

Quality assurance in higher education in Australia and Indonesia

An AIC Briefing Note

Qualifications frameworks provide a way to compare qualifications across an education system and to describe the relation between different levels within the system. Curriculum is designed with appropriate content and learning outcomes.

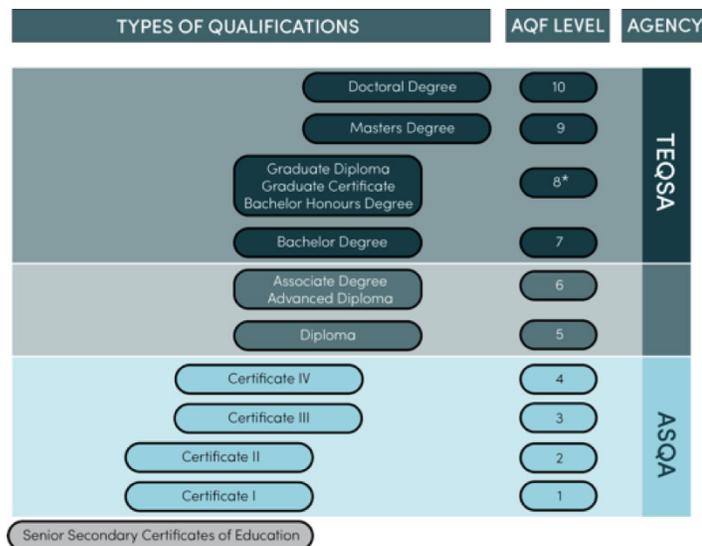
Qualification framework also assists with educational mobility in which countries are recognising each other qualification. Due to the different education systems and structure, determining equivalency of qualifications can be both complex and challenging, requiring detailed analysis of the education systems and learning outcomes expected in each qualification.

This paper aims to provide an explanation of the qualification frameworks used in Australia and Indonesia, the education systems and regulators as well as analysing the similarities and differences of the two systems.

Australian Quality Framework (AQF)

The Australian Qualifications Framework (AQF) regulates nationally the qualifications in Australian education and training system. Introduced in 1995, AQF encompasses higher education, vocational education and training (VET), and schools.

Figure 1 Australia Quality Framework



* also ASQA

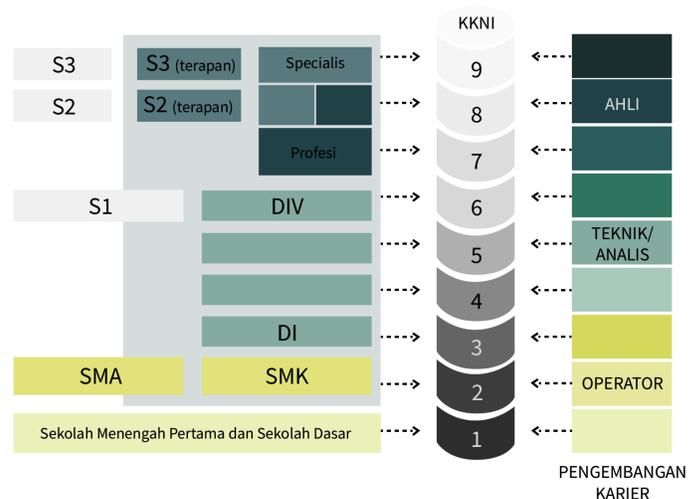
One of the key objectives of the Australian Qualifications Framework (AQF) is to facilitate pathways to, and through, formal qualifications. In the AQF there are 10 levels with level 1 having the lowest complexity and AQF level 10 the highest complexity. These levels are defined by criteria expressed as learning outcomes.

Indonesia Quality Framework - Kerangka Kualifikasi Nasional Indonesia (KKNI)

Indonesia National Quality Framework, known as Kerangka Kualifikasi Nasional Indonesia (KKNI), is the national framework used to assess an individual or a graduate in the aspects of knowledge, competencies, and skills in accordance with the learning outcomes and achievements.

This framework can also be used to describe job qualification that matches, equates, integrates, the education and training sectors and work experience as part of job competence recognition.

Figure 2 The Indonesian Qualifications Framework (KKNI)



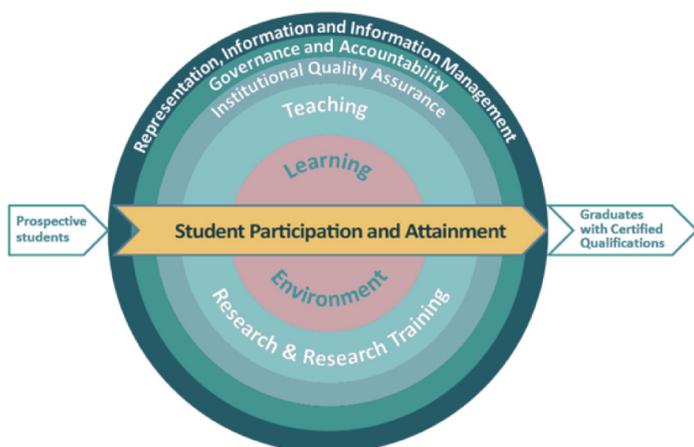
KKNI qualification level is based on a nationally agreed level of learning outcomes and/or training gained through formal, non-formal, informal, or work experience. KKNI consists of 9 levels of qualification, starting from qualification 1 as the lowest qualification to 9 as the highest qualification.

Australia National Quality Assurance and Regulation (TEQSA)

The Tertiary Education Quality Standards Agency (TEQSA) is Australia's independent national quality assurance and regulation agency within higher education.

All institutions offering tertiary education qualifications within Australia are required to be registered with TEQSA. Tertiary qualifications include those that range from undergraduate awards (Bachelor degrees, associate degrees and advanced diplomas) to postgraduate awards (Graduate Certificates and Diplomas, Masters and Doctoral degrees).

Figure 3 Australia Higher Education Standards (HES) Framework



TEQSA undertakes accreditation using a standards and risk based regulatory approach. This relies firstly on the Higher Education Standards (HES) Framework as set by the Minister for Education, and the Australian Qualifications Framework (AQF).

The risk assessment framework then centres around the consistent, structured and systematic assessment of key risks through examining the annual submission of data from all higher education providers in Australia. Risk assessments are conducted by TEQSA annually, and provide insights into the potential risks to both students and financial position of the institution in question.

Institutions assessed as being low risk by are those with a proven track record of delivery of higher education, coupled with sound financial standing, no history of non-compliance with standards, and projected low-risk of non-compliance with standards.

Indonesian National Accreditation Agency for Higher Education (BAN-PT)

Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT) was established in 1994 with its decision making processes run independently from any influences of governmental bureaucracy as well as external parties.

Fully funded by the government, BAN-PT is a non-structural, non-profit, and independent agency under the National Education Minister. It evaluates and accredits both program and higher education institution. Its evaluation and assessment are based on the national standards for higher education developed by the Board of National Education Standards (Badan Standar Nasional Pendidikan or BSNP).

BAN-PT accreditation covers public and private universities, institutes, colleges, academies, polytechnics, religion-based, and government service higher education institutions.

Unlike TEQSA, BAN-PT also is involved in professional accreditation programs, for example Professional Education Programs of Accountant and for medical (professional) education programs, to ensure their compliance with the global systems e.g. World Federation of Medical Education (WFME) system.

Comparing AQF (Australia) and KKNi (Indonesia)

Understanding Qualifications Framework is important for mobility of graduates and workers, both inbound and outbound, and to encourage diversity rather than homogeneity of qualifications.

There similarities and differences between the two frameworks.

SIMILARITIES

Both the AQF and KKNi originated from similar objectives:

- » ensuring consistency across qualification types through standardisation, thereby illuminating and facilitating pathways through the education system for students wishing to pursue higher levels of education;
- » building and developing a framework of reference that students, institutions, industry, government bodies, professional associations and quality assurance regulators can use in their respective activities and operations and;
- » promoting and supporting international mobility of graduates and workers.

Despite these similarities, the two qualifications systems are not aligned. Differences between the education systems of Australia and Indonesia mean that the structure of qualifications e.g. bachelor degree (Australia) and the Sarjana S1 (Indonesia), are constructed in different ways.

DIFFERENCES

The two systems contain a different number of levels i.e. 10 for AQF and 9 for KKNi, and use different terminology for what may or may not be considered equivalent qualifications.

Another key distinction is their starting levels i.e. KKNi includes both primary and middle schooling as the first level, while the AQF begins with Certificate I, which falls within the category of post-compulsory education, and is taken by those who are 16 years and over.



The Australia-Indonesia Centre is a consortium of 11 leading research universities in both countries. Its mission is to advance people-to-people links in science, technology, education and innovation.

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