



# **ASEAN QUALIFICATIONS REFERENCE FRAMEWORK**

## **Its role in achieving the ASEAN Community Vision**

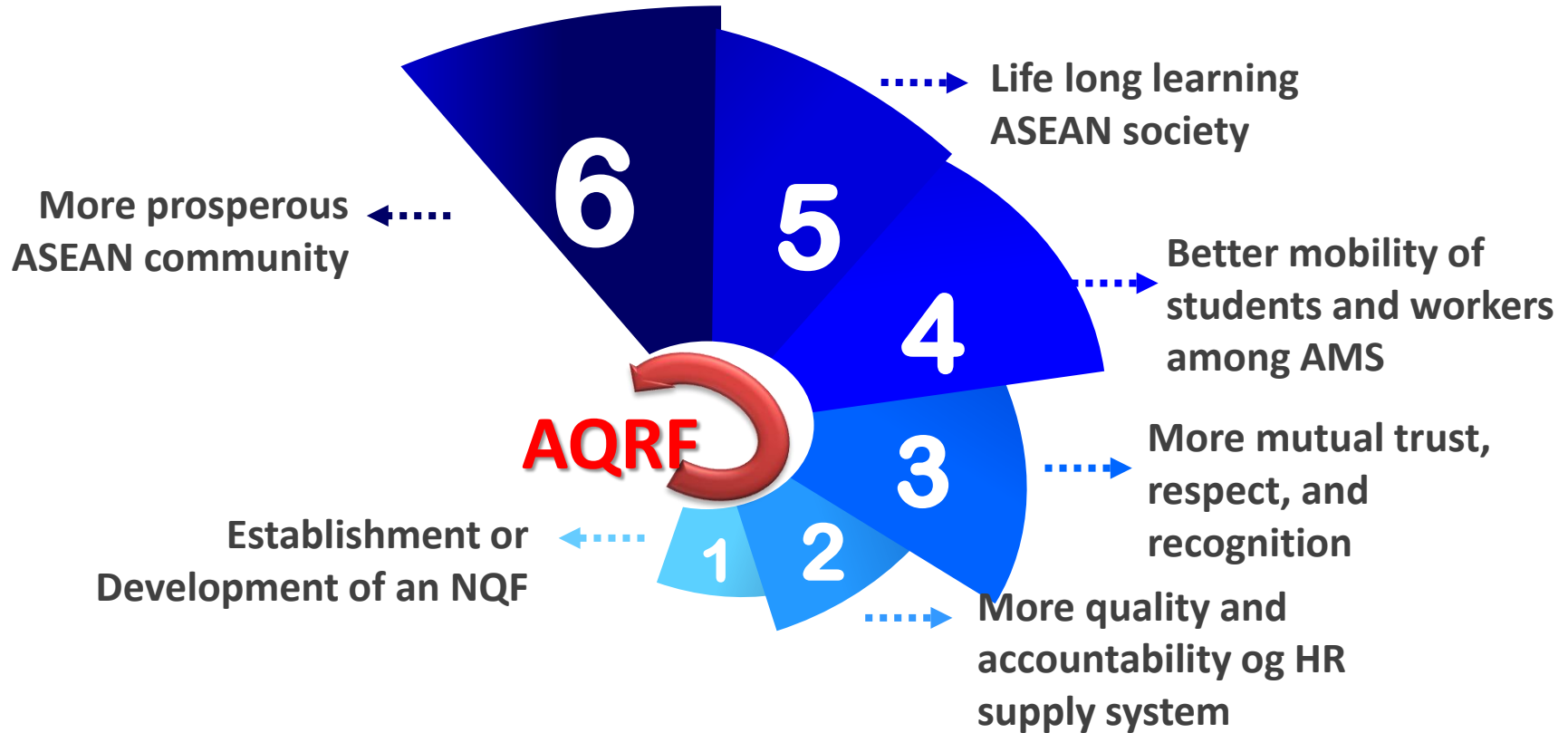
**Megawati Santoso, Ph.D**  
**Chairperson of the AQRF Committee**



# ASEAN QUALIFICATIONS REFERENCE FRAMEWORK

- 1. The objectives**
- 2. Main features**
- 3. Mechanisms**
- 4. Implementation Strategy**
- 5. Challenges**

# 1. The Objectives





## Specific *P*urposes

1. Communication platform for explaining AMS qualifications systems;
2. Facilitator of mutual support of the national qualifications systems in ASEAN and the Quality Assurance Framework
3. Facilitator of worker mobility and employment appropriate to the qualifications within ASEAN and beyond

Outcome:

**To build an ASEAN zone of trust that facilitate mutual recognition of jobs and skills qualifications in the ASEAN labor market and the mobility of persons.**

# ASEAN QUALIFICATIONS REFERENCE FRAMEWORK



## 2. Main Features

ASEAN Qualifications Reference  
Framework Committee

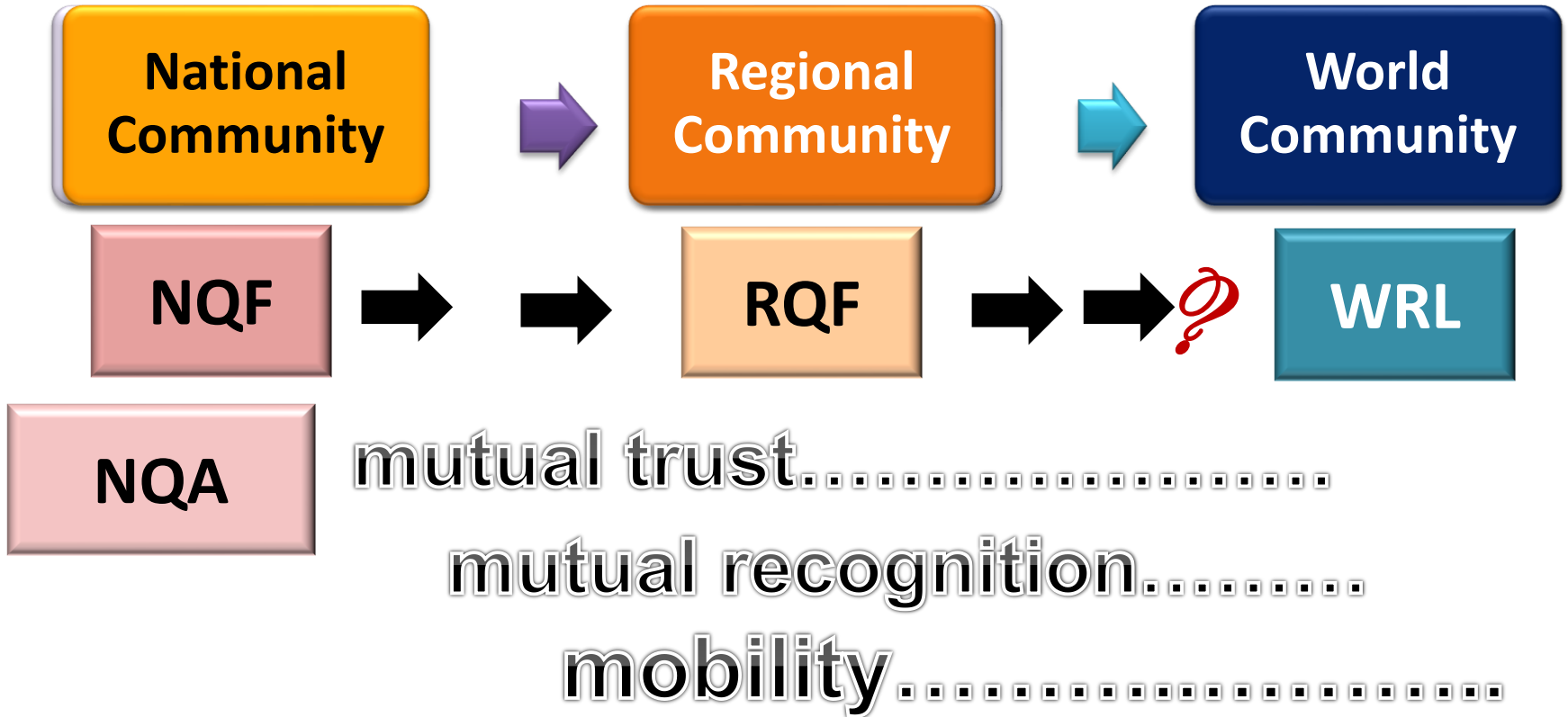
Level	Knowledge and skills	Application and Responsibility
	<i>Demonstration of knowledge and skills that:</i>	<i>The contexts in which knowledge and skills are demonstrated:</i>
<b>VIII</b>	<ul style="list-style-type: none"> <li>• is at the most advanced and specialized level and at the frontier of a 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 specialized 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 with a sustained commitment to management of research and significant responsibility for extending professional knowledge and practice and creation of new ideas and or processes.</li> <li>• high levels of management and leadership</li> </ul>
<b>VII</b>	<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	Knowledge and skills	Application and Responsibility
	<b><i>Demonstration of knowledge and skills that:</i></b>	<b><i>The contexts in which knowledge and skills are demonstrated:</i></b>
VI	<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>
V	<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>
IV	<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>

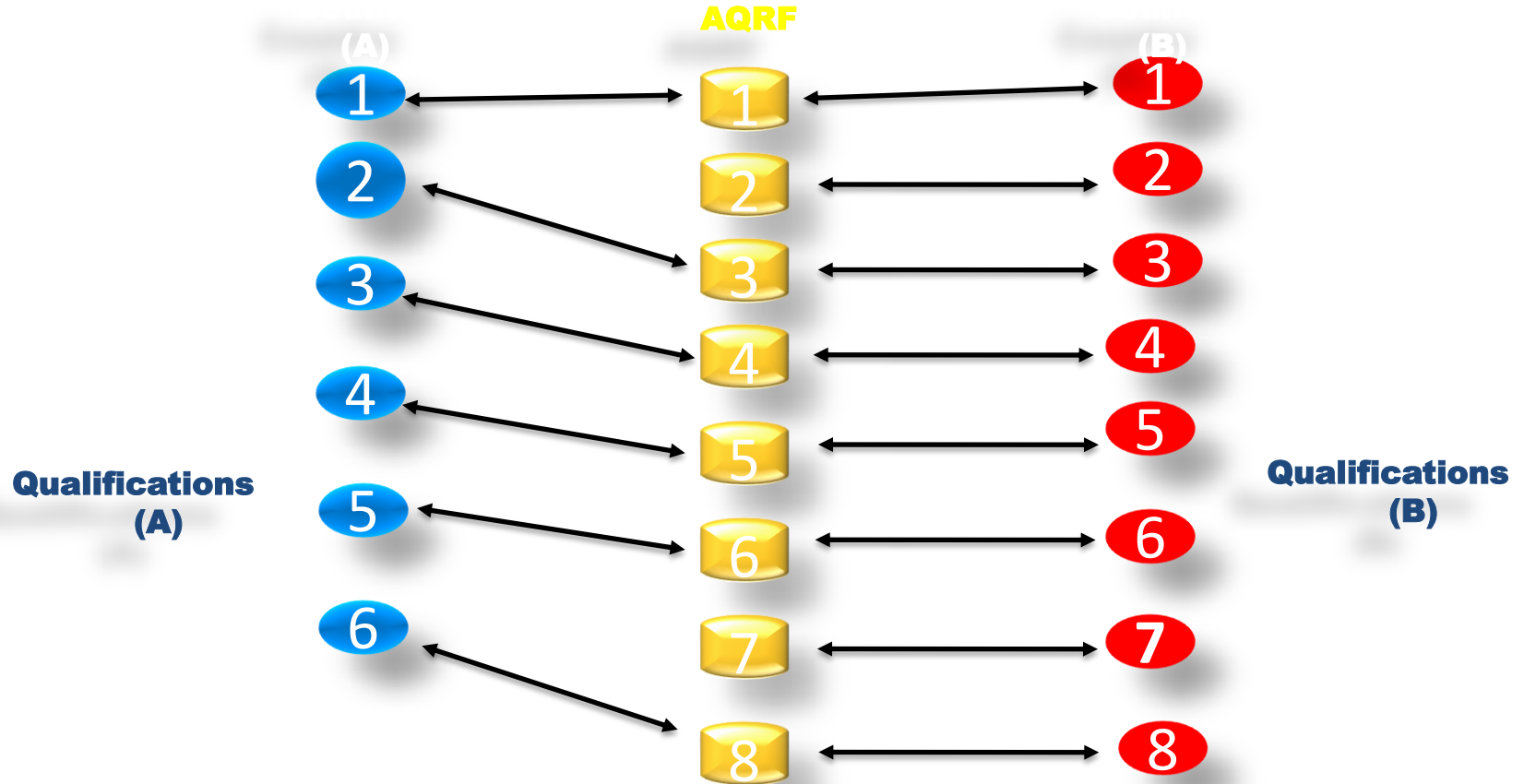
Level	Knowledge and skills	Application and Responsibility
	<b><i>Demonstration of knowledge and skills that:</i></b>	<b><i>The contexts in which knowledge and skills are demonstrated:</i></b>
III	<ul style="list-style-type: none"> <li>● includes general principles and some conceptual aspects</li> <li>● involve selecting and applying basic methods, tools, materials and information</li> </ul>	<ul style="list-style-type: none"> <li>● are stable with some aspects subject to change</li> <li>● involve general guidance and require judgement and planning to resolve some issues independently.</li> </ul>
II	<ul style="list-style-type: none"> <li>● is general and factual</li> <li>● involve use of standard actions</li> </ul>	<ul style="list-style-type: none"> <li>● involve structured processes</li> <li>● involve supervision and some discretion for judgement on resolving familiar issues</li> </ul>
I	<ul style="list-style-type: none"> <li>● is basic general</li> <li>● involve simple, straightforward and routine actions</li> </ul>	<ul style="list-style-type: none"> <li>● involve structured routine processes</li> <li>● involve close levels of support and supervision</li> </ul>



### 3. Mechanisms



# 4. Implementation Strategy



ISCED		INDONESIAN EDUCATION SYSTEM									
		LEVEL OF EDUCATION	PATH OF EDUCATION								
			FORMAL			NON-FORMAL		INFORMAL			
Early Childhood	0	Early Childhood Education	Kindergarten			Playgroup, Child Care Center, & Similar ECE Units		RPL System	Community Homeschooling	Single & Compound Homeschooling	Other various unstructured learning obtained through direct personal interactions with family members or the environment, including other society members and nature, as well as self-learning through available sources of knowledge, self-experimentation, and self-training
Primary	1	Basic Education	Primary School (Grades 1-6)			A Program					
Lower Secondary	2		Junior Secondary School (Grades 7-9)			B Program					
Upper Secondary	3	Secondary Education	Senior Secondary School (Grades 10-12)	3-year Vocational Secondary School (Grades 10-12)	4-year Vocational Secondary School (Grades 10-13)	C Program		Job Training Courses	Work Experiences		
Post-secondary Non-tertiary	4	1-year Diploma (Diploma 1)									
Short-cycle Tertiary	5	2-year Diploma or Associate Degree									
Bachelor or Equivalent	6	Higher Education	3-year Diploma or Bachelor								
			Bachelor of Honors		Professional Bachelor						
			Profession								
Master & Applied Master			Specialist								
Master or Equivalent	7										
Doctor or Equivalent	8	Doctor & Applied Doctor		Sub-specialist							



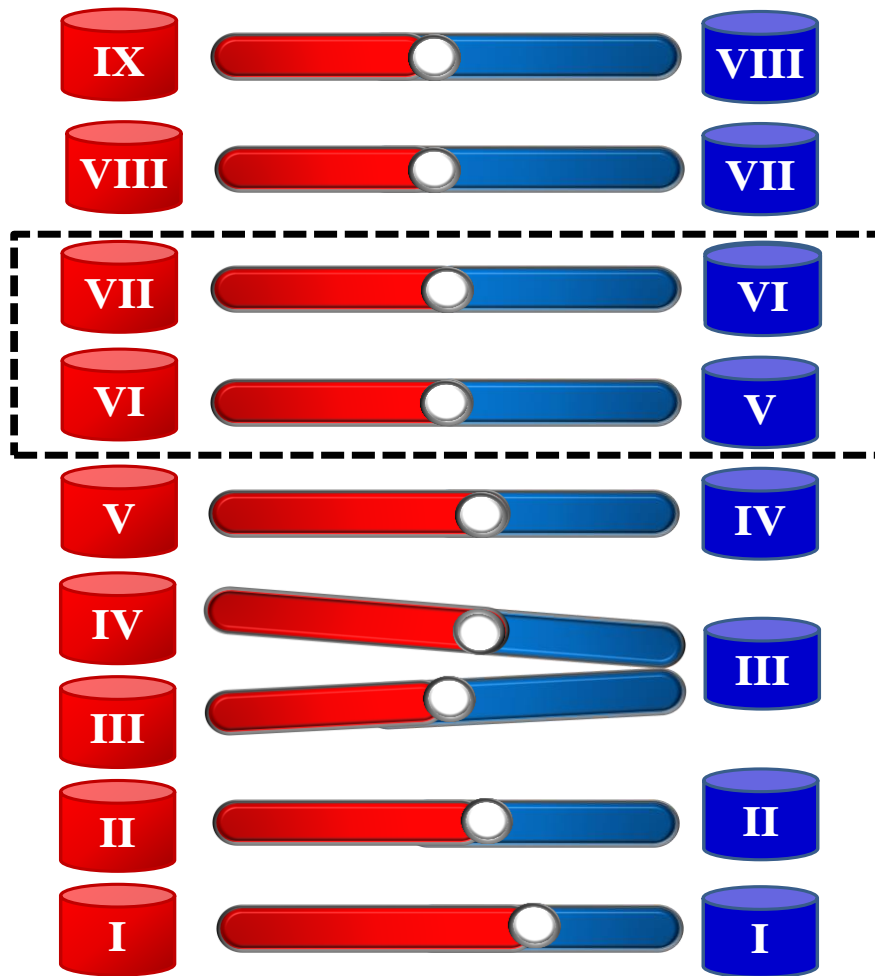
**AQRF DOMAINS**



**IQF DOMAINS**



INDONESIAN  
QUALIFICATIONS  
FRAMEWORK  
(IQF)



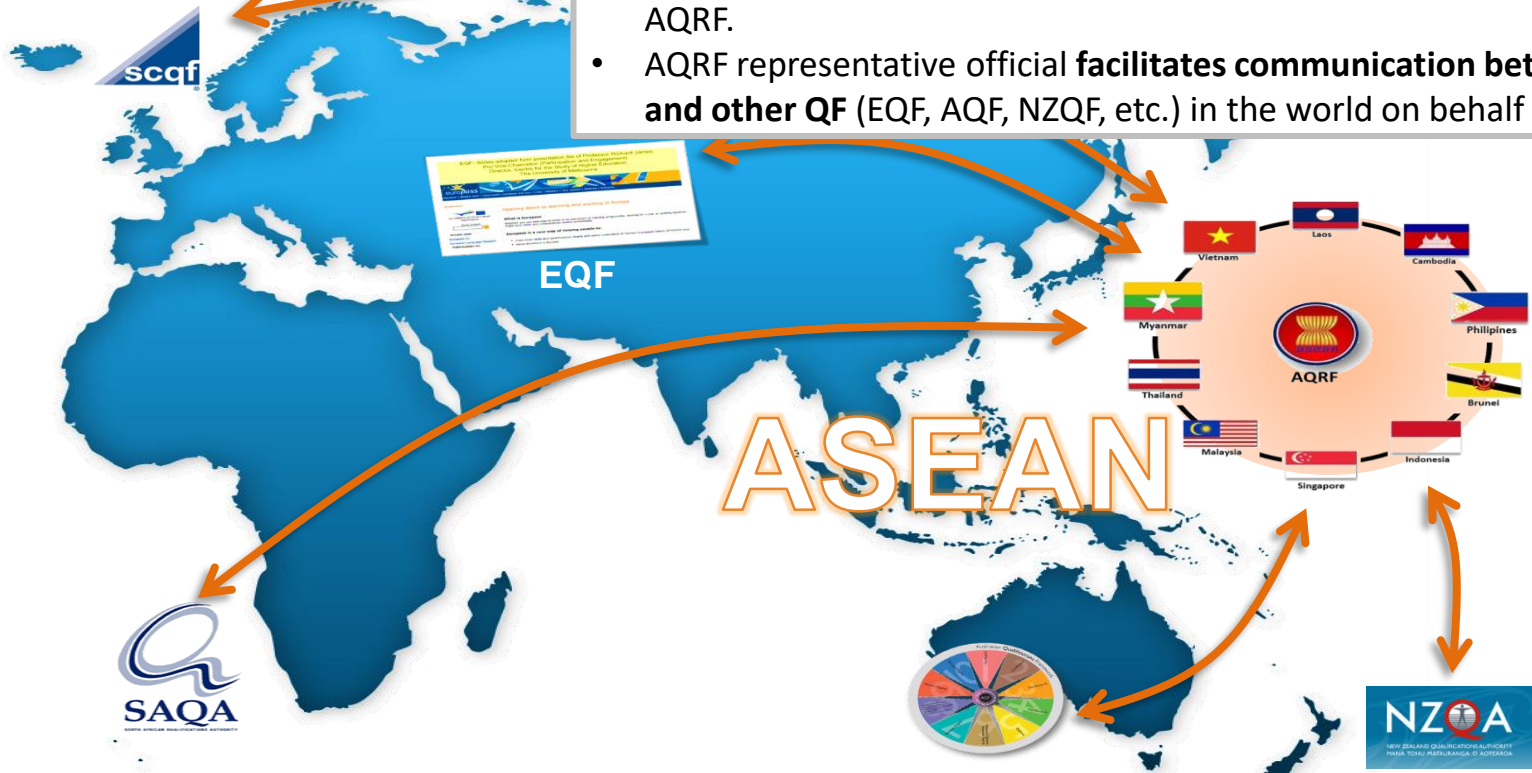
ASEAN  
QUALIFICATIONS  
REFERENCE  
FRAMEWORK

## Criteria 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 certificates, diplomas issued.



- AQRF should have a **official representative** in each member state
- AQRF official representative acts as a voting member in AQRF Board and **coordinating agency for local NQF and stakeholders** in relation with the AQRF.
- AQRF representative official **facilitates communication between local NQF and other QF (EQF, AQF, NZQF, etc.)** in the world on behalf of AQRF Board



**To be discussed in the Next Workshop: Office of the AQRF Board**



## 5. Challenges

**Diversity and disparities**



**NQF, QA System and Agency**



**Mutual trust, mutual recognition, mobility.....**



Type  
Supply S

Type 3  
Neutral  
reference for  
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Demand sides

Type 2  
and Side

MQF Level	Minimum Graduating Credit	Academic Sector	TVET Sector
8	No credit rating	PhD by Research	
	80	Doctoral Degree by Mixed Mode & Coursework	
7	No credit rating	Master's by Research	
	40	Master's by Mixed Mode & Coursework	
	30	Postgraduate Diploma	
	20	Postgraduate Certificate	
6	120	Bachelor's degree	
	66*	Graduate Diploma	
	36*	Graduate Certificate	
5	40	Advanced Diploma	5
4	90	Diploma	4
3	60	Certificate	3
2	30	Certificate	2
1	15	Certificate	1

\* Inclusive of 6 credits from general studies subjects.

## Malaysia Qualifications Framework

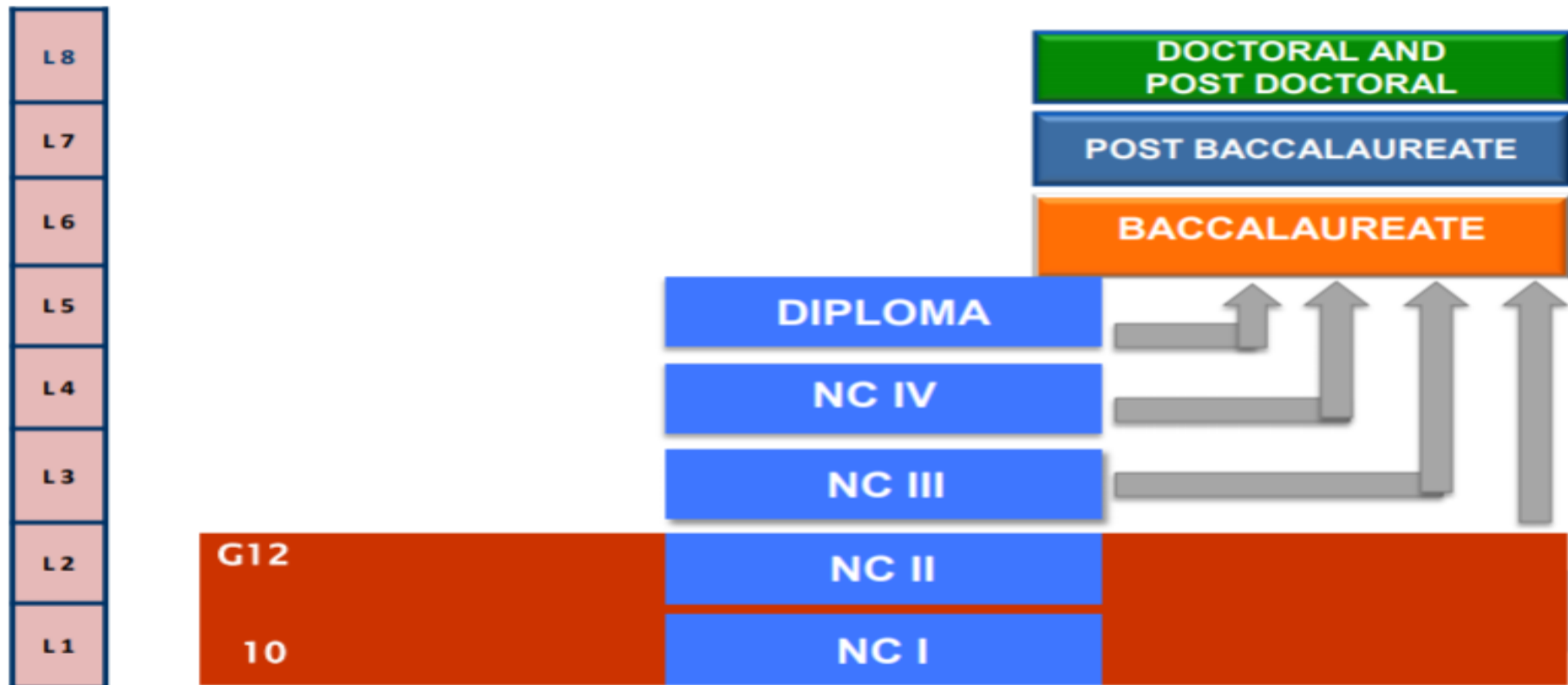
# THE PHL QUALIFICATIONS FRAMEWORK

(Approved by the NEDA SDC-Cabinet on May 18, 2012)

**BASIC ED**

**TESD**

**HIGHER EDUCATION**



# Thailand Qualifications Framework

These three components come together in a framework structure as shown in the following table.

Levels	Minimum Credits	Domains of Learning Outcomes				
		Ethical and Moral Development	Knowledge	Cognitive Skills	Interpersonal Skills and Responsibility	Analytical and Communication Skills
1. Advanced Diploma	90	XX	XX	XX	XX	XX
2. Bachelor	120 150 180	XXX	XXX	XXX	XXX	XXX
3. Grad Dip	24 after bachelor		XXXX	XXXX	XXXX	XXXX
4. Master	36 after Bachelor	XXXXXX	XXXXX	XXXXX	XXXXX	XXXXX
5. Higher Graduate Diploma	24 after Master		XXXXXX	XXXXXX	XXXXXX	XXXXXX
5. Doctor	48 after Master, or 72 after Bachelor		XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX

## NATIONAL QUALIFICATIONS FRAMEWORK OF THAILAND

LEVEL	QUALIFICATIONS TITLES
9	Doctoral Degree
8	Higher Graduate Diploma
7	Master's Degree
6	Graduate Diploma
5	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)

## Type 2

SkillsFuture Singapore believes in making WSQ practical and flexible to help Singapore's workforce adapt, grow and develop. WSQ does this by offering bite-sized training modules to enable learning at the individual's own pace. Upon completion of each module, a Statement of Attainment (SOA) will be awarded. Relevant SOAs can be accumulated to achieve full WSQ Qualification.

The different levels of WSQ qualifications are as follows:

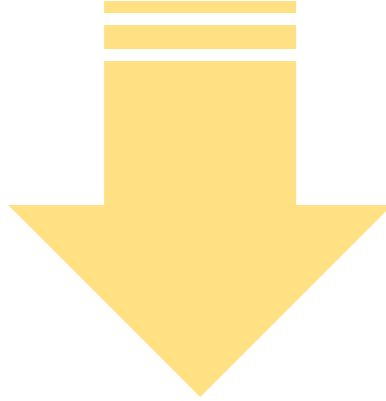


**End user  
qualifications**

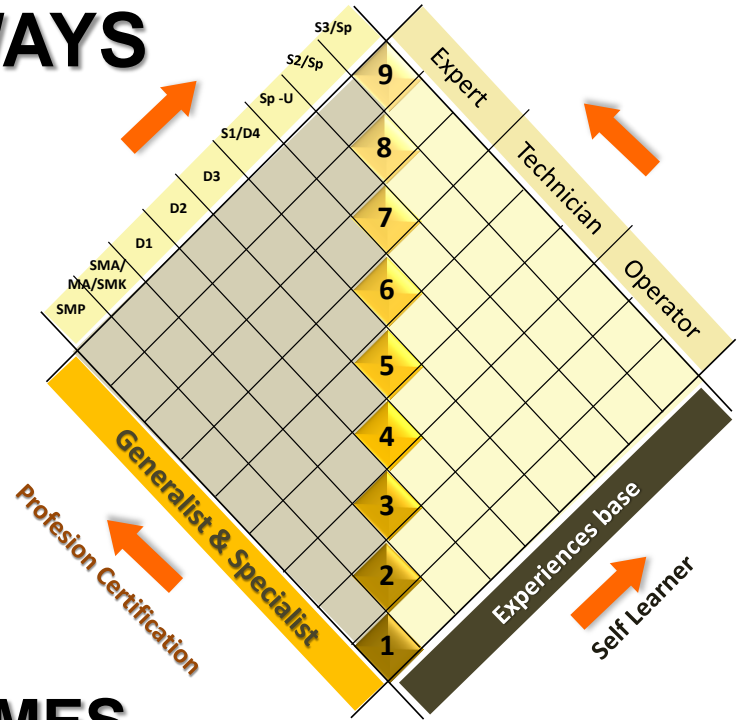
# TYPE 3 : Indonesian Qualifications Framework



## DIFFERENT PATHWAYS



## Well defined OUTCOMES





## **ALL FOR ASEAN**

**Brunei and Cambodia  
Indonesia and Laos  
Malaysia - Myanmar -  
Philippines  
Singapore - Thailand and  
Vietnam**

**We come - We Join**

**We are together**

**We learn - We love - We believe  
in each other**

**We sing - We play - We convey  
our culture**

**We are all for ASEAN**

**Channarong Pornrungjoy (1994)**





**THANK YOU**

Inputs can be mailed to  
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