



БОЛОВСРОЛ,
СОЁЛ,
ШИНЖЛЭХ УХААНЫ ЯАМ



Mongolia: Higher Education Reform Project

ADB Project No. 43007-023

Project Code: HERP MON Loan No. 2766

Consulting Services for Higher Education Reform

Updating the Policy and Requirements for Bachelor Degree Issuance (Recommendation)

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PT.TRANS INTRA ASIA

**June 2016
Ulaanbaatar**



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CURRENT SYSTEM OF ACADEMIC DEGREE ISSUANCE

Legal regulations on issuing academic degree and education documents

Laws, procedures and articles regulating the issuance of higher education degree, especially bachelor degree, are reflected in the box below. It is clear that Mongolian Law on Education and Higher Education clearly regulated what education documents are, who supervises their issuance and how, and what common requirements are set for graduating from a diploma, bachelor, master and doctoral programs. As set for in Article 9.2 of Mongolian Law on Education, the central administration of organization in charge of education matters – MECS has issued and started enforcing the procedures for higher education diploma issuance by the decree of the Minister of Education, Culture and Science on December 29, 2006.

Law on Education (May 3, 2002):

Article 9: Education documents

9.1. The education documents shall officially certify the content and level of education and profession of a citizen.

9.2. The central administration organization in charge of education matters shall supervise the registration and issuance procedures of the education documents (certificate, ID, diploma).

Law on Higher Education (May 3, 2002):

Article 12: Rights and obligations of higher education institutions

12.1.6. To enroll and graduate students in accordance with appropriate procedures;

Article 8: Organization of university, institute and college program

8.7. Diploma program of higher education shall be not less than 90 credits and including the credits of previous levels, bachelor program shall be not less than 120 credits, master program shall be not less than 150 credits, and doctoral program shall be not less than 210 credits respectively.

Procedures to issue higher education diploma (Decree 480 of December 29, 2006) – Regulations of wordings on a diploma and supplement, and reissuance thereof.

Source: legalinfo.mn

Practical implementation

Two leading public universities and two private university and institute have been selected as representative of Higher Education Institutions (HEIs) and their conditions and requirements on graduating bachelor degree students are summarized in the following table.

NUM	MUST	Otgontenger	Ider
Common requirements (within the institution)			
Requirements on credit hours of study plan	Requirements on credit hours of study plan	Requirements on credit hours of study plan	Requirements on credit hours of study plan
To know an upper-intermediate level of English			
GPA during the study shall be not less than 1.8	GPA during the study shall be not less than 2.0	GPA during the study shall be not less than 2.0	
To have no tuition fee debt or other debts			
		To take a compulsory exam that combines the content of 2+ major course	
Consolidated examination or bachelor degree research work of 3 credits (first 6 semester GPA has to be ≥ 3)	To take at least C grade in graduation examination (GPA < 2.5) or diploma project	To take graduation examination successfully (not more than 4 and 1 of them can be diploma project)	Graduation examination (in some program, 3) or graduation project of 3 credits (GPA ≥ 3.6)
Special requirements (major/school/department)			
			Quality threshold may be set by the department or school
Internship	Internship	Internship	Internship

Concluding from this, HEIs have a few common requirements on graduate students such as meeting the requirements of corresponding program; to accumulate required by studying compulsory and elective courses; to meet the requirements of GPA of the study period; to take graduation/consolidated examination or to conduct bachelor research work/diploma project of certain credits; and to have no tuition fee debt or other debts.

Some universities, for example NUM requires all graduates to have certain level of English knowledge, skill and practice while some institutes such as Otgontenger require its graduates to take consolidated exam of professional subjects in 2-4th year aside from graduation examination.

As for special requirements, department/professor team can set special requirements on graduates as graduation requirements in the program procedure. But there are not that many conditions and requirements except for internship and GPA requirements for students who want to conduct bachelor research work/diploma project and work.

We have reviewed the bachelor study plan and special license for providing higher education of some HEIs for the purpose of clarify their policy and requirements on graduation. Of course, a complex and professional analysis can be done the courses and their corresponding credits but our purpose was to clarify the level and type of the programs and their requirements on graduating students.

Despite our rigorous endeavor it was impossible to determine the type of bachelor programs. In other words it was not possible to directly categorize the bachelor programs as Arts, Science or other specific professional field. Besides it as noticeable that they require graduates to accumulate 132 credits of courses which is too much as compared with the regulations of related laws, and they require graduates to take too many graduations examinations with the intent of ensuring quality assurance.

The above mentioned problems (the type of the level of education) were also identified in their special license for providing higher education and there were some faults with names and stylistics of programs.

Хичээлийн нэр	Хичээлийн нэмэгдэл	Бэлтгэл	Илтгэл	Олон нэр	Үүнээс			Нэгжүүдийн хувиарлалт																		
					Лекц	Семинар	Шүүрэг	Ангил дараа хэлнэ																		
								I	II	III	IV	V	VI	VII	VIII											
А. Ерөнхий суурь хичээл/Лавлага судалгаа/																										
1	Компьютерийн үндэс	COMP 110	3	64	64	32	32	1																		
2	Компьютерийн хэрэгсэл	COMP 111	2	64	64		64	1																		
Б. Мэргэжлээр зөвхөн/Сонгоо судалгаа/																										
19	Монгол хэлний үндэс зүй	SMJ 5208	2	48	48	16	32	1					3													
20	Хиймэл дадал	PEDE 248	2	48	48	16	32	1					3													
	Дун			48	48	16	32	1					3													
	Нийт нэг			120	2852	2852	1008 (83)	1824 (57)	48	25.5	27.5	31	19	24	24	16	20									
В. Далайга																										
1	Тамгилга далайга			3																						
2	Сэтгүүлчийн далайга			6																						
3	Докторын ажла			3																						
	Нийт багц нэг			132																						
Оюул, далайгийн нэгжүүд харьцаа					2864=880+1984				100%=33%+67%																	
Д.д.	Төгсөлтөй нээлт	Уламрал	Бүлэг	Хувь	Далайга	Шалгалт	Сэтгүүл																			
1	Англи хэл	VI	A	21.92																						
2	Монгол хэл	VII	B	39.22																						
3	Урьд ёсшил	VIII	B	24.62																						
			D	6.24																						

ТУСТАЙ ЗӨВШӨӨРЛИЙН НӨХЦӨЛ ШААРДЛАГА

BSc for degree

Id	Мэргэжлийн чиглэл /Хөтөлбөрийн индекс	Мэргэжлийн чиглэл /Хөтөлбөрийн нэр	Сургалтад багтмал шаардлагын үзүүлэлт					Мэргэжлийн чиглэл /Хөтөлбөр-ээр сургалт эрхлэх зөвшөөрөл олгосон шийдвэрийн он, сар, өдөр, дугаар
			Сургалтын хэлбэр /өдөр, орой, эгнээ, эхтернат/	Элсэхийн боловсролын түвшин	Сургалтын хугацаа	Сургалтын агуулгын баталмж /багц, цаг/	Төгсөгчдөд олгох боловсролын зэрэг /бакалавр, магистр, доктор/	
1	011403	Багш, монгол хэл-уран зохиолын боловсрол	өдөр	бүрэн дунд	4 жил	120	бакалавр	БШУС-ын 2014 оны 3 дугаар сарын 13-ны өдрийн А/78 дугаар тушаал
2	011407	Багш, монгол хэл-уран зохиолын боловсрол	өдөр	бүрэн дунд	4 жил	120	бакалавр	
3	01140	Багш, гадаад хэлний боловсрол /англи/	өдөр	бүрэн дунд	4 жил	120	бакалавр	
4	032101	Сэтгүүл зүй	өдөр	бүрэн дунд	4 жил	120	бакалавр	
5	041101	Нягтлан бодох бүртгэл	өдөр	бүрэн дунд	4 жил	120	бакалавр	
			өдөр	бүрэн дунд	4 жил	120	бакалавр	
6	041301	Бизнесийн удирдлага	өдөр	бүрэн дунд	4 жил	120	бакалавр	
			өдөр	бүрэн дунд	4 жил	120	бакалавр	
7	041401	Маркетинг	өдөр	бүрэн дунд	4 жил	120	бакалавр	
8	061204	Мэдээллийн технологи	өдөр	бүрэн дунд	4 жил	120	бакалавр	
9	061302	Програм хангамж	өдөр	бүрэн дунд	4 жил	120	бакалавр	
10	092301	Нийгмийн ажил	өдөр	бүрэн дунд	4 жил	120	бакалавр	
11	101301	Зочлох үйлчилгээ	өдөр	бүрэн дунд	4 жил	120	бакалавр	
12	041302	Менеджмент	өдөр	бүрэн дунд	4 жил	120	бакалавр	
13	061201	Компьютерийн сүлжээ	өдөр	бүрэн дунд	4 жил	120	бакалавр	
14	072101	Хүнсний инженерчлэл	өдөр	бүрэн дунд	4 жил	120	бакалавр	
15	072102	Ший тэжээл судлал	өдөр	бүрэн дунд	4 жил	120	бакалавр	
16	041304	Аялал жуулчлалын менежмент	өдөр	бүрэн дунд	4 жил	120	бакалавр	
1	E04130101	Бизнесийн удирдлага	өдөр	бакалавр	1.5 жил	30	магистр	БШУС-ын 2014 оны 9 дугаар сарын 12-ны өдрийн А/370 дугаар тушаал
2	E03140201	Социологи	өдөр	бакалавр	1.5 жил	30	магистр	

БОЛОВСРОЛ, СОЁЛ, ШИЖЭЭХ УЛААНЫ ЯАМНЫ
ЭХЭД, БОЛОВСРОЛЫН ХЭЛТСНИЙ
ХАГА

2015 оны 1 дүгээр сарын 12-ны өдөр

Current situation of HEIs:

- Their requirements are more quantitative and less qualitative.
 - Possibilities to determine whether a student acquired proper knowledge, skills and practice, in other words to determine whether the study program has achieved the pre-determined results is scarce.
 - It is impossible to make an assessment on whether the program was conducted at the requirement level due to no available benchmarking standard.
- Procedures and system are focused more on final control than real time process control.
 - There is almost no system to monitor the progress or regress of students' learning. In most cases, assessment is conducted on the total study period learning after 6-7 semester.
- It is questionable the some requirements of some institutions are directed at ensuring quality assurance.
 - The number of total credits including internship, graduation/diploma work credits exceeds far more than 120.
- They do not give specific information on the nature and orientation of programs. Program information and type is too general.
 - For example BA or BSc is unclear on the special license for providing higher education, program procedures and study plan.
- Institutions other than leading public universities that have successfully implemented

credit system and program information system are basically conservative and at the level of class system as far as student graduation process is concerned.

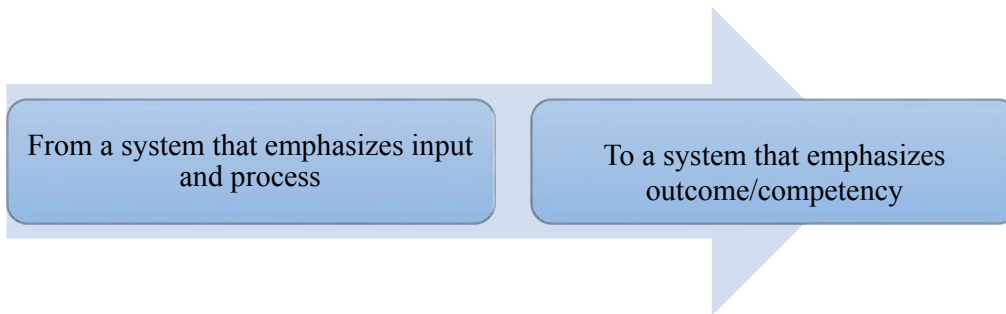
6. Government regulation, policy and support are insufficient.
 - There is no possibility to ascertain that the knowledge, skills and practice of graduates who completed a program of the same title, at different institutions.
 - The article 2.2.1 of *Common requirements on higher education bachelor program* issued by A/174 decree of the minister of Education, Culture and Science on April 28, 2014 regulated the proportion of study plan components and stated "... the Program accreditation body shall determine the content of basic subjects". But it is unsatisfactory that 1/ accreditation criteria are at the development level and 2/ the article covers only basic subjects.
 - There is no system for approving prior learning.
 - Procedures are too outdated and incompatible with the current needs.
 - For example, procedure to issue higher education diploma
 - Relevant regulations are inadequate in the current situation where the HEIs are making structural changes.
 - Diploma reissuance is unclear in case of the HEI being closed or merged with another HEI.
 - There is no regulation for education rank, Mongolian and foreign terms and their abbreviations.

NEED FOR UPDATING THE CURRENT SYSTEM

Many countries around the world have been actively conducting educational system reform in response to socio-economic changes and needs for the past 30 years. Educational reform trend is shifting from training content and component oriented system to outcome and competence oriented system (Figure 1). Proposals and initiatives of same idea and purpose such as competence based curriculum/training, outcome based curriculum/training and CDIO initiative which covers engineering and technology sector are becoming more and more common.

In the late 1960s the US education sector started being criticized by the public and sunk down. Consequently, many attempts were made to assess the knowledge, skills and attitudes of teachers. Workplace survey reports of that time reflects that outcome based training concept had been raised to some extent within the framework of those attempts (Young, 2009; Spreen, 2001).

Figure 1. Trends of Education Reform



Furthermore, Scottish education reforms started in January, 1984 shows that initiatives to determine and utilize the expected outcomes of teaching reflected firstly in the vocational and technical education and training. At that time youth unemployment rate of the country rose up and complete secondary education coverage rate fell too low. This fact initiated the education reform and the main measures of the education reform of that time were Scottish 16+ Action Plan, Vocational and Technical Education which started in the UK since late 1980s and training qualification framework, and these are considered as cornerstones of modern qualification system.

UPDATING THE POLICY AND REQUIREMENTS ON ACADEMIC DEGREE ISSUANCE

Main principle of academic degree issuance

As mentioned above, the policy and requirements on academic degree issuance should be updated in a way that they focus more on the expected results of the program. It will fully meet the requirements of the NQF that is currently being developed and will be implemented in the future. HEIs are obliged to reflect the following principles of granting higher education degree in their policy document:

- Academic degree is granted as a proof of achievement of pre-determined learning outcomes.
- Academic degree level is in accordance with the student's obtained knowledge, skills and practice.

Taking these principles into account, each HEI needs to review its conditions on granting education degree. They need to focus on setting their conditions not higher than those set forth in relevant laws and regulations. A number of measures have to be taken. For example, general practice that a bachelor graduate is required to accumulate more than 120 credits has to be changed; although it is a form of quality assurance, the content and form of graduation exam/collective exam has to be changed and enhanced, and the number has to be decreased; create a mechanism where the learning progress and regression are tracked and assessed continuously and efficiently not in the last semester but since the first semester of the learning, and employ the mechanism as a tool for improving the learning quality; clarify and change at the very outset the current situation that may affect the curriculum content by not allowing the information on what to teach students by the curriculum, and the nature and orientation of the curriculum to be shared; understand the education rank and their difference, and use them creatively; benchmark the expected teaching outcomes of programs of HEIs with the minimum level of knowledge, skills and attitudes of a citizen who acquired a particular level of qualification which are the determinants of higher education levels of

NQF, and take measures to enhance them.

Although a bachelor degree of higher education represents the comprehensive university education, granting Bachelor of Arts (B.A.), or Bachelor of Science (B.S.), or Bachelor of Fine Arts (B.F.A.), or Bachelor of Science in Electrical Engineering (B.S.E.E.) degree **becomes the reflection of the nature of education granted. Programs to grant professional degree** in fields such as engineering, architecture and law are **comparatively limited in its contents**. Programs to grant **Bachelor of Arts and Bachelor of Science** degree are not that limited in its contents but they are **considerably different from one another depending on the way of specialization**.

Bachelor of Arts (BA)

- This degree shows forth mainly liberal arts education and is commonly granted to students of arts, humanitarian and social programs.
- Majority of the programs do not require a number of subjects to be studied in advance (correlation between subjects of study plan is not that strict), and are most flexible. Students of such programs are allowed to specialize in subjects of their choice within the framework of the program.
- Research works of certain extent are usually required.
- The purpose of BA degree training is to teach students certain discipline of science and give them self-study skills in the field gradually.
- The training of this degree gives students very general higher education. Students are given broad opportunities to study optional subjects along with compulsory subjects and specialize in the field of their study.
- As a result, students acquire skills to approach problems critically and individually, and become more versatile in the labor market.

Bachelor of Science (BSc)

- It is more of a specializing nature compared to BA degree training.
- Requiring certain subjects to be studied in advance to study in a degree program is common.
- Compared to BA degree training, it cannot be considered as that flexible because it requires certain number of fixed subjects to be studied and credits to be accumulated.
- Quantitative analysis and mathematics subjects are relatively common in its study plan and interrelated compulsory subjects appropriate to be studied in sequence are included.
- Well-organized and methodological works such as field practice and laboratory experiment, and research works are required to be conducted.
- This degree training is more of a specializing nature and research oriented. A large number graduates advance their study in a higher level and many of them are employed in a position where scientific and other methods are much required and solving problems, developing principles and explaining reasons are required.
- This degree is mainly granted to graduates of natural sciences but the basis for granting the degree is how well the graduate is specialized in the field.

Joint degree:

- **Joint program:** A consolidated program to grant double/joint degree offered by HEIs jointly.
- **Joint degree:** A degree granted by HEIs that offered joint program (only one diploma is issued).
- **Double degree:** Two separate degrees granted by HEIs that offered joint program.
- **Dual degree:** Two separate degrees certifying the completion of two separate programs. Dual degree is not granted by joint program.
- **Degree-granting HEIs:** As for joint degree, every HEI that offers joint program is deemed as degree-granting HEI.
- **Joint program consortium:** Two or more HEIs may form a consortium in cooperation with other parties such as research centers and laboratories for the purpose of ensuring integrity of teaching and learning process, and not all parties joined the consortium have to be a degree-granter.
- Joint program must be implemented in **accordance with law and regulation of each country** of joint HEIs.
- Joint program is **accredited** as a joint program.

On Diploma Wording:

In Mongolia “Procedures for higher education diploma issuance” approved by decree 480 by the Minister of Education, Culture and Science in 2006 is followed in wordings of documents granted to the graduates of universities, institutes and colleges. Thus making the official form of wordings meet the international common practice is very important in setting benchmarks in official documents issued by HEIs and giving clear information on education degree certified by the document. In recent years Mongolia is increasingly taking part in bilateral and regional agreements on mutually approve education documents. Hence the basic documents must meet the above requirements. Taking these into consideration, the following issues must be focused on which includes:

- The term of education degree granted to a citizen who graduated from the program must be clearly set by both Mongolian and English language. HEIs define those terms differently and in some cases people who graduated from the same program are granted differently named degrees and some terms have improper meaning and unclear.
- Terms of professions and programs approved by MECS list are inappropriate to be used in official documents. For example, the term “Teach, natural sciences education” becomes unclear expression when written on a diploma as it is. Thus it is recommended that allowing HEIs to correct the term and write it on a diploma, such as “Natural sciences teacher”.
- The title of diploma work of a degree holder should be excluded from the wordings of a master or doctoral degree diploma. Master or doctoral diploma work (dissertation) is only a part of the study program. Hence it is a common practice not to write the title of the work on a diploma but to write it on the diploma supplement.

Systemize the information to be written on diploma supplement for example, title, subjects studied, especially information about the double or subordinate major program completion and specialization should be reflected. Furthermore, there is a need to make the diploma supplement meet relevant requirements in coordination with the preparation for joining the regional convention.

Diploma reissuance procedure in case of HEIs being merged or closed should be reviewed. For example, graduates of the Institute of Commerce and Business prior to 2010 who mislaid their diploma applies for diploma reissuance at the NUM but as there is no common procedure for this process, it becomes difficult for both sides to come to mutual understanding and cooperative spirit. We suggest that in these cases, the NUM should reissue their diploma with the same name and template of the HEI where they graduated from.

Graduation and Academic Degree

1. Requirements and Right of Graduation

- a. Graduation requirements of undergraduate program are: (1) have completed all courses; (2) has completed Final Work; (3) has reached the study load \geq minimum credits; (4) achieve a GPA of ≥ 2.00 for each group of competencies (Interdep, Major, Minor), and without the score value of the letter F; and (5) has received Certificate of Graduation (CG) on the faculty published after the students meet all the academic and administrative requirements.
- b. Students who have met graduation requirements of undergraduate program and meet the requirements of graduation are called Graduate.
- c. Issuance of diplomas and transcripts are held monthly on the basis of the submission of the Dean of Faculty concerned is equipped with all the requirements to participate in the graduation and diploma issuance day.
- d. Graduates who meets the requirements is entitled to a copy of diplomas legalized before graduation and diploma and original transcripts after graduation day.

2. Academic Degrees

- a. Academic degree awarded to graduates of universities included in the diploma.
- b. On the diploma, in addition to an academic degree, included also the name of the faculty, major, minor, the predicate of graduation, and the date of issuance of diplomas.
- c. Academic degrees specified by decree of the Rector.
- d. HEI can revoke the academic degree has been awarded to graduates if later discovered fraud associated with the actions of plagiarism, falsification, or academic cheating. Determination of the degree revocation conducted by the Rector Decree.

3. Graduation and Diploma Delivery

- a. Graduation is an academic ceremony in the form of the Open Session of the university carried out in the framework of inaugurated and handed over diplomas to the graduates.
- b. A list of names of graduates each graduation set by the Rector.
- c. Rector establishes best graduates and to graduates of the best academic achievement awards were given at the time of graduation.
- d. The things to consider in determining the best graduates is based on the following considerations: (1) all credits obtained from the undergraduate program at the HEI, (2) the predicate of graduation or completion, (3) grade point average, (4) the length of study, (5) the behavior, and (6) the supporting activities.

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