



## ASIA-EUROPE MEETING (ASEM)

# ASEM Education Compendium for Higher Education

## Guide for the contributors

### **What is ASEM Education Compendium for Higher Education and the Glossary?**

The [ASEM Education Compendium for Higher Education](#) provides a comprehensive overview of the multiple academic systems of the Asia-Europe Meeting (ASEM) partner countries, with the aim 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.

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 of terminology and concepts between ASEM countries and beyond. In case any changes to this glossary are needed, the ASEM Education Secretariat shall be contacted and will consult with the Expert Group on Recognition and Balanced Mobility.

### **Who are the main users of the ASEM Education Compendium?**

The ASEM Education Compendium for Higher Education is a tool which assists 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.



## **Who is responsible for collecting and maintaining of the data in the ASEM Education Compendium?**

ASEM member states<sup>1</sup> are responsible for collecting and ensuring the quality of the data published in the ASEM Education Compendium.

The drafting and review of the texts and data are done by the ASEM member states overseen by the Expert Group on Recognition and Balanced Mobility and sent to the ASEM Education Secretariat ([secretariat@asem-education.org](mailto:secretariat@asem-education.org)) for upload to the website.

## **How often is the data in the ASEM Education Compendium updated?**

The data in the ASEM Education Compendium is reviewed regularly and updated on request via e-mail to [secretariat@asem-education.org](mailto:secretariat@asem-education.org).

Each ASEM member state is expected to undertake a yearly review of the ASEM Education Compendium content related to its respective country and report on the status of the data to the Expert Group on Recognition and Balanced Mobility and the ASEM Education Secretariat in the beginning of each calendar year. The ASEM Education Secretariat will remind the ASEM member states to send updates and if there is a need for any ongoing change, the ASEM Education Secretariat should be contacted.

## **My country profile is not yet included in the ASEM Education Compendium: high time to start!**

The standard template for all the countries is annexed to this guide. We recommend that you check how other ASEM member states presented their data in the ASEM Education Compendium. There is no established good practice yet, however, it might be practical to consult the most recently updated country profiles and make it as user-friendly as possible, keeping in mind the audience who will use the information (higher education institutions, credential evaluators, policy makers, students, etc.).

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<sup>1</sup> The mandate to represent MS in the ASEM is given to different authorities and organisations in different countries and may include Ministries, Quality Assurance Agencies, ENIC-NARICs etc.



When the template for the country profile is completed by the ASEM member state, it should be forwarded to the ASEM Education Secretariat ([secretariat@asem-education.org](mailto:secretariat@asem-education.org)). The ASEM Education Secretariat, in consultation with the Expert Group on Recognition and Balanced Mobility, arranges a peer review of the submitted country profile and ensures timely publication of the country profile in the ASEM Education Compendium.

When working with the country profile, it is important to remember to include the up-to-date links for all the sources of information and especially for the presented statistics.

### **My country profile needs some changes, what is the best way to make the necessary corrections?**

To ensure accuracy of the information and hence quality of the ASEM Education Compendium, all the contributors are encouraged to keep their respective country profiles up-to-date. In case any corrections or changes needed, you should contact the ASEM Education Secretariat , which is responsible for the technical maintenance of the the ASEM Education Compendium.

## ASEM Education Compendium Template

**Country:**

### Chapter 1: Higher Education System

<b>1.1.</b>	<b>Schematic description of the HE system</b>	<p>Please include a figure/diagram/table explaining the structure of the HE system in your country.</p> <p>If available give the relevant website in English.</p> <p>Please send a jpg, png or pdf via e-mail to <a href="mailto:secretariat@asem-education.org">secretariat@asem-education.org</a></p>
<b>1.2.</b>	<b>Description of HE system</b>	<p>Give a short description of the degree system based on the figure/diagram/table and provide extra information on the number of years of degree cycles, number of credits for each cycle, types of higher education institutions etc.</p>
<b>1.3.</b>	<b>List of higher education institutions</b>	<p>Please provide the link to the list of higher education institutions officially accredited by the government in your country.</p>
<b>1.4.</b>	<b>Number of students in higher education</b>	<p>Please provide a link to the statistics on:</p> <ul style="list-style-type: none"> <li>• General number of students</li> <li>• Number of students divided by type of institution (if available)</li> <li>• Number of foreign students enrolled in full degree programmes (if available)</li> <li>• Number of outgoing exchange students with credit transfer (if available)</li> <li>• Number of incoming exchange students with credit transfer (if available)</li> </ul> <p>Please provide extra information on the numbers if necessary.</p>
<b>1.5.</b>	<b>Structure of academic year</b>	<p>Give information on the annual teaching and/or examination period during which students attend courses or take final examinations. Please mention start and end of the academic year and semesters/terms.</p>

<b>1.6.</b>	<b>National qualifications framework (or similar)</b>	Describe your national qualifications framework and link the degree cycles in your country to the NQF. Explain the relation between your NQF and the regional QF (if applicable).  Please add a figure/diagram/table showing the NQF and share the link to the updated source of information.
<b>1.7.</b>	<b>Learning outcomes in higher education</b>	Is your national qualifications framework linked to working with learning outcomes on programme level and if so, please explain. Are HE-curricula in your country based on learning outcomes and if so, please explain.
<b>1.8.</b>	<b>Admission requirements to higher education</b>	Describe the national legislation about admission requirements for foreign students to HE per degree cycle and give, if applicable, specific national legislation about e.g. language requirements, discipline specific requirements. Please share the link to the updated source of information.
<b>1.9.</b>	<b>Grading system</b>	Explain the HE grading system in your country including grading scale, minimum requirements for obtaining the credit for a course, system of GPA (Grade Point Average)/average, etc. Please share the link to the updated source of information.
<b>1.10.</b>	<b>Tuition fee system for international students</b>	Inform on the general tuition fee system for international students on national/regional level, including the differences among (different types of) institutions and programmes.
<b>1.11.</b>	<b>Graduation requirements and/or qualification awarding requirements</b>	Describe the graduation requirements and/or qualification awarding requirements for each degree cycle (if applicable in your country) including: <ul style="list-style-type: none"> <li>• Number of credits</li> <li>• Grade earned</li> <li>• ...</li> </ul>
<b>1.12.</b>	<b>Relevant current/prospective reforms in HE</b>	Give information about relevant current/prospective reforms in your national/regional HE.

## Chapter 2: Quality assurance (QA) in HE

<b>2.1.</b>	<b>Quality assurance body in HE</b>	Does your country have one or several external quality assurance body/bodies in higher education?  Describe briefly (for further information please enter references/links in English).
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<b>2.2.</b>	<b>Quality assurance system</b>	<p>Please provide a short description of the Quality Assurance system (max. 1500 words)</p> <p>Please indicate the system of your national quality assurance, if applicable:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Study programme</th> <th style="width: 20%;">Institution</th> <th style="width: 30%;">Further explanation</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>Voluntary</b> Please tick.</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Compulsory</b> Please tick.</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Regularity (years)</b> Please indicate the number of years</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>External</b> Please tick.</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Internal</b> Please tick.</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="padding: 5px;"><b>Further information:</b></td> </tr> </tbody> </table>		Study programme	Institution	Further explanation	<b>Voluntary</b> Please tick.				<b>Compulsory</b> Please tick.				<b>Regularity (years)</b> Please indicate the number of years				<b>External</b> Please tick.				<b>Internal</b> Please tick.				<b>Further information:</b>			
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<b>2.3.</b>	<b>Programme authorisation and QA</b>	<p>Explain the link between programme authorization and the system of QA in your country.</p> <p>Please indicate a website or link with all programmes that are accredited or officially recognized on the basis of external quality assurance.</p>																												

### Chapter 3: Credit System in HE

<b>3.1.</b>	<b>Description of credit system</b>	Please describe the credit system(s) used in your country by higher education institutions and the corresponding legal provisions.
<b>3.2.</b>	<b>Credit transfer system(s)</b>	<p>Select which credit transfer system(s) are used in your country:</p> <ul style="list-style-type: none"> <li>• AUN – ACTS: the AUN ASEAN Credit Transfer System</li> <li>• UMAP – UCTS: the University Mobility in Asia and the Pacific Credit Transfer Scheme</li> <li>• SEAMEO RIHED ACTFA: the SEAMEO – RIHED Academic Credit Transfer Framework for Asia</li> <li>• ECTS – European Credit Transfer and Accumulation System</li> <li>• Other, please specify: .....</li> </ul> <p>Please add any useful information if needed:</p>
<b>3.3.</b>	<b>Is application of credit system in higher education institutions obligatory?</b>	<p>YES/NO</p> <p>If your answer is NO please explain.</p>
<b>3.4.</b>	<b>Number of credits per academic year/semester</b>	Please give the number of credits per academic year/semester and explain if relevant. (standard / minimum / maximum /...)
<b>3.5.</b>	<b>Number of credits per higher education cycle</b>	Copy part of Higher Education System
<b>3.6.</b>	<b>Description of credit unit</b>	What does 1 credit comprise in your system, e.g. in terms of student workload or teaching hours? Please also describe what is counted in your system to calculate credits. If you express this in hours please be specific in what this means.
<b>3.7.</b>	<b>Link between learning outcomes and credits</b>	Are learning outcomes and credits related in your country? If so, please specify.