

AQRF Referencing Report of AMS

Date of submission: e.g. 01 July 2017

Version: e.g. First Draft / Edition



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Outline of the AQRF Referencing Report

1. Introduction

- Status of the Referencing Report

Example(s):

(a) This is the first edition of referencing report of country name.

or

(b) This is the second edition of country name's referencing report following the update in the country name's national education framework / national education system. The first edition was submitted on DD/MM/YYYY.

- Summary of the level-to-level referencing process results and in meeting the 11 criteria

Example(s):

There are 10 levels in country name's NQF. Based on learning outcome and concept of "best-fit", levels 5 and 6 of country name's NQF can be considered comparable to level 6 of AQRF.

The detailed responses to the 11 criteria can be found in Section 2 of this report.

- Description on the preparation of the AQRF Referencing Report and process

You may consider the following questions to prepare the description:

- Duration of preparing the AQRF Referencing Report and process
- Composition of the National AQRF Committee
- Stakeholders involved (e.g. policy makers, education and training providers, learners, employers, etc)
- Information on the involvement of international expert and observer(s) from another AMS

- Statement of endorsement of the referencing report by stakeholders involved in the process

Example:

This report is endorsed by the stakeholders involved in the referencing process, and the list of stakeholders is in ANNEX 1.

2. Response to the 11 AQRF criteria

Criteria 1. The structure of the education and training system is described

Information required:

The essential structure of the system covering ages, stages and pathways of education and training, including formal, non-formal and informal learning should be described in outline. Linkages between these pathways and major progressions should be clear. If possible some general statistics should be included.

Criteria 2. The responsibilities and legal basis of all relevant national bodies involved in the referencing process are clearly determined and published by the main public authority responsible for the referencing process

Information required:

Different Member States have different institutional structures. It is necessary to take into account all of the bodies that have a legitimate role in the referencing process and to clarify (for international readers) their roles. Bodies with these types of functions are generally considered as having such legitimate role:

- those responsible for governing the processes through which nationally recognised qualifications are designed and awarded;
- those bodies that support the labour market relevance of education and training;
- those in charge of quality assurance in relation to design and award of nationally recognised qualifications;
- those managing and maintaining a qualifications framework (if in existence);

- those responsible for the recognition of foreign qualifications and providing information on national qualifications; and
- representatives of institutions awarding qualifications; and representatives of those using qualifications (employers, learners).

Criteria 3. *The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualifications system are transparent*

Information required:

The qualifications that exist in the country are described in terms of the education provision in the country and how they are located in an NQF where one exists. Allocating specific qualifications to an NQF level brings meaning to the NQF level for citizens and, through the referencing process, to the AQRF level. It is therefore critically important for the referencing process that the way a qualification is located at an NQF level is described in full and examples are provided that illustrate how the rules governing the process are applied. The NQF level of all the major qualifications (or types) needs to be evident in the report.

Criteria 4. *There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the AQRF*

Information required:

A clear statement of the agreed relationship between the national qualifications system and the AQRF levels is made. Where an NQF exists the levels in the national framework should be used. The procedure for matching of levels needs to be described in detail; this procedure should be robust and transparent, probably including a careful explanation of assumptions, approximations and professional judgements.

Criteria 5. *The basis in agreed standards of the national framework or qualifications system and its qualifications is described*

Information required:

Where possible these standards should be based on the principle of learning outcomes. They should include achievement standards, credit arrangements and other methods of validation where these are available.

Criteria 6. *The national quality assurance system(s) for education and training refer(s) to the national qualifications framework or system are described. All of the bodies responsible for quality assurance state their unequivocal support for the referencing outcome.*

Information required:

Referencing reports need to explain the main national quality assurance systems that operate in the education, training and qualifications system. Other quality assurance measures that could be addressed include, for example, qualifications requirements for teachers and trainers, accreditation and external evaluation of providers or programmes, relationship between bodies responsible for quality assurance from different levels and with different functions.

A range of competent quality assurance bodies are important to the referencing process, such as the following but not limited to:

- the government ministries;
- qualifications bodies, particularly those with national oversight of the system or of the major sectors (general, vocational, higher education) but also those bodies that assess learning, validate non-formal and informal learning, issue awards and certificates;
- quality assurance bodies such as those that set standards for learning in general, vocational and higher education and those that evaluate institutions or programmes;
- bodies that set occupational, vocational and educational standards in a country or employment/education sector;
- bodies that manage the development and implementation of NQFs, especially the NQFs that regulate standards in sectors and nationally; and
- bodies that disburse public funds to learning institutions and require compliance with quality criteria.

Benchmarks for evaluating quality assurance processes for all education and training sectors may be based but not limited to the following quality assurance framework:

- East Asia Summit Vocational Education and Training Quality Assurance Framework (includes the quality principles, agency quality standards

- and quality indicators)
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Guidelines of Good Practice for Quality Assurance¹
 - ASEAN Quality Assurance Network (AQAN) ASEAN Quality Assurance Framework for Higher Education²

Criteria 7. The process of referencing has been devised by the main public authority and has been endorsed by the main stakeholders in the qualifications system

Information required:

A statement describing the management process used to provide a valid, reliable and trusted outcome of referencing.

Criteria 8. People from other countries who are experienced in the field of qualifications are involved in the referencing process and its reporting.

Information required:

The referencing process should clarify the relationship between the AQRF and the national qualifications system for a person without particular understanding of the qualifications system concerned. To support this process a person or persons from another country is involved in the referencing process to act as an adviser and supporter of the referencing process. The advice of the foreign person should be given with a view to optimising the trust in use of the AQRF as an instrument for transparency.

There is no obligation on the part of the host country to accept the advice of the foreign person.

The referencing report should state who was involved and explain why these experts were invited and how they were involved in the process (roles, activities) and at what stage and how their feedback was taken into account.

Criteria 9. One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the

¹ Requirements for full member.

² Requirements for full member.

competent national bodies and shall address separately and in order each of the referencing criteria

Information required:

Whatever the scope of the referencing process this report should be written by the competent bodies in consultation with stakeholders and agreed by them. The single report should contain all relevant information on the results of the referencing of national qualifications levels to the AQRF and refer to further resources for evidence if necessary. There should be no supplementary or minority view reports

Criteria 10. The outcome of referencing is published by the ASEAN Secretariat and by the main national public body

Information required:

In order to make public the process of referencing and its outcome.

Criteria 11. Following the referencing process all certification and awarding bodies are encouraged to indicate a clear reference to the appropriate AQRF level on new qualifications certificates, diplomas issued

Information required:

In order to show that the AQRF is a force for cooperation and mobility of direct relevance to citizens of ASEAN.

3. Future Plans and Next Steps

Proposed information to be included, but not limited to:

- Describe plans and strategies in the development and implementation of NQF (e.g. plans on review the NQF every five-years and the manner of updating the AQRF Referencing Report)
- Highlight the expected challenges and strategies to address the challenges
- Expected impact of referencing AQRF on users of NQF

- Describe socialisation plans for NQF and AQRF (e.g. workshop to enhance awareness, activities to encourage the utilisation of NQF and AQRF)

4. Annexes

Proposed information to be included, but not limited to:

- List of stakeholders involved in the referencing process and preparation
- Reviews from stakeholders and statement from international experts and observers from other AMS
- Mapping of NQF to AQRF (e.g. level descriptors for NQF and AQRF)

Visual example taken from Malta Referencing Report to EQF (2016):

MQF Level Descriptors for Level 1		
Level Knowledge	Level 1 EQF Basic general knowledge;	Level 1 MQF 1. Acquires basic general knowledge related to the immediate environment and expressed through a variety of simple tools and context as an entry point to lifelong learning; 2. Knows and understands the steps needed to complete simple tasks and activities in familiar environments; 3. Is aware and understands basic tasks and instructions; 4. Understands basic textbooks.
Skills	Basic skills required to carry out simple tasks	1. Has the ability to apply basic knowledge and carry out a limited range of simple tasks; 2. Has basic repetitive communication skills to complete well defined routine tasks and identifies whether actions have been accomplished; 3. Follows instructions and be aware of consequences of basic actions for self and others.

Note: The manner the domains EQF and Malta Qualifications Framework (MQF) used are different from AQRF. This is for illustration purpose only.

5. Glossary

Suggested inclusion: Provide a glossary of terms relevant to the country's education and training system and which are used in this report.

6. References

Suggested inclusion: Include here any references that may have been used within the report.