Quality Assurance in Tertiary Education: Experiences in Asia

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Oh boy . . .
what do I do now?
Membership: Asia Pacific Quality Network
75 members from 28 countries
The Asia Pacific Quality Network

- Founded in Hong Kong in January 2003.
- Current host: Shanghai Educational Evaluation Institute (SEEI)
- Australian Universities Quality Agency (AUQA): 2003 – March 2009
- Fairy Godmothers: The World Bank and UNESCO
Accreditation: How it all began

- Early 1900’s – USA
- Late 1940’s – Japan and the Philippines
- 1960’s – Ireland and the UK
- 1980’s – the rest of the world
- 1990’s – decade of quality assurance
- 2003 – Asia Pacific Quality Network (APQN)
GLOBAL AND REGIONAL NETWORKS OF QA AGENCIES

- ASPA
- CANQATE
- RIACES
- NOQA
- ENQA
- CEENet
- ANQAHE
- AfriQAn
- APQN
Quality Assurance

- An ongoing, continuous process of evaluating the quality of a higher education system, institution, or program
- A regulatory system focusing on accountability and improvement, providing information and judgments through an agreed upon and consistent process and well-established criteria
Elements of Quality Assurance

Quality Assurance

Internal
- Monitoring
- Student Evaluation
- Self Assessment

External
- Peer review

Quality Control
Accountability
Improvement
Internal Evaluation/
Self-evaluation

- systematic collection of administrative data, surveys on students and graduates resulting in a self-study report
- a collective institutional reflection and an opportunity for quality enhancement
- instruments are used for the self-evaluation
External Evaluation

- a process whereby a QA agency collects data, information and evidence about an institution or a program to make a statement about its quality

- external evaluation is carried out by a team of external experts or peers and usually requires three stages
Stages of External Quality Assurance (EQA)

The process involves three stages:

- **Self Evaluation** and Submission of the Self-Evaluation report to the External Agency
- **Site Visit** by an Expert Panel
- **Final decision and Report** of Outcomes
Parties Responsible for QA

- Government
- EQA(s)

HEIs
The Quality Assurance System in the Philippines

- Commission on Higher Education (CHED)
- Federation of Accrediting Agencies of the Philippines (FAAP)/
- National Network for Quality Assurance Agencies (NNQAA)
- Accrediting Agencies
Distribution of HEIs in the Country

- SUCs: 110 (6%)
- LUCs: 93 (4%)
- Other Gov’t Schools: 16 (1%)
- Private HEIs: 1,573 (89%)

Total HEIs: 1,792

Diagram showing the distribution of HEIs in the Country.
## Accrediting Agencies for the Private Sector

<table>
<thead>
<tr>
<th>Accrediting Agencies</th>
<th>Year Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)</td>
<td>1957</td>
</tr>
<tr>
<td>Philippine Association of Colleges and Universities - Commission on Accreditation (PACU-COA)</td>
<td>1973</td>
</tr>
<tr>
<td>Association of Christian Schools, Colleges and Universities Accrediting Agency, Inc. (ACSCU-AAI)</td>
<td>1976</td>
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## Accrediting Agencies for the Public Sector

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<th>ACCREDITING AGENCIES</th>
<th>YEAR ESTABLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accrediting Agency of Chartered Colleges and Universities of the Philippines, Inc. (AACCUP)</td>
<td>1987</td>
</tr>
<tr>
<td>Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA)</td>
<td>2003</td>
</tr>
</tbody>
</table>
Accreditation Levels based on CHED Memo Order No. 1, s. 2005

<table>
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<tr>
<th>STATUS</th>
<th>TERM</th>
<th>BENEFITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Initial accreditation for three years</td>
<td>Full administrative and financial deregulation; grants and funding assistance</td>
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<tr>
<td>Level II</td>
<td>Formal accreditation for five years</td>
<td>All the benefits for Levels I/II; curricular deregulation; privilege to offer distance education and extension classes</td>
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<tr>
<td>Level III</td>
<td>Re-accreditation for five years</td>
<td>All the above benefits; Full autonomy for the program</td>
</tr>
<tr>
<td>Level IV</td>
<td>Re-Accreditation for five years</td>
<td>All the above benefits; Full autonomy for the program</td>
</tr>
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Framework for Higher Education Quality Assurance Principles in the Asia Pacific Region (Chiba Principles) 2008

A: Internal Quality Assurance

B: Quality Assessment

C: Quality Assurance Agencies
A: Internal Quality Assurance

- QA culture is created, defined, supported, and promulgated.
- Embedded within the institution's unique goals and objectives.
- IQA policies and procedures are in place.
- Periodic approval, monitoring and review of programs.
- Strategy for the continuous enhancement of quality is developed and implemented.
B: Quality Assessment

- QA activities undertaken on a cynical basis
- Stakeholders participate in activities
- Standards/criteria are available and applied consistently
- No conflict of interest
- Assessment includes: Institutional self-assessment; external evaluation; publication of a report and follow-up procedure.
- Appeals mechanism is available
C: Quality Assurance Agencies

- Independent and autonomous
- Clearly defined mission statement, goals and objectives
- Adequate human and financial resources
- Full disclosure of policies, procedures, reviews and assessment reports
- Clear standards, assessment methods, processes and decision criteria.
- Cooperates with other agencies and key players across national borders.
General Framework for Quality Evaluation

- Government
  - Social Equity
  - Social Responsibility

- Universities
  - Academic Standards
  - Research
  - Teaching
    (Innovation, creativity, learning)

- Quality Assurance
  - Academic System
  - Efficiency
  - Excellence
  - Productivity
  - Accountability

- Markets
  - Market productivity
  - Efficiency

Quality assurance as a broker of signals and interests

Source: Higher Education in Asia/Pacific - Terence W. Bigalke and Deane E. Neubauer, 2009.
A New Paradigm for QA

- Seen as an outcome operating within a signal system composed of the government, the market and the universities themselves.
- Helps the market and policy makers make choices about multiple aspects of higher education.
- Highly interactive role of system components: many factors influence quality issues and various sectors have different notions of quality.
Global Initiative for Quality Assurance Capacity (GIQAC)

a partnership between World Bank and UNESCO launched in March 2008 to support capacity building in quality assurance of higher education in developing countries and countries in transition.
Countries where workshops, conferences and training programs were conducted

- Australia
- Bangladesh
- China
- Fiji
- India
- Japan
- Lao PDR
- Malaysia
- Mongolia
- New Zealand
- Pakistan
- Philippines
- Vietnam
- Indonesia
**Internship and Cross-regional Exchange Program:**

- Bangladesh
- China
- Nepal
- India
- Cambodia
- Lao PDR
- Malaysia
- Mongolia
- Pakistan
- Vietnam
- Indonesia
- Timor Leste
Lessons Learned

- Primary responsibility for QA rests with the HEIs themselves.
- EQA plays an important role in promoting higher education reform.
- The subject of educational quality is global, but the work of QA, for the most part, is local.
Lessons Learned

- A regional approach is an efficient and cost effective mechanism to deliver capacity building across a wide and diverse region.
- The regional approach has led to greater capacity to learn and share.
- International cooperation and commitment towards building capacity in QA as demonstrated by the World Bank and UNESCO are yielding positive results.
Most impact has occurred:

- in improving QA mechanisms across national systems in various countries,
- in the exchange of ideas and of expertise,
- in promoting communication, cooperation and mutual understanding among agencies and institutions.
But what about this... and that... It's really difficult.

Well, nobody said it would be easy!