

Compendium Credit Systems and Learning Outcomes in ASEM Member Countries



MINISTRY OF EDUCATION AND CULTURE
REPUBLIC OF INDONESIA



Asia-Europe Meeting

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Introductory remarks

Based on Chairs' Conclusion ASEMME4, ASEM Education Secretariat (AES) took initiative to constantly update Compendium on Credits and Learning Outcomes in ASEM countries. Eight Asian and Pacific member countries, Australia, Brunei Darussalam, China, Indonesia, Japan, New Zealand, Philippines, and Thailand have submitted their updated compendium in July and October 2014. While data of compendium from Education, Audiovisual, and Culture Executive Agency (EACEA) was submitted in June 2014 and AES received updated compendium from Austria, Cyprus, Denmark, Estonia, Finland, Latvia, Norway, Portugal, Spain, Slovenia, and Romania.

AES used the existing compendium data of countries which have not submitted their updated compendium and marked with the asterisk (*). Further discussion on compilation of credit and learning outcome will be held among committed countries (Australia, Belgium (French Community) Brunei Darussalam, China, Estonia, Lithuania, Malaysia, Portugal and Thailand as stated in the Chairs' Conclusion.

This non-exhaustive compilation is intended to be the first step towards a common understanding of terminology and concepts concerning credits and learning outcomes in ASEM member countries. AES will keep circulating the questionnaire in order to complete the compendium. We welcome your comments and input in to enrich this updated compilation.

ASEM Education Secretariat
Jakarta, November 2014

Overview of findings

Higher education institutions' credit system in Asian ASEM member countries

Countries	Credit system	Range of credits for a degree		
		Bachelor	Master	Doctoral
Australia	yes	N.A.	N.A.	N.A.
Brunei Darussalam	yes	128-140	60-70	no course
Cambodia	yes	N.A.	N.A.	N.A.
China	under development	140-180	30	15
India	yes	N.A.	N.A.	N.A.
Indonesia	yes	144-160	72	72
Japan	yes	124	30	30
Korea	yes	130-140	N.A.	N.A.
Laos	N.A.	N.A.	N.A.	N.A.
Malaysia	yes	120	40	no given credit value
Mongolia	yes	120	30	60
Myanmar	yes	N.A.	N.A.	N.A.
New Zealand	yes	360 or more	180-240	min 360
Pakistan	yes	124-136	30	N.A.
The Philippines	yes	120-190	N.A.	N.A.
Russia	Yes / ECTS	240	120	N.A.
Singapore	N.A.	N.A.	N.A.	N.A.
Thailand	yes	120-180	36	48
Vietnam	yes	120-220	30-55	12-18

Source: Report ASEM Education Secretariat, Bonn 2011. Credit Systems and Learning Outcomes in ASEM Member Countries, and updated report from ASEM member countries.

Overview of findings

Higher education institutions' credit system in Asian ASEM member countries

Countries	Linkage of student workload and credit system	Quality assurance body	Qualifications framework (QF)	Remarks
Australia	yes	yes	yes	
Brunei Darussalam	yes	yes	initial stage	
Cambodia	yes	yes	no comprehensive	
China	some relationship	N.A.	N.A.	depending on different universities and majors
India	N.A.	yes	no formal	
Indonesia	yes	yes	N.A.	
Japan	yes	yes	N.A.	some exception for medical science and dental science
Korea	no guarantee	yes	yes	
Laos	N.A.	yes	N.A.	
Malaysia	yes	yes	yes	
Mongolia	yes	yes	N.A.	some exception for medicine, dentistry, pharmacy and veterinary
Myanmar	N.A.	N.A.	N.A.	
New Zealand	yes	yes	yes	
Pakistan	N.A.	yes	N.A.	
The Philippines	N.A.	yes	yes	
Russia	yes	yes	under development	
Singapore	N.A.	yes	yes	
Thailand	yes	yes	yes	
Vietnam	yes	yes	N.A.	

Source: Report ASEM Education Secretariat, Bonn 2011. Credit Systems and Learning Outcomes in ASEM Member Countries, and updated report from ASEM member countries.

Overview of findings

Higher education institutions' credit system in European ASEM member countries

Countries	Credit system	Range of credits for a degree		
		Bachelor	Master	Doctoral
Austria	yes / ECTS	180-240	60-120	N.A.
Belgium—Flemish community	yes / ECTS	180	60-120	N.A.
Belgium—French community	yes / ECTS	180	60-120	N.A.
Belgium—German community	yes / ECTS	180	N.A.	N.A.
Bulgaria	yes / ECTS	180	60-120	N.A.
Cyprus	yes / ECTS	240	90-120	N.A.
Czech Republic	yes / ECTS	180-240	60-120	N.A.
Denmark	yes / ECTS	180-240	120	N.A.
Estonia	yes / ECTS	180-240	60-120	N.A.
Finland	yes / ECTS	180-240	90-120	N.A.
France	yes / ECTS	180	120-180	N.A.
Germany	yes / ECTS	180-240	60-120	N.A.
Greece	yes / ECTS	240	60-120	N.A.
Hungary	yes / ECTS	180-240	60-120	N.A.
Ireland	yes / ECTS	180-300	60-12	N.A.
Italy	yes / ECTS	180	120	N.A.
Latvia	yes / ECTS	180-240	60-120	N.A.
Lithuania	yes / ECTS	180-240	60-120	N.A.
Luxembourg	yes / ECTS	180-240	120	N.A.
Malta	yes / ECTS	180-240	60-120	N.A.
The Netherlands	yes / ECTS	180-240	60-180	N.A.
Poland	yes / ECTS	180-240	90-120	N.A.
Portugal	yes / ECTS	180-240	60-120	N.A.
Romania	yes / ECTS	180-240	60-120	N.A.
Slovakia	yes / ECTS	180-240	120-180	N.A.
Slovenia	yes / ECTS	180-240	60-120	N.A.
Spain	yes / ECTS	240	60-120	N.A.
Sweden	yes / ECTS	180-210	60-120	N.A.
UK—England, Wales and N. Ireland	yes / ECTS	180-240	60-120	N.A.
UK—Scotland	yes / ECTS	240	90	N.A.
Eurydice	yes / ECTS			

Source: Report ASEM Education Secretariat, Bonn 2011. Credit Systems and Learning Outcomes in ASEM Member Countries, and updated report from ASEM member countries.

Overview of findings

Higher education institutions' credit system in European ASEM member countries

Country	Linkage of student workload and credit system	Quality assurance body	Qualifications framework (QF)	Remarks
Austria	yes	yes	under development	Exceptions for some programmes, mostly regulated professions (e.g. medicine)
Belgium—Flemish community	yes	yes	yes	
Belgium—French community	yes	yes	yes	
Belgium—German community	yes	no	under development	
Bulgaria	yes	yes	under development	
Cyprus	yes	yes	under development	
Czech Republic	yes	yes	under development	
Denmark	yes	yes	yes	
Estonia	yes	yes	yes	
Finland	yes	yes	under development	
France	yes	yes	under development	
Germany	yes	yes	yes	
Greece	yes	yes	under development	
Hungary	yes	yes	under development	
Ireland	yes	yes	under development	
Italy	yes	yes	under development	
Latvia	yes	yes	yes	
Lithuania	yes	yes	under development	
Luxembourg	yes	yes	under development	
Malta	yes	yes	under development	
The Netherlands	yes	yes	yes	

Poland	yes	yes	under development	
Portugal	yes	yes	under development	
Romania	yes	yes	under development	
Slovakia	yes	yes	under development	
Slovenia	yes	yes	under development	
Spain	yes	yes	under development	
Sweden	yes	yes	under development	
UK—England, Wales and N. Ireland	yes	yes	yes	
UK—Scotland	yes	yes	yes	
Eurydice	yes	yes	under development	

Source: Report ASEM Education Secretariat, Bonn 2011. Credit Systems and Learning Outcomes in ASEM Member Countries.

Findings for Asian member countries

Australia

Key information on education system and credits and learning outcomes in particular

Higher education system	
Number of students in higher education	<p>Based on data provided by higher education institutions under the <i>Higher Education Support Act 2003</i> (HESA):</p> <ul style="list-style-type: none"> • 1,313,776 students were enrolled in higher education in 2013. • There were 985,374 domestic students in 2013, an increase of 5.5 per cent from 2012, representing 75.0 per cent of all higher education enrolments. • 70.4 per cent of students were studying full time in 2013. • 92.5 per cent of students were enrolled at public universities in 2013. • Public University enrolments increased 3.7 per cent in 2013 (1,215,367 students, up from 1,171,737 students in 2012), while Private Universities and Non-University Higher Education Institutions (NUHEIs) enrolments increased by 14.4 per cent (98,409 students at 99 institutions in 2013, up from 85,985 students at 91 institutions in 2012). • 925,791 are undergraduate students, of these, 881,579 are bachelor degree students, the remaining 44,212 students are enrolled in associate degrees, advanced diplomas, diplomas and other undergraduate award courses in 2013.
Types of higher education institutions	<p>There are 41 universities in Australia. Australia also has a number higher education providers not classified as universities and tertiary-level vocational colleges providing diploma and advanced diploma courses.</p>
Number of higher education institutions	<ul style="list-style-type: none"> • 37 public universities • 3 private universities in Australia • 1 specialised university • 2 campuses of overseas universities • Around 130 accredited private providers

	<ul style="list-style-type: none"> • 4 self-accrediting institutions.
University level studies	<ol style="list-style-type: none"> 1. Diploma (AQF Level 5) – typically 1-2 years full time study 2. Advanced Diploma (AQF Level 6) – typically 1.5-2 years 3. Bachelor Degree (AQF Level 7) – typically 3-4 years full time study 4. Bachelor Degree + Honours (AQF Level 8) - typically 3-4 years full-time + 1 additional year full-time completion 5. Graduate Certificate (AQF Level 8) – typically 0.5 – 1 year full time study 6. Graduate Diploma (AQF Level 8) – typically 1 – 2 years full time study 7. Masters by Coursework (AQF Level 9) - typically 1-2 years full-time study 8. Masters by Research (AQF Level 9) - typically 1-2 years full-time study 9. Master’s Degree (Extended) (AQF Level 9) – typically 3 – 4 years full time study 10. Doctoral Degree (AQF Level 10) - typically 3-4 years full-time study
Description	<ol style="list-style-type: none"> 1. Foundation Courses: Diploma, Advanced Diploma 2. University Undergraduate Studies: Bachelor’s Degree, Bachelor Degree + Honours 3. University Postgraduate Studies : Graduate Certificate, Graduate Diploma, Master's Degree, Doctoral Degree
Participation of country in multilateral or bilateral higher education programmes	<p>Australia participates in bilateral and forums for multilateral partnerships/agreements through the:</p> <ul style="list-style-type: none"> • Asia-Pacific Economic Cooperation (APEC) • Organisation for Economic Cooperation and Development (OECD) • Asia-Europe Meeting (ASEM) • East Asia Summit (EAS) • United Nations Educational, Scientific and Cultural Organisation (UNESCO) • Australia’s universities form individual partnerships with overseas universities • Australian universities are experienced in the UMAP system of credit transfer • UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) • UNESCO Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education

	(Tokyo Recognition Convention)
Prospective reforms	<p>Australia and the EU have agreed in principle to move to a treaty-level agreement on cooperation in education.</p> <p>The Government's 2014-15 Budget higher education reforms:</p> <ul style="list-style-type: none"> • expand opportunities for students • ensure Australia is not left behind in global competition at a time of rising performance by universities around the world • offer more support for disadvantaged students through a new scholarship scheme • support more courses, greater diversity and more skills for our workforce • ensure that Australia's higher education system is sustainable into the future.
Quality assurance (QA)	
QA body	Tertiary Education Quality and Standards Agency (TEQSA)
Scope (programme/institution)	<ul style="list-style-type: none"> • Programme and institution • Note programs for international students are also quality assured by TEQSA under provisions of the <i>Education Services for Overseas Students Act 2000</i>
Qualifications Framework	Yes – Australian Qualifications Framework (AQF)
Voluntary/compulsary	Compulsory through its inclusion in the Higher Education Standards Framework, which is established in legislation.
Procedures	<ul style="list-style-type: none"> • Institutions must be registered by TEQSA, and listed on TEQSA's National Register of Higher Education Providers to provide education services in Australia. TEQSA assesses institutions against the Higher Education Standards Framework. Higher education institutions that do not have self-accrediting authority must also have their courses accredited by TEQSA. • Programs and institutions providing courses for international students must be registered under the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). All of Australia's universities are currently CRICOS registered.
Credit system	
Description	<p>A Bachelor Degree is 3-4 years full-time study. A Masters Degree 1-2 years (apart from the Masters (Extended) which is 3-4 years) and a Ph.D. is 3-4 years full time study.</p> <p>The Australian Qualifications Framework provides</p>

	<p>guidelines for learning outcomes, pathways, assessment and accreditation of qualifications. The Higher Education Standards Framework outlines that higher education institutions must ensure that they maintain processes to provide for the recognition of prior learning, credit transfer and articulation of awards.</p>
Application of credit system in HEI obligatory?	<p>Yes</p> <p>The Higher Education Standards Framework outlines that higher education institutions must ensure that they maintain processes to provide for the recognition of prior learning, credit transfer and articulation of awards.</p>
Credit transfer system	<p>Yes.</p> <p>The Higher Education Standards Framework outlines that higher education institutions must ensure that they maintain processes to provide for the recognition of prior learning, credit transfer and articulation of awards.</p> <p>A number of arrangements may be in place between individual Australian universities and overseas partner universities.</p> <p>Otherwise, the University Mobility in Asia and the Pacific (UMAP) credit transfer system is commonly used by Australian universities – and is itself modelled on the ECTS.</p>
Linkage of learning outcomes and credits	<p>Yes</p> <p>Although there is not a common credit system in use by all higher education institutions, the Australian Qualifications Framework provides guidelines for learning outcomes, pathways, assessment and accreditation of qualifications. The Higher Education Standards Framework outlines that higher education institutions must ensure that they maintain processes to provide for the recognition of prior learning, credit transfer and articulation of awards.</p>
Measuring of student workload	<p>Yes.</p> <p>Student workload is measured in Equivalent Full-Time Student Load (EFTSL).</p>
Linkage of student workload and credit system	<p>Broadly yes, although there is not a common credit system in use by all higher education institutions.</p>
Comments on credit system	<p>Australia's lack of a uniform credit system has not been a significant impediment in positioning itself as one of the largest providers of international education in the world.</p> <p>The Australian Qualifications Framework is a highly regarded quality assured national framework of qualifications in the school, vocational education and training (VET) and higher education sectors in Australia.</p>

Brunei Darussalam

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	<ul style="list-style-type: none"> • Research University • University of Technology • Islamic University • Religious Teachers University College • Polytechnic
Number of higher education institutions	5
University level studies	4
Description	<ul style="list-style-type: none"> • Research University (University Brunei Darussalam - UBD) • University of Technology (Brunei Institute Of Technology (ITB) – ITB was upgraded to university status in 2010) • Islamic University (University Islam Sultan Sharif Ali - UNISSA) • Religious Teachers University College (Seri Begawan Religious Teachers University College - KUPUSB) • Brunei Polytechnic (BP) – Offers Diploma and Advanced Diploma In Various Disciplines <p>- UBD, ITB, UNISSA, KUPUSB and BP are public institutions.</p> <p>- They are self-accrediting higher education providers. They have their own university act, senate, academic and curriculum committee, evaluation and assessment committee, curriculum standards, etc. So they are independent and accredit their own programmes.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • ASEMME 1-4 (Ministers level) • ASEM initiatives/activities – SOM meetings, Technical Committees Meetings, participation in seminars, conferences and Collaborations including MoUs between Brunei Higher Education Institutions (HEI) with HEIs in ASEM Member Countries. • Asia Pacific Quality Network as Intermediate Member. • ASEAN Quality Assurance Network as Full Member.
Prospective reforms	Technical and Vocational Education Reforms (more details

	can be accessed via MoE's Website at http://moe.gov.bn)
Quality assurance (QA)	
QA body	Brunei Darussalam National Accreditation Council (BDNAC)
Scope (programme/institution)	Assessing and evaluating local and foreign institutions including the programmes and qualifications awarded by the institutions
Qualifications Framework	<p>BRUNEI DARUSSALAM QUALIFICATIONS FRAMEWORK (BDQF)</p> <ul style="list-style-type: none"> • The BDQF was officially established in October 2013. • It comprised of 3 sectors – school sector, technical and vocational sector and higher education sector. • It has 8 levels of qualifications accompanied by the level descriptors. Each level descriptor will specify the standards of each qualification.
Voluntary/compulsary	<ul style="list-style-type: none"> • Voluntary for public institutions • Compulsory for private institutions operating in Brunei Darussalam.
Procedures	<p>For private institutions, approval is given based on the following procedures:</p> <ul style="list-style-type: none"> • The institution need to apply for registration with the Private Education Section, Ministry of Education. • Concurrently, the institutions need to submit proposal to the BDNAC before running any courses or programmes. • The courses/programmes they want to offer including the curriculum and the certificates/diplomas they award need to be accredited and recognised first by the Brunei Darussalam National Accreditation Council (BDNAC). • The BDNAC is a Unit under the Permanent Secretary (Higher Education) Office, Ministry of Education Brunei Darussalam.
Credit system	
Description	<ul style="list-style-type: none"> • The number of credits for each subject is determined at institutional level based on the standardised credit system. • Subjects are categorised into lectures, tutorial, exercise, experiments, practical training or skill sessions (internships). Classes are included in any of these forms or in a combination of them, and credits are conferred for successful compilation of the classes. Further details need to be achieved from each institution concerned. • Student credit transfer between local universities and other foreign universities is done on a case by case basis.

Application of credit system in HEI obligatory?	To be determined by individual institutions
Credit transfer system	To be determined by individual institutions
Linkage of learning outcomes and credits	To be determined by individual institutions
Measuring of student workload	To be determined by individual institutions
Linkage of student workload and credit system	To be determined by individual institutions
Comments on credit system	Credit system facilitates internationalisation and harmonisation of programmes through a common platform for student exchange (in terms of modules and credit transfer) which enhanced student mobility.

Cambodia*

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	<p>Higher education institutions cover Arts Sciences, Foreign Languages and Teacher Training (Sakal vityala Phnôm Penh (University of Phnôm Penh)); Technology (Institute of Technology of Cambodia); Economics and Law; Business; Medicine (University of Health Sciences); Agriculture (Royal University of Agriculture); Fine Arts (Royal University of Fine Arts); Agriculture and Management (Maharishi Vedic University).</p> <p>There are also technical professional training institutions. The Ministry of Education, Youth and Sport has overall responsibility for higher education institutions. All institutions receive financial support from the Government. Private institutions were created recently. They include Norton University; the Institute of Technology and Management; the International Institute of Cambodia and the Faculty of Management and Law in Phnom Penh and the Faculty of Washington DC and the Institute of Management and Economics in the provinces.</p>
Number of students in higher education institutions	<p>207,000 (2013)</p> <p>Source : http://www.moeys.gov.kh/en/education/higher-education.html#.VTiaf9Ltmko</p>
University level studies	<ul style="list-style-type: none"> • Bachelor • Master • Ph.d
Description	<p>They must also pass a final examination. In some institutions students obtain a Diploma at the end of the first sequence. For instance, the Institute of Technology of Cambodia awards the University Diploma of Technology. In addition to examinations, students are required to present a project in order to obtain their degree. Practical experience in private or public enterprises though they have followed an internship during the last year of study, degree holders are required to work for one year or more after graduation before they are able to practice.</p>
Participation of country in multilateral or	AUN

bilateral higher education programmes	SEAMEO UMAP-UCTS ASEM
Prospective reforms	
Quality assurance (QA)	
QA body	AAC (accreditation committee of cambodia)
Scope (programme/institution)	<ul style="list-style-type: none"> • Institution accreditation (for institution which confer Bachelor, Master and Ph.d) • Accreditation is the jurisdiction of the AAC • Establishment and management or supervision of higher education institution are the jurisdiction of the MoEYS (Ministry of Education, Youth and Sport)
Qualifications Framework	No comprehensive qualifications framework and standards. No consistency among HEIs (by ten different ministries)
Voluntary/compulsary	Compulsary for higher education institution
Procedures	<p>Type:</p> <ul style="list-style-type: none"> • Provisional accreditation-subject to ACC's approval (HEIs with provisional must report annually to ACC on their progress) • Full accreditation-conferred to HEIs which meet minimum standards with the mandate for five years <p>Process of assessment:</p> <ul style="list-style-type: none"> • HEIs apply for accreditation to the secretariat general of the AAC • The Dept. of Standard and Accreditation directly communicates to HEIs in case further information is required • Secretary General of AAC appoints a team of technical staff and external assessor to conduct site visit and assessment processes at the HEI <p>Procedures:</p> <ul style="list-style-type: none"> • The team of assessor and technical staff prepare the assessment report and Procedures submits it to the secretary general • The Dept. of Standard and Accreditation concludes the report and submits it to the secretary general for further comments and to propose ACC board for final decision.
Credit system	Yes, since year 2000 change from semester and module/block system into credit

China

Key information on education system and credits and learning outcomes in particular

Higher education system	The central government formulates the overall plans for the development of higher education. It establishes higher education institutions with active participation of other social forces (e.g. Enterprises, individual citizens) in various forms. HEIs enjoy autonomy in providing education to the general public and practice democratic management in accordance with law. The State Council is responsible for providing unified guidance and administration for higher education nationwide. China adopts three-hierarchy degree system, namely the bachelor's, master's and doctor's degrees. Higher education in China is divided into junior-college education (<i>zhuanke</i> , offering non-degree programs), undergraduate education (<i>benke</i> , offering programs leading to the bachelor's degrees) and postgraduate education (offering programs leading to the master's and doctor's degrees).
Number of Students in Higher Education	34.6 million
Types of higher education institutions	<ul style="list-style-type: none"> • University • College • Research Institute (e.g. Academy) • Other Specialized Higher Education Schools
Number of higher education institutions	2,788 HEIs in total, including 2,491 regular HEIs (1,170 HEIs offering degree programs, and 1,321 tertiary vocational colleges) , and 297 adult HEIs
University level studies	<ul style="list-style-type: none"> • Bachelor's Degree: 4-5 years • Master's Degree: 2-3 years • Doctor's Degree: 3-4 years
Description	<p>Bachelor degree: awarded to students who understand basic theory in a field of work or study, master well related knowledge and fundamental skills, and who demonstrate essential capacity to assume a job or do a research.</p> <p>Master degree: awarded to students who understand profound theory in a field of work or study, master broad and coherent knowledge, able to manage different skills to solve complex problems, and demonstrate independent capacity to assume a job or do a research.</p>

	<p>Doctor degree:</p> <p>awarded to students who understand the most advanced theory in a field of work or study and at the interface between fields, master the most specialized skills and techniques, have strong capacity of research and have already made certain accomplishment in a field.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • Multilateral agreements concerning recognition of foreign studies, for example: Convention On the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and Pacific (Year of signature: 1983, Resigned in 2011) • Bilateral agreements concerning recognition of foreign credentials. For example: China has signed agreements on mutual recognition of studies, diplomas and degrees with 40 countries as follows: Malta(2013); Malaysia, Turkmenistan(2011); Latvia, Mexico(2010); Philippines, Vietnam (2009); Korea, Cuba (2008); Spain, Denmark, Thailand(2007); Kazakhstan, Sweden, Ireland (2006); Canada, Italy, Netherland, Portugal (2005); Austria(2004); New Zealand, France, Australia, Great Britain (2003); Germany, Kirgizstan (2002); Mongolia, Ukraine, Belarus (1998); Egypt, Hungary (1997); Romania, Russia (1995); Cameroon (1994), Uzbekistan (1993); Mauritius (1992), Algeria, Peru (1991); Bulgaria (1990); Sri Lanka (1988)
Prospective reforms	<p>China is currently undergoing a comprehensive reform in Higher Education, aiming to optimize HE structure and its functions. Highlights of the reform are as follows:</p> <ol style="list-style-type: none"> 1. To enhance HEIs' inner strength, improve education quality, and establish a classified, diversified and scientific evaluation system for HEIs; 2. To innovate cultivating mode, and let HEIs play a main role in cultivating process; 3. To find the right position of different types of HEIs, optimize its discipline structure, and improve students' employment ability; 4. To reform examination and enrollment system, insure students' healthy development, and pursue a scientific way of selecting talents featuring fairness and justice; 5. To deepen the reform of personnel management system in HEIs, strengthen teaching staff's capability

	<p>and mobilize their enthusiasm and creativity;</p> <p>6. To alter the functions of the government, improve the internal governance structure in HEIs, and build a modern university system;</p> <p>7. To engage HEIs in international cooperation and people-to-people exchanges.</p>
Quality assurance (QA)	
QA body	<p><u>2 Professional QA bodies at the national level:</u></p> <ul style="list-style-type: none"> • Postgraduate Education: China Academic Degrees and Graduate Education Development Center (CDGDC) • Undergraduate Education: Higher Education Evaluation Center of the Ministry of Education (HEEC)
Scope (programme/institution)	Both QA bodies conduct institution and program evaluation.
Qualifications Framework	<p>N/A.</p> <p>China is working on establishing the National Framework of Quality Standards.</p>
Voluntary/compulsary	Most evaluations are compulsory. Some programs are voluntary, for example, the National Subjects Ranking and MBA Accreditation conducted by CDGDC.
Procedures	<p>China has developed an all-around, multi-stakeholder-involved QA system which is referred to as 'five-in-one' system. It consists of Institutional Evaluation, Program Accreditation & Evaluation, Self Evaluation, Regular Monitoring of Educational Status Data and International Evaluation.</p> <p>The procedure of institution and program evaluation varies from case to case. A regular procedure is as follows:</p> <ol style="list-style-type: none"> 1. HEIs conduct self-evaluation(SE) and submit a report to HEEC or CDGDC; 2. QA agencies review the SE report and give an analysis report of HEIs. 3. External panels make site visits, give in-depth interviews with different stake-holders and visit classes/labs/training bases etc. 4. QA agencies finish evaluation report, release it to the public and submit it to the Ministry of Education. 5. Follow up monitoring.
Credit system	
Description	Since the 1980s, Chinese HEIs have gradually adopted the scholastic-year-and-credit system, requiring students to study for a prescribed study length as well as credits. At

	present, there is no unified credit system employed by all HEIs. Most universities and colleges define their own credit systems, and only apply in their own institutions.
Application of credit system in HEI obligatory?	<p>Today most Chinese HEIs apply the credit concept to measure student workloads. To get a certain amount of credits even become one of the requirements for graduation in some universities.</p> <p>Chinese Ministry of Education encourages the employment of credit system. Some provincial government also issued relevant provisions. But there is not yet the obligation to apply it. HEIs have the right to conceive and apply the credit system which suits themselves.</p> <p>The Credit System is the trend of education reformation; many universities in China are taking it into action.</p>
Credit transfer system	Credit recognition is achieved only between universities with partnership agreements, and in certain regions with also regional arrangements in place.
Linkage of learning outcomes and credits	<p>Yes</p> <p>Credits are gained if learning outcomes are qualified.</p>
Measuring of student workload	Student workloads are measured by the number of courses studied and exams validated. The time spent on their major-related researches, surveys and experiments are also taken into consideration.
Linkage of student workload and credit system	There are some relations between workloads and the Credit System. In some universities, one credit requires students to have 16 hours' workload.
Comments on credit system	The credit system is a hot-debated topic in China. The Education authorities and HEIs advocate to draw useful references from overseas experience and to explore to establish credit recognition and transfer mechanism with Chinese characteristics. There are discussions, explorations and experiments on how to develop a flexible credit system that can encourage autonomy and liberty in universities while assuring higher education quality. Credit system will with no doubt be an important point in future higher education reform, and a credit accumulation and transfer system is widely expected to facilitate student mobility, education transparency and academic exchange and cooperation.

India*

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	Higher education in India starts after the higher Secondary or 12th standard. While it takes 3 years for completing a B.A., B.Sc or B.Com (Bachelor of Commerce) pass or honors degree from a college in India, pursuing an engineering course would take four years and five years (with six months of additional compulsory internship) for completing a bachelor of medicine or bachelor of law degree. Postgraduate courses generally are of two years duration. But there are some courses like Master of Computer Application (MCA) that are of three years duration. For those who cannot afford to attend regular classes for various preoccupations can pursue correspondence courses from various Open Universities and distance learning institutes in India.
Number of students in higher education institutions	28,563,000 (2013) Source: http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/AR2013-14.pdf
Number of higher education institutions	642 Universities (2013) 34908 Colleges (2013) Source: http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/AR2013-14.pdf
University level studies	<ul style="list-style-type: none"> • Bachelor's Degree: 4-5.5 years • Master's Degree: 2 years • Doctor: min. 3 years • DSc/Dlitt: 2-3 years
Description	<p>University level first stage:</p> <p>Bachelor: First degrees generally require three years' full-time study leading to Bachelor of Arts, Science and Commerce degrees. Entrance to an Honours course may require a higher pass mark in the higher secondary or pre-university examinations. An Honours degree does not generally involve longer study but indicates greater specialization. In professional subjects, courses last for four to five and a half years. The Bachelor of</p>

	<p>Laws (LLB) can either be taken as an integrated first degree course (five years) or as a two to three-year course taken as a second degree.</p> <p>University level second stage:</p> <p>Master's Degree: A Master's Degree in Arts, Science and Commerce generally requires two years of study after a first degree. Most are coursework-based without a thesis. The Indian Institutes of Technology offer three semester studies leading to ME, MSc (Eng) and MTech degrees. Master's courses in Engineering and Technology normally require two years' study after a first professional degree. Candidates must qualify through the Graduate Aptitude Test in Engineering Colleges. In Medicine and Surgery, the Master's degree takes two years after MBBS/BDS (Bachelor of Medicine, Bachelor of Surgery/Bachelor of Dental Surgery). The Master of Technology is awarded after a study period of three semesters. Students must complete a research project which usually takes one semester. The Master of Computer Applications (MCA) is awarded after three years' study beyond the Bachelor's Degree.</p> <p>University level third stage:</p> <p>Master of Philosophy, PhD: One and a half-year MPhil programmes are open to those who have completed their second stage postgraduate degree. It is a preparatory programme for doctoral level studies. Some universities admit MBBS/BE degree holders to PhD courses. The PhD programme involves two years' study beyond the MPhil or a minimum of three years' study beyond the Master's degree and the submission of a thesis, as well as an oral examination.</p> <p>University level fourth stage: DSc, D Litt:</p> <p>The Doctor of Science (DSc) and the Doctor of Literature (D Litt) degrees are awarded by some universities two to three years after the PhD for original contributions.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • UMAP-UCTS • ASEM
Quality assurance (QA)	
QA body	NAAC (National Assurance and Accreditation Council)
Scope (programme/institution)	Programme and Institution
Qualifications Framework	no formal qualifications framework

Voluntary/compulsary	Voluntary
Procedures	<ul style="list-style-type: none"> • Submission of a self-study report by the institution being assessed • An on-site visit by a peer review team to verify the self-study report and recommend an assessment outcome to the NAAC • Consideration of the self-study report and peer review of that report to produce a final decision by the Executive Committee
Credit system	
Description	<ul style="list-style-type: none"> • Each semester is allotted a minimum number of credits to be completed. For the first year students it is 21 credits for the first semester and 23 for the second. There is a minimum number of credits to be completed so as to get entry in the next semester • One lecture or tutorial hour per week per semester is assigned one credit. One laboratory hour per week per semester is assigned half credit. For each lecture or tutorial credit, the self study component is 1 hour/week

Indonesia

Key information on education system and credits and learning outcomes in particular

Higher education system	<p>There are several types of institutions: universities, both private and public, which are recognized by the Ministry of National Education; Institut of Teacher Training and Education (Institut Keguruan dan Ilmu Pendidikan – IKIPs) which are ranked as universities with full degree-granting status;</p> <p>Islamic institutes, which have the same rank as universities and come under the Ministry of Religious Affairs; schools (Sekolah Tinggi), both public and private, which offer academic and professional university-level education in one particular discipline;</p> <p>Single-faculty academies which offer Diploma/Certificate technician-level courses at public and private levels; and polytechnics, which are attached to universities and provide sub-degree junior technician training. The private universities come under the responsibility of the Directorate of Private Universities within the Directorate General of Higher Education.</p> <p>The Ministry of National Education, through the Directorate General of Higher Education, exercises authority over both state and private institutions. State institutions are financed by the central government, although provincial governments may also provide funds.</p>
Types of higher education institutions	<ul style="list-style-type: none"> • Sekolah Tinggi (School) • Akademi (Academy) • Politeknik (Polytechnic) • Institut (Institute) • Universitas (University)
Number of student higher education institutions	31.8 million (2014)
University level studies	<ul style="list-style-type: none"> • Bachelor (S1) • Master (S2) • Doctor (S3)
Description	<p>University level first stage:</p> <p>Sarjana (S1): The Sarjana (Strata Satu) is awarded after</p>

	<p>four years of full-time study at a recognized university, institute or school. Students must obtain 144 credits. For Medicine, Dentistry, Veterinary Science, Pharmacy and Engineering additional two to six semesters must be added. Degree Certificates usually bear the inscription Sarjana followed by the subject. A minimum of 144 credits are needed to graduate.</p> <p>University level second stage: Magister (S2): The Magister (Strata Dua) is awarded after a further two years' study plus research. Some 36-72 credits beyond S1 are required to graduate.</p> <p>University level third stage: Doktor (S3): The Doktor (Strata Tiga) takes another two to four years beyond the Magister. In some cases, students can pursue Doktor degree programmes immediately after the first degree, depending on their potential. The Doktor degree is the highest award conferred by Indonesian universities or institutes. There is a residential requirement for 2 years and students must pass the examinations that are organized every year to check their research progress. 72 credits are needed in this level.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • AUN (Asia University Network) • SEAMEO • UMAP-UCTS • ASEM
Prospective reforms	<ul style="list-style-type: none"> • Quality standarization • Credit transfer system
Quality assurance (QA)	
QA body	BAN-PT (Badan Akreditasi Nasional Perguruan tinggi, National Accreditation for Higher Education)
Scope (programme/institution)	<ul style="list-style-type: none"> • Programme accreditation • Programme and institutional accreditation authority of the agency is limited to accreditation; permit to establish higher education institution and to conduct study programme issued by the Ministry of National Education. The Agency only accredits study programmes or institutions which have obtained a permanent operation permit from the Minister of National Education
Qualifications Framework	nil
Voluntary/compulsary	compulsary

Procedures	<ul style="list-style-type: none"> • Accreditation of study programmes and institutions • Five year cycle <ul style="list-style-type: none"> ○ Peer review by assessor ○ Adequacy assessment • Site assessment • Validation of accreditation by the agency board • Accreditation decision by the agency board • Announcement of accreditation by the agency
Credit system	
Description	<p>A unit credit semester means 1 hour class teaching or two hours laboratory activity, or 4 hours practical work in industry in a week throughout a semester. Each of them following by 1-2 hours structurally academic activity, and 1-2 hours self studying activity in a week throughout a semester.</p> <ul style="list-style-type: none"> • Bachelor degree, 144 - 160 credits for about 8 semesters until 14 semesters • Master degree, 36 - 72 credits for about 4 semesters until 10 semesters and • Doctor degree, at least 72 credits for about 6 semesters until 11 semesters
Application of credit system in HEI obligatory?	obligatory
Credit transfer system	under agreement
Linkage of learning outcomes and credits	yes
Measuring of student workload	yes
Linkage of student workload and credit system	yes

Japan

Key information on education system and credits and learning outcomes in particular

Higher education system	<p>Higher education is provided by Universities, Post graduate schools, Junior Colleges and Colleges of Technology, as well as by Specialized Training Colleges.</p> <p>These institutions are national, prefectural or municipal, or private. The approval by the Ministry (or, in some cases of Specialized Training Colleges, local authority) is required to establish institutions.</p> <p>Some 78 per cent of the Universities and 95 per cent of the Junior Colleges are private institutions.</p> <p>Universities include one or several faculties offering courses in a variety of subjects.</p> <p>National, prefectural or municipal universities are mainly financed from national or local funds. Private universities and colleges are financed mainly by students' fees and private funds. The national government provides private institutions with grants for part of their expenditures.</p>
Types of higher education institutions	<ul style="list-style-type: none"> • University (Daigaku) • Post graduate school (Daigaku-in) • Junior College (Tanki-Daigaku) • College of Technology (Koutou-Senmon-gakko)
Number of higher education institutions	<p>1,198* (2013)</p> <p>137 national, 112 prefectural or municipal, and 949 private institutions</p> <p>*This is the total number of University, Junior Colleges, and College of Technology (including the number of University which has Post graduate school as part of itself.)</p>
University level studies	<ul style="list-style-type: none"> • Bachelor's Degree: 4 years (some exception for medical science or dental science, etc.) • Master's Degree: 2 years • Doctor: min. 3 years
Description	<p>Bachelor's course:</p> <p>Higher education consists of a four-year course (some exceptions for medical science or dental science, etc.). A credit system is used and the minimum requirements for graduation (bachelor's course) are the acquisition of 124 credits (some exceptions for medical science or dental science, etc.). The degree</p>

	<p>awarded at the end of the bachelor's course is that of Bachelor's degree (Gakushi). In addition, in 1991, the Ministry introduced a reform whereby those who had not graduated from a university could obtain a Bachelor's degree under certain circumstances and are subject to screening by the National Institution for Academic Degrees and University Evaluation.</p> <p>Master's course: Further specialization takes place in Post graduate schools, which do not exist in every University, and leads after two years to the Master's Degree (Shushi). It requires 30 credits, an examination and test in regard to the master's thesis or the research achievement.</p> <p>Doctoral course: This stage leads to the Doctorate (Hakushi). Studies last for a minimum of three years following upon the Shushi. It requires 30 credits, an examination and test in regard to the doctoral thesis.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • CAMPUS Asia • SEAMEO AIMS Programme • ICI-ECP • UMAP-UCTS
Prospective reforms	Subdivision on University under Central Council for Education in Japan is conducting a comprehensive debate on the future of university education in the mid- to long-terms, in order to assure the quality of education as well as to enhance social understanding
Quality assurance (QA)	First, in Japan, the quality assurance system worked through the three-fold framework comprised of the Standards for Establishing University (SEU), establishment-approval system (EAS) and the Quality Assurance and Accreditation System(QAAS).
QA body	<ul style="list-style-type: none"> ➤ EAS Ministry of Education, Culture, Sports, Science and Technology in Japan(MEXT) ➤ QAAS [The following agencies are certified by the Minister of MEXT.] <ul style="list-style-type: none"> • National Institution for Academic Degrees and University Evaluation • Japan University Accreditation Association • Japan Institution for Higher Education Evaluation

	<ul style="list-style-type: none"> • Japan Association for College Accreditation etc.
Scope (programme/institution)	programme and institution
Qualifications Framework	None
Voluntary/compulsary	compulsary
Procedures	Please see the booklet “Quality Assurance Framework of Higher Education in Japan” for more detailed information. http://www.mext.go.jp/component/english/_icsFiles/afile/2011/06/20/1307397_1.pdf
Credit system	In Japan, the Standards for Establishing University (SEU) work as the minimum standards for all approved universities.
Description	<p>Credits required to get a degree:</p> <ul style="list-style-type: none"> • Bachelor’s degree: 124 credits or more (some exception for medical science or dental science, etc.) • Master degree: 30 credits or more • Ph.D Degree: 30 credits or more <p>Some other requirement (submitting thesis, etc.) may apply</p>
Application of credit system in HEI obligatory?	Yes. SEU (Standards for Establishing University) works as the minimum standards for all approved universities.
Credit transfer system	According to credit transfer system stipulated by SEU, a student may transfer credits to/from a foreign university or junior college. Each University may determine the number of credits, including credit transfer, while keeping the substantiality of credit (workload, learning outcome, etc.)
Linkage of learning outcomes and credits	<p>With regard to students who have completed one class, a university shall confer credits after setting examinations for them or by assessing its students’ academic achievements in an appropriate method specified by the university.</p> <p>SEU stipulates that a university shall establish the classes (with credits derived from them) necessary to achieve its educational purpose as learning outcome of the university as a whole, respective colleges, departments, courses, etc. and shall organize the curricula systematically.</p>
Measuring of student workload	SEU stipulates university shall endeavour to avoid falling short of the standards specified by SEU including student workloads.
Linkage of student workload and credit system	SEU stipulates that a class for one credit shall normally be organized to contain contents that require 45-hour learning workloads, and the number of credits shall be calculated based on the following standards, in light of the educational effects of said class and required learning

	<p>other than that during class hours, in accordance with class methods:</p> <ul style="list-style-type: none"> • Regarding lectures and exercises, one credit shall consist of classes conducted for a number of hours determined by a university between 15 hours and 30 hours • Regarding experiments, practical training, and skills practice, one credit shall consist of classes conducted for a number of hours determined by a university between 30 hours and 45 hours; provided, however, that regarding skills practice classes tutoring in the artistic fields, one credit shall consist of classes conducted for a number of hours determined by a university; and • When using two or more methods out of either lectures, exercises, experiments, practical training, and skills practice for one class, one credit shall consist of classes conducted for a number of hours determined by a university in light of the standards prescribed in the preceding two items, in accordance with the combination of such methods. <p>Notwithstanding the provision of the preceding paragraph, regarding classes, such as graduation theses, graduation research, and graduation products, when it is deemed to be appropriate to confer credits by evaluating the achievement of such learning, the number of credits may be determined in light of the learning, etc. necessary for these activities.</p>
Comments on credit system	<p>While the current credit system as stipulated by SEU gives universities in Japan the certification that they keep the minimum standard, it is still important for them to make these processes (including their credit transfer process, grading policy, syllabus, etc.) more visible, and their curriculum more systematic (specifying clearer objective, arranging more effective course numbering, etc.).</p>

Korea*

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	<p>There are seven types of institutions: colleges and universities (national, public and private); industrial universities; universities of education (national); junior colleges (national, public and private); Korea National Open University (national); technical colleges; and other types of institutions (private) such as seminaries.</p> <p>Under the Education Act, all institutions of higher education, whether public or private, come under the responsibility of the Ministry of Education and Human Resources Development. It exercises control over requirements of teaching staff, academic requirements, regulation for the founding of institutions, etc. With regard to other matters, universities should comply with the guidelines of the Korea Council for University Education (KCUE).</p>
Number of students in higher education institutions	<p>3,7 million (2013)</p> <p>Source : http://www.obhe.ac.uk/newsletters/borderless_report_october_2011/higher_education_in_south_korea</p>
Number of higher education institutions	<p>376 (2013)</p> <p>Source : http://www.obhe.ac.uk/newsletters/borderless_report_october_2011/higher_education_in_south_korea</p>
University level studies	<ul style="list-style-type: none"> • Bachelor's Degree: 4 years • Master's Degree: 2 years • Doctor: 3 years
Description	<p>University level first stage:</p> <p>Certificate, Bachelor's degree: A Certificate is conferred to those who complete short-term programmes. The Bachelor's Degree is awarded after four years. Students must have completed between 130 and 140 credit hours. In Medicine, studies last for six years and students must have completed 180 credit hours. In Engineering, candidates for the Bachelor's Degree in the relevant field, those who have completed a junior college programme and have more</p>

	<p>than two years' field experience and junior college degree candidates (Associate Degree) are eligible to apply for the First Degree Engineering License Examination. Applicants must pass both written and field tests.</p> <p>University level second stage:</p> <p>Master's degree: Two or more years of further study beyond the Bachelor's Degree are required in the same major in order to obtain a Master's Degree. Students must also submit a thesis. In Medicine, those who have completed all the requirements in the School of Medicine must take a national examination. Those who wish to specialize must complete clinical practice and training in a clinical setting. The internship lasts for one year and the residency for four years. In the case of internship, candidates must pass the examination set by the hospital to which they have applied. As for law majors, graduates who wish to be a judge, a public prosecutor or a lawyer must pass the National Examination for Practising Law. Those who have passed the national examination must train for two years in the Legal Training Institute before practicing, one year at the legal research and training institute and at the government legal agency for the second year.</p> <p>University level third stage:</p> <p>Doctor's degree: The doctoral degree is conferred after a minimum of three years after the Master's degree. Candidates must submit a doctoral dissertation and pass an oral or equivalent examination.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • UMAP / UCTS • ASEM
Prospective reforms	Credit transfer between nations is under discussion. Recently, the Korean government is discussing credit exchange between nations with Australia and New Zealand. In addition, Korea is planning to organize inter-regional workshop on quality assurance among quality assurance and accreditation agencies in 2010.
Quality assurance (QA)	
QA body	KCUE (Korean Council for University Education) KCCE (Korean Council for College Education)
Scope (programme/institution)	Programme and Institution
Qualifications Framework	National Framework

Voluntary/compulsary	Voluntary
Credit system	
Description	Bachelor's degree: 130 ~ 140 credit hours Master degree: 24 credit hours Ph.D. degree: 36 credit hours
Application of credit system in HEI obligatory?	No. There is no officially defined rule. It depends on each university's policy (school regulations). However, some academic fields ask minimum credits for accreditation
Credit transfer system	Yes. Credits can be transferred according to MoA between local universities. Credit transfer between local university and foreign university depends on MoA between the two universities
Linkage of learning outcomes and credits	Not exactly right. A university has the right to set the credit
Measuring of student workload	Not exactly right. There is no publicly accepted conception on student workloads
Linkage of student workload and credit system	Credit differs from field to field. But we cannot guarantee the level of linkage between academic credit and student workloads
Comments on credit system	Korea is paying more attention to credit transfer between universities home or abroad, credit bank system and ICT-based cyber education rather than to credit per se. As repeatedly mentioned, a university has the right in terms of credit

Laos*

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	Higher education is provided by three universities: the National University of Laos which is made up of several faculties. Ten higher education institutions located in Vientiane were merged and reorganized into faculties of this multi-campus University; Souphanouvong University; and Champasack University. There are also higher technical institutes and teacher training colleges. In the future, the teacher training colleges will be transformed into Regional Colleges. Higher education institutions are managed by the government. The universities are under the responsibility of the Ministry of Education.
Number of higher education institutions	76,332 (2006-2007)
University level studies	Bachelor's Degree: 5-7 years Master's: 2-4 years
Description	<p>University level first stage:</p> <p>Bachelor's Degree: The University offers a five to seven-year course leading to a Bachelor's Degree. Students must spend two years at the School of Foundation Studies followed by specialized studies of three to five years. In Engineering, Teacher Training, Building and Construction and Agriculture, courses at the University last for three to four years. In Dentistry, Medicine and Pharmacy, courses last for five to six years. Practical training is an important element. Each student must undergo a period of eight to ten weeks of practical training in an approved establishment, depending on the course of study. A practical training period is only considered as successfully completed after submission of a practical report, a log book and a training Certificate issued by the company or employer. Students who perform satisfactorily in the final examination obtain the Bachelor's Degree of the University. A degree with Honours will be conferred to students who have not less than an A grade in the final year project; not less than a B grade in each of the examinable subjects in the third and fourth years of</p>

	<p>study. The University also offers a three- to four-year course leading to a higher technical level.</p> <p>University level second stage:</p> <p>Master's Degree: The University offers a 2- to 4-year course leading to a Master's Degree. At present, it is only available in Medical Sciences and Economics.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • AUN (Asia University Network) • SEAMEO • ASEM
Quality assurance (QA)	
QA body	Quality Assurance Centre, Dept. of Higher Education, Ministry of Education
Scope (programme/institution)	Programme and institutional
Voluntary/compulsary	Voluntary
Procedures	Quality Audit, Quality control, Quality Assessment, Evaluation of Quality

Malaysia

Key information on education system and credits and learning outcomes in particular

Higher education system	Higher education is provided by universities, polytechnics and colleges. There are both public and a wide variety of private higher education institutions. In 2004, the Ministry of Education was revamped and a new Ministry of Higher Education was created to supervise higher education policy in the country.
Types of higher education institutions	<ul style="list-style-type: none"> • University • Polytechnic • College
Number of students in higher education institutions	1,297,037 students which include 74,966 students in private higher learning institutions (2014)
Number of higher education institutions	654 (2014) 20 public universities, 33 Polytechnics, 88 Community Colleges and 513 other institutions (2014)
University level studies	<ul style="list-style-type: none"> • Bachelor's Degree: 3-5 years • Master's Degree: 2 years • Doctorate's Degree: average of 3 years
Description	<p>University level first stage:</p> <p>Bachelor's degree: Courses leading to the award of the Bachelor's degree last for three to five years. They are awarded as First Class degrees, Second Class Upper with Honours, Second Class Lower with Honours, and General degrees. In Medicine, Dentistry, Veterinary Medicine and Architecture, the Bachelor's degree is awarded after five or six years.</p> <p>University level second stage:</p> <p>Master's degree: The Master's Degree is conferred after two years' further study. Students must hold a Bachelor's degree with Honours at least at Second Class level and be able to pursue in-depth study in a given field or a combination of fields as well as a project in the proposed field of study. For the Postgraduate Diploma, the entry requirements are a Bachelor's Degree from the university or equivalent qualifications or other</p>

	<p>qualifications and experience acknowledged by the Senate.</p> <p>University level third stage:</p> <p>Doctor of Philosophy: The Doctor of Philosophy degree is awarded after an average of three years of further study and research. The minimum entry requirements are a higher level Master's degree and the ability to pursue research in the proposed field. In addition, candidates must pass oral examinations and, in some cases, written examinations. Students must defend a thesis. There are also Higher Doctoral degrees for outstanding contributions to knowledge, e.g. Doctor of Science (DSc), Doctor of Letters (DLitt) and Doctor of Laws (DLI). Some universities award a Doctoral Degree to known scholars on the basis of published work. An Honorary Doctoral Degree is awarded to those who have made an outstanding contribution to the field without pursuing typical academic careers.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • AUN (Asia University Network) • SEAMEO • UMAP-UCTS • ASEM • UNESCO
Quality assurance (QA)	
QA body	Statutory body – Malaysian Qualification Agency 2007
Scope (programme/institution)	Programme Accreditation and institutional Audit of Higher Education Provider
Qualifications Framework	Malaysian Qualification Framework (MQF)
Voluntary/compulsary	Malaysian Qualification Framework (MQF)
Procedures	Provisional Accreditation Full Accreditation Institutional Audit
Credit system	
Description	<p>A Minimum credit students should complete to get:</p> <p>Bachelor's Degree = 120 credit, Masters Degree = 40 credit, PhD Degree = no given credit value</p>
Application of credit system in HEI obligatory?	Yes
Credit transfer system	<p>Yes,</p> <p>In Malaysia credit transfer refers to the award of an equivalent grade for specific course taken by the students from the home Public Higher Learning Institutions (PIHL) to host PIHL with agreement from PIHLs involved. The</p>

	implementation of credit transfer is based on some rules/stipulations and the success of any credit transfer application is subject to the approval given by the respective PIHLs.
Linkage of learning outcomes and credits	Yes. Credit is the quantitative measure that represents the volume of learning or academic load to attain the set of learning outcomes.
Measuring of student workload	Yes. Academic load is a quantitative measure of all learning activities required to achieve a defined set of learning outcomes. These activities include lecture, tutorial, seminar, practical, self study, retrieval of information, research, fieldwork as well as preparing for and sitting for an exam.
Linkage of student workload and credit system	Yes. In Malaysia 40 hour of national student learning time is valued as 1 credit.
Comments on credit system	The benefit of the credit system is the enhancement of the higher education provider's autonomy to design and plan the teaching and learning activities that are no longer bound to contact hours based on total teaching weeks in a semester. This system supports the varieties in the national education system which is characterised by the different periods of semesters between universities.

Mongolia*

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	Higher education is provided by universities, colleges, institutes and private institutions of higher education. The Ministry of Science, Technology, Education and Culture (MOSTEC) is responsible for higher education matters.
Number of students in higher education institutions	164,000
University level studies	<ul style="list-style-type: none"> • Bachelor's Degree: 4-6 years • Master's Degree: 1.5 years • Doctor's degree: 3 years
Description	<p>The Education Law states that the program leading to the BA degree must be not less than 120 credits. In practice, it takes 4 years of study as a minimum. Exception can be seen in medicine, dentistry, pharmacy, and veterinary science, which has total credits, reaches up to 180 and requires up to 6 years of study.</p> <p>Master's programs have been designed to accumulate at least 30 credits at master's level courses with a bachelor's degree entry. Up to 6 credits of the thirty may be counted for a thesis component. Duration of study is 1.5 years.</p> <p>Doctoral programs require advanced level courses and the completion and defense of a dissertation work, altogether not less than 60 credits after the master's degree. 12 credits of the total are for the dissertation. Duration of study is 3 years.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • UMAP-UCTS (University Mobile in Asia Pacific- UMAP Credit Transfer System) • ASEM
Prospective reforms	<ul style="list-style-type: none"> • Make reforms in legal environment of higher education by bringing it into the world's common standard • Apply and follow internationally recognized standards in higher education sector • Develop state-owned institutes as university-campuses
Quality assurance (QA)	
QA body	The Mongolian National Council for Education Accreditation (MNCEA)
Scope (programme/institution)	Programme and institution

Voluntary/compulsary	Voluntary
Procedures	<p>The accreditation process includes following steps:</p> <ul style="list-style-type: none"> • The National Council for Higher Education Accreditation (NCHEA) defines the requirements, standards and criteria for accreditation. • An institution should write a report after its self-study using guidelines and documents prepared by the NCHEA and send this report to the NCHEA with its application. • An external evaluation team visits the applicant institution and assures whether it meets the standards. All members of the external evaluation team have to sign the team report. • The NCHEA should discuss the team report and assess whether the institution meets the requirements, standards, and criteria for accreditation and certify that the institution is accredited, and makes it public by press. <p>If an institution is established as a higher education institution, it has to meet the requirements of higher education. If it doesn't do so then this institution can not be accredited.</p> <p>The NCHEA approves the rules for selection of the evaluation team.</p> <p>The institutions does self-assessment by self-study of:</p> <ul style="list-style-type: none"> • their purposes and goals • the building, material base • finance and economy • curriculum • faculty • students • library, books, data of information • management, organization • scientific research <p>Documents needed for self-study and for the team evaluation process should be approved by the Ministry of Science, Technology, Education and Culture by request of NCHEA.</p> <p>Institutional accreditation process includes the off campus institutes.</p> <p>The NCHEA approves guidelines for the self-study report and for the evaluation team report.</p>

Credit system	
Description	A credit hour is an academic content measuring unit of higher education. One credit hour is equal to 40 hours of study which are 4-day workload of an average fulltime student.
Application of credit system in HEI obligatory?	Yes
Credit transfer system	Higher education institutes have the right to correspond a degree certificate and subjects passed during the course. In this way, students are able to shorten duration of their study not revising the subjects passed, and cut back on education.
Linkage of learning outcomes and credits	The program leading to the BA degree must be not less than 120 credits, as of master and doctoral degree studies; they shall be no less than 150 and 210 credits respectively, including credits of previous level studies.
Measuring of student workload	Credit hours of a subject are the overall time spent by a student for researching this subject which includes auditorium hours, independent study hours, time for consulting, doing class works, writing papers, doing homework, and assessing knowledge and skills of the student.
Linkage of student workload and credit system	The lowest workload of a fulltime student shall be 12 credit hours for a semester.
Comments on credit system	An academic year of Mongolian universities, usually, consists of 2 semesters which have 16 weeks. Credit hours are allocated according to the training plan that one subject shall be studied within on semester. A credit hour is represented by a whole number. In some cases, it can be fractioned by 0.5. In case of over contented subject which seems to be researched during several semesters, it is divided into separate subjects with sequenced content and each subject has a name and credit hours are allocated to it.

Myanmar*

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	<p>Higher education is provided by universities and specialized institutions (institutes of economics, institutes of education colleges, technical and professional universities and university of Foreign Languages).</p> <p>They are all state institutions (public institutions). Most of them are under the administration of the Departments of Higher Education (one for lower Myanmar in Yangon and one for upper Myanmar in Mandalay) of the Ministry of Education. They are independent units. Each university has an academic and an administrative body.</p> <p>National policies are established by the Myanmar Education Committee chaired by Secretary (1) of the State Peace and Development Council and academic and administrative matters are dealt with by the Universities' Central Council and the Council of University Academic Bodies which are chaired by the Minister of Education. All universities and colleges are state-financed. A nominal fee is charged for studies</p>
Number of higher education institutions	498,324
University level studies	<ul style="list-style-type: none"> • Bachelor's Degree :3 years or 4 years • Master's Degree: 2 years • Master of Philosophy: 1 year • Master of Research: 1 year • Doctor: PhD degree is conferred by certain universities after four years' study and research
Description	<p>University level first stage:</p> <p>Bachelor's degree: The Bachelor (pass degree) is obtained on successful completion of a three-year course (four-year courses in Law and in Education) and the Bachelor (honours) degree after an additional year. The Bachelor's degrees in Engineering, Architecture and Forestry require five to six years' study. In Dentistry, Medicine and Veterinary Sciences studies last for six to six-and-a-half years. In Law, the Bachelor's degree requires 4 years of study.</p> <p>University level second stage:</p>

	<p>Master's degree, Postgraduate Diploma: Master's degrees (MA, MSc, MEd, MDSc, MAgrSc, MPhil, etc.) are conferred after two years' study beyond the Bachelor's degree. Masters Degree can be obtained by those who qualified at Master Degree course. Postgraduate Diplomas are also offered in some institutions following one or two years' study.</p> <p>University level third stage: Doctorate: A PhD is conferred by certain universities after at least four years' further study and research.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • ASEM • AUN • SEAMEO
Prospective reforms	The 30-year Long Term National Education Development was initiated in 2001-2002 which has brought about vast developments in the higher education sector regarding access, quality and diversity.
Quality assurance (QA)	
QA body	Internal Quality Assurance (IQA is now implemented on the basis of criteria set by the Ministry of Education and supervised by the respective Department of Higher Education of the Ministry of Education)
Scope (programme/institution)	Compulsary
Credit system	
Description	<p>The modular credit system was introduced in 1997.</p> <ul style="list-style-type: none"> • 48 credit unit for 12 modules in BA, BSc course • 32 credit unit for 8 modules in 1st year master course • 32 credit unit for 6 modules (including thesis) om 2nd year master course
Application of credit system in HEI obligatory?	Yes
Credit transfer system	Credit units can be transferred from one university to another
Measuring of student workload	<p>24 lecture hours or 48 practical hours = 1 credit unit for BA, BSC</p> <p>16 lecture hours or 32 practical hours = 1 credit unit for MA, MSC</p>
Linkage of student workload and credit system	<p>144 credit units for BA, BSC course</p> <p>64 credit units for MA, MSC course</p>

New Zealand

Key information on education system and credits and learning outcomes in particular

Higher education system	
Number of students in higher education	418,000
Types of higher education institutions	The New Zealand tertiary sector covers universities, wānanga, institutes of technology and polytechnics (ITPs), private training establishments (PTEs), industry training organisations (ITOs), and workplace training.
Number of higher education institutions	8 universities, 3 wānanga, 18 ITPs, 570 PTEs, 12 ITOs
University level studies	
Description	<p>Typically, a Bachelor's degree will take three years, and a further year of study will lead to an Honours degree. Not every degree follows this 3+1 pattern: there are some four year degrees (which may or may not be awarded with Honours) and some specialist Bachelor's degrees which take longer to complete. Typically, Honours may be awarded with first class, upper second class, lower second class or third class, but this can vary from degree to degree.</p> <p>A Bachelor's degree may be followed by a Master's degree, usually involving a further 1.5-2 years equivalent study, though this can be shorter for a candidate who has an Honours degree. Master's degrees can also be awarded with Honours.</p> <p>A candidate who has either a Master's degree or a Bachelor's degree, with Honours may be considered for entry to a doctoral degree.</p>
Participation of country in multilateral or bilateral higher education programmes	
Prospective reforms	http://www.minedu.govt.nz/NZEducation/EducationPolicies/TertiaryEducation/PolicyAndStrategy/TertiaryEducationStrategy2014-2019.aspx
Quality assurance (QA)	
QA body	<p>Universities New Zealand is responsible for the quality assurance of Universities</p> <p>New Zealand Qualifications Authority (NZQA) is responsible for tertiary education organisations other than universities.</p>

Scope (programme/institution)	Both institutional and programme.
Qualifications Framework	<p>Yes.</p> <p>NZQA is responsible for the New Zealand Qualifications Framework (NZQF)</p> <p>http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/</p> <p>The NZQF is a comprehensive framework which includes all quality assured qualifications offered in New Zealand from senior secondary school through to doctorates.</p>
Voluntary/compulsary	Compulsory
Procedures	<p>NZQA sets the overarching regulation for the quality assurance of qualifications and programmes which are gazetted. These are implemented by Universities New Zealand, through its Committee on University Academic Programmes which is responsible for accrediting university programmes.</p> <p>The Academic Quality Agency for New Zealand universities periodically audits whole universities.</p> <p>NZQA is responsible for the NZQF listing rules</p> <p>http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/</p> <p>NZQA is responsible for the quality assurance system for tertiary education organisations other than universities.</p> <p>The NZQA Quality Assurance Framework includes:</p> <ul style="list-style-type: none"> • A legislative and regulatory framework for programme approval and accreditation and in the case of private training establishments, registration with NZQA • Ongoing self-assessment by tertiary education organisations • Periodic external evaluation and review by a quality assurance body • Compliance measures to ensure Tertiary Education Organisations observe relevant legislation and rules.
Credit system	
Description	<p>A New Zealand national credit system has existed for about 24 years and is used across all levels from upper secondary to tertiary education and in both academic and vocational programmes.</p> <ul style="list-style-type: none"> • 3 year Bachelor's degree: Minimum 360 credits • Master's degree: additional 180-240 credits, except where the Bachelor's degree was greater than 360 credits, where it may be reduced to a minimum of 120 credits.

	<ul style="list-style-type: none"> • Doctorate: At least 360 credits of advanced research at level 10 on the NZQF.
Application of credit system in HEI obligatory?	<p>Yes</p> <p>Both NZQA and Universities New Zealand which are responsible for quality assurance for higher education programmes examine the fair allocation of credits in their processes.</p> <p>All qualifications listed on the NZQF must be quality assured by one of these organisations.</p>
Credit transfer system	<p>Yes</p> <p>All institutions in New Zealand use the common credit structure, and provision for credit transfer is an element that is considered in quality assurance.</p> <p>Institutions look at the learning outcomes of individual courses in considering the nature of the transfer.</p>
Linkage of learning outcomes and credits	<p>Yes</p> <p>All qualifications on the NZQF have a credit value. Each qualification clearly and concisely states information about its outcomes. It contains a graduate profile that clearly describes the skills, knowledge and application within outcome statements and expected education and employment pathways or contribution to the community resulting from achievement of the qualification.</p> <p>Each qualification type (e.g. Post Graduate Certificate, Post Graduate Diploma, Bachelor degree, Doctoral degree) has the level outcomes defined.</p>
Measuring of student workload	<p>Yes</p> <p>The credit value relates to how long it would typically take a person to achieve the stated outcomes in the context specified and to demonstrate that achievement through assessment.</p> <p>Notional learning hours include:</p> <ul style="list-style-type: none"> • Direct contact time with teachers and trainers • Time spent studying, doing assignments, and undertaking practical tasks • Time spent in assessment
Linkage of student workload and credit system	<p>Yes</p> <p>One credit is equal to ten notional learning hours</p>
Comments on credit system	<p>The credit system operates across all areas of learning related to qualifications. It has operated for some years now and appears to work well.</p>

Pakistan*

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	<p>Since 2002, the Higher Education Commission (HEC) is empowered to carry out evaluation, improvement and promotion of higher education, research and development, to formulate policies, guiding principles and priorities for higher education institutions and to prescribe conditions under which institutions, including those that are not part of the State educational system, may be opened and operated.</p> <p>The mandate of HEC encompasses all degree granting universities and institutions, both in public and private sectors and supports the attainment of quality education by facilitating and co-ordinating self-assessment of academic programmes and their external review by national and international experts.</p> <p>HEC also supervises the planning, development and accreditation of public and private sector higher education institutions. Its goal is to facilitate the reform process.</p>
Number of higher education institutions	741,092 (2007-2008)
University level studies	<ul style="list-style-type: none"> • Bachelor's Degree: 2 years (Pass) 4/5 years(honours) • Master's Degree: 1 year (after Bachelor honours) 2 years(after Bachelors Pass) • B.Ed: 1year(after Bachelors Pass) • LLB: 3 years(after Bachelors Pass) • Doctor: 5-7 years
Description	<p>University level first stage:</p> <p>Bachelor's Degree: Bachelor's Pass Degrees are normally obtained after a two-year course and Honours Degrees after a four-year course in Arts, Science, Commerce, Engineering, and Computer Science and a five-year course in DVM, Pharmacy, Medicine and Architecture.</p> <p>University level second stage:</p> <p>Master's Degree, B.Ed., LLB: A Master's Degree (16 years of education) requires two years of study after the Bachelor's Degree (pass). For Master's (honours)</p>

	<p>Degree it takes 1 and a half to 2 years for 4-year Bachelor's Degrees in Agriculture, Engineering, Pharmacy, Medical studies, etc. These degrees are equated to M.Phil Degrees. B.ed. requires one-year study beyond a Bachelor's Degree (pass). The LLB is a three-year post Bachelor's Degree (pass) qualification. Postgraduate diplomas are offered in various fields of studies by many universities and generally require one-year study.</p> <p>University level third stage:</p> <p>M.Phil., Ph.D.: The Master of Philosophy (M.Phil.) takes two years after the Master's Degree. It is a research-based programme that also requires a thesis. The Ph.D. (Doctorate of Philosophy) is a research degree which requires, on average, three years' study/research after the M.Phil. degree and 4 to 5 years study/research after the Master's Degree.</p> <p>University level fourth stage:</p> <p>Doctor's Degree: The degrees of Doctor of Literature (D.Litt.), Doctor of Science (D.Sc.) and Doctor of Law (LLD) are awarded after five to seven years of study</p>
Participation of country in multilateral or bilateral higher education programmes	ASEM
Quality assurance (QA)	
QA body	Quality Assurance Agency (QAA)
Scope (programme/institution)	Programme and institution
Credit system	
Description	<p>One credit hours means 50 minutes teaching in a week throughout the semester.</p> <p>And one credit hour Laboratory means 2 hours lab activity.</p> <ul style="list-style-type: none"> Undergraduate student is 124-136 credits in eight semesters for their bachelor degree. Credit per semester is 16-18 credits. Master student is 30 (24 credits for courses + 6 credits for research) in 1.5 until 2 years and credit per semester is 16-18 credits.

The Philippines

Key information on education system and credits and learning outcomes in particular

Higher education system	<p>Since 1994, three (3) separate government agencies have been established to oversee the PHL education system. The Department of education (DepEd) is in charge of basic education (kindergarten to senior high school), the Technical Education and Skills Development Authority (TESDA) takes care of technical and vocational education, while the Commission on Higher Education (CHED) is responsible for higher education. Higher education consists of Baccalaureate, Post-Baccalaureate, and Doctoral and Post-Doctoral programs in various fields of study or disciplines.</p>
Types of higher education institutions	<p>Higher education programmes are offered by higher education institutions (HEIs). Based on major funding source, the Philippine HEIs are generally classified as public or private.</p> <p>Public HEIs get their funding support from the government while the private HEIs are funded and operated by either stock or non-stock corporations or by sectarian (religious) or non-sectarian organizations. Public HEIs are composed of state universities and colleges (SUCs), and local universities and colleges (LUCs). SUCs get their funding support from the national government while the LUCs get theirs from their respective local government units.</p> <p>CHED in recent years instituted reforms to improve the quality of higher education programs in the PHL. From 2014 onwards, CHED will be implementing the horizontal and vertical typologies of HEIs.</p> <p>In the horizontal typology, HEIs will be classified according to their functions. They may be classified as Professional Institutions, Colleges, and Universities. There is no hierarchy or ranking in the horizontal typology. The HEIs will be differentiated according to a set of dimensions.</p> <p>In terms of excellence in institutional quality, enhancement, and program outcomes, within each horizontal type, the HEIs can be classified vertically. For</p>

	<p>Private HEIs, there are three (3) vertical types: regulated, deregulated, and autonomous. Regulated classification is the default vertical type of private HEIs. These HEIs could then apply for deregulated or autonomous status following a set of criteria.</p> <p>Sucs on the other hand are already autonomous in nature because they have their own charters. The SUCs vertical typology is composed of four (4) SUC Levels namely: SUC Level I, SUC Level II, SUC Level III, and SUC Level IV.</p> <p>Currently, for private HEIs, horizontal and vertical classifications are voluntary in nature. However, if private HEIs apply for vertical classification, that is, apply for autonomous or deregulated status, they have to be horizontally typed first. In other words, horizontal typing is a pre-requisite to vertical classification. For SUCs, horizontal typing is mandatory since all of them are required to be vertically typed according to their SUC Level.</p>
Number of higher education institutions	313 higher education institutions (for 2012-2013), including SUC satellite campuses
University level studies	Associate, Bachelor, Master, Doctor
Description	<p>Higher education requires secondary and post-secondary education which covers programs on: (i) all courses of learning leading to bachelor's degree, and (ii) all degree courses of learning beyond the bachelor's degree level. Philippine higher education institutions offer a wide variety of degree programs: associate, baccalaureate, post-baccalaureate, and graduate degrees. English is used as medium of instruction in both the undergraduate and graduate levels.</p> <p>Generally, admission to higher education is open to those who have satisfactorily complied with secondary education requirements and passed the university admission test. Dentistry students who have successfully completed two-year pre-dental education must get a Certificate of Eligibility for Admission to Dentistry before going into dentistry proper. Medicine as a second degree requires students to finish a four-year baccalaureate degree, pass the National Medical Admission exam, and get a Certificate of Eligibility for Admission to Medicine. Legal education</p>

requires students to finish a four-year baccalaureate for Admission to Law.

Associate or pre-baccalaureate degrees are college/university parallel programs that are similar to the first two years of a four-year college curriculum. These are oftentimes referred to as a terminal/transfer degree or “ladderrized” programs leading to baccalaureate programs.

A baccalaureate or bachelor's degree generally requires four years of full-time study with minimum of 180 credits. Engineering, architecture, music and physical/occupational therapy require five years while dentistry and veterinary medicine require six years. In law and medicine, students must already have obtained a four-year bachelor's degree in a relevant discipline.

Post-baccalaureate certificates or diplomas are awarded upon completion of one or two years of study beyond the bachelor's degree. These certificates and diplomas are not equivalent to master's degree and are frequently awarded in subjects such as cultural area or period studies, education specializations, technological or scientific applications, and business applications.

A Master's Degree is a more advanced level of study which normally requires four semesters of course work, a comprehensive examination and/or thesis and defense of this thesis. Studies for a master's degree require minimum credits ranging from 42-48. Applicants for this level of study must have obtained a bachelor's degree.

Doctoral degrees, the highest level of postgraduate studies, are research-oriented and research-based. A doctorate requires two to three years' study with at least four semesters of academic units and research for the doctoral dissertation equivalent to twelve academic units. At the end of the academic program, students must pass the comprehensive examination and present their dissertations. To be admitted to a doctorate program, students must have obtained a master's degree with an average of at least 1.75.

(Glossary of Commonly Used Terms in Education Statistics)

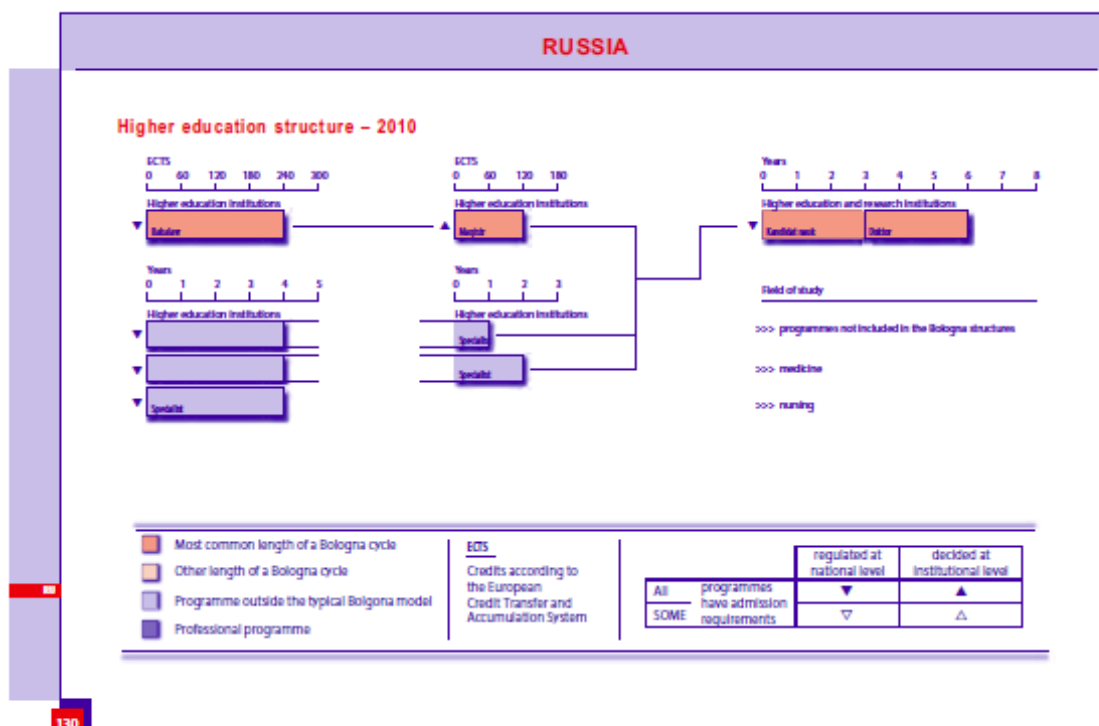
	by the Inter-Agency on Education Statistics National Statistical Coordination Board, 2006)
Participation of country in multilateral or bilateral higher education programmes	As of 2014, the Commission signed 41 bilateral agreements with 29 countries and the resulting bilateral education programs thereof. The Commission, through its International Affairs Staff, also fulfills PHL's international commitments with international organizations such as SEAMEO, ASEMME, UNESCO, APEC, APQN, UMAP, ASEAN, IMO, ACI and PAEF.
Prospective reforms	<p>The Commission recently shifted from Inputs-Based to Outcomes-Based Education by virtue of CHED Memorandum Order (CMO) No. 46, series 2012, or the "Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA" where CHED promotes the approach that focuses and organizes the educational system around what is essential for all learners to know, value, and be able to do to achieve the desired level of competence.</p> <p>Quality assurance (QA) CHED has two (2) Offices that focus on quality assurance. The Office of Programs and Standards Development (OPSD) oversees quality assurance at the program level while the Office of Institutional Quality Assurance and Governance (OIQAG) is in charge of institutional quality assurance.</p> <p>The OPSD prescribes the policies, standards, and guidelines (PSGs) or the minimum requirements for the offering of degree programs. All HEIs are expected to comply with the CHED minimum requirements. Based on these PSGs, CHED Regional Offices (CHEDROs) evaluate the applications of HEIs to offer specific degree programs. The CHEDROs issue initial permits and recognition of their degree programs. Without these certificates, the HEIs are not allowed to offer the degree programs they applied to offer. The PSGs are also the bases of CHEDROs when they conduct regular monitoring of the program offerings of regulated private HEIs and public HEIs.</p> <p>The OIQAG on the other hand is in charge of the horizontal</p>

	and vertical typing of HEIs and in assisting HEIs to put up internal quality assurance mechanisms or systems through the Institutional Sustainability Assessment (ISA) Framework.
Quality assurance (QA)	
QA body	CHED also recognizes non-governmental accreditation agencies. Currently, there are five (5) of them, namely: AACCUP, ACSCU-AAI, PAASCU, PACUCOA, and ALCUCOA. Accreditation is voluntary in nature and these agencies are expected to set evaluation criteria that are beyond the CHED minimum requirements.
Scope (programme/institution)	Program and Institutional
Qualifications Framework	Philippine Qualifications Framework
Voluntary/compulsary	For CHED Permits and Recognition: Compulsory For Accreditation by Accrediting Agencies: Voluntary
Procedures	Permit/Recognition Process: (covered by CMO 40, s2008; CMO 32, s2008; CMO 4, s2007) Accreditation Process: <ul style="list-style-type: none"> • Self-evaluation • Site visit • Agency's decision • Initial accreditation • Formal accreditation • Re-accreditation
Credit system	
Description	A. For the purpose of PHL HEIs that are members of the University Mobility in Asia (UMAP), the Commission established a credit transfer scheme to be used in promotion of student mobility and mutual recognition of credits of participating schools by virtue of CMO 33, s.2013, or the Policies and Guidelines on University Mobility in Asia and the Pacific (UMAP) Credit Transfer Scheme (UCTS). The UCTS is a credit conversion scale established to promote student mobility by ensuring that units earned by students on exchange with HEIs abroad are credited by the home institutions. The UCTS is recognized by the Commission as a viable system of credit transfer to facilitate students' earning of credits among UMAP HEIs participating in an

	<p>exchange program.</p> <p>B. For the purpose of the PHL HEIs that are members of the ASEAN University Network (AUN) which promotes student mobility through student exchange programs among AUN-member universities, the ASEAN Credit Transfer System (ACTS) provides the credit transfer mechanism applicable to the student exchange program among 26 Member Universities of the ASEAN University Network (AUN). The ACTS is a student-centered system based on students' workload in terms of the learning outcomes achievement. The system is used in order to accommodate differences of grading conversion system when students participate in the exchange programme at any AUN Member Universities for the duration of 1 – 2 semesters.</p>
Application of credit system in HEI obligatory?	As per CMO 33, s.2013, UCTS is required for all UMAP member HEIs while ACTS is required for all AUN member HEIs only. PHL HEIs that are not UMAP or AUN members are not required to have any of the transfer schemes.
Credit transfer system	<p>(A) The UCTS model adopted the European Credit Transfer and Accumulation System (ECTS) in order to assist and facilitate the student mobility and create a flexible mean of transferring grades between participating universities, countries/territories and governments.</p> <p>The HEIs shall appoint the following officials responsible for the implementation of UMAP programs: (a) the UCTS-USCO Coordinator shall negotiate and oversee the student study program, and (b) the registrar shall officially sign and stamp the UMAP Record of Study form. HEIs participating in the UMAP Exchange Program may agree bilaterally or multi-laterally to implement student exchange and credit transfer under the UMAP General Agreement.</p> <p>Undergraduate and postgraduate students from UMAP participating PHEIs can undertake a period of formal study for a minimum of two weeks and a maximum of two semesters. The CHED IAS serves as UMAP National Secretariat while the UMAP Council PHL serves as the Technical Working Group for symposia, meetings,</p>

	<p>conferences and information dissemination.</p> <p>UCTS credit points are numerical values (1-60) and it is allocated to course units to measure student workload required to finish the course. Sixty (60) credit points represent full-time student workload for a full academic year. One (1) UCTS point is equivalent to 38-48 hours of student workload. This includes 13-16 academic hours of instruction.</p> <p>Credit points measure student workload. However, this does not represent the achievements. Moreover, points are only awarded to those who successfully completed the requirements of a course unit. The calculation is made in terms of minimum and not average.</p> <p>(B) The ACTS makes the process of credit transfer easier for students who participate in the exchange programme at AUN Member Universities.</p> <p>Students will receive the credits assigned from a course which they earn in the Host University during the exchange period. Credits that students earn during the exchange study at the Host University will be collected and will be automatically transferred back to the Home University when the exchange period ends.</p>
Linkage of learning outcomes and credits	Students will receive the credits assigned from a course which they earn in the Host University.
Measuring of student workload	<p>The ACTS credits are as follows:</p> <ul style="list-style-type: none"> 1 Full Academic Year = 60 credits 1 Semester = 30 credits 1 Term/Trisemester = 20 credits
Linkage of student workload and credit system	<p>Linkage of learning outcomes and credits</p> <p>Linkage of student workload credit system</p>
Comments on credit system	The PHL is yet to establish a country-wide Credit Transfer System. UCTS is currently limited to UMAP member HEIs. It is possible, however, for the PHL to build on the UCTS as the basis for a country-wide System.

Russia



RUSSIA

System overview and key information

Number of students in higher education 2009/10	7 606 350	Regulation of the Recognition of Prior Learning	N/A
Most common starting age for 1st cycle students	17 years	Status of Recognition of Prior Learning	Legal right
Main categories of students monitored as part of social dimension policy	<ul style="list-style-type: none"> Disabled people; People from the Cherdynskiy region; Orphans; People without citizenship; Migrants from the Commonwealth of Independent states; Foreign students 	National Qualifications Framework	Under development
Number of recognised higher education institutions	1 046	Qualification system in place	ECTS
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	N/A – National Accreditation Agency of the Russian Federation (http://www.ncaa.ru)	Diploma Supplement	Partial and gradual introduction free of charge and with a fee in the language of instruction and/or English
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No	National mobility benchmarks and/or targets	No
Other National Quality Assurance Agency	National Accreditation Agency in the sphere of education Main State Expert Centre on Evaluation of Educational Informational and Methodological Centre on Evaluation of Educational Institutions	Priority regions for attracting students	EU, non EU European countries, USA/Canada
Listen Recognition Convention	Ratification: 25 May 2000 Entry into force: 01 July 2000		

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Singapore*

Key information on education system and credits and learning outcomes in particular

Higher education system	<p>MOE oversees the provision of tertiary and technical education in Singapore. Postsecondary educational institutions comprise five Polytechnics, the Institute of Technical Education (ITE), and four autonomous universities (the National University of Singapore, the Nanyang Technological University, the Singapore Management University and the Singapore University of Technology and Design).</p> <p>MOE also offers subsidised places through SIM University for part-time continuing education training programmes, as well as the Singapore Institute of Technology offers degree programmes in partnership with overseas universities.</p> <p>The Council for Private Education (CPE), a statutory board under the MOE, regulates the private education institutions sector.</p>
Types of higher education institutions	<p>The main policy objective for the Singapore education system is to bring out the best in every pupil, developing sound moral values, good citizenship, and the skills necessary to meet the demands of a rapidly changing world. The national curriculum strives to achieve these goals.</p> <p>Pre-school education is not part of the national education system. Pre-schools and kindergartens usually are run by private organizations. If these organizations apply and meet certain standards, they may be licensed by the government. However, this license is not an operating requirement.</p> <p>The Singapore Government continues to believe in, and invest heavily in, education for the whole person development of all children. The introduction of the Compulsory Education Act in 2003 seeks to ensure that all Singapore citizens are enrolled in National Schools up to Primary 6. The 6-year education aims to give all our children a common core of knowledge that will provide a strong foundation for further education, and a common educational experience which will help to build national identity and cohesion.</p>

Entering primary school at age six, a child spends six years learning basic subjects and beginning the study of English and a mother-tongue language. Except for select subjects taught in the mother tongue, English is the language of instruction in most schools. After successfully passing the Primary Leaving School Examination (PSLE) during the sixth year, the student enters secondary school for an additional four or five years of education.

At the secondary level, students are placed in the Express, Normal (Academic) or Normal (Technical) course based on their PSLE scores. The different curricular emphases are designed to match their learning abilities and interests. Students can move from one course to another based on their academic performance. Students in the Normal (Academic) course will offer academically-based subjects while those in the Normal (Technical) course will follow a curriculum that is more practice-oriented and hands-on. Students in both courses have to sit for the Singapore-Cambridge General Certificate of Education (Normal Level) Examination. After the GCE 'N' level examination, students from the Normal (Academic) course who satisfy the requirements go on to a fifth year of study, where they will sit for the GCE 'O' level examination at the end of the year.

Students with a passion for the arts, music and languages can select from a range of elective programmes that focus on these specific areas of interests. They can also choose to take up advanced elective modules in applied areas such as Information Technology, Business, and Engineering offered in some schools.

Some schools also offer the Integrated Programme (IP), which provides a seamless education where secondary school students can proceed to pre-university without sitting for the GCE 'O' level examination. Schools offering IP will optimise the time freed up from preparing for the 'O' level examination to stretch the brighter students and provide greater breadth in the academic and non-academic curriculum. Following the GCE "N" or "O" level examinations, students have three options for post-secondary education depending upon their desires and qualifications. They may enroll in the Institute of Technical Education (ITE) for specialized training or certificate programmes.

Students with appropriate GCE "O" levels may attend the

	polytechnics to pursue diploma courses or they may enroll at junior colleges or pre-university centres to prepare for the Singapore-Cambridge General Certificate of Education “Advanced” (GCE “A”) level examination. Although, junior colleges may be considered part of postsecondary education, no diplomas or degrees are awarded. The course work focuses on requirements for the GCE “A” level subjects. These studies provide the type of general education that frequently is found in the first year of university education in other countries. Results on the GCE “A” level examination determine the students’ eligibility for tertiary education.
Number of students in higher education institutions	As at 2012, there were 57,989 enrolled in the Universities, 79,003 enrolled in the Polytechnics, 25,370 enrolled in the Institute of Technical Education, 2,445 enrolled in the National Institute of Education and 3,578 enrolled in the two Arts Institutions. Source: http://www.moe.gov.sg/education/education-statistics-digest/files/esd-2013.pdf
University level studies	<ul style="list-style-type: none"> • Bachelor's Degree • Master's Degree • Doctorate
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • AUN (ASEAN University Network) • SEAMEO • ASEM
Quality assurance (QA)	
QA body	Ministry of Education for publicly-funded higher education institutions
Scope (programme/institution)	Institutional Self-Assessment
Qualifications Framework	Quality Assurance Framework (QAF)
Voluntary/compulsary	Compulsory
Procedures	The QAF cycle involves an institutional self-assessment in areas such as Governance, Management and Teaching, an external validation by an external review panel (ERP) appointed by the Ministry, and follow-up initiatives by the institutions after the external validation.

Thailand

Key information on education system and credits and learning outcomes in particular

Higher education system	Key information
Types of higher education institutions	<p>The Office of the Higher Education Commission (OHEC), Ministry of Education, Thailand has the responsibility to manage higher education provision and promote higher education development on the basis of academic freedom and excellence.</p> <p>Currently, OHEC oversees both public and private universities/higher education institutions and colleges comprising:</p> <ul style="list-style-type: none"> • Public university/higher education institutions • Public autonomous university • Private university/higher education institutions • Private colleges • Community colleges
Number of higher education's institutions	<p>172 higher education institutions divided into:</p> <ul style="list-style-type: none"> • 65 public universities/HEIs • 16 public autonomous universities • 49 private universities/HEIs • 22 private colleges • 20 community colleges
University level studies	<ul style="list-style-type: none"> • Level 1: Advanced Diploma • Level 2: Bachelor's Degree • Level 3: Graduate Diploma • Level 4: Master's Degree • Level 5: Higher Graduate Diploma • Level 6: Doctor
Description	<p>Level 1: Advanced Diploma with duration of six regular semesters (three years) based on the two-semester system, or every equivalent program</p> <p>Bachelor's Degree: Bachelor's Degree studies require four years for most courses, with the exception of some academic disciplines, e.g. Architecture and Pharmacy, require five years; Medicine, Dentistry, and Veterinary Medicine, require six years.</p> <p>Programmes are structured in groups of general education studies</p>

	<p>in Sciences, Liberal Arts, Social Sciences (relevant to the course's discipline) and Philosophy. Specialized studies in theoretical and advanced subjects are the core group, with a number of selective subjects.</p> <p>To obtain the Bachelor's Degree, students must obtain at least 2.0 average grade point.</p> <p>University level second stage—Master's Degree: Studies for a Master's Degree require a minimum of two years' further study. Students with graduate grade points average 2.5 and above may choose to enter the Master's programme of direct or related disciplines. Programme modules comprise advanced course work and research. Liberal Arts and Social Science programmes offer an alternative of comprehensive study and examination instead of a thesis, whereas all Science and Applied Science programmes require a research thesis. To obtain the Master's Degree, students must obtain at least 3.0 average grade point.</p> <p>University level third stage—Doctorate: Obtaining a Doctorate requires on average 3 years of intensive research and knowledge acquisition. A doctoral thesis is expected to contribute to the highest level of academic advancement in the discipline. Students are also expected to produce study reports and give academic seminars during the course.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • ASEAN University Network (AUN) • SEAMEO • Mobility in Asia and the Pacific (UMAP) • ASEM DUO
Prospective reforms	<p>The Ministry of Education, Thailand is in the process of pushing forward the roadmap of education reform (2015-2026) into action focusing on Teacher reform; An increase in the equal distribution of educational opportunities to all people; Reform of the education management system; the production and development of manpower to increase competency; Learning reform; Preparation of the ICT system for education.</p> <p>There are 3 periods of the Roadmap which are as follows:</p> <ul style="list-style-type: none"> • The Urgent period (by 2015)

	<ul style="list-style-type: none"> • The Intermediate period (2016-2021) • The Long period (2022-2026)
Quality assurance (QA)	
QA body	1. Office of the Higher Education Commission (OHEC) 2. Office for National Education, Standard and Assessment (ONESQA)
Scope (programme/institution)	<p>Thailand established full-fledged quality assurance (QA) system, according to the education reform regime, by setting up the Office for National Education Standards and Quality Assessment (ONESQA), a public organization, to perform external quality assessment. Whereas higher education institutions are responsible for their internal quality assurance (IQA process), which comprise; quality control, quality audit, and quality assessment in the form of self-study report. The OHEC serve as a link with QNESQA by providing IQA guidelines to higher education institutions, support for knowledge sharing, ensuring effective communication flow, and follow up on further corrective actions of universities after external assessment are completed.</p>
Qualifications Framework	<p>OHEC has developed the Thai Qualification Framework (TQF) for higher education to support QA process. The domains learning outcomes set in the Thai Qualification Framework are at least five namely 1) Ethical and moral development, 2) Knowledge, 3) Cognitive skills, 4) inter-personal skills and responsibility, 5) Analytical and communication skills.</p> <p>At present, TQF has been applied to Thai universities' undergraduate and graduate programs of study in 11 disciplines namely Computer, Nursing, Logistics, Tourism and Hotel Management, Engineering, Accounting, Education, Thai language, Science and Mathematics, and Physical Therapy.</p>
Voluntary/compulsary	Compulsory Voluntary / Compulsary <ul style="list-style-type: none"> • Quality assessment (internal and external), Quality control, Quality auditing • External Quality Auditing, Recognition
Credit system	
Description	1. <i>One academic year can consist of</i> <ul style="list-style-type: none"> • Two semesters, each semester lasts at least 15 weeks. • Trimesters, each trimester lasts at least 12 weeks.

2. *Credit calculation*—one credit is equal to:

- 45 hours per semester for theoretical course
- 30 hours per semester for laboratory course
- 45 hours per semester for Internship/project
- 45 hour per semester for Independent Study/Thesis/Dissertation

3. *Associate Degree*

- To complete a degree, students have to earn at least 90 credits.
- Student can spend no more than 6 academic years (for full time) and 9 academic years (for part time) to complete a degree.

4. *Bachelor*

- For four-year Bachelor degree,
 - Student has to earn at least 120 credits to complete a degree.
 - Student can spend no more than 8 academic years (for full time) and 12 academic years (for part time) to complete a degree.
- For five-year Bachelor degree (Architecture etc.)
 - Student has to earn at least 150 credits to complete a degree.
 - Student can spend no more than 10 academic years (for full time) and 15 academic years (for part time) to complete a degree.
- For six-year Bachelor degree (Medical Science, Veterinary Medicine etc.),
 - Student has to earn at least 180 credits to complete a degree.
 - Student can spend no more than 10 academic years (for full time) and 15 academic years (for part time) to complete a degree.
- For continuous Bachelor degree (for students who complete associate degree),
 - Student has to earn at least 72 credits to complete a degree.
 - Student can spend no more than 4 academic years (for full time) and 6 academic years (for part time) to complete a degree.

5. *Graduate Degree*

- Graduate diploma
 - Student has to earn at least 24 credits to complete a degree.
- *Masters*
 - Student has to earn at least 36 credits to complete a degree.
- *Doctoral*
 - Student holding Masters has to earn at least 48 credits to complete degree.
 - Student holding Bachelor has to earn at least 72 credits to

	complete degree
Application of credit system in HEI obligatory?	N/A
Credit transfer system	<p>Normally, Thai universities/HEIs have their own regulation related to credit transfer system.</p> <p>As for Thai universities implementing student exchange programmes should have an agreement at the institutional level whereby credits for study undertaken while on exchange are to be accepted by the home university.</p> <p>Thai universities participating in the UMAP can also apply the UMAP UCTS in order to facilitate credit transfer between host and home universities.</p> <p>Thai universities* who are members of ASEAN University Network (AUN) have also used the AUN-ACTS (ASEAN Credit Transfer System) for facilitating academic and student mobility in ASEAN.</p> <p>[*Chulalongkorn University, Burapha University, Mahidol University, Chiang Mai University, Prince of Songkla University]</p>
Linkage of learning outcomes and credits	Yes, the learning outcomes are linked with the credits earned by university students. Each degree programme has to cover all five domains of learning and define students' workload and credits based on them.
Measuring of student workload	Yes, measuring of student workload has been done in terms of credit calculation.
Linkage of student workload and credit system	Yes, when the students fulfil their workloads, they will get the amount of credits defined for such workloads.
Comments on credit system	-

Vietnam*

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	<p>Higher education is provided by universities, two open universities, colleges and junior colleges.</p> <p>There are public, semi-public, people-founded and private institutions.</p> <p>Most institutions come under the responsibility of the Ministry of Education and Training (MOET) and the provinces. Other Ministries, especially of Health, Culture and Art, supervise the monodisciplinary institutions.</p> <p>Lately the universities have been granted greater autonomy. However, all institutions are still under the academic management of MOET (MOET promulgates and manages admissions, the general structure of curricula, the examinations and the granting of degrees).</p>
Number of students in higher education institutions	1,5 millions
Number of higher education institutions	<p>386 (2011)</p> <p>Source: http://www.universityworldnews.com/article.php?story=2011120222340338 </p>
University level studies	<ul style="list-style-type: none"> • Bachelor's Degree: 4-6 years • Master's Degree: 2 years • Doctor: 2-3 years(after Master) 4 years (after first degree)
Description	<p>University level first stage:</p> <p>Undergraduate Studies: Undergraduate courses are divided into two stages: general higher education, lasting three years following upper secondary education and leading to the Certificate of Higher Education (Bang Tot Nghiep Cao Dang) and specialized higher education lasting from four to six years following upper secondary education and leading to the Diploma of Higher Education or Bachelor's Degree (Bang Tot Nghiep Dai Hoc). Graduates are awarded a title which is related to their speciality, e.g. cú nhân (Bachelor), ky su (Engineer) (five years), bác sĩ (Medical</p>

	<p>Doctor) (six years), nha sĩ (Dentist), duoc sĩ (Pharmacist), or luật sư (Lawyer).</p> <p>University level second stage:</p> <p>Thạc sĩ (Master's Degree): The Thạc Sĩ (Master's Degree) is usually conferred after two years' further study and the defence of a thesis. Students are admitted to the programme after a competitive examination. Some courses leading to the Master's Degree require prior professional experience.</p> <p>University level third stage:</p> <p>Tiến Sĩ (Doctorate): Graduates who have studied for two to three years following the Master's degree or four years following a first degree are awarded the Doctoral degree.</p> <p>The Tiến Sĩ programme consists of at least two years of research resulting in a dissertation, which is defended before a national committee selected by the MOET. In the second year of the PhD programme, students take an exam called Thi Tốt Nghiệp or 'minimum knowledge'. After passing this examination, students may complete and defend their dissertation. Successful candidates obtain the Bằng Tiến Sĩ.</p>
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • AUN-ACTS (Asia University Network) • SEAMEO • UMAP-UCTS • ASEM
Prospective reforms	<p>Period 2010-2012, Vietnam conducted innovative management system of higher education to improve the quality of training. Training: from 2010 doctoral, master training the new regulations (according to international standards), construction and outcomes; from 2011: training bachelor, masters, doctorate from Annual to credit</p>
Quality assurance (QA)	
QA body	General Department for Education Testing and Accreditation (GDETA), Ministry of Education and Training
Scope (programme/institution)	Programme and institution
Voluntary/compulsary	Voluntary
Procedures	Self Evaluation, External Review, Approves, Re-Evaluation
Credit system	
Description	<ul style="list-style-type: none"> • Bachelor degree: 120 – 220 credits • Master degree: 30-55 credits

	<ul style="list-style-type: none"> • Ph.D degree: 12 -18 credits
Application of credit system in HEI obligatory?	Until now, about 40 Universities apply credit system
Credit transfer system	Students from one university can go to study in another university home or abroad with the credits that they have achieved with them. It depends on decision of both rectors of current university and the university where student move to.
Linkage of learning outcomes and credits	<p>Yes.</p> <p>Description:</p> <p>Learning outcomes of students are evaluated after each semester through the following criteria:</p> <ul style="list-style-type: none"> • Credit of the modules that students enroll at the beginning of each semester (called volume study registration). • Semester grade point average overall score is the average weight of the modules that students enroll in the semester, with a significant number of credits of each module respectively. • Volume of knowledge accumulated volume equals the total credits of the modules were evaluated by a scale of letters A, B, C, D from the course. • Overall cumulative grade point average is the average score of the module and is assessed by point letter A, B, C, D that students have accumulated, from the first course to be considered on time at the end of each semester
Measuring of student workload	Yes
Linkage of student workload and credit system	<p>Yes</p> <p>The construction program training credit system, students will have to define the study plan programs of individual subjects, courses.</p>
Comments on credit system	All universities of Vietnam will implement training credits in 2011, should not be immediately confirmed the advantages and disadvantages

Findings for The European Higher Education ASEM member countries

Austria

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	Public Universities, Fachhochschulen (Universities of Applied Sciences), University Colleges of Teacher Education, Private Universities
Number of higher education institutions	78
University level studies	<u>Public Universities (2013)</u> : Diploma Programmes (58), Bachelor Programmes (334), Master Programmes (568), Doctoral Programmes (110) <u>Fachhochschulen (2013)</u> : Bachelor Programmes (213), Master degree Programmes (186)
Description	
Participation of country in multilateral or bilateral higher education programmes	<u>Students in Exchange Programmes, academic year 2012/13</u> : Outgoing - 4.649 Incoming - 4491
Prospective reforms	
Quality assurance (QA)	
QA body	AQ Austria - Agency for Quality Assurance and Accreditation Austria
Scope (programme/institution)	<ul style="list-style-type: none"> • Programme and institution
Qualifications Framework	<ul style="list-style-type: none"> • Under development
Voluntary/compulsary	<ul style="list-style-type: none"> • Universities of applied sciences (Fachhochschulen) and Private universities: Educational institutions applying for accreditation of study programmes for the first time have to undergo an institutional accreditation procedure as well as an accreditation procedure for the study programmes. New study programmes of the universities of applied sciences and the private universities are also

	<p>subject to a mandatory initial accreditation.</p> <ul style="list-style-type: none"> Public universities/Universities of applied sciences: Audits are compulsory for public universities and (established) universities of applied sciences. An audit examines the organisation and implementation of a HEI's internal quality management system (QMS). Certification by audit confirms that a HEI has successfully established its QMS in compliance with the legal requirements.
Procedures	<ul style="list-style-type: none"> Accreditation: Accreditation is a review procedure of higher education institutions and/or of degree programmes on which state recognition is based. Audit: An audit involves reviewing and certifying a higher education institution's internal quality management system as well as, especially, providing support in continuing improvement of that system.

Cyprus

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	Public and Private Universities. Public and Private Institutions of Higher Education.
Number of higher education institutions	3 Public and 5 Private Universities, 4 Public Institutions of Higher Education and 40 Private Institutions of Higher Education
University level studies	Certificate, Diploma, Higher Diploma, Bachelor's Degree, Master's Degree, PhD
Description	Universities are academically oriented. There is not a clear-cut distinction between academically and professionally oriented Institutions of Higher Education. However, there is a clear-cut distinction between Public and Private Universities and Higher Education Institutions.
Participation of country in multilateral or bilateral higher education programmes	ASEM, EHEA, ENQA, ESU, EUA, EURASHE
Prospective reforms	The Agency of Quality Assurance and Accreditation in Higher Education is expected to be adopted by the House of Representatives.
Quality assurance (QA)	
QA body	Council of Educational Evaluation and Accreditation (CEEAA), Evaluation Committee of Private Universities (ECPU)
Scope (programme/institution)	Evaluation and Accreditation of Higher Institutions in Cyprus
Qualifications Framework	The national agreement on the design of NQF has been

	reached.
Voluntary/compulsary	Compulsory
Procedures	The legislation for NQF is expected to be adopted by the House of Representatives.
Credit system	
Description	The majority of Academic Institutions in Cyprus are using the ECTS credit system. This is a student-centred credit system based on the student workload required to achieve specified learning outcomes.
Application of credit system in HEI obligatory?	The application of credit system in Academic Institutions in Cyprus is voluntary.
Credit transfer system	The system is a combination of learning outcomes achieved and student workload.
Linkage of learning outcomes and credits	Credits are allocated on the basis of student learning outcomes. Students achieve the expected learning outcomes and earn a specific number of credits.
Measuring of student workload	25- 30 hours per credit
Linkage of student workload and credit system	Credits are allocated on the basis of student workload.
Comments on credit system	Even though the implementation of ECTS as a transfer and accumulation system has gained ground among Academic Institutions in Cyprus, making sense of the system in the context of a more learning outcomes-oriented approach remains a significant challenge.

Denmark

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	Universities, University level institutions of fine and performing arts, design and architecture , University Colleges, Academies of Professional Higher Education providing short cycle qualifications and Schools of Maritime Education and Training
Number of higher education institutions	<p>44 higher education institutions</p> <ul style="list-style-type: none"> - 8 universities - 14 university level institutions of fine and performing arts, design and architecture - 8 university colleges - 10 academies of professional higher education - 4 schools of maritime education and training
University level studies	<ul style="list-style-type: none"> - Academy profession degrees: short cycle 90-150 ECTS, typically 120 ECTS - Bachelor degrees: 180 ECTS - Professional bachelor degrees 180-270 ECTS - Master's degrees: 120-180 ECTS, typically 120 ECTS - PhD-degrees: 180 ECTS <p>Furthermore, a parallel adult and continuing higher education system exists with degrees at same level as the degrees in the regular higher education system except for PhD-degrees.:</p> <ul style="list-style-type: none"> - Further adult education degrees: Short cycle degrees of 60 ECTS

	<ul style="list-style-type: none"> - Diploma degrees: Bachelor level degrees of 60 ECTS - Master degrees: Master level degrees of 60 ECTS <p>The adult and continuing higher education system degrees are shorter than the comparable degrees in the regular higher education system, because applicants besides meeting the same educational admission requirements also must have at least 2 years of relevant working experience.</p>
Description	Please, see above
Participation of country in multilateral or bilateral higher education programmes	<p>Denmark participates in the Bologna process and in the Erasmus + programme.</p> <p>Furthermore, Denmark has ratified the Lisbon Recognition Convention in 2003 and participates in the ASEM cooperation.</p> <p>Danish Accreditation Agencies are members of ENQA and the EQAR register.</p> <p>Denmark participates in the higher education programmes within the Nordic Council of Ministers as well as a long range of other international fora targeted at higher education at all levels including research fora.</p>
Prospective reforms	Several reform initiatives are currently debated but not passed in legislation. Denmark has fully implemented all Bologna reforms.
Quality assurance (QA)	
QA body	The Danish Accreditation Institute
Scope (programme/institution)	The Danish parliament passed a new act on accreditation in 2013 replacing programme accreditation with institutional accreditation. Denmark is currently in a

	transition from programme to institutional accreditation. Programme accreditation will continue until the single institutions have been accredited.
Qualifications Framework	Denmark adopted its first qualifications framework for higher education in 2003. The framework was revised in 2009 and integrated the Danish Qualifications Framework for Lifelong Learning in 2010. Denmark has completed the self-certification process to the Bologna Framework and the referencing to the EQF.
Voluntary/compulsary	Compulsory accreditation
Procedures	The Danish Accreditation Institute performs accreditation according to the European Standards and Guidelines (ESGs) for accreditation. The independent Accreditation Council decides on accreditation based on reports from the Accreditation Institute.
Credit system	
Description	Denmark implemented ECTS in 2001
Application of credit system in HEI obligatory?	All higher education programmes are linked to ECTS
Credit transfer system	Credit transfer decisions are taken individually at the higher education institutions. Denmark implemented an independent appeal board for credit transfer decisions for foreign qualifications in 2003 (the Qualifications Board). The board also deals with appeals of national credit transfer decisions from all institutions, except for universities, which have their own appeal boards for national credit transfer decisions.
Linkage of learning outcomes and credits	Learning outcomes were introduced in Danish higher

	education legislation 2007 and are linked with ECTS
Measuring of student workload	Measured in internal quality assurance systems at the institutions. The institutions internal quality assurance systems are monitored through external accreditation procedures
Linkage of student workload and credit system	Part of system mentioned above
Comments on credit system	Denmark applies the ECTS system according to the ECTS Users Guide

Estonia

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	Public and private (please see also https://www.hm.ee/en/activities/higher-education)
Number of higher education institutions	6 universities under public law 1 privately owned university 7 state professional higher education institutions 8 private professional higher education institutions
University level studies	Please see https://www.hm.ee/sites/default/files/higher_education_system_2013.pdf
Description	See above
Participation of country in multilateral or bilateral higher education programmes	NA
Prospective reforms	NA
Quality assurance (QA)	
QA body	Estonian Higher Education Quality Agency , please see also here
Scope (programme/institution)	
Qualifications Framework	European Qualification Framework, see also here
Voluntary/compulsory	Compulsory
Procedures	See above
Credit system	
Description	
Application of credit system in HEI obligatory?	Yes
Credit transfer system	European Credit Transfer System (ECTS)
Linkage of learning outcomes and credits	Yes

Measuring of student workload	Yes
Linkage of student workload and credit System	Yes
Comments on credit system	

Finland

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	Universities and Polytechnics
Number of higher education institutions	14 Universities, 26 Polytechnics (including the Police University College and Åland University of Applied Sciences)
University level studies	<p>University degrees: Bachelor 180-210 ECTS, Master 120 ECTS, Doctoral degrees N/A</p> <p>Polytechnic degrees: Bachelor 180-270 ECTS, Master 60-90 ECTS (Master at the Police University College 120 ECTS)</p>
Description	<p>The Finnish higher education system comprises universities (yliopisto/universitet) and polytechnics (ammattikorkeakoulu, AMK/yrkeshögskola, YH). All universities engage in both education and research and have the right to award doctorates. The polytechnics are multi-field institutions of professional higher education. Polytechnics engage in applied research and development. The polytechnics use the terms polytechnic or university of applied sciences when referring to themselves. This higher education system description uses the term polytechnic.</p> <p>First and second cycle higher education studies are measured in credits (opintopiste/studiepoäng). Study courses are quantified according to the work load required. One year of studies is equivalent to 1600 hours of student work on average and is defined as 60 credits. The credit system complies with the European Credit Transfer and Accumulation System (ECTS).</p>
Participation of country in multilateral or bilateral higher education programmes	Among others Erasmus+, NordPlus, Nordic Master, FIRST, HEI ICI, North-South-South Higher Education Institution Network Programme, north2north, EU-Canada, EU-USA (ATLANTIS), and Science without Borders (<i>Ciência sem</i>

	<i>fronteiras)</i>
Prospective reforms	
Quality assurance (QA)	
QA body	Finnish Education Evaluation Centre, FINEEC – this new body was established in May 2014 and it incorporates FINHEEC (The Finnish Higher Education Evaluation Council).
Scope (programme/institution)	Institutional.
Qualifications Framework	Under development (a proposal for an over-arching framework submitted in 2012)
Voluntary/compulsary	Compulsory.
Procedures	QA is an institutional responsibility and the institutions must perform regular audits by an external body.
Credit system	
Description	A national fully ECTS-compatible system (1 credit = 1 ECTS).
Application of credit system in HEI obligatory?	Yes, excluding third cycle degrees.
Credit transfer system	Yes.
Linkage of learning outcomes and credits	Yes.
Measuring of student workload	Yes, measured in credits.
Linkage of student workload and credit system	Yes.
Comments on credit system	Current system of credit in use since 2005.

Latvia

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	There are 56 Higher Education institutions in Latvia: classified as universities, Higher Education institutions and colleges (providing first level Higher Education, s.c. short cycle programmes).
Number of higher education institutions	6 public universities 13 public higher education institutions 15 public colleges 12 private higher education institutions 7 private colleges 3 branches of foreign Higher Education institutions
University level studies	Bachelor Degree (LQF/ EQF Level 6): 3– 4 years study Master Degree (LQF/ EQF Level 7): 1,5 – 2 years study Doctoral Degree (LQF/ EQF Level 8): 3 – 4 years study Bachelor and Master Degrees refer to ISCED level 5; Doctoral – ISCED level 6.
Description	
Participation of country in multilateral or bilateral higher education programmes	European Union programme Erasmus + European Economic Area Financial Mechanism Programmes Nordplus Education programme of the Nordic Council of Ministers Latvian –Swiss Cooperation Programme ASEM UNESCO Latvian National Committee
Prospective reforms	Since 2012, there is in place a new external quality assurance model for higher education, ensuring gradual transfer from accreditation of individual study programmes to accreditation of study directions. In December 2014, government has taken decision to delegate quality assurance functions to Academic Information Centre. Currently, the legislative acts are developed in order to improve quality assurance system

	<p>and Academic Information Centre could start implementation of delegated functions.</p> <p>The implementation of new funding model of public Higher Education institutions is under development.</p>
Quality assurance (QA)	
QA body	<p>During the transition period the Ministry of Education and Science has the task to organize accreditation and licensing process.</p> <p>Decision making body is Study accreditation commission (study directions) and the Council of Higher Education (higher education institutions).</p>
Scope (programme/institution)	Study directions (set of corresponding study programmes)
Qualifications Framework	Latvian Qualification Framework (LQF) links to the European Qualification Framework (EQF)
Voluntary/compulsory	Compulsory
Procedures	<p>The Council of Higher Education (non-term accreditation) takes decision on the accreditation of a higher education institution.</p> <p>Study Accreditation Commission (for period of 6 years or 2 years) takes decision on the accreditation of study direction. Decisions are made on the basis of: 1) documents submitted by the institution of higher education (self-evaluation report); 2) joint report prepared by the Assessment Committee and the individual opinions of the Assessment Committee experts; and 3) if necessary, the real conditions in the institution of higher education.</p> <p>Assessment Committee consists of five experts, including subject experts, students, and representatives of the labour market. At least one expert in the Assessment Committee is a foreign expert.</p>
Credit system	
Description	<p>Academic Bachelor Degree programme is 120 – 160 Latvian credit points (180 – 240 ECTS CP). Professional Bachelor's programme is at least 160 Latvian CP (240 ECTS CP).</p> <p>Academic Master Degree programme is 80 Latvian CP (120 ECTS CP). Professional Master's programme is at least 40 Latvian CP (60 ECTS CP).</p>

	First level professional higher education programme (college) is 80 – 120 Latvian CP (120 – 180 ECTS CP). Second level professional higher education programme is 40 Latvian CP (60 ECTS CP) after acquisition of a Bachelor's degree or at least 160 Latvian CP (240 ECTS CP) after secondary education.
Application of credit system in HEI obligatory?	Yes
Credit transfer system	Yes
Linkage of learning outcomes and credits	Yes
Measuring of student workload	Yes (full-time and part-time studies, credit point and hours)
Linkage of student workload and credit system	One credit point in Latvia is defined as the amount of the workload of one week full time studies. The scheduled amount of the full-time studies for one academic year, is 40 credits.
Comments on credit system	Recalculating in European Credit Transfer System (ECTS) points, the amount of Latvian credit points has to be multiplied by 1.5.

Norway

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	<ul style="list-style-type: none"> • Universities • Specialised University Institutions • University Colleges <p>A distinction is also made between private and state-owned HEIs. In addition, there are several institutions under the auspices of other ministries, e.g. the Ministry of Defence and the Ministry of Justice and the Police.</p>
Number of higher education institutions	<ul style="list-style-type: none"> • 8 universities • 8 specialised higher education institutions (out of which three are private) • 20 university colleges (state-owned) • 29 private higher education institutions (+ 3 specialised higher education institutions, jfr bullet point 2, i.e 32 private HEIs in total). • 8 higher education institutions under the auspices of other ministries, i.e. the Ministry of Defence (6 HEIs) and the Ministry of Justice and the Police (2 HEIs)
University level studies	<p><u>First cycle</u></p> <ul style="list-style-type: none"> • Bachelor • Høyskolekandidat (short cycle higher education 120 ECTS) • Teacher education (4 year programme) <p><u>Second cycle</u></p> <ul style="list-style-type: none"> • Master • Cand.med.vet. • Cand. med. • Cand. psychol. • Cand. theol.

	<p><u>Third cycle</u></p> <ul style="list-style-type: none"> • Ph.d. • Dr. philos • The Norwegian Artistic Research Fellowships Programme <p>The two-cycle degree system has been introduced throughout. However, a few fields consist of integrated programmes leading directly to a second cycle degree (either a Master's degree or second cycle degree where the title of the former degree system has been kept). This includes the following fields:</p> <p>Odonthology, medicine, veterinary science, psychology, pharmacy, fish sciences, architecture and theology (Theology is offered at three HEIs in Norway, and given as a two-cycle programme with the possibility of obtaining a Bachelor's degree at one of the three institutions.)</p>
Description	
Participation of country in multilateral or bilateral higher education programmes	<p>Norway participates fully in Erasmus +, and is party to a wide range of other programmes such as Nordic programmes, the Brazilian "Science without Borders" programme, a Partnership programme with Russia, a separate strategy on the co-operation with North- America etc.</p> <p>During the last decade bilateral agreements and Memorandas of Understanding (MoUs) have been signed to facilitate research and/or higher education co-operation with countries such as Japan, China, Brazil, India, Russia and South Africa. The various agreements and MoUs form the basis for government dialogue on higher education, research collaboration, exchange of researchers and students, and various forms of institutional collaboration. Norway participates actively in the Bologna Process, now</p>

	<p>encompassing 47 European countries, co-operates with the EU in the field of education, training and research through Protocol 31 in the Agreement on the European Economic Area (EEA), the OECD, UNESCO, the Council of Europe, has extensive Nordic co-operation etc.</p> <p>ASEM EHEA ENQA ESU EUA</p>
Prospective reforms	<p>The Ministry is currently drafting a White Paper on the institutional structure of Norwegian higher education. The aim is to ensure high quality Norwegian higher education. The White Paper will look at and identify standards for quality higher education, as well as focusing on efficient and robust institutions. As a result conclusions will be drawn on the institutional structure of Norwegian higher education. The aim is not to reduce the number of HEIs per se, but the Minister has announced that there is a clear possibility that one of the conclusions might be a reduction in the number of HEIs through mergers. The White Paper will be presented in the spring of 2015.</p> <p>The Public Commission for the funding of universities and university colleges appointed in 2013, was replaced by an expert panel by the new Government in March 2014. The objective is still to assess and give recommendations on the public funding of universities and university colleges, but</p>

	<p>there has been some changes in the mandate. The panel is now requested to develop a model of financing that to a greater extent will contribute to quality enhancement in education and research on a high international level, to create a more differentiated sector with institutions with defined profiles, and to contribute to more collaboration with public institutions and industry and commerce. The panel is expected to deliver its final report by the end of 2014</p> <p>Public Commission on post-secondary vocational education</p> <p>In August 2013 the Government appointed a Public Commission to deliver an Official Norwegian Report on post-secondary vocational education (ISCED 4). The report was delivered December 15 2014. The mandate given to the Commission emphasises (1)evaluating the role of post-secondary vocational education as an integral part of the Norwegian education system, (2)developing advice on how quality, visibility and status can be strengthened, (3)systems for ensuring that this kind of education is as dynamic as needed to be to continuously relevant for employers, (4)evaluating their financial system and proposing alternative systems for public financing, (5)evaluating the relevance of different admission requirements, and (6)possibilities for mobility between post-secondary vocational education and higher education.</p>
Quality assurance (QA)	
QA body	Norwegian Agency for Quality Assurance in Education (NOKUT).
Scope (programme/institution)	The primary responsibility for quality assurance rests with the higher education institutions themselves. The Norwegian Agency for Quality Assurance in Education,

NOKUT is an independent government body, established by law with the aim of monitoring and developing the quality of higher education in Norway through evaluation, accreditation and recognition of quality assurance systems, institutions and study programmes. Internal quality assurance in the institutions must adhere to nationally set standards and will be externally evaluated by NOKUT. The external quality assurance system covers all higher education and operates at national level. NOKUT is, amongst other tasks, responsible for accrediting study programmes. Higher education must be accredited. Institutional accreditation empowers the institution to provide programmes at certain levels, depending on institutional category, without applying for external accreditation from NOKUT. Programmes at a level that is not covered by the institutional accreditation must have programme accreditation. All accreditations are carried out by NOKUT.

This division of responsibilities between the Ministry and NOKUT is defined in the Higher Education Act.

The new agency was operative as of 1 January 2003. All accredited higher education are subject to control through a system of institutional audits, running in cycles of six years. The emphasis is put on the institutions' own quality assurance systems and the information about actual educational quality that these provide. A 'second stage' in the control mechanism is the possibility of a more detailed scrutiny of individual programmes by NOKUT, where this is judged to be appropriate.

All aspects relevant for the quality of higher education are included in the process of external quality assurance. The legislation governing the external quality assurance process

	<p>is set down in Regulations 2010-02-01 nr 96: Regulations governing quality assurance and quality development in higher education and post-secondary vocational education and training, pursuant to the Act on Higher Education. In addition, the standards and criteria regulating the work of NOKUT, Regulations governing quality control in higher education (these revised regulations were adopted 27 January 2011), elaborate further on the standards and criteria for external quality assurance. NOKUT's regulations are unfortunately available in Norwegian only.</p> <p>With a few exceptions, NOKUT's control mechanisms involve the use of expert panels. The primary aim is to check that the quality of the programmes is satisfactory. However, the mechanisms have a double function, as NOKUT also provides recommendations as to how the institution can enhance the quality of its educational provision and quality work.</p>
Qualifications Framework	<p>The national qualifications framework for higher education was adopted in 2009. All descriptions of study programmes at all HEIs have been rewritten by the use of learning outcomes. Student-centred learning is an important concept in this respect. The national qualifications framework for higher education is still in the form of an instruction, laid down in March 2009. We are, however, in the final stages of adopting a regulation on the Norwegian Qualifications Framework covering all the levels of the Norwegian education system.</p> <p>http://www.regjeringen.no/en/dep/kd/Selected-topics/livs-lang-laring/nasjonalt-kvalifikasjonsrammeverk.html?id=601327</p>
Voluntary/compulsary	Compulsory
Procedures	
Credit system	
Description	The Norwegian credit system is based on ECTS.
Application of credit system in HEI	Yes

obligatory?	
Credit transfer system	Yes
Linkage of learning outcomes and credits	Yes
Measuring of student workload	Yes
Linkage of student workload and credit system	Yes
Comments on credit system	

Portugal

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	Higher Education in Portugal is divided into two sub-systems, university education and polytechnic education, comprising both public and private higher education institutions.
Number of higher education institutions	<p>The network of public Higher Education Institutions, which includes military and police Higher Education, comprises 19 institutions of University education and 21 of Polytechnic education.</p> <p>The network of private Higher Education Institutions comprises 31 institutions of University education and 56 Polytechnic education.</p>
University level studies	<p>Higher Education provides the following academic qualifications:</p> <ul style="list-style-type: none"> • New short-cycle professional higher education programmes linked to first cycle (<i>Cursos Técnicos Superiores Profissionais – TeSP</i>) – will be level 5 National Qualifications Framework. The first courses started in the academic year 2014/2015, with duration of 4 semesters and conferring 120 ECTS. These Programmes only take place in Polytechnic institutions. • 1st cycle degree (<i>licenciado</i>) – level 6 NQF/EQF. A <i>licenciado</i> degree normally involves six semesters, which corresponds to 180 credits (ECTS). However, in Universities a <i>licenciado</i> degree may last from six to eight semesters, which corresponds to 180 or

	<p>240 ECTS.</p> <ul style="list-style-type: none"> • 2nd cycle degree (<i>mestre</i>) – level 7 NQF/EQF. The <i>Mestrado</i> degree typically lasts between three and four semesters, both in Universities and Polytechnics, corresponds to 90 or 120 ECTS. In exceptional circumstances it may have 60 credits and a duration of two semesters, resulting from a stable and consolidated practice in that specific field at international level. A <i>Mestrado Integrado</i> may be awarded after an integrated cycle of studies, with 300 to 360 credits and a normal length of 10 to 12 curricular semesters of students' work, in cases for which the access to the practice of a certain professional activity depends on that length of time established by legal EU standards or resulting from a stable practice consolidated in the European Union. • 3rd cycle (<i>doutor</i>) – level 8 NQF/EQF. Only Universities award the <i>Doutor</i> degree. The degree of <i>Doutor</i> is conferred to those that, after concluding all the curricular units that integrate the study programme of the <i>Doutoramento</i> (doctorate) course, when applicable, and have successfully defended their thesis in the public act.
Description	(see previous answer)
Participation of country in multilateral or bilateral higher education programmes	<p>At regional Level:</p> <ul style="list-style-type: none"> • European Union • Bologna Process – European Higher Education Area • Council of Europe <p>At multilateral level:</p> <ul style="list-style-type: none"> • OECD • UNESCO

	<ul style="list-style-type: none"> • CPLP (Community of Portuguese-Speaking Countries) <p>Bi-regional cooperation:</p> <ul style="list-style-type: none"> • OEI • ASEM • EU-CELAC <p>Other:</p> <ul style="list-style-type: none"> • Multiple bilateral agreements • HEIs also participate in various cooperation forums and have multiple bilateral agreements • Lisbon Recognition Convention • ENIC/NARIC Network
Prospective reforms	<p>In 2014 the Portuguese Government launched the Strategic Guidelines for Higher Education which refers 6 priorities to be developed through specific implementation measures.</p> <p>The priorities are:</p> <ol style="list-style-type: none"> 1. Encourage young people, who finish secondary education, to enroll in higher education, helping them to improve their employability as well as opening the access to international students; 2. Increase quality assurance of education and academic success, showing the diversity of the Portuguese higher education's contents and goals; 3. Consolidate the network of public higher education institutions in order to make the institutions more attractive and sustainable; 4. Rationalize the educational offer at national and regional levels in order to improve the quality and the employability of courses; 5. Create a funding model that will promote management objectives, taking into consideration the demand for education and some quality indicators; and 6. Promote the Internationalization of Portuguese Higher Education. <p>A Working Group was established to draft a proposal for an Internationalisation Strategy for Higher Education. The</p>

	Document was publicly presented in September 2014 and is under consultation.
Quality assurance (QA)	
QA body	Agency for Assessment and Accreditation of Higher Education - A3ES
Scope (programme/institution)	Programme and Institution
Qualifications Framework	YES - National Qualification Framework according to European Qualification Framework
Voluntary/compulsary	Compulsory – established in national legislation
Procedures	<ul style="list-style-type: none"> • HEI have to be created according to national legislation, fulfilling the established requisites and duly certified by the Ministry of Education and Science. Institutions' facilities are evaluated by the Directorate General for Higher Education. • Programmes/Courses are evaluated and accredited by A3ES, and, if approved they have to be registered in the Directorate General for Higher Education. All the results are publicized. • It is mandatory for Higher Education Institutions to have internal quality assurance systems. These internal QA systems may also be certified by A3ES.
Credit system	
Description	<p>Generic qualification descriptors were defined for each of the cycles of studies, based on acquired competences, as well as the structure for the first and second cycles of study in terms of typical ECTS intervals.</p> <p>The allocation of credits to each course unit is based on the estimated amount of student work, including all of its forms (contact hours, training, projects, field work, study,</p>

	assessment) and the learning outcomes achieved.
Application of credit system in HEI obligatory?	Yes
Credit transfer system	Yes
Linkage of learning outcomes and credits	Yes Decree-Law 74/2006, 24th of March, amended by Decree-Law 115/2013, 7th of August, defines the learning outcomes in terms of objectives and competences that must be acquired in each cycle.
Measuring of student workload	Yes 25 to 28 hours for 1 credit.
Linkage of student workload and credit system	Yes
Comments on credit system	

Spain

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	Universities
Number of higher education institutions	82 Universities
University level studies	2.567 Bachelor Degrees, 3.519 Master Degrees, 3.521 Doctoral programmes
Description	<p>Official Titles offered by Universities and organized according to the EHEA rules.</p> <p>Bachelor</p> <p>Its purpose is for the student to obtain a general training in one or more disciplines, focused on preparation for the practice of a professional activity. The extension is 240 ECTS, except for those degrees that by European rules have 300 ECTS (Degrees of Dentistry, Veterinary, Pharmacy and Architecture) and 360 ECTS (Medical Grade).</p> <p>Master's degree</p> <p>– Its purpose is the acquisition by the student of an advanced training, specialized or multidisciplinary, oriented to academic or professional specialization, or to the introduction to research tasks.</p> <p>– Some official university Masters degrees qualify for the practice of regulated professions in Spain (some in engineering, architecture, and the field of health sciences). In these cases the government has the authority to establish the conditions that must comply with the</p>

curriculum, ensuring that the necessary skills for each profession are acquired.

– Access: the holders of Spanish or other official EHEA country university degree gives the right to access to the Master's degree programs. Graduates from other countries can also enter if they accredit before the corresponding university a level of education equivalent to that of Spanish titles and that their title gives access to postgraduate studies in the origin country.

Doctorate

Its purpose is the advanced training in research techniques and will include the development and presentation of an original research project (dissertation).

Doctoral studies are organized into programs, which may include research training activities not structured in ECTS credits, and that in any case will end with the preparation and defense of the doctoral thesis. The duration is «three to five years» from admission to the program until the thesis defense, depending on whether full or part time, which can be extended.

To access to an official doctoral program, it is generally required to be in possession of a Bachelor's degree or equivalent, plus a Master degree. They can also access the dissertation:

– Those students with a Spanish or EHEA degree giving access to an official Master that have passed at least 300 ECTS, of which 60 of Masters level.

– Those with a Bachelor's degree that EU law standard has a duration of at least 300 ECTS.

	<ul style="list-style-type: none"> – University graduates who have obtained a position for specialized medical training and have positive evaluation of two years of training for some specialty in Health Sciences. – Those who have a foreign degree equivalent to the level of training of a Master's degree in the awarding country giving access to doctoral studies. Therefore, it is recognized by the University to organize the program, without additional approval. – Those who are already in possession of a Spanish title of Doctor.
Participation of country in multilateral or bilateral higher education programmes	There are many titles that are offered by universities in agreement with foreign universities, some of them under the ERASMUS Mundus Programme, and others as specific agreements between universities.
Prospective reforms	180 ECTS bachelor degrees are going to be authorized for the 2015-2016 academic courses.
Quality assurance (QA)	
QA body	<p>ANECA (Agencia Nacional para la Evaluación y la Acreditación) and Regional Agencies:</p> <p>ACAP - Agencia de Calidad, Acreditación y Prospectiva de las Universidades de Madrid</p> <p>ACCUEE - Agencia Canaria de Calidad Universitaria y Evaluación Educativa</p> <p>ACPUA - Agencia de Calidad y Prospectiva Universitaria de Aragón</p> <p>ACSUCYL - Agencia para la Calidad del Sistema Universitario de Castilla y León</p> <p>ACSUG - Agencia para la Calidad del Sistema Universitario</p>

	<p>de Galicia</p> <p>AGAE -Agencia Andaluza del Conocimiento</p> <p>ANECA - Agencia Nacional de Evaluación de la Calidad y Acreditación</p> <p>AQU - Agencia para la Calidad del Sistema Universitario de Cataluña</p> <p>AQUIB- Agencia de Calidad Universitaria de las Islas Baleares</p> <p>AVAP - Agencia Valenciana de Evaluación y Prospectiva</p> <p>UNIBASQ - Agencia de Evaluación de la Calidad y Acreditación del Sistema Universitario Vasco</p>
Scope (programme/institution)	<p>National Agency covers all the Universities in Spain with respect to professors that are civil servants and programmes and not civil servants professors in the regions that do not have a regional agency. Regional Agencies evaluate programmes inside their regions.</p>
Qualifications Framework	<p>The qualifications framework used is MECES (Marco Español de Cualificaciones para la Enseñanza Superior)</p> <p>Spanish Qualifications Framework for Higher education:</p> <p>Level 1: Vocational Higher Education (EQF: 5)</p> <p>Level 2: Bachelor Degree</p> <p>Level 3: Master Degree</p> <p>Level 4: Doctoral Studies</p>
Voluntary/compulsary	<p>All the programmes that are official have to be verified by the Quality agency. Non-official programmes are responsibility of the University.</p>
Procedures	<p>Verification is the procedure for the new programmes, Accreditation for the already verified programmes some years after the implantation.</p>

	<p>The Ministry has to supervise through the Consejo de Universidades and the regional governments have to authorize the implantation of the programmes, as public universities are funded by regional governments.</p> <p>(Described in RD 1393/2007, RD 861/2010, and RD 99/2011)</p>
Credit system	
Description	<p>ECTS, the new system of university credits, is one means of defining the new roles of professors and students, as students will now have a transparent instrument for measuring their work (including work done in both theoretical and practical courses, as well as during other academic activities such as seminars, tutorials)</p>
Application of credit system in HEI obligatory?	Yes for Bachelor Degrees and Master Degrees and Higher Vocational Education.
Credit transfer system	<p>60 ECTS are attached to the workload of a year of formal learning (academic year) and associated learning outcomes.</p> <p>In most cases, the workload of a student ranges from 1.500 to 1.800 hours for an academic year, one credit equals (25 to 30) hours.</p>
Linkage of learning outcomes and credits	<p>The credit system shows clearly the credit hours and assignments that a student must complete in order to meet the objectives specific to each of the courses listed as part of a given curriculum.</p>
Measuring of student workload	<p>60 ECTS are attached to the workload of a year of formal learning (academic year) and associated learning outcomes.</p> <p>In most cases, the workload of a student ranges from 1.500 to 1.800 hours for an academic year, one credit equals (25</p>

	to 30) hours.
Linkage of student workload and credit system	In most cases, the workload of a student ranges from 1.500 to 1.800 hours for an academic year, one credit equals (25 to 30) hours.
Comments on credit system	

Slovenia

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	Universities, Faculties, Art Academies, Professional Higher Education Institutions. Public and Private.
Number of higher education institutions	5 Universities (3 public, 2 private) and 44 Independent Higher Education Institutions (43 private , 1 public)
University level studies	Academic and professional study programmes
Description	Bachelor, Masters, Doctoral degree
Participation of country in multilateral or bilateral higher education programmes	Multilateral: Erasmus +, Ceepus Bilateral cooperation agreements with 22 countries
Prospective reforms	New Higher Education Law in preparation
Quality assurance (QA)	
QA body	Slovenian Quality Assurance Agency for Higher Education
Scope (programme/institution)	Programme and Institutional Accreditation
Qualifications Framework	Draft Law in preparation
Voluntary/compulsary	Compulsory
Procedures	Accreditations and Evaluations
Credit system	
Description	Accumulation and Transfer System
Application of credit system in HEI obligatory?	YES
Credit transfer system	YES
Linkage of learning outcomes and credits	YES
Measuring of student workload	YES
Linkage of student workload and credit system	YES
Comments on credit system	Obligatory since 2004

Romania

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	<ul style="list-style-type: none"> ▪ Higher education institutions in Romania are either public or private. ▪ The National Education Law (Law no.1/2011) considers all forms of institutions offering Higher Education programmes as universities (e.g. academies, institutes). ▪ Accredited universities in the national education system are classified into four categories: Advanced Research and Education Universities (12), Education and Scientific Research Universities (22), Universities of education and artistic creation (8), Universities focused only on education. ▪ 540,560 students were enrolled in the university study programs during the academic year 2013-2014, a decrease of 5.56 per cent from the previous year 2012-2013, and a decrease of 47.79 per cent from 2008-2009, which means that in Romania, the strong growth in the number of students from 2008-2009, was followed by a decline in 2013-2014, compared with 2008-2009. ▪ The number of students enrolled in private universities in 2013-2014 decreased five times compared with 2008-2009, which was the peak year of enrolments in the private higher education, from 410,859 to 79,246. ▪ In 2013-2014 85 per cent of students were enrolled in public universities, of which 62 per cent were budgeted by state (the rest paid tuition fees), which meant an increase of 16.5 per cent of budgeted students compared with 2008-2009.
Number of higher education institutions	The Romanian higher education system includes 92 accredited higher education institutions (HEIs): 55 public (state) HEIs and 37 private HEIs.
University level studies	<ul style="list-style-type: none"> ▪ Romanian higher education is organized into the three Bologna study cycles: <ul style="list-style-type: none"> – First cycle: Bachelor's Degree: 3-4 years – Second cycle: Master's Degree: 2 years – Third cycle: Doctor's Degree: 3 years

	<ul style="list-style-type: none"> ▪ The Diploma Supplement is issued to all students graduating a bachelor or masters' study programme along with the diploma, but is not issued yet for Doctorate degree holders at graduation. ▪ Non-university tertiary education: is organized for the graduates of pre-university education - with or without a baccalaureate degree, can be organized by accredited higher education institutions within structures called colleges; the length of the study program is 1 to 3 years, depending on the complexity of the qualification and the number of credits acquired; is conducted based on professional training standards approved by the Ministry of Education for respective qualifications. ▪ Postgraduate programs: <ul style="list-style-type: none"> a) <i>Advanced research postdoctoral programs</i> - for people who earned a Doctorate degree; takes place in doctoral schools; with a minimum duration of one year; b) <i>Postgraduate training programs and continuing professional development</i> - for graduates who have at least university degree or equivalent diploma; can be organized by accredited higher education institutions. c) <i>Postgraduate professional improvement programs</i> for graduates holding at least diploma of short higher education. <p>The specific form of postgraduate medical education is the residency.</p>
Description	<ul style="list-style-type: none"> ▪ Access to higher education is based on the baccalaureate diploma (obtained at the end of upper secondary education) and access to Master programmes is based on the Bachelor degree. Also, only the graduates of the Master's degree programmes or equivalent studies have the right to participate in the admission to the Doctorate degree programmes. ▪ Even if HEIs are not separated into academically or professionally oriented, there are differences in the structure of programmes depending on whether they are academically or professionally oriented. For example the Master's programmes are differentiated in professional Masters, research programmes and didactic programmes. A Professional Master's programme is mainly focused on developing professional competences. A Research Master's programme is mainly oriented towards the development of research competencies and will be

	<p>equivalent to the first year of study from the Doctorate degree education programmes. A didactic/ pedagogical Master's degree is organized exclusively at the form of education with attendance (full time).</p> <ul style="list-style-type: none"> ▪ Similarly there are differences between the two existing types of doctoral programmes: scientific and professional Doctorate degree programmes , this time in terms of results. ▪ University programmes can be organized, as appropriate, according to legal regulations, at the following forms of education: full time, part time and distantly. Distantly form is not used in doctoral programmes.
<p>Participation of country in multilateral or bilateral higher education programmes</p>	<ul style="list-style-type: none"> ▪ Romania's involvement in international bodies: <ul style="list-style-type: none"> – The International Association of Universities (IAU), – European University Association (EUA), – European Association for Quality Assurance in Higher Education (ENQA), – European Quality Assurance Register for Higher Education (EQARHE), – European Students Union (ESU), – Education International (EI), – BFUG Working Group on "Mobility and internationalization", – EHEA Working Group on the Third Cycle, – Network of Experts on Student Support in Europe (NESSIE), – Black Sea Economic Cooperation Organization (BSEC), – ET2020 Working Group „Higher Education Modernization”. ▪ Participation of Romanian higher education institutions in regional cooperation initiatives: <ul style="list-style-type: none"> – The South-Eastern European Regional Cooperation Council, – Regional Network on Qualifications Networks for South East Europe, – The Central European Exchange Programme for University Studies – CEEPUS, – The Black Sea University Network – BSUN, – The Consortium of Universities from Romania, Moldova and Ukraine, – The Danube Regional cooperation (EUSDR).

	<ul style="list-style-type: none"> ▪ International cooperation of Romanian universities: <ul style="list-style-type: none"> – The Coimbra Group, – The Santander Group, – Network of Universities from the Capitals of Europe (UNICA), – European Inter–University Centre for Human Rights and Democratization (EIUC), – Eurasian Universities Union (EURAS), – Central European Initiative University Network (CEI), – Danube Rectors’ Conference (DRC).
Prospective reforms	Pillars of reforms in Romanian Higher Education: <ol style="list-style-type: none"> i. Tertiary education attainment ii. High-quality, adaptive and relevant programs iii. Strategic engagement with industry
Quality assurance (QA)	
QA body	<ul style="list-style-type: none"> ▪ The Romanian Agency for Quality Assurance in Higher Education (ARACIS) was established in 2005 and is an autonomous public institution of national interest. ▪ The National Education Law 1/2011 allows HEIs to request the external evaluation from another Quality Assurance Agency that is listed in the European Quality Assurance Agency Register (EQAR).
Scope (programme/institution)	<ul style="list-style-type: none"> ▪ The main mission of ARACIS is the external evaluation of the Romanian higher education’s quality, at the level of study programmes, as well as from the institutional point of view. ▪ Third cycle programmes are currently not evaluated by the national agency of quality assurance.
Qualifications Framework	<ul style="list-style-type: none"> ▪ Yes. The National Qualifications Framework (NQF) can be consulted on the public website www.anc.edu.ro, www.rncis.ro. ▪ The study programmes have been re-designed on the basis of the Learning Outcomes included in the NQF, which is still an ongoing process.
Voluntary/compulsary	By legal disposition, all accredited study programmes and institutions must undergo a periodical evaluation, every five years, to be granted the re-accreditation.
Procedures	<ul style="list-style-type: none"> ▪ The Agency is carrying out its activity according to the best international practices, which are taken in its own Methodology and whose implementation is focused towards quality assurance and evaluation of the Romanian higher education, as part of the European Higher Education Area (EHEA).

	<ul style="list-style-type: none"> ▪ Throughout the external review the Agency verifies the compliance by the evaluated study-programme with the criteria and standards set legally. In case all criteria are met accordingly, the study-programme/institution is empowered to either enrol students and deliver courses (in case of provisional authorisation) or to enrol students, deliver courses and organize final examinations and deliver degrees at the end of each Bologna cycle (in case of accreditation). ▪ Based on the actual capacities of the respective study-program, the agency also establishes the maximum capacity of enrolled students for each year of studies, which represents one of the financing criteria for the State universities.
Credit system	
Description	<ul style="list-style-type: none"> ▪ ECTS is currently recognized by all Romanian universities as a learner-centered system for accumulation and transfer of personal achievements in education and training, a powerful instrument in making learning achievements of students more transparent, in enhancing cross-border and inter-institutional mobility. ▪ Bachelor studies imply 180 - 240 credit points, calculated in accordance with the European Credit Transfer System (ECTS/SECT) and ends with the level 6 from the European Qualifications Framework for lifelong learning (EQF/CEC). The percentage of first cycle study programmes with 180 ECTS is 60 per cent from all Bachelor studies. (full time and part time). ▪ Master studies imply 60 - 120 credit points, calculated in accordance with the European Credit Transfer System (ECTS/SECT) and ends with the level 7 EQF/CEC. The percentage of second cycle (master) study programmes with 120 ECTS is almost 90 per cent from all Master studies. ▪ For professions regulated by European legislation, combined Bachelor and Master studies can be provided as part of a 5 to 6 year full-time programme of study, thus diplomas are recognized as Master's level degrees (the following fields of study are considered: Medicine - 360 ECTS/SECT, Dentistry - 360 ECTS/SECT, Pharmacy - 300 ECTS/SECT, Veterinary Medicine - 360 ECTS/SECT, Architecture - 360 ECTS/SECT).

	<ul style="list-style-type: none"> ▪ The total cumulated duration of the Bachelor and Master's degree education cycles correspond to obtaining at least 300 ECTS. ▪ Doctorate studies result in a doctoral research thesis, while successful candidates are awarded a Doctorate degree diploma. Doctorate studies allow obtaining a qualification at level 8 EQF/CEC. ▪ ECTS credits are used in doctoral programmes according to each institution and study programme. ▪ Postgraduate programs may use ECTS/SECT and leads to a professional certification exam skill.
Application of credit system in HEI obligatory?	Yes, the implementation of credit system in HEI is mandatory. All Romanian universities use the European Credit Transfer System (ECTS/SECT).
Credit transfer system	In Romanian HEIs, the basis to award ECTS is the combination of learning outcomes achieved and student workload: student has to fulfill the prescribed workload and has to achieve the expected learning outcomes.
Linkage of learning outcomes and credits	<ul style="list-style-type: none"> ▪ The learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired. ▪ The National Education Law defines the learning outcomes concept and recognition of the learning outcomes including those from non-formal and informal education is encouraged. ▪ The external methodology of evaluation of ARACIS requires as a minimal standard for accreditation of a programme the requirement to have the examination and evaluation of students' performance based on the learning outcomes.
Measuring of student workload	Even if there is not a legal provision regulating student workload as a part of the award of ECTS credits, however, the number of working hours for assessing student workload depends on the type of HE programme and there is a measuring of the number of hours per credit.
Linkage of student workload and credit system	All educational programmes plan and organize the work load specific to teaching, learning, application and examination activities, in compliance with the ECTS System, with the exception of doctoral education and post-university study programmes (for which it is not mandatory).
Comments on credit system	<ul style="list-style-type: none"> ▪ Implementation of ECTS in Romania: the first

	<p>methodological recommendation on how to implement ECTS in Romanian universities was issued by the Ministry of Education even before signing the Bologna Declaration in 1998 and the implementation of ECTS has been updated by the regulation in 2005, as the Romanian higher education was reorganized into the three Bologna study cycles.</p>
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The European Higher Education Area

Key information on education system and credits and learning outcomes in particular

Higher education system	
Types of higher education institutions	<p>The type and number of higher education institutions also vary among the EHEA countries. Higher education institutions can be academically or professionally oriented; can be publicly or privately founded and funded; or there might be other distinctions applied in a given country context.</p> <p>First, higher education institutions can be academically or professionally oriented. However, this distinction is increasingly not clear-cut. In many countries, old differences between academically and professionally oriented institutions still exist formally, but – partly due to the Bologna Process – actual differences are diminishing or have ceased to exist altogether. For example, in many cases, both academically and professionally oriented institutions can offer academic and professional programmes. This also means that while there might be a (formal) distinction between the institutions, there are no differences between the degrees awarded. In other cases, there might be no distinction between institutions, but there could still be a difference between the orientations of the study programmes. Therefore, it is very difficult to create a clear typology of countries along this dimension. For this reason, such a typology is not included in this report.</p> <p>A second possible distinction to be made is between public and private higher education institutions. This distinction refers mainly to the source of funding: whether higher education institutions are financed primarily from public or private sources (for a detailed definition, see the Glossary and methodological notes). This also means that privately founded higher education institutions funded mainly by the state or from public sources are considered as public institutions here.</p>
Number of student higher education	9.909.160 in Russia (academic year 2008 / 09) 1.500.000 in France, Poland, Italy, and Spain (2008 / 09)
Higher education credentials	<ul style="list-style-type: none"> Professional Diploma

	<ul style="list-style-type: none"> • Master's Degree • Bachelor's Degree • Doctor Programme
University level studies	<ul style="list-style-type: none"> • Bachelor • Master • Diploma • Doctor • Second-Cycle programme after graduation (Two years) • Institutional National • European Level
Types of higher education Institutions	<ul style="list-style-type: none"> • Academic • Professional oriented • Institute • University
Participation of country in multilateral or bilateral higher education programmes	<ul style="list-style-type: none"> • ASEM • EHEA • ENQA • ESU • EUA • EURASHE
Quality assurance (QA)	
QA body	Quality Assurance at Institutional National and European Level
Scope (programme/institution)	Institution for EHEA
Qualifications Framework	For many countries, there is still a considerable amount of effort and work required to meet agreed commitments.
Voluntary/compulsary	Compulsary

Source: The data on The European Higher Education Area is based on the The European Higher Education Area 2012: Bologna Process Implementation Report.



Asia-Europe Meeting

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