

**“Harmonisation-ASEAN Regional Qualifications  
Reference Framework / Quality Assurance Framework  
and Malaysian Quality Assurance Development”**



ZITA MOHD FAHMI

FELLOW QA SPECIALIST (MQA)

ASEAN QUALITY ASSURANCE NETWORK

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# ASSOCIATION OF SOUTH EAST ASIAN NATIONS

- 1967-10 nations – diversity
- Vibrant market of 622 million people
- Potential combined GDP of nearly \$3Trillion USD by 2025 and
- Closer integration could lift aggregate output by 7% and generate 14 million additional jobs
- 8000 higher education institutions and young population
- Development divide between ASEAN 6 and CLMV countries
- ASEAN Integration 3 Pillars ( ASEAN Economic Community, ASEAN Social and Cultural Community, and ASEAN Political and Security Community)



# SELECTED INITIATIVES TO ENHANCE COMPARABILITY OF QUALIFICATIONS AND MOBILITY OF STUDENTS, WORKERS AND MOBILITY IN THE ASEAN REGION



## ASEAN Qualifications Reference Framework (AQRF)

- ASEAN Economic Blue Print 2007- mobility of services and free movement of skilled workers
- Australia- New Zealand- ASEAN FTA (AANZFTA) ECWP (2012-2015)
  - Mobility of worker, students and services
- In 2015 AQRF was endorsed by the Economic/Trade, Labor and, Education Ministers

**Mutual Recognition Agreement for professional services-7 sectors**

## ASEAN Quality Assurance Framework (AQAF)

- SEAMEO RIHED - 2008 Meeting - The Roadmap to Harmonisation of Higher Education Area
- ASEAN Quality Assurance Network (AQAN, 2008)
- ASEAN Quality Assurance Framework (AQAF, 2014)

## ASEAN University Network

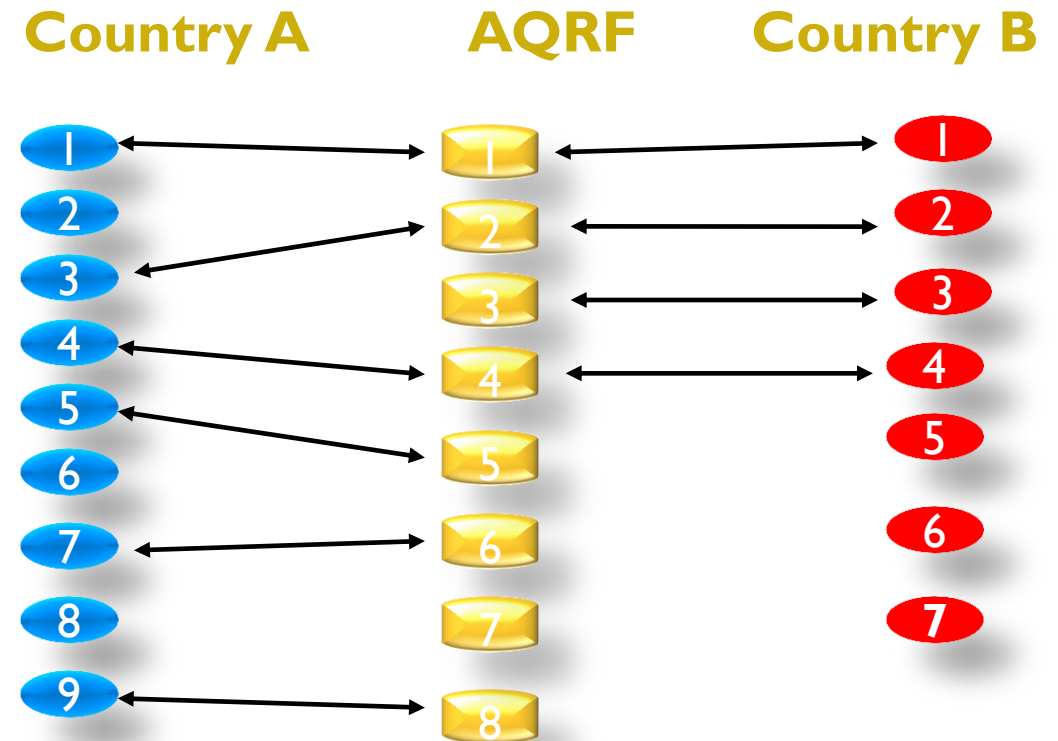
**ASEAN competency-based occupational standards Skills Recognition System – e.g. Tourism Skills Standards**  
**Mobility (Economic /Trade)**

# ASEAN QUALIFICATIONS REFERENCE FRAMEWORK



## Criteria for formal self referencing /neutral translation device that

- Improves quality of higher education and training
- Enables comparison of qualifications across AMS;
- Addresses education and training sectors that incorporate informal, non-formal and formal learning and promotes lifelong learning;
- Provides a common spine of levels to which all NQFs can relate to
- 8 levels –learning outcomes descriptors
- **Requires robust (national) quality assurance system (compatible to a regional quality assurance framework)**
- No credits system provided
- Developing related instruments



# MUTUAL RECOGNITION ARRANGEMENTS FOR SERVICES AND SKILLS



- ASEAN MUTUAL RECOGNITION ARRANGEMENTS (MRAs) FOR accounting services, dental practitioners, medication practitioners, engineering services, nursing services, surveying qualifications, architectural services, tourism services (ASEAN Standards/developing arrangements)
- ASEAN Skills or occupational standards gradually being built

- **2008 Ministers of Education – SEAMEO Council Meeting** agreed “ The Structured Framework for Regional Integration in HE in SEA: the Road towards a common Space”
- Establishment of ASEAN Quality Assurance Network
- Developed the ASEAN Quality Assurance Framework (AQAF )
- **AQAN** accredited as **Entity Associated with ASEAN (1<sup>st</sup> August 2016)**

## AQAF: OBJECTIVES

- Promote regional harmonization in higher education
- Facilitate recognition of regional qualifications
- Encourage National QA systems to benchmark against AQAF;
- Serve as common reference point for National QA systems to align and harmonise their systems

# KEY FEATURES



- Consists of four interrelated Quadrants -Each focuses on 10 principle statements
- Inspirational, voluntary application and developmental oriented --recognizing the diversity in ASEAN's culture, beliefs and values that shape higher education systems
- Not prescriptive but uses generic statements of good practice that can be adapted to various political, educational and socio-cultural settings.
- Serves as a link between Internal and external quality assurance as well as the Qualifications Framework.
- Comparable to other regional/international framework / principles



# AQAF - 4 INTERCONNECTED QUADRANTS





# PURPOSES OF THE ASEAN QUALITY ASSURANCE FRAMEWORK



- Serves as a common reference point to align quality assurance systems, higher education institutions and qualifications.
- Encourages national QA systems to benchmark against the Framework.
- Improves consistency of QA practices and builds a zone of trust to facilitate recognition of qualifications.
- Promotes regional harmonization in higher education- a long process- various stages but there is political, functional and strategic commitments in ASEAN.

# AQAF- FOUR QUADRANTS-10 PRINCIPLES STATEMENTS EACH



1. External Quality Assurance Agency – key player in maintaining and sustaining the quality of education in every nation.

2. External Quality Assurance Standards & Processes – core activities of the quality assurance agency (program or institutional)

3. Internal Quality Assurance – the responsibility for quality rests with the higher education institutions- quality systems and culture

4. National Qualifications Framework – a key instrument for the reform of education, training and qualification system across ASEAN member states

# NATIONAL QUALIFICATIONS FRAMEWORKS AND EQAA – HARMONISATION CHALLENGES

NQF	EQAA
Brunei NQF (2013)	BDAC
Cambodia NQF (2012)	ACC
Indonesia IQF (2012)	NAAHE
Laos NQF (Planning stage)	QAC
Malaysian QF (2007-fully implemented)	MQA
Myanmar NQF (planning)	Planning
Philippines QF (2012)	CHED-5 EQAAs
Singapore (Workforce Skills Q Systems)	CPE
Thailand QF (2012)	ONESQA
Vietnam (Planning)	4 QAC (new)/GDETA

## Some key Challenges

- Uneven development of NQFs and QA systems
  - Managing differences in QA/QF
  - Need to be developmental /incremental in national & regional initiatives
- Availability of policy, resources, administrative capacity /capabilities and political support
- Issue of governmental independence of EQA agencies
- Need for experts and trainers to provide technical assistance-link between QA and QF
- Resistance to change-need to manage change (e.g. learning outcomes/IQA)
- Stakeholders involvement still weak—employers and industry

# STATUS OF AQAN/AQAF



- Strengthening the role of AQAN as regional custodian of quality provision of higher education and the referencing of National QA systems to AQAF - Framework for Implementation of the KL Declaration on Higher Education Harmonisation 2016
- Capacity Building
  - ASEAN-QA training of QA officers -6 partners (DAAD, (HRK), and the University of Potsdam, AQAN, AUN, ENQA, and SEAMEO RIHED)
  - EU SHARE to help foster AQAF in Higher Education (AQAF-HE) at regional/national levels (2015-2018)
    - Pilot Agency reviews
    - Pilot Institutional assessment
    - Capacity Building

# MALAYSIAN HIGHER EDUCATION SCENARIO



- 6 key legislations regulating higher education (1996)
- 20 public universities, 11 private universities /university colleges, 402 Private HEIs, 34 polytechnics  
94 Community Colleges
- National Higher Education 10 Strategies (2015-2025)
- Regulations for all private higher education institutions and approval of programmes under Private Higher educational Institutions Act 1996
- A recognised regional hub and with strong TNE presence - International branch campuses (1+5 UK institutions, 3 Australian universities, Xiamen University, China)
  - Foreign programmes/awards in various types of collaboration with mainly local private higher educational institutions
  - Over 120,000 international students



# QUALITY ASSURANCE REGIME AND MQA

- Formal EQA begun in 1997
- Malaysian Qualifications Agency (2007) – A statutory accreditation authority for programmes for all higher education providers. Key activities include:
  - Custodian of Malaysian Qualifications Framework and oversees its implementation (commenced 2011)
  - Conducts Provisional and Full programme accreditation e-mandatory under licensing conditions
  - Maintains Malaysian Qualifications Register-Malaysian Qualifications Statements
  - Provides self-accrediting status to universities (9 universities and 10 more potential universities)
  - Collaborates with Professional Statutory Bodies for professional programme accreditation
  - Strong international engagement in networks, collaborations with QA agencies and obtained INQAAHE agency review

## SOME HIGHLIGHTS TO CONCLUDE

- **Current review of QA systems and Malaysian Qualifications Framework** to address AQRF and AQAQF-regional frameworks
  - Scheduled referencing in 2017
  - Managing professional programmes with professional bodies
  - TVET and Industry Players – industry standards -quality workforce
- **Quality flexible learning** -(to support for National Shift for Globalised Online Learning (blended learning -70% by 2025) & Lifelong learning)
  - Guidelines on MOOCs with Credits



# SOME HIGHLIGHTS TO CONCLUDE

- **Cross Border Higher education- easing tensions**
  - Differences in systems & framework
  - However the concerns are:
    - Understanding national policies and regulations-e.g. entry requirements and credit transfer
    - To ensure compatible **expectations and priorities** on the quality of educational arrangements
    - To ensure comparable **student learning experience** to the delivery at home campus
    - To ensure similar **privileges** enjoyed by the award granted to the delivery at the home campus
    - To respecting **autonomy and creativity** in educational activities
  - Memorandum of Cooperation - one key activity- Comparability of qualifications and mutual acceptance of QA decisions to facilitate recognition -NZQA, HEEACT, SAQA, and NIAD DE

Thank You  
Terima Kasih



[zitafahmi.mqa@l.govuc.gov.my](mailto:zitafahmi.mqa@l.govuc.gov.my)  
[www.mqa.gov.my](http://www.mqa.gov.my)