the **ASEM**
education secretariat

Asia-Europe Meeting

Credit Systems and Learning Outcomes in ASEM Member Countries

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Introductory remarks

On April 15th and 16th 2010 about 40 Asian and European higher education experts have attended a seminar on credit systems and learning outcomes organized by the ASEM Education Secretariat. In the course of this seminar, the participants agreed on the following recommendations:

1. To improve and deepen information on developments in both regions based on the seminar and the descriptions at country level. The ASEM Education Secretariat offered to provide an in depth analysis of the country reports on credits and learning outcomes delivered by the ASEM countries.
2. To find out the predominant goals of mobility.
3. To elaborate the common ground of credit systems and learning outcomes in Asia and Europe.
4. To promote joint developments of study programmes between Asian and European universities, but not necessarily with double or joint degree (at BA, MA and/or doctoral level).
5. To improve interregional cooperation in the field of quality assurance between agencies and university networks in Asia and Europe.
6. To improve transparency: study programmes, credit awards and learning outcomes should (also) be presented online.
7. To set up a network of Asian and European experts of higher education for improving information and advice.
8. To meet again in a follow-up seminar in autumn 2011 and to take stock of the progress made since the Berlin meeting.

In order to meet the demand of transparency of existing credit systems in ASEM countries the ASEM Education Secretariat tries to provide initial data about the higher education systems in the ASEM countries, with a focus on credits and quality assurance systems.

Regarding data for the European ASEM member countries, the information provided by the EURIDYCE report , "Focus on Higher Education in Europe 2010", was used. Concerning the Asian ASEM member countries the methodologies adopted included desk and empiric research. Questionnaires on credit systems were sent to the Asian ASEM members. However, further investigation for more comprehensive data is still required. In this matter proactive cooperation of all ASEM member countries is of essential importance. Specific issues explored in this compilation include:

- ◊ General introduction to the higher education systems in Asian ASEM countries
- ◊ General information on higher education institutions in Asian ASEM countries
- ◊ Participation in multilateral or bilateral higher education programmes
- ◊ Quality assurance systems
- ◊ Credit systems and learning outcomes

Introductory remarks

Since the ASEM 8 summit (Brussels 4-5 October 2010) 3 countries have joined ASEM: Australia, New Zealand and Russia. They are called the “Third group ASEM member countries” and are in a separate chapter.

The information on the national higher education systems of Australia an New Zealand follow the same logic as the information on the Asian ASEM member countries.
Russia is a Bologna signatory country, therefore the information on the Russian national higher education system is taken from the above mentioned EURIDYCE report

This compilation is non exhaustive. It is meant to be a first step towards a common understanding of terminology and concepts concerning credits and learning outcomes in ASEM member countries. We welcome your comments and further information in order to improve this updated compilation.

ASEM Education Secretariat
Bonn, May 2011

Overview of findings

Higher education institutions' credit systems in Asian ASEM member countries

Country	Credit system	Range of credits for a degree		
		Bachelor	Master	Doctoral
Brunei Darusalam	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	36-50	40
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	N.A.
Mongolia	yes	120	30	60
Myanmar	yes	N.A.	N.A.	N.A.
Pakistan	yes	124-136	30	N.A.
The Philippines	yes	120-190	N.A.	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: The informtion on Asian ASEM member countries include the responses to a questionnaire that was sent by the Secretariat to Senior Officials as well as the result of our desk and empiric research.

Overview of findings

Higher education institutions' credit systems in Asian ASEM member countries

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

Overview of findings

Higher education institutions' credit systems in European ASEM member countries

Country	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.

Overview of findings

Higher education institutions' credit systems in European ASEM member countries

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

Overview of findings

Higher education institutions' credit systems in European ASEM member countries

Country	Credit system	Range of credits for a degree		
		Bachelor	Master	Doctoral
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.

Source: The data on European ASEM member countries is based on the EURYDICE report „Focus on Higher Education in Europe 2010".

Overview of findings

Higher education institutions' credit systems in European ASEM member countries

Linkage of student workload and credit system	**Quality assurance body**	**Qualifications framework (QF)**	**Remarks**	Countries
yes	yes	yes		**The Netherlands**
yes	yes	under development		**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	yes		**UK—England, Wales and N. Ireland**
yes	yes	yes		**UK—Scotland**

Overview of findings

Higher education institutions' credit systems in the Third Goup ASEM member countries

Country	Credit system	Range of credits for a degree		
		Bachelor	**Master**	**Doctoral**
Australia	yes	N.A.	N.A.	N.A.
New Zealand	yes	360 or more	120-240	Min. 240.
Russia	yes / ECTS	240	120	N.A.

Source: The data on European ASEM member countries is based on the EURYDICE report „Focus on Higher Education in Europe 2010".

Overview of findings

Higher education institutions' credit systems in the Third Goup ASEM member countries

Linkage of student workload and credit system	**Quality assurance body**	**Qualifications framework (QF)**	**Remarks**	Countries
yes	yes	yes		**Australia**
yes	yes	yes		**New Zealand**
yes	yes	under development		**Russia**

Findings for Asian member countries

Brunei Darussalam

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

Higher education system	Higher education is provided by the University of Brunei Darussalam and various technical and vocational institutes.
Types of higher education institutions	◊ University ◊ Institute
Number of higher education institutions	6
University level studies	◊ Bachelor ◊ Postgraduate Certificate ◊ Master ◊ Doctor
Description	University level first stage: Bachelor's Degree: The main stage of higher education leads, after studies lasting between four and six years, to the Bachelor's Degree (Bachelor of Arts, Bachelor of Science, Bachelor of Business, Bachelor of Health Science) in such fields as Business Studies, Arts and Social Sciences, Medicine and Pure Science. University level second stage: Master's Degree A Master's Degree is conferred after one to two years' study beyond the Bachelor's Degree. It can be awarded through coursework and a project or through coursework and a dissertation, or through dissertation only. University level third stage: Doctorate: PhD programmes are available in all faculties except in the Institute of Medicine.
Participation of country in multilateral or bilateral higher education programmes	◊ AUN-ACTS (Asia University Network) ◊ SEAMEO ◊ UMAP-UCTS ◊ ASEM
Prospective reforms	UBD is planning to link ist entire education system (from bachelor, master, and up to PhD level) to the credit system. Brunei Darussalam is in the process of developing a National Qualifications Framework and a credit system will beincluded in the discussions.

Brunei Darussalam

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

	Quality assurance (QA)
Brunei Darussalam National Accreditation Council (BDNAC)	QA body
Accreditation and recognition of qualification (programmes and institutions)	Scope (programme / institution)
Brunei National Qualifications Frameworks is in initial stage	Qualifications Framework
The need for assessing and accrediting qualifications are normally due to following circumstances: ◊ When the government authorities proposed to send students or staffs to undergo training to institutions outside Brunei ◊ When the government authorities especially Public Service Department and Public Service Commision propose to recruit personnel into public service ◊ When places and scholarships are offered from government to government ◊ When the local higher education institutions (public or private) plan to organise new course ◊ When authorities from registration board in certain profession require opinion regarding a particular qualification to enable consideration of registration or licensing of the graduates	Voluntary / compulsary
◊ Receiving and acknowledging queries or applications ◊ Gathering relevant information ◊ Preparing working papers or case studies for the relevant sub-committees ◊ Submitting papers to sub-committees for recommendations ◊ Submitting the recommendations to the Council for assessment and decisions ◊ Conveying the Council's decisions to the appropriate applicant	Procedures

Brunei Darussalam

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

Credit system	Higher education is provided by the University of Brunei Darussalam and various technical and vocational institutes.
Description	UBD (Universiti Brunei Darussalam) ◊ A 4-year undergraduate degree (single major) requires 128 modular credits, double major degree programme requires between 128-140 modular credits. ◊ A double degree requires 168 modular credits. ◊ The master programme requires between 60-70 modular credits. ◊ There is no modular credit for a PhD degree as it requires no coursework at all. *Note*: Each modular credit is equivalent to a 2-half hours of workload per week (lecture and tutorial) ITB (Institut Teknologi Brunei) ITB's first degree programmes which were introduced in August 2009. Use of credit values (CV) to describe the amount of learning. 1 CV represents 10 notional hours of learning. A student needs 440 CV to graduate with a Bachelor's degree
Application of credit system in HEI obligatory?	No, each university in Brunei Darussalam has the flexibility to design its own credit system including University Brunei Darussalam. There is no standard policy or system set up by the Higher Education Department of the Ministry of Education
Credit transfer system	Under agreement, apart from ACTS, student credit transfer between University Brunei Darussalam and other foreign universities is done on a case by case basis. Modules to be taken by the students at the foreign universities must be agreed/ decided in advance with the Faculty (in University Brunei Darussalam) by comparing the syllabus and detail contents of each module
Linkage of learning outcomes and credits	UBD encourages all modules to instill the seven learning outcomes. Some specific modules, however, can have specific learning outcomes (e.g. business communication, Discovery Year – internship, community service, incubation project, etc).
Measuring of student workload	Each modular credit is equivalent to a 2-half hours of workload per week (lecture and tutorial)
Linkage of student workload and credit system	Each modular credit is equivalent to a 2-half hours of workload per week (lecture and tutorial)
Comments on credit system	◊ Students are more flexible to design their degree ◊ Facilitate the internationalisation of University Brunei Darussalam through the possibility of a common platform/currency for student exchange (modules and credit transfer)

Cambodia

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

Higher education system

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).
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.

Number of students in higher education

97,524 (2006)

Types of higher education institutions

- ◊ Academy
- ◊ Institute
- ◊ University

Number of higher education institutions

62 (2007)
22 public and 40 private institutions

Higher education credentials

- ◊ Bachelor's Degree
- ◊ Licence
- ◊ Professional Diploma
- ◊ Master's Degree
- ◊ PhD's Degree

University level studies

- ◊ Bachelor
- ◊ Master
- ◊ Ph.D

Description

University level first stage: Diploma, Licence, Bachelor's Degree, Baccalaureate: For non-degree programmes (DUT, DEJP etc…), the minimum requirement of study is two to three years. Studies leading to the Bachelor's Degree or equivalent (eg. Licence) last for at least four years. In general, study programmes are divided into two sequences. The first lasts for two to three years and provides general education (foundation years or common courses) and the last offers specialization or professional education. Students follow their respective course programmes in the first and second sequence and sit for examinations during and at the end of each stage. They graduate when they have successfully passed all examinations.

Cambodia

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

Description	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 during the period of study is mandatory. In Medicine, Pharmacy and Dentistry, although 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 practise.
Participation of country in multilatera or bilateral higher education programmes	◊ AUN (Asia University Network) ◊ SEAMEO ◊ UMAP-UCTS ◊ ASEM

Quality assurance (QA)

QA body	AAC (Accreditation Committee of Cambodia)
Scope (programme / institution)	◊ Institution accreditation (for institutions which confer Bachelor, Master and Ph.D) ◊ Accreditation is the juridiction of the AAC ◊ Establishment and management or supervision of higher education institutions are the juridiction of the MoEYS (Ministry of Eduction, Youth and Sport)
Qualifications framework	No comprehensive qualifictions framework and standards. No consistency among HEIs (by ten different ministries)
Voluntary / compulsory	Compulsary for higher education institutions
Procedures	<u>Type:</u> ◊ Provisional accreditation-subject to ACC's approval (HEIs with provisional must report annually to ACC on their progress) ◊ Full accreditation-confered to HEIs which meet minimum standards with the mandate for five years <u>Process of assessment:</u> ◊ 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

Cambodia

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

- ◊ The team of assessor and technical staff prepare the assessment report and 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.

Procedures

Yes, since year 2000 change from semester and module/block system into credit system

Credit system

China

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

Higher education system	The State is responsible for the overall planning of higher education. It establishes higher education institutions with the active participation of society. Since 1998, the higher education institutions enjoyed more autonomy. Higher education consists of regular higher education, adult higher education and technical and vocational education and training. The academic degree system is divided into three levels. Most higher education institutions divide their academic year into two semesters, with the first semester starting in September and the second in February. Since 1992, there are private universities in China.
Number of students in higher education	241 million
Types of higher education institutions	◊ University ◊ Institute ◊ College ◊ Academy ◊ Conservatory ◊ Vocational Institute ◊ Vocational College
Number of higher education institutions	2,263 regular higher education institutions
Higher education credentials	◊ Diploma ◊ Bachelor's Degree ◊ Master' Degree ◊ Doctor's Degree
University level studies	◊ Bachelor's Degree: 4-5 years ◊ Master's Degree: 2-3 years ◊ Doctor: 3-4 years
Description	◊ 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. ◊ Master degree: awarded to students who understand profound theory in a field of work or study, master comprehensive knowledge, able to manage different skills to solve complex problems, and demonstrate independent capacity to assume a job or do a research. ◊ Doctor degree: 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 specialised skills and techniques, have strong capacity of research and have already made certain accomplishment in a field.

China

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

◊ 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 ◊ Bilateral agreements concerning recognition of foreign credentials. For example: China has signed agreements on mutual recognition of studies, diplomas and degrees with 34 countries as follows: Vietnam (2009); Korea, Cuba (2008); Spain, Denmark, Thailand, Australia, France (2007); Kazakhstan, Sweden, Ireland (2006); Italy, Netherland, Portugal (2005); Austria, Hong Kong, (2004); New Zealand, 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); Srilanka (1988) ◊ ASEM	Participation of country in multilateral or bilateral higher education programmes
QA in China is divided into 2 parts: QA for undergraduate education and QA for postgraduate education.	**Quality assurance (QA)**
◊ Undergraduate level: Higher Education Evaluation Center of the Ministry of Education (HEEC) ◊ Postgraduate level: China Academic Degree and Graduate Education Development Center (CADGEC)	QA body
HEEC conducts institution evaluation and programme evaluation, CADGEDC conducts mainly programme evaluation.	Scope (Programme / Institution)
adopted	**Credit system**
China has been using the scholastic year system since the 50s last century. Since 1978, Chinese universities have gradually adopted the credit system. However, there is no "one" credit system employed by all HEIs. In fact, universities and colleges define their own credit systems, only applied in their own institutions.	Description
Today most Chinese HEIs apply the credit concept to measure student workloads. Chinese Ministry of Education also encourages the employment of credit system. But there is not yet the obligation to apply it. HEIs have the right to conceive and apply the credit system which suits them. The Credit System is the trend of education reformation; many universities in China are taking it into action.	Application of credit system in HEI obligatory?

China

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

Credit transfer system	Student mobility between universities are realised in China mainly by two ways: first, partnership between universities; second, personal application by student. Credits recognition exists between universities with partnership or agreement on the issue, but not in all HEIs. Therefore there is not yet a developed credit transfer system in China.
Linkage of learning outcomes and credits	Yes If you want to get credit, your Learning outcomes (e.g. achievement of a course) must be qualified.
Measuring of student workload	Student workloads are used to be measured by number of courses studied and exams validated. Credits are now more and more used to measure student workload.
Linkage of student workload and credit system	Yes. There is some relationship between student workloads and the Credit System. In some universities, a credit requires students to have 16 hours' workload
Comments on credit system	The credit system is on development in China. 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

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

11 million (2006/2007)

Types of higher education institutions

- ◊ University
- ◊ Institute of Technology
- ◊ College
- ◊ Open University

Number of higher education institutions

367
259 public and 8 private institutions

Higher education credentials

- ◊ Diploma
- ◊ Bachelor's Degree
- ◊ Postgraduate Diploma
- ◊ Master's Degree
- ◊ Master of Philosophy
- ◊ Post-Master Degree
- ◊ Doctorate

University level studies

- ◊ Bachelor's Degree: 4-5.5 years
- ◊ Master's Degree: 2 years
- ◊ Doctor: min. 3 years
- ◊ DSc/Dlitt: 2-3 years

Description

University level first stage: 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 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.

India

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

Description	University level second stage: 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. University level third stage: 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. University level fourth stage: DSc, Dlitt: The Doctor of Science (DSc) and the Doctor of Literature (Dlitt) degrees are awarded by some universities two to three years after the PhD for original contributions.
Participation of country in multilateral or bilateral higher education programmes	◊ 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

India

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

Procedures

- ◊ 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

- ◊ 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

There are several types of institutions: universities, both private and public, which are recognized by the Ministry of National Education; institutes and teacher training institutes (Institut Kegurun dan ilmu pendidikan or IKIPs) which rank as universities with full degree-granting status;
Islamic institutes, which have the same rank as universities but 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;
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.
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.

Number of students in higher education

2,7 million (2005/2006)

Types of higher education institutions

- ◊ Sekolah Tinggi (School)
- ◊ Akademi (Academy)
- ◊ Politeknik (Polytechnic)
- ◊ Institut (Institute)
- ◊ Universitas (University)

Number of higher education institutions

2,838 (2006)
82 public and 2,756 private institutions

Higher education credentials

- ◊ Diploma
- ◊ Sarjana (S1)
- ◊ Magister (S2)
- ◊ Doktor (S3)

University level studies

- ◊ Bachelor (S1)
- ◊ Master (S2)
- ◊ Doctor (S3)

Description

University level first stage: Sarjana (S1):
The Sarjana (Strata Satu) is awarded after 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

Indonesia

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

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.
University level second stage: Magister (S2):
The Magister (Stata Dua) is awarded after a further two years' study plus research. Some 36-50 credits beyond S1 are required to graduate.
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.

Description

- ◊ AUN (Asia University Network)
- ◊ SEAMEO
- ◊ UMAP-UCTS
- ◊ ASEM

Participation of country in multilateral or bilateral higher education programmes

- ◊ Quality standarization
- ◊ Credit transfer system

Prospective reforms

Quality assurance (QA)

BAN-PT (Badan Akreditasi Nasional Perguruan tinggi, National Accreditation for Higher Education)

QA body

- ◊ 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

Scope (programme / institution)

nil

Qualifications framework

compulsary

Voluntary / compulsary

Procedures

Indonesia

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

Procedure

- ◊ Accreditation of study programmes and institutions
- ◊ Five year cycle
  - * 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

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.

- ◊ Bachelor degree, 144 - 160 credits for about 8 semesters until 14 semesters
- ◊ Master degree, 36 - 50 credits for about 4 semesters until 10 semesters and
- ◊ Doctor degree, at least 40 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 student workload	yes
Linkage of studet workload and credit system	yes

Japan

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

Higher education system

Higher education is provided by Universities 'daigaku', Post graduate schools 'daigaku-in', Junior Colleges 'tanki-daigaku' and Colleges of Technology 'koto-senmongakko', as well as by 'senmon gakko' (Specialized Training Colleges).
These institutions may be public (national, prefectural or municipal) or private. The approval by the Ministry (or, in some cases of senmon gakko, local authority) is required to establish institutions.
Some 77 per cent of the 'daigaku' and 93 per cent of the 'tanki-daigaku' are private institutions.
Universities include one or several faculties offering courses in a variety of subjects.
Public universities are mainly financed from national and local funds. Private universities and colleges are financed by students' fees and private funds. The national government provides private institutions with grants for part of their expenditures.

Types of higher education institutions

- ◊ Daigaku (University)
- ◊ Daigaku-in (Post graduate school)
- ◊ Tanki-Daigaku (Junior Colleges)
- ◊ Koutou-Senmon-gakko (College of Technology)

Number of higher education institutions

1,231* (2010)
262 public and 969 private institutions

*This is the total number of Daigaku, Tanki-Daigaku, and Koutou-Senmon-gakko (including the number of Daigaku which has Daigaku-in as part of itself.)

Higher education credentials

- ◊ Gakushi
- ◊ Shushi
- ◊ Hakushi
- ◊ Tankidaigakushi
- ◊ Senmonshi
- ◊ Kodosenmonshi

University level studies

- ◊ Bachelor's Degree: 4 years (some exception for medical science or dental science, etc.)
- ◊ Master's Degree: 2 years
- ◊ Doctor: min.3 years

Description

Bachelor's course: 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) is the acquisition of 124 credits (some exceptions for medical science or dental science, etc.). The degree awarded at the end of the bachelor's course is that of Gakushi (Bachelor's

Japan

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

Description	degree). 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. Master's course: Further specialization takes place in postgraduate schools "daigaku-in", which do not exist in every university, and leads after two years to the Shushi (Master's Degree). It requires 30 credits, an examination and test in regard to the master's thesis or the research achievement. Doctoral course: This stage leads to the Hakushi (Doctorate). 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.
Participation of country in multilateral or bilateral higher education programmes	◊ ASEM
Prospective reforms	The University Council 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)	Please see the booklet "Quality Assurance Framework of Higher Education in Japan" for more detailed information. http://www.mext.go.jp/english/koutou/002.htm

Credit system

Description	In Japan, the Standards for Establishing University (SEU) works as the minimum standards for all approved universities. Credits required to get a degree: ◊ 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 Some other requirement (submitting thesis, etc.) may apply
Application of credit system in HEI obligatory?	Yes. SEU (Standards for Establishing University) works as the minimum standards for all approved universities.

Japan

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

Credit transfer system

Yes.
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

Yes.
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.
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.

Measuring student workload

Yes.
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

Yes.
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 other than that during class hours, in accordance with class methods:

- ◊ 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.

Japan

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

Linkage of student workload and credit system	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.
Comments on credit system	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.).

Korea

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

Higher education system

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.
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).

Number of students in higher education

3,2 million (2006)

Types of higher education institutions

- ◊ Dae Hak Gy (Universities and Colleges)
- ◊ San Up Dae Hak Gyo (Industrial University)
- ◊ Kyo Yuk Dae Hak Gyo (Teacher Training Colleges)
- ◊ Jeon Moon Dae-Hak (Vocational Junior Colleges)

Number of higher education institutions

353 (2006)
64 public institutions and 289 private institutions

Higher education credentials

- ◊ Bachelor's Degree
- ◊ Master's Degree
- ◊ Doctor's Degree

University level studies

- ◊ Bachelor's Degree: 4 years
- ◊ Master's Degree: 2 years
- ◊ Doctor: 3 years

Description

University level first stage: 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 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.

Korea

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

Description	University level second stage: 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. University level third stage: 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.
Participation of country in multilateral and bilateral higher education programmes	◊ 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 / compulsory	Voluntary

Korea

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

	Credit system
◊ Bachelor's degree: 130 ~ 140 credit hours ◊ Master degree: 24 credit hours ◊ Ph.D. degree: 36 credit hours	Description
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	Application of credit system in HEI obligatory?
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	Credit transfer system
Not exactly right. A university has the right to set the credit	Linkage of learning outcomes and credits
Not exactly right. There is no publicly accepted conception on student workloads	Measuring of student workload
Credit differs from field to field. But we cannot guarantee the level of linkage between academic credit and student workloads	Linkage of student workload and 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	Comments on credit system

Laos

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

Higher education system	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 students in higher education	76,332 (2006-2007)
Types of higher education institutions	◊ University ◊ Higher Technical College ◊ Teacher Training College ◊ Private College ◊ Institute
Number of higher education institutions	92 9 public and 83 private higher education institutions
Higher education credentials	◊ Diploma ◊ Higher Diploma ◊ Graduate Diploma ◊ Bachelor's Degree ◊ Master's Degree
University level studies	◊ Bachelor's Degree: 5-7 years ◊ Master's: 2-4 years
Description	University level first stage: 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

Laos

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

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 study. The University also offers a three- to four-year course leading to a higher technical level. University level second stage: 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.	Description
◊ AUN (Asia University Network) ◊ SEAMEO ◊ ASEM	Participation of country in multilateral or bilateral higher education programmes
Quality Assurance Centre, Dept. of Higher Education, Ministry of Education	QA body
Programme and institutional	Scope (programme / institution)
	Qualifications Framework
Voluntary	Voluntary / Compulsary
Quality Audit, Quality control, Quality Assessment, Evaluation of Quality	Procedures

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.
Number of students in higher education	About 700,000 (2005)
Types of higher education institutions	◊ University ◊ Polytechnic ◊ College
Number of higher education institutions	632 (2006) 20 public and 612 private higher education institutions
Higher education credentials	◊ Diploma ◊ Teaching Diploma ◊ Bachelor's Degree ◊ Diploma in Education ◊ Postgraduate Diploma ◊ Master's Degree ◊ Doctor' s Degree ◊ Higher Doctor's Degree
University level studies	◊ Bachelor's Degree: 3-5 years ◊ Master's Degree: 2 years ◊ Doctor: min. 2 years
Description	University level first stage: 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. University level second stage: 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 qualifications and experience acknowledged by the Senate.

Malaysia

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

University level third stage: Doctor of Philosophy: The Doctor of Philosophy degree is awarded after a minimum of two years' 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 (DLl). 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.	Description
◊ AUN (Asia University Network) ◊ SEAMEO ◊ UMAP-UCTS ◊ ASEM	Participation of country in multilateral or bilateral higher education programmes
	Quality assurance (QA)
Statutory body – Malaysian Qualification Agency 2007	QA body
Programme Accreditation and institutional Audit of Higher Education Provider	Scope (programme / institution)
Malaysian Qualification Framework (MQF)	Qualifications Framework
Voluntary except made compulsory by Ministry	Voluntary / Compulsary
Provisional Accreditation Full Accreditation Institutional Audit	Procedures
	Credit system
A Minimum credit students should complete to get a ◊ Bachelor's Degree = 120 credit, ◊ Masters Degree = 40 credit, ◊ PhD Degree = no given credit value .	Description
Yes.	Application of credit system in HEI obligatory?

Malaysia

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

Credit transfer system	Yes, In Malaysia credit transfer refers to the award of an equivalent grade for specific course taken by the students from the home Public Institution of Higher Learning (PIHL) to host PIHL with agreement from PIHLs involved. The 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 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.

Higher education system

164,000

Number of students in higher education

- ◊ University
- ◊ Institute
- ◊ College

Types of higher education institutions

146
42 public and 104 private higher education institutions

Number of higher education institutions

- ◊ Bachelor's Degree
- ◊ Master's Degree
- ◊ Doctor’s degree

Higher education credentials

- ◊ Bachelor's Degree: 4-6 years
- ◊ Master's Degree: 1.5 years
- ◊ Doctor’s degree: 3 years

University level studies

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.
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.
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.

Description

- ◊ UMAP-UCTS (University Mobile in Asia Pacific- UMAP Credit Transfer System)
- ◊ ASEM

Participation of country in multilateral or bilateral higher education programmes

- ◊ 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

Prospective reforms

Mongolia

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

Quality Assurance (QA)	
QA body	The Mongolian National Council for Education Accreditation (MNCEA)
Scope (programme / institution)	Programme and institution
Qualifications Framework	
Voluntary / Compulsary	Voluntary
Procedures	The accreditation process includes following steps: ◊ 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. 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. The NCHEA approves the rules for selection of the evaluation team. The institutions does self-assessment by self-study of: ◊ their purposes and goals ◊ the building, material base ◊ finance and economy ◊ curriculum ◊ faculty ◊ students ◊ library, books, data of information ◊ management, organization ◊ scientific research 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. Institutional accreditation process includes the off campus institutes. The NCHEA approves guidelines for the self-study report and for the evaluation team report.

Mongolia

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

	Credit system
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.	Description
Yes.	Application of credit system in HEI obligatory?
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.	Credit transfer system
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.	Linkage of learning outcomes and credits
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.	Measuring of student workload
The lowest workload of a fulltime student shall be 12 credit hours for a semester.	Linkage of student workload and 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.	Comments on credit system

Myanmar

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

Higher education system	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). 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. 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
Number of students in higher education	498,324
Types of higher education institutions	◊ University ◊ Institute ◊ Degree College ◊ College
Number of higher education institutions	159 public higher education institutions
Higher education credentials	◊ Matriculation Examination ◊ Diploma ◊ Bachelor of Education ◊ Bachelor's Degree ◊ Bachelor's Degree (Honours) ◊ Postgraduate Diploma ◊ Master's Degree ◊ Master of Philosophy ◊ Master of Research ◊ Doctorate
University level studies	◊ 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 conferrred by certain universities after four years‘ study and research

Myanmar

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

Description

University level first stage: 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.
University level second stage: 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.
University level third stage: Doctorate: A PhD is conferred by certain universities after at least four years' further study and research.

Participation of country in multilateral or bilateral higher education programmes

- 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)

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)

Voluntary / Compulsory

Compulsary

Credit system

Description

The modular credit system was introduced in 1997.

- 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

Myanmar

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

Measuring of student workload	24 lecture hours or 48 practical hours= 1 credit unit for BA, BSC 16 lecture hours or 32 practical hours= 1 credit unit for MA, MSC
Linkage of student workload and credit system	144 credit units for BA, BSC course 64 credit units for MA, MSC course

Pakistan

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

Higher education system

Since 2002, the Higher Education Commission (HEC) is enpowered 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.
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.
HEC also supervises the planning, development and accreditation of public and private sector higher education institutions. Its goal is to facilitate the reform process.

741,092 (2007-2008)

Number of students in higher education

Types of higher education institutions

- ◊ University
- ◊ College
- ◊ Institute
- ◊ Centre
- ◊ Open University
- ◊ Virtual University

132
73 public and 59 private higher education institutions

Number of higher education institutions

Higher education credentials

- ◊ Diploma
- ◊ Bachelor's Degree (Honours)
- ◊ Bachelor's Degree (Pass)
- ◊ Bachelor's Degree
- ◊ Master's Degree
- ◊ Master of Philosophy
- ◊ Doctor's Degree

University level studies

- ◊ Bachelor's Degree: 2 years (Pass)
  4/5 years(hounours)
- ◊ Master's Degree: 1 year (after Bachelor hounours)
  2 years(after Bachelors Pass)
- ◊ B.Ed: 1year(after Bachelors Pass)
- ◊ LLB: 3 years(after Bachelors Pass)
- ◊ Doctor: 5-7 years

Pakistan

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

Description	University level first stage: 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. University level second stage: 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) 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. University level third stage: 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. University level fourth stage: 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
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	One credit hours means 50 minutes teaching in a week throughout the semester. And one credit hour Laboratory means 2 hours lab activity. ◊ 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 un-til 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

Higher education consists of collegiate, Master's and Doctorate degree programmes in various fields or disciplines including the post-secondary schooling leading to one-, two- or three-year non-degree technical or vocational courses.
Higher education is provided by higher education institutions (HEI) composed of public and private universities and colleges.
The state universities and colleges (SUCs) on which charters have been conferred, are autonomous. In terms of enrolment, a huge majority of students are in private HEIs.
The Commission on Higher Education (CHED) created in 1994 oversees both private and public tertiary schools, the Technical Education and Skills Development Authority (TESDA) postsecondary technical and vocational education, while the Department of Education is in charge of basic education (elementary and high school).

Number of students in higher education

2,619,795 (2008-2009)

Types of higher eduction institutions

- ◊ School
- ◊ College
- ◊ Institute
- ◊ University

Number of higher education institutions

1,726
203 public and 1.523 private higher education institutions

Higher education credentials

- ◊ Certificate/Diploma
- ◊ Associate Degree
- ◊ Bachelor's Degree
- ◊ Post Baccalaureate Certificate/Diploma
- ◊ Master's Degree
- ◊ PhD

University level studies

- ◊ Bachelor
- ◊ Master
- ◊ Doctor

Description

University level first stage: Bachelor's Degree:
A Bachelor's Degree is generally conferred after four years' study. The minimum number of credits required for four-year Bachelor's Degrees ranges from 120 to 190. In some fields, such as Business, Teacher Education, Engineering and Agriculture, one semester's work experience is required. In Pharmacy, some HEIs choose to offer the five-year programme with permission from CHED. An internship is required prior to the board examination in Community Pharmacy, Hospital Pharmacy and Industrial

The Philippines

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

Description	Pharmacy. Medical Technology and Radiology Technology are four-year courses with a one examination in Community Pharmacy, Hospital Pharmacy and Industrial Pharmacy. Medical Technology and Radiology Technology are four-year courses with a one-year internship at the 4th year level in an accredited training centre/ hospital. Physical Therapy/Occupational Therapy is a five-year course with a clinical internship at the fifth-year level in an accredited training centre/hospital. Nutrition and Dietetics is a four-year course with supervised field experience in the second semester of the fourth-year level in Hospital, Food Service and Public Health. In Engineering, Architecture and Music the Bachelor's Degree is conferred after five years' study and in Dentistry and Veterinary Medicine after six years. Medicine and other Health-related programmes require one year's internship or clerkship in an accredited training centre/hospital. In Dentistry, there is a two-year preparatory course and a four-year course. The Veterinary Medicine course comprises two clerkships, three internship units and 14 field experience units.The Bachelor of Science in Nursing is obtained after four years' study at a college or university. Related learning experiences start during the second semester of the 1st year level. University level second stage: Post Baccalaureate (Certificate/Diploma); Master's Degree: Certificates and Diplomas are conferred on completion of one or two years of study beyond the Bachelor's Degree. They are not equivalent to a Master's Degree.To be admitted to the Master's Degree, students must have a general average of at least 85 or B or 2 in the undergraduate course. The Master's Degree normally requires a further two years' study (in Architecture five). In Law, students must already have obtained a four-year Bachelor's degree in another subject and secured a Certificate of Eligibility for Law from the institution in which they wish to enrol. The degree often takes eight years to obtain. In Medicine, students must first obtain a Bachelor's degree in another relevant subject before beginning a four-year course in Medicine. University level third stage: PhD: To be admitted to a Doctorate programme, students must have an average of at least 1.75 in the Master's Degree. The PhD requires a further two to three years' study (minimum) following upon the Master's Degree and a dissertation. In Medicine, after having followed a three-year course, students follow a one-year clinical clerkship, a one-year internship and three to five years' residency for specialization.
Participation of country in multilateral or bilateral higher education programmes	◊ AUN-ACTS (Asia University Network) ◊ SEAMEO ◊ UMAP-UCTS ◊ ASEM

The Philippines

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

	Quality Assurance (QA)
◊ Recognition and Permit: Commission on Higher Education (CHED) ◊ Certifying body: Federation of Accrediting Agencies of the Philippines (FAAP) ◊ Accrediting body: National Network for Quality Assurance Agency (NNQA)	QA body
Programme and institutional Accreditations / Audits	Scope (programme / institution)
Philippine National Qualifications Framework	Qualifications Framework
Compulsary for CHED Voluntary for FAAP and NNQA	Voluntary / Compulsary
◊ Self evaluation ◊ Site Visit ◊ Agency's decision ◊ Initial accreditation ◊ Formal accreditation ◊ Re-accreditation	Procedures

Singapore

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

Education system overview

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.

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.

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.

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.

Singapore

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

Education system overview

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 post-secondary 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 (full-time enrolment)

As at 2008, there were 50.904 enrolled in the Universities, 71,137 enrolled in the Polytechnics, 24,593 enrolled in the Institute of Technical Education, and 4,077 enrolled in the two Arts Institutions.

Higher education system

MOE oversees the provision of tertiary and technical education in Singapore. Post-secondary 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).

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.

The Council for Private Education (CPE), a statutory board under the MOE, regulates the private education institutions sector.

Types of higher education institutions (that have publicly-subsidised places)

<u>Degree Programmes</u>

- National University of Singapore,
- Nanyang Technological University,
- Singapore Management University
- Singapore University of Technology and Design
- Singapore institute of Technology
- SIM University

Singapore

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

Types of higher education institutions (that have publicly-subsidised places)	Diploma Programmes ◊ Polytechnics: Singapore Polytechnic ◊ Ngee Ann Polytechnic, ◊ Temasek Polytechnic ◊ Nanyang Polytechnic and Republic Polytechnic Arts Institutions ◊ LASALLE ◊ NAFA Institute of Technical Education (Please refer to MOE's post-secondary website at http://www.moe.edu.sg/education/post-secondary/ for the list of tertiary institutions.)
Number of higher education institutions	11 public institutions
Higher education qualifications	◊ Certificate ◊ Diploma ◊ Advanced Diploma ◊ Specialist Diploma ◊ Diploma in Education ◊ Bachelors Degree (with and without honours) ◊ Postgraduate Diploma in Education ◊ Masters Degree ◊ Doctoral Degree
University level studies	◊ Bachelor's Degree ◊ Master's Degree ◊ Doctorate
Participation of country in multilateral or bilateral higher education programmes	◊ AUN (ASEAN University Network) ◊ SEAMEO ◊ ASEM

Singapore

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

	Quality assurance (QA)
Ministry of Education for publicly-funded higher education institutions	QA body
Institutional Self-Assessment	Scope (programme / institution)
Quality Assurance Framework (QAF)	Qualifications Framework
Compulsory	Voluntary / Compulsary
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.	Procedures

Thailand

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

Higher education system	Before 2003, the higher education system came under the responsibility of two ministries (Ministry of University Affairs, Ministry of Education) and one agency (Office of the National Education Commission). Since 2003, they are amalgamated into a single Ministry of Education. The Thai education system is composed of both public and private institutions. Some Thai public institutions have recently become autonomous universities.
Number of students in higher education	2,032,638 (2007)
Types of higher eduction institutions	◊ University ◊ Polytechnic ◊ Institute of Technical Education
Number of higher Education institutions	166
Higher education credentials	◊ Associate Degree ◊ Bachelor's Degree ◊ Graduate Diploma ◊ Master's Degree ◊ Doctor's Degree
University level studies	◊ Bachelor's Degree: 3-5 years ◊ Master's Degree: 1-3 years ◊ Doctor: 2 years
Description	University level first stage: 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. Programmes are structured in groups of general education studies 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. To obtain the Bachelor's Degree, students must obtain at least 2.0 average grade point. 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.

Thailand

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

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. 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.	Description
◊ AUN-ACTS (Asia University Network) ◊ SEAMEO ◊ UMAP-UCTS ◊ ASEM	Participation of country in multilateral or bilateral higher education programmes
Thailand is in the process of starting the second education reform in 2010	Prospective reforms
	Quality assurance (QA)
Commission on Higher Education Office for National Education, Standard and Assessment (ONESQA)	QA body
◊ Inside out approach (9 quality components with 44 key performance Indicators) ◊ Outside in approach (7 quality standards with 48 key performance standards)	Scope (programme / institution)
National Qualification Framework (NQF) ◊ Draft Announcement of the NQF ◊ Pilot Project of the implementation phase in 8 disciplines	Qualifications Framework
Compulsory	Voluntary / Compulsary
◊ Quality assessment (internal and external), Quality control, Quality auditing ◊ External Quality Auditing, Recognition	Procedures

Thailand

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

Credit system

1. One academic year can consist of
   - ◊ Two semesters, each semester lasts at least 15 weeks.
   - ◊ Trimesters, each trimester lasts at least 12 weeks.
2. Credit calculation: one credit equal
   - ◊ 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

Thailand

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

No	Application of credit system in HEI obligatory?
No, Thailand do not have domestic credit transfer system. However, They apply the UCTS in order to facilitate credit transfer between higher education institutions in Thailand and UMAP member countries	Credit transfer system
Yes, The learning outcomes are linked with the credits earned by students. Each degree programme has to cover all five domains of learning and define students' workload and credits based on them	Linkage of learning outcomes and credits
Yes, they are measured in terms of credit calculation	Measuring of student workload
Yes, when the students fulfil their workloads, they will get the amount of credits defined for such workloads	Linkage of student workload and credit system
Thailand has no credit transfer system. Nevertheless, the universities that want to transfer credits among their students can make institutional arrangements	Comments on credit system

Vietnam

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

Higher education system	Higher education is provided by universities, two open universities, colleges and junior colleges. There are public, semi-public, people-founded and private institutions. 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. 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).
Number of students in higher education	1,5 millions
Types of higher eduction institutions	◊ University ◊ College ◊ Junior College
Number of higher education institutions	369
Higher education credentials	◊ Bachelor's Degree ◊ Master's Degree ◊ Doctorate
University level studies	◊ Bachelor's Degree: 4-6 years ◊ Master's Degree: 2 years ◊ Doctor: 2-3 years(after Master) 4 years (after first degree)
Description	University level first stage: 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 sí (Medical Doctor) (six years), nha sí (Dentist), duoc sí (Pharmacist), or luât su (Lawyer).

Vietnam

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

University level second stage: Thac si (Master's Degree): The Thac Sy (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. University level third stage: Tiên Sy (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. The Tiên Sy 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 Tôi Thieu or 'minimum knowledge'. After passing this examination, students may complete and defend their dissertation. Successful candidates obtain the Bang Tiên Sy.	Description
◊ AUN-ACTS (Asia University Network) ◊ SEAMEO ◊ UMAP-UCTS ◊ ASEM	Participation of country in multilateral or bilateral higher education programmes
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	Prospective reforms

Quality assurance (QA)

General Department for Education Testing and Accreditation (GDETA), Ministry of Education and Training	QA body
Programme and institution	Scope (programme / institution)
Voluntary	Voluntary / Compulsary
Self Evaluation, External Review, Approves, Re-Evaluation	Procedures

Vietnam

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

Credit system

Description	◊ Bachelor degree: 120 – 220 credits ◊ Master degree: 30-55 credits ◊ 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	Yes. Description: Learning outcomes of students are evaluated after each semester through the following criteria: ◊ 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	Yes. The construction program training credit system, students will have to define the study plan programs of individual subjects, courses.
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 European ASEM member countries

Learning outcomes and credits systems: findings from the National Stocktaking 2009

Stocktaking, first carried out in 2005, was defined as one of the Bologna action lines amongst nine others in the Bologna work programme 2007—2009. the overarching aim is to assess progress being made so far and identify issues that need to be addressed to ensure the functionality of the European Higher Education Area in practice. The national reports illustrate the state of implementation of issues associated with the Bologna process and reveals further need of action.
The following compilation concentrates on results from the national reports 2009 with regard to credit systems and learning outcomes.

Findings for European ASEM member countries

Current developments in EU Bologna countries

> *Efforts should concentrate in future on removing barriers to access and progression between cycles and on proper implementation of ECTS based on learning outcomes and student workload.*
>
> London Communiqué "Towards the European Higher Education Area: responding to challenges in a globalised world", March 18, 2007

The 2009 Stocktaking report reveals an interesting picture of a multi-speed Europe regarding the implementation of ECTS and learning outcomes.

Learning outcomes are an essential part of ongoing efforts to reform higher education and the vocational training sector in countries participating in the Bologna process. They are regarded as a contribution to different aspects of education, such as qualification frameworks, lifelong learning, credits, workload and credit systems, mobility and recognition, curricula reforms, as well as quality assurance. Nearly all European ASEM member countries have taken initial, some even further steps to implement learning outcomes.

Information on the exact state of implementation of credits and learning outcomes across the EU Bologna countries is patchy, as national reports on the subject vary in detail, but reliable.

> *In effect, the success of the Bologna Process depends on the comprehensive implementation of a learning outcomes approach in higher education. Learning outcomes are used in the Dublin descriptors, which are the basis of the three-cycle degree system. They also feature in the overarching framework of qualifications in the EHEA with which national frameworks are being aligned. They are an essential ingredient in quality assurance systems and in ECTS -compliant procedures for credit accumulation and transfer. They make transparency and recognition of qualifications more easily manageable. In short, learning outcomes encapsulate a learner-centred approach and shift the focus in higher education away from the traditional teacher-centred or institution-centred perspective.*
> …
> *The ECTS is a mechanism for the recognition of smaller "bundles" of learning outcomes than those associated with traditional qualifications, for the purposes of credit accumulation and transfer. It is particularly relevant in promoting student mobility and providing flexible pathways for lifelong learning, since learners can gather credits towards qualifications over a longer period if the conventional model of whole-time study is not suitable to their personal circumstances. Although ECTS has been part of the Bologna process since 1999, it is still not fully implemented across all the countries. In the 2009 stocktaking, credits had to be demonstrably linked with learning outcomes, so the scores on this indicator shifted downwards compared to 2007, when it was enough that ECTS was used for both credit accumulation and credit transfer. This indicates that there is still not enough integration at national level between the qualifications framework, learning outcomes and ECTS , as was suggested in the 2007 report. Many countries appear to have pursued these action lines separately without paying adequate attention to how they could be integrated in policy and practice.*

Findings for European ASEM member countries

Current developments in EU Bologna countries

While the 2009 stocktaking has not allowed for a formal statistical correlation of countries' scores on the various indicators, it is clear from the analysis of national reports that the most "successful" and high-scoring countries are those where learning outcomes have become embedded in higher education practice. These countries have generally made most progress on implementing national qualifications frameworks, lifelong learning and recognition of prior learning. Their quality systems are also more fully developed, and they have fully implemented the diploma supplement and ECTS. In conclusion, it is abundantly clear both from the 2009 stocktaking and from other international studies that effective implementation of learning outcomes is linked to successful achievement of major Bologna Process goals, including in particular the development of national qualifications frameworks integrating the three-cycle degree system; credit transfer and accumulation; recognition of qualifications and of prior learning, and provision of flexible learning paths as part of the lifelong learning continuum. Conversely, the slow movement of many countries towards adopting a learning outcomes approach is an obstacle to progress on these other important goals. This represents a significant challenge for ministries and higher education institutions over the coming years. Many countries are still in the early stages of developing and implementing learning outcomes and qualifications frameworks.

…

Nevertheless, the results indicate that implementation may sometimes be more advanced at institutional level than at national policy level: in some cases HEI s have gone ahead and started developments (e.g. writing learning outcomes) while awaiting formal decisions establishing the framework. Such initiative is seen as positive; however it is important to ensure that all developments within the country are consistent with a coherent national qualifications framework.

…

General recommendations to all stakeholders

… Using the tools that have already been created within the bologna Process will help to create a true culture of lifelong learning throughout the EHEA, with explicit links between learning outcomes, qualification frameworks, quality assurance systems and recognition.

…

Recommendations to countries

… Work towards achieving coherence in describing all higher education programmes using learning outcomes, to enhance transparency of qualifications and to facilitate the full implementation of ECTS and the diploma supplement.

Bologna Process Stocktaking Report 2009

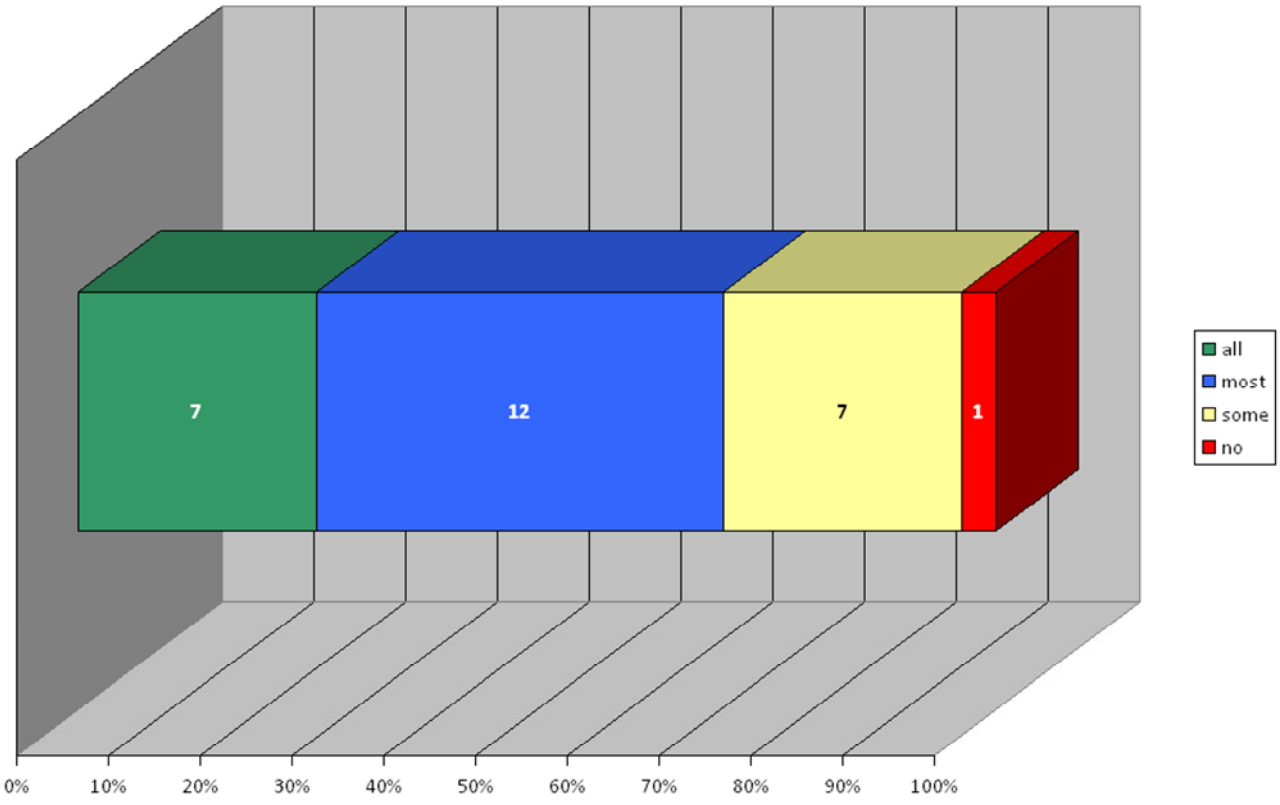
Findings for European ASEM member countries

The exact state of implementation—Findings from the national reports 2009

Learning outcomes and recognition

Number of higher education institutions having described their programmes in terms of learning outcomes

According to the national reports, **in nearly a quarter of the EU countries**, all HEIs have described their programmes in terms of learning outcomes, while about two fifths of the countries said that most HEIs have done it.



all	most
Czech Republic, Ireland, Italy, Luxembourg, Netherlands, Sweden, UK	Bulgaria, Belgium, Denmark, Estonia, Finland, Germany, Lithuania, Portugal, Romania, Slovakia, Slovenia, Spain

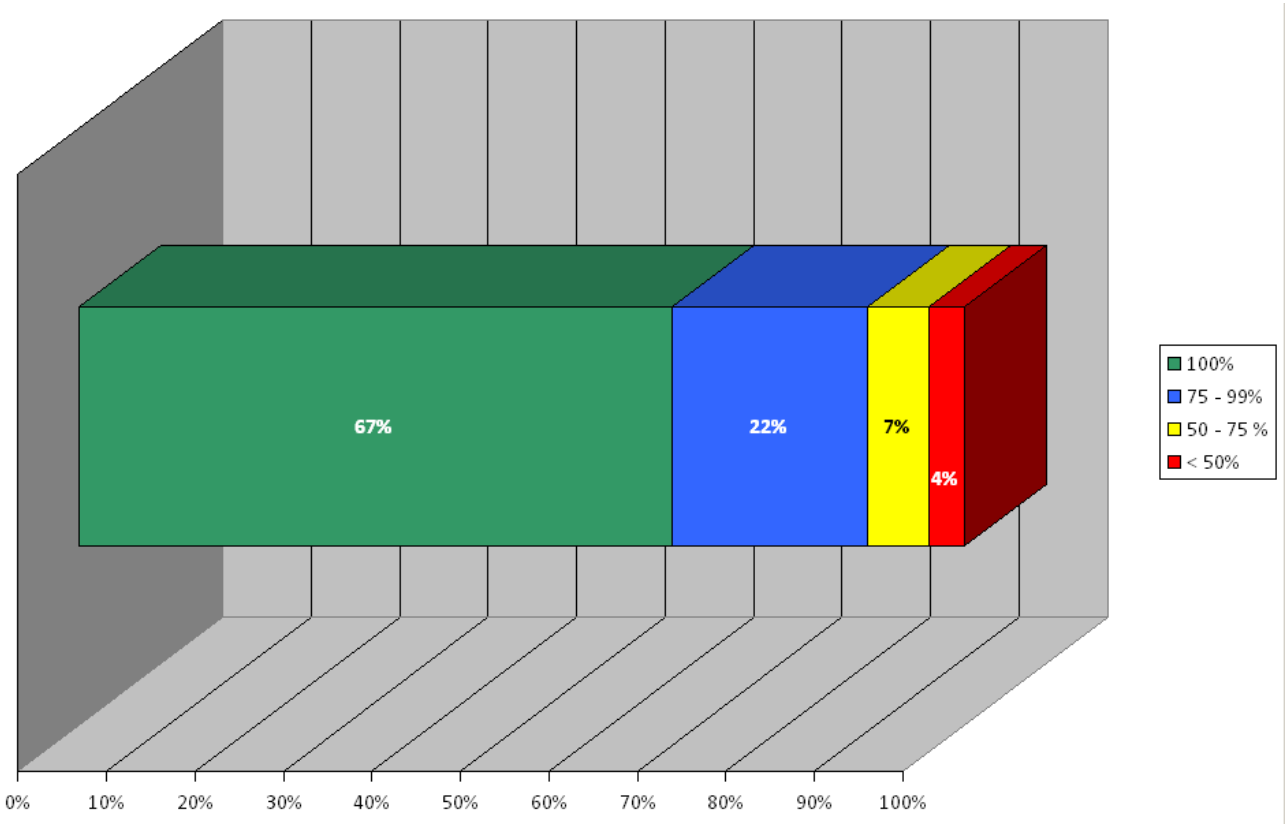
Findings for European ASEM member countries

The exact state of implementation—Findings from the national reports 2009

Learning outcomes, credits and credit systems

Percentage of higher education programmes where the European Credit Transfer and Accumulation System (ECTS) is implemented

Eighteen countries have implemented a credit system that is used for both transfer and accumulation in all higher education programmes; only one country reported that the credit system was implemented in under half of the HE programmes.
(This count also includes the countries that use compatible credit systems other than ECTS, like UK.)



100%	75—99%
Bulgaria, Denmark, Estonia, Finland, Greece, Hungary, Ireland, Italy, Latvia, Luxembourg, Netherlands, Poland, Portugal, Romania, Slovakia, Spain, Sweden, UK	Austria, Belgium, Cyprus, Czech Republic, France, Malta

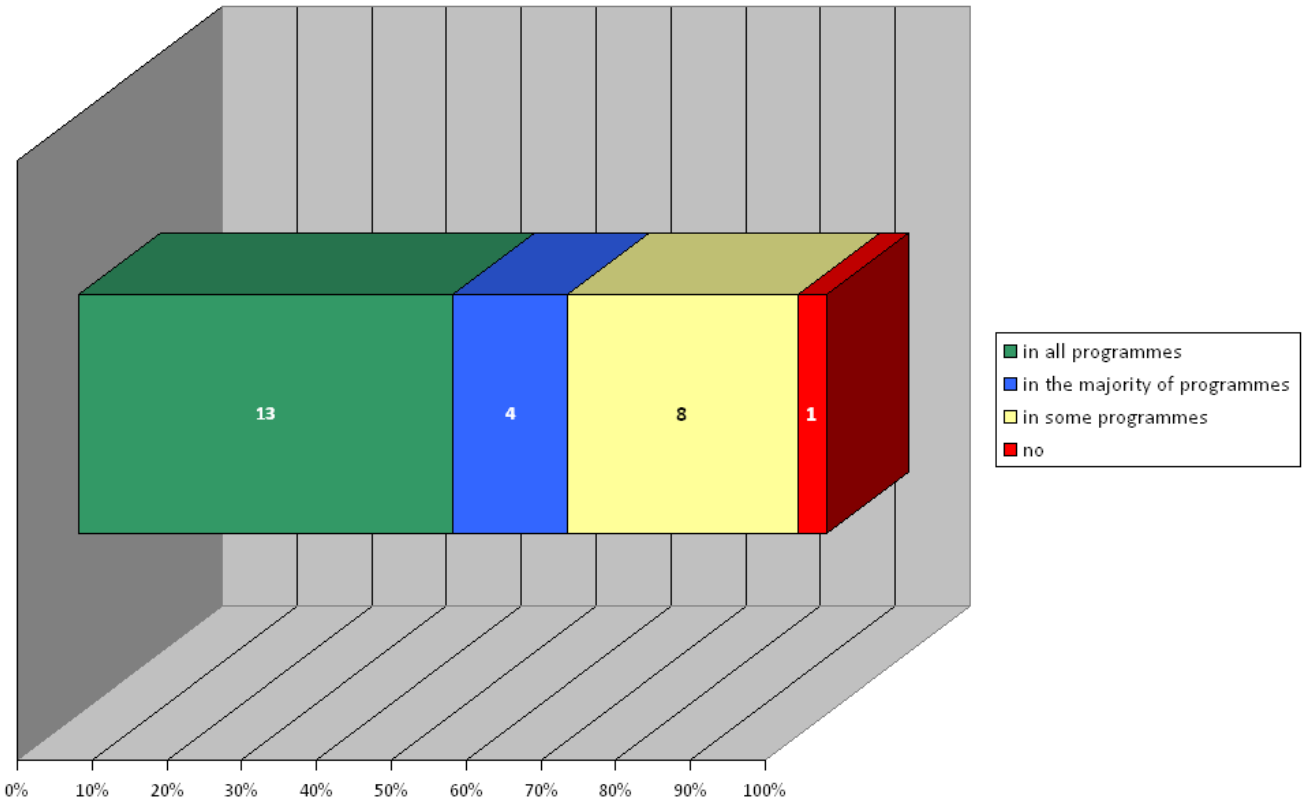
Findings for European ASEM member countries

The exact state of implementation—Findings from the national reports 2009

Learning outcomes, credits and credit systems

Credits linked with learning outcomes

Half the countries stated that all higher education institutions have linked credits with learning outcomes. However, in nearly one-third of the countries only some or no higher education institutions are piloting linking credits with learning outcome.



in all programmes	in the majority of programmes
Bulgaria, Denmark, Finland, Greece, Ireland, Italy, Luxembourg, Poland, Portugal, Slovenia, Spain, Sweden, UK	Czech Republic, Estonia, Netherlands, Romania

Findings for European ASEM member countries

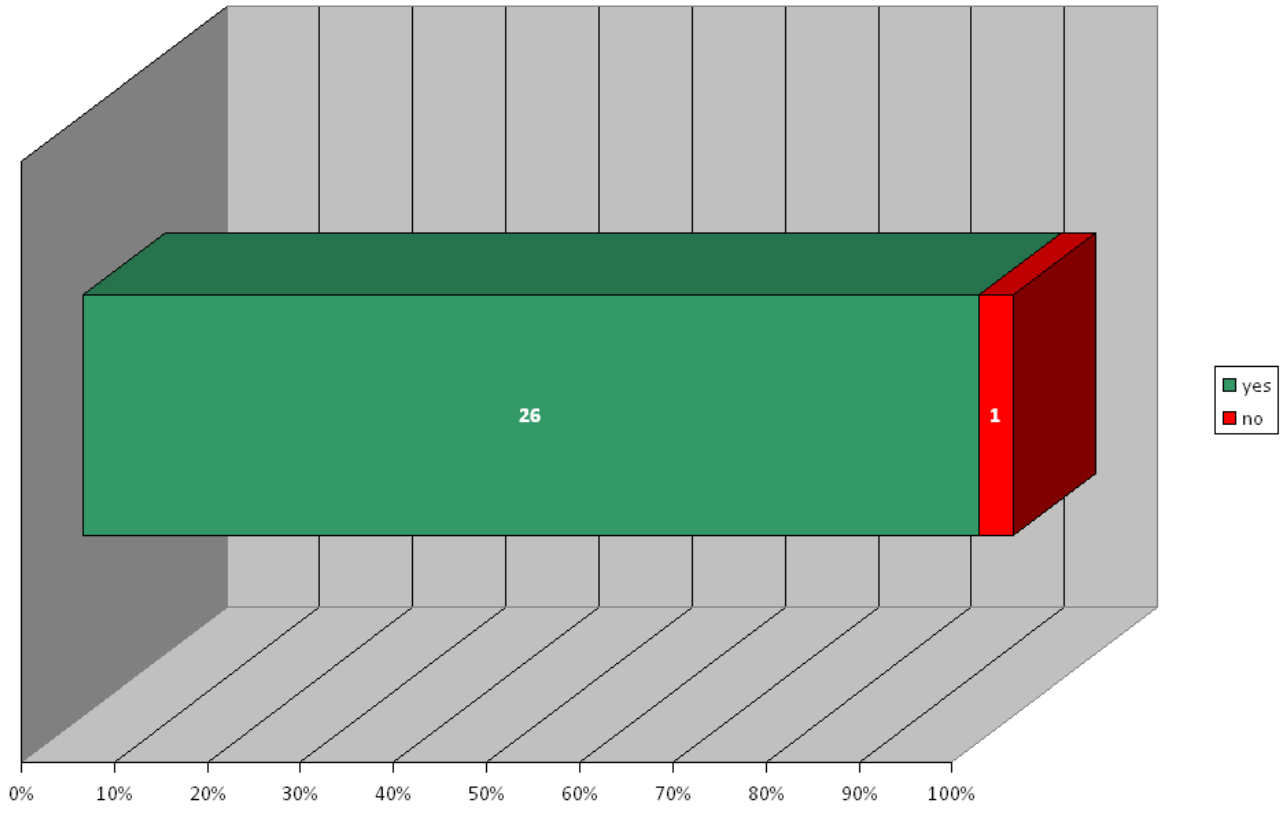
The exact state of implementation—Findings from the national reports 2009

Learning outcomes, credits and credit systems

Improving understanding of learning outcomes

Several countries have introduced a number of support measures to improve implementation of ECTS: seminars, assistance by Bologna experts, international projects, and national financial incentives.

All but one country apply measures to promote better understanding of learning outcomes; three-fifths report that action to improve measuring and checking of student workload is being taken, and except two all countries carry out support measures for teaching staff.



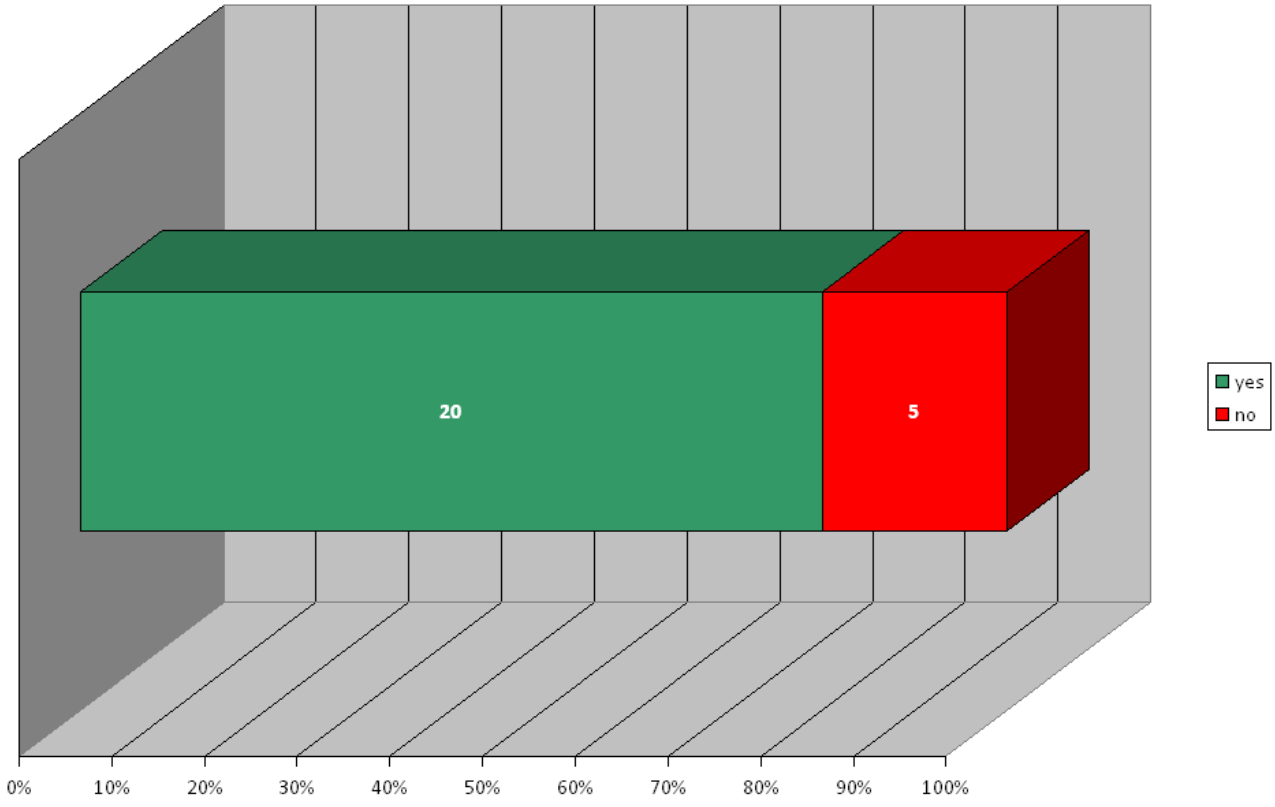
yes
Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovenia, Spain, Sweden, UK

Findings for European ASEM member countries

The exact state of implementation—Findings from the national reports 2009

Learning outcomes, credits and credit systems

Action taken to improve measurement and checking of student workload



yes
Austria, Belgium, Bulgaria, Cyprus, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Lithuania, Luxembourg, Malta, Poland, Portugal, Romania, Spain, Sweden, UK

Findings for European ASEM member countries

European ASEM member countries

National higher education system diagrams

The following content has been taken from the publication “Focus on Higher Education 2010: The Impact of the Bologna Process”, that was prepared for the European Ministerial Conference in Budapest / Vienna, March 11—12, 2010. The report was published by the Education, Audiovisual and Culture Executive Agency (EACEA P9 Eurydice) and is available on the Internet at http://www.eurydice.org.

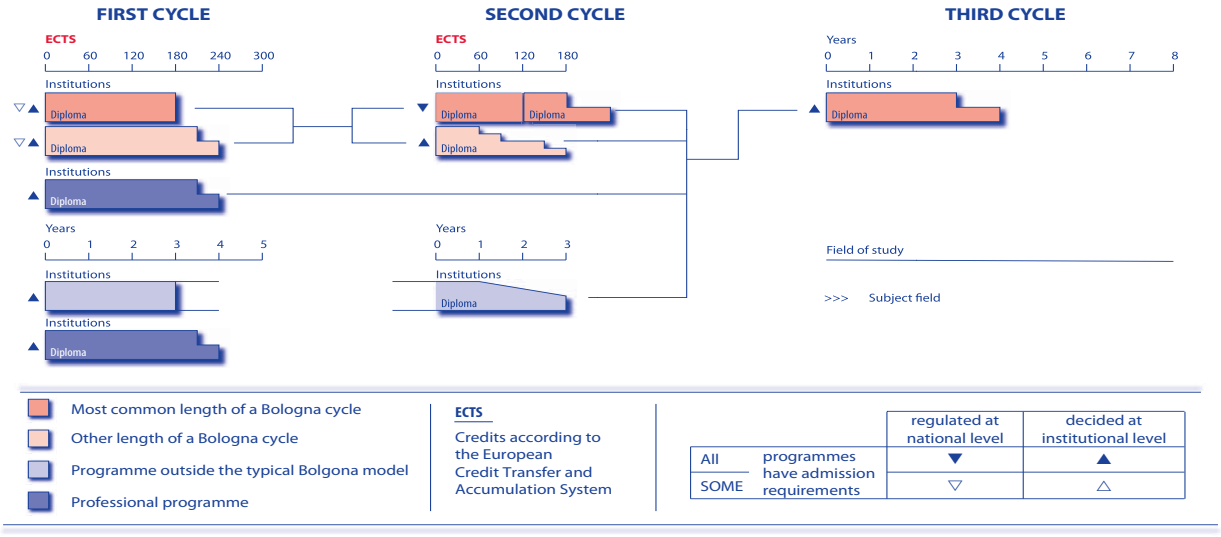
The information on national higher education systems is designed to give an overview on higher education institutions in the European ASEM member countries. The system information is complemented by diagrams illustrating the consequences of the Bologna process degree structures.

In preparation of the ASEMME3, the ASEM Education Secretariat offered the EU-Bologna countries the opportunity to update the information.
To preserve the integrity of the Eurydice document these updates are to be found at the end of the present chapter

GUIDE TO THE DIAGRAMS

The intention of the following diagrams is to present clear and comparable information about higher education systems, illustrating the impact of the Bologna process on contemporary degree structures. They do not provide comprehensive information on all qualifications in a higher education system, and for such information, the reader should consult existing National Qualifications Frameworks.

The basis for reading country diagrams is the **three-cycle structure** as agreed in ministerial communiqués. The diagrams present the main possible study paths through each higher education system. Starting on the left, the three cycles are shown consecutively. The first cycle generally leads to a Bachelor degree, the second cycle to a Master and the third cycle to a Doctoral qualification.



GUIDE TO THE DIAGRAMS

The **duration of cycles** reflects the typical Bologna model. First-cycle qualifications comprise 180-240 ECTS credits while second-cycle qualifications comprise 60-120 ECTS credits. The third cycle is shown in years, as are those programmes outside the typical Bologna model.

Vertical lines show the end of a qualification, usually indicating access both to the labour market and to the next cycle. Some short-cycle degree-awarding programmes may require additional studies in order to continue to the following Bologna cycle. These cases are represented by a vertical line **within** a degree cycle box. Where **programmes extend across two cycles,** e.g. for integrated long programmes, this is indicated by a broken line between the two cycles.

The **'most common duration of a Bologna cycle'** in a national higher education system is shown first in each diagram.

'Other durations of a Bologna cycle' reflect programmes in the typical Bologna model that are less common in a higher education system.

'Programmes outside the typical Bologna model' deviate from the three-cycle structure or differ in length from the typical Bologna model. For these programmes, the corresponding **fields of study** are provided on the right hand side of the diagram.

'Professional programmes' are shown when countries consider that professional and academic programmes are differentiated in a national system and when these professional programmes are an integral part of the higher education system.

The generic degree title awards are named in the diagram. This does not preclude further specification of degrees, for example by subject area, in individual higher education systems. The generic **names of institutions** are also provided for all programmes in each cycle.

All boxes representing programmes are of **equal height**. Qualitative differences are shown by colours. Where study programmes are offered for various lengths of time (e.g. a first cycle degree of 180 and 240 ECTS), this is indicated by a box with staggered height levels. Where programme lengths are not clearly defined (most often in the third cycle), a sloping line indicates the normal range of duration.

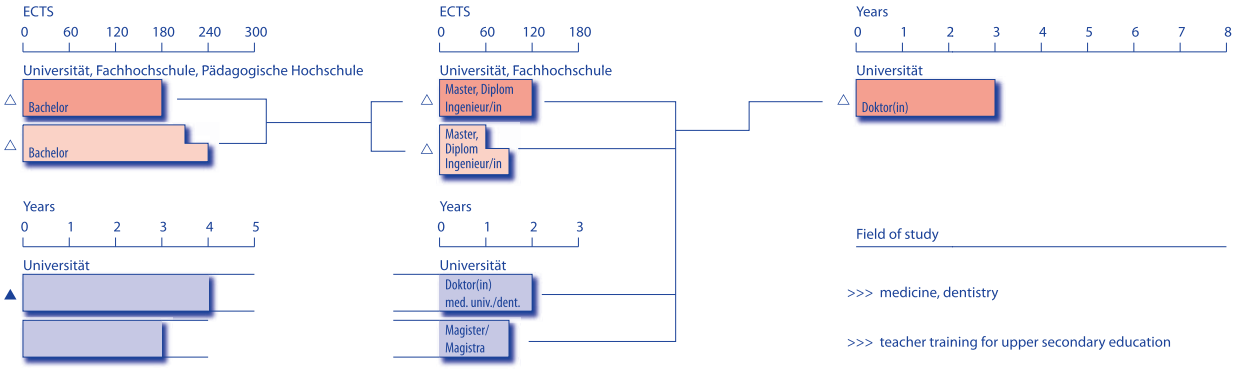
The existence of **admission requirements** for programmes is indicated by a triangle. An **upward pointing triangle** indicates that selection procedures exist at institutional level. A **downward pointing triangle** indicates that selection procedures exist at national level. A **filled-in triangle** means that this is always the case and an **empty triangle** means that it is the case in some programmes and/or some institutions.

Lines between cycles indicate possible connections within programmes. They do no imply automatic or necessary progression.

Diagrams do not indicate opportunities that may exist for students to undertake several programmes at the same level simultaneously, to embark on fresh first and/or second-cycle studies after obtaining a first or second-cycle qualification, or to transfer between programmes leading to a first-cycle qualification.

AT

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

AT

System overview and key information

Number of students in higher education 2008/09	280 191
Most common starting age for 1st cycle students	19 years
Main categories of students monitored as part of social dimension policy	– educational background of parents – occupational background of parents – type of higher education accession prerequisite – immigrant/migrant status – dependent children – special needs/handicapped
Number of recognised higher education institutions	75
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	*Fachhochschulrat* (FHR, FH-Council) http://www.fhr.ac.at *Österreichischer Akkreditierungsrat* (AR) / Austrian Accreditation Council http://www.akkreditierungsrat.at/ *Österreichische Qualitätssicherungsagentur* (AQA) / Austrian Agency for Quality Assurance http://www.aqa.ac.at
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	*Österreichische Qualitätssicherungsagentur* (AQA) / Austrian Agency for Quality Assurance

Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	03 January 1999
Entry into force	01 April 1999
Regulation of the Recognition of Prior Learning	– Universities of Applied Sciences Act (FHStG as amended) – Universities Act 2002 (UG 2002)
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Under development (Step 2)
Credit system in place	ECTS on a legislative basis
Diploma Supplement	Issued in the vast majority of study programmes, automatically and free of charge in German and English
National mobility benchmarks and/or targets	50 % of all graduates should have spent a study or research-related stay abroad by 2020
Priority regions for attracting students	Non-EU European countries, Asia, USA/Canada

Higher education structure – 2010

- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

BELGIUM – GERMAN-SPEAKING COMMUNITY

BE de

System overview and key information

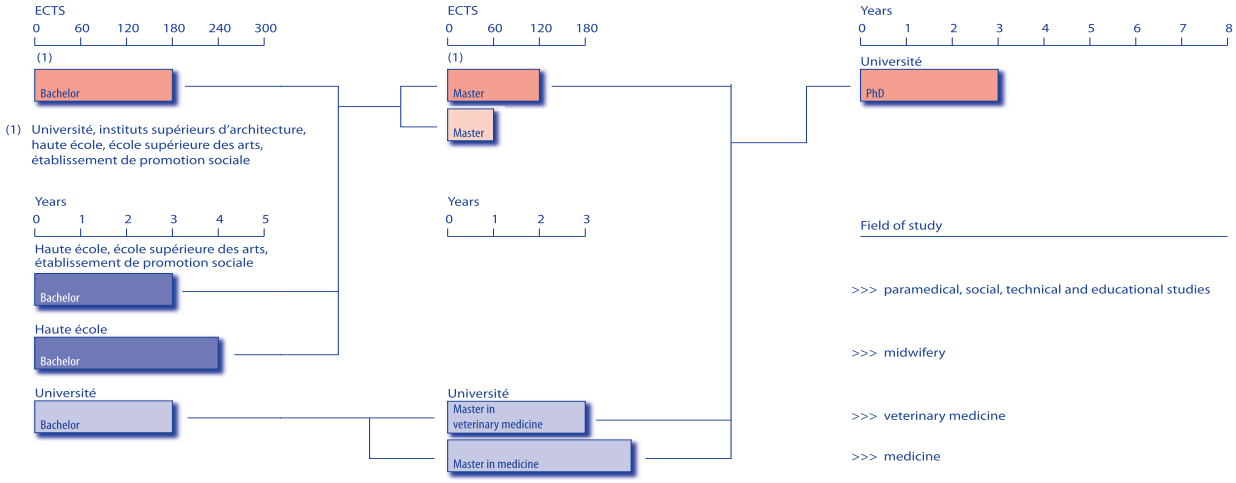
Number of students in higher education 2008/09	143
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	No
Number of recognised higher education institutions	1
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	No
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	22 July 2009
Entry into force	01 September 2009

Regulation of the Recognition of Prior Learning	N/A
Status of Recognition of Prior Learning	N/A
National Qualifications Framework	Under development The decision to establish a NQF has been taken in 2009. Process has just started.
Credit system in place	ECTS on a legislative basis
Diploma Supplement	Issued in the vast majority of study programmes, automatically and free of charge in the language of instruction and/or more official EU languages
National mobility benchmarks and/or targets	N/A
Priority regions for attracting students	N/A

BELGIUM – FRENCH COMMUNITY

BE fr

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

BELGIUM – FRENCH COMMUNITY

BE fr

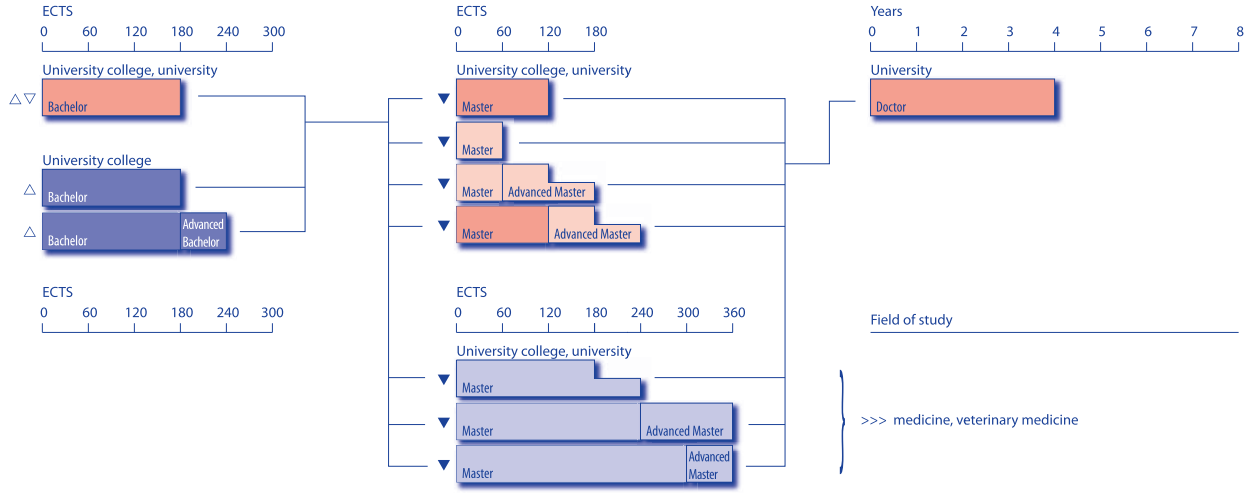
System overview and key information

Number of students in higher education 2008/09	153 399
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	None
Number of recognised higher education institutions	45
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	AEQES – Agence pour l'Évaluation de la Qualité de l'Enseignement Supérieur organisé ou subventionné par la Communauté française (Agency for the Assessment of the Quality of Higher Education) http://www.aeqes.be
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	19 July 2007
Entry into force	01 September 2009
Regulation of the Recognition of Prior Learning	In higher education, recognition of non-formal and informal learning was introduced in Adult Education by the Act of 16 April 1991, in universities by the act of 5 September 1994 and in the *hautes écoles* by the Act of 5 August 1995.

Regulation of the Recognition of Prior Learning	Universities are authorised to organise, under specific conditions, access without the required degree to a limited number of second-cycle programmes, as well as to grant exemptions in order to reduce the length of programmes. Concerning the recognition of non-formal and informal learning by the *hautes écoles*, the Act specified more precisely the recognition procedure: in the case of entering a second-cycle programme, applicants have to prove at least 4 years of professional experience and the required knowledge and skills through an assessment procedure; in the case of exemptions, applicants have to prove 3 years of professional experience and exemptions cannot exceed 20 % of the total programme duration. Recognition of non-formal and informal learning in art schools was introduced by the Government Act of 17 July 2002 and it regulates access to a second-cycle programme based on professional experience.
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Completed
Credit system in place	ECTS
Diploma Supplement	Issued in all study programmes, automatically and free of charge in the language of instruction and/or English
National mobility benchmarks and/or targets	No
Priority regions for attracting students	All countries/regions are of equal priority.

BE nl

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

BELGIUM – FLEMISH COMMUNITY

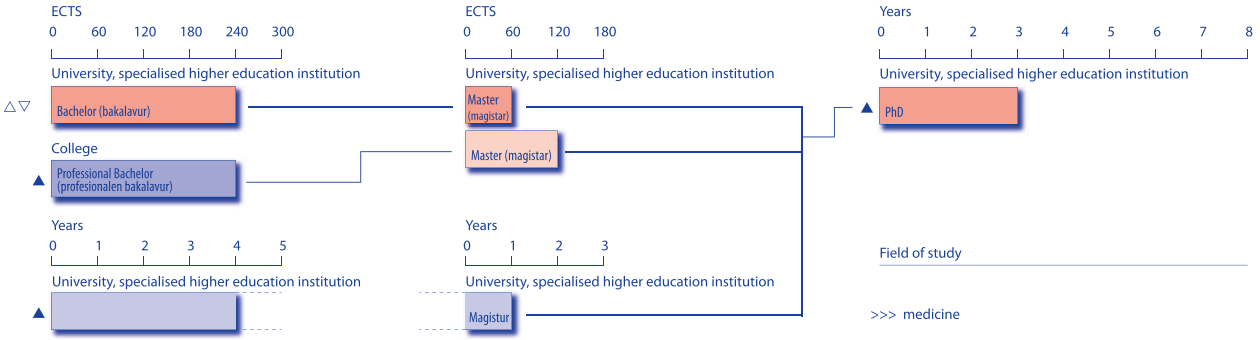
System overview and key information

Number of students in higher education 2008/09	183 031
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	– Socio-economic status – Migrant background – Disability – Gender
Number of recognised higher education institutions	38
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	VLHORA – Flemish Council of University Colleges http://www.vlhora.be VLIR – Flemish Interuniversity Council http://www.vlir.be NVAO – Accreditation Organisation of the Netherlands and Flanders http://nvao.net
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	VLHORA – Flemish Council of University Colleges VLIR – Flemish Interuniversity Council NVAO – Accreditation Organisation of the Netherlands and Flanders
Other National Quality Assurance Agency	No

Lisbon Recognition Convention	
Ratification	15 December 2006 in Flanders
Entry into force	01 September 2009 in Belgium
Regulation of the Recognition of Prior Learning	The Law on Flexible Learning Paths 2004 stipulates that institutions may grant students exemptions on the basis of previously acquired qualifications (EVK) and/or prior learning (EVC). EVC is the valorisation of prior learning.
Status of Recognition of Prior Learning	Legal right
National Qualifications Framework	Completed
Credit system in place	ECTS and national system on a legislative basis
Diploma Supplement	Issued to all graduates automatically, free of charge and in the language of instruction and/or English
National mobility benchmarks and/or targets	Flanders aims to reach a student mobility of 10 % in 2010, 15 % in 2015 and, in accordance with the Bologna process benchmark, 20 % in 2020.
Priority regions for attracting students	EU, Non-EU European countries, USA/Canada, Latin America, Asia

BE nl

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

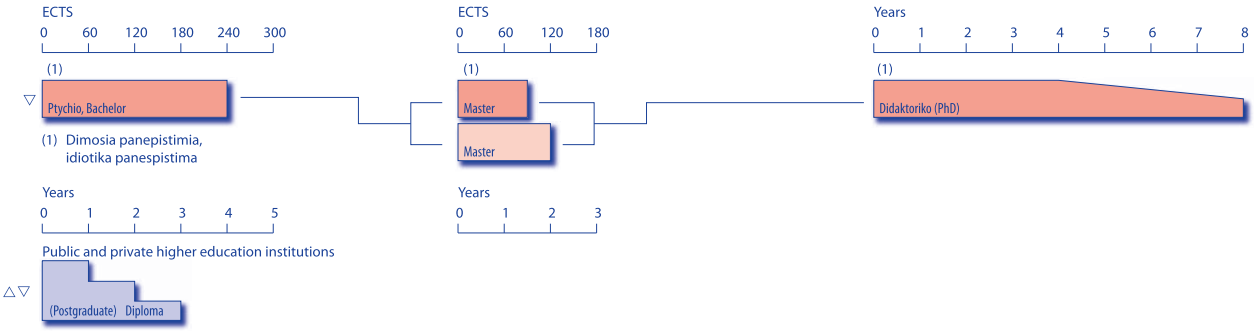
System overview and key information

Number of students in higher education 2008/09	274 247
Most common starting age for 1st cycle students	19 years
Main categories of students monitored as part of social dimension policy	According to the Higher Education Act, disabled students and students with a low socio-economic background are treated with preference, taking into account entrance exams results. For them, studying is free at state universities. Other monitored groups are – Orphans – People with disabilities – Mothers of many children (3 and more)
Number of recognised higher education institutions	51
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	NEAA – National Evaluation and Accreditation Agency www.neaa.government.bg/en/
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	NEAA – National Evaluation and Accreditation Agency

Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	19 April 2000
Entry into force	01 July 2000

Regulation of the Recognition of Prior Learning	N/A
Status of Recognition of Prior Learning	N/A
National Qualifications Framework	Under development
Credit system in place	ECTS on a legislative basis
Diploma Supplement	Issued to students on request, with a fee, in the language of instruction and other languages
National mobility benchmarks and/or targets	No
Priority regions for attracting students	N/A

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

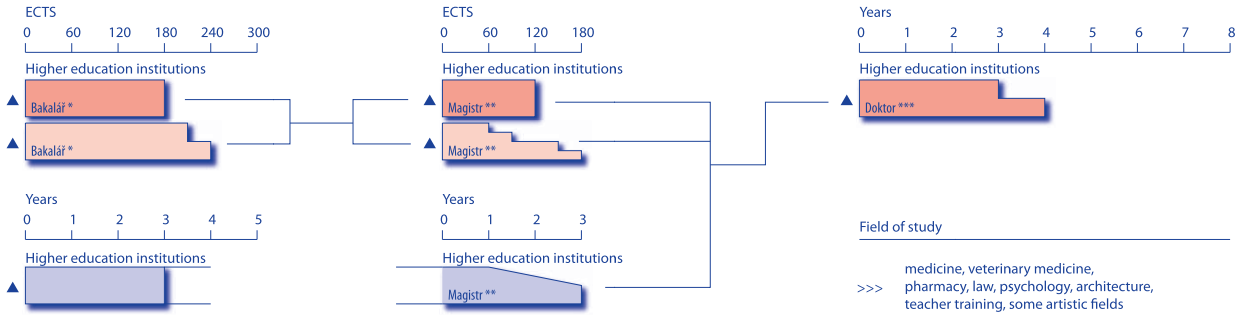
		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

System overview and key information

Number of students in higher education 2008/09	N/A
Most common starting age for 1st cycle students	18-20 years
Main categories of students monitored as part of social dimension policy	None
Number of recognised higher education institutions	41
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	Council for Educational Evaluation and Accreditation (SEKAP) sekap@cytanet.com.cy
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	The Evaluation Committee for Private Universities (ECPU)
Lisbon Recognition Convention	
Ratification	21 November 2001
Entry into force	01 January 2002

Regulation of the Recognition of Prior Learning	N/A
Status of Recognition of Prior Learning	N/A
National Qualifications Framework	Under development
Credit system in place	ECTS introduced without legislation
Diploma Supplement	Issued in the vast majority of study programmes, automatically and free of charge in English
National mobility benchmarks and/or targets	N/A for outbound mobility No target for inbound mobility
Priority regions for attracting students	EU, Non-EU European countries, Middle East, Africa, Asia

Higher education structure – 2010



* bakalář (Bc.), bakalář umění (BcA.)

** inženýr (Ing.), inženýr architekt (Ing. arch.), doktor práv (JUDr.), doktor medicíny (MUDr.), doktor veterinární medicíny (MVDr.), magistr (Mgr.), magistr umění (MgA.), doktor farmacie (PharmDr.), doktor filosofie (PhDr.), doktor přírodních věd (RNDr.), doktor teologie (ThDr.), licenciát teologie (ThLic.), zubní lékař (MDDr.)

*** doktor (Ph.D.), doktor teologie (Th.D.)

- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

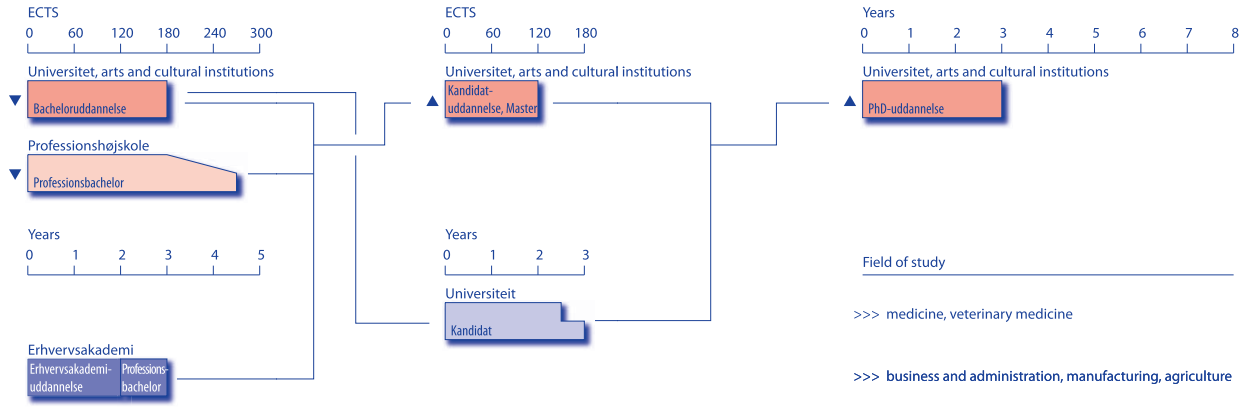
System overview and key information

Number of students in higher education 2008/09	374 064
Most common starting age for 1st cycle students	19-20 years
Main categories of students monitored as part of social dimension policy	No monitoring
Number of recognised higher education institutions	73
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	Accreditation Commission of the Czech Republic http://www.msmt.cz/areas-of-work/akreditacni-komise
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	15 December 1999
Entry into force	01 February 2000

Regulation of the Recognition of Prior Learning	Act on HEIs (No. 111/1998), Act on verification and recognition of further education outcomes (No. 179/2006) and its implementing regulation of September 2007 (No. 208/2007)
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Under development
Credit system in place	ECTS introduced without legislation
Diploma Supplement	Issued in the vast majority of study programmes, automatically and free of charge in the language of instruction and/or English (or other languages upon request)
National mobility benchmarks and/or targets	Outbound: a student who expresses interest and has the necessary competences should get an opportunity to spend at least one semester at a foreign higher education institution. It is expected that this will concern up to half of all higher education students. The 50% benchmark was set for 2006-2010. Inbound: 10 % of the overall student body by 2010.
Priority regions for attracting students	All countries/regions are of equal priority.

DENMARK

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

DENMARK

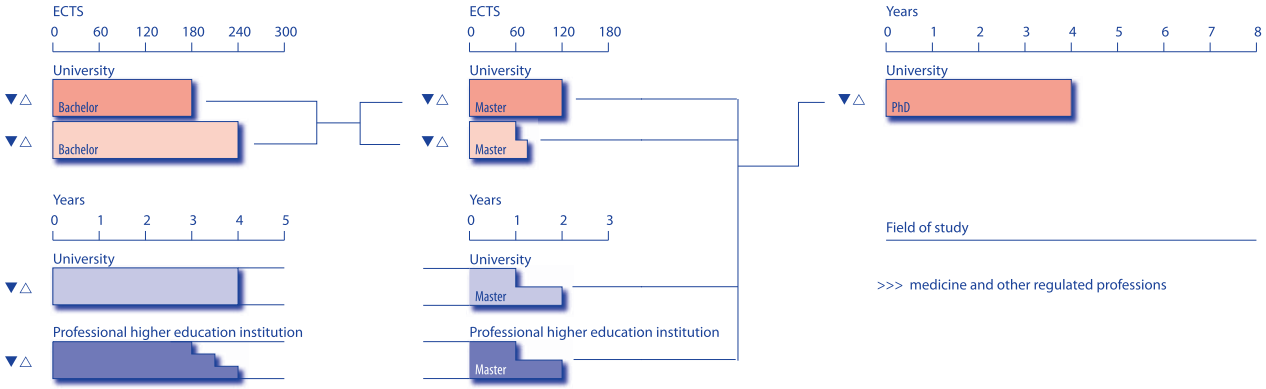
System overview and key information

Number of students in higher education 2008/09	199 170
Most common starting age for 1st cycle students	21.9 years
Main categories of students monitored as part of social dimension policy	– Parents' education – Gender – Ethnicity – Geography
Number of recognised higher education institutions	114
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	EVA - Danish Evaluation Institute http://www.eva.dk
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	ACE Denmark http://www.acedenmark.dk/
Lisbon Recognition Convention	
Ratification	20 March 2003
Entry into force	01 May 2003

Regulation of the Recognition of Prior Learning	Act no. 556 'Development of the recognition of prior learning in adult education and continuing training' *(Udbygning af anerkendelse af realkompetence på voksen- og efteruddannelsesområdet mv)*. It includes Further Adult Education and the Diploma level. Short-cycle higher education and medium-cycle further education (bachelor-level) can as well since August 2007 be accessed on the basis of RPL. BEK nr 106 af 09/02/2009, § 10 og BEK nr 52 af 28/01/2009, § 7.
Status of Recognition of Prior Learning	Legal right
National Qualifications Framework	Completed
Credit system in place	ECTS
Diploma Supplement	Issued to all students, free of charge in English
National mobility benchmarks and/or targets	Higher education institutions have a responsibility to set their own benchmarks for outbound mobility. Reference: Regeringen (2006, p. 51).
Priority regions for attracting students	All countries are of equal importance.

ESTONIA

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

ESTONIA

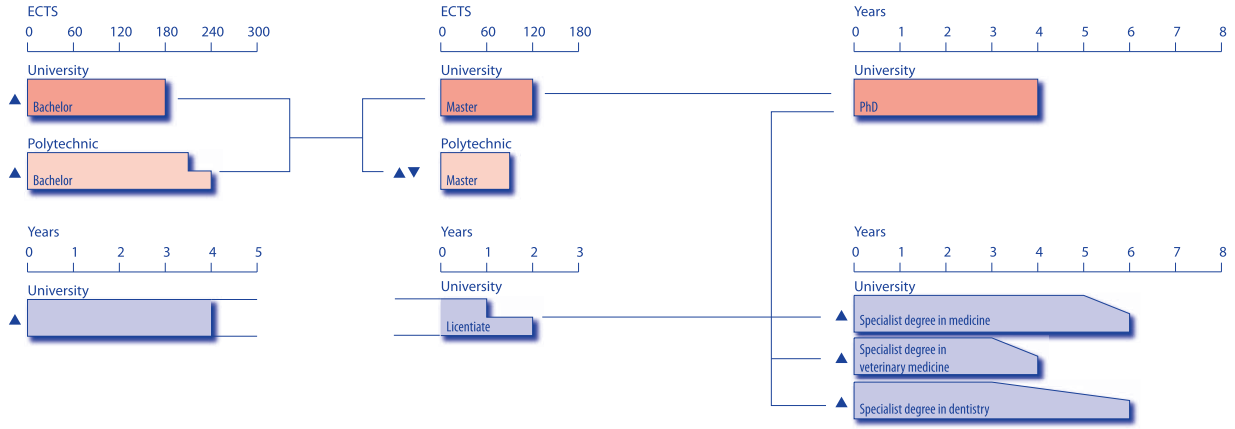
System overview and key information

Number of students in higher education 2008/09	68 399
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	– Young people without sufficient knowledge of Estonian – People with physical disabilities – Regional background of students – Gender of students
Number of recognised higher education institutions	34
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	EKKA – Estonian Higher Education Quality Agency http://www.ekka.archimedes.ee/
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	01 April 1998
Entry into force	01 February 1999

Regulation of the Recognition of Prior Learning	University Act, Professional Higher Education Institution Act, Higher Education Standard
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Completed
Credit system in place	ECTS
Diploma Supplement	Issued to all students, free of charge in the language of instruction and in English
National mobility benchmarks &/or targets	Outbound mobility: By 2015: 4-5 % of all students should have the opportunity to participate in exchange programs or short mobility schemes. Each PhD student that graduates should have spent at least one semester abroad. Incoming mobility: The aim is to double the number of foreign students by 2015. At the moment, there are about 1 000 degree students.
Priority regions for attracting students	Non-EU countries, Asia

FINLAND

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

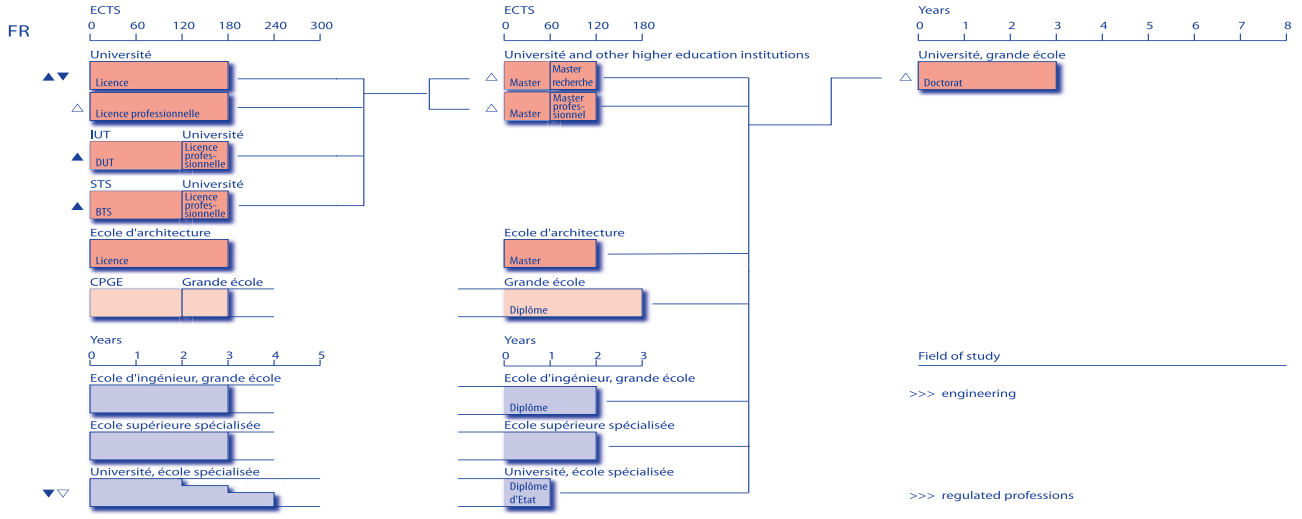
FINLAND

System overview and key information

Number of students in higher education 2008/09	291 547
Most common starting age for 1st cycle students	20-24 years
Main categories of students monitored as part of social dimension policy	No monitoring
Number of recognised higher education institutions	42
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	FINHEEC – Finnish Higher Education Evaluation Council http://www.finheec.fi
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	21 January 2004
Entry into force	01 March 2004

Regulation of the Recognition of Prior Learning	Polytechnics decree 2003/352 and Universities act 2009/558
Status of Recognition of Prior Learning	Legal right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued to all students, automatically and free of charge and solely in English
National mobility benchmarks and/or targets	6 % and 8 % of university and polytechnic students respectively to have had a mobility period abroad by 2015; 7 % of degree students from outside Finland by 2015; 20 % of students in PhD programmes from outside Finland by 2015.
Priority regions for attracting students	All countries/regions are of equal priority.

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

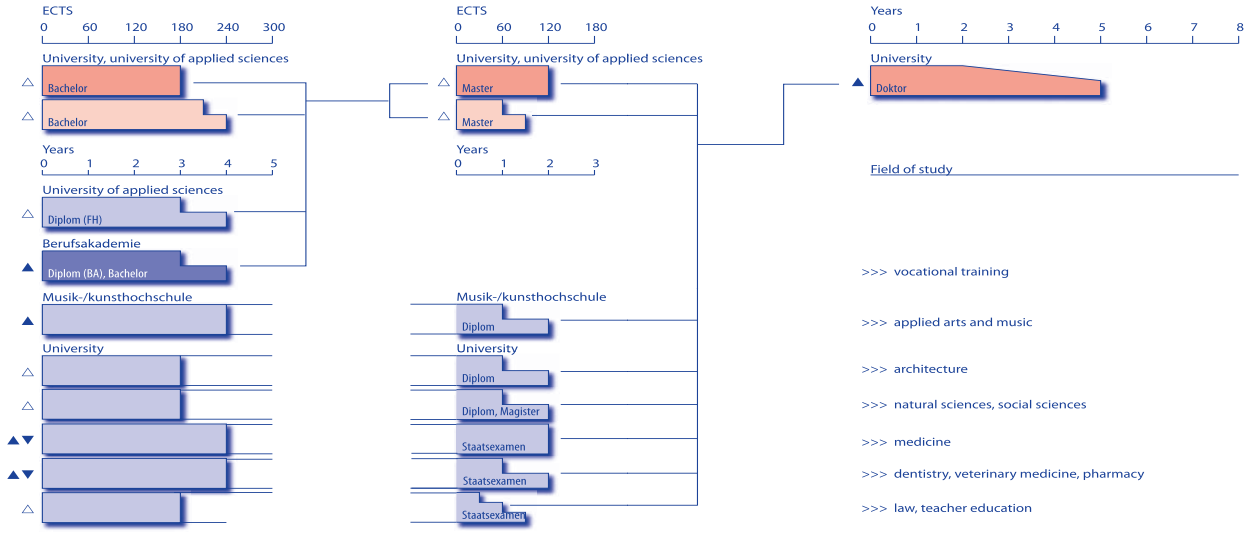
System overview and key information

Number of students in higher education 2008/09	2 231 745
Most common starting age for 1st cycle students	19 years
Main categories of students monitored as part of social dimension policy	Socio-economically disadvantaged students
Number of recognised higher education institutions	4 343
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	AERES – Agence d'évaluation de la recherche et de l'enseignement supérieur http://www.aeres-evaluation.fr CTI – Commission des Titres d'Ingénieur http://www.cti-commission.fr
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	04 October 1999
Entry into force	01 December 1999

Regulation of the Recognition of Prior Learning	– Education Law (Art L335-5, L335-6, L613-3 and L613-4) and labour law (art L6111-1) – Decree n°85-906 of 23 August 1985 – Decree 2002-590 of 24 April 2002
Status of Recognition of Prior Learning	Legal right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued automatically to the majority of students, free of charge in the language of instruction and/or more official EU languages
National mobility benchmarks and/or targets	By 2020: 20 % of graduates having completed a part of their studies abroad. By 2012: 17 % of international students enrolled on master programmes including 3.1 % from OECD countries; 33% of international students enrolled on doctoral programmes including 9 % from OECD countries.
Priority regions for attracting students	All countries/regions are of equal priority.

DE

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

System overview and key information

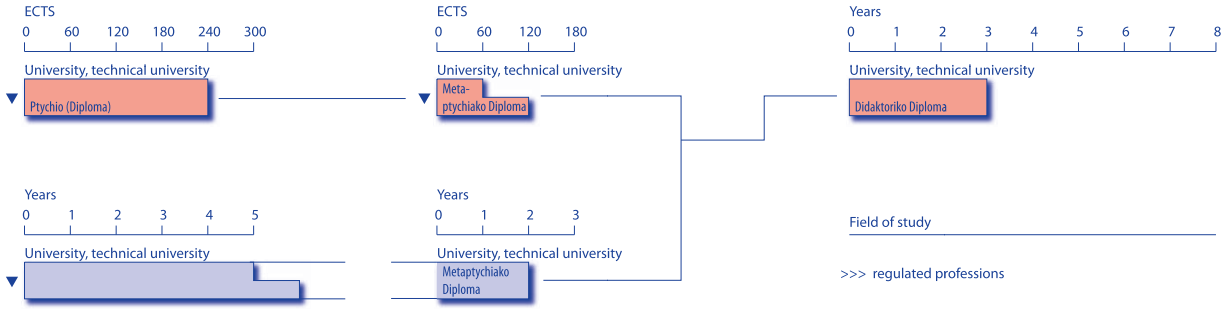
Number of students in higher education 2008/09	2 025 307	Most common starting age for 1st cycle students	19 years
Main categories of students monitored as part of social dimension policy	– Gender – Social background/educational level of parents – Migrant background – Students who obtained their higher education entrance qualification abroad – Disability and chronical illness – Students with children – Students with vocational qualifications, but not formal higher education entrance qualification		
Number of recognised higher education institutions	355		
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	ACQUIN – Accreditation, Certification and Quality Assurance Institute http://www.acquin.org AHPGS – Accreditation Agency for Study Programmes in Health and Social Sciences http://www.ahpgs.de AQAS – *Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen* http://www.aqas.de ASIIN e.V. – Accreditation Agency Specialised in Accrediting Degree Programmes in Engineering, Informatics, the Natural Sciences and Mathematics http://www.asiin.de EVALAG – *Stiftung Evaluationsagentur Baden-Wuerttemberg* http://www.evalag.de FIBAA – Foundation for International Business Administration Accreditation http://www.fibaa.org GAC – German Accreditation Council http://www.akkreditierungsrat.de ZevA – Central Evaluation and Accreditation Agency http://www.zeva.org		

Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	ACQUIN – Accreditation, Certification and Quality Assurance Institute AHPGS – Accreditation Agency for Study Programmes in Health and Social Sciences ASIIN e.V. – Accreditation Agency Specialised in Accrediting Degree Programmes in Engineering, Informatics, the Natural Sciences and Mathematics FIBAA – Foundation for International Business Administration Accreditation ZevA – Central Evaluation and Accreditation Agency		
Other National Quality Assurance Agency	No	Lisbon Recognition Convention Ratification	23 August 2007
		Entry into force	01 October 2007
Regulation of the Recognition of Prior Learning	N/A	Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Completed	Credit system in place	ECTS
Diploma Supplement	Issued in the vast majority of study programmes, automatically, free of charge in the language of instruction and/or English		
National mobility benchmarks and/or targets	Outbound: 50 % of students should have spent a study-related stay abroad during their studies, and of these 20 % should have studied at least one semester abroad. Inbound: 10 % of all students in Germany should have obtained their higher education entrance exam abroad *(Bildungsausländer)*.		
Priority regions for attracting students	All countries/regions are of equal priority.		

DE

GREECE

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

GREECE

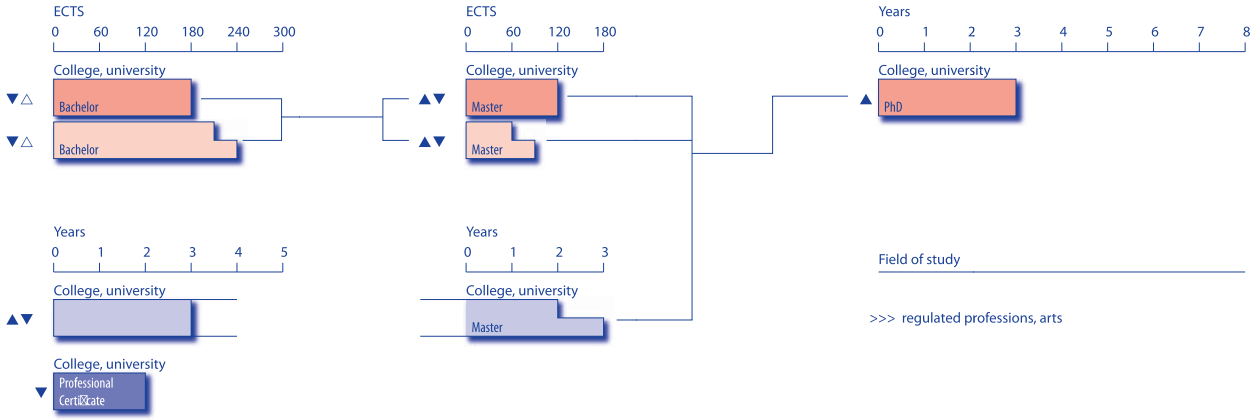
System overview and key information

Number of students in higher education 2008/09	513 233
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	– Students from lower socio-economic background – Disabled students – Students suffering from serious diseases – Gender – The Muslim students of Thrace – Greek nationals who live abroad – Students of other nationalities
Number of recognised higher education institutions	38
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	No
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	Hellenic Quality Assurance Agency for Higher Education http://www.hqaa.gr
Lisbon Recognition Convention Ratification Entry into force	N/A

Regulation of the Recognition of Prior Learning	Law 3191/2003 (FEK 258A): 'National System connecting Vocational Education and Training with Employment' Law 3369/2005 (FEK 171A): 'The Systematisation of Lifelong Learning and other Provisions'
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued in the vast majority of study programmes, automatically and free of charge in the language of instruction and/or English
National mobility benchmarks and/or targets	No
Priority regions for attracting students	EU, Non-EU European countries, USA/Canada, Australia/New Zealand, Middle East, Latin America, Africa, Asia

HUNGARY

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

HUNGARY

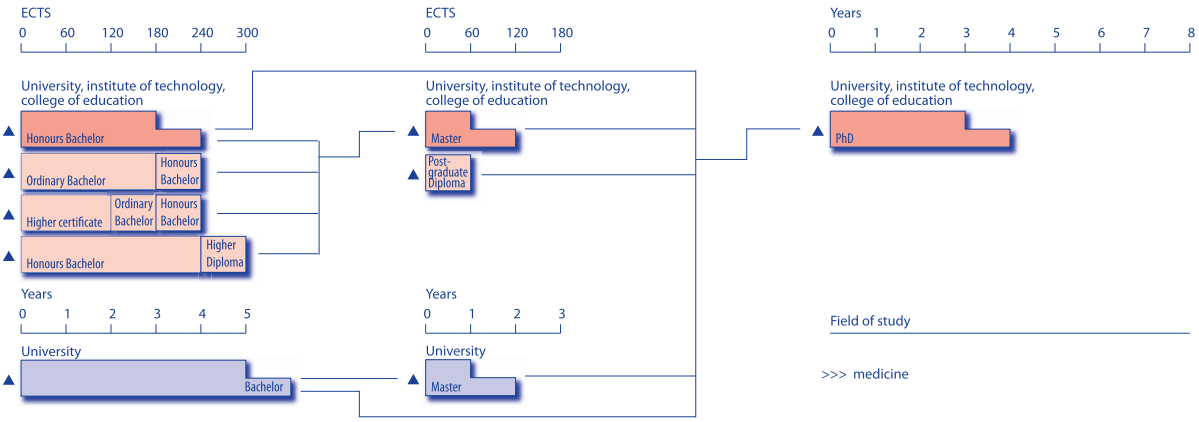
System overview and key information

Number of students in higher education 2008/09	381 033
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	– Disabled students – Disadvantaged students – Students belonging to the Roma ethnic minority – Students rearing a small child/family supporters/students with a large family
Number of recognised higher education institutions	70
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	Hungarian Accreditation Committee http://www.mab.hu
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	04 February 2000
Entry into force	01 April 2000

Regulation of the Recognition of Prior Learning	The Act on Higher Education (Act No. CXXXIX. of 2005) regulates the recognition of prior learning (58. §).
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued in the vast majority of study programmes (mandatory to issue to all students; however, statistics show that only about 70 % of students receive it), automatically and free of charge, in the language of instruction and English
National mobility benchmarks and/or targets	No
Priority regions for attracting students	EU, Non-EU European countries, Middle East, Asia

IRELAND

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

IRELAND

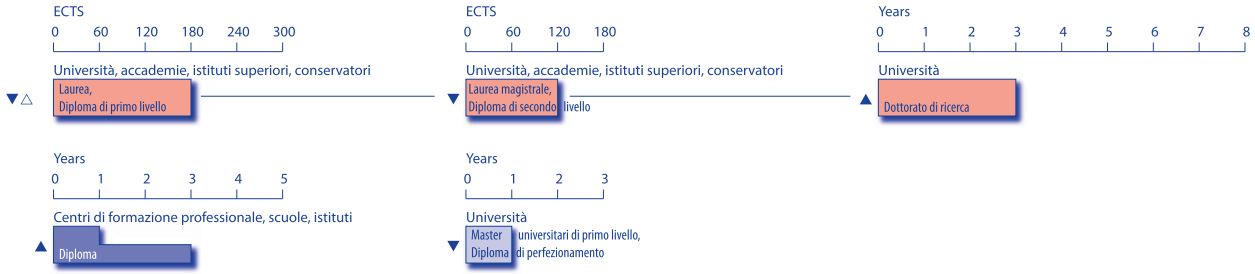
System overview and key information

Number of students in higher education 2008/09	180 000
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	– Students from socio-economically disadvantaged backgrounds, including members of the Travelling Community and refugees – Students with a disability – Mature students
Number of recognised higher education institutions	44
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	HEA – Higher Education Authority http://www.hea.ie IUQB – Irish Universities Quality Board http://www.iuqb.ie/en/homepage.aspx NQAI – National Qualifications Authority of Ireland http://www.nqai.ie HETAC – Higher Education and Training Awards Council www.hetac.ie
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	HETAC – Higher Education and Training Awards Council www.hetac.ie IUQB – Irish Universities Quality Board http://www.iuqb.ie/en/homepage.aspx
Other National Quality Assurance Agency	No

Lisbon Recognition Convention	
Ratification	08 March 2004
Entry into force	01 May 2004
Regulation of the Recognition of Prior Learning	The Qualifications Act (Education and Training) 1999 enables individuals to seek qualifications made by relevant awarding bodies in Ireland on the basis of RPL.
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Completed
Credit system in place	ECTS
Diploma Supplement	Partial and gradual introduction of DS, free of charge, solely in English
National mobility benchmarks and/or targets	Target of 12-15 % of student population for incoming mobility
Priority regions for attracting students	EU, USA/Canada, Middle East, Asia

ITALY

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

ITALY

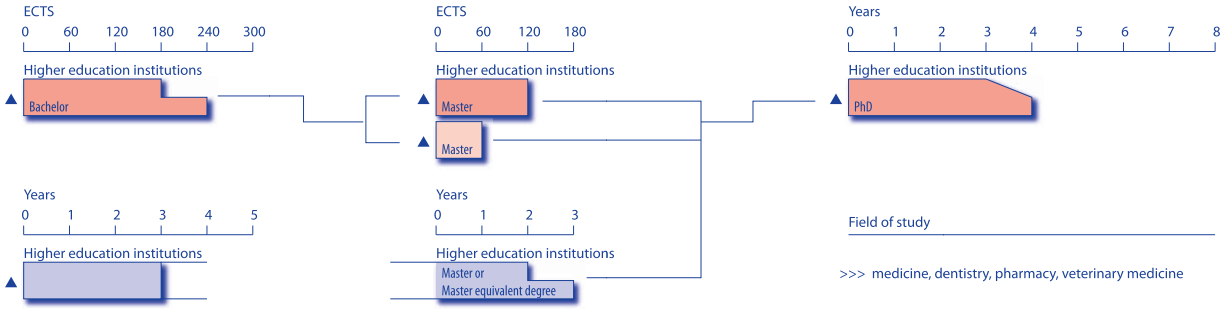
System overview and key information

Number of students in higher education 2008/09	1 843 588
Most common starting age for 1st cycle students	19 years
Main categories of students monitored as part of social dimension policy	– Gender – Disability
Number of recognised higher education institutions	219
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	CNVSU – *Comitato Nazionale per la Valutazione del Sistema Universitario* www.vsu.it
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	Agenzia Nazionale di Valutazione del sistema Universitario e della Ricerca (Anvur) www.anvur.it
Lisbon Recognition Convention	N/A
Ratification	22 April 2008
Entry into force	01 June 2008

Regulation of the Recognition of Prior Learning	D.M. 509/1999 (Art. 5) D.M. 270/2004
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued to all students, free of charge, in the language of instruction and/or English
National mobility benchmarks and/or targets	No
Priority regions for attracting students	All countries/regions are of equal priority

LATVIA

Higher education structure – 2010



LV

- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

LATVIA

System overview and key information

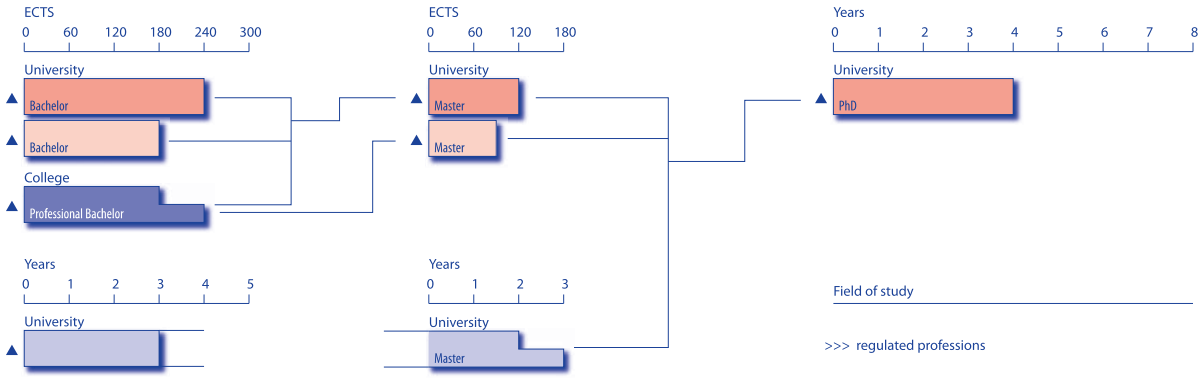
Number of students in higher education 2008/09	125 360
Most common starting age for 1st cycle students	19 years
Main categories of students monitored as part of social dimension policy	N/A
Number of recognised higher education institutions	32
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	HEQEC – Higher Education Quality Evaluation Centre http://www.aiknc.lv
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	20 July 1999
Entry into force	01 September 1999

Regulation of the Recognition of Prior Learning	No legislation/Regulation/Policy
Status of Recognition of Prior Learning	Not possible in higher education
National Qualifications Framework	Under development
Credit system in place	National system + ECTS
Diploma Supplement	Issued to all students in the vast majority of study programmes, free of charge in the language of instruction and English
National mobility benchmarks and/or targets	No
Priority regions for attracting students	All countries/regions are of equal priority.

LV

LITHUANIA

Higher education structure – 2010



Professional Bachelors need to undertake bridging studies (courses) in order to be able to gain access to Master programmes.

- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

LITHUANIA

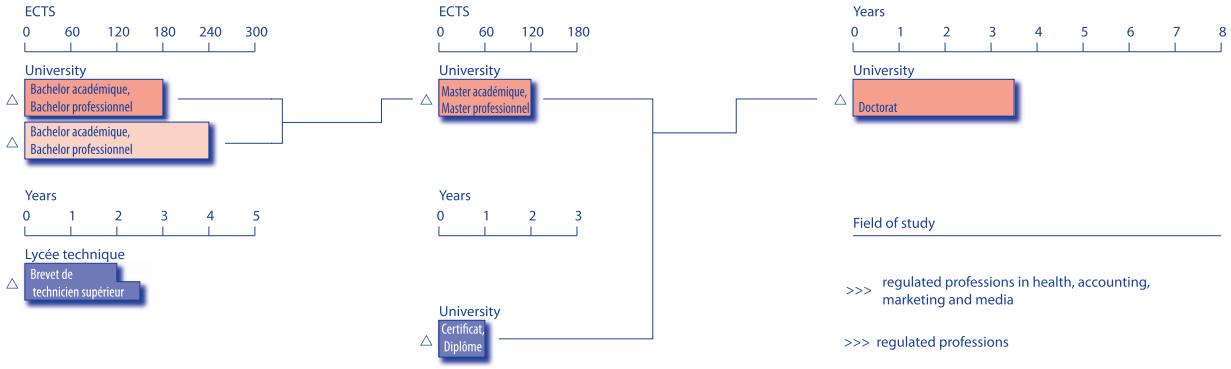
System overview and key information

Number of students in higher education 2008/09	210 400
Most common starting age for 1st cycle students	21 years
Main categories of students monitored as part of social dimension policy	– Students with low socio-economic background – Students with disabilities
Number of recognised higher education institutions	49
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	SKVC – Centre for Quality Assessment in Higher Education http://www.skvc.lt
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	17 December 1998
Entry into force	01 February 1999

Regulation of the Recognition of Prior Learning	Recognition of prior learning is regulated by the Law on Science and Studies (Official Gazette, 2009, No. 54-2140, Chapter V, Art. 50) and by the order of the Minister of Education and Science 'Recognition of studies achievement' (Official Gazette, 2003, No. 109-4899).
Status of Recognition of Prior Learning	Legal right
National Qualifications Framework	Under development
Credit system in place	National system + ECTS
Diploma Supplement	Issued to all students in the vast majority of study programmes, free of charge in the language of instruction and English
National mobility benchmarks and/or targets	Mobility targets for the year 2010-2012: 1. The proportion of outgoing and incoming students not exceeding 3:1 2. Implementation of bilateral agreements related to mobility (at least 10) 3. New joint degree programmes (at least 7)
Priority regions for attracting students	EU, non-EU European countries (Ukraine, Belarus, Moldova, Russia, Armenia, Azerbaijan, Georgia), USA, Australia, Latin America (Argentina, Brazil), Asia (China, India, Japan)

LUXEMBOURG

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

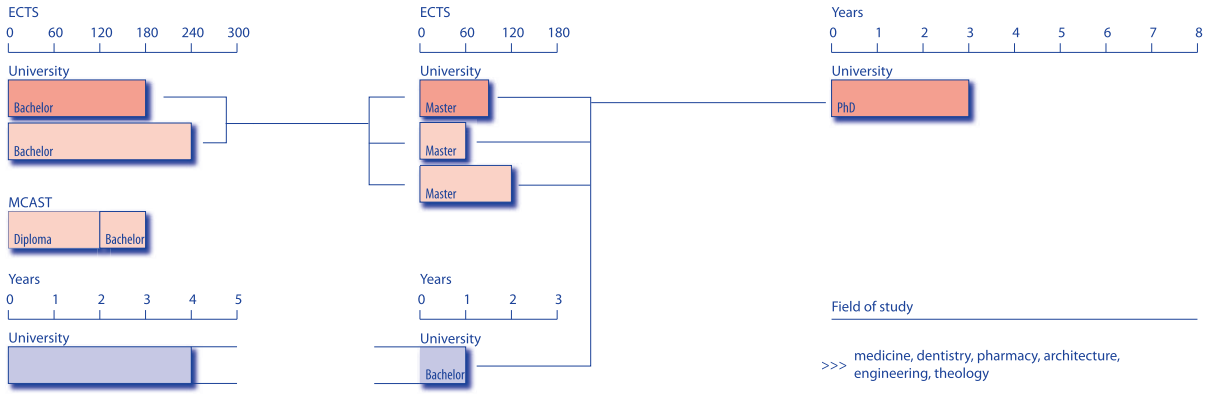
LUXEMBOURG

System overview and key information

Number of students in higher education 2008/09	4 791
Most common starting age for 1st cycle students	19 years
Main categories of students monitored as part of social dimension policy	Portuguese and Cap Verdian immigrants
Number of recognised higher education institutions	4
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	No
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	Committee of external evaluation of the University of Luxembourg
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	04 October 2000
Entry into force	01 December 2000

Regulation of the Recognition of Prior Learning	Law of 12 August 2003, article 9 and law of 19 June 2009, article 12
Status of Recognition of Prior Learning	Legal right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued to all students in the vast majority of study programmes, free of charge and in the language of instruction and/or more official EU languages
National mobility benchmarks and/or targets	No
Priority regions for attracting students	No explicit policy to promote higher education study opportunities to students from other countries

Higher education structure – 2010



MT

- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

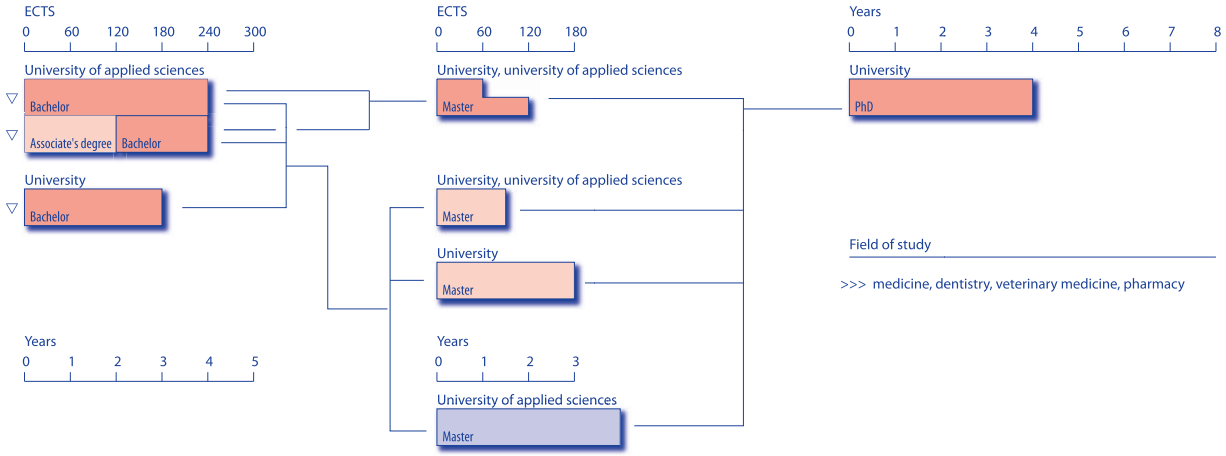
System overview and key information

Number of students in higher education 2008/09	11 530
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	– Gender – Locality – School background, – Socio-economic background of graduates
Number of recognised higher education institutions	2
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	No
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	16 November 2005
Entry into force	01 January 2006

Regulation of the Recognition of Prior Learning	No legislation, the process is still in a pilot phase.
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued to all students in the vast majority of study programmes, free of charge and solely in English
National mobility benchmarks and/or targets	Outbound mobility: 20 % by 2020 Inbound: 5 000 students to study in Malta between 2009 and 2020
Priority regions for attracting students	N/A

MT

Higher education structure – 2010



NL

- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

THE NETHERLANDS

System overview and key information

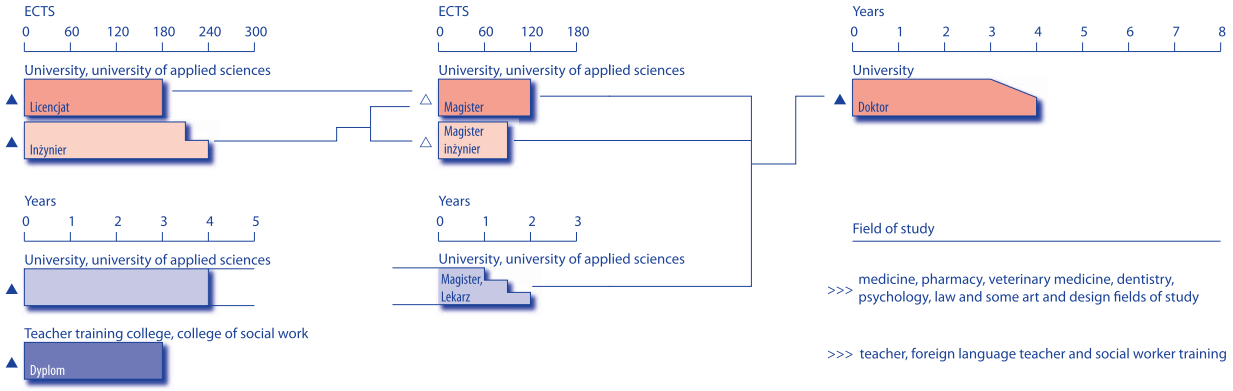
Number of students in higher education 2008/09	60 1900
Most common starting age for 1st cycle students	18-19 years
Main categories of students monitored as part of social dimension policy	– Socio-economic background – Ethnic minorities (western and non western) – Disability
Number of recognised higher education institutions	213
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	QANU – Quality Assurance Netherlands Universities http://www.qanu.nl NQA – Netherlands Quality Agency http://www.nqa.nl NVAO – Accreditation Organisation of the Netherlands and Flanders http://www.nvao.net
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	NVAO – Accreditation Organisation of the Netherlands and Flanders http://www.nvao.net
Other National Quality Assurance Agency	No

Lisbon Recognition Convention Ratification Entry into force	 19 March 2008 06 May 2008
Regulation of the Recognition of Prior Learning	Legislation (WHW art 7.29): persons above the age of 21 can be admitted on the basis of a test/exam. WHW art 7.13 lid 2 ad r: exam committees need to have a regular exemption policy, also one based on RPL. This need to be published in the Education and Exam Regulation for the HE programmes.
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Completed
Credit system in place	ECTS
Diploma Supplement	Issued to all students, free of charge and in the language of instruction and/or English
National mobility benchmarks and/or targets	Outbound: 25 % in 2013 (as part of the active student population, not per cohort after graduation). Inbound: HEI's set their own targets. However, the national policy is aimed at providing scholarships for the most talented students.
Priority regions for attracting students	All countries/regions are of equal importance.

NL

POLAND

Higher education structure – 2010



Programmes issue different degrees in different subjects.
The degrees mentioned in the diagram are merely y the generic degree names for the different cycles.

PL

- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

POLAND

System overview and key information

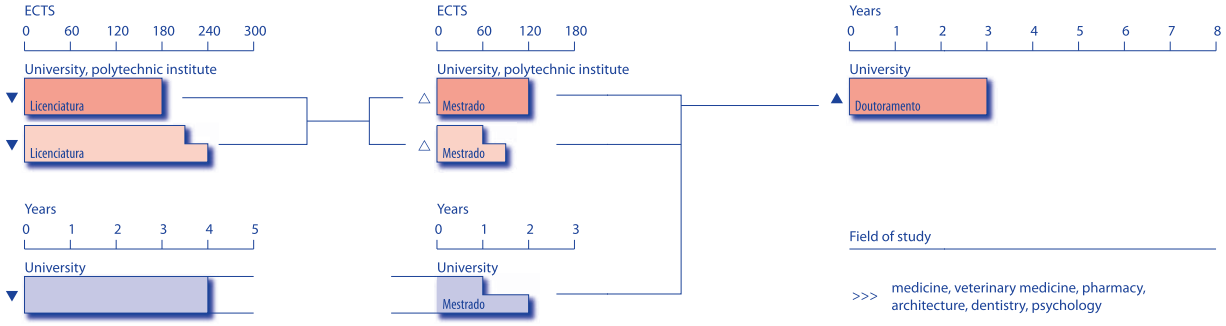
Number of students in higher education 2008/09	1 927 762
Most common starting age for 1st cycle students	19 years
Main categories of students monitored as part of social dimension policy	– Women – Students with disabilities – Students with low socio-economic status
Number of recognised higher education institutions	455
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	PKA – *Państwowa Komisja Akredytacyjna* (State Accreditation Committee) http://www.pka.edu.pl
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	PKA – *Państwowa Komisja Akredytacyjna* (State Accreditation Committee) http://www.pka.edu.pl
Other National Quality Assurance Agency	KRASZM – National Council for Accreditation of Medical Education http://www.mz.gov.pl KAUT – Accreditation Commission for Technical HEIs http://www.kaut.agh.edu.pl UKA – University Accreditation Commission http://www.uka.amu.edu.pl FPAKE – Foundation for the Promotion and Accreditation of Economic Education http://www.fundacja.edu.pl SEM FORUM Association of Management Education FORUM http://www.semforum.org.pl

Lisbon Recognition Convention	
Ratification	17 March 2004
Entry into force	01 May 2004
Regulation of the Recognition of Prior Learning	Law on Higher Education of 2005 (Article 165) – *Ustawa Prawo o szkolnictwie wyższym (Artykuł 165)* Regulation by the Minister of Science and Higher Education of 3 October 2006 on the requirements and procedures for the transfer of student achievements *(Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 3 października 2006 r. w sprawie warunkow i trybu przenoszenia osiągnięć studenta)*
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued to all students in the vast majority of study programmes, free of charge and in the language of instruction and/or English
National mobility benchmarks and/or targets	No
Priority regions for attracting international students	N/A

PL

PORTUGAL

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

PORTUGAL

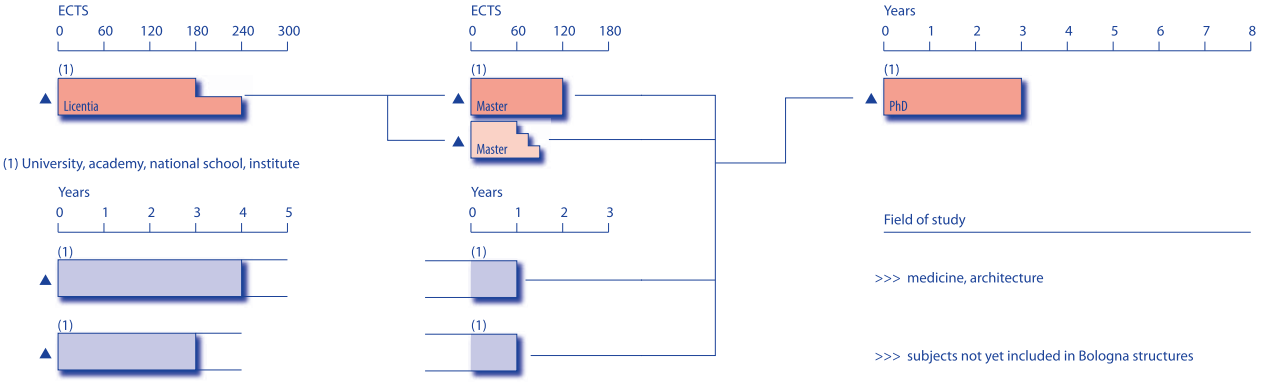
System overview and key information

Number of students in higher education 2008/09	373 002
Most common starting age for 1st cycle students	17-18 years
Main categories of students monitored as part of social dimension policy	– Adults (non-traditional students) – Students from lower income families
Number of recognised higher education institutions	136
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	No
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	*Agência de Avaliação e Acreditação do Ensino Superior* (Higher Education Evaluation and Accreditation Agency)
Lisbon Recognition Convention	
Ratification	15 October 2001
Entry into force	01 December 2001

Regulation of the Recognition of Prior Learning	Law 49/2005 Decree Law 74/2006 Decree Law 64/2006 Decree law 88/2006
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued to all students in the vast majority of study programmes, free of charge and in the language of instruction and/or English
National mobility benchmarks and/or targets	Double the number of Erasmus scholarships
Priority regions for attracting students	All countries/regions are of equal priority.

ROMANIA

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

RO

ROMANIA

System overview and key information

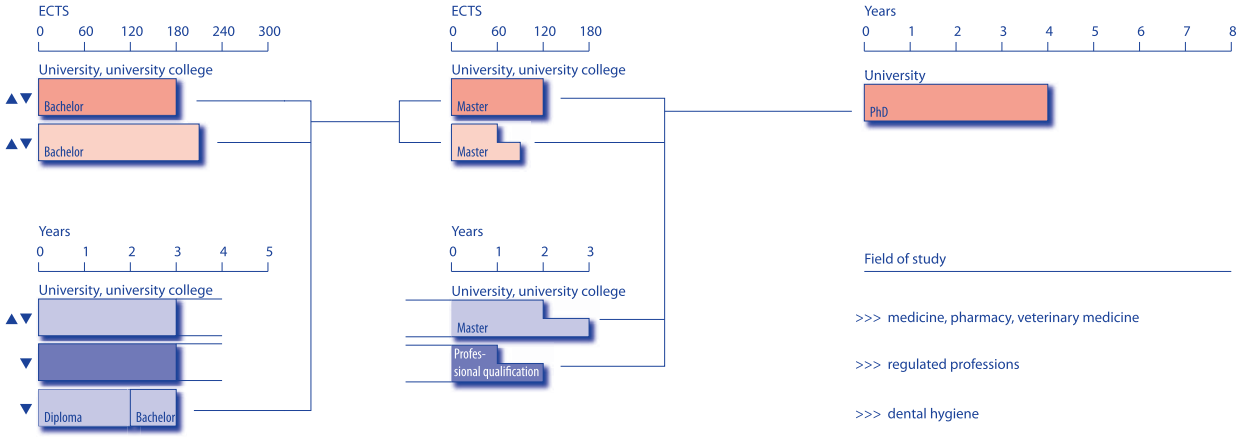
Number of students in higher education 2008/09	891 098
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	– Roma community – Persons from underdeveloped areas – Unemployed persons – Disabled persons
Number of recognised higher education institutions	115
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	ARACIS – *Agentia Româna de Asigurare a Calitatii în Invatamântul Superior* (Romanian Agency for Quality Assurance in Higher Education) http://www.aracis.ro
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	ARACIS – *Agentia Româna de Asigurare a Calitatii în Invatamântul Superior* (Romanian Agency for Quality Assurance in Higher Education) http://www.aracis.ro
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	12 January 1999
Entry into force	01 March 1999

Regulation of the Recognition of Prior Learning	No legislation/regulation/policy However, Romanian legislation foresees the establishment of evaluation and certification mechanisms for professional competences acquired in other contexts than formal education
Status of Recognition of Prior Learning	Not possible in higher education
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued to all students in the vast majority of study programmes, free of charge, in the language of instruction and/or English
National mobility benchmarks and/or targets	There are indicators relating to internationalisation and performance, aiming to increase inbound student and staff mobility. There are no benchmarks and targets for outbound mobility.
Priority regions for attracting students	EU, Non-EU countries, Middle East, Africa

RO

SWEDEN

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

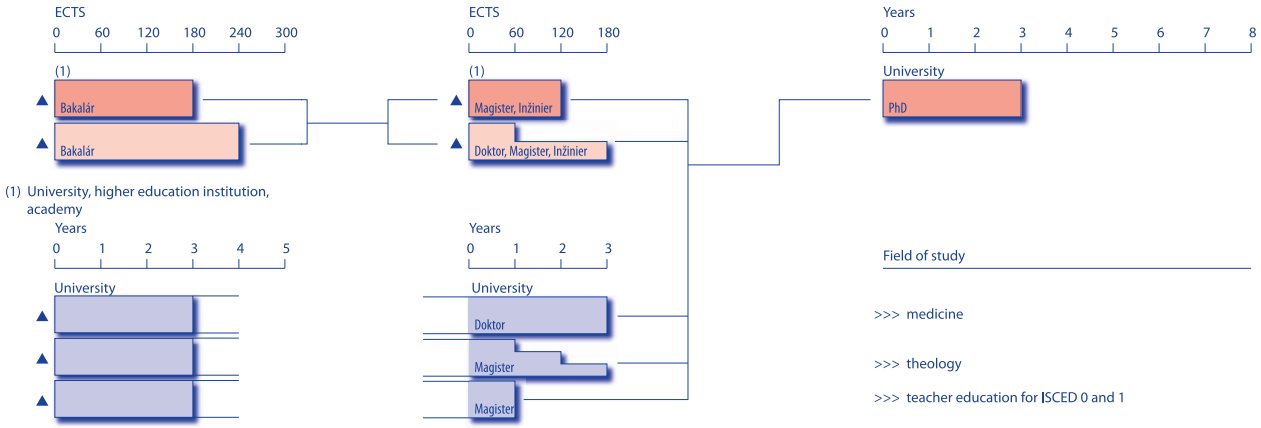
SWEDEN

System overview and key information

Number of students in higher education 2008/09	348 000
Most common starting age for 1st cycle students	22 years
Main categories of students monitored as part of social dimension policy	Socio-economic status
Number of recognised higher education institutions	49
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	National Agency for Higher Education (NAHE) http://english.hsv.se/
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	28 September 2001
Entry into force	01 November 2001

Regulation of the Recognition of Prior Learning	Higher education Ordinance, section 7
Status of Recognition of Prior Learning	Legal right
National Qualifications Framework	Under development
Credit system in place	National system
Diploma Supplement	Issued to all students, in the vast majority of study programmes, free of charge in English
National mobility benchmarks and/or targets	No
Priority regions for attracting students	All countries/regions are of equal priority.

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

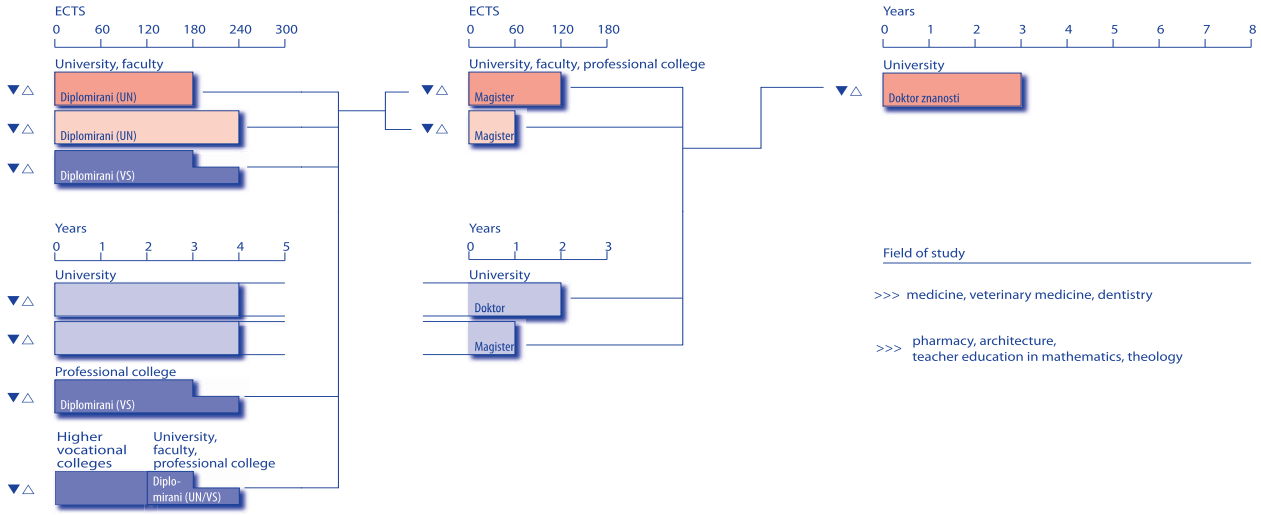
System overview and key information

Number of students in higher education 2008/09	230 519
Most common starting age for 1st cycle students	19-20 years
Main categories of students monitored as part of social dimension policy	No
Number of recognised higher education institutions	33
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	Accreditation Commission of the Slovak Republic http://www.akredkom.sk/
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	13 July 1999
Entry into force	01 September 1999

Regulation of the Recognition of Prior Learning	Act no. 568/2009 on lifelong learning
Status of Recognition of Prior Learning	Under development
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued to all students, free of charge, in the language of instruction and English
National mobility benchmarks &/or targets	Annual increase in student mobility under the Erasmus programme by 5 percent
Priority regions for attracting students	N/A

SLOVENIA

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

SLOVENIA

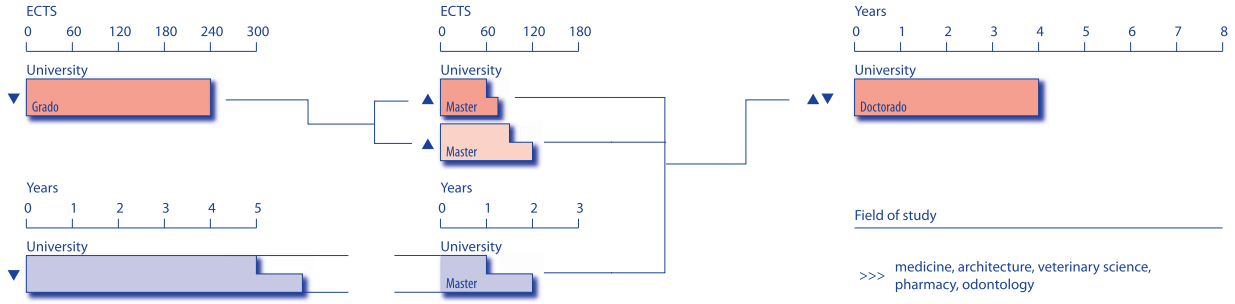
System overview and key information

Number of students in higher education 2008/09	95 933
Most common starting age for 1st cycle students	19 years
Main categories of students monitored as part of social dimension policy	– Gender – Students from underdeveloped regions – Roma students – Students with special needs
Number of recognised higher education institutions	32
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	No
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	Slovenian Quality Assurance Agency in Higher Education (SQAA), operational from March 2010
Lisbon Recognition Convention	
Ratification	21 July 1999
Entry into force	01 September 1999

Regulation of the Recognition of Prior Learning	Criteria for accreditation of higher education institutions and study programmes, adopted by the Council for Higher Education
Status of Recognition of Prior Learning	Legal right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued to all students, free of charge, in the language of instruction and/or more official EU languages
National mobility benchmarks &/or targets	No
Priority regions for attracting students	Western Balkans and Euro-Mediterranean region

SPAIN

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

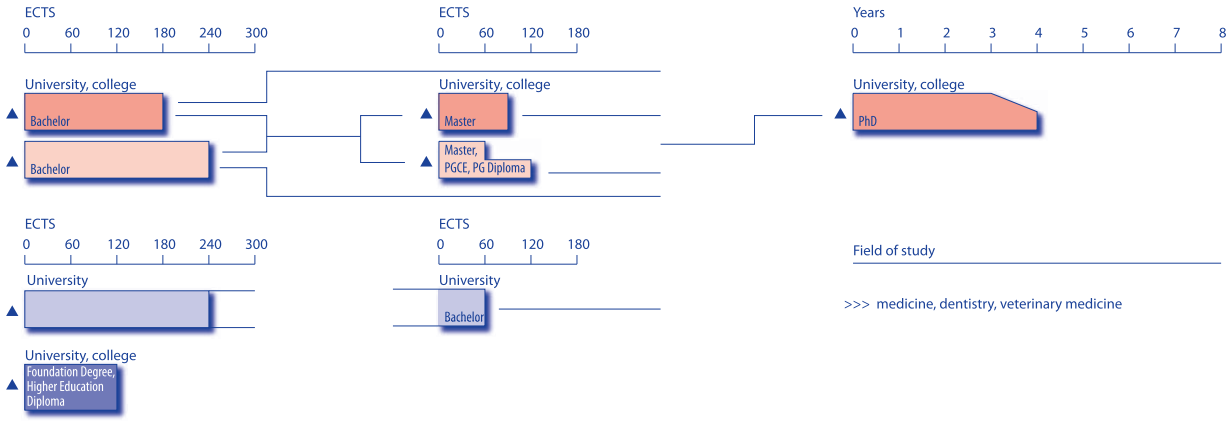
SPAIN

System overview and key information

Number of students in higher education 2008/09	1 500 069
Most common starting age for 1st cycle students	18
Main categories of students monitored as part of social dimension policy	Gender / Disability / Socio economic status / Age
Number of recognised higher education institutions	77 universities 123 higher schools
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	ANECA – National Agency for Quality Assessment and Accreditation – *Agencia Nacional de Evaluación de la Calidad y Acreditación* (http://www.aneca.es) ACSUG – Agency for Quality Assurance in the Galician University System – *Agencia para la calidad del sistema universitario de Galicia* (http://www.acsug.es) AGAE – Andalusian Agency for Quality Assessment and Accreditation – *Agencia Andaluza de Evaluación* (http://www.agae.es) AQU – Agency for Quality Assurance in the Catalan University System – *Agència per a la Qualitat del Sistema Universitari de Catalunya* (http://www.aqu.cat)
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	ANECA – National Agency for Quality Assessment and Accreditation AGAE – Andalusian Agency for Quality Assessment and Accreditation AQU – Agency for Quality Assurance in the Catalan University System
Other National Quality Assurance Agency	No

Lisbon Recognition Convention	Ratification	28 October 2009	Entry into force	01 December 2009
Regulation of the Recognition of Prior Learning	The Royal Decree 1393/2007 (http://www.boe.es/boe/dias/2007/10/30/pdfs/A44037-44048.pdf) defines the rules to recognise prior learning (obtained at one university) when entering a university. The Royal Decree 1892/2008 (http://www.boe.es/boe/dias/2008/11/24/pdfs/A46932-46946.pdf) defines the rules to recognise prior learning for access to universities for students older than 25, 40 and 45 years. The Spanish Law of Universities (as amended 2007) explicitly states in article 36 that the ministry will regulate the conditions to recognise prior learning from work experience. This is one of the tasks of the working group devoted to LLL under the "University Strategy 2015" (see http://www.educacion.es/universidad2015/formacion-continua.html). Recognition of prior learning is seen to come from formal, informal and non-formal learning paths. Spanish universities autonomously recognise prior learning to reduce the number of courses required to obtain a degree (once admission has been granted).			
Status of Recognition of Prior Learning	Permitted, but not a right			
National Qualifications Framework	Under development			
Credit system in place	ECTS			
Diploma Supplement	Issued to all students in the vast majority of study programmes, with a fee in the language of instruction and/or more official EU languages			
National mobility benchmarks and/or targets	To increase Erasmus mobility as much as possible through more and better targeted funding to underrepresented groups			
Priority regions for attracting students	EU, Latin America, Asia			

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

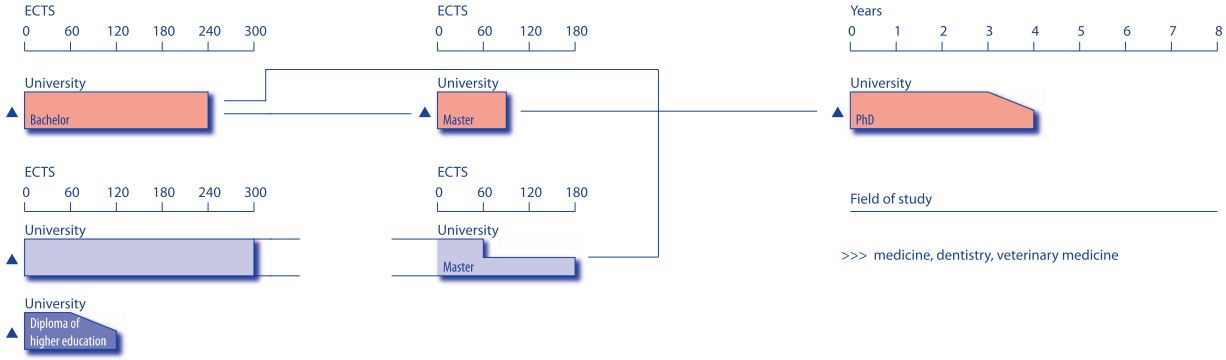
		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

System overview and key information

Number of students in higher education 2008/09	2 010 000
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	Socio-economic class Young people in receipt of Free School Meals (FSM) as a proxy measure for low income Geography - low participation neighbourhoods, Gender Ethnicity Disability Type of School attended
Number of recognised higher education institutions	144
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	Quality Assurance Agency for Higher Education http://www.qaa.ac.uk/
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	23 May 2003
Entry into force	01 July 2003

Regulation of the Recognition of Prior Learning	There is no legislation that regulates recognition of prior learning in England, Wales and Northern Ireland, but there is a long tradition of recognition of prior learning and encouraging mature students to participate in higher education. Recognition of prior learning is a matter for individual higher education institutions but the Quality Assurance Agency for Higher Education (QAA) has published detailed guidelines to support institutions. www.qaa.ac.uk/academicinfrastructure/apl/APL.pdf
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Completed
Credit system in place	National system and ECTS
Diploma Supplement	Partial and gradual introduction, free of charge and issued in English. Some higher education institutions in Wales issue the DS in the Welsh language upon request.
National mobility benchmarks and/or targets	Outbound: no target Inbound: 70 000 additional international students by 2011 compared to 2006.
Priority regions for attracting students	USA/Canada, Middle East, Latin America, Africa, Asia

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

System overview and key information

Number of students in higher education 2008/09	224 855
Most common starting age for 1st cycle students	18 years
Main categories of students monitored as part of social dimension policy	– Socio-economically disadvantaged – Gender – Ethnicity – Disability – Prior participation in higher education of a family member – Age
Number of recognised higher education institutions	20
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	Quality Assurance Agency for Higher Education (UK) QAA Scotland http://www.qaa.ac.uk/
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	No
Lisbon Recognition Convention	
Ratification	23 May 2003
Entry into force	01 July 2003

Regulation of the Recognition of Prior Learning	There is no legislation, but the Scottish Curriculum and Qualifications Framework Guidelines for RPL apply to all mainstream educational provision www.scqf.org.uk/Resources/Downloads.aspx (section titled SCQF Handbook Volume 2). The Quality Assurance Agency for Higher Education (QAA) has published detailed guidelines to support institutions: www.qaa.ac.uk/academicinfrastructure/apl/APL.pdf
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Completed
Credit system in place	National system and ECTS
Diploma Supplement	Issued in the vast majority of study programmes, free of charge and solely in English
National mobility benchmarks and/or targets	No numerical targets have been set, but the shared aim of all stakeholders is to increase significantly outward and inbound mobility of students and staff.
Priority regions for attracting students	EU, non-EU European countries, USA/Canada, Middle East, Africa, Asia

Findings for European ASEM member countries

Updates

Cyprus

Concerning the above document the following amendments should be made regarding information about Cyprus:

On page 73 system overview / Cyprus

- ◊ Number of students in higher education 2008/09 is **30.986**
- ◊ Number of recognized higher education institutions is **46** (instead of 41)

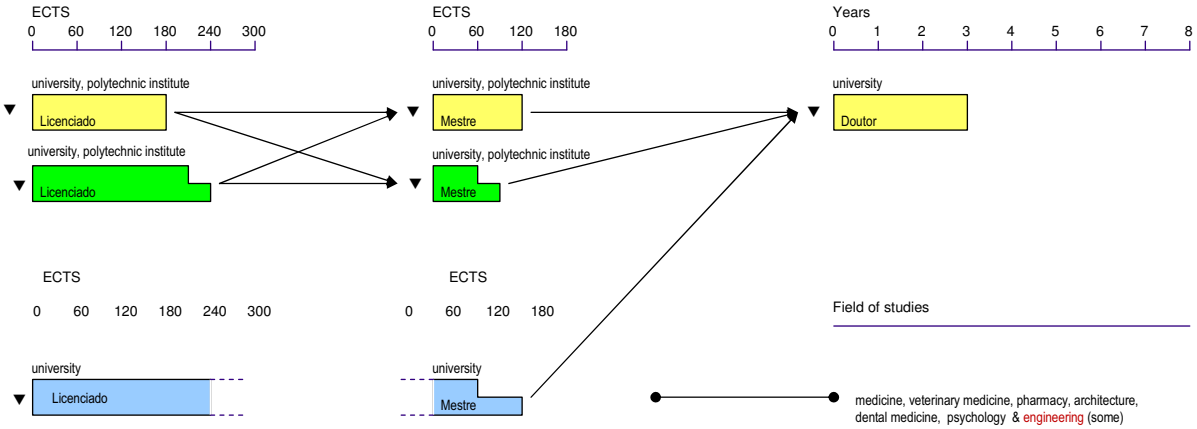
Finland

Concerning the above document the following amendments should be made regarding information about the Finnish data (referring to the year 2010):

On page 87 system overview / Finland:

- ◊ Number of students in higher education: **283 000**
- ◊ Number of recognised institutions: **41**
- ◊ Name of the QA Agency membership of the EQAR: **FINHEEC, Finnish Higher Education Evaluation Council**

PORTUGAL



Most common length of a Bologna cycle

Other length of a Bologna cycle

Programme outside the typical Bologna model

Professional programme

▼ **ALL** programmes have admission requirements **at national level**

▽ **SOME** programmes have admission requirements **at national level**

▲ **ALL** programmes have admission requirements **at institutional level**

△ **SOME** programmes have admission requirements **at institutional level**

ECTS Credits according to the European Credit Transfer and Accumulation System

PORTUGAL

System overview: key Information

Number of students in higher education 2008/09	373 002
Most common starting age for 1st cycle students	17/18
Main categories of students monitored as part of social dimension policy	Adults (non traditional Students) Students from lower income families
Number of recognised higher education institutions	136
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	YES (Agência de Avaliação e Acreditação do Ensino Superior (Higher Education Evaluation and Accreditation Agency))
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	Agência de Avaliação e Acreditação do Ensino Superior (Higher Education Evaluation and Accreditation Agency)
Other National Quality Assurance Agency	Agência de Avaliação e Acreditação do Ensino Superior (Higher Education Evaluation and Accreditation Agency)
Lisbon Recognition Convention Ratification Entry into Force	 15 October 2001 01 December 2001

Regulation of the Recognition of Prior Learning	Legislation/Regulation/Policy Law 49/2005; Decree Law 74/2006; Decree Law 64/2006; Decree Law 88/2006
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Under Development
Credit system in place	ECTS
Diploma Supplement	Issued to all students (in the vast majority of study programmes) Free of charge In Portuguese and English
National mobility benchmarks &/or targets	Double the number of Erasmus scholarships.
Priority regions for attracting students	All countries/regions are of equal priority

Findings for the Third Group ASEM member countries

Australia

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

Higher education system

Number of students in higher education	1,134,866 in 2009, an increase of 6.5% from 2008.
Types of higher eduction institutions	There are 39 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.
Number of higher education institutions	◊ 37 public universities ◊ 2 private universities in Australia.
Higher education credentials	◊ Requirements for admission to all programs are set by individual universities. ◊ Admission to undergraduate programs is usually based on successful completion of a total of 13 years of school education though some institutions use interviews, portfolios or demonstrated aptitude and most provide alternative pathways for mature-age (non-school leaver) students. ◊ Admission to postgraduate programs is based on the level of achievement in previous higher education studies. ◊ Admission to doctoral programs is usually based on high achievement in a Research Masters Degree or completion of a Bachelor Degree with First Class Honours or Second Class Honours Division A.
University level studies	◊ Bachelor Degree (General) 3 years full-time study ◊ Bachelor Degree (Professional) 4 years full-time study ◊ Bachelor Degree + Honours 3-4 years full-time + 1 additional year's successful completion allows entry to a research Masters or Doctorate ◊ Masters by Coursework 1-2 years full-time study ◊ Masters by Research 1-2 years full-time study ◊ Doctoral Degree 3-5 years full-time study

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Australia

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

University level first stage: Undergraduate Studies: Bachelor's Degree
University level second stage: : Master's Degree by coursework
University level third stage: Master's Degree by Research

Description

◊ Australia participates in bilateral cooperation in education through the EU-Australia Partnership Framework
◊ Australia's universities form individual partnerships with overseas universities.
◊ Australian universities are experienced in the UMAP system of credit transfer.

Participation of country in multilateral or bilateral higher education programmes

◊ Australia and the EU have agreed in principle to move to a treat-level agreement on cooperation in education.

Prospective reforms

Yes

Quality assurance (QA)

Australian Universities Quality Agency

QA body

◊ Programme and institution
◊ Note programs for international students are also quality assured under provisions of the Education Services for Overseas Students Act

Scope (programme / institution)

Yes – Australian Qualifications Framework (AQF)

Qualifications Framework

Compulsory

Voluntary / Compulsary

◊ Institutions must be registered on the AQF Register of Recognised Institutions and Authorised Accreditation to provide education services in Australia.
◊ 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.

Procedures

Credit system

Description

Australia's higher education providers are semi-autonomous institutions and each provider may have different ways to determine subject units for credit. A full time load of 4 subjects each with 10-12 units per semester is a common approach, but this is not uniform across all higher education providers in Australia.

All higher education providers in Australia are required to align with the Australian Qualifications Framework which defines qualifications on the basis of full-time study

Australia

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

Credit system

Description	A Bachelor Degree is 3 years full-time study. A Masters Degree 1-2 years and a Ph.D. is 3-5 years full time study. The Australian Qualifications Framework provides guidelines for learning outcomes, pathways, assessment and accreditation of qualifications, allowing students to move easily between levels of study and institutions, receiving credit for previous study
Application of credit system in HEI obligatory?	Yes All higher education providers must be listed on the Australian Qualifications Framework Register of Recognised Institutions and Authorised Accreditation Authorities. The Australian Qualifications Framework has a broader scope than a credit system. It defines qualifications on the basis of full-time study duration rather than units/ credits
Credit transfer system	Yes. All higher education providers in Australia are required to align with the Australian Qualifications Framework which defines qualifications on the basis of full-time study duration rather than units/credits. A number of arrangements may be in place between individual Australian universities and overseas partner universities. 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.
Linkage of learning outcomes and credits	Yes Although there is not a common credit system in use by all universities The Australian Qualifications Framework provides guidelines for learning outcomes, pathways, assessment and accreditation of qualifications, allowing students to move easily between levels of study and institutions, receiving credit for previous study
Measuring of student workload	Yes. Student workload is measured in Equivalent Full-Time Student Units (EFTSU).
Linkage of student workload and credit system	Broadly yes, although there is not a common credit system in use by all universities.
Comments on credit system	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. 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.

New Zealand

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

Higher education system

469.107	Number of students in higher education
The New Zealand tertiary sector covers private training establishments (PTEs), institutes of technology and polytechnics (ITPs), wananga, universities and workplace training.	Types of higher eduction institutions
8 universities, 20 ITPs, 3 wananga	Number of higher education institutions
Entry to universities is open to those who meet the minimum requirements in the school-leaving examinations, NCEA Level 3. An increasing number of courses at New Zealand universities now have selective admissions, with the University of Auckland offering the largest number of selective-entry courses. Students over 21 do not need to meet the academic criteria demanded of school leavers, but are generally advised to take a bridging programme in preparation.	Higher education credentials
	University level studies

Description

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.

A bachelor's degree may be followed by a Master's degree, usually involving a further two years study, though this can be shorter for a candidate who has an Honours degree. Masters degrees can also be awarded with Honours.

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, provided that it includes a research component of at least 90 credits

New Zealand

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

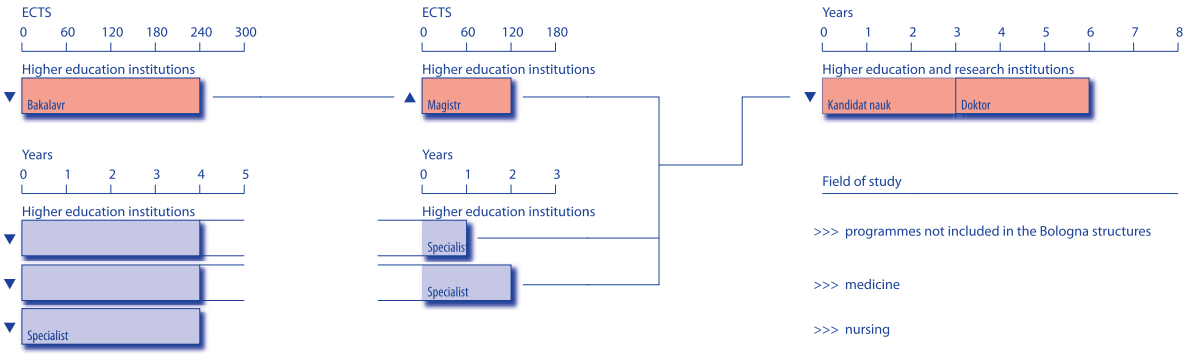
Quality Assurance (QA)	
QA body	Universities New Zealand, through its Committee of University Academic Programmes New Zealand Qualifications Authority for tertiary education organisations other than universities.
Scope (programme / institution)	Both institutional and programme.
Qualifications Framework	Yes New Zealand Qualifications Framework http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/ The NZQF is a comprehensive framework which includes all quality assured qualifications offered in New Zealand from senior secondary school through to doctorates.
Voluntary / Compulsary	Compulsary
Procedures	Universities New Zealand, through its Committee of University Academic Programmes is responsible for accreditation of study programmes for universities. It has also established an independent Academic Audit Unit which undertakes regular reviews of whole universities. NZQA is responsible for the quality assurance system for tertiary education organisations other than universities. The NZQA Quality Assurance Framework includes: ◊ a legislative and regulatory framework for course 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.

New Zealand

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

	Credit system
New Zealand national system has existed for about 20 years, and is used across all levels from upper secondary to tertiary education and in both academic and vocational programmes. 3 year Bachelor degree: Minimum 360 credits Master degree: additional 240 credits, except where the Bachelor degree was greater than 360 credits, where it may be reduced to a minimum of 120 credits Doctorate: At least 240 credits of advanced research at level 10 of the NZQF	Description
Yes. Both NZQA and UniversitiesNZ which are responsible for quality assurance for higher education programmes examine the fair allocation of credits in their processes. All qualifications registered on the NZQF must have been quality assured by one of these organisations	Application of credit system in HEI obligatory?
Yes All institutions in New Zealand use the common credit structure, and provision for credit transfer is an element that is considered in quality assurance. Institutions will look at the learning outcomes of individual courses in considering the nature of the transfer	Credit transfer system
Yes 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. Each Qualification type (e.g. Certificate, Diploma, Bachelor degree, Doctoral degree) has the level outcomes defined	Linkage of learning outcomes and credits
Yes 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. Notional learning hours include: ◊ Direct contact time with teachers and trainers ◊ Time spent in studying, doing assignments, and undertaking practical tasks; ◊ Time spent in assessment	Measuring of student workload
Yes One credit is equal to ten notional learning hours	Linkage of student workload and credit system
The credit system operates across all areas of learning related to qualifications. It has operated for some years now and appears to work well.	Comments on credit system

Higher education structure – 2010



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bolgona model
- Professional programme

ECTS

Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

System overview and key information

Number of students in higher education 2008/09	7 696 359
Most common starting age for 1st cycle students	17 years
Main categories of students monitored as part of social dimension policy	– Disabled people; – People from the Chernobyl region – Orphans – People without citizenship – Migrants from the Commonwealth of independent states – Foreign students
Number of recognised higher education institutions	1 046
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	NAA – National Accreditation Agency of the Russian Federation http://www.nica.ru
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	National Accreditation Agency in the sphere of education Main State Expert Centre on Evaluation of Education Informational and Methodological Centre on Evaluation of Educational Institutions
Lisbon Recognition Convention	
Ratification	25 May 2000
Entry into force	01 July 2000

Regulation of the Recognition of Prior Learning	N/A
Status of Recognition of Prior Learning	Legal right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Partial and gradual introduction free of charge and with a fee in the language of instruction and/or English
National mobility benchmarks and/or targets	No
Priority regions for attracting students	EU, non EU European countries, USA/Canada

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