



**AVSBN VIRTUAL WORKSHOP ON  
VEE ACCREDITATION STANDARDS  
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# **ASEAN QUALIFICATION REFERENCE FRAMEWORK and VEE ACCREDITATION**

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**Professional Regulation Commission**



# Outline of Presentation

I. Regional Context

II. AMS National Qualification Framework

IV. AQRF - Scope, Purpose, Components

V. Regional Situation

# Regional Context

ASEAN countries strive hard to move forward towards building developed nations. One of the most important agenda include improving the area of human capital development. Competent and skillful workforce is one of the priorities towards ensuring the nations to achieve better future for the next generations

Each AMS has its own ***qualification framework*** as a pivot point for its human capital development. This specially for preparing the people with the latest technology and social progress.

**Qualification Framework-** an instrument for the development and classification of qualifications (national or sectoral) according to a set of criteria (e.g. descriptors) applicable to specialized level of learning

# What is National Qualification Framework?

- ▶ It is a **national policy** describing the levels of educational qualifications and sets the standards for qualification outcomes.
- ▶ A **quality assured national system** for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers of a certain country
- ▶ It is **competency-based** and labor market driven.
- ▶ It is **assessment-based** qualification recognition.

# Objectives of the NQF

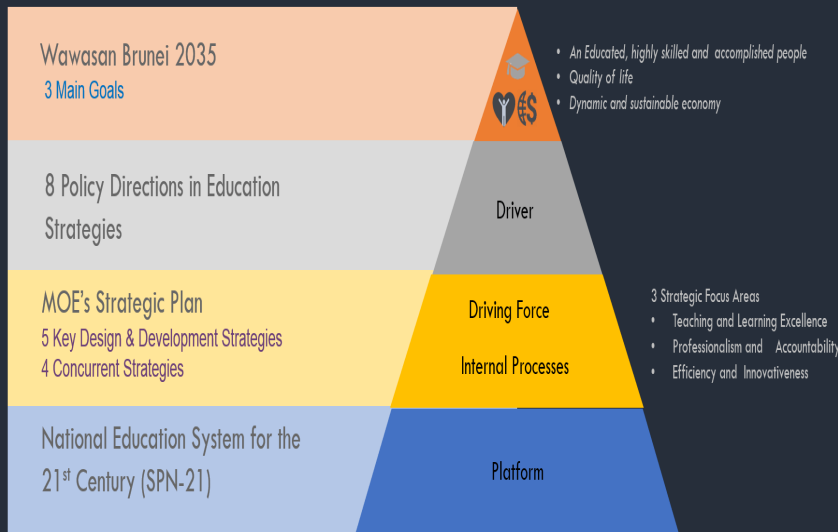
- ▶ To establish *national standards and levels for outcomes* of education and training, skills and competencies,
- ▶ To support the *development and maintenance of pathways and equivalencies* which provide access to qualifications and assist people to move easily and readily between the different E and T sectors and between these sectors and the labor market
- ▶ To *align the NQF with international qualifications framework to support the national and international mobility of workers* thru increased recognition of the value and comparability of AMS qualifications

# National Qualification Framework

## Brunei

## Cambodia

### WAWASAN BRUNEI 2035 PROCESS IN ACHIEVING WAWASAN 2035



CQF levels	Technical vocational education and training	Higher education
8	Doctoral Degree of Technology/Business	Doctoral Degree
7	Master's Degree of Technology/Business	Master's Degree
6	Bachelors of Technology/Engineering/Business	Bachelor's Degree
5	Higher Diploma of Technology/Business	Associate's Degree
4	Technical and Vocational Certificate 3	
3	Technical and Vocational Certificate 2	
2	Technical and Vocational Certificate 1	
1	Vocational Certificate	

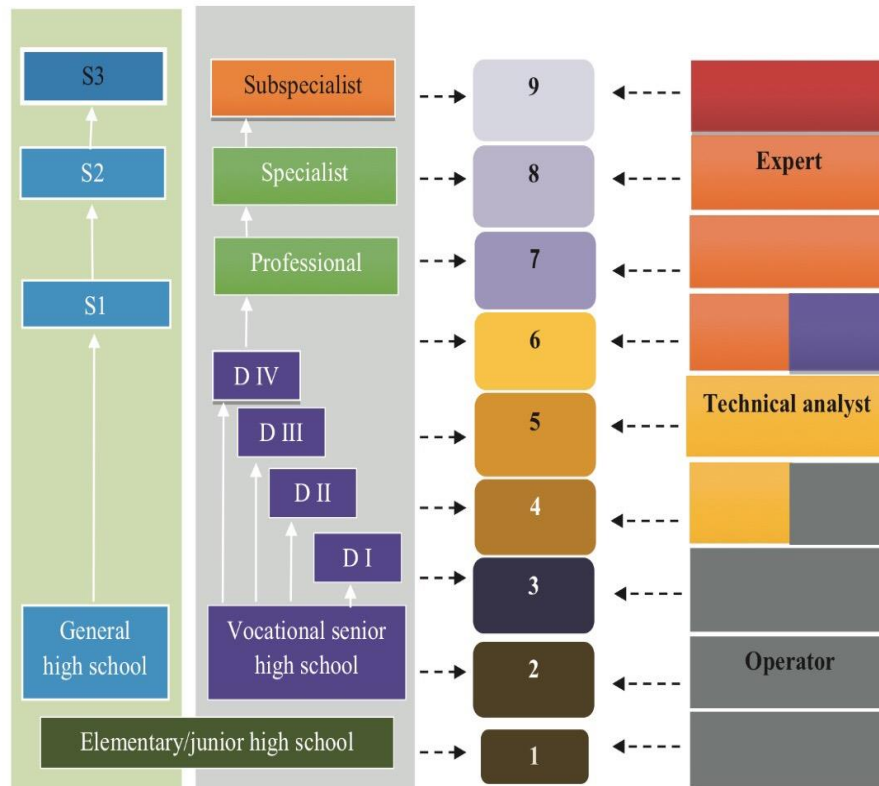
Source: Ministry of Labour and Vocational Training.

# National Qualification Framework

## Indonesia

## Lao PDR

Formal academic edu. Formal vocational/Professional edu.



Source: Government of Indonesia, 2013.<sup>3</sup>





# National Qualification Framework

## Malaysia

MQF levels	Sectors			Life long learning
	Skills	Vocational & technical	Higher education (academic & professional)	
8			Doctoral degree	Accreditation of prior experiential learning APEL
7			Masters degree	
6			Postgraduate cert. & diploma	
5	Advanced diploma	Advanced diploma	Advanced diploma	
4	Diploma	Diploma	Diploma	
3	Skills cert. 3	Vocational & technical certificate	Certificate	
2	Skills cert. 2			
1	Skills cert. 1			

Source: Malaysian Qualifications Agency.

## Myanmar

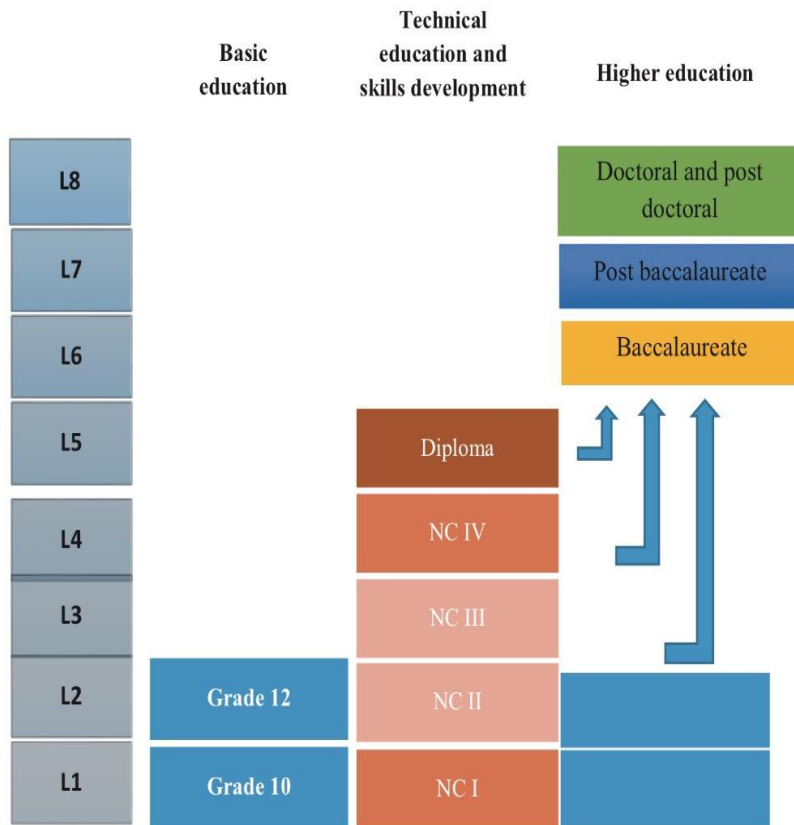
### Proposed Myanmar National Qualifications Framework

Level	Sectors			Lifelong Learning
	Basic Ed	TVET	Higher Education	
8			Doctoral Degree	Recognition of Prior Learning (Assessment and validation)
7			Masters Degree	
			Post Graduate Diploma	
6		Degree	Bachelor Degree	
5		Advanced Diploma	Associate Degree	
		Diploma	Diploma	
4		*V&T C/SC4		
3		V&T C/SC3		
2	High School	V&T C/SC2		
1	Middle School/Primary School	V&T C/SC1		

\*Vocational & Technical Certificates/Skills Certificates

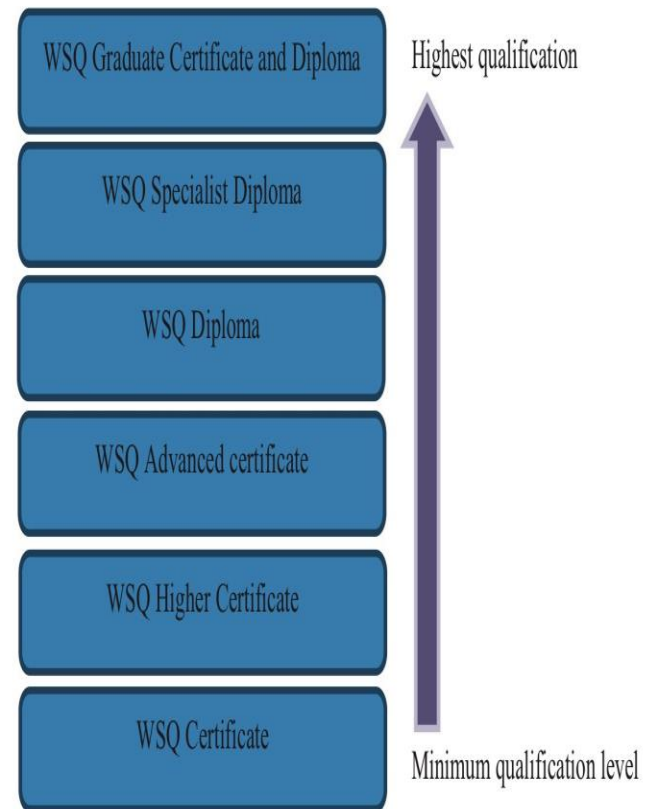
# National Qualification Framework

## Philippines



Source: TESDA, Philippines, 2003.

## Singapore



Source: Adapted from Singapore Workforce Development Agency, 2012.

# National Qualification Framework

## Thailand

NATIONAL QUALIFICATIONS FRAMEWORK OF THAILAND	
LEVEL	QUALIFICATIONS TITLES
9	Doctoral Degree
8	Higher Graduate Diploma
7	Master's Degree
6	Graduate Diploma
6	Bachelor's Degree
4	Diploma/ Associate Degree
3	Certificate III (vocational certificate - skilled worker)
2	Certificate II (upper secondary and initial vocational training - semi skilled worker)
1	Certificate I (middle secondary and initial vocational training - worker with basic skills)

## Vietnam

Levels	TVET	Higher Education	National Vocational Skills	Levels
8		Doctor Degree	5	8
7		Master Degree	4	7
6	Advance Diploma	Bachelor Degree		6
5	Diploma		3	5
4	Intermediate Diploma		2	4
3	Certificate III			3
2	Certificate II		1	2
1	Certificate I			1

## PQF Descriptors

LEVEL	6 <i>(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)</i>
<b>KNOWLEDGE, SKILLS AND VALUES</b>	Demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning
<b>APPLICATION</b>	Application in professional/creative work or research in a specialized field of discipline and/or further study
<b>DEGREE OF INDEPENDENCE</b>	Substantial degree of independence and or/in teams of related fields with minimal supervision
<b>QUALIFICATION TYPE</b>	<b>Baccalaureate Degree</b>

**2014 Version**

## PQF Descriptors

### LEVEL

**7**

*(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)*

### KNOWLEDGE, SKILLS AND VALUES

Demonstrated advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning

### APPLICATION

Applied in professional/creative work or research that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research

### DEGREE OF INDEPENDENCE

High substantial degree of independence that involves exercise of leadership and initiative individual work or in teams of multi-disciplinary field

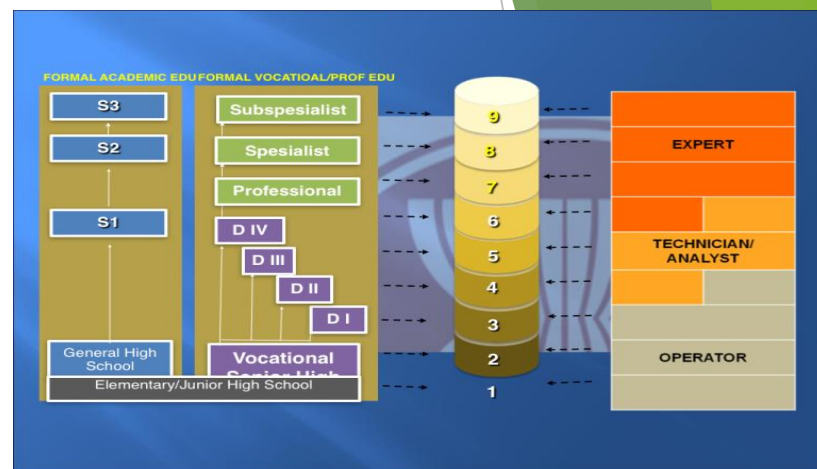
### QUALIFICATION TYPE

**Post-Baccalaureate Program**

# MALAYSIA

MQF Levels	Sectors			Life Long Learning
	Skills	Vocational & Technical	Higher Education (Academic & Professional)	
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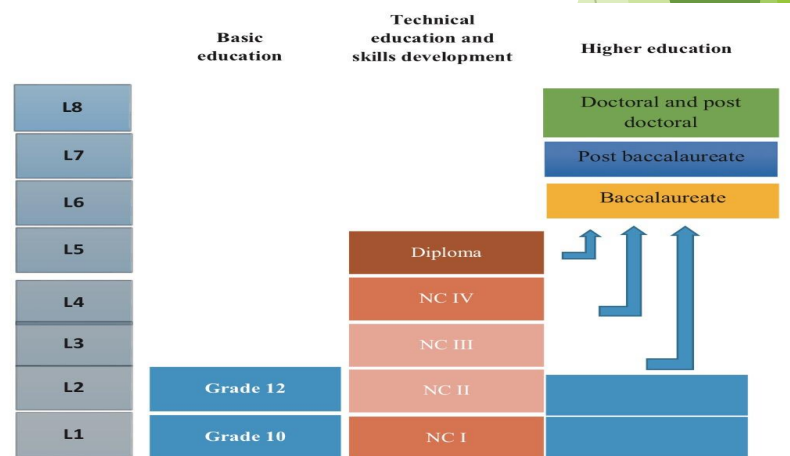
# INDONESIA



# THAILAND

NATIONAL QUALIFICATIONS FRAMEWORK OF THAILAND	
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# PHILIPPINES



Source: TESDA, Philippines, 2003.

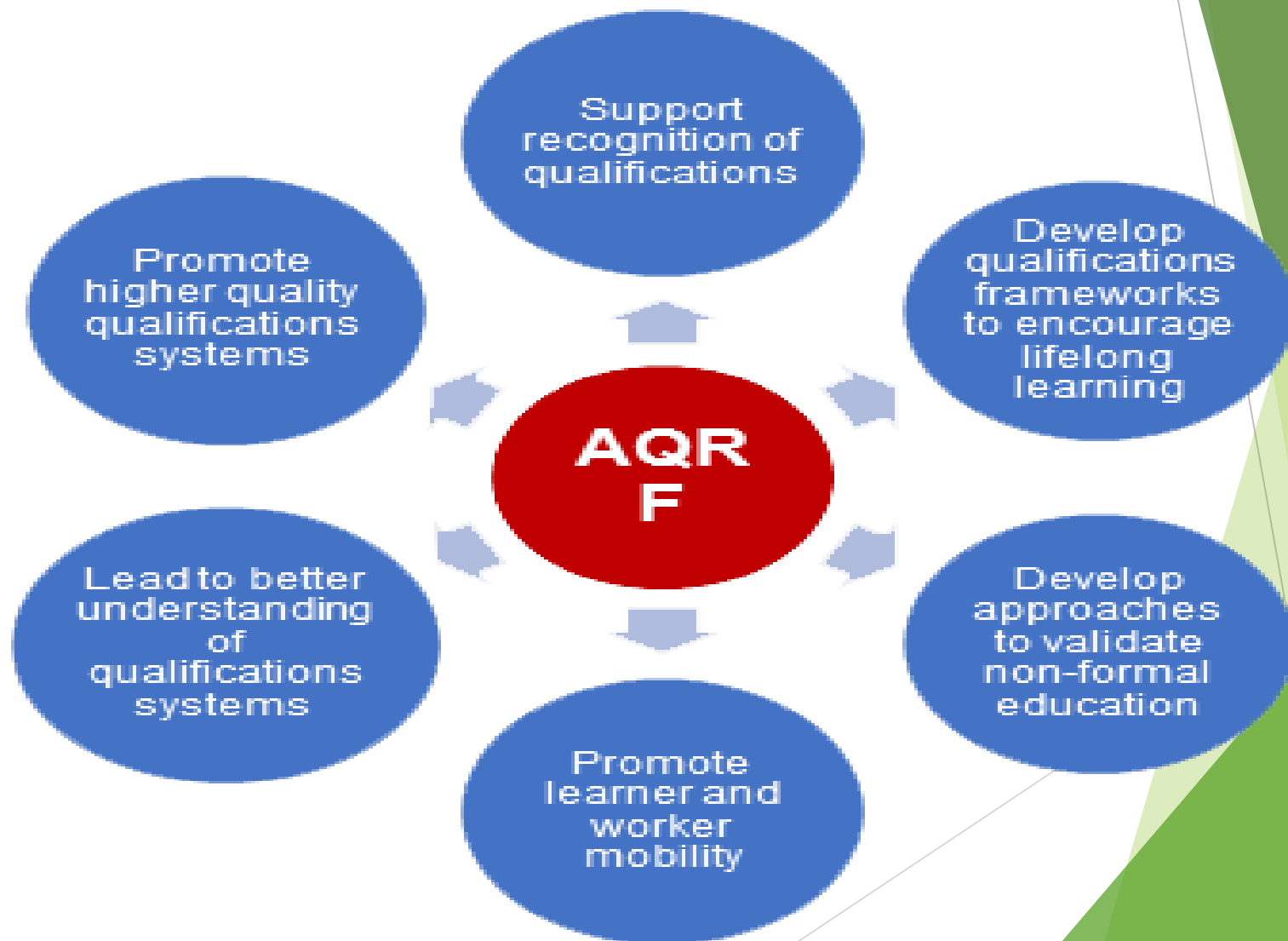
# ASEAN Qualifications Reference Framework (**AQRF**)

## SCOPE

The **AQRF** is a common regional reference framework, that functions as a device to enable **comparisons of educational qualifications** across ASEAN Member States.

The AQRF addresses **education and training sectors** (incorporates *informal, non formal and formal learning*) and the wider objective of **promoting lifelong learning**.

**AQRF** - will support and enhance each country's NQFs or Qualifications System while providing a mechanism to facilitate comparison, transparency and higher quality qualification systems





# ASEAN Qualifications Reference Framework (AQRF)

## 1. LEARNING OUTCOMES

- ▶ Emphasize **the results of learning** rather than focusing on inputs such as length of study and **support the transfer of qualifications**, including credit transfer and recognition of non-formal and informal learning.
- ▶ To facilitate the **linking of NQFs levels against the levels in the AQRF**, NQFs or Qualification Systems should have qualifications demonstrably based on learning outcomes.
- ▶ A **hierarchy of levels of complexity of learning** which use learning outcomes as the metric for the hierarchy.

**AQRF requires that the referencing process and report should demonstrate progress towards a learning outcomes approach. Learning outcomes are used to explain standards, to motivate people, to improve assessment and to report learning.**

# ASEAN Qualifications Reference Framework (AQRF)

## 2. LEVEL DESCRIPTORS

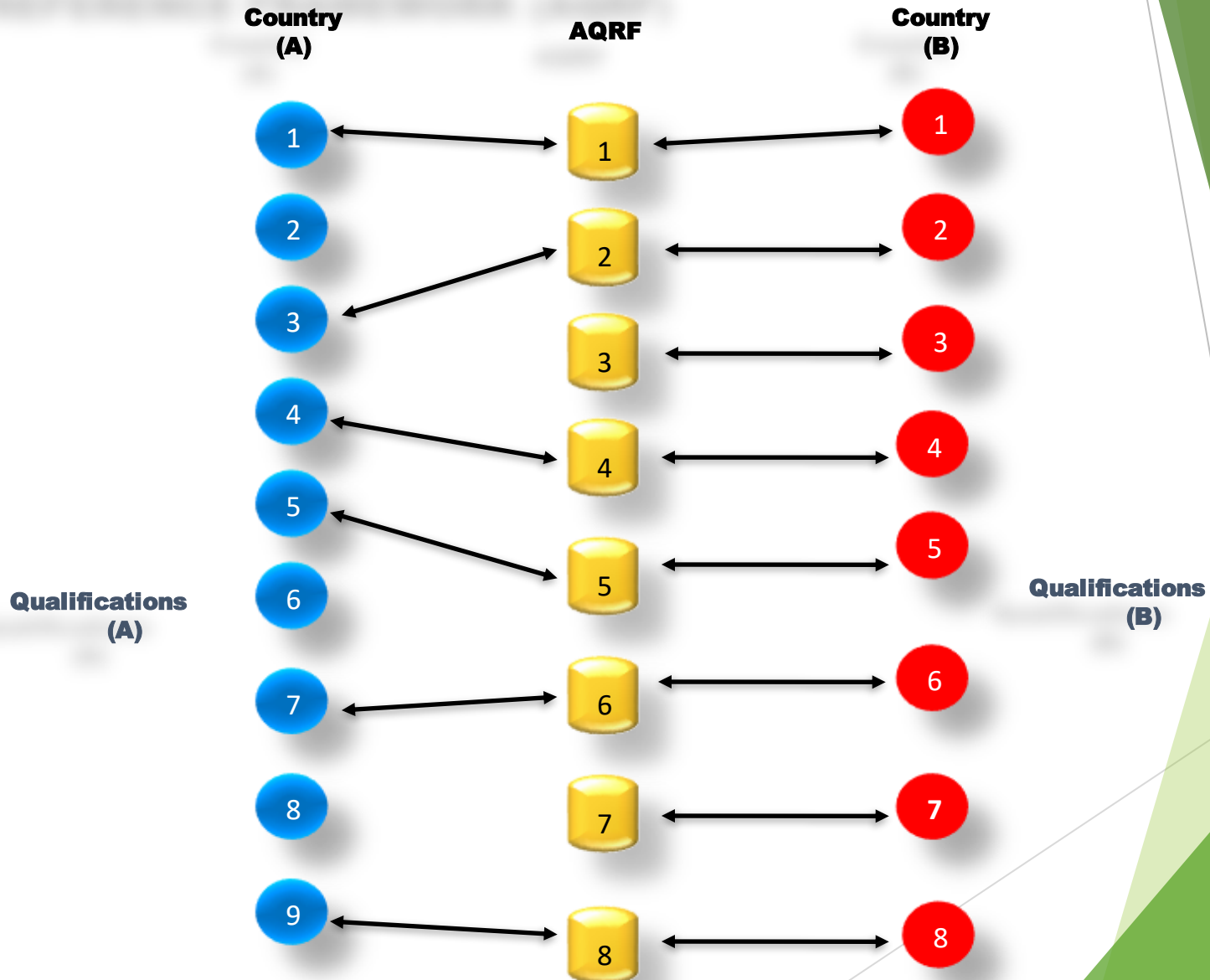
- Aim to provide a **reference point** for the **levels** in NQFs and Qualification Systems
- To facilitate the referencing process the AQRF is based on **broad level of descriptors**
- Has **8 levels of complexity** of learning outcomes expressed as descriptors

	Knowledge and skills	Application and Responsibility
LEVEL 4	<ul style="list-style-type: none"> <li>is technical and theoretical with general coverage of a field</li> <li>involve adapting processes</li> </ul>	<ul style="list-style-type: none"> <li>are generally predictable but subject to change</li> <li>involve broad guidance requiring some self direction, and coordination to resolve unfamiliar issues</li> </ul>
LEVEL 5	<ul style="list-style-type: none"> <li>is detailed technical and theoretical knowledge of a general field</li> <li>involve analytical thinking</li> </ul>	<ul style="list-style-type: none"> <li>are often subject to change</li> <li>involve independent evaluation of activities to resolve complex and sometimes abstract issues</li> </ul>
LEVEL 6	<ul style="list-style-type: none"> <li>is specialized technical and theoretical within a specific field</li> <li>involve critical and analytical thinking</li> </ul>	<ul style="list-style-type: none"> <li>are complex and changing</li> <li>require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues</li> </ul>

	Knowledge and skills	Application and Responsibility
LEVEL 7	<ul style="list-style-type: none"> <li>▪ is at the forefront of a field and show mastery of a body of knowledge</li> <li>▪ involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ are complex and unpredictable and involve the development and testing of innovative solutions to resolve issues</li> <li>▪ require expert judgement and significant responsibility for professional knowledge, practice and management</li> </ul>
LEVEL 8	<ul style="list-style-type: none"> <li>▪ is at the most advanced and specialised level and at the frontier of a field</li> <li>▪ involve independent and original thinking and research, resulting in the creation of new knowledge or practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ are highly specialised and complex involving the development and testing of new theories and new solutions to resolve complex, abstract issues</li> <li>▪ require authoritative and expert judgement in management of research or an organization and significant responsibility for extending professional knowledge and practice and creation of new ideas and or processes.</li> </ul>



# ASEAN QUALIFICATIONS REFERENCE FRAMEWORK (AQRF)



Criterion	
1	The structure of the education and training system is described.
2	The responsibilities and legal basis of all relevant national bodies involved in the referencing process are clearly determined and published by the main public authority responsible for the referencing process.
3	The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualifications system are transparent.
4	There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the AQRF.
5	The basis in agreed standards of the national framework or qualifications system and its qualifications is described.
6	The national quality assurance system(s) for education and training that refer(s) to the national qualifications framework or system are described. All of the bodies responsible for quality assurance state their unequivocal support for the referencing outcome.
7	The process of referencing has been devised by the main public authority and has been approved by the main stakeholders in the qualifications system.
8	People from other countries who are experienced in the field of qualifications are involved in the referencing process and its reporting.
9	One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the competent national bodies and shall address separately and in order each of the referencing criteria.
10	The outcome of referencing is published by the ASEAN Secretariat and by the main national public body.
11	Following the referencing process all certification and awarding bodies are encouraged to indicate a clear reference to the appropriate AQRF level on new qualification documents issued.



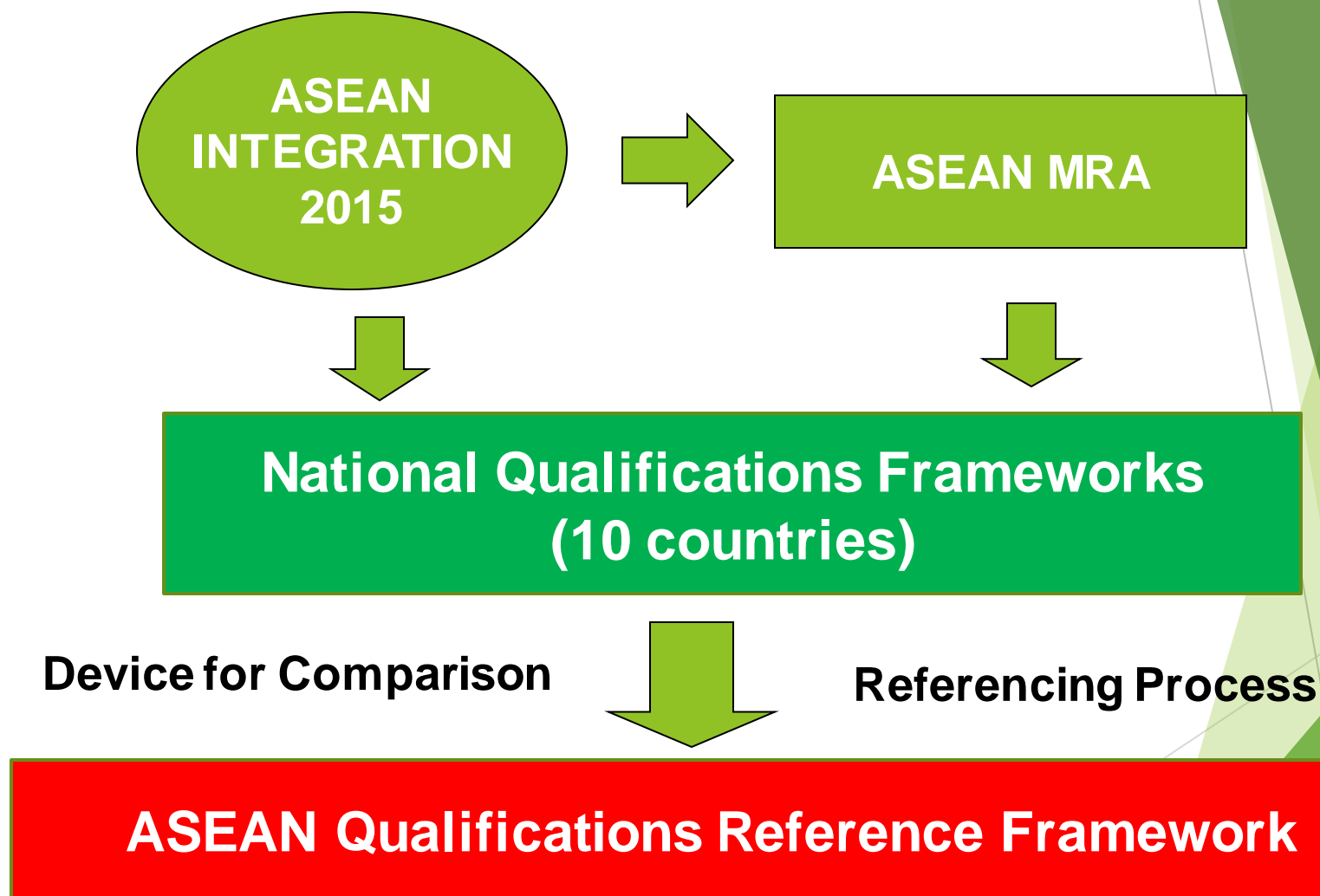


# Referencing Process

*From NQF to the AQRF*



# Regional Situation -





# Conceptual Framework





**THANK YOU  
FOR YOUR KIND  
ATTENTION!**