

ASEM Higher Education Compendium

Content:

- History and aim of compendium
- Need for review
- Template new style
- Online tool
- Way forward

History & aim:

- Initiative started in 2011, ASEMMME3, 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>
- Useful tool for all stakeholders in the ASEM countries
-> facilitate mobility & cooperation

Need for review by Expert Group:

- Update limited number of countries (6)
- Templates not filled out correctly
- No glossary, different practices between countries

Template new style:

3 chapters

- Higher education system
- Quality assurance
- Credit system

Compendium on Credit Systems and Learning Outcomes in ASEM member countries

Country: _____

Chapter 1: Higher Education System

Schematic description of the HE system	Please upload a figure/diagram/table explaining the structure of the HE system in your country. If available give the relevant website in English.
Description of HE system	Give a 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. (<i>maximum #words</i>)
Number of higher education institutions	Please give the number of HEI officially accredited by the government in your country, divided by type of HEI.
Number of students in higher education	Please give for the last academic year (mention the reference date) per degree cycle: <ul style="list-style-type: none"> - General number of students - Number of students divided by type of institution (if available) - Number of foreign students enrolled in full degree programmes (if available) - Number of outgoing exchange students with credit transfer

Online tool:

<http://www.asem-education-hecompendium.org/>

Available at latest June 2019



Welcome to the ASEM Higher Education Compendium online tool

Introduction

It is one of the core elements of the ASEM Education Process (AEP) to foster exchange and mutual understanding through the mobility of students, lecturers and researchers and hence to eliminate any obstacles to academic mobility, like the non-recognition of diplomas or credits.

In 2013, at ASEMME4 in Kuala Lumpur, the Ministers have therefore emphasized "the need to make these systems [different regional credit systems for academic recognition] more transparent in order to facilitate recognition of study achievements abroad and to stimulate cross-border mobility. The Ministers welcomed the readiness [...] to establish an expert group to discuss interregional credit transfer mechanisms among ASEM member countries."

... Read more ...

How to use this online tool

Access to compendium: Select a country either by ticking the map or by choosing the country in the toolbar under the map. Then push the "Consult the compendium" button to generate the information.

Compare compendia: Choose countries you wish to compare in the toolbar. Then push the "Consult the compendia" button to generate the information.

Glossary: Terms of the glossary are highlighted in text of the compendia. You can also use the search engine at the page glossary.

Search engine: The full search engine provides access to specific information.

Please select the continent of the country(ies) you wish to consult :



Choose Country :

Selected countries :

By selecting between 2 and 4 countries you will display a full comparison of their respective sheets

Consult the Compendia



BE/FI

Number of HEI	
HEI	Total
Universities	6
University Colleges	16
Other accredited institutions	13
Total	35

THA In addition, there are other specialised institutions under the supervision of other ministries and agencies.

THA

Number of HEI	
HEI	Total
Public Universities	82
Private Universities/colleges	72
Private Higher Institutions	1
Total	155

1.4. Number of students in higher education

BE/FI

		Number of students (2016-2017)					Outgoing mobility
		Enrolments				Percentage	
		Belgian	Non-Belgian	Unknown	Total	Percentage	
University college	Academic bachelor	3 443	908	1	4 352	3,5%	78
	Bachelor after bachelor	3 111	190		3 221	2,6%	101
	Master	1 258	647		1 902	1,5%	159
	Master after master	9	25		34	0,0%	
	Professional oriented bachelor	107 847	5 793		113 640	91,8%	7 533
	Bridging programme ^[1]	46	27		73	0,1%	1
	Specific teacher training after master	446	34		480	0,4%	2
	Specific teacher training after professional oriented bachelor	16	1		17	0,0%	
	Preparatory programme	19	45		64	0,1%	
	Total	116 260	7 595	1	123 856	100%	7 876
University	Academic bachelor	61 779	4 157		65 936	45,0%	1 635
	PhD	5 681	4 130		9 811	6,7%	
	PhD-education ^[2]	6 467	5 290		11 757	8,0%	3
	Master	35 750	6 376		42 126	29,7%	3 301
	Master after master	4 758	582		5 340	3,9%	77
	Master after professional oriented bachelor	591	49		640	0,4%	7
	Bridging programme	6 424	515		6 939	4,7%	16
	Specific teacher training after master	1 073	49		1 122	0,8%	2
	Preparatory programme	1 617	768		2 385	1,8%	3
	Total	124 340	22 316		146 656	100%	5 051
Total universities and university colleges	240 600	29 911	1	270 512		12 927	

[1] A bridging programme allows holders of "profession oriented bachelor" degree (issued by a university college) to transit to a master programme (at the university).

[2] PhD-candidates enrolled at one of the Doctoral Schools offering courses on generic competences.

THA

Number of students		
Cycle	Total	Percentage
Diploma	12 349	0,7%
Bachelor's degree	1 686 384	91%
Master's degree	146 656	8,3%

1. Higher Education System

- 1.1. Schematic description of the HE system
- 1.2. Description of HE system
- 1.3. Number of higher education institutions
- 1.4. Number of students in higher education
- 1.5. Structure of academic year
- 1.6. National qualifications framework (or similar)
- 1.7. Learning outcomes in higher education
- 1.8. Admission requirements to HE
- 1.9. Grading system
- 1.10. Tuition fee system for international students
- 1.11. Graduation requirements and/or qualification award
- 1.12. Relevant current/prospective reforms in HE

2. Quality assurance (QA) in HE

- 2.1. Quality assurance body in HE
- 2.2. Quality assurance system
- 2.3. Link program authorisation with QA?

3. Credit System in HE

- 3.1. Description of credit system
- 3.2. Credit transfer system(s) (tick box)
- 3.3. Application of credit system in HEI obligatory?
- 3.4. Number of credits per academic year/semester
- 3.5. Number of credits per higher education cycle
- 3.6. Definition/description of credit unit
- 3.7. Link between learning outcomes and credits
- 3.8. Credit transfer system(s) (open question)



or all educational institutions regularly, at least once in every 5 years. The external quality assessment is performed through analysis of annual reports and other quality assurance documentation, including reports on key performance indicators, as well as institutional visits or site visits by a team of external assessors who are selected and trained from ONESQA.

For more information, please visit <http://en.onesqa.or.th/>

3. Credit System in HE

3.1. Description of credit system

BE/FI Higher education institutions in Flanders operate a full-fledged [Credit](#) system based on [ECTS](#) (European [Credit](#) Transfer and accumulation System). Each course counts for at least 3 [Credits](#), with a maximum of 12 courses per 60 [Credits](#). One [Credit](#) represents 25 to 30 hours of a student's workload. Courses are independent building blocks for which students may enrol according to their own preferences and timetable, with due consideration for the semester system and evaluations. They can opt for a traditional course of circa 60 ECTS [Credits](#) a year, a half-time course or an individual course adjusted to their specific needs.

Link ECTS:

http://ec.europa.eu/education/ects/users-guide/introduction_en.htm#ectsTop

THA A system of [Credit](#) points is used to describe the amount or volume of learning expected for qualifications at each level. Thirty [Credit](#) points representing the minimum amount of learning normally expected of undergraduate students in one academic year of study. The same system of [Credit](#) points is used for regulations governing major components of study such as the scale of a thesis requirement, the amount of general studies required in an undergraduate program, and equivalent [Credits](#) for formal instruction, laboratory work or field work. The length of programs (and the number of [Credit](#) points given) may differ for programs with the same or similar titles. For example a bachelor degree may be four or five (or even six) years in length depending on the amount of learning expected at the level of complexity expected for bachelor degree studies. A similar period of study in different programs could lead to a bachelor and a master degree, but only if the study for the master degree component was taken at the more advanced level required for that degree. The title is based on the level or complexity of learning rather than the time taken, though there are minimum [Credit](#) requirements.

3.2. Credit transfer system(s) (tick box)

BE/FI ECTS – European [Credit](#) Transfer and Accumulation System

THA AUN - ACTS (AUN ASEAN [Credit](#) transfer System)
UMAP - UCTS (University Mobility in Asia and the Pacific [Credit](#) Transfer Scheme)

3.3. Application of credit system in HEI obligator

BE/FI YES

THA YES

3.4. Number of credits per academic year/semester

BE/FI The number of [Credits](#) per standard [Academic year](#) is 60 ECTS (30 ECTS/semester).

THA A student's course load may vary from semester to semester.

- For undergraduate students, the minimum course load is 12 [Credit](#) hours per semester and the maximum is six 18 credit hours per semester.

1. Higher Education System

- 1.1. Schematic description of the HE system
- 1.2. Description of HE system
- 1.3. Number of higher education institutions
- 1.4. Number of students in higher education
- 1.5. Structure of academic year
- 1.6. National qualifications framework (or similar)
- 1.7. Learning outcomes in higher education
- 1.8. Admission requirements to HE
- 1.9. Grading system
- 1.10. Tuition fee system for international students
- 1.11. Graduation requirements and/or qualification award
- 1.12. Relevant current/prospective reforms in HE

2. Quality assurance (QA) in HE

- 2.1. Quality assurance body in HE
- 2.2. Quality assurance system
- 2.3. Link program authorisation with QA?

3. Credit System in HE

- 3.1. Description of credit system
- 3.2. Credit transfer system(s) (tick box)
- 3.3. Application of credit system in HEI obligator?
- 3.4. Number of credits per academic year/semester
- 3.5. Number of credits per higher education cycle
- 3.6. Definition/description of credit unit
- 3.7. Link between learning outcomes and credits
- 3.8. Credit transfer system(s) (open question)



Find Compendia from KeyWords

Search :

Brunei Darussalam

Credit System in HE

Description of credit system

Description of credit system

A Minimum **credit** students should complete to get: (based on BDQF)

Level 5 Diploma = 90 **credit**, Bachelor's Degree = 120 **credit**, Masters Degree = 40 **credit**, PhD Degree = no given **credit** value.

Credit System in HE

Credit transfer system(s) (tick box)

Credit transfer system(s)

The following are the Credit Transfer system used by the UBD:

- AUN – ACTS: the AUN ASEAN Credit Transfer System
- UMAP – UCTS: the University Mobility in Asia and the Pacific Credit Transfer Scheme

However, other universities use **credit** transfer on a case by case basis through various committee to ensure the validity of the **credit** transfer.

Credit System in HE

Number of credits per academic year/semester

Number of credits per academic year/semester

A Minimum **credit** students should complete to get: (based on BDQF)

Level 5 Diploma = 90 **credit**, Bachelor's Degree = 120 **credit**, Masters Degree = 40 **credit**, PhD Degree = no given **credit** value

Thailand

Credit System in HE

Credit transfer system(s) (tick box)

Credit transfer system(s)

AUN - ACTS (AUN ASEAN Credit transfer System)

UMAP - UCTS (University Mobility in Asia and the Pacific Credit Transfer Scheme)

Austria



ASEM Higher Education Compendium Glossary

Search :

Search

Academic year

Annual teaching or examination period during which students attend courses or take final examinations, not taking minor breaks into account. It may be shorter than 12 months, but would typically not be shorter than 9 months. It may vary for different levels of education or types of educational institutions within a country. This is also referred to as the school year, mainly for the pre-tertiary level.

Source : ISCED 2011 UNESCO Institute for statistics

<http://uis.unesco.org/glossary>

Accreditation

The process by which a (non-)governmental or private body evaluates the quality of a higher education institution as a whole or of a specific educational programme in order to formally recognise it as having met certain pre-determined minimal criteria or standards. The result of this process is usually the awarding of a status (a yes/no decision), of recognition, and sometimes of a license to operate within a time-limited validity. The process can imply initial and periodic self-study and evaluation by external peers.

Source : Enic-Naric Net (2016) 'GLOSSARY'

<http://ear.enic-naric.net/emanual/qlossary/qlossary.aspx>

Assessment of learning

Assessment of learner's achievement the primary purpose of which is to provide information about what has been learned at a particular point in time. This process often involves the use of standardized tests or examinations. It is often, though not always, used for the purpose of promotion and/or graduation.

Source : UNESCO-IBE (2013) 'IBE Glossary of Curriculum Term

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf

Assessment of learning outcomes

Assessment of an individual's achievement of stated learning outcomes, using a variety of methods (written, oral and practical tests/examinations, projects and portfolios) during or at the end of an education programme or a defined part of that programme.

Source : UNESCO-IBE (2013) 'IBE Glossary of Curriculum Term

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf

Credit

Unit in which the successful completion of courses or modules is earned and documented during and at the end of an educational programme. Credits express the volume of learning based on the workload students typically need in order to achieve the expected learning objectives

Source : ISCED 2011 UNESCO Institute for statistics

<http://uis.unesco.org/glossary>

Credit transfer

A process that allows credits awarded by one higher education awarding body to be recognised and count towards the requirements of a programme at another institution; or that allows credit gained on a particular programme to contribute towards the requirements of a different one.

Source : European Union (2015) ECTS users' guide

http://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf



Way forward:

- Filled out by 24 ASEM countries
- Stimulate more countries to cooperate and fill the template
- Peer review of templates by the expert group
- Further development of the online tool by AES
- Yearly update of the content by AES, in cooperation with expert group