Developing Regional Quality Tools to Facilitate the Cross-Border Mobility of Students in Asia and the Pacific
Content

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I. RATIONALE
I.I Support the implementation of the Regional Convention on the Recognition of HE Qualifications

- **Quality assurance** is ultimately the decisive source of **mutual trust** when it comes to academic recognition among Member States.

- **Capacity building** of Member States in developing robust national QA systems is of pivotal importance to the implementation of the Regional Convention.

- **Strong national QA systems** can lead to more effective regional collaboration towards a common QA framework.
Towards harmonization-based academic recognition

- Common QA Reference Framework
- Reduce Substantial Differences
- Equivalency Arrangements
- NICs, RCSs, Regional Workshops, HE Portal, Diploma Supplement, etc.

Harmonization

Compatibility

Comparability

Transparency
I.II Focus on quality standards in content, pedagogy and assessment

- More attention has been paid to **institutional quality standards** and **QA procedures and mechanisms**

- **Quality standards in content, pedagogy and assessment** are under development in many Member States in the region

- A well-developed **National Qualifications Framework (NQF)** and its application at subject and programme levels are solutions
Potential Framework for Regional HE Harmonization

- Credit Transfer and Accumulation System
  - Regional Qualifications Framework
    - Regional Subject-specific Quality Standards
      - Regional Common Templates for Programme Development
  - National Qualifications Framework
    - NQF Levels
      - Generic requirements in knowledge, abilities, competencies, values, attitudes, etc.
  - National Subject-specific Quality Standards
    - Academic
    - Professional
    - Higher vocational
  - Templates for Programme Development

Asia-Pacific Higher Education Area
II. OBJECTIVES
II.I Overall objective

- The overall objective of the KFIT Higher Education Project is to develop **regional quality tools** to facilitate the **recognition** of foreign higher education credits, study programmes and qualifications, and thus contribute to the **cross-border mobility of students** among countries in Asia and the Pacific region.
II.II Specific objectives

- **Raise awareness** of Member States, especially those with emerging higher education systems, about the significance of quality issues in higher education and their impact on the cross-border mobility of students

- Collect and consolidate **best policies and practices** in quality assurance in higher education from Member States in this region
II.II Specific objectives

- Develop **regional quality tools** at system, subject, and programme levels to promote recognition of higher education qualifications, and thus contribute to the cross-border mobility of students.

- Assist Member States to establish or reform their quality assurance systems in accordance with the **regional guidelines**.

- Monitor and evaluate the **application** of regional quality tools in Member States in this region.
III. PROJECT COMPONENTS
The project components

Regional Guidelines

National Qualifications Framework
  - NQF levels
  - Generic requirements in knowledge, skills, abilities, competencies, values and attitudes, etc.

National Subject-Specific Quality Standards
  - Academic
  - Professional
  - Vocational

Templates for Programme Development

Feasibility Study

Regional Credit Transfer and Accumulation
III.I Develop Guidelines for NQF

- **Target Groups**: QA officials and practitioners at system and subject levels
- **Duration**: July 2015 – November 2016
- The NQF is designed to get all levels, types, and forms of qualifications developed under a unified framework, so as to make them connected horizontally and vertically with one another in a more coherent way.
- It also paves the way for credit recognition and transfer among study programmes at the same level but with different orientations or modes of delivery.
III.1 Develop Guidelines for NQF

Vertically and horizontally coherent

Engage all stakeholders to ensure internal and external coherence in terms of content

All types and forms of learning recognizable and contribute to the establishment of lifelong learning society
III.II Develop Guidelines for National Subject-Specific Quality Standards

- **Target Groups**: QA officials and practitioners at system and subject levels
- **Duration**: July 2016 – November 2017
- **Distinguish** three types of HE programmes: academic, professional, and higher vocational
- Can start with **less regulated subject areas**: intangible culture heritage related subject areas, water resource management, creative industries, etc.
- Can also pilot in medical and architecture education
III. III Templates for Programme development

- **Target Groups:** QA practitioners and faculty leaders at colleges and universities
- **Duration:** July 2017 – November 2018
- **Intended learning outcomes,** and the means by which these learning outcomes are achieved and demonstrated
- Inform the incoming and prospective students, employers and potential partners, as well as serve as **reference points** for internal and external quality review
III.IV Feasibility Study on AP Credit System

- The result of **convergent** quality assurance policies and practices among countries in the region
- March 2018 – March 2019
- **A meta-analysis report** on the current status of credit recognition and transfer arrangements around the world
- A feasibility study on the establishment of an Asia-Pacific Credit Transfer and Accumulation System
IV. PARTICIPATING COUNTRIES
Proposed participating countries for the stocktaking, needs and situation analysis and piloting exercises:

**South Asia:** India, Sri Lanka, Nepal

**Southeast Asia:** Cambodia, Malaysia, Philippines, Thailand

**East Asia:** China, Japan, Republic of Korea

**Pacific:** Australia
V. IMPLEMENTATION STRATEGIES
V.I Target the end-users

- The expected outcomes of this project will mainly benefit **higher education policymakers** and **QA practitioners** of the Member States in the region.

- Therefore, senior higher education officials, leaders of higher education institutions, QA practitioners at national, institutional, and subject levels will be closely engaged in the design, implementation, monitoring, and evaluation of the project.
V.II Collective knowledge building

- Start with **bottom-up stocktaking exercises** to collect the existing best policies and practices of the Member States in the region.

- **Regional and national expertise** will also be mobilized to complement the meta-analysis and regional consolidation exercises.

- **Working groups** will be composed of senior officials and experts from the Member States, to ensure that collective expertise and experiences can be duly collected and reflected in the regional guidelines.
While looking for good experiences and practices from within and outside the region, more attention will be paid to the actual status and needs of Member States.

The regional guidelines will contain norms, principles and the common elements of good policies and practices that allow localization and customization at national level.
V.IV Partnership with all stakeholders

- Better coordination and collaboration among Ministry of Education, Ministry of Labour, etc.
- Encourage QA officials to work together with recognition officials
- Bring national and international QA experts and practitioners, subject specialists, professional bodies to work together in a mutually supportive way
Thank you very much for your attention!