

ASEM Higher Education Compendium

History & aim:

- Initiative started in 2011, ASEMME3, Copenhagen
- Compendium first announced in 2013, Kuala Lumpur.
AES asked to regularly update
- Last update on 27th April 2016
- Link: <https://www.asem-education.org/documents>

History & aim:

- Need for a review to make it a useful tool for all stakeholders in the ASEM countries
- 2018: new template created with 3 chapters
 - ✓ Higher education system
 - ✓ Quality assurance
 - ✓ Credit system

History & aim:

- Improve transparency on the diverse educational landscape of the ASEM Education Process and to establish a valid source of reference for higher education institutions
- Facilitate mobility & cooperation

Online tool provides:

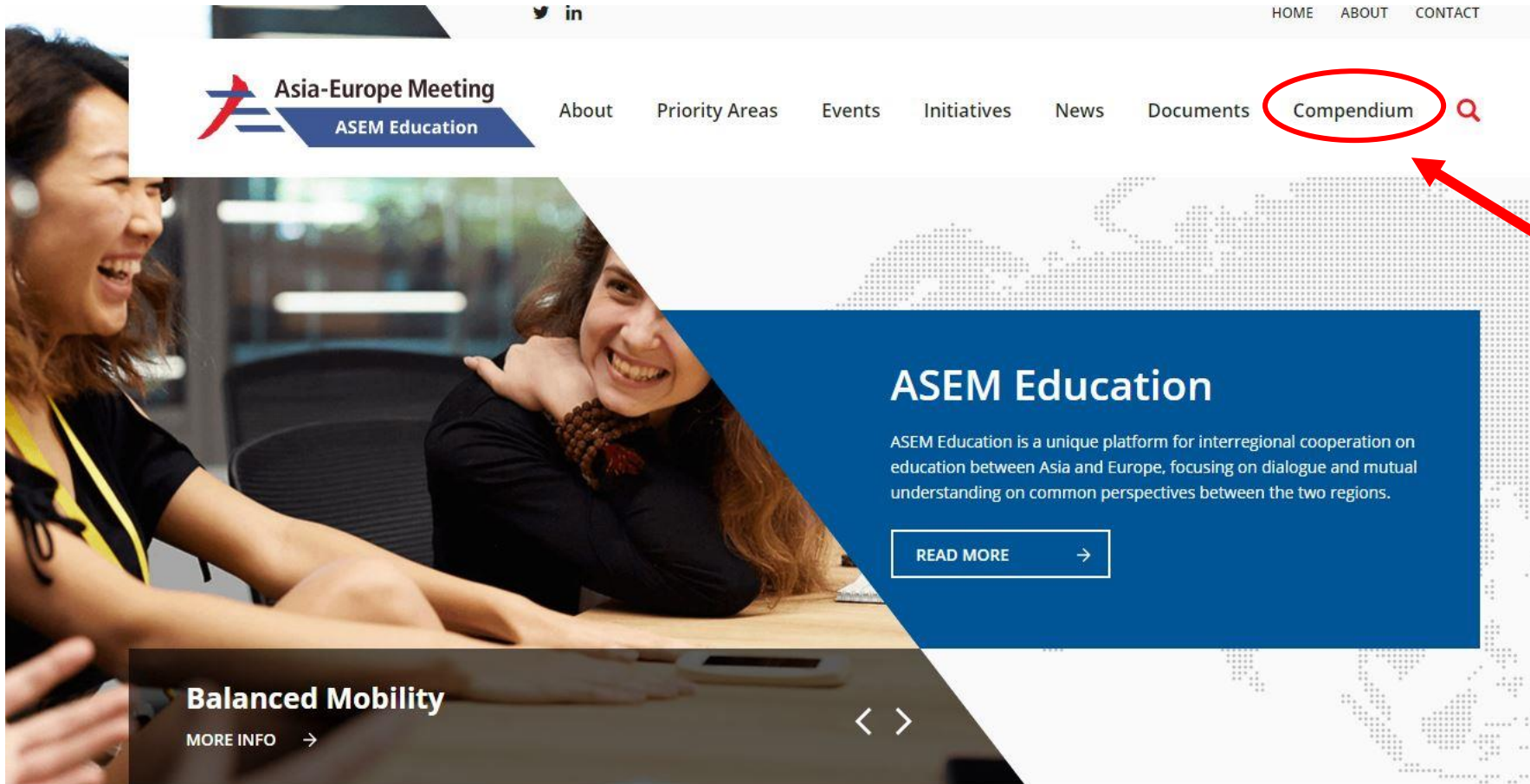
- Information on all higher education systems in ASEM countries – pdf format
- Specific information on one ASEM country's higher education system – indication of last update
- Comparison of different education systems

Content:

- Data collected through the AES
- Peer review by the expert group
- Publication of data online

Extra:

- Glossary explaining used education terminology



Upcoming Events



Presentation Expert group on Interregional Credit Transfer Mechanisms and Learning Outcome Systems –
Magalie Soenen, Flemish Ministry of Education and Training, SOM, 14th September 2021



About the ASEM Education Compendium for Higher Education



The ASEM Education Compendium for Higher Education provides a comprehensive overview of the multiple academic systems of the Asia-Europe Meeting (ASEM) partner countries. This tool shall help staff and educators from academic institutions, located in ASEM member states, to compare the various academic systems and to find helpful information needed for co-operations with higher education institutions from ASEM member states.

The aim of the ASEM Education Compendium is to improve transparency on the diverse educational landscape of the ASEM Education Process and to establish a valid source of reference for higher education institutions.

Data Collection

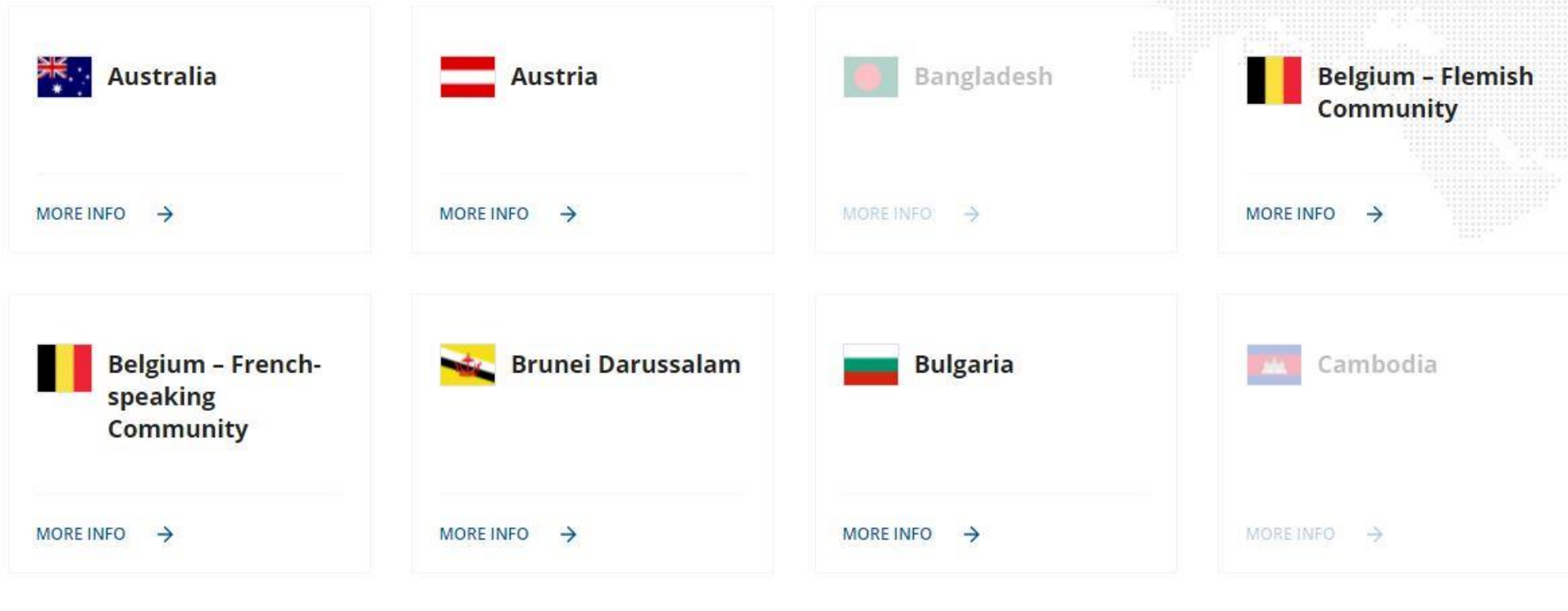
Presentation Expert group on Interregional Credit Transfer Mechanisms and Learning Outcome Systems –









Magalie Soenen, Flemish Ministry of Education and Training, SOM, 14th September 2021

How to use the ASEM Education Compendium for Higher Education



Consult Compendium



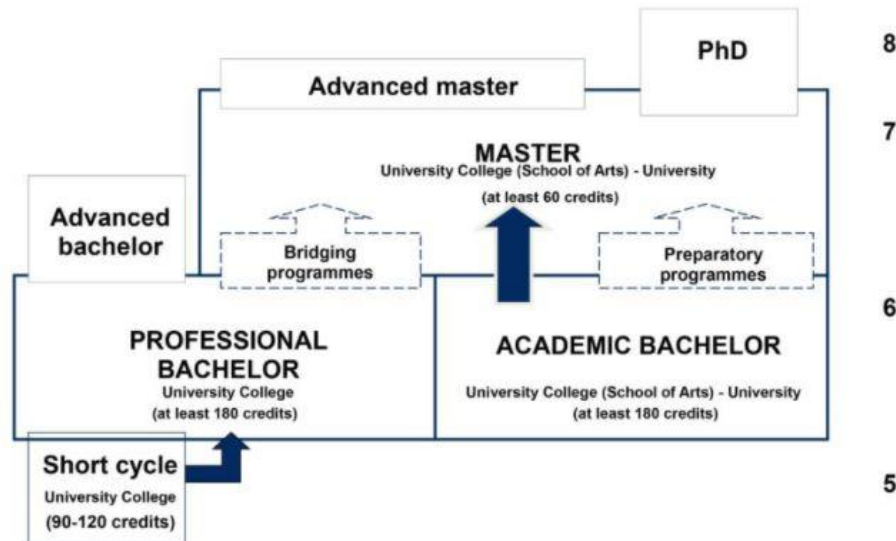
 Australia MORE INFO →	 Austria MORE INFO →	 Bangladesh MORE INFO →	 Belgium - Flemish Community MORE INFO →
 Belgium - French-speaking Community MORE INFO →	 Brunei Darussalam MORE INFO →	 Bulgaria MORE INFO →	 Cambodia MORE INFO →

Belgium – Flemish Community

Chapter 1: Higher Education System

Belgium/Flemish Community is one of the countries that signed the Bologna Declaration and has hence adapted its higher education system to the “Bologna principles” since 2003-2004.

Section 1.1.: Schematic Description of the Higher Education System



Countries

Filter by Country



Chapters

→ Chapter 1: Higher Education System

> Section 1.1.: Schematic Description of the Higher Education System

> Section 1.2: Description of Higher Education System

> Section 1.3: Number of Higher Education Institutions

> Section 1.4 Number of Students in Higher Education

> Section 1.5: Structure of Academic Year

> Section 1.6: National Qualifications Framework (or Similar)

> Section 1.7: Learning Outcomes in Higher Education

> Section 1.8: Admission Requirements to Higher Education

> Section 1.9: Grading System

China

Chapter 2: Quality Assurance in Higher Education

Section 2.1: Quality Assurance Body in Higher Education

Two external quality assurance at the national level:

- **Postgraduate Education:** China Academic Degrees and Graduate Education Development (CDGDC)
- **Undergraduate Education:** Higher Education Evaluation Center of the Ministry of Education (HEEC)

Section 2.2: Quality Assurance System

	Study programme	Institution
Voluntary		
Compulsory	X	X
Regularity	Postgraduate: 6 years	Undergraduate: 5 years
External	X	X
Internal	X	X

Section 2.3: Link Programme Authorisation with Quality Assurance

Evaluations on accredited degree-awarding programs are conducted on a regular basis. Results of evaluations can be as follows:

- PASS: meaning the program is validated and can continue to enrol students;
- CONDITIONAL PASS: meaning the program needs to be rectified within a prescribed time period before a follow-up evaluation, during which the program has to decrease or stop student enrollment.
- FAIL: meaning the program is no longer accredited.

Chapter 3: Credit System in Higher Education

Section 3.1: Description of Credit System

Provision for credit system is stated in MQA Act 2007 section 36(f) 'to establish a credit system to facilitate credit accumulation and transfer which is acceptable within and outside Malaysia'.

Credit system plays an **increasingly important role** in higher education, both at national and international levels.

Its key importance lies in its ability to quantify and record student-learning achievements.

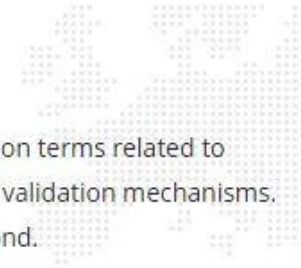
Credit system:

1. helps to **measure student learning** and programme transparency;
2. provides **flexibility** to HEPs in programme design and delivery;
3. helps to achieve **common understanding** and secure standards of qualifications;
4. facilitates **credit transfer and recognition** within, and among the skills, technical and vocational, academic and professional sectors;
5. facilitates **comparability** of qualifications locally or internationally by comparing credit load;
6. aids **access and credit transfers** based on assessment of prior formal, informal and non-formal learnings; and
7. **promotes mobility** of students and workers between institutions, regionally and globally. Credit has **both qualitative and quantitative value** overall. MQF is also seen as Credit-Reference Qualifications Framework as mandatory minimum credit accumulation for each level and transferable credits are prescribed and regulated. At the institutional and programme levels, policies and requirements on credit exemptions and transfers between programmes and between institutions locally and abroad, must be provided.

Key elements to be observed on the credit system:

1. The MQA Act 2007 defines a credit as '**a representative measure to reflect the academic load**'. Within the MQF, 'credit is a quantitative measure that represents the volume of learning or academic load to attain the set of learning outcomes.' It is a measure of the total academic/learning load or volume of learning a student must undertake to achieve a defined group of learning outcomes.

Glossary



The ASEM Education Compendium for Higher Education's glossary provides definitions of common terms related to education and training, as well as more specific entries related to credit systems, assurance and validation mechanisms. It is intended to promote communication and understanding between ASEM countries and beyond.

The purpose of this glossary is not to establish standard universally applicable definitions, but rather to provide a working reference for all education and training stakeholders.

Academic Year



Accreditation



ASEAN Credit Transfer System (ACTS)



Assessment of Learning



Way forward:

- Filled out by 28 ASEM countries
- Stimulate more countries to cooperate and fill the template
- Yearly update of the content by AES, in cooperation with expert group

[Video ASEM Compendium](#)

ASEM Work Placement Programme

History & aim:

- Initiative started in 2011, ASEMMME3, Copenhagen
- Aims to establish, promote and sustain mutual exchange of interns between Europe & Asia
- Pilot project: up till 2018
- Full roll-out of the project from 2018 onwards
- Link: <https://asem-education.org/initiatives/34-asem-work-placement-programme/>

Basics:

- Undergraduate & master students
- 1 to 6 months of exchange
- Benefits for governments, HEIs, industry and students
- 5 countries involved
e.g. BE/FI: 2019-2020: 60 scholarships distributed, destination countries: Thailand, Indonesia, India



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**ASEM WORK
PLACEMENT
PROGRAMME**