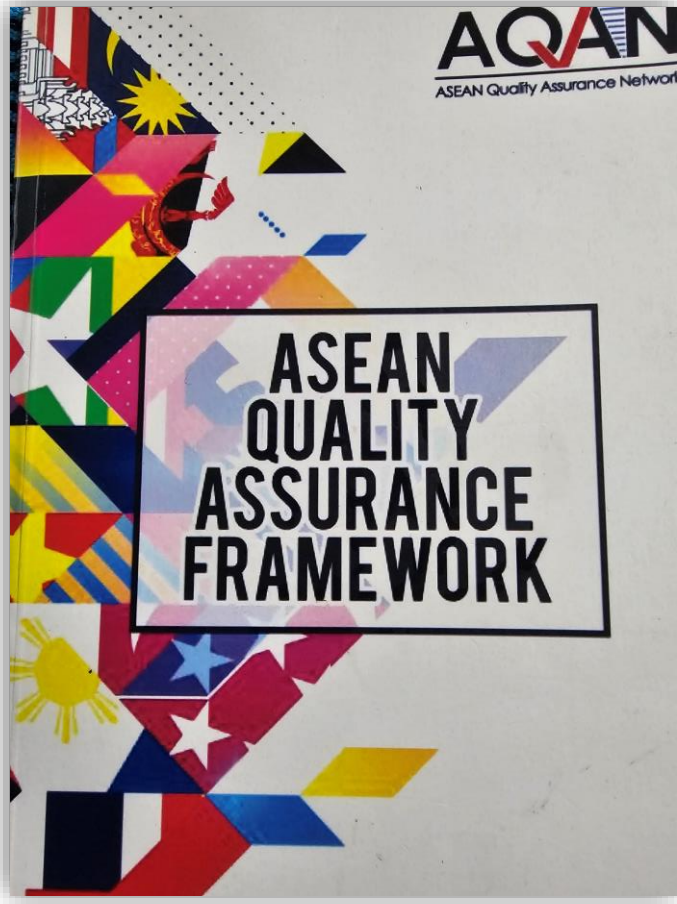


ASEAN QUALITY ASSURANCE FRAMEWORK (AQAF)



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HAQAA3 EQA training - 31 January 2025

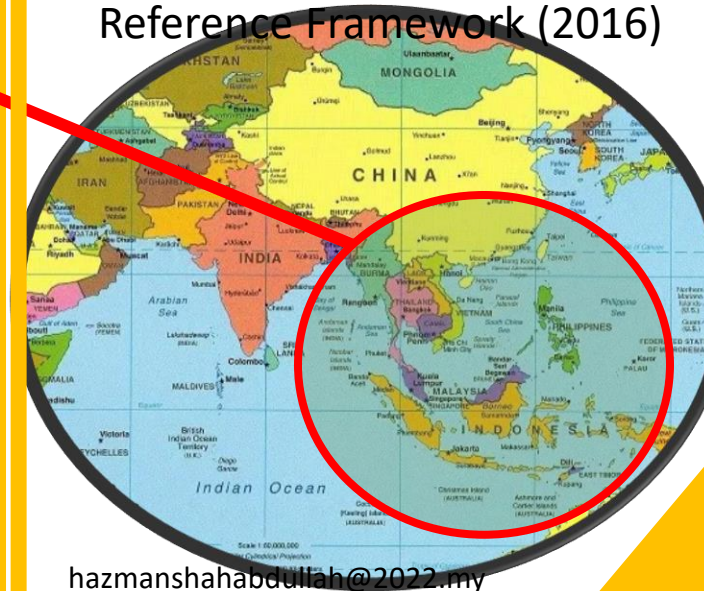
ASEAN

Association of Southeast Asian Nations



Basic Facts

- ASEAN established in 1967 as a Political and Economic Community
- ASEAN economy 3.7 trillion USD
- 660 mln population
- GER ranges from 15 to 80%
- 8000 HEIs. 9 HEIs in top 50 in QS World University, Asia
- 12 mln tertiary students
- ASEAN Quality Assurance Framework (2014)
- ASEAN Qualifications Reference Framework (2016)





Fact Sheet

**Established
by National
QA Bodies**

2008

**Recognised
Entity of
ASEAN**

2016

- Promote development of quality assurance practices among ASEAN EQAAs.
- Be a collective voice of quality assurance
- Custodian of AQAF

Members

17

Affiliates

5

Governance

General Assembly

**Rotating Chair between 10
ASEAN national EQAAs**

Executive Committee

4

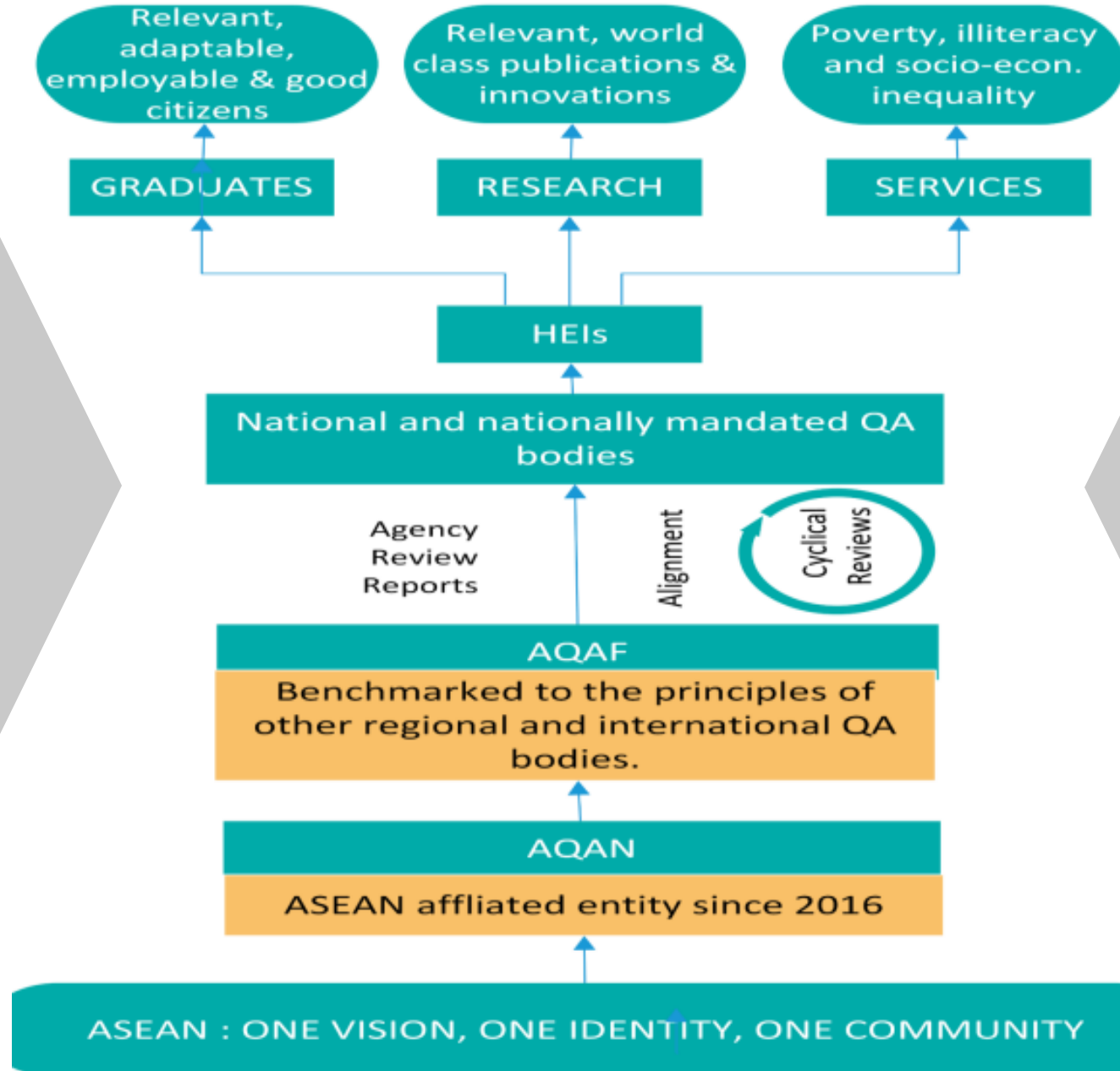
Questions

- 1 Why AQAF?
- 2 What is AQAF?
- 3 Why is it important?
- 4 How does it work?



Why is AQAF?

AQAF, 2014



Regional integration requires harmonisation of HE policies and practices around a set of globally recognised principles to create a zone of trust to promote recognition of qualifications and mobility of students, staff and professionals.

Solutions: Strengthen the quality of the HEIs – governance, quality, innovation, agility and accountability

Problem: ASEAN HEIs are not performing to expectations. Differential performance within and between members.

Aspiration: HE which can support the social, cultural, economic and political aspirations of the ASEAN Community



What is AQAF?

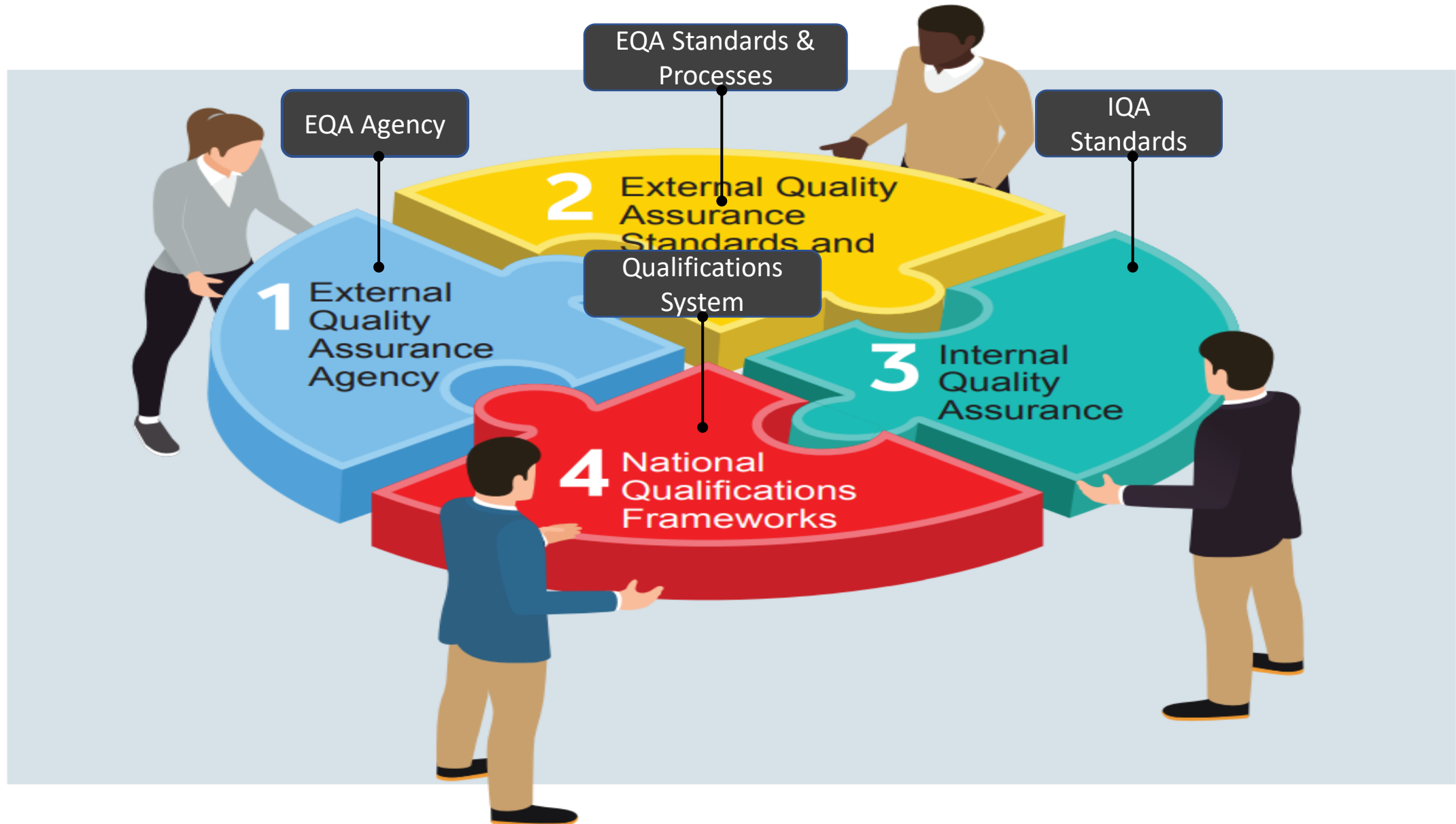
What is AQAF...2?

It is an indigenous quality assurance framework developed consensually by ASEAN national EQAAs as a reference for enhancing QA.

It is a set of principles covering four key aspects of the national quality assurance system – EQA agencies, Standards and Guidelines, HEIs and NQF.

It can be used as a benchmark for the EQA bodies, their standards and guidelines, the IQA amongst the HEIs and the implementation of NQFs.

AQAF : The 4 Quadrants

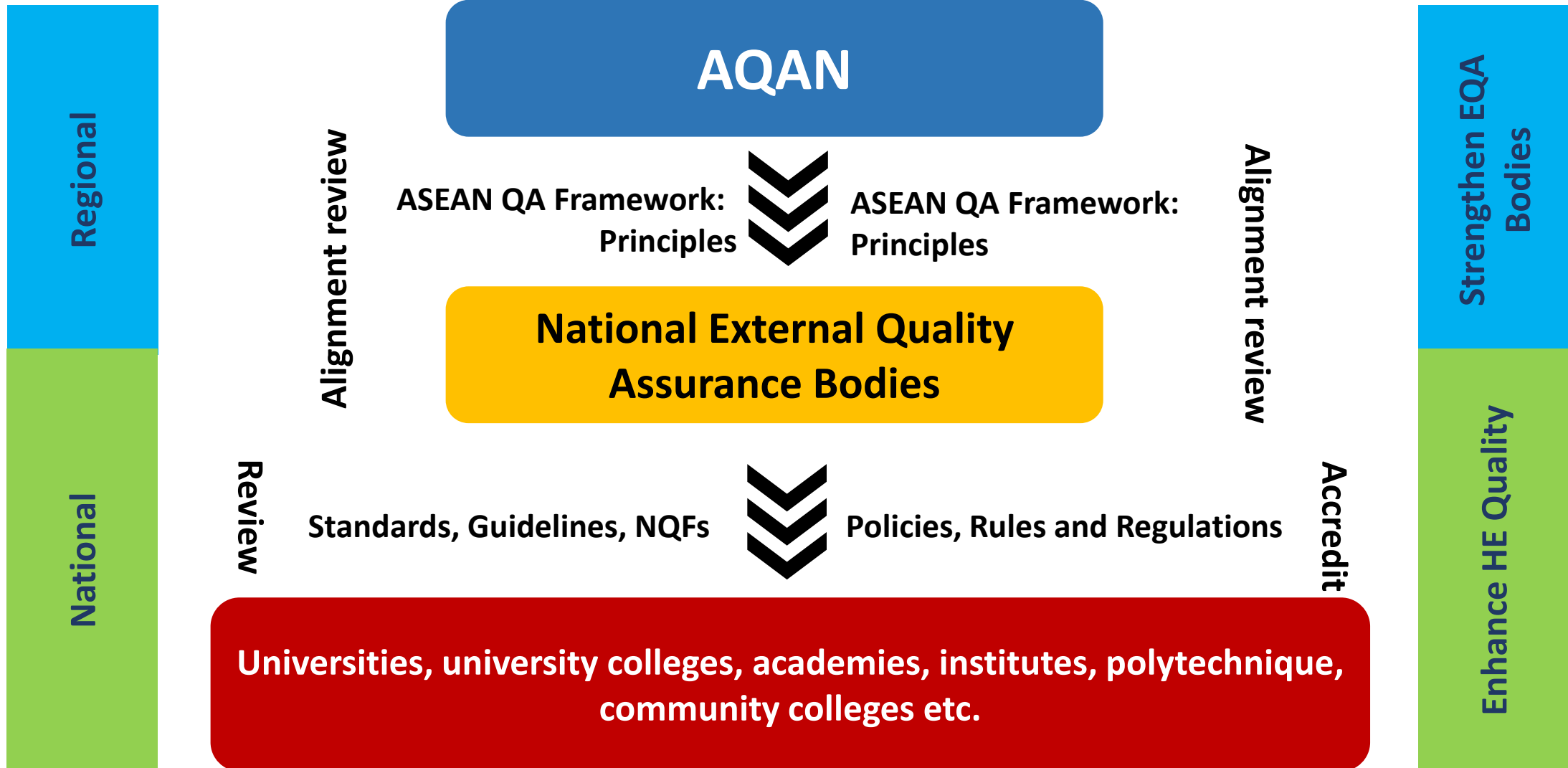


AQAF: A Unique Regional QA Framework

- **Quadrant 1 (External Quality Assurance Agencies)** examines the establishment and systems of the EQAA and operational capacity
- **Quadrant 2 (External Quality Assurance Standards & Processes)** focuses on the quality assurance policies and systems as determined and practiced by the EQAA for higher education institutions, including requirements for internal quality assurance to be practised by HEIs;
- **Quadrant 3 (Internal Quality Assurance)** flows from Quadrant 2 and is focused on the need of institutions for constructing and institutionalising an internal quality assurance system, which is also part of the quality assurance standard set by EQAA. This is in congruence with developments in quality assurance practices to enhance the IQA of institutions.
- **Quadrant 4 (National Qualifications Framework)** sets the requirements for national qualifications frameworks particularly addressing learning outcomes, credit systems, and lifelong learning within a quality assurance system to ensure its effective implementation.

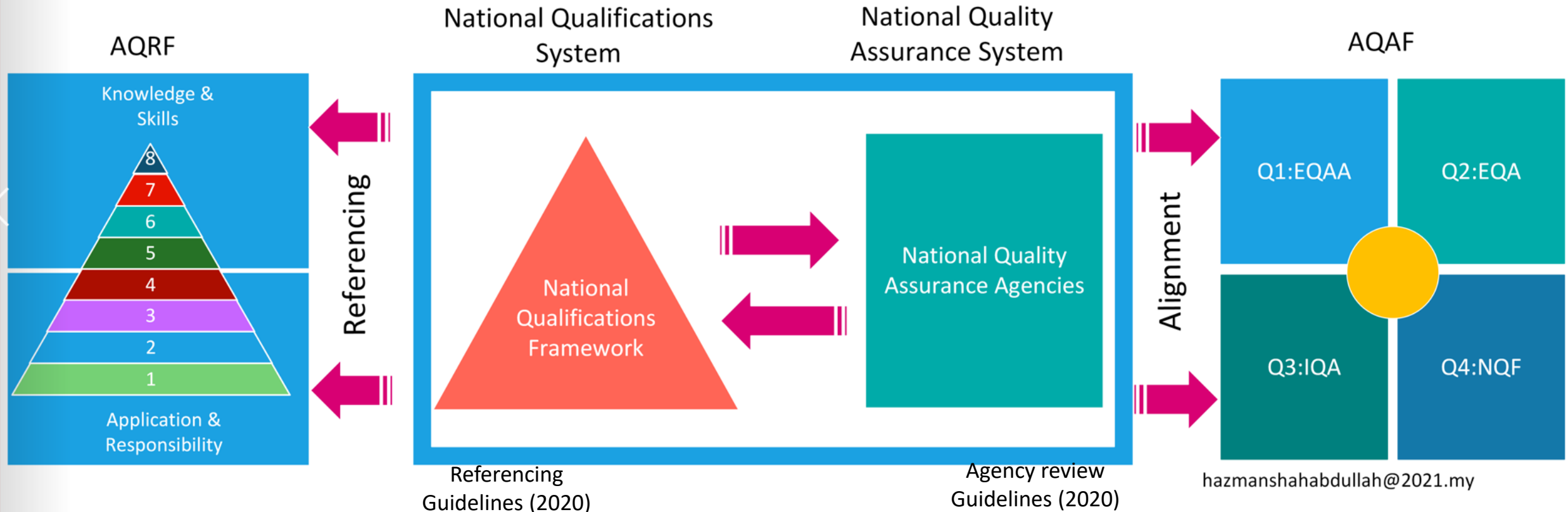


What is AQAF?

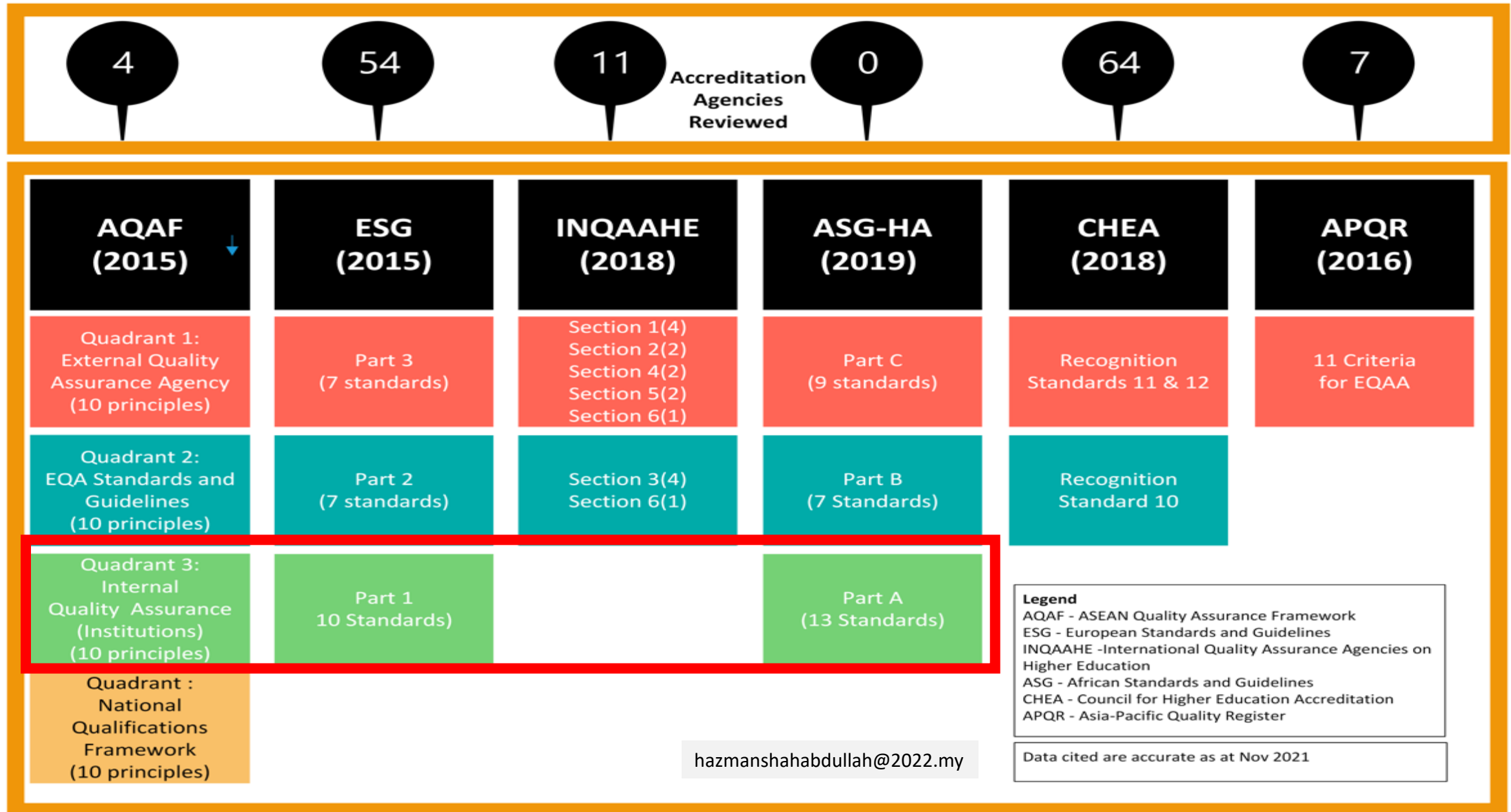


AQAF and AQRF: Creating a Zone of Trust in SEA

Recognised and Trusted Qualifications



AQAF Q3: Institutional IQA – A Global Comparison



AQAF Quadrant 1: EQAA

#	Principles
1	The EQAA must have mission and goals /statements.
2	The EQAA has an established legal basis and is formally recognised and trusted by competent public authorities in its home country.
3	The EQAA has autonomous responsibility for its operations, and its decision-making processes and judgement are free from undue influence .
4	The EQAA has a standard and transparent system for appointing or electing members of the Board .
5	The EQAA's policies and management practices are based on good governance , transparency, and accountability.
6	The EQAA keeps abreast with new developments and innovations in quality assurance as part of its internal continuous improvement system.
7	The EQAA has sufficient and adequate resources .
8	The EQAA collaborates with key stakeholders , both nationally and internationally.
9	The EQAA has a reliable system for controlling, auditing, and assessing all processes of its operation.
10	The EQAA keeps the public informed of its current policies , procedures, criteria, standards, and assessment results.

AQAF Quadrant 1: EQAA – A Narrative Summary

The EQAA is a recognised legal entity (1.2) with clear VMGs (1.1) which operates autonomously, makes independent decisions (1.3), whose governance represents relevant stakeholders (1.4) and the management is structured, transparent (1.10, 1.5) and accountable (1.5) with adequate resources (1.7) to support defined operations which are regularly audited (1.9) and enhanced in keeping with new developments in QA (1.6) through active national and international collaborations (1.8).

AQAF Quadrant 2: Standards & QA Processes

#	Principles
1	Interest of the students and society should be at the forefront of external quality assurance processes.
2	Standards must be comparable to international good practices and related to internal quality assurance of higher education institutions.
3	Development of standards must involve participation of relevant stakeholders to meet current needs and demands.
4	Standards must be made publicly available and applied consistently with due regard for cultural diversity.
5	The process normally includes a self-assessment report (SAR) of the programme or institution, a site visit, feedback, a formal decision, and follow-up procedures.
6	Assessment must be objective, fair, and transparent and be conducted within an appropriate time frame.
7	The EQAA provides appropriate training at regular intervals for development of reviewers .
8	The EQAA ensures professionalism and the ethical conduct of its reviewers.
9	Quality assurance activities and processes are assessed on a cyclical basis to promote continuous improvement .
10	An appeal mechanism is established and accessible to all.

AQAF Quadrant 2: Standards and QA Processes– A Narrative Summary

The standards must be developed with the stakeholders (2.3) to protect students and society (2.1), be publicly available (2.4), globally comparable (2.2) consistently applied (2.4) through an objective, fair and cyclical assessment process (2.6) which involves self-review, site-visits, peers reviews and decisions (2.5) based on a panel of trained, independent (2.7) and professional (2.8) assessors whose judgement and eventual decision is open to appeal (2.10). The whole process must be reviewed regularly for enhancement (2.9).

AQAF Quadrant 3: Internal Quality Assurance

#	Principles
1	The institution has primary responsibility for quality.
2	Quality assurance promotes the balance between institutional autonomy and accountability .
3	Quality assurance is a participatory and cooperative process across all levels incorporating involvement of academic staff, students, and other stakeholders.
4	A quality culture underpins all institutional activities including teaching, learning research, services, and management
5	A structured and functional internal quality assurance system with clearly defined responsibilities is established.
6	The quality system is promulgated and supported by the top management to ensure effective implementation and sustainability.
7	Sufficient resources for establishing and maintaining an effective quality system within the institution should be provided.
8	The institution should have formal mechanisms for approval, periodical reviews and monitoring of programmes and awards.
9	Quality is regularly monitored and reviewed for purposes of continuous improvement at all levels.
10	Relevant and current information about the institution, its programmes, achievements, and quality processes is accessible to the public .

AQAF Quadrant 3: Internal Quality Assurance – A Narrative Summary

Every university as an autonomous social institution (to varying degrees) is primarily responsible and accountable (3.1, 3.2) for its quality through structured IQA function and mechanisms (3.5) which is well supported and resourced by the leadership (3.6, 3.7) with the participation and involvement of the internal and external stakeholders (3.3) evincing a quality mindset (3.4) which calls for systematic continual reviews and enhancement of its programmes, research and service (3.8, 3.9) about which credible information is provided to the public (3.10).

AQAF Quadrant 4: National Qualifications Framework

#	Principles
1	NQF facilitates the progressive nature of learning and training with the inclusion of recognition of prior learning.
2	NQF supports student and workforce mobility through recognition of qualifications including lifelong learning.
3	NQF is based on learning outcomes that emphasize student-centered learning and student competencies.
4	NQF supports consistency, transparency and flexibility of learning pathways and progression.
5	NQF is generally defined by levels, descriptors and can be based on a credit system .
6	NQF must be support by relevant national policies .
7	Stakeholders must be consulted and actively involved in the development and implementation of the NQF
8	The implementation of NQF is o be carried out by an authorised body and supported by a set of agreed quality assurance principles and standards.
9	NQF is dynamic and should be reviewed to meet the changing needs and developments.
10	NQF should be complemented by an authorized information center .

AQAF Quadrant 4: National Qualifications Framework – A Narrative Summary

The NQF which describes transparently (4.4) the progressive levels of learning and training in terms of student learning outcomes and credits (4.3, 4.5) including prior and lifelong learning (4.1), and the different pathways into qualifications must be consultatively developed, (4.7) reviewed periodically (4.9) and implemented by an authorised body (4.8) with supporting national policies (4.6) and QA standards and guidelines culminating in a national (qualifications) information centre (4.10) to promote students and workforce mobility (4.2).



Why is it Important?

Why is it AQAF important?

It is an indigenous regional quality assurance framework developed consensually as a reference for enhancing QA in SEA nations.

It is a set of principles covering four key aspects of the national quality assurance system – QA agencies, standards and guidelines, HEIs and NQF

It can be used to assess the QA bodies, their standards and guidelines, the IQA amongst HEIs and the implementation of NQFs.

Why is AQAF Important...2?

Provides a **common set of QA core principles** that mirror good international practices and values to serve as benchmarks and neutral reference points for national quality assurance bodies and systems.

1

An **aspirational framework, development-oriented, inclusive**, and aimed at facilitating an incremental improvement in the EQAAs that are AQAN members.

2

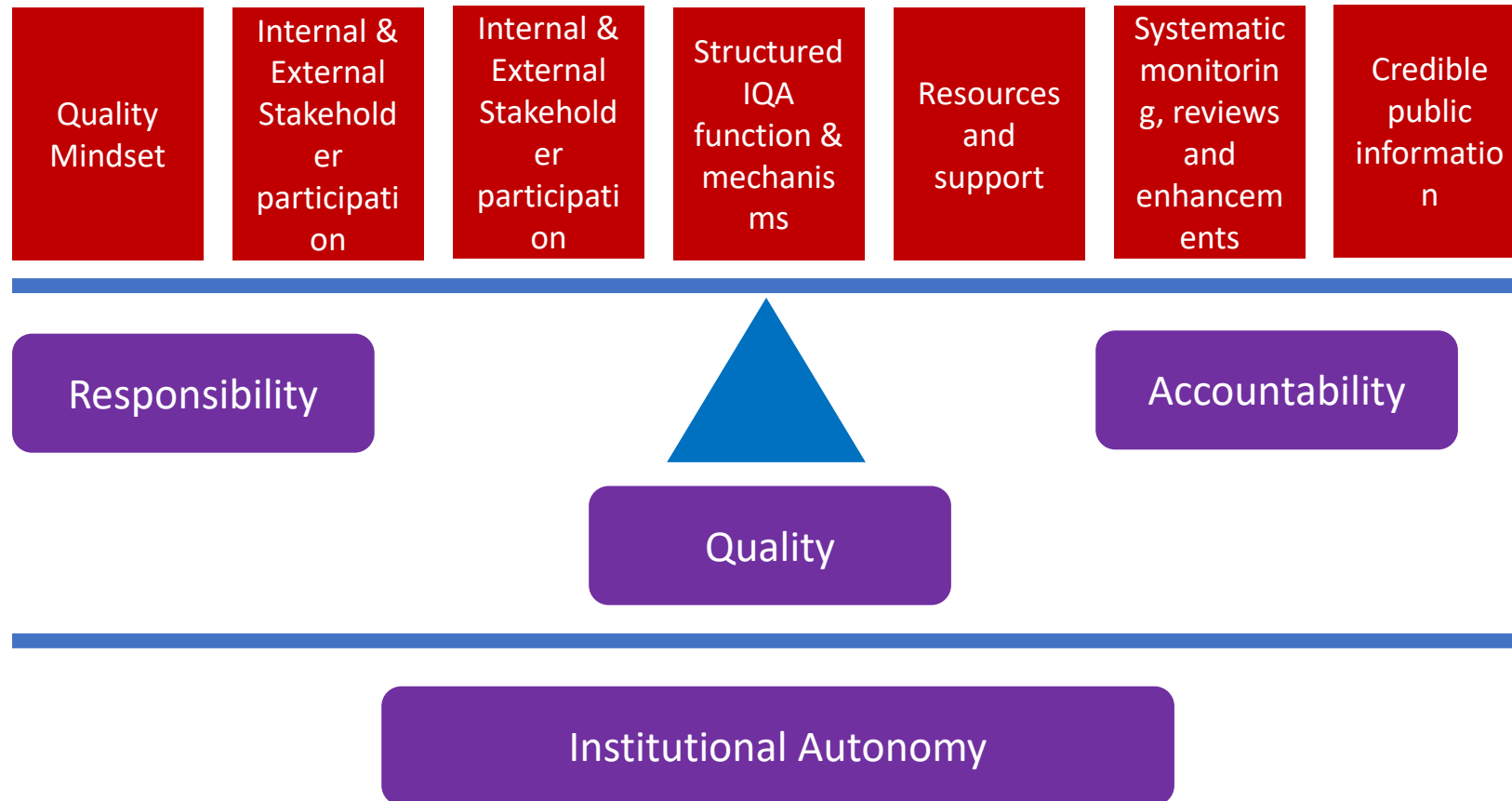
Guides the creation of new EQAAs or provides benchmarks for external reviews of EQAAs, be they organisational reviews for continuous quality improvement or external reviews for public accountability.

3

Tool to promote **harmonisation by establishing a common higher education space** in South East Asia.

4

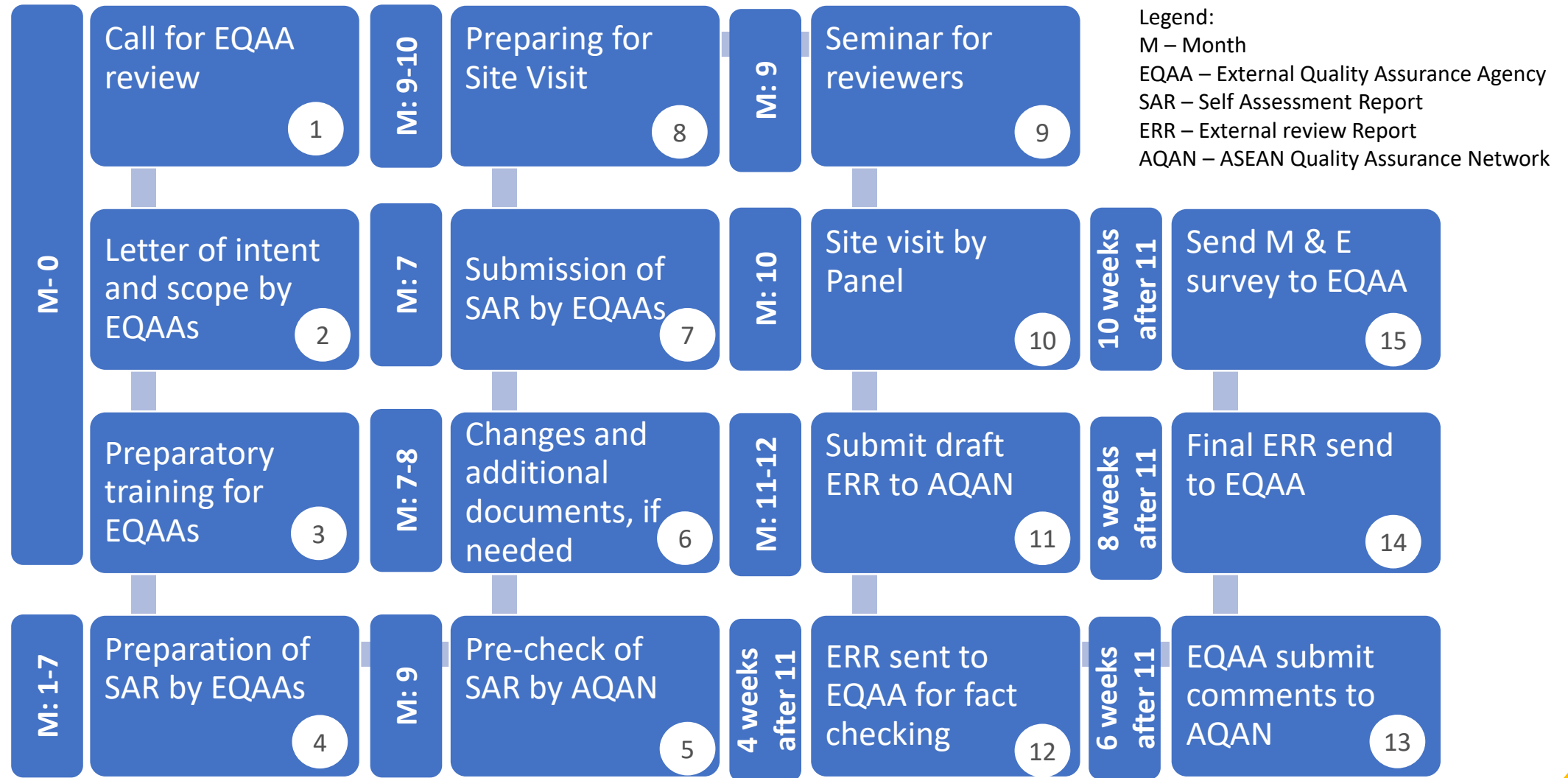
AQAF Quadrant 3: Internal Quality Assurance – A Diagrammatic Representation





How does it work??

How does AQAF review work?



EQA Agencies Reviewed for AQAF Alignment

**Reviewed for Alignment
in 2017/18 by EU &
ASEAN Team of Experts**



Malaysia



Philippines



Thailand



Indonesia

**Undergoing review
for Alignment in 2022
by ASEAN Experts
supported by EU**



Philippines



Indonesia



Philippines



Department of Legislation &
External Quality Assurance

LAO, PDR



**How can my
institution benefit
from AQAF?**

Mapping AQAF Q3 to MQA Standards

		CODE OF PRACTICE FOR INSTITUTIONAL AUDIT, 2008 – QUALITY CRITERIA								
#	AQAF Q-3 Principles	1	2	3	4	5	6	7	8	9
1	The institution has primary responsibility for quality.	√	√	√	√	√	√	√	√	√
2	Quality assurance promotes the balance between institutional autonomy and accountability.	√	√						√	
3	Quality assurance is a participatory and cooperative process across all levels incorporating involvement of academic staff, students, and other stakeholders.	√	√	√				√	√	√
4	A quality culture underpins all institutional activities including teaching, learning research, services, and management	√	√	√	√	√	√	√	√	√
5	A structured and functional internal quality assurance system with clearly defined responsibilities is established.		√	√				√	√	√
6	The quality system is promulgated and supported by the top management to ensure effective implementation and sustainability.		√	√	√	√	√	√	√	√
7	Sufficient resources for establishing and maintaining an effective quality system within the institution should be provided.	√						√		√
8	The institution should have formal mechanisms for approval, periodical reviews and monitoring of programmes and awards.	√	√					√		√
9	Quality is regularly monitored and reviewed for purposes of continuous improvement at all levels.	√	√	√	√	√	√	√	√	√
10	Relevant and current information about the institution, its programmes, achievements, and quality processes <u>is</u> accessible to the public.	√	√	√	√				√	√

Mapping AQAF Q3 to AUN-QA

Principles of Internal QA (AQAF)	AUN-QA Criteria at Institutional Level																									
	P/ C	1	2	3	4	5	6	7	8	9	1 0	1 1	1 2	1 3	1 4	1 5	1 6	1 7	1 8	1 9	2 0	2 1	2 2	2 3	2 4	2 5
	1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	2		√	√		√	√												√	√		√	√	√	√	√
	3	√	√	√	√	√			√	√	√	√	√	√	√	√		√	√		√	√				
	4	√		√	√																					
	5							√		√	√	√	√		√	√	√	√	√		√					
	6	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	7						√	√		√	√	√	√						√	√						
	8		√									√		√	√	√	√									
	9	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	10	√	√	√		√	√		√	√		√		√	√	√		√	√	√	√	√	√	√	√	√

AUN-QA

Mapping AQAF Q3 to PAASCU Standards

AQAF Quadrant 3	PAASCU Standards
3.1. The institution has primary responsibility for quality.	Standards 1, 2, 3, 4, 5 Standard 6, criteria 1
3.2. Quality assurance promotes the balance between institutional autonomy and accountability.	Standards 2, 3
3.3. Quality assurance is a participatory and cooperative process across all levels incorporating involvement of academic staff, students, and other stakeholders.	Standards 8, 14, 15, 16, 17 Standard 6, criteria 3
3.4. A quality culture underpins all institutional activities, including teaching, learning research, services, and management	Standards 2 and 4 (Management), 11, 12 and 13 (Teaching-Learning), 18 and 19 (Research) Standard 6, criteria 3
3.5. A structured and functional internal quality assurance system with clearly defined responsibilities is established.	Standard 6
3.6. The quality system is promulgated and supported by the top management to ensure effective implementation and sustainability.	Standards 2, 4 Standard 6 criteria 1, 3, 4
3.7. Sufficient resources for establishing and maintaining an effective quality system within the institution should be provided.	Standards 8, 9, 10 Standard 6 criteria 4
3.8. The institution should have formal mechanisms for approval, periodical reviews, and monitoring of programs and awards.	Standard 11 Standard 6 criteria 1
3.9. Quality is regularly monitored and reviewed for purposes of continuous improvement at all levels.	Standard 4 Standard 6 criteria 7
3.10. Relevant and current information about the institution, its programs, achievements, and quality processes is accessible to the public.	Standards 1, 16 Standard 6 criteria 6

Thank You

