

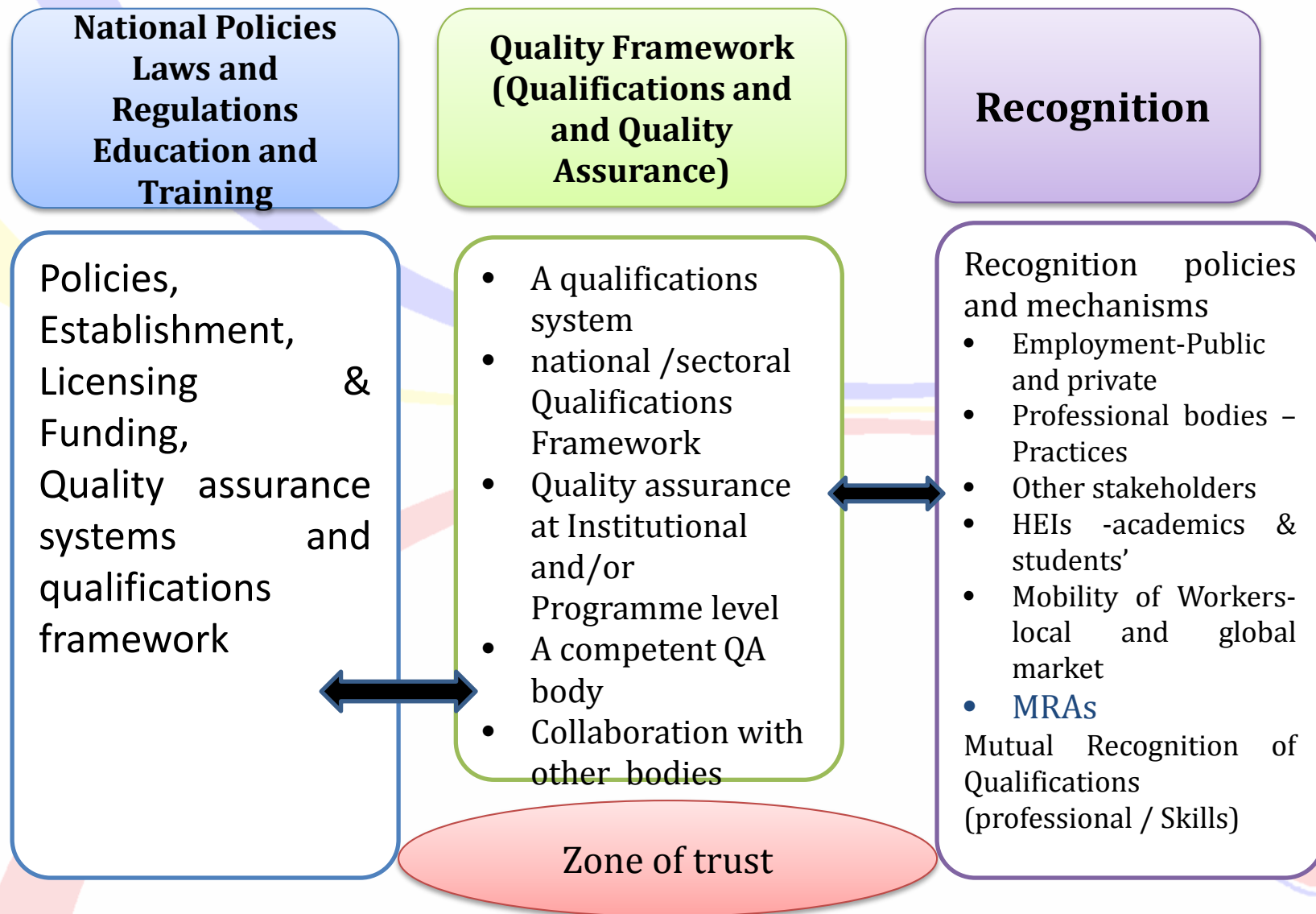


Quality of qualifications depend on an effective Qualifications Systems

- A **qualifications systems**-encompasses all activities that result in recognition of learning-policies- a qualifications framework, quality assurance system, institutional arrangements, assessment, awards and etc.
- “A **Qualifications Framework** is an instrument for the development , classification and recognition of knowledge, skills, and competencies along a continuum of agreed levels”



Connections between education laws, qualifications/quality assurance and recognition



Higher education and Training Landscape in Malaysia

- **Higher Education and TVET Laws**

- Education Act 1996
- Universities and University and Colleges 1996
- Private higher education al Institutions Act 1996
- National Skills Development Act 2006

- **Quality assurance regime**

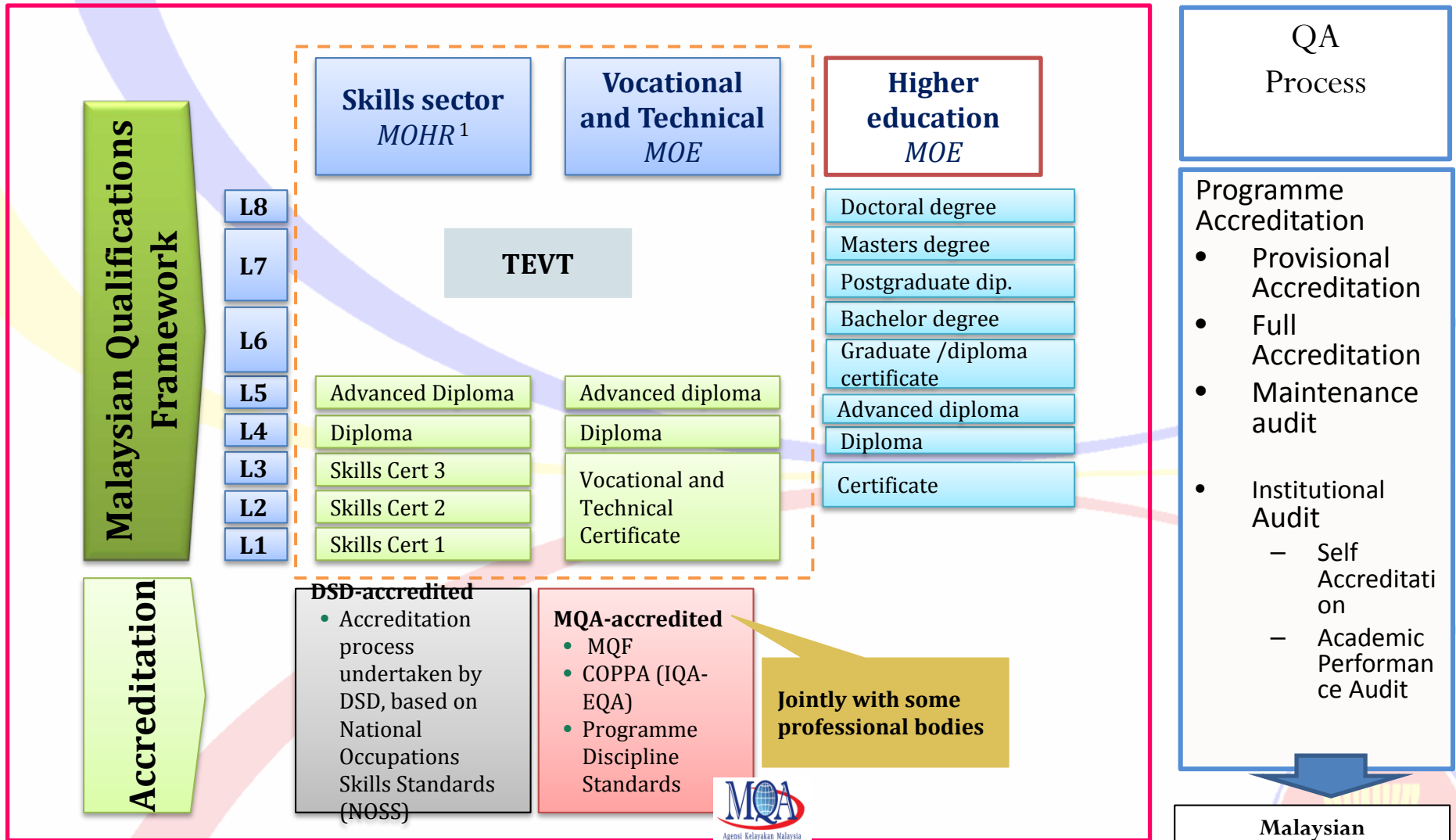
- Lembaga Akreditasi Negara Act (LAN) succeeded by the Malaysian Qualifications Agency Act 2007 (MQA)
- National Skills Development Act 2006 (Department of Skills Development)
- Shared with key Professional Statutory Bodies

- **Higher education and Training Providers**

- Public universities -20 (5 research intensive)
- 70 private universities (includes foreign branch campuses)
- 34 private university colleges
- 410 private higher education institutions
- 33 polytechnics(public)
- 91 Community colleges (public)
- 14 centers of excellence
- HE student population just over 1 million
- 11th for international students
- Teacher Training Colleges (MOE)
- Skills training/Others

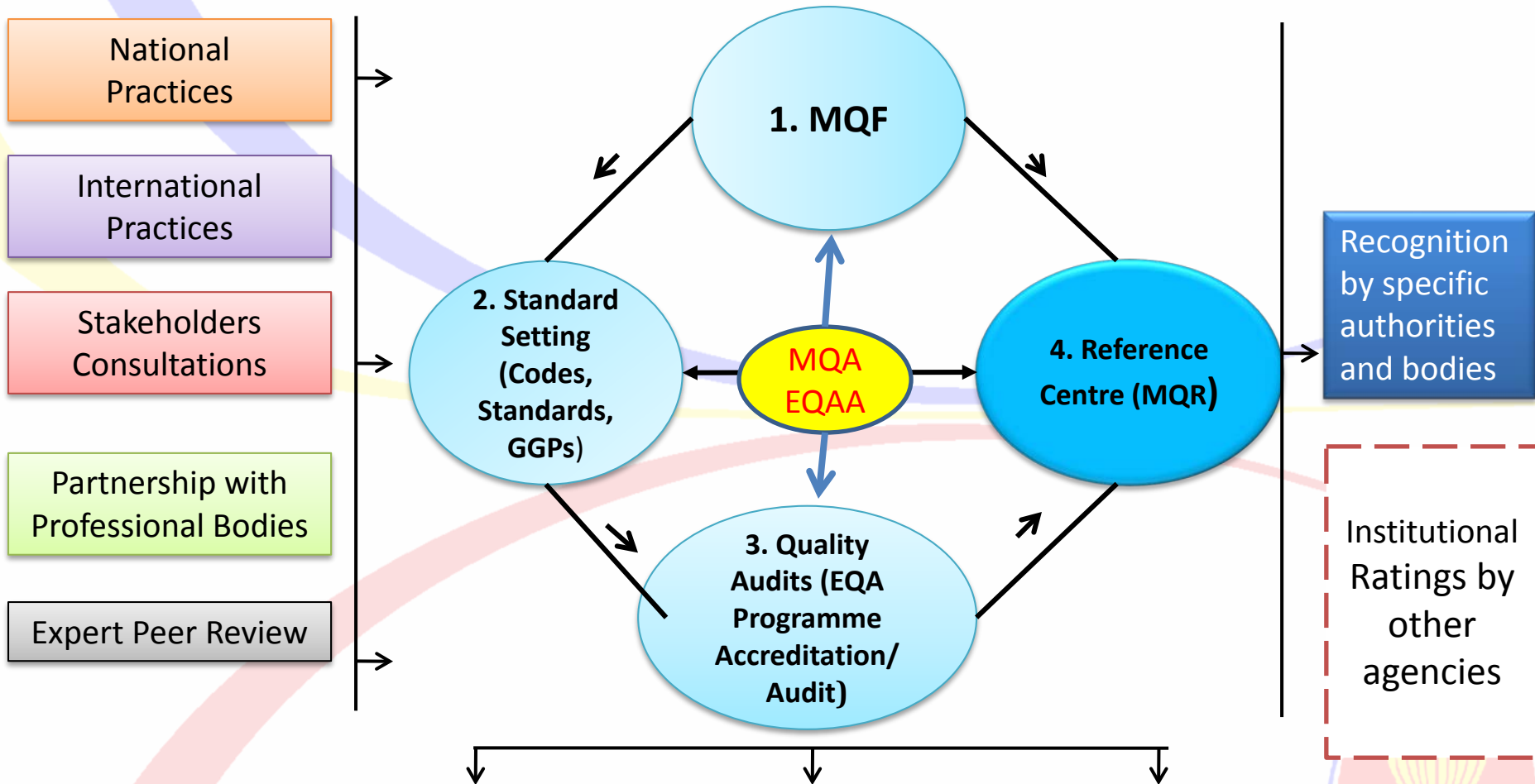


Malaysian Qualifications Framework & Quality Assurance

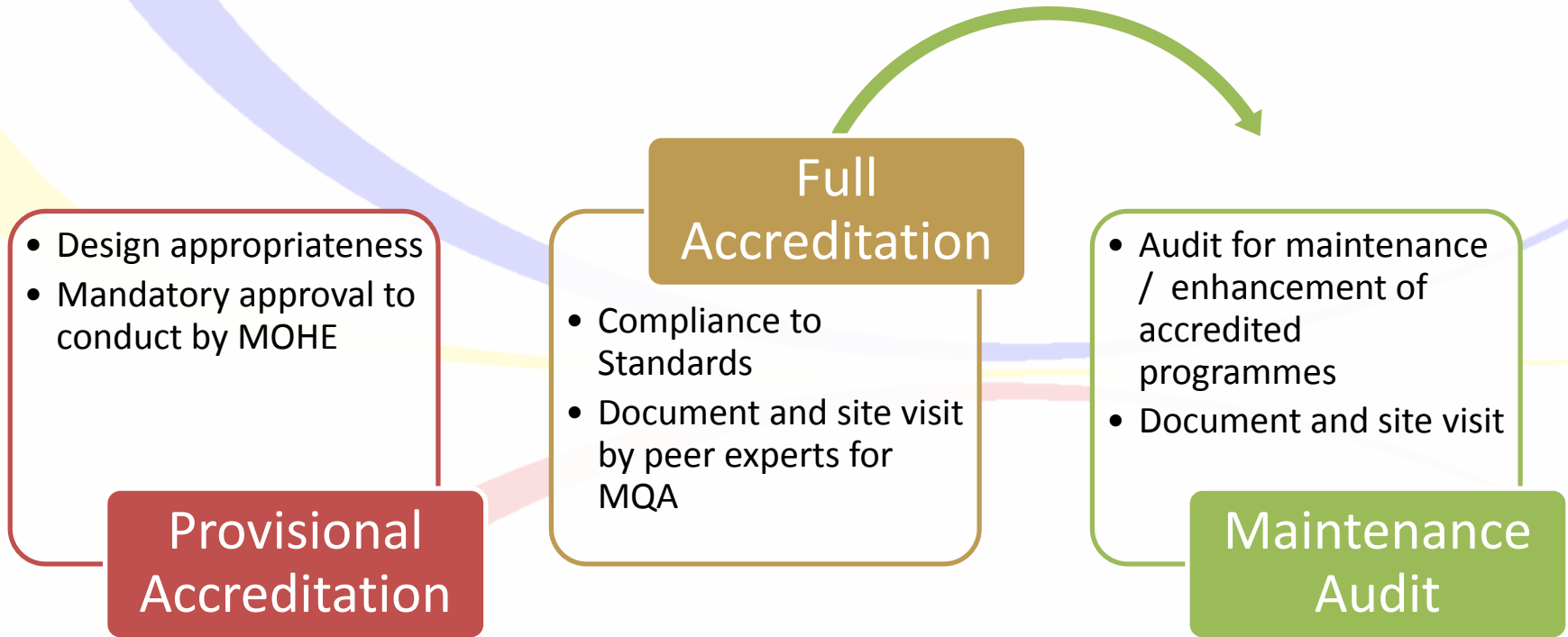


1. MOHR- Ministry of Human Resource (DSD-Department of Skills Development)
 2. MQA- Malaysian Qualifications Agency
 3. MOE -Ministry of Education

Quality Assurance of Qualifications in Higher Education overview



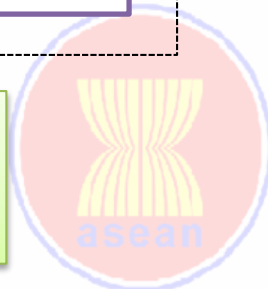
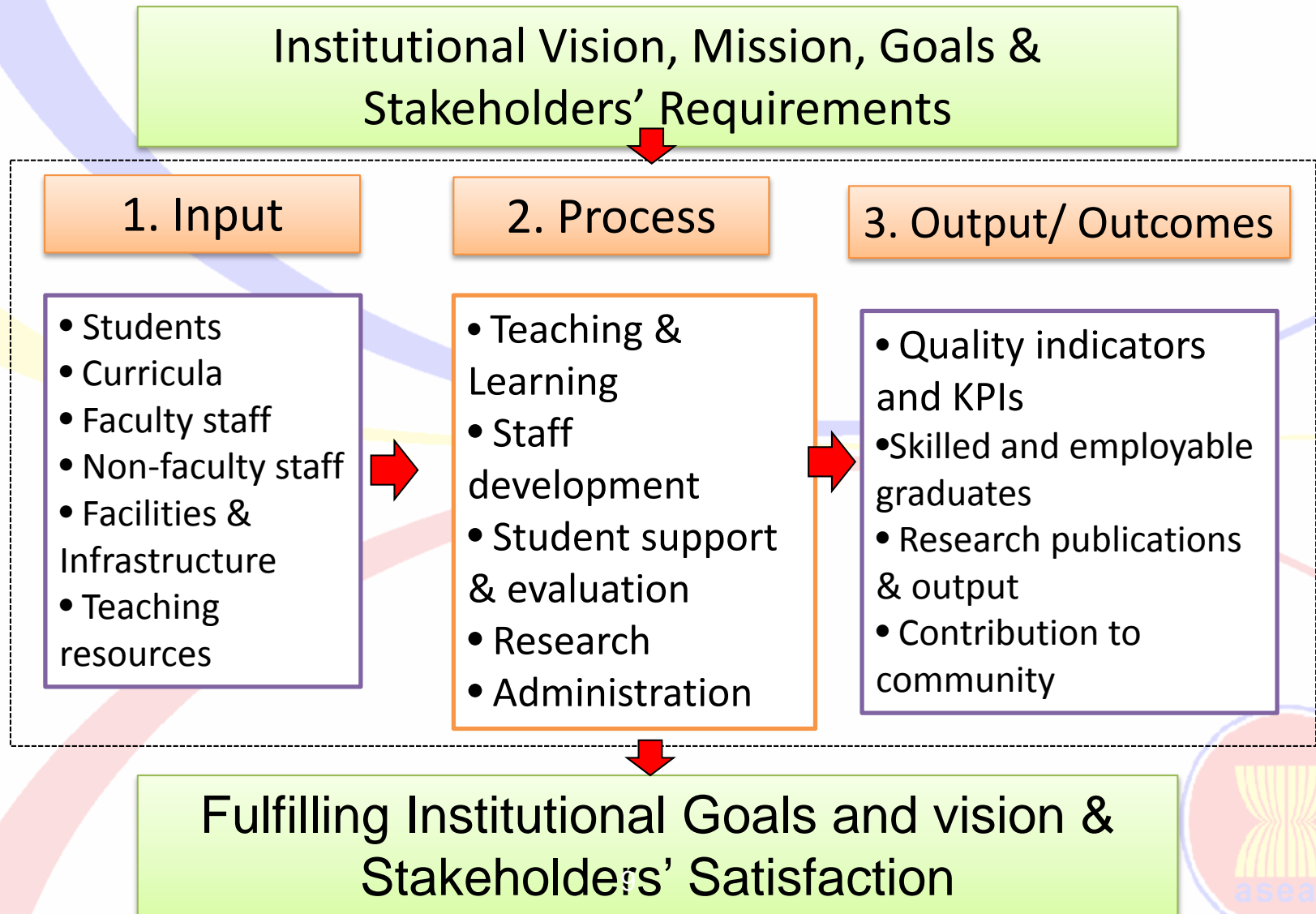
QA- Cycles in Programme Quality Assessments



Accreditation is mandatory by conditions of approval of the Ministry



Going deeper into Internal Quality Assurance



Information Dissemination- Malaysian Qualifications Register

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The Official Portal of
Malaysian Qualifications Agency
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JOB VACANCIES **new**

Online application is open from 3rd September 2013 (Tuesday) for the following positions:

1. ASSISTANT INFORMATION TECHNOLOGY OFFICER (F29)
2. COMPUTER TECHNICIAN (FT17)
3. DRIVER (R3)

CLOSING DATE : 6th September 2013 (Friday), 5.00 p.m.

For more information, please click [here](#).

Jobs@MQA

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MQA NOTIFICATION LETTER NO. 5/2013: Policy On Curriculum Changes **new**

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Compilation of Entry Requirements to Higher Education Programmes **new**

MQA NOTIFICATION LETTER NO. 4/2013: Guidelines to Good Practices **new**



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SALINAN CETAKAN AKREDITASI MQA
ONLINE VERIFICATION OF MQA ACCREDITATION



Soal Selidik
KEBERKESANAN
STANDARD PROGRAM
Agains Kelayakan Malaysia

MJA Result



The Accreditation Committee Meeting, MJA No. 8/2013

Job Vacancies



JOB VACANCIES:
F29 / FT17 / R3



<http://www.mqa.gov.my/MQR>



ASEAN

- Association of Southeast Asian Nations (10 nations)
- 600 million people –potential trading block
- ASEAN Economic Community
 - Free movement of goods, capital, *skill workers & services*
- Impact of WO, GATS, Trading Blocks and TPPA
- In ASEAN context – HEIs must produce highly skill workforce, entrepreneurs and professionals with **qualifications recognisable at regional level**



The Quality Assurance Journey in ASEAN

The ASEAN Qualifications Reference Framework Development



ASEAN Higher Education Common Space – Responsible parties and Quality Assurance Framework

ASEAN HIGHER EDUCATION SPACE

**ASEAN
HIGHER EDUCATION
AND TRAINING
SYSTEMS**

**Professional
bodies-MRAs**

Skills Sector

**Harmonised higher
education
structures?**

Bologna Process?

ASEAN QUALITY ASSURANCE FRAMEWORK FOR HE (AQAFHE)

**DIPLOMA
SUPPLEMENT
NATIONAL
INFORMATIONS
CENTER**

**Recognition
Referencing
and non
binding**

EQA Quality Assurance Body

**Policy
Standards
Processes
EQA AND IQA**

**Qualifications
Framework
(AQRf)**

External Quality Assurance Entities in ASEAN



ASEAN QUALITY ASSURANCE FRAMEWORK (AQAF)

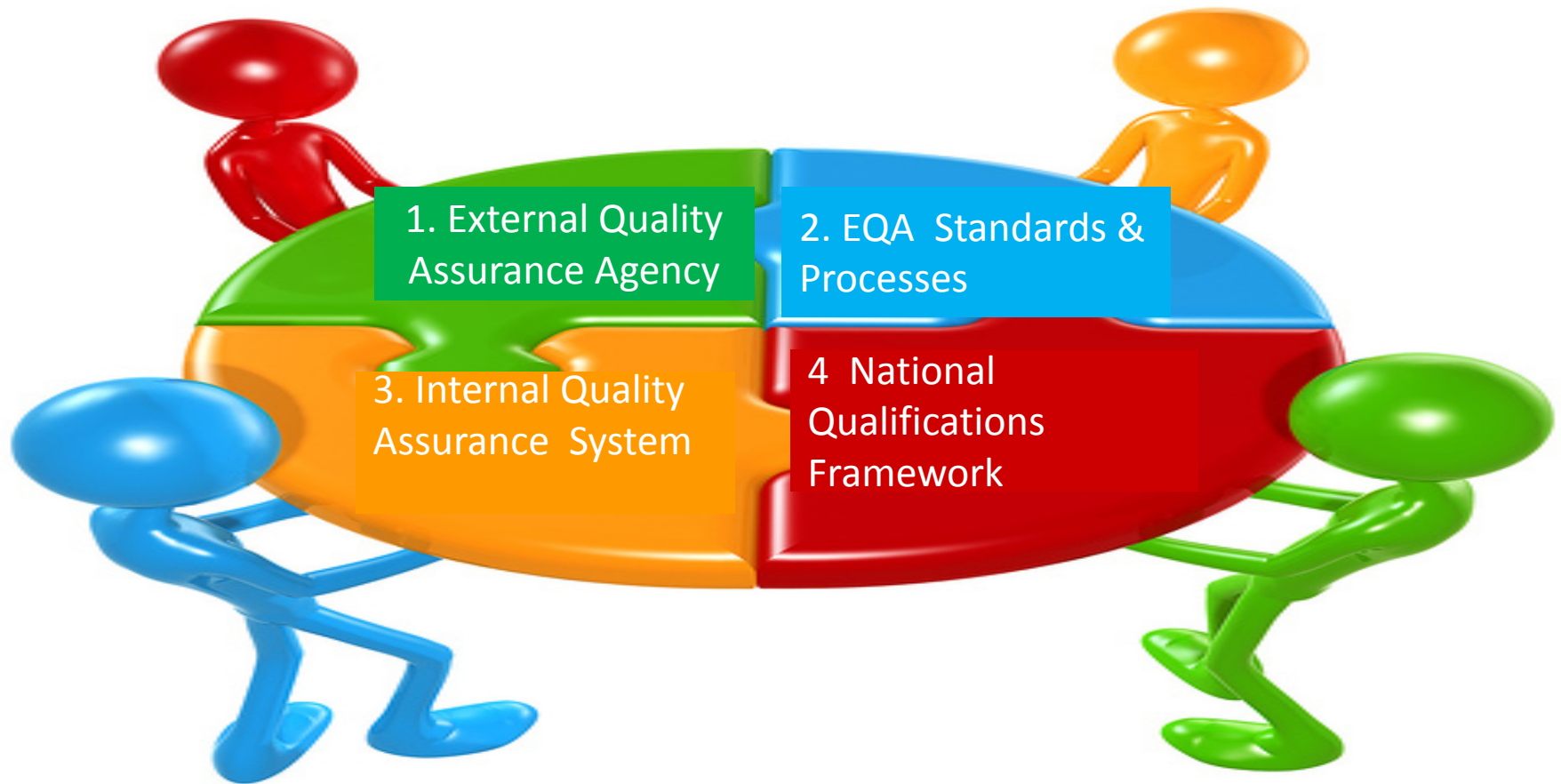
- **2008 SEAMEO Council Meeting agreed on** “The Structured Framework for Regional Integration in HE in SEA: the Road towards a Common Space
- Developed by ASEAN Quality Assurance Network (AQAN)
- A voluntary alignment process

OBJECTIVES:

- To enhance quality of higher education
- To serve as a common reference point for alignment by the national quality assurance bodies and higher education institutions
- To promote regional harmonization in higher education
- To improve consistency of QA practices
- Build zone of trust to facilitate recognition of qualifications

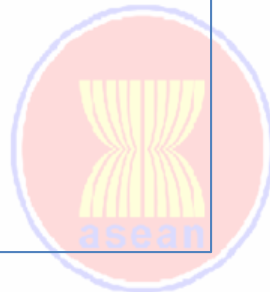


AQAF - 4 interconnected quadrants of Principles of Good Practices



Guiding Principles

- Main objective: to enhance the quality of education in the ASEAN region; support the mobility of students, workers and professionals, both within and outside the region.
- The principles are adaptable in each educational system has evolved in a specific context and is influenced by cultural and historical factors..
- Alignment of National QA Framework helps to improve them and to align with others across the region.
- Voluntary and neutral reference point



Principle 1. External Quality Assurance Body

Formally recognised body with goals and mission

Autonomous responsibility for operations and decision making

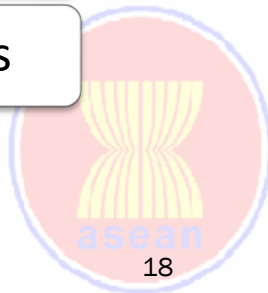
Collaborates with key stakeholders

Policies, good governance, accountability and management

Sufficient & sustainable resources

Reliable internal processes

Provide public information-policies, procedures, standards and results



Principle 2 - External QA Standards and Processes

Interest of students and society should be at the forefront of external QA processes

Standards must be comparable to **international good practices** and related to internal quality assurance of HEIs

Development of **standards** must involve participation of relevant **stakeholders**

Standards must be made **publicly available** and **applied consistently** and with due regard for cultural diversity

Assessments/evaluation

Decision making & appeals



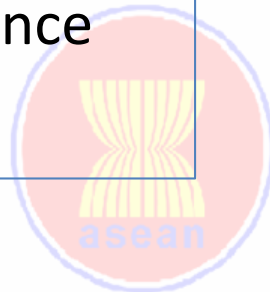
Readiness of EQAAs in ASEAN

EQAAs

- Brunei:BDNAC
- Cambodia:ACC
- Indonesia:NAAHE
- Laos:QAC
- Malaysia:MQA
- Philippines:CHED (5 EQA)
- Singapore:CPE
- Thailand:ONESQA
- Timor Leste:ANAAA
- Vietnam: NVU-E& A center
- Myanmar- (developing)

Challenges

- Establishment
 - Planning, to fully matured
 - Role of Ministry and EQAA
- QA approach
- Standards
- Impact on IQA
- Resources and expertise
- ASEAN Quality Assurance Network



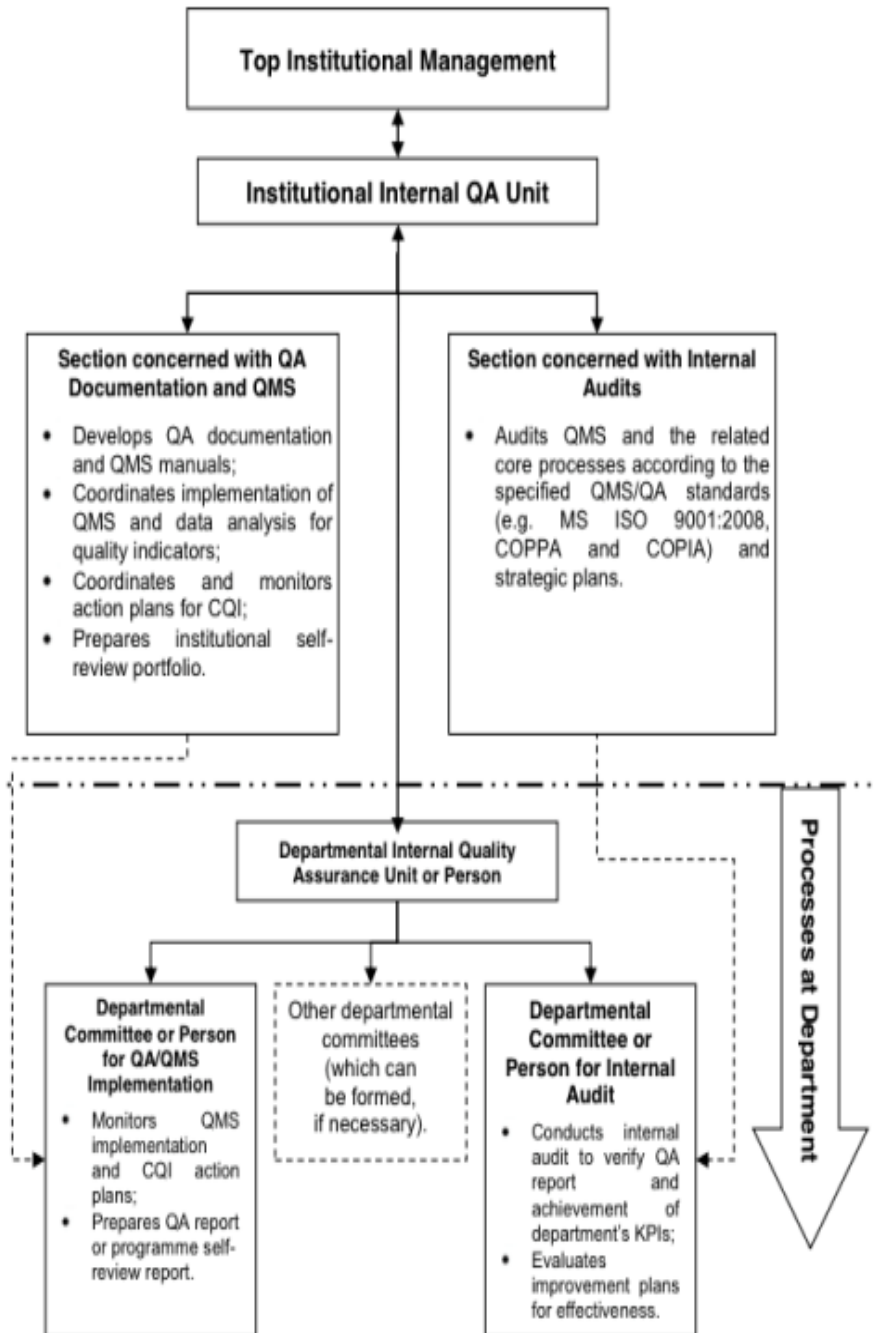
3. Institutional QA Principles of HEIs

- ✓ **Institutional has primary responsibility for quality**
- ✓ QA promotes balance between autonomy and accountability
- ✓ Participatory and cooperative process
- ✓ That quality culture underpins all institutional activities
- ✓ That there is a structures and functional internal quality systems
- ✓ Sufficient resources to maintain an effective quality systems
- ✓ **There is formal mechanisms to approve, review and monitor programmes**
- ✓ Regular quality monitoring for CQI
- ✓ That relevant and current information of institutions is accessible to public

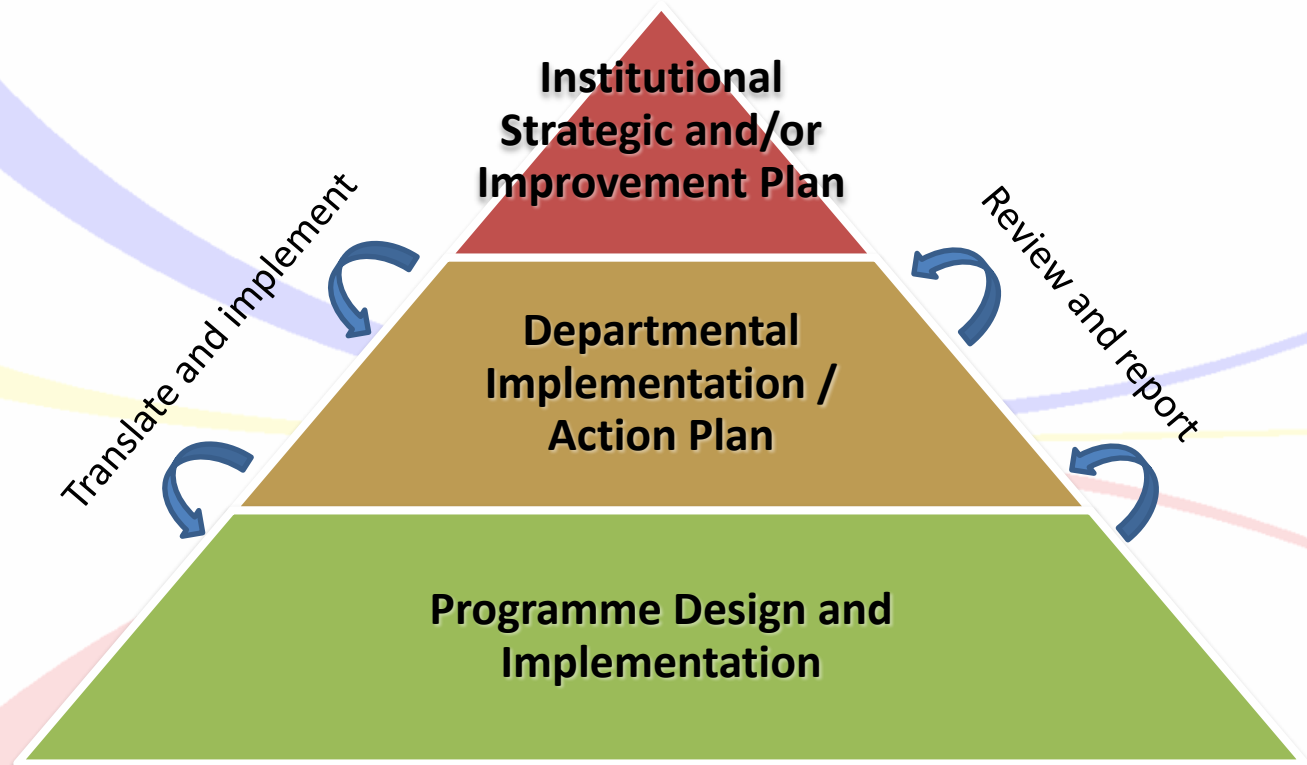


Role of IQA Units

- The IQA unit may be structured in order to:
 - Establishing and improving the IQA system, including CQI activities;
 - Reviewing the IQA system, including conducting internal audit and self-review.
 - At institutional level and linked to departments QA unit

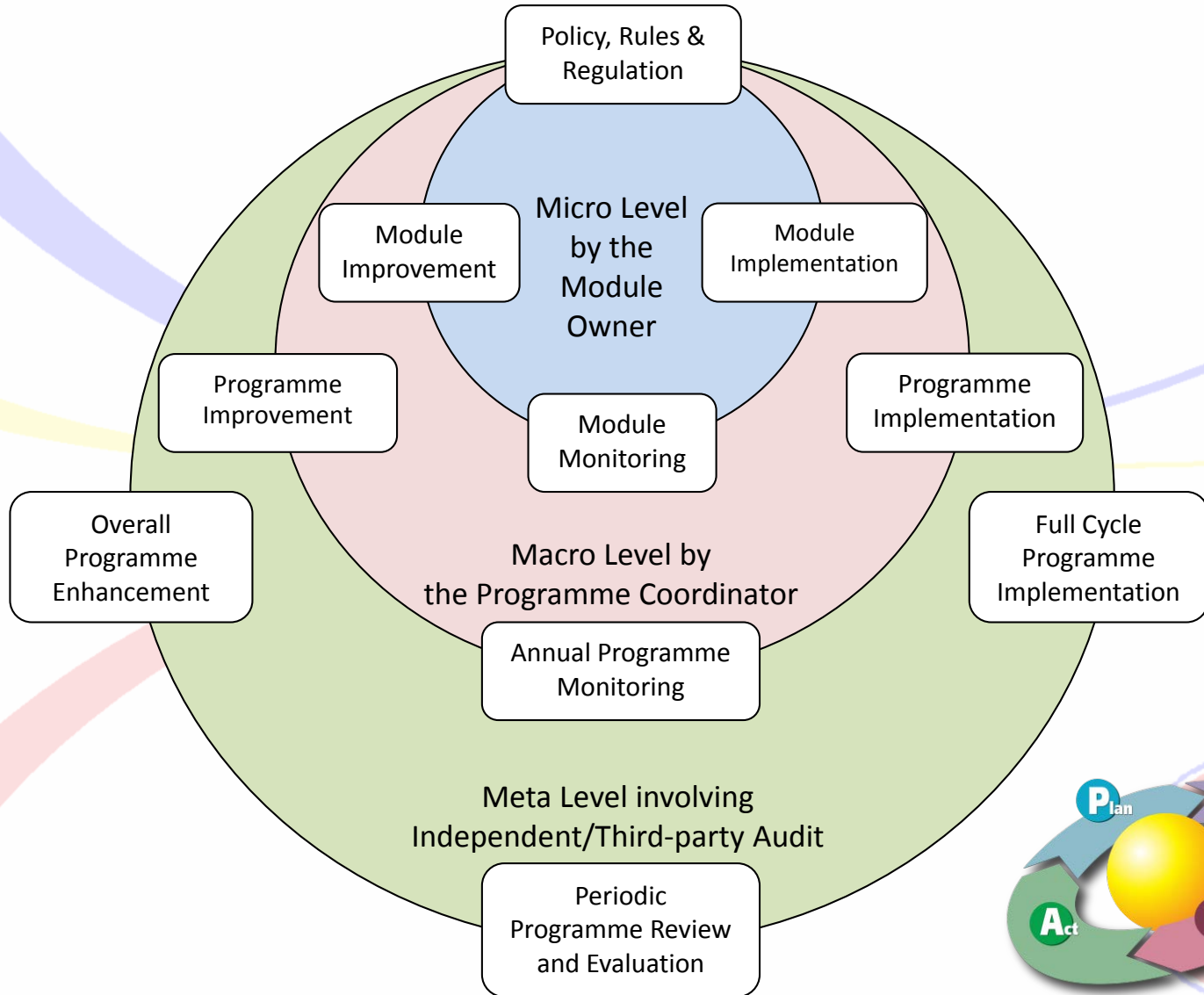


Implementing/Reviewing the Plans



- **Monitoring** refers to on-going developmental or formative activities to ensure the effective implementation of the strategic and/or improvement plan to achieve the goals.
- **Review** refers to periodic formative and summative activities to ensure the continual effectiveness and suitability of the strategic and/or improvement plan.

Implementing PDCA Cycle



4. National Qualifications Framework

Principles of NQF

- **Principles:** generic guides of a national qualifications framework or its sub systems
- Underpinned by National Quality Assurance Systems
- Information mechanisms
- Key elements
 - Levels
 - Learning outcomes-knowledge & skills, responsibility & accountability
 - Credits and student learning time
 - Learner centered

Malaysian Qualifications Framework (MQF-2007)

Thai Qualifications Framework (TQF- 2009)

Indonesian Qualifications Framework (IQF-2013)

Brunei National Qualifications Framework (BNQF 2013)

Philippines Qualifications Framework (2013)

Vietnam National Qualifications Framework (to be approved)

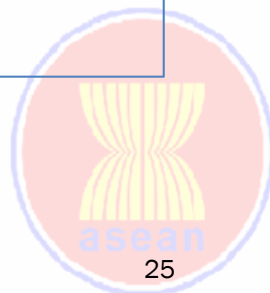
Cambodia Qualifications Framework (2014)

Singapore (Workforce Skills Competency Certification)

Laos and Myanmar in progress) (

Challenges

- Differences in higher education structures
- Degree systems
- Credit systems
- More than one frameworks (TVET/academic)
- Readiness to develop and implement
- Resources and expertise
- Concurrent development of quality assurance systems for some countries
- Attempts to address AQRF



ASEAN Qualifications Reference Framework at a Glance

PRINCIPLES:

- Voluntary engagement
- Neutral influence on national qualifications framework - respects member states' national priorities

COMPONENTS:

- Subscribed to learning outcomes and competencies language for each level
- Two domains (1) knowledge and skills (2) application and responsibility
- 8 levels that represent the hierarchy and complexity of learning and competencies

AQRF is underpinned by a set of agreed quality assurance principles and broad standards related to:

- **the functions of the registering and accrediting agencies**
- **systems for the assessment of learning and the issuing of qualifications**
- **regulation of the issuance of certificates**

QA systems must be benchmarked against an established quality assurance framework (e.g. INQAAHE, APQN-Chiba Principles or AQAFHE).



AQRF	MQF	Indonesian QF	Thai QF
8	Doctoral 8	Doctoral	Doctoral 9
7	Master 7	Master	Master 8 Adv. Graduate Cert 7
6	Bachelor 6	Bachelor	Bachelor 6
5	Adv. Diploma 5		Adv. Diploma 5
4	Diploma 4	Diploma 4	Diploma 4
3	Certificate 3	Diploma 3	Certificate 3
2	Certificate 2	Diploma 2	Certificate 2
1	Certificate 1	Diploma 1	Certificate 1
		Secondary education	
		Primary education	

Overall challenges and opportunities

1

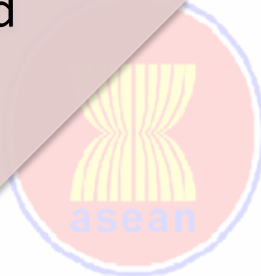
Identified challenges which requires national systems to overcome
National commitment-reforms

2

- Exchange and enhance dialogues, share experiences and good practices and support from international organisations. Referencing, capacity building

3

- Roadmap identified to enable QA systems be developed – sharing of practices, and capacity building
- AQAF and AQRf to help enhance national systems and support ASEAN integration





THANK YOU



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