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
Accreditation: How it all began

- Early 1900’s – USA
- Late 1940’s - Japan & the Philippines
- 1960’s - Ireland and the UK
- 1994 - Indonesia (BAN-PT)
- 1994 - India (NAAC)
- 1997 - Malaysia (MQA)
- 2001 - Thailand
GLOBAL AND REGIONAL NETWORKS OF QA AGENCIES

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

A map illustrating the global and regional networks of QA agencies.
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

- Formulation of evaluation instruments
- Self-evaluation done by the institution
- Submission of the report to the EQA
- On-site evaluation conducted by peers
- Decision of the governing board of the accrediting body
- Periodic external review
Parties Responsible for QA

- Government
- EQA(s)
- HEIs
Distribution of HEIs in the Country

- Total HEIs: 1,792
- SUCs: 110
- LUCs: 93
- Private HEIs: 1,573
- Other Gov't Schools: 16
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
The Federation of Accrediting Agencies of the Philippines (FAAP)

- established in 1977
- FAAP is the umbrella organization of the accrediting agencies authorized by the government to certify the accredited status of academic programs in institutions
Accrediting Agencies

- responsible for developing standards for the accreditation of programs that exceed the minimum standards required by the CHED
- examine compliance of higher education institutions with the standards for the purpose of granting accreditation and promoting institutional improvement
# 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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<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>
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</tbody>
</table>
Accreditation

- Granted by the accrediting agencies when the institution has met standards which are beyond the minimum requirements set by the government.

- Four accreditation levels are being granted by the accrediting bodies – Level I, Level II, Level III, and Level IV.
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<tr>
<th>Status</th>
<th>Term</th>
<th>Benefits</th>
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<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 benefits for Levels I/II; curricular deregulation; privilege to offer distance education and extension classes</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

- 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.
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

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.
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.
But what about this…and that…It’s really difficult.

Well, nobody said it would be easy!

The End