



**apqn**  
ASIA-PACIFIC QUALITY NETWORK

**2015 APQN Conference & AGM**  
**Asia-Pacific Quality Network**  
**Globalization & Diversification**  
**of Quality Assurance of Higher Education**  
2015年亚太地区教育质量保障网络组织国际学术研讨会：  
高等教育质量保障的全球性与多样性

Dates: April 17-19, 2015  
Venue: Kunming, China

## Power Points of Presnetations

**Organized by Asia-Pacific Quality Network (APQN)**  
**Hosted by** Yunnan Higher Education Evaluation Center (YHEEC), Yunnan Association of Higher Education (YAHE), Research Institute of Higher Education in Yunnan University (RIHEYU)



## CONTENT

### Keynote Speech

- Changing Role of QA agencies: Regulation, Autonomy and Internationalization** 1  
*Dr. Judith Eaton, President, Council for Higher Education Accreditation (CHEA), USA*
- Asian Perspective on Globalization and Diversification of HE Quality Assurance** 8  
*Prof. Rujhan Mustafa, CEO, Malaysian Qualifications Agency, Malaysia*

### Special Plenary Address

- How to Suit HE Diversity in Chinese Context Five-in-One QA System** 14  
*Prof. Dr. Wu Yan, Director-General of Higher Education Evaluation Center (HEEC) of the Ministry of Education, China*
- Internationalization of China Higher Education - Cross Border Education & Quality Assurance** 24  
*Mr. Wang Lisheng, Director-General of China Academic Degrees and Graduate Education Development Center (CDGDC), China*

### Panel Discussion

- The QA of TNE an UK perspective** 35  
*Dr. Fabrizio Trifiro, Quality Assurance Agency for Higher Education (QAA), UK*
- QA of CBHE in China Challenges and Prospect** 39  
*Dr. Zu Yuanyuan, China Education Association for International Exchange (CEAIE), China*
- The QA Mechanism of Cross-border Higher Education** 44  
*Ms. Pauline Tang, CEO, International Center of Excellence, Tourism Hospitality Education (THE-ICE), Australia*
- Quality Assurance of QA Agencies from An Asian Perspective** 49  
*Prof. Angela Yung Chi Hou, Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)*

<b>Quality Label: Seeking for Excellence</b>	56
<i>Prof. Dr. Jianxin Zhang, Yunnan Higher Education Evaluation Center (YHEEC), China</i>	
<b>Quality Label Professionalism, Excellence and QA of QA Agencies</b>	62
<i>Dr. Eddy Chong, Finance Accreditation Agency (FAA), Malaysia</i>	
<b>The Construction and Practice of Internal Quality Assurance System</b>	70
<i>Prof. Chen Zheng, Tongji University, China</i>	
<b>Improving Relevance &amp; Quality of Undergraduate Education</b>	79
<i>Engr. Salim Ahmed Khan, Riphah International University, Pakistan</i>	
<b>Measuring Student Learning Outcomes (Slos) Higher Education</b>	94
<i>Dr. Nguyen The Anh, Foreign Trade University, Vietnam</i>	
<b>What works in National Qualifications Frameworks Effectiveness, Efficacy and Impact</b>	101
<i>Prof. Keith Morrison, Macao University of Science and Technology, Macao, China</i>	

## **Paper Presentation**

<b>Total Quality Management in Kunming Medical University</b>	106
<i>Prof. Yu Jianyun, Li Song, China</i>	
<b>A Model Internal Quality Assurance System</b>	111
<i>Engr. Muhammad Ismail, Pakistan</i>	
<b>Development and Dream: Competitiveness Evaluation and Results Analysis of World-class Universities and Research Institutions in 2014-2015</b>	122
<i>Qiu Junping, Zhao Rongying, Wang Song, Ou Yufang, China</i>	
<b>Characteristic-oriented “Professional Discipline Accreditation”</b>	129
<i>Prof. Ying Yung Hsiang, Chinese Taipei</i>	
<b>Characteristics and Influences of APQN in Process of Education Quality Assurance in Asia-Pacific Region</b>	133
<i>Prof. Zhang Jianxin, China</i>	
<b>Analysis on APQN’s Leadership Framework as an International Non-government Organization</b>	138
<i>Ms. Zhang Xinna, China</i>	

<b>Guidelines of Good Practices for Internal Quality Assurance Secretariats at Higher Educational Institutes</b>	143
<i>Prof. Colin N. Peiris, Sri Lanka</i>	
<b>What Works' in National Qualifications Frameworks</b>	150
<i>Prof. Keith Morrison, Macao, China</i>	
<b>Field Research on Interference Factors of Students' Evaluation of teachers' Teaching in China's Universities and Colleges</b>	155
<i>Ms. Yang Yan, China</i>	
<b>Good Practices in Engineering Education for Student Outcomes Assessment</b>	160
<i>C M Jadhao, India</i>	
<b>The New Zealand Qualifications Framework – qualifying for the future world</b>	169
<i>Ms. Jane von Dadelszen, New Zealand</i>	
<b>Sri Lanka Qualifications Framework and Significance in Higher Education</b>	175
<i>Prof. Samantha Wickramasinghe, Sri Lanka</i>	
<b>Development, Policy Making and Quality Assurance of Branch Campus in Malaysia, Singapore, South Korea and China</b>	181
<i>Prof. Angela Yung-chi Hou, Chinese Taipei</i>	
<b>Quality Assurance of Cross-Border Higher Education (QACHE) – moving towards strengthened cooperation</b>	188
<i>Dr. Fabrizio Trifiro, UK</i>	
<b>Globalization and Diversification of Quality Assurance of Higher Education</b>	194
<i>Ms. Malini Nair – Prasad, Fiji</i>	
<b>The Analysis on the Development of China's Education Evaluation Institutes :Case of Beijing Education Evaluation Institute (BEEI)</b>	199
<i>Prof. Ji Ping, China</i>	
<b>Evolving New Roles of the External QA Agency: Case in Hong Kong</b>	205
<i>Ms. WS Wong, Hong Kong, China</i>	
<b>Achieving Performance Excellence in Higher Education Institutions of Pakistan through QEC's</b>	207
<i>Mr. Aamir Ijaz, Pakistan</i>	
<b>Development of an assessment portfolio as a quality enhancement activity in higher education</b>	214
<i>Prof. Sriyani E. Peiris &amp; Samantha Wickramasinghe, Sri Lanka</i>	
<b>Quality Assurance of Non Formal Learning</b>	221
<i>Ms. Sinapi Moli, Samoa</i>	



<b>Aligning Academic Curricular to Industry Needs</b>	233
<i>Dr Amat Taap Manshor, Malaysia</i>	
<b>Converting Common Core Courses into Career Conscious Curricula</b>	240
<i>Dr Subhashree Mukherjee, India</i>	
<b>Quality Assurance in Education Literature Review of massive open online courses</b>	244
<i>Ms. Cao Lu, China</i>	
<b>Impact of Accreditation on the Quality of Academic Programs of Central Mindanao University</b>	258
<i>Prof. Gamaliela A. Dumancas &amp; Prof. Nenita I. Prado, Philippines</i>	
<b>Programme Area Accreditation: Implementation and Challenges</b>	268
<i>Dr. Alan Wu, Wilbur Pang, Grace Woo Hong Kong, China</i>	
<b>Exploration and Practice on the Quality Performance Evaluation of Colleges or Departments in University</b>	272
<i>Dr. Fan Xiudi, China</i>	
<b>Accreditation of Public Universities and Private Institutions in Sri Lanka : Impact of Different Procedures</b>	285
<i>Prof. Colin N. Peiris, Sri Lanka</i>	
<b>The Balance of Stakeholder Interests in the Procedures of HE Quality Evaluation</b>	289
<i>Prof. Vladimir Navodnov &amp; Galina Motova, Russia</i>	
<b>Promoting Selectivity in Higher Education</b>	297
<i>Ms. Zha Wenjing &amp; Prof. Dong Yunchuan, China</i>	
<b>From centralization to decentralization: The evolution of higher education program evaluation system in Taiwan area</b>	305
<i>Dr. Chun-chi Chih, Chinese Taipei</i>	
<b>Students as Subject of Evaluation: the New Perspective for Quality Evaluation of Higher Education</b>	310
<i>Ms. Zhou Yinyan, China</i>	
<b>Influences on the Social and Academic Adjustment of Students at an Ethnic Minority University in China</b>	317
<i>Dr. Mei Wu, China</i>	

## **Posters**

<b>Exploration of Multi-dimensional University Ranking System Under the Concept of Diversity</b>	326
<i>Ms. Yingyi DUAN, China</i>	

<b>Turnitin (Electronic Plagiarism Detection Tool): Usefulness and Effectiveness for Developing Quality Research Culture in Pakistan</b>	327
<i>Mr. Muneer Ahmed, Dr. Safdar H. Bouk and Sania Tufail, Pakistan</i>	
<b>The Research of Value Orientation of Index System on Academic Ranking of World Universities</b>	328
<i>Zhou Junyu &amp; Zhou Junping, China</i>	
<b>The Quality Assurance Exploration of the Resources Construction of Online Courses with the Inter-school</b>	329
<i>Mrs. Zhu Weiwen &amp; Gong Xinhe, China</i>	
<b>The Learner Practical Knowledge-oriented Service Learning</b>	330
<i>Song Pu, China</i>	
<b>Strategic Leadership for Quality Management: A Professional Development Program for Thai Primary School Principals</b>	331
<i>Dr. Kanokorn Somprach, Thailand &amp; Dr. Forrest W. Parkay, USA</i>	
<b>Shanghai Post-graduate Dissertation Random Check Basing on Academic Result Evaluation Project</b>	332
<i>Dr. Meng Jie, China</i>	
<b>Quality Assurance Mechanism of Cross Border Higher Education</b>	333
<i>Ms. Sheema Haider, Pakistan</i>	
<b>Problems and Countermeasures in Higher Vocational College of Post-Practice</b>	334
<i>Mr. Ji Guojun, China</i>	
<b>One Agency with Dual Roles of Accreditation and Recognition: Organization Changes of HEEACT in Taiwan</b>	335
<i>Dr. Jinli Su, Chinese Taipei</i>	
<b>Building the Learning Outcomes Quality System at Majmaah University</b>	336
<i>Dr. Khalid Aljarallah, Saudi Arabia</i>	
<b>Institutional Quality Assurance for State Universities and Colleges in the Philippines towards ASEAN 2015</b>	337
<i>J. B. Nangpuhan II and S. L. Ngohayon, Philippines</i>	

## Judith S. Eaton



Dr. Judith S. Eaton is president of the Council for Higher Education Accreditation (CHEA), the largest institutional highereducation membership organization in the United States.

A national advocate and institutional voice for academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations. CHEA serves as an outspoken advocate and a comprehensive source of information on accreditation and its value to society. The recently launched CHEA International Quality Group provides as an international forum to address issues related to accreditation and quality assurance around the world.

Prior to her work at CHEA, Dr. Eaton served as chancellor of the Minnesota State Colleges and Universities, as president of the Council for Aid to Education, the Community College of Philadelphia and the Community College of Southern Nevada and as vice president of the American Council on Education. She has teaching positions at Columbia University, the University of Michigan and Wayne State University. A sought-after speaker on higher education issues both in the United States and internationally, she has authored numerous books and articles on higher education and accreditation-related topics.



**QUALITY ASSURANCE AND HIGHER EDUCATION: SOME THOUGHTS ABOUT WHAT WE ARE AND WHERE WE ARE GOING**

2015 APQN CONFERENCE  
KUNMING, CHINA

Judith S. Eaton, President  
Council for Higher Education Accreditation USA  
17 April 2015



**WHAT WE ARE AND WHERE WE ARE GOING:**

- HIGHER EDUCATION
- QUALITY ASSURANCE

**EMERGING QUESTIONS**

**QUALITY PRINCIPLES**



**WHAT WE ARE: HIGHER EDUCATION**

**ORIGINS...**

- PLACE-BOUND COLLEGES AND UNIVERSITIES – PUBLIC OR CHURCH-RELATED
- PROGRAMS AND DEGREES/QUALIFICATIONS
- FULL-TIME STUDENTS AT A SINGLE INSTITUTION
- SELECTIVE ADMISSION
- SUSTAINED AND PREPARATORY
- VISION OF AN EDUCATED STUDENT

...THIS IS WHAT HAS TRADITIONALLY DEFINED US...



**WHERE WE ARE GOING: HIGHER EDUCATION**

**ONLINE EDUCATION**

**MOOCs, COURSES FROM PRIVATE COMPANIES, BADGE PLATFORMS**

**PRIVATE (FOR-PROFIT) HIGHER EDUCATION**

**INTERNATIONALIZATION: STUDENTS, FACULTY, LOCATIONS, CURRICULA**



**WHERE WE ARE GOING: HIGHER EDUCATION - 2**

**MASS ATTENDANCE/OPEN ADMISSION: 400 MILLION BY 2030 (ESTIMATED)**

**MICRO-CREDENTIALS, NANODEGREES, BADGES, SPECIALIZATIONS, CERTIFICATIONS**

**EPISODIC EDUCATION: PART-TIME STUDENTS, LIFELONG LEARNING, STOP-IN/STOP-OUT, MULTIPLE INSTITUTIONS**



**WHERE WE ARE GOING: ALTERNATIVE PROVIDERS**

**APPROACHING 4,000 MOOCs**

**UDACITY, edX, COURSERA: 12 MILLION STUDENTS**

**MOZILLA: 13 BADGE-ISSUING PLATFORMS AND 1.1 MILLION BADGES**

**STRAIGHTERLINE: 10,000 STUDENTS AND CREDIT TRANSFER GUARANTEES WITH 80 UNIVERSITIES**



**WHERE WE ARE GOING: ALTERNATIVE PROVIDERS - 2**

**ALLIANT UNIVERSITY: BENEFIT CORPORATION**

**UNIVERSITY OF THE PEOPLE: 1,500 STUDENTS, VOLUNTEER FACULTY**

**LAUREATE: FOR-PROFIT, 80+ INSTITUTIONS, \$4 BILLION**

**NEW YORK TIMES: "ONE-DAY U"**



**SO...WHERE WE ARE GOING**

**NEW PROVIDERS OF HIGHER EDUCATION**

**NEW TYPES OF QUALIFICATIONS**

**NEW ATTENDANCE AND ENROLLMENT PATTERNS**

**POWERFUL ACCESS IMPERATIVE**

**CHANGING STRUCTURES**



## **WHAT WE ARE: QUALITY ASSURANCE**

**COUNTRY-BASED – ALMOST EVERYWHERE**

**PEER REVIEW AND JUDGMENT – DRIVEN BY HIGHER EDUCATION**

**PRIMARY FOCUS ON QUALITY IMPROVEMENT**

**INSTITUTIONAL AUTONOMY, ACADEMIC FREEDOM**

**FORMATIVE AND NOT SUMMATIVE BY DESIGN**

**EXPLORATORY AND EVIDENCE-BASED**

**TRUST-BASED**



## **WHERE WE ARE GOING: QUALITY TOOLS AND JUDGMENT**

**FROM PROCESS AND CAPACITY TO STUDENT LEARNING OUTCOMES, PERFORMANCE**

**FROM PEERS TO GOVERNMENT OFFICIALS**

**CONSUMER PROTECTION AND RETURN ON INVESTMENT**

**RISK-BASED, DIFFERENTIATION**

**QUALIFICATIONS FRAMEWORKS**

**RANKINGS**

**BENCHMARKING**



## **WHERE WE ARE GOING: GOVERNMENTS ALTERING STRUCTURE AND FUNCTION**

**CONSOLIDATION – IRELAND, AUSTRIA**

**ACCREDITATION COMPULSORY: SAUDI ARABIA, CHILE**

**EXPLORING NEW QUALITY ASSURANCE BODIES – US AND UK**

**ALTERNATIVE APPROACHES: MACAU (CHOICE) TAIWAN (SELF-ACCREDITING)**

**DE-NATIONALIZING QUALITY ASSURANCE: AGENCIES ACROSS BORDERS – EUROPE**

**EMPHASIS ON ACCESS, AFFORDABILITY EMPLOYMENT: EVERYWHERE**



## **WHERE WE ARE GOING: QUALITY ASSURANCE: REGIONALISM AND INTERNATIONALIZATION**

**UNESCO GLOBAL CONVENTION: A FRAMEWORK FOR RECOGNITION OF DIPLOMAS AND DEGREES**

**OECD AHELO MAIN STUDY: INTERNATIONAL STUDENT LEARNING OUTCOMES**

**U-MULTIRANK: EUROPEAN COMMISSION, MULTI-DIMENSIONAL, RANGE OF INSTITUTIONAL TYPES**

**REVISED EUROPEAN STANDARDS AND GUIDELINES**



## **WHERE WE ARE GOING: QUALITY ASSURANCE**

### **MORE DIVERSIFIED:**

**QUALITY REVIEW FOR ALTERNATIVE PROVIDERS AS WELL AS TRADITIONAL INSTITUTIONS**

### **WITH MORE TOOLS:**

**PEER REVIEW AND FORMATIVE JUDGMENT AND RANKINGS, BENCHMARKING, QUALIFICATIONS FRAMEWORKS, RISK-BASED REVIEW**

### **WITH A SHIFTING FOCUS:**

**QUALITY FIRST AND FOREMOST ABOUT OUTCOMES, PERFORMANCE**



## **SOME OF THE STEPS...**

**BEGINNING TO TAKE ON SOME OF THE CHANGES IN HIGHER EDUCATION – NEW TYPES OF INSTITUTIONS (UoP, Alliant), BUT NOT COMPANIES, MOOCs**

**RESPONDING TO PRESSURES OF ACCOUNTABILITY, GOVERNMENT...STANDARDS THAT EMPHASIZE OUTCOMES**

**MOVING TOWARD REGIONALISM, INTERNATIONALIZATION OF STRUCTURE AND STANDARDS**

**NEEDING DIALOGUE ON VALUES – WHAT HAS FRAMED US AND WHETHER IT WILL CONTINUE TO FRAME US – PEER REVIEW, AUTONOMY, ACADEMIC FREEDOM**



**THESE ARE MY THOUGHTS ABOUT CHANGE IN HIGHER EDUCATION AND QUALITY ASSURANCE.**

**WHAT ARE YOURS?**

**SOME QUESTIONS....**



## **QUESTIONS...**

**HOW WELL ARE WE ADDRESSING QUALITY AS CHANGE AND INNOVATION IN HIGHER EDUCATION ACCELERATE?**

**CAN THE VALUES, VISION AND PRACTICES OF CURRENT QUALITY ASSURANCE BE EFFECTIVE IN THE FUTURE?**

**WHAT DO WE ENVISION FOR THE STRUCTURE AND OPERATION OF QUALITY ASSURANCE – NATIONALLY, REGIONALLY, INTERNATIONALLY?**





## **IF WE CREATED A NEW QUALITY ASSURANCE CAPACITY...**

**WHAT PURPOSE – SERVE HIGHER EDUCATION, STUDENTS, SOCIETY?**

**WHAT RANGE – COUNTRY, REGIONAL, INTERNATIONAL?**

**WHAT STRUCTURE – ONLINE, ON-GROUND?**

**WHAT TYPES OF PROVIDERS – TRADITIONAL, ALTERNATIVE?**

**WHAT TYPE OF REVIEW – PEER, PERFORMANCE INDICATORS? FORMATIVE OR SUMMATIVE?**

**WHAT FOCUS – CAPACITY, OUTCOMES?  
...WE ARE HAVING THIS DIALOGUE AT TIMES, BUT CAN WE STRUCTURE IT MORE? BE MORE PURPOSEFUL?...**



## **CIQG QUALITY PRINCIPLES: THE QUESTIONS AND THE FUTURE**

**DYNAMIC TIME FOR QUALITY ASSURANCE**

**BUILDING THE FUTURE**

**WHAT IS COMMON ACROSS THE CHANGE AND WHAT CAN HOLD US TOGETHER?**

**POTENTIAL BASIS FOR FUTURE DIALOGUE**

**WORK IN PROGRESS**



## **CIQG PRINCIPLES...QUALITY**

- 1. PRIMARY RESPONSIBILITY OF INSTITUTIONS/PROVIDERS**
- 2. STUDENTS AS CENTRAL**
- 3. LEADS TO PUBLIC CONFIDENCE AND TRUST**
- 4. GOVERNMENT: SUPPORT BUT NOT INTRUSION**
- 5. QUALITY INCLUDES ACCOUNTABILITY**
- 6. LEADERSHIP OF QA BODIES**
- 7. QUALITY INCLUDES COMMITMENT TO CHANGE**



## **REFLECTING ON THE PRINCIPLES...**

**WILL THEY SERVE US IN THE FUTURE?**

**DO THEY CAPTURE WHAT QUALITY ASSURANCE NEEDS TO MOVE INTO THE FUTURE?**

**HOW DO WE BUILD ON THEM?**

**EATON@CHEA.ORG**



## **SUMMARY**

***SIGNIFICANT CHANGE AND INNOVATION IN  
HIGHER EDUCATION***

***MAJOR CHALLENGES FOR QUALITY  
ASSURANCE – WE ARE RESPONDING***

***ESSENTIAL QUESTIONS AND REFLECTIONS  
FOR OUR FUTURE***

***CIQG QUALITY PRINCIPLES AS PART OF A  
FOUNDATION FOR THE FUTURE***



***THANK YOU***

**EXECUTIVE SUMMARY of RUJHAN MUSTAFA**  
**Chief Executive Officer**  
**Malaysian Qualification Agency (MQA)**



Dato' Prof. Dr. Rujhan Mustafa has over 20 years of experience as an academician and administrator in basic and higher education in Malaysia. Prior to joining MQA, he served as the Chief Executive Officer of Education Performance and Development Unit (PADU) to lead the transformation of basic education at the Ministry of Education Malaysia. He was also the Director-General of Higher Education Malaysia who is responsible for the management of the Malaysian public and private universities. Currently, he is also the Adviser to the Honorable Minister of Education Malaysia.

Internationally, he held several positions in various international organizations such as the Board of Directors in the Director-General/ Secretary-General/ Commissioner of Higher Education in Southeast Asian Region and The World Bank, the Governing Board Member for the SEAMEO's (Southeast Asian Ministers of Education Organization) Regional Open Learning Centre based in Jakarta and Malaysia Focal Point for the Commonwealth of Learning based in Canada. He still holds the positions of the Advisory Board Member for Global University Research Benchmarking System based in United Nations University in Macau and the Executive Committee for Islamic World Science Citation Centre based in Shiraz

University, Iran.

Throughout his career as an academician, he has produced numerous publications related to international economics specifically in East Asian economy, economic development of regionalism and the role of multinational companies. His works in academic and research have been duly recognized by foreign bodies through the conferment of The Japan Foundation Fellowship; The Tokyo Foundation Fellowship; Association of International Education, Japan (AIEJ) Foreign Research Fellowship; Keio University's Visiting Research Fellowship; and Kyoto University's Foreign Guest Scholar.




**Asian Perspective On Globalization And  
Diversification Of Higher Education  
Quality Assurance**

**RUJHAN MUSTAFA**

## Globalization in Manufacturing

- The role of Multinational Companies (MNCs) and foreign direct investment
- Home Country and Host Country
- R&D, design remain in HQs. Capital flows in-out, people mobility
- Mode of delivery: FDI Greenfield investment, joint ventures, franchise, acquisition, etc.
- Factors: abundant raw materials, big pool of cheap but skill labor, big market and government initiatives
- International products.
- The role of QA Unit

## Globalization in Services

- Financial, Tourism, Medical, Higher Education
- HIGHER EDUCATION New engine for economic growth and source for new income of the country
- Home UNIVERSITY as company, knowledge transfer as capital flow, mode of delivery are the same. Students or academic programs are the product.
- Host GOVERNMENT implement open door policy but selective. New types of FTZs exists in Knowledge City in Dubai and ISKANDAR in Malaysia
- Affordable and quality assured.
- International degrees at home.

## HE and QA

- HE belong to the Ministry, QA belong to government agency, independent, statutory body or stand alone as commission.
- In Malaysia, approval of the new program at the Ministry are subjected to the CQC from MQA. Both local & international programs/institution are subjected to the same standards and policies.
- Malaysia is home for 9 IBCs and many CBHE programs with 150,000 foreign students.

## Managing Diversity

- WHAT being practiced vs best practices
  - Senate approval no longer valid. CQC to rectify the readiness, awarding accreditation. NO accreditation NO recognition.
- Visibility and Value. QA vs Ranking
  - QA still not visible. Ranking is visible. BOTH are valuable for the institutions and the programs. Ranking body more vibrant than QA body.
- Recognition.
  - HOME Institution/programs vs HOST Inst/Prog

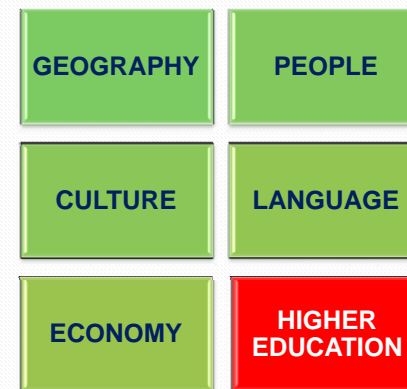
## Managing Diversity

- MODE of learning
  - ODL, MOOCs, Work based learning, APEL, 2+2 etc
  - New learning must be based on innovative and creativity. Use IT as tools.
- QA as branded branding. University as a lifestyle
- QA Communications
  - Communicate to QA, to University, to government and international institutions such as UNESCO and The World Bank. Communicate to the public at large.
  - Communicate. Communicate. Communicate

## Managing Diversity

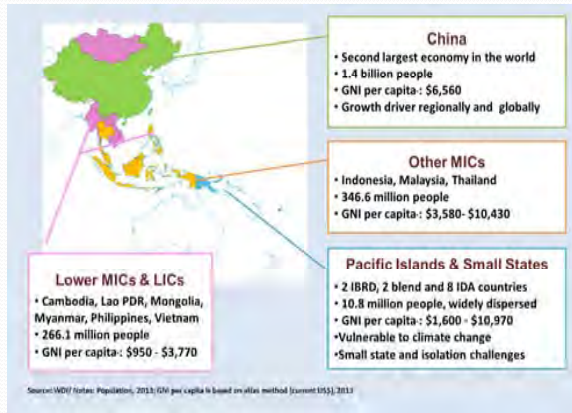
- Partnership and cooperation
  - Bilateral, Multilateral, Network of Network
  - MQA with FAA (National), MQA with AQAN (sub region), APQN, ABEST<sub>21</sub> (regional), INQAAHE (international)
- Managing the new giant
  - Laureate International Universities, Manipal Education Group, EQUINAS in Malaysia
- Professional Body vs QA
- Professional Accords vs QA
  - Eg. Washington Accord

## A WAY FORWARD: FROM DIVERSITY INTO COOPERATION

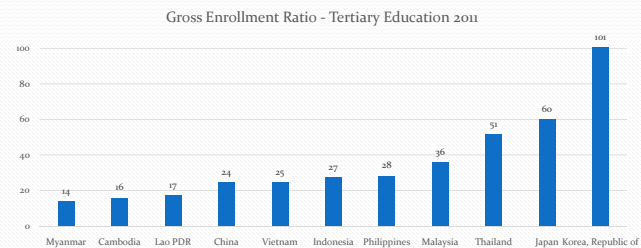


To compete and hide business secret OR to cooperate and share the best practices. HE QA choose the later.

### QA academic programs will bring betterment to the economic performance



### QA Improve Access to Tertiary Education



Source: Preprimary and secondary education: World Bank Data; Tertiary education: UNESCO. (2014). Higher Education in Asia: Expanding Out, Expanding Up, the rise of graduate education and university research.

### QA improve cooperation among Regional Quality Assurance Bodies

- INQAAHE
- ENQA
- Central Europe
- Eastern Europe
- Nordic countries
- ANQAHE
- APQN
- SADC
- AQAN
- Latin/Caribbean-2 network
- Professional associations in engineering Europe
- Many international Accords regulate professions

- 3 Main Bodies-Regional Quality Assurance Standards**
- INQAAHE-Guide to Good Practices
  - ENQA-Bologna Process, ENQA Standards and Guide, ENQF
  - Asia Pacific Quality Network-Chiba Principles

### Cooperation harmonize framework in ASEAN



# AQRF

ASEAN Qualifications Reference Framework

MQF 2007
TQF 2009
IQF 2013
PQF 2013
BNQF 2013
VNQF 2014
CQF (to be endorsed)
Laos (in progress)
Singapore (WSQ System)
Myanmar (in progress)

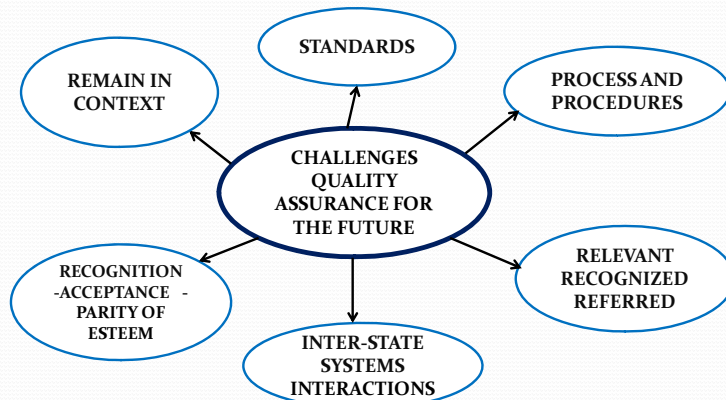
## QA Opens Higher Education Space

- Peer evaluation
- “Harmonization” of standards
- International recognition
- International mobility of students and faculty
- Building a common denominator
- Quality students and employability

## QA brings Academic, TVET and Skills on board.

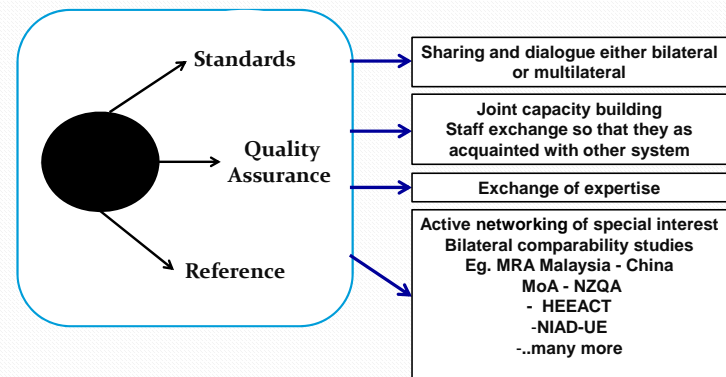
- Several designated agencies in charge of accreditation, registration, and monitoring and evaluation, often separate ones for TVET/skills and higher education
- Philippines –
  - For TVET and skilled workers, TESDA is the body responsible for assessing and recognizing qualifications from other economies;
  - Commission on Higher Education (CHED) is mandated to set minimum standards for programs and institutions of higher learning
- Malaysia –
  - MQA is responsible for monitoring and overseeing the quality assurance practices and accreditation of national higher education;
  - Department of Skills Development (DSD) under Ministry of Human Resource (MOHR) is the custodian of skills sector in the MQF
- Thailand –
  - Office of the Vocational Education (OVEC) (Ministry of Education)
  - Department of Skills Development (Ministry of Labour)
  - Thailand Professional Qualifications Institute (TPQI)

## QA Challenges The Way We Look Into Quality Of Higher Education And The Way We Quality Assures It



VISIBILITY AND CONFIDENCE = SEAMLESS CROSS-BORDER EDUCATION

## CO-OPERATE





**CO-CREATE**

**Introduce system which is indigenous to Asia**

---

**ACTS (ASEAN Credit Transfer System)**

---

**CAMPUS ASIA**  
Is an educational collaboration between Korea, China and Japan to train a new generation of leaders of Asia.

---

**ABEST 21**  
The Alliance On Business Education And Scholarship For Tomorrow, A 21st Century Organization

**Celebrate diversity. Do not punish them !**

**Some of the Critical Success Factors for HE QA**

- National commitment. Political will
- Support from UNESCO and other funding agencies
- Continuing Dialogues
- Role of Networks to support national QA

Can learning outcomes be globalised?

- A thousand mile begins with the first step.

谢谢  
TERIMA KASIH  
THANK YOU  
mrujhan@mqa.gov.my



## 吴岩简介

吴岩，中国教育部高等教育教学评估中心主任，教育学博士，研究员，享受国务院政府特殊津贴专家。清华大学、北京航空航天大学博士生导师，厦门大学、同济大学兼职教授。国家社会科学基金教育学重点课题“以生为本的高校教育质量评价体系研究”首席专家。

先后任北京教育科学研究院副院长、教育部高等教育教学评估中心副主任。兼任中国工程教育认证协会副理事长兼秘书长，中国高等教育学会产学研合作教育分会会长。长期从事教育发展战略规划和高等教育发展规划、教学评估等的研究和管理工 作，曾获得北京市高等教育教学成果一等奖，国家高等教育教学成果二等奖等。



Quality Assurance in Higher Education: Chinese Characteristics, Chinese Models and Chinese Standards

### **Prof. Dr. Wu Yan**

Prof. Dr. Wu Yan, is the Director-General of Higher Education Evaluation Center (HEEC) of the Ministry of Education, P. R. China, a position he has held since March 2013. Wu Yan was graduated from Xiamen University with a Ph. D. of Education, and is currently professor and Ph. D. supervisor at Tsinghua University, and Beihang University, as well as adjunct professor of Xiamen University and Tongji University. He is also a 'State Council Expert for Special Allowance', and the Project Team Leader of the State-level Key Research Project in Education --- The Establishment and Development of 'Student-centered' Quality Assurance System in HEIs.

Before being appointed as the Director-General of HEEC, he was previously Vice President of Beijing Academy of Educational Science and

Deputy Director-General of H EEC. He also concurrently serves as Vice Chair and Secretary-General of China Engineering Education Accreditation Association (CEEAA) and President of the Industry-University-Research Cooperation Sub-committee of China Association of Higher Education. He has long been engaged in the study and practices in educational strategy, higher education developmental strategy and quality management and evaluation in HEIs. He has been given the first prize of Beijing Higher Education Teaching Achievement award and the second prize of National Higher Education Teaching Achievement award.


apqn 2015 APQN Conference | Kunming, 17 April 2015  
ASIA-PACIFIC QUALITY NETWORK

## How to Suit HE Diversity in Chinese Context: Five-in-One QA System



Prof. Dr. Wu Yan, Director-General  
Higher Education Evaluation Center, MoE, China

## Contents



1. Higher Education System in China: Huge & Diversified
2. 5-in-1 QA System to Accommodate Diversity
3. What We have Done & Challenges We are Facing


1



## I. Huge & Diversified Higher Education System in China

2

## Huge & Diversified Higher Education System

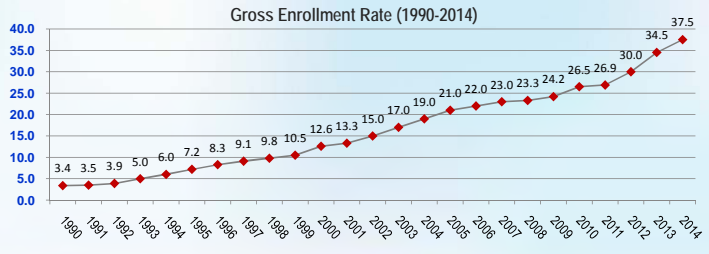


**As of 2014**

**Overall Size** 35.6 million, largest in the world, account for 20% of global size

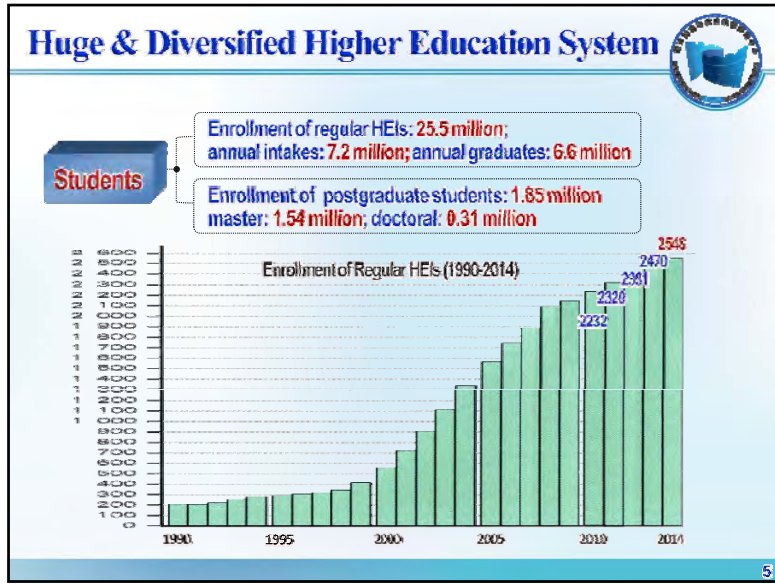
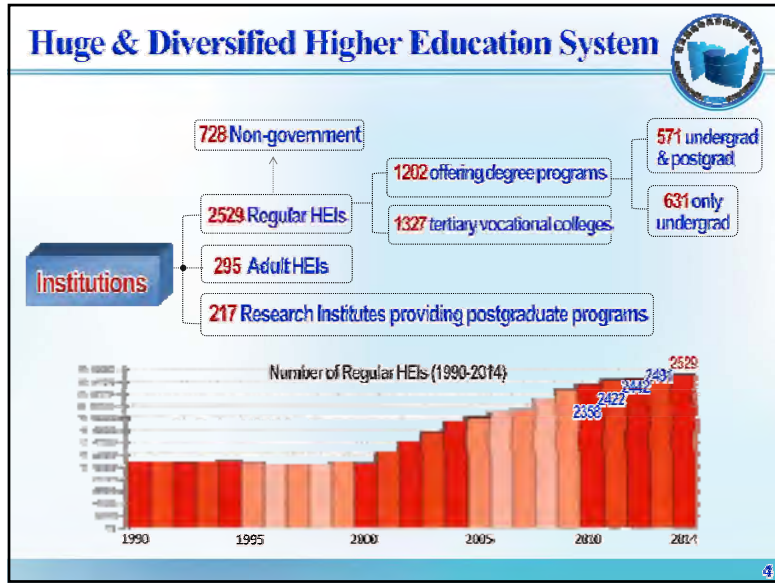
GER: 37.5%, ongoing massification; will reach 40% in the next few years, and is expected to reach 50% in 10 years

Gross Enrollment Rate (1990-2014)



Year	Gross Enrollment Rate (%)
1990	3.4
1991	3.5
1992	3.9
1993	5.0
1994	6.0
1995	7.2
1996	8.3
1997	9.1
1998	9.8
1999	10.5
2000	12.6
2001	13.3
2002	15.0
2003	17.0
2004	19.0
2005	21.0
2006	22.0
2007	23.0
2008	23.3
2009	24.2
2010	26.5
2011	26.9
2012	30.0
2013	34.5
2014	37.5

3



### Encourage Diversity ≠ Lower Quality

China is entering a **quality-centered** development stage focusing on quality assurance and improvement (instead of scale expansion)

Along with the rapid expansion in scale, the issue of **quality** becomes increasingly important

国家中长期教育改革和发展规划纲要 (2010-2020年)

中国法制出版社

Quality enhancement is the **core task** for Chinese education reform and development, is the **essential requirement** for building a strong nation in education

*Outline of China's National Plan for Medium & Long-term Education Reform and Development (2010-2020), issued in July 2010*

## II. Building 5-in-1 QA System to Accommodate Diversity



## History of Institutional Evaluation in China

Five rounds of evaluation have been conducted in China in the past two decades. 730 HEIs and over 600 programs have been evaluated.

The timeline shows five stages of evaluation:

- 1994-2002:** Eligibility Evaluation. Start with Tianjin Civil Engineering College. 193 HEIs evaluated.
- 1996-2000:** Graded Evaluation. Start with Huazhong University of Science & Technology. 16 HEIs evaluated.
- 1999-2001:** Random Evaluation. Start with Changsha Railway College. 26 HEIs evaluated.
- 2003-2008:** Optimization Evaluation. Start with Shanghai University. 589 HEIs evaluated.
- 2009 till now:** 5-in-1 Evaluation. An updated, comprehensive evaluation system.

## QA Should Keep Pace with HE Development

**Evaluation in the past (1994-2008):**

- Single Subject Government
- Single Pattern Institutional Evaluation
- Single Standard One-fit-all for all HEIs
- Single Method External Peer Review
- Single Outcome By Government

**Evaluation Nowadays (2009-present):**

- Multiple Subjects
- Multiple Patterns
- Multiple Standards
- Multiple Methods
- Multiple Outcomes

## 5-in-1 Quality Assurance System in China

*Opinions on the Quality Evaluation of Undergraduate Education of Regular HEIs (No.9 of 13.10.2011) — 12 Items for Evaluation*

A new evaluation system corresponding to new challenges and requirements for the increasingly diversified HE system: with **Diversity and Integrity**

The 5-in-1 system includes:

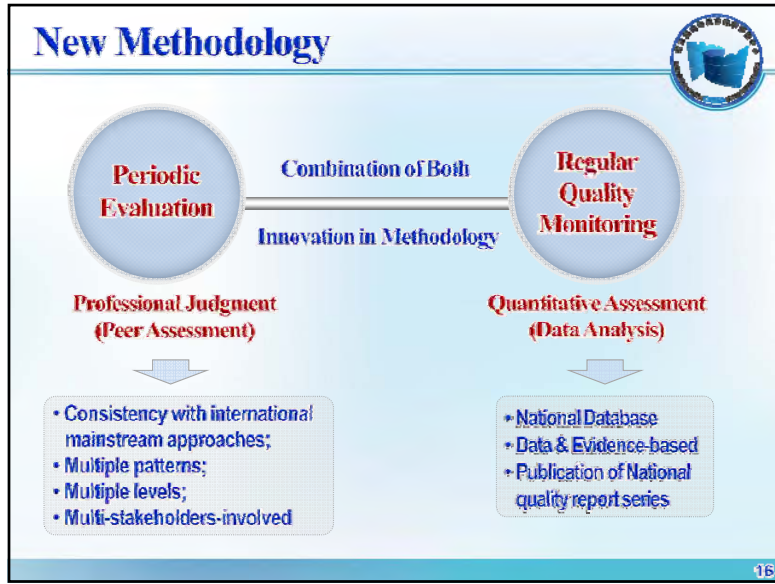
- Self Evaluation
- Program Evaluation & Accreditation
- International Evaluation
- Regular Data Monitoring
- Institutional Evaluation
- Audit
- Eligibility Evaluation

## Five “Diversified” of Updated QA System

- Stakeholder:** HEIs, governments, EQA bodies, NGOs representing profession, students, graduates, employers,.....
- Pattern:** HEI's self evaluation, institutional evaluation, program evaluation, accreditation, international evaluation .....
- Standard:** Multi-type criteria for multi-type/level evaluation: Standards-based vs. fitness-for-purpose; Minimum requirements vs. high level (GPs)
- Method:** Periodical evaluation vs. regular quality monitoring (data-oriented and data-driven approach)
- Outcome:** Different way in decision-making and reporting; Report only vs. Multi-point Scale; Limited vs. full disclosure; Implication of outcome







## New Technology

**The National Database of Basic Educational Status in HEIs (NDBES)** has been developed and maintained by HEEC. By 2014, Data have been collected from **650 HEIs**, now is rolling out to **over 1200 HEIs** for nationwide full-scale data collection and analysis.

**7 Areas**

**69 Tables**

**560 Data Points**

1. Input & resources
2. Programs & Courses
3. Faculty
4. Human Resource Cultivation
5. Student profile
6. Teaching management
7. Quality management & monitoring

## New Technology

**To HEIs**

Support IQA system; data-based self quality management & monitoring; benchmarking & risk pre-warning

**To Government**

Provide data support and counseling service for policy-makers; annually publish National Reports on Educational Quality for different categories of HEIs

**Major Functions**

**To Public**

Disclosure of the evaluation/audit reports and core educational quality data to public; make the HEIs' education quality be subject to public supervision

**To Review Team**

Quantification (data analysis report) to support and guide peer assessment, reduce the workload of reviewers

## New Culture

- When it comes to educational quality, HEIs easily ascribe such responsibilities and problems to the inadequate funding or support or input, or other external reasons, without reflection of their own shortcomings in quality assurance.
- Self study, self analysis, self evaluation and self monitoring is very important to HEIs. **Fostering a quality culture** within higher education sectors.
- **Internal quality assurance of EQAAs** ➔ Capacity building **Chinese Association for Quality Assurance in Higher Education (CAQA)** with 222 member EQA agencies, IQA units and individual practitioners; Exploring national recognition of EQA agencies.

### III. What We have Done & Challenges We are Facing

### Institutional Evaluation

All HEIs are subject to the institutional evaluation (mandatory). **Two-layer** evaluation system at both national and provincial level, dividing duties and sharing responsibilities; categorized evaluation, encourage **diversity**.

#### ➤ Eligibility Evaluation

- Targets** • Apply to **over 300 HEIs** established and licensed by MoE after 2000, most are teaching-intensive; in line with the National Eligibility Threshold Criteria.
- Progress** • Launched in 2009. **143 HEIs** have been evaluated by 2014, accounting for 50% of the total number of newly-built HEIs
- Impacts** • Facilitate HEIs to cultivate **practical-oriented** students serving the local development in industry, economy and public services

### Institutional Evaluation

#### ➤ Audit

- Targets** • Apply to **over 600 HEIs** that passed previous-cycle evaluation, **comprehensive or research-intensive HEIs**; assess the institution based on its own objectives and standards
- Progress** • Launched in 2013. **18 HEIs**, including top-notch universities such as Nanjing, Nankai, Tongji, have been evaluated by 2014
- Impacts** • Encourage **diversity**; focus on the establishment and development of IQA system in HEIs; facilitate HEIs to cultivate **diversified, innovative, interdisciplinary** students, in line with its educational objective and orientation

### Program Accreditation

- **15,733** engineering programs, accounting for 1/3 of the total number of programs.
- China obtained provisional status of **Washington Accord** with an unanimously acceptance of the signatories in 2013.
- **CEEAA** (NGO, 33 member societies) continues to improve the accreditation system with international substantial equivalency. In transition to outcome/ competency-based





## National Quality Report Series



1. National Quality Report on Undergraduate Education of **211 Project HEIs** (2012)
2. National Quality Monitoring Report on Undergraduate Education of **Newly-built HEIs** (2011-2014)
3. National Report on the Eligibility Evaluation of **Newly-built HEIs** (2011-2014)
4. National Quality Report on **Engineering Education** (2013, 2014)
5. **National Quality Report on Higher Education** (full coverage report for all regular HEIs, to be released in May 2015)



24

## International Evaluation: Good Way to Suit Diversity



HEIs

Some '985 Project' and '211 Project' universities autonomously carry out **international accreditation/evaluation at course, program or departmental level**, in accordance with international recognized criteria and procedures (ABET, ACBSP, AACSB, ABEST21, EQUIS)

HEEC

1. Institutional or program evaluation with the engagement of **international expertise** (oversea members from US, Japan, HK for the review panel);
2. Collaborate with EQAAs in Russia, US, UK, Germany, Australia in **joint accreditation**;
3. Consortium with NIAD-UE (Japan) and KCUE (Korea) **Trilateral QA Council**, Joint quality monitoring for **CAMPUS Asia** Programs;
4. Adopt the INQAAHE and APQN Guidelines of Good Practice

25

## International Evaluation: Good Way to Suit Diversity



Establish partnerships with OECD, UNESCO/IIEP and EU, cooperating in **AHELO, International Research Project on IQA and U-Multirank**.

Measure Student learning outcomes

Good Practice in IQA

multi-dimensional, user driven, multi-level ranking

Reflects both the **diversity of HEIs** & the **variety of dimensions of university excellence** in an international context.

1. Teaching & Learning;
2. Research
3. Knowledge Transfer;
4. International Orientation
5. Regional engagement

Through international engagement and cooperation, listen and think globally, to keep up with the latest trend of QA in this changing landscape, to let the world know what China is doing to build our QA system to accommodate the diversity and heterogeneity.

26

## Challenges We are Facing



➤ How to adapt QA to the challenges of HE systems ?

1. Defining the **role of EQAAs** in a way that they are supportive of the IQA of HEIs (be the provider of professional QA supports, but not the 'Catch Me if You Can')
2. Focusing IQA on the student learning experience and the institution's capacity for self-regulation (**Quality Culture**)
3. Including **employability and labor market entry** as a major concern in IQA system
4. Defining **reporting/information disclosure** requirements that help HEIs to develop EMIS supportive of IQA needs (Multi-layer data system)

27

## Challenges We are Facing



### ➤ How to adapt QA to the challenges of HE systems ?

5. Finding appropriate **definition of quality** in a diversified HE system (one or more quality standard system?)
6. Finding **balance** between government regulation/quality control and institutional autonomy
7. In large HE systems, establishing **coordination among QA layers** (central vs. provincial/municipal)

28

# THANKS FOR YOUR ATTENTION



CONTACT

Tel : +86-10-56973155  
Fax: +86-10-56973150  
E-mail: [wuyan2001@moe.edu.cn](mailto:wuyan2001@moe.edu.cn)

## WANG Lisheng




WANG Lisheng graduated from Beijing Foreign Studies University with a major of Russian Language and Literature in 1984.

- 1984-1999 Worked at the Department of International Cooperation and Exchanges, Ministry of Education of the People's Republic of China
- 1984-1991 Diplomat of the Educational Department of Chinese Embassy in the Soviet Union
- 1995-1999 Diplomat of the Educational Department of Chinese Embassy in Ukraine
- 1999-2003 Worked in the Office of Academic Degrees Committee of the State Council and the Department of Postgraduate Education of MOE of PRC
- 2003-2013 Deputy Director-General of China Academic Degrees and Graduate Education Center (CDGDC)
- 2014-Now Director-General of China Academic Degrees and Graduate Education Center (CDGDC); Executive Chief Editor of *China Postgraduates*; Executive Member of Chinese Society of Academic Degrees and Graduate Education; Committee Member of Education Cooperation Sub-Committee of China-Ukraine Cooperation Committee; Member of the Joint Working Group of China-Russia Language Teaching Communication for Students and Scholars and Science Cooperation.

WANG Lisheng has been long engaged in international cooperation and communication in education and possesses rich experience in the fields of mutual recognition of educational qualifications, comparative study of qualifications, evaluation of China-Foreign Jointly Run Schools and Programs and cross-border quality assurance in education. He has delivered important speeches and remarks on a number of conferences of


international associations, like UNESCO, ASEMME, APEC, China-ASEAN Education Cooperation Week and other international conferences, such as Education USA hosted by United States Department of State, Going Global, NAFSA and EAIE.

E-mail: [wangls@mail.cdgdc.edu.cn](mailto:wangls@mail.cdgdc.edu.cn)


 2015 APQN CONFERENCE & AGM
 
 CDGDC

## Internationalization of China Higher Education - Cross Border Education & Quality Assurance

WANG Lisheng  
 China Academic Degrees and Graduate Education Development Center (CDGDC)  
 17<sup>th</sup> April 2015


 CDGDC

## Outline

I . Internationalization of China Higher Education & Quality Assurance Practice

II . Recent Progress of Regional Cross-Border Education Quality Assurance Cooperation (CBEQA Cooperation)

2

### I . Internationalization of China HE & QA Practice


 CDGDC


1. China Academic Degrees and Graduate Education Development Center (CDGDC)

- An institutional organization affiliated to MOE
- Independent qualification of legal entity (NGO)
- Independently conducting activities of China Graduate Education Quality Assurance, Qualification Verification, and constructing National Information Center for Academic Degrees and Graduate Education








3

### I . Internationalization of China HE & QA Practice


 CDGDC

1. China Academic Degrees and Graduate Education Development Center (CDGDC)

For Government 	For HEIs 	For Society 	For International 
<ul style="list-style-type: none"> <li>★ Participating in National Accreditation of Academic Degree Programms Authorization</li> <li>★ CFCRS (Chinese-Foreign cooperation in running schools)</li> <li>★ Construction-National Information Center for Academic Degrees &amp; Graduate Education</li> </ul>	<ul style="list-style-type: none"> <li>□ Service the Self-Evaluation of Degree Program</li> <li>□ Educational Program Accreditation (Implementation of CAMEA, Exploration of MPA Accreditation, Construction of Case Center)</li> </ul>	<ul style="list-style-type: none"> <li>※ Chinese Discipline Ranking</li> <li>※ Qualification Verification</li> </ul>	<ul style="list-style-type: none"> <li>□ Cross-Border QA Network in Higher Education (CBQAN)</li> <li>□ "ASEM+3" QA Working Group</li> <li>□ CAMPUS Asia</li> </ul>

4



## I . Internationalization of China HE & QA Practice

### 2. Cross-Border Education Quality Assurance-CFCRS (Chinese-Foreign Cooperation in Running Schools)

- In 2014, the total number of Chinese students studying abroad :459,800
- From 1978 to the end of 2014, the total number of all kinds of students studying abroad is 3,520,000
- Till 2014, the number of all types of CFCRS institution & programs is above 2000
- Till 2014, total number of institutions & programs conducting academic degree education is 103.
- Ex. Xiamen University Malaysia Campus, Beijing Language and Culture University Tokyo Institute etc.

## I . Internationalization of China HE & QA Practice

### 3. One of the main types of China Cross-border Education : CFCRS(Chinese-Foreign Cooperation in Running Schools)

# CFCRS

(Chinese-Foreign Cooperation in Running Schools)

- Education and teaching activities conducted by Chinese and foreign educational institutions in accordance with laws with the main enrollment students of Chinese citizens

## I . Internationalization of China HE & QA Practice

### 4. Scale of Chinese-Foreign Cooperation in Running Schools- Undergraduate and above

国家/地区 Country	项目 Program	机构 School	总数 Total	国家/地区 Country	项目 Program	机构 School	总数 Total
英国UK	184	5	189	爱尔兰BEL	5	0	5
美国USA	135	10	145	日本JAP	5	0	5
澳大利亚AUS	123	3	126	瑞典SWE	2	0	2
俄罗斯RUS	75	0	75	新加坡SGP	2	0	2
加拿大CAN	36	2	38	意大利ITA	2	0	2
德国GER	19	7	26	比利时BEL	1	1	2
法国FRA	18	4	22	奥地利AUT	1	0	1
韩国KOR	7	1	8	南非RSA	1	0	1
荷兰NZ	5	2	7	挪威NOR	1	0	1
新西兰NED	5	0	5				

More than 1,000 CFCRS schools and programs with Bachelor's degree or above

Nearly 30 cooperating countries and areas

More than 1,500,000 graduates

Data until Dec. 2013

## I . Internationalization of China HE & QA Practice

### 5. QA Framework of CFCRS

#### International Rules

Guidelines for Quality Provision in CBHE (UNESCO-OECD ,2005), INQAAHE, APQN : A set of cross-border education quality assurance rules were established by Chinese government to protect both education importer and exporter

#### Chinese Policies

- " PRC Sino-foreign Cooperation in Running Schools Regulations" ( 2003 )
- Advice of the MOE on Further Strengthening the Sino-Foreign Cooperation in Running Schools (2012)

A whole set of accreditation and QA system was established by Chinese government to protect all stakeholders of cross-border education ,especially Sino-foreign cooperation in running schools

## I . Internationalization of China HE & QA Practice

6. CFCRS – Procedure when cooperating with China



CDGDC

Requirements of Both Parties (Bilateral)

Chinese Government Approval (MOE)

Evaluation of Teaching Standard (CDGDC)

Proceed or Suspended(MOE)


**New Policy:**

Foreign cooperators who have organized cooperative educational program in China can only apply for a new program when its old one participated in the China-foreign cooperation in running schools evaluation evaluation organized by chinese government.

9


## I . Internationalization of China HE & QA Practice

7. Purpose of Evaluation of CFCRS



CDGDC


- Promote Quality of Running School
- Promote co-responsibility sense between education importer and exporter and protect the interests of both parties.
- Identify the qualification of schools according to the evaluation results.



10

## I . Internationalization of China HE & QA Practice

8. Procedure of CFCRS Evaluation (for Bachelor, Master and Doctoral Programs)



CDGDC

Self-evaluation Report

→

Social evaluation

1. Online Publication  
2. Student Satisfaction survey  
3. Social Reputation Survey

→

Peer Review


→

Result Release

11

## I . Internationalization of China HE & QA Practice

9. Evaluation Index of CFCRS



CDGDC

**Evaluation Index(Institution)**

- Mission
- Management System
- Asset Management
- Quality Control
- Faculty
- Teaching Facilities
- Training Quality
- Social Service
- Characteristics

**Evaluation Index (Program)**

- Purpose & Scheme
- Management
- Teaching Condition
- Faculty
- Teaching
- Teaching Quality
- Social Service
- Characteristics

12

## I . Internationalization of China HE & QA Practice



CDGDC

### 10. Achievements & Effects of CFCRS

- 567 Programs and Institutions Evaluated From 2012-2014
- Over 60 programs and institutions quit running schools
- 19 Programs and Institutions Unqualified
- Suggestions for Improvement



13

## Outline



CDGDC

I . Internationalization of China Higher Education & Quality Assurance Practice

II . Recent Progress of Regional Cross-Border Education Quality Assurance Cooperation (CBEQA Cooperation)

14

## II. Recent Progress of Regional CBEQA Cooperation



CDGDC

### 1. Challenges of CBEQA

#### Challenges

- The education exporters' actions differs a lot.
- QA agencies lack of enough communication and cooperation.
- CB education doesn't have enough implementation projects.
- CB education and quality assurance need more cooperation and communication



#### Solution- CBQAN

- Build a platform, increase the communication and cooperation in cross-border education mobility
- Promote QA agencies to promote cross-border QA
- Provide mutual recognition of qualification with quality assurance

15

## II. Recent Progress of Regional CBEQA Cooperation



CDGDC

### 2. Various forms of regional cooperation



- ◇ China-Japan-Korea Platform: **CAMPUS Asia** (Collective Action for Mobility Program of University Students)
- ◇ ASEAN + China-Japan-Korea Platform: **APT QA Working Group**
- ◇ **Asian Europe Platform: Working Group on Implementing ASEM Recognition Bridging Declaration**

16

## II. Recent Progress of Regional CBEQA Cooperation



CDGDC

### 3. China-Japan-Korea CAMPUS Asia – University Exchange with Quality Assurance

◇ **Aim:** through variety of university exchange programs, to promote cooperation among three universities and mutual understanding among students, to contribute to Asia with enhancing the competitiveness of universities and training the next generation of outstanding talents

17

## II. Recent Progress of Regional CBEQA Cooperation



CDGDC

### 3. China-Japan-Korea CAMPUS Asia – University Exchange with Quality Assurance

- ◇ In 2011, CDGDC is in charge of selecting 10 pilot programs by evaluation
- ◇ Including Tsinghua University, Tokyo University and Seoul National University
- ◇ Up till now, pilot programs run well, there are innovation in the exploration of degree awarding and courses accreditation
- ◇ On 10<sup>th</sup> Apr. 2015, China-Japan-Korea Committee for Promoting Exchange and Cooperation among Universities agreed on the expansion of program



18

## II. Recent Progress of Regional CBEQA Cooperation



CDGDC

### 4. ASEAN+3 APT QA Working Group

- ✓ Aims to Strengthen the exchange and cooperation in the area of higher education and QA
- ✓ Focuses on the study area of credit transfer system, develop general criteria of student exchange programs, research and discuss the consensus of establishing normal exchange mechanism of regional quality assurance agencies.
- ✓ The third meeting will be held in June 2015 in Thailand and will be co-chaired by China side

19

## II. Recent Progress of Regional CBEQA Cooperation



CDGDC

### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - Foundation and Development

**Establishment** Referring to the *Conclusions by the Chair* of the 4<sup>th</sup> Asia-Europe Meeting of the Ministers for Education (ASEMME4), China was tasked to establish a Working Group to explore concrete steps to implement the *ASEM Recognition Bridging Declaration*.

**Development** The Working Group is composed of representatives from 12 ASEM countries—China, Austria, Belgium (French Community), Brunei Darussalam, Estonia, Germany, Indonesia, Malaysia, Latvia, Lithuania, Republic of Korea and the United Kingdom. Japan participated in the second and third meetings of the Working Group.

The Working Group has held three meetings.

20

## II. Recent Progress of Regional CBEQA Cooperation

### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - Three Action Plans



CDGDC

To build the Asian National Information Centers Coordinating Website (ANICCW)

To draft "Handbook of Guidelines, Principles and Good Practices on Recognition Cooperation among ASEM NIC-NARICs"

To establish Cross-border Quality Assurance Network in Higher Education (CBQAN)

21

## II. Recent Progress of Regional CBEQA Cooperation

### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - To Build the Asian National Information Centers Coordinating Website (ANICCW)



CDGDC

- ✓ The ANICC website is primarily a professional platform for qualification recognition (QR) for the Asian countries
- ✓ The website helps to provide QR information, acting as a platform for QR professionals to exchange information including collaborative initiatives, joint research and cross-border education quality assurance.

22

## II. Recent Progress of Regional CBEQA Cooperation

### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - to Build the Asian National Information Centers Coordinating Website (ANICCW)



CDGDC



Education Information

Qualification Verification

Education QA

Practice Information

Four Sections

23

## II. Recent Progress of Regional CBEQA Cooperation

### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - To Build ANICCW



CDGDC

Information Collection

Indonesia



Australia



China



Malaysia



Japan



Brunei



24

## II. Recent Progress of Regional CBEQA Cooperation



CDGDC

### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - To Draft "Handbook of Guidelines, Principles and Good Practices on Recognition Cooperation among ASEM NIC-NARICs"

- ✓ **Objective of "Handbook of Guidelines, Principles and Good Practices on Recognition Cooperation among ASEM NIC-NARICs"**
  - Accurately define the terminology in qualification recognition;
  - Further develop the criteria and procedures of qualification recognition;
  - Recommend good practices and models in qualification recognition
- ✓ **The handbook applies to**
  - Governmental organizations, qualification recognition organizations, institutions of higher education and degree holders.
- ✓ **Content is based on**
  - "Toolkit for the Recognition of Foreign Qualifications: A Reference for Asia-Pacific Practitioners" and "the Convention on the Recognition of Qualifications concerning Higher Education in the European Region"
- ✓ **To produce an ASEM Guidelines for Recognition of Qualifications**
  - In consideration of the emerging and common challenges in order to

25

## II. Recent Progress of Regional CBEQA Cooperation



CDGDC

### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - To Establish Cross-border Quality Assurance Network in Higher Education (CBQAN)

- ✓ **The aim of CBQAN is to build a communication and cooperation platform for stakeholders of cross-border HE quality assurances in Asia and Europe**
  - To understand and learn from each other;
  - To promote high quality communications-academic and personnel exchanges;
  - To facilitate healthy development of cross-border HE in Asia and Europe;
  - To explore the formation of a platform for international cross-border HE quality assurances collaboration

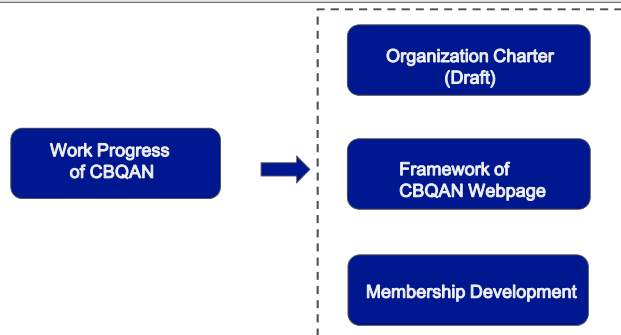
26

## II. Recent Progress of Regional CBEQA Cooperation



CDGDC

### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - To Establish CBQAN



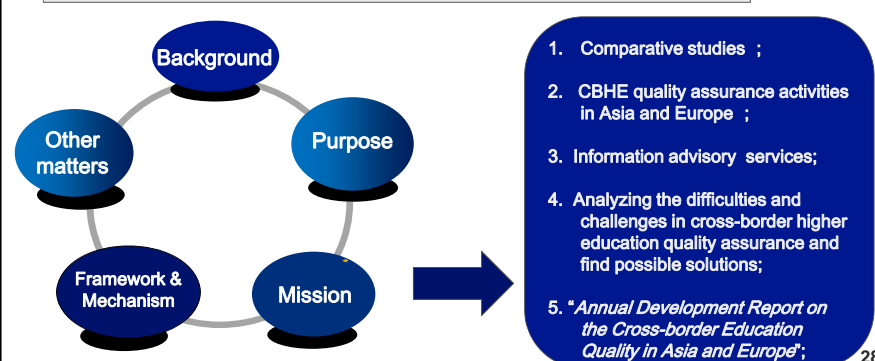
27

## II. Recent Progress of Regional CBEQA Cooperation



CDGDC

### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - To Establish CBQAN



28



## II. Recent Progress of Regional CBEQA Cooperation



### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - To Establish CBQAN

CDGDC



Website:  
<http://anic.chinadegrees.cn/>

29

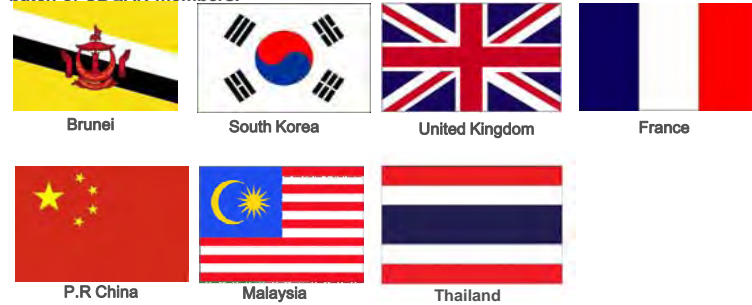
## II. Recent Progress of Regional CBEQA Cooperation



### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - To Establish CBQAN

CDGDC

Brunei, South Korea, P.R China, Malaysia, United Kingdom, France, Thailand-The first batch of CBQAN members.



30

## II. Recent Progress of Regional CBEQA Cooperation



### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - To Establish CBQAN

CDGDC



31

## II. Recent Progress of Regional CBEQA Cooperation



### 5. Working Group on Implementing ASEM Recognition Bridging Declaration - To Establish CBQAN

CDGDC



32



## Welcome to Join Us!

### Contact Us:

- WANG Lisheng      Director-General, CDGDC
  - DONG Xiaoyu      Program Officer, CBQAN Secretariat
  - LI Hongyan        Program Officer, CBQAN Secretariat
- 
- Email:    [cbqan@cdgdc.edu.cn](mailto:cbqan@cdgdc.edu.cn), [lihongyan@cdgdc.edu.cn](mailto:lihongyan@cdgdc.edu.cn)
  - Website: [www.cdgdc.edu.cn](http://www.cdgdc.edu.cn)



Dr. Fabrizio Trifiro'  
**International Adviser, QAA**

Since joining the Quality Assurance Agency (QAA) in 2009 Fabrizio has been involved in the review of transnational education (TNE) and has led the agency's work on the international student experience. He was part of the review teams undertaking the review of UK TNE in China (2012/13) and in the UAE (2013/14), and led the development of the Guide for higher education providers 'Assuring Quality for International Students Studying in the UK'. He also leads on QAA's engagement with counterpart agencies overseas, and QAA's contribution to the European project Quality Assurance of Cross-Border Higher Education (QACHE)

Fabrizio holds a PhD in Political Philosophy (University of London), a MA in Human Rights (University of Bologna), and a MSc in Social Research Methods (University of Sussex), and prior to joining QAA he held a number of research and lecturing posts in the UK, Ireland and Italy. Fabrizio is also currently undertaking a doctorate on the quality assurance of TNE (Institute of Education, University College of London).



## The QA of TNE: an UK perspective

Dr. Fabrizio Trifiro', Manager International, QAA

APQN Annual Conference

Kunming, 17 April 2015

## Structure of presentation

- The UK quality assurance system
- The role of QAA
- QAA's approach to transnational education
- Key challenges for TNE and its quality assurance



## UK quality assurance system

There is no general higher education law in the UK

UK degrees must be awarded by legally approved degree-awarding bodies (~160 Recognised Bodies)

Degree-awarding bodies are independent, and retain the ultimate responsibility for quality and standards

QAA was established in 1997 to provide an external quality assurance service for UK HE based on co-regulation with providers and funding councils



## The QAA

QAA's mission: to safeguard standards and improve the quality of UK HE **wherever** it is delivered

Working with the sector, QAA develops reference points and review HE providers against them

### Note:

- ✓ QAA does **not** assess the quality of research
- ✓ QAA does **not** accredit programmes
- ✓ QAA's review activity **extends beyond** publicly funded provision, including TNE



## The quality assurance of TNE

A dedicated TNE review process supplementing UK institutional reviews

### A country-based approach

India (2009), Malaysia (2010), Singapore (2011), **China** (2012), UAE (2013), Caribbean (2014), Greece/Cyprus/Malta (2015)

### A partnership approach

Liaise with counterpart agencies to facilitate the review, avoid duplication of tasks and lessen regulatory burden on providers



## Key expectation of the UK Quality Code

*Degree-awarding bodies have ultimate responsibility for academic standards and the quality of learning opportunities **regardless** of where these opportunities are delivered and who provides them*

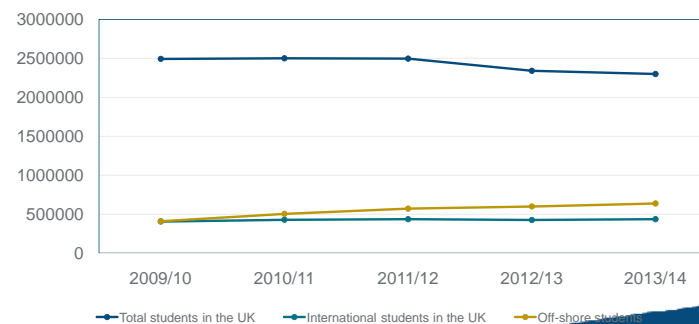


## The landscape of UK TNE

- Over 75% of UK degree-awarding bodies are now involved in some form of CBHE delivered in over 200 countries
- In 2013-14 there were 636,675 TNE students
  - ✓ a 11% increase from 2011-12 (6% from 2012-13)
  - ✓ 435,500 international students in the UK – no increase
  - ✓ total students in the UK (2,230,000) decreased 8%



## TNE is the main area of growth in UK HE



## Top 10 UK TNE host countries

Country	Students number (2013/14)
Malaysia	77438
China	50233
Singapore	50068
Pakistan	43431
Nigeria	28455
Hong Kong (SAR of China)	28395
Ghana	17131
Oman	15673
United Arab Emirates	15271
Egypt	14713



## Challenges: a QAA perspective

- Striking a balance between risk-based scrutiny and quality enhancement
- Striking a balance between desk-based analysis and overseas visits
- Better aligning institutional and TNE review
- Improving the information base



## Challenges: a providers' perspective


- Cultural distance
- Geographical distance
- Adequate and specialist staff capacity
- Regulatory jungles



## Thank you

 qaa.ac.uk

 enquiries@qaa.ac.uk

 +44 (0) 1452 557000

© The Quality Assurance Agency for Higher Education 2014  
Registered charity numbers 1062746 and SC037786





## **Dr. Zu Yuanyuan**

**Associate Research Fellow | Executive Deputy Director**

**Research Center for International Education**

**China Education Association for International Exchange / CEAIE**

Dr. Zu Yuanyuan is the Associate Research Fellow and Executive Deputy Director of CEAIE Research Center for International Education. She served more than 7 years as an assistant professor at Henan Financial and Economic University in Central China. As a PhD and an associate research fellow of Comparative Education, her research area includes teacher appraisal, student assessment, EQA and IQA, accreditation and evaluation, curriculum development, bilingual teaching, internationalization of universities, etc. Dr. Zu worked as Associate Research Fellow and Project Manager at Shanghai Education Evaluation Institute (SEEI) for 5 years. And she served more than 4 years at CEAIE, mainly responsible for the design and development of

accreditation/evaluation standards and procedures of cross-border education, the study of different modes of quality assurance in cross-border education, the project of Investigation on the Internationalization of Higher Education in China, and the management of research programs. She earned Master's degree in Curriculum and Instruction in 2004 and a Doctorate in Comparative Education in 2007 from East China Normal University.



## QA of CBHE in China : Challenges and Prospect

Research Center for International Education  
国际教育研究中心  
组媛媛 Dr. Zu Yuanyuan  
17, April, 2015 • 昆明

1

## Contents

- Cross-border Education in China
- Quality Assurance of CBHE in China
- Challenges from QA Practices
- Collaboration and Prospect

2

## Cross-border Education in China

1. Nearly 460,000 Chinese students studied abroad in 2014 – 11% more than the previous year.
2. The total number of foreign students in China reached 377,054 in 2014, up 5.77% on 2013.
3. There are totally about 2000 joint programs and institutions in China.

3

## Quality Assurance of CBHE in China

- With the fast development of CBE, the government strengthens **supervision** and **regulation on it**.
- **The National Strategic Outline for the Mid and Long Term Education Reform and Development 2010-2020:**
  - Promoting cross-border education, improving education quality
  - Building a **more diversified quality assurance system** with all stake-holders involved
  - Further opening up Chinese education, strengthening **collaboration** with international quality assurance bodies.
  - **Social organizations** being more effective in educational public governance
- **China is now establishing its QA System on CBHE.**

4

## Quality Assurance of CBHE in China

### ■ Quality Assurance on Study abroad

- Established Commission on Study Abroad Agencies (CEAIE)
- The Commission is now developing National quality standard (RCIE)

### ■ Quality Assurance on international students education

- Voluntary accreditation (entrusted by the MoE of China)
- the results of accreditation are high-stake, in relevance with the government funding and policies, and affect the approval of HEIs on the qualification of receiving international students.
- Self-regulation, peer-review, minimum standard, internationally compatible

### ■ Quality Assurance on joint programs and institutions

- Government approval (Entrusted by the MoE of China, on and above undergraduate level)
- Government Compulsory evaluation (Higher Vocational Education)
- Voluntary accreditation
- internal QA

5

## Challenges from QA Practices

1. Who should take the main responsibility of ensuring the quality of CBE? (provider, receiver, government, society, HEI)
2. different educational and management system, and different stage of monitoring and QA development in receiver and provider countries made it difficult in QA collaboration with each other. How to establish an effective mechanism to facilitate the cooperation and dialogue between providers and receivers?
3. In a country, How to establish a well operated CBHEQA mechanism and how to combine it with the national QA system of HE? (different stakeholders, QA modes, types and levels of CB)

6

## Challenges from QA Practices

4. Different stakeholders have different purpose and benefits in QA activities, how to top-design and establish a cooperative but not competitive environment to make each stakeholders play an efficient role in ensuring the QA of CBHE?
5. In joint accrediting, it's difficult to reach agreement on the approach and standard of accreditation, because each parties have their own context and interest. And Quality is a complex and multi-dimensional concept. So, in the international cooperation, how to help the collaborators have common understanding on Quality, and reach common goals in joint QA activities?

7

## Challenges from QA Practices

6. both providers and receivers have their own definitions and understanding on QA, quality control, evaluation, assessment, audit and accreditation. Even the same word has different meaning and approach in different countries or regions. How to play the role of international or regional QA organizations to help QA agencies understand each others well?
7. Except for culture or system difference, in the international cooperation of QA activities, foreign experts and language barrier are other big problems which reduced efficiency of QA collaborations.

8



## Collaboration and Prospect

### 1. On the regional or international level

- Playing the role of regional/international QA organizations
- Making Regional Framework or Guidelines for QA in Higher education
- Setting core standards
- Sharing international experts
- Promoting regional capacity building
- Improving regional attraction and competitiveness of HE
- Facilitating regional/international collaboration

9

## Collaboration and Prospect

### 2. On the National level

- Top-design the national QA and the CBHE QA system
- Play the role of different stakeholders
- Keep accordance with regional/international QA framework
- Keep independence, diversity and characteristics of HE system and national QA agencies
- Increase transparency and comparability of QA activities
- Strengthen QA study
- Capacity building and quality promoting
- Professionalization, Internationalization and QA on QA agencies
- Joining regional/international QA organizations

10

# Thank you!

**Dr. Zu Yuanyuan**  
**Associate Research Fellow**  
**Executive Deputy Director**  
**Research Center for International Education, CEAIE**  
**Tel: +86-10-66416080 ext 8072**  
**Fax: +86-10-66411885**  
**Email: zuyuanyuan@ceaie.edu.cn**

11

## THE-ICE Executive Profile

### Ms Pauline Tang

**CEO, Director of Accreditation & Benchmarking  
THE-ICE**



Pauline is the Chief Executive Officer and Director of Accreditation & Benchmarking of THE-ICE (International Centre of Excellence in Tourism and Hospitality Education), an Australia-based international accreditation agency specialising in the accreditation of tourism, hospitality, events & culinary arts (TH&E) education, training and research. She was the Founding Director of Business Development when THE-ICE was seed-funded by the Australian Federal Government in 2004

Pauline has held senior positions in the higher education sector since 1998. She has extensive experience in brand creation & development; promotion of education excellence; quality assurance; international accreditation process & procedure; policy development; benchmarking research & analysis to name a few.

Fluent in English, Mandarin, Cantonese and German Pauline has lived in the USA, the Netherlands and Germany and conducted business in Hong Kong and Germany prior to making Australia home. A current director on the INQAHE Board (International Network for Quality Assurance Agencies in Higher Education) Pauline is closely involved with professional and community networks. She has/had served on a number of boards and committee. Some examples include: the UNESCAP-APETIT (United Nations Economic and Social Commission for the Asia and the Pacific-Asia Pacific Education and Training Institutions in Tourism) from 2005 to 2009 and as Vice-Chair in 2007 and 2008; the Australian Tourism Export Council (2006-2011); Australia-China Business Council (2006-2012). In 2007 Pauline was publicly honoured with the Legends Platinum Award by Tourism Training Australia for providing service *'to the development of tourism and hospitality education and to the nation'*

Profile Link: <http://www.the-ice.org/about-us/executive-team>

## Asia Pacific Quality Network (APQN) Conference 2015

“The Quality Assurance Mechanism of Cross-  
border Higher Education: Collaboration,  
Challenges and Prospect”.

Pauline Tang  
CEO, THE-ICE  
April 2015

## Context & perspective

### QA Mechanism

1. Regional – standards for the assessment of education programmes in each country, legislative or voluntary QA agencies
2. Institutional - standards for the assessment of education programmes delivered in different geographical locations, non-government (NGO) and voluntary QA agencies

## The big picture

- Impact of modern technology
  - Access to information – the internet
  - Modes of communication – tweeter, blog, Skype
- Growing sophistication of market demands
  - Well-informed and intelligent consumers
  - Mobility for cross-border employment
- An important role for QA agencies to keep pace with the growth and change

## Opportunities & prospects

- Foster collaboration amongst peer QA agencies – power of the collective, such as joint research
- Provide a trusted platform for sharing relevant information and updating each other on current trends
- Benchmark and learn from each other’s best practice
- Appreciate the importance of standards without compromising diversity
- Develop strategic initiatives for cooperation to minimize duplication, such as concurrent accreditation

### Examples of regional QA networks

	Network	Reach
INQAHE	International Network for Quality Assurance Agencies in Higher Education	Global
APQN	Asia Pacific Quality Network	Asia Pacific
CEENQA	Central and Eastern European Network of Quality Assurance in Higher Education	Europe
AfriQAN	Quality Assurance Network for African Higher Education	Africa
ENQA	European Association for Quality Assurance in Higher Education (ENQA)	Europe
ANQAHE	Arab Network for Quality Assurance in Higher Education	Middle East

### Examples of regional network for programme specific QA agencies

		Based
ASPA	The Association of Specialized and Professional Accreditors (ASPA)	US
EASPA	Asia Pacific Quality Network	Europe
CEENQA	Central and Eastern European Network of Quality Assurance in Higher Education	Europe
AfriQAN	Quality Assurance Network for African Higher Education	Africa

### Challenges

- Diversity – cultural and regional requirements
- Identify shared-goals
- Allocation of resources – time and human capacity
  - Cross mapping of QA standards
  - Mutual recognition of such
- Development of realistic action plan

### Case study example: THE-ICE

- Originally funded by the Australian government (2004 - 2008) as 1 of 5 international centres of excellence
- A not-for-profit organisation with a global membership network of over 30 leading TH&E institutions from 13 countries
- 1 of 7 Directors serving on the INQAHE Board
- One of 2 international agencies specializing in the assessment and accreditation of tourism, hospitality, events & culinary arts (TH&E) education programmes, training & research
- Two-stage process – Pre-accreditation & Full-accreditation – in meeting the 14 criteria of THE-ICE Standards of Excellence

## THE-ICE Standards of Excellence

1. Status of the institution
2. Governance & administration
3. Vision, mission, objectives
4. Courses/programmes, curriculum & graduate outcomes
5. Approach to teaching & learning
6. Planning, programme review & quality assurance mechanism
7. Level of internationalisation
8. Physical resources and facilities
9. Student support services
10. Industry advisory board
11. Staffing resources
12. Financial resources
13. Membership, partnership and community engagement
14. Areas of Excellence
  - Essential
  - Desirable

9

### Australia and Oceania

- Australian School of Management, Australia
- Blue Mountains International Hotel Management School, Australia
- Charles Darwin University, Australia
- Griffith University, Australia
- Melbourne Polytechnic, Australia
- The Hotel School Sydney, Australia
- The University of the South Pacific, Fiji
- William Angliss Institute, Australia
- William Blue College of Hospitality Management, Australia



### Asia-Pacific

- BERJAYA University College, Malaysia
- Dusit Thani College, Thailand
- Far Eastern University, Philippines
- INTI International University & Colleges, Malaysia
- KDU University College, Malaysia
- Lyceum of the Philippines University, Philippines
- Republic Polytechnic, Singapore
- Stamford International University Thailand, Thailand
- Taylor's University, Malaysia

### Middle East

- Oman Tourism College, Oman
- The Emirates Academy of Hospitality Management, Dubai, UAE

- ### Europe
- César Ritz Colleges Switzerland, Switzerland
  - Free University of Bozen-Bolzano, Italy
  - Haaga-Helia University of Applied Sciences, Finland
  - Hotel Institute Montreux, Switzerland
  - IHTTI School of Hotel Management, Switzerland
  - IMC University of Applied Sciences Krems, Austria
  - MCI Management Center Innsbruck, Austria
  - NHTV Breda University of Applied Sciences, Netherlands
  - Stenden University of Applied Sciences, Netherlands
  - Swiss Hotel Management School, Switzerland

## Challenges

- To realise our commitment in the assessment, the development, the benchmarking and the promotion of education excellence
- To maintain objectivity in the evaluate of education programmes offered in diverse geographical regions and variant levels of QA maturity - in line with THE-ICE standards
- To have a resource pool of appropriately qualified external reviewers
- To be collegial in our approach

## Strategic Activities

### 1. Develop global partnerships for cooperation and collaboration

- Mutual recognition of respective accreditation schema
- Sharing of resources and expertise
- Concurrent accreditation where applicable



## 2. Development of excellence

- Best practice & Benchmarking Roundtable Series Workshops (BRS)
- Annual THE-ICE International Panel of Experts Forum (IPOE)



## 3. Benchmarking of excellence - confidential benchmarking annual research – THE-ICE ISB-SB™ Survey

Benchmarking – institution specific findings

Category	Item	Score	Target	Notes
Academic Quality	1.1	4.5	4.5	
	1.2	4.5	4.5	
	1.3	4.5	4.5	
	1.4	4.5	4.5	
	1.5	4.5	4.5	
	1.6	4.5	4.5	
	1.7	4.5	4.5	
	1.8	4.5	4.5	
	1.9	4.5	4.5	
	1.10	4.5	4.5	
Student Satisfaction	2.1	4.5	4.5	
	2.2	4.5	4.5	
	2.3	4.5	4.5	
	2.4	4.5	4.5	
	2.5	4.5	4.5	
	2.6	4.5	4.5	
	2.7	4.5	4.5	
	2.8	4.5	4.5	
	2.9	4.5	4.5	
	2.10	4.5	4.5	

## 4. Promotion of Excellence

- Online hub for quality TH&E programmes [www.the-ice.org](http://www.the-ice.org)
- Quarterly newsletter for educators and current/future students



Thank you

For more information

Pauline Tang  
CEO  
THE-ICE

M: +61-419-776 316 | E: [accreditation@the-ice.org](mailto:accreditation@the-ice.org) | S: profile\_ceo  
W: [www.the-ice.org](http://www.the-ice.org)



Yung-chiHou (Angela), is Professor of higher education and serves as Dean of Office of International Office of Fu Jen Catholic University, General Secretary of UMAP, Taiwan, the Vice President of APQN, and HEEACT research fellow. Currently, she also serves as Chief-in-Editor of HEED Journal jointly published by Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT) and Asian Pacific Quality Network (APQN) and as Associate Editor of Journal of Asian Pacific Educational Review. She specializes in higher education policy, quality management, internationalization, faculty development, quality assurance of cross border higher education. She has been conducting several QA research projects for universities and the government over the past decade.

Over the past 5 years, she has been in charge of international affairs of Fu Jen and engaged in many international activities of quality assurance of higher education. She was being invited to CHEA, SEEI, IREG, HKCAAVQ, HEEC, AACUP, PACUCOA, NAAC, British Council, INQAAHE, APEC, ENQA, and APQN to present her studies and to share Taiwan higher education as well. Up to present, she has published more than 120 Chinese and English papers, articles, book chapters and reports in the areas of higher education evaluation and rankings in local and international referred journals.

## **Quality Assurance of Quality Assurance Agencies from An Asian Perspective: Regulation, Autonomy and Accountability**

Angela Yung Chi Hou, Ph.D.  
Professor, Graduate Institute of Educational Leadership and  
Development,  
Dean of office of International Education ,  
Fu Jen Catholic University,  
Vice President, Asia Pacific Quality Network (APQN)  
HEEACT Research Fellow

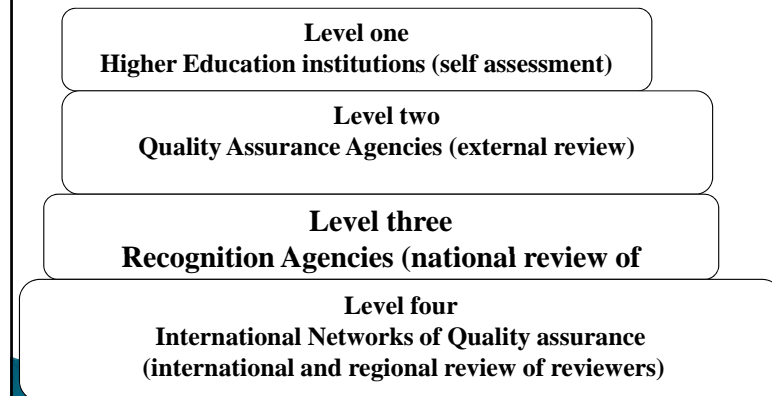
## **Outline of Presentation**

- ▶ QA Scheme of QA agencies
- ▶ Emerging QA issues in Asia
- ▶ Internal QA of QA agencies
- ▶ External QA of QA agencies
- ▶ Impacts and Challenges
- ▶ Conclusion

## **Introduction**

- ▶ QA brings several impacts in higher education, such as accountability
- ▶ QA agencies are requested to demonstrate their accountability as well
  - “accountability of accreditation”
  - “how, and how much, quality assurance agencies accept responsibility for the quality and results of their work and are openly responsive to constituents and the public”
- ▶ QA as a profession
  - “under review and development to ensure that they remain current and relevant” based on a systematic scheme of quality (David Woodhouse, Former President of INQAAHE)
  - Internal and external reviews

Figure 1: Four tiers of quality assurance pyramid



## Development of QA of QA agencies

- ▶ U.S. developed the recognition scheme of QA agencies In 1998.
  - CHEA
  - US Department of Education
- ▶ INQAAHE discussed the development of evaluation of QA agencies in its conference in 1999
  - INQAAHE's Guidelines of Good Practices as reference points for operation and possible external review of QA agencies in 2003
- ▶ ENQA discussed how to evaluate QA agencies in order to create trust in their work in 2003
  - The Standards and guidelines for quality assurance in the European Higher Education Area (ESG)
  - A joint effort of E-4 organizations Adopted in Berge in 2005

QA Models of QA	Built-in checks	Umbrella model	Periodic assessment	Registering	Adherence to international principles
<b>Recognition /supervising body</b>	Government	Recognition body	Quality assurance agencies	International network	International networks
<b>Level</b>	National	Independent	Institutional	Regional	International
<b>Procedure</b>	submit their plans and annual reports	Review externally	Meta evaluation	Review externally	Self enhancement
<b>Approach</b>	External	Internal and external	Internal	Internal & external	Internal
<b>Feature</b>	Accountability	Quality assurance	Quality enhancement	Quality assurance	Quality enhancement
<b>Examples</b>	Malaysia Qualification Agency (MQA)	CHEA (US), GAC (Germany)	TEQSA (Australia) HEEACT Higher education Evaluation & Accreditation Council (Taiwan)	EQAR members	INQAAHE, ENQA, and APQN members

## Internal and external quality assurance approaches

- ▶ Internal QA
  - “a process of quality review undertaken within an institution for its own ends”
    - ESG by ENQA
    - GGP by INQAAHE
    - Some approaches
    - collecting feedback from reviewed institutions through satisfaction surveys, and having formal or informal meetings, seminars and congresses with stakeholders
- ▶ External reviews
  - “a process that uses people external to the programme or institution to evaluate quality or standards”
    - By international network
    - By government
    - By recognition body

## Peer Review of QA Agencies by APQN in 2012

- ▶ Under the Global Initiative for Quality Assurance Capacity (GIQAC)
- ▶ full or intermediate members
- ▶ The review was conducted against criteria drawn from the *APQN's membership criteria, the Chiba principles and the INQAAHE Guidelines of Good Practice*
- ▶ QAA Council of the UGC, Sri Lanka expressed its interest
- ▶ Three reviewers appointed by APQN
- ▶ 3 day on site visit

**Hou, Angela Yung-chi, Ince, M., Tasi, S. & Chiang, C. L. (2015). *Quality Assurance of Quality Assurance Agencies from an Asian Perspective: Regulation, Autonomy and Accountability*. Asian Pacific Educational Review, 16, 95-106.**

## The main purpose of this study

- ▶ to explore the internal and external quality assurance mechanisms of quality assurance agencies in Asian nations through an international survey of 17 APQN full members using INQAAHE and APQN guidelines and semi-structured interviews with 11 top administrators of quality assurance agencies.
- ▶ five research questions are addressed, as follows:
  - How was the recognition system for quality assurance agencies developed?
  - What is the current development of quality assurance in Asian higher education?
  - How did Asian quality assurance agencies enhance their quality through the internal quality assurance and external review?
  - How can Asian quality assurance agencies strike a balance between external review and autonomy?
  - What is the role of the governments and international quality assurance networks in quality improvement of Asian quality assurance agencies?

## Major findings

### 1. Internal QA of Asian QA agencies

Internal QA Mechanism	No of Agencies	%
Internal reflection	11	78.57%
Internal feedback	9	64.29%
External feedback	9	64.29%
Key Performance Indicators	4	28.57%
Other	2	14.29%

Table: Number of agencies adopting internal QA mechanism

- ▶ Over 80 per cent of the responding agencies indicate that they have a self-evaluation or internal quality assurance mechanism in place on a regular basis
- ▶ some agencies have adopted multiple methods to gather feedback
  - “Focus group meetings with programme operators”
  - setting up a Self-Evaluation Committee.

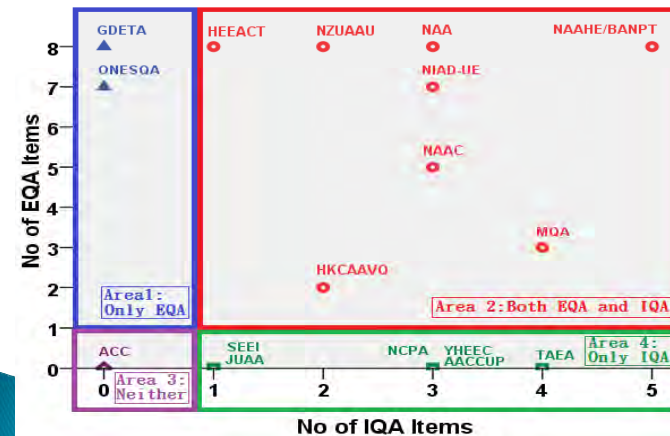
## 2. External QA of Asian QA agencies

Review Items	NO of Agencies	%
Effectiveness and efficiency	10	100.00%
Quality assurance criteria and processes	10	100.00%
Resources	9	90.00%
Mission	8	80.00%
Quality of reviewers	8	80.00%
Internal Quality Assurance improvement	7	70.00%
Independence	6	60.00%
Internationalization	6	60.00%

Table : Number of Review items selected by agencies

- ▶ More than half of these agencies have been reviewed externally, either by government or by a recognition authority, particularly in terms of the indicators of “effectiveness and efficiency” and “review procedures”
- ▶ “independence” and “internationalization” are regarded as the least important items.

## 3. Figure: Scatter Plot of QA level by Agency



## 4. Lessons learned

- ▶ A growing awareness of internal quality assurance mechanism among quality assurance agencies
  - “the internal quality assurance mechanism has been integrated into strategic plans and embedded into organizational structures”
- ▶ Most agencies expected to be reviewed externally by international networks instead of government
  - a half of responding agencies have been under governmental control through external review, particularly Southeast Asian agencies.

## 5. A balance between autonomy and accountability

- ▶ most Asian quality assurance agencies reviewed or regulated directly by governments tended to lose their autonomy over quality assurance operation.
- ▶ East Asian agencies tend to be a buffer body where the government still plays a major role in the agency.
- ▶ it was not easy to enhance their level of “autonomy” because of their close affiliation with the government.

## 6. Is international network review an appropriate approach?

- ▶ Asian quality assurance agencies preferred the review service of international networks to governmental audit
  - to gain more autonomy
  - compliance with international network guidelines would build their international capacities.
- ▶ INQAAHE and APQN are both international organizations of quality assurance, and Asian quality assurance agencies expected to be reviewed by them
  - However, some scholars are worried about their the effectiveness of external review by international networks
    - “Self-defense rather than actual desire for improvement”

## 7. Conclusion

- ▶ Several QA agencies still highly agreed that it was a must for QA’s quality
- ▶ Enhancing quality of QA operations becomes very crucial because it can not only present *its accountability to the public but also promote the reputation of a QA agency worldwide.*
- ▶ Autonomy will continue to be challenged

## Final Remark

David Woodhouse  
former president of INQAAHE

“Quality assurance agencies need to work at their own quality assurance, just as they expect their institutions to do. As educational institutions are constantly being exhorted to exhibit continuous quality improvement, and we quality agencies must do the same.”

Thank you for your attention  
Fu Jen Catholic University  
Higher Education Evaluation &  
Accreditation Council of Taiwan



- ▶ Hou, Angela Yung-chi (2015). Quality Assurance of Quality Assurance Agencies from an Asian Perspective: Regulation, Autonomy and Accountability. *Asian Pacific Educational Review* (SSCI) Hou, Angela Yung Chi (2015). Quality Assurance of Joint Degree Programs from the perspective of Quality Assurance Agencies: Experience in East Asia. *Higher Education Research & Development*. (SSCI). Accepted.
- ▶ Hou, Angela Yung-chi, Chen, Karen, and Morse, Robert (2014). Transforming the Quality Assurance Framework for Taiwanese Higher Education: A Global Context. *Policy and Society* (SSCI) (2013 Impact Factor 0.471). DOI: 10.1016/j.polsoc.2014.09.001
- ▶ \*Hou, Angela Yung-chi (2013). Is the Asian Quality Assurance System for Higher Education Going Global? : Assessing the Impact of Three Types of Program Accreditation on Taiwanese Universities. *Studies in Higher Education* (online). (SSCI) (2012 Impact Factor 1.036) *Studies in Higher Education*, DOI: 10.1080/03075079.2013.818638 [http://www.tandfonline.com/doi/full/10.1080/03075079.2013.818638#\\_UhbPnlwVGcw](http://www.tandfonline.com/doi/full/10.1080/03075079.2013.818638#_UhbPnlwVGcw)
- ▶ \*Hou, Angela Yung-chi (2013). Challenges to Quality of English Medium Instruction Degree Programs in Taiwanese Universities and the Role of Local Accreditors: A Perspective of Non-English Speaking Asian Country. *Asian Pacific Educational Review*. 14 (3): 359-370. (SSCI) (2012 Impact Factor 0.500)
- ▶ \*Hou, Angela Yung-chi (2012). Mutual Recognition of Quality Assurance Decisions on Higher Education Institutions in Three Regions-A Lesson for Asia. *Higher Education*, 64:911-926. (SSCI). (Impact Factor 1.016). ISSN: 0018-1560
- ▶ \*Hou, Yung-chi, Morse, R., & Shao, Y. J. E. ( 2012 ) . Is There a Gap between Students' Preference and University Presidents' Concern over College Ranking Indicators? : A Case Study of "College Navigator in Taiwan". *Higher Education* (SSCI) , 64, 767-787. (2011 Impact Factor 1.016)
- ▶ \* Hou, Angela Yung-chi ( 2012 ) . Quality in Cross-Border Higher Education and Challenges for the Internationalization of National Quality Assurance Agencies in the Asia-Pacific Region – Taiwan Experience. *Studies in Higher Education*. 39(6), (online) (SSCI). Print ISSN: 0307-5079. (2011 Impact Factor 0.982)
- ▶ \* Hou, Angela Yung-chi, Ince, M., & Chiang, C.L. (2012). A Reassessment of Asian Excellence Programs in Higher Education – the Taiwan Experience. *Scientometrics*. 92, 23-42 (SSCI). Print ISSN: 0138-9130. (2011 Impact Factor 1.966)
- ▶ \* Hou, Angela Yung-chi , Morse, R., and Chiang, C.L. ( 2012 ) . An Analysis of Positions Mobility in Global Rankings: Making Institutional Strategic Plans and Positioning for Building World Class Universities. *Higher Education Research & Development* (SSCI), 31 (6), pp. 841-857. ISSN: 0729-4360(2011 Impact Factor 0.901)
- ▶ \* Hou, Angela Yung-chi. ( 2012 ) . Impact of excellence programs on Taiwan higher education in terms of quality assurance and academic excellence, examining the conflicting role of Taiwan's accrediting agencies. *Asian Pacific Educational Review*, 13, 77-88 (SSCI). ISSN: 1598-1037
- ▶ \* Hou, Angela Yung-chi. ( 2011 ) . Quality Assurance at a Distance : International Accreditation in Taiwan Higher Education. *Higher Education*, 61(2), 179-191 (SSCI)

Jianxin ZHANG



Prof. Dr. Jianxin ZHANG is the director and professor of RSHE in the Research Institute of Higher Education (RIHR) in Yunnan University; board member of Asia-Pacific Quality Network (APQN); advisor of the International Quality Group (CIQG) of CHEA (Council for Higher Education Accreditation) in the U.S.A.; board member of Chinese Association of Higher Education; chief expert of Yunnan Higher Education Evaluation Center (YEEEC); advisor of the Educational Council of Yunnan Provincial Education Department; academic secretary of Yunnan Association of Higher Education (YAHE); leader of quality supervision in RIHE in Yunnan University.

She gained her PhD degree at Peking University in China, her Master degree in Higher Education at the Swiss Federal Institute of Technology (EPFL) in Switzerland. She has 30 years teaching experience, engaged in over 30 research projects both home and abroad.

Her experience in higher education evaluation includes serving as an assessor of on-site evaluation to 20 HEIs and a resource person for international QAAs. She has published 5 monographs, 4 translated books and 10 edited books. She worked as a visiting scholar in Asia-Pacific Programme of Educational Innovation for Development (APEID) at UNESCO from in 2008.

**张建新**，女，博士，云南大学高等教育研究院教授，美国高等教育认证委员会国际质量组织（CIQG）咨询委员会委员，亚太地区教育质量保障网络组织（APQN）理事会理事。她在北京大学获博士学位，在瑞士洛桑联邦理工学院（EPFL）获硕士学位。她曾赴联合国教科文组织、美国东西中心、香港中文大学等 40 多个国内外学术机构访学或交流；主持国家社会科学基金项目“少数民族高等教育需求差异研究”、APQN“高等教育质量保障调研”等 20 多个国内外课题；出版《高等教育体制变迁研究》、《21 世纪初东盟高等教育》、《云南省世居 25 个少数民族高等教育需求研究》等 5 本专著，出版《东南亚高等教育》等译著 6 本，出版《感悟云大文化》等编著 4 本，发表中英文论文 100 余篇。

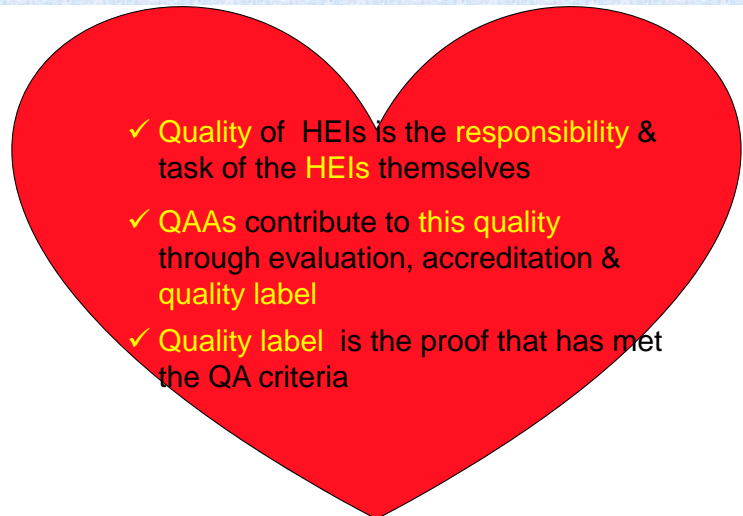
## Quality Label: Seeking for Excellence

Prof. Dr. **Jianxin Zhang**, Yunnan Higher Education Evaluation Center  
 Dr. **Jagannath Patil**, APQN President & Advisor, NAAC, India  
 Ms. **Zia Batool**, Ex-DG-QA, Higher Education Commission, Pakistan

Venue: Science Hall of Yunnan University, China; Time: 9:15 – 10:30am, Saturday, 18 April, 2015



### Starting: Please Keep in Mind



### Various Quality Labels



#### The Council of Europe Quality Label for Youth Centres



#### Quality Label for Swiss Tourism

The quality management programme for touristic companies in Switzerland

### Case 1: ASEAN-QA Label

#### ASEAN University Network Quality-Assurance: Manual for the Implementation of the Guidelines



#### AUN-QA label

The AUN-QA label is a marker issued to a university by the AUN-QA as proof that it has met the AUN-QA criteria on **Internal Quality Assurance**<sup>17</sup>

## Case 2: Euro-Inf Quality Label



The Euro-Inf Quality Label

<http://www.eqanie.eu/pages/quality-label.php>

EQANIE: **European Quality Assurance Network for Informatics Education** (欧洲信息教育质量保障组织)

The Euro-Inf Quality Label is awarded to **degree programmes at Bachelor's & Master's level** that comply with the Euro-Inf Framework Standards & Accreditation Criteria. The objectives:

1. To enhance **quality & transparency** of educational programmes in informatics;
2. To provide **information** on study programmes across Europe through an appropriate label for accredited educational programmes in informatics;
3. To facilitate **mutual transnational recognition** of qualifications
4. To increase **mobility** of students

## Case 3: Openup Ed Label for MOOC



### OpenupEd label, quality benchmarks for MOOCs

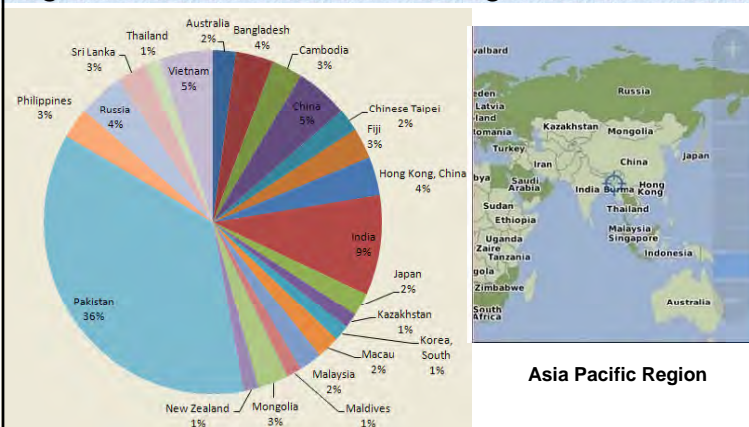
Jon Rosewell, The Open University  
([Jon.Rosewell@open.ac.uk](mailto:Jon.Rosewell@open.ac.uk))

25 January 2014

<http://e-xcellencelabel.eadtu.eu/>



## APQN: the largest & the most influential non-governmental international organization in QA

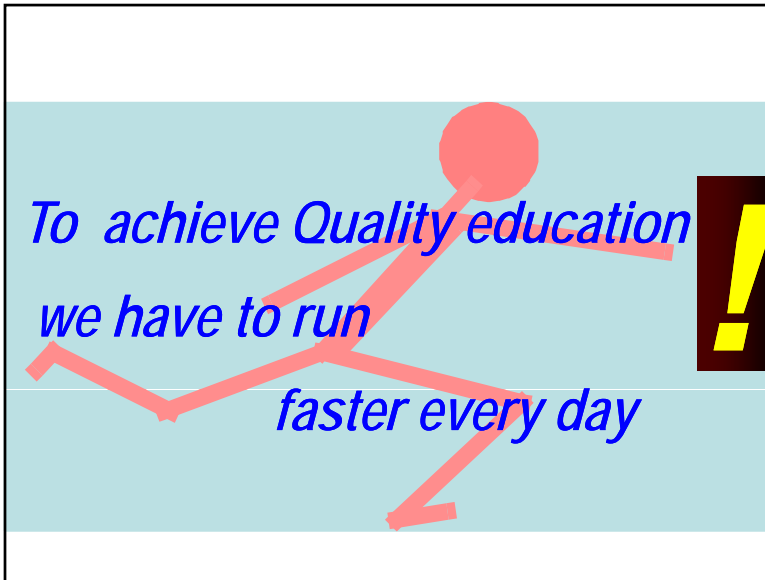


149 from 40 countries or territories (By 2014)

## Background of APQN-Quality Label

- APQN earned **credibility with wider recognition & acceptability** in the cross-cutting areas of quality of education.
- International mobility of students & programs pushed HEIs for **international accreditation or quality certifications** besides the local/ national accreditation.
- **an APQN Quality Label** can work for the similar goals to improve access, quality & relevance of education for the developing world





### GOAL Why for Quality Label?

1. To establish a system of issuing earned Quality Label to the eligible HEIs & programmes
2. To facilitate certification & recognition for the interested HEIs & programmes based on pre-defined criteria & standards
3. To develop the criteria & standards required to get APQN label to the interested organizations
4. To develop a periodic review system for earned APQN QA Label to sustain & ensure quality
5. To build the capacity of the QAAs & HEIs to improve standards through recognized system of QA & certification

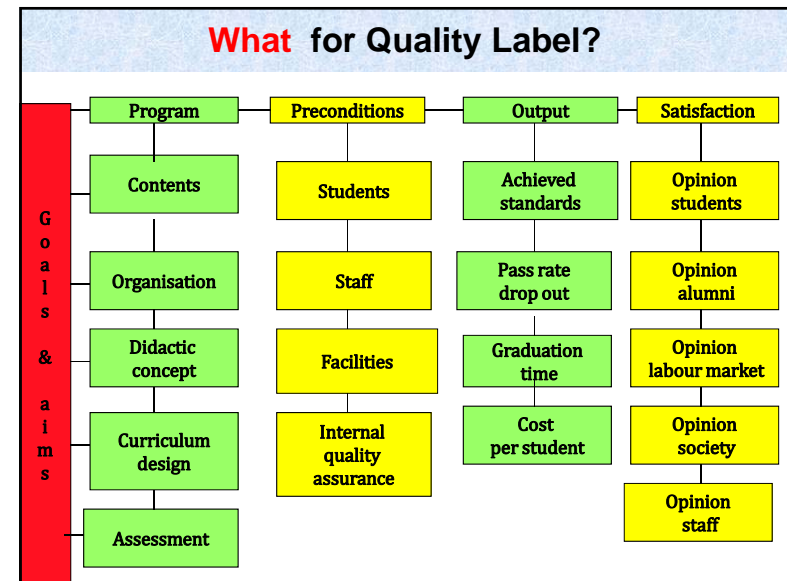
### What Level for Quality Label?

Institution  
Level

Programme  
Level

HEI & Programme which applies for local accreditation can also opt for APQN label as an additional QA tag.

For already accredited programmes & HEIs look for value addition through APQN Label, facilitated through customized Review Process based on APQN criteria & the current accreditation or recognition status of the entity under review.

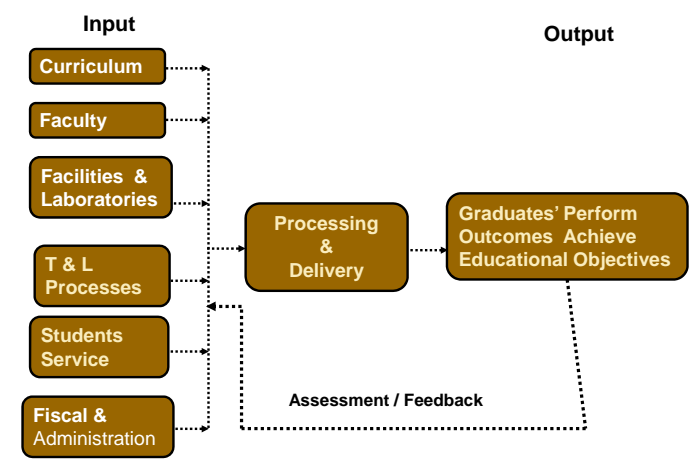




## How Many Criteria for HEI Quality Label?

- Criteria 1** Administration: institutional purpose & ensure educational objectives
- Criteria 2** Curriculum: course design, delivery, structure...
- Criteria 3** Facilities : equipment, library, international information
- Criteria 4** Staff Support: international human resources...
- Criteria 5** Student Service: credit transfer, scholarship, sustainability
- Criteria 6** Employability: achievement, outcome...

## How Many Criteria for Program Quality Label?

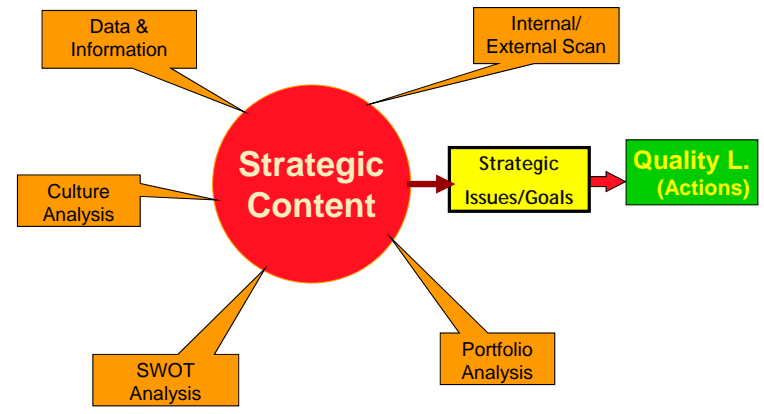


## How for Quality Label?



- ✓ Review team will have one nominee of APQN.
- ✓ HEI will be assessed as per national agency criteria plus a set of minimum criteria of APQN.

## Conceptual Approach for Identification



## How often for Quality Label?

- The APQN Label will remain valid for **5 years** after which the periodic review process will be required to continue.
- Ultimate aim is to **create an Asia Pacific wide entity**, which will provide **APQN Quality Label**. This body can also be recognized regional QA body which is member of APQN.



## Logo of Quality Label



## We Have a Dream for the Future of Quality Label

- It requires a new & severe HEIs' **quality culture**, where
- **common values** win against particular interest,
  - **high quality** defeats mass quantity.



## Finishing: Please don't Forget

- ✓ **Quality** of HEIs is the **responsibility** & task of the **HEIs** themselves
- ✓ **QAAs** contribute to **this quality** through evaluation, accreditation & **quality label**
- ✓ **Quality label** is the proof that has met the QA criteria

Thank you!







#### **PROFILE OF EDDY SIONG CHOY CHONG**

---

Eddy Chong is currently the Director of Accreditation and Acting Director of Research and Development at Finance Accreditation Agency. Prior to his current position, he was a Professor and Deputy Vice Chancellor for Academic Affairs and Research at a Malaysian private higher education institution. He received his Ph.D. from Multimedia University, Malaysia. He is also a Certified Training Professional by the Chartered Institute of Personnel and Development, UK as well as an Accredited Professional Competency Practitioner by the Institute of Leadership and Management, UK.

His involvement in quality assurance activities began in 2009 when he was appointed as a panel of assessor for programme accreditation, and subsequently for Accreditation of Prior Experiential Learning by the Malaysian Qualifications Agency in 2015. In 2014, he chaired the panel of experts for the development of programme standards for Business Studies. It was also in 2009 when he developed the quality assurance and accreditation framework for the financial services industry (FSI). Eddy has also played an instrumental role in the development of policies and mechanisms for programme, institutional and individual accreditation on top of professional learning standards and the Finance Qualifications Structure for the FSI.



Quality Label: Professionalism, Excellence and Quality Assurance of QA Agencies


Siong-Choy CHONG (Eddy)

www.faa.org.my

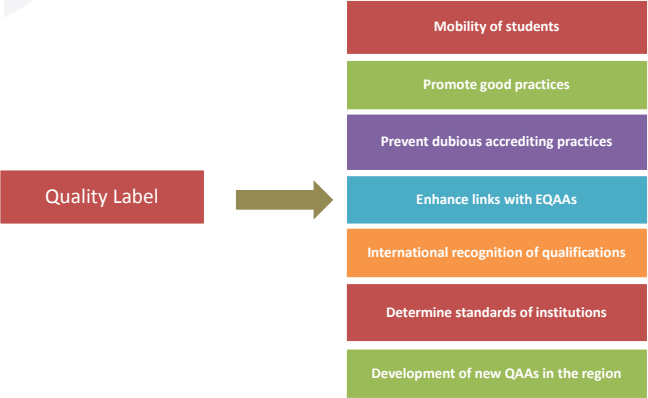
### Selected Definitions of Quality Label

- A symbol put on a product or its packaging to indicate that the process of producing the product complies with specific standards and that the compliance has been certified (Velcovska & Sadilek, 2014)
- Symbol used in connection with product and services of one or more persons to certify regional or other origin, material, accuracy, quality, mode of manufacture, or other characteristics of such goods or services (Phelps, 1949)
- Ambiguous and covers wide range of things; they can be obligatory, voluntary, general and specific or they can also be divided into regional, national, international and global label (Grunet, 2005)

Driving Quality Excellence  
In the Financial Services Industry




### Quality Label vs. APQN Objectives



Quality Label

- Mobility of students
- Promote good practices
- Prevent dubious accrediting practices
- Enhance links with EQAAs
- International recognition of qualifications
- Determine standards of institutions
- Development of new QAAs in the region

Driving Quality Excellence  
In the Financial Services Industry



### Finance Accreditation Agency: An Overview

- An **international and independent quality assurance and accreditation body** supported by Bank Negara Malaysia (Central Bank of Malaysia) and Securities Commission Malaysia.
- Provides **high quality assurance practices and accreditation** of institutions, learning programmes and individuals in the financial services industry (FSI).
- Promotes the **highest standards in the development of talent** for the FSI.



Driving Quality Excellence  
In the Financial Services Industry



## Vision & Mission

### Vision

**Global leader in ensuring quality learning** in the financial services industry.

### Mission

The mission of FAA is to **inspire and promote the highest quality in continuing education and professional development for the FSI** through its globally benchmarked accreditation framework, standards and practices.

Driving Quality Excellence  
In the Financial Services Industry



## Objectives

**Driving Quality Excellence**  
in Learning Programmes Delivery

**Quality Talent Development**

**Supporting International Agenda**  
on Talent Development

**Global Recognition**  
of Learning in the FSI

Driving Quality Excellence  
In the Financial Services Industry



## Roles & Functions

**Establish quality assurance and accreditation framework and criteria.**

**Accredit learning programmes that fulfil the set criteria and principles.**

**Develop, maintain and administer the Finance Qualifications Structure for the FSI.**

**Promote recognition of learning for continuing professional development.**

Driving Quality Excellence  
In the Financial Services Industry



## Roles & Functions (cont'd)

**Register and maintain the approved and accredited learning programmes and qualifications in the FSI.**

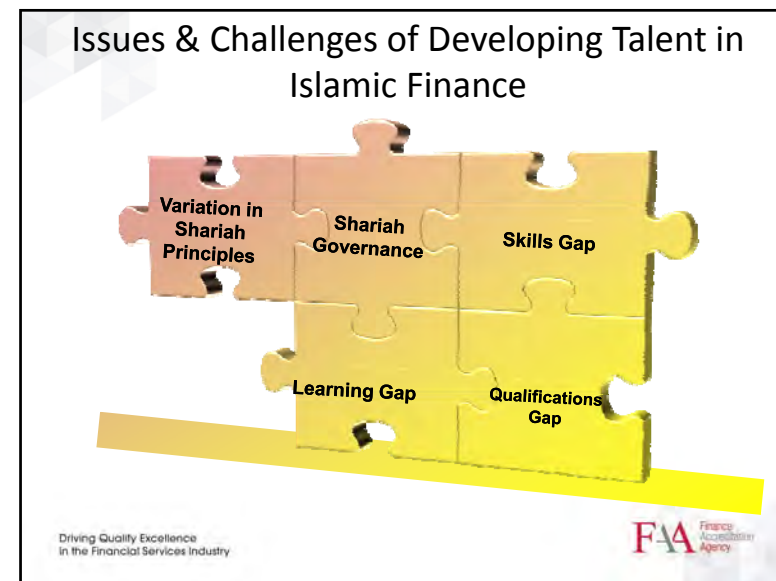
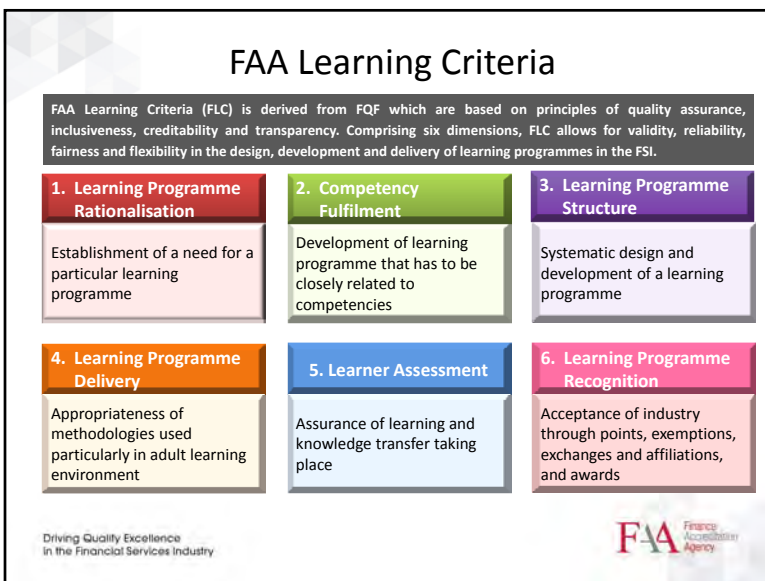
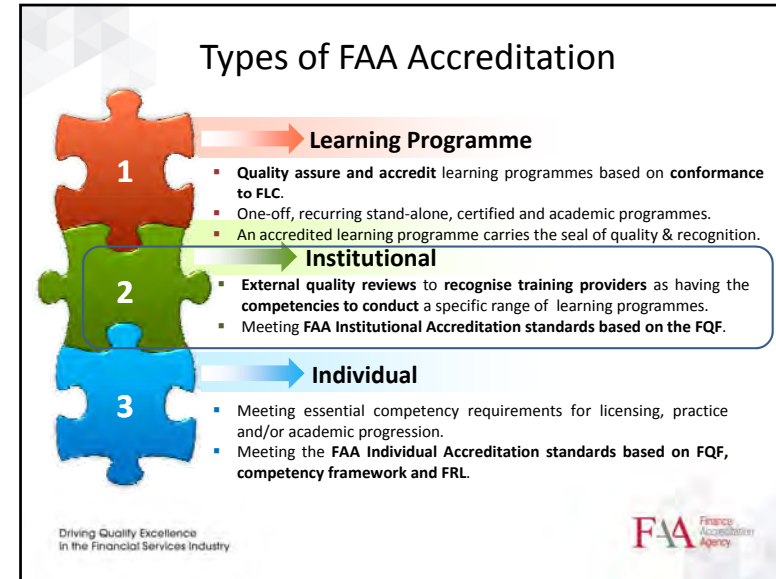
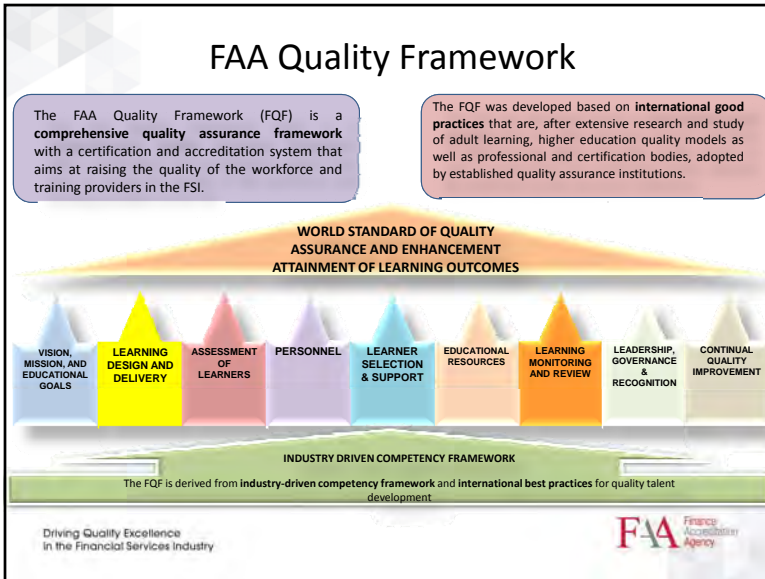
**Seek global recognition of learning and qualifications.**

**Facilitate the recognition and articulation of learning programmes and qualifications through mutual recognition initiatives.**

**Seek accreditation and strategic alliances with local and world-renowned accreditation agencies and relevant institutions.**

Driving Quality Excellence  
In the Financial Services Industry





## FAA-ACIFP Accredited Training Programme



- Association of Chartered Islamic Finance Professionals
- Developed standards for Accredited Training Providers and membership
- Objectives of Standards:
  - To promote the highest standards of professional practice amongst Islamic finance practitioners
  - To enhance human capital development initiatives to support the growth of the global Islamic Finance industry
- Broadly, the Standards will:
  - Set the requirements for professional education and training in Islamic Finance.
  - Set the requirements for structured programmes for accredited work experience and continuous professional development (CPD)

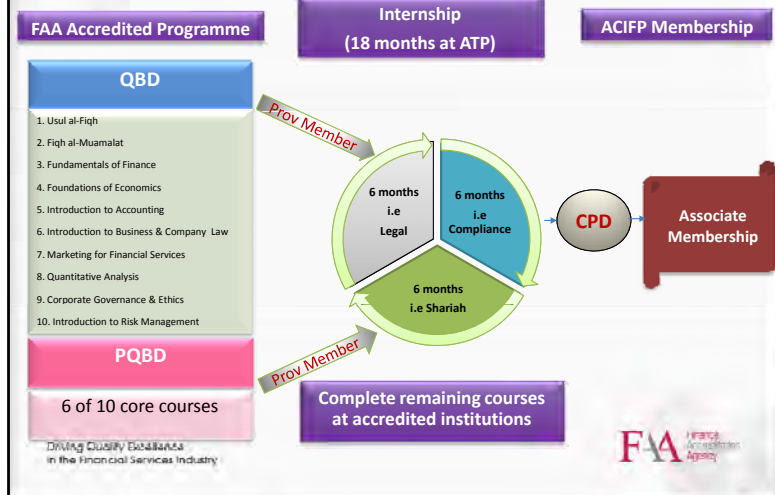
### TYPES OF MEMBERSHIP



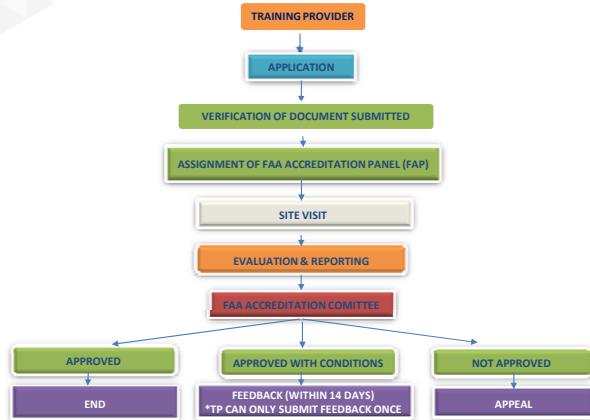
Driving Quality Excellence  
In the Financial Services Industry



## ACIFP Membership Process Flow



## FAA Institutional Accreditation (ATP)



Driving Quality Excellence  
In the Financial Services Industry



## FAA Institutional Accreditation: Criteria

### General

- Name of the institution
- Details of operations
  - Company registration certificates and licenses issued by regulators
  - For HEIs, registration certificate from Company's Commission and license issued by the Ministry of Education
- Details of CEO
  - For official correspondence purpose
- Strategic directions and objectives of business
  - Detailed write up related to development of talent in Islamic Finance

Note: In line with FAA Quality Framework  
Driving Quality Excellence  
In the Financial Services Industry



## FAA Institutional Accreditation: Criteria (cont'd)

### General

- List of learning programmes/services offered
  - List of learning programmes and services offered (for consultancy and advisory service institutions or institutions offering Islamic Finance programmes)
  - Annual reports for the past 3 years and the latest prospectus
- Sustainability and responsibility
  - Detailed report on how the TP will be able to sustain its operations for the tenure of the interns
  - The TP must have been in operations for at least 3 years in Islamic Finance (eligibility criterion for application)
- Name and contact details of the person-in-charge

Note: In line with FAA Quality Framework  
Driving Quality Excellence  
In the Financial Services Industry



## FAA Institutional Accreditation: Criteria (cont'd)

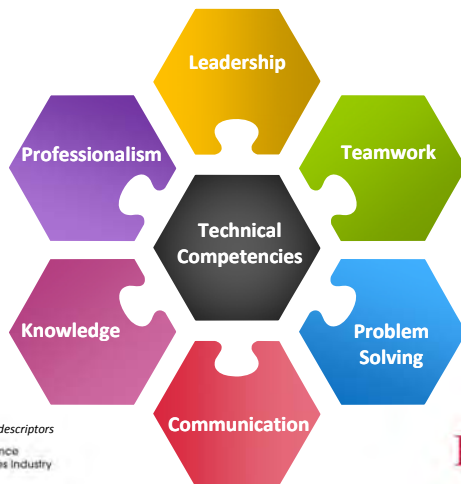
### Specific

- Resources and administration
  - Detailed report on how the RTP is managed, the departments involved and the type of personnel hired as related to the internship programme. Show whether the RTP has **sufficient number of staff to supervise the interns**
  - Enclose a copy of:
    1. Organisation chart (overall and departments involved)
    2. Committee structure (if any pertaining to Islamic Finance, i.e. Shariah Committee)
    3. Internship programme management mechanism showing a Standard Operating Procedure in place for the training and the availability of experienced staff in supervising the interns. This includes profiles of staff involved in the supervision of interns
    4. Structured training provided for interns including the outcomes and assessment.
    5. Documents used for evaluation and records, i.e. log book, appraisal form, interview assessment form etc.

Note: In line with FAA Quality Framework  
Driving Quality Excellence  
In the Financial Services Industry



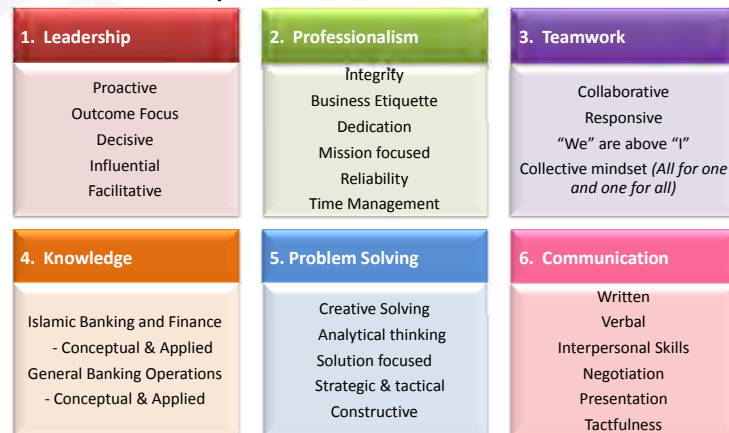
## Competencies to be Assessed



Note: In line with FQS descriptors  
Driving Quality Excellence  
In the Financial Services Industry



## Competencies to be Assessed



Driving Quality Excellence  
In the Financial Services Industry



## Possible Challenges

- Different curriculum and standards used across various Islamic Finance programmes
- Structured internship programme with clear outcomes
- Willingness of financial institutions to meet the internship number and requirements
- Competencies of supervisors
- Different operational tools/system used in various institutions

## Strategies in Overcoming Challenges

- Use standard guidelines to be followed across all Islamic Finance institutions
  - FAA Quality Framework
  - FAA Learning Standards – for FAA Programme Accreditation
  - FAA Recognition of Learning – for determination/development of competencies required by the industry
  - Finance Qualifications Structure – for competencies
- Supervisor to have minimum 3 years of experience in Islamic Finance
- Minimum number of interns and requirements to be included as part of guidelines for accreditation of institutions
  - Variety of approaches in integrating academic curriculum with industry needs

## Integration of Quality Label

Quality label signifies compliance with standards and that the compliance has been certified

FAA as Provider of Quality Label  
for  
Programme  
&  
Institutional Accreditation

Graduates of accredited institutions will bear the label of  
ACIFP associate membership (fit for practice)

## Benefits of FAA-ACIFP Initiative

- Through Quality Label:
  - **Increase pool of Islamic Finance talent** to meet the needs of the industry (quantity)
  - Associate members are exposed to industry, **closing the gap between theory and practice** (quality)
  - Recognition of competencies/**practice across industry/jurisdictions** (mobility)
  - Enhance **professional practice amongst Islamic Finance practitioners** (professionalism)



## Implications

- **Mobility of practitioners**
  - APQN Objectives: Mobility of students; international recognition of qualifications/competencies
- **Recognition of and collaboration with subject-specific accreditation body**
  - APQN Objectives: Development of new regional QAAs; enhanced links between QAAs; international recognition of qualifications/competencies
- **Guidelines/criteria for accrediting institutions with programmes that meet industry needs (competency-based assessments)**
  - APQN Objectives: Promote good practices; international recognition of qualifications/competencies; determine standards of institutions

Driving Quality Excellence  
in the Financial Services Industry



*"The future of QA is up to us. We are the most influential actors in QA."*

Judith Eaton, President, CHEA

# Thank You

Visit us at [www.faa.org.my](http://www.faa.org.my)

 [www.facebook.com/FAABerhad](https://www.facebook.com/FAABerhad)

 [FAABerhad](https://twitter.com/FAABerhad)

Driving Quality Excellence  
in the Financial Services Industry



陈峥女士 现任同济大学教学质量管理工作办公室副主任。 曾担任上海铁道大学计算机科学技术系副系主任，2000年后，担任同济大学教务处副处长、教学工作优秀评估办公室副主任，主要负责教学质量评估工作。

同济大学自2005年9月开始实施本科教学质量保证体系，2009年9月起在研究生层面都实施了质量保证体系，校内教育教学质量保证工作做到了本研全覆盖。

同济大学教学质量管理工作办公室作为学校的一个独立机构，主要职责就是负责学校内部本科和研究生教育质量保证体系的正常运行。

Ms Chen Zheng is now the vice head of Teaching Quality Management Office in Tongji University. She is a former deputy director of Department of Computer Science and Technology in Shanghai TieDao University. Since 2000, She worked as the vice director of Undergraduate Education Office, and the vice head of Teaching Work Evaluation Office in Tongji University. She has been in charge of the teaching and learning quality evaluation for more than 10 years.

Tongji University began to practice Inter Quality Assurance System in Undergraduate Education from Sept.2005, in Graduate Education from Sept.2009. Now IQA has achieved a thorough coverage over undergraduate and graduate education.

As an independent office, Teaching Quality Management Office of Tongji University is mainly responsible for the IQA system operating.

# 高等学校内部教育教学质量保障体系的构建与实践

——以同济大学为例

## The Construction and Practice of Internal Quality Assurance System of Higher Education Institutes

——Taking Tongji University as an example

同济大学 陈 峰  
Zheng Chen  
Tongji University

2015.4.18  
Kunming, Yunnan



## 内容提要 Content

0. 中国高等教育质量保障的基本体系  
Basic Quality Assurance System of Higher Education in China
1. 同济大学内部教育质量保障体系简介  
Introduction to IQA of Tongji University
2. 同济大学基于产出的人才培养质量保障制度  
Outcomes-based Quality Assurance Operational Mechanism in Tongji University
3. 体会与展望  
Experience and Prospect




## 0. 中国高等教育质量保障的基本体系

Basic Quality Assurance System of Higher Education in China

### “五位一体”的评估制度

“Five in one” Quality Assurance System of China

- 院校评估  
Institution Evaluation
  - 合格评估(Eligibility)
  - 审核评估(Review)
- 自我评估  
Self-evaluation of school
- 专业认证与评估  
Professional Accreditation and Evaluation
- 国际评估  
International Evaluation
- 基本状态常态监测  
Normal Monitoring on basic teaching state

## 0. 中国高等教育质量保障的基本体系 (2)

Basic Quality Assurance System of Higher Education in China (2)

高等学校应建立本科教学自我评估制度，根据学校确定的人才培养目标，围绕教学条件、教学过程、教学效果进行评估，包括院系评估、学科专业评估、课程评估等多项内容。应特别注重教师和学生对教学工作的评价，注重学生学习效果和教学资源使用效率的评价，注重用人单位对人才培养质量的评价。要建立有效的校内教学质量监测和调控机制，建立健全学校本科教学质量保障体系。

高校内部质量保证体系的建设和运行 (Construction and Practice of IQA)

- ◆ 高校履行人才培养质量责任主体的基本方式之一  
(One of the main responsibility for HEIs)
- ◆ 五位一体评估制度的基础和前提  
(The basis and preconditions for “5-in-1”QA system of China)

## 1. 同济大学内部教育质量保障体系简介 (1)

Introduction to IQA in Tongji University (1)

**同济大学 Tongji University**  
<http://www.tongji.edu.cn>

- 1907 德文医学堂 1907 German Medical School was founded by Erich Paulun
- 1908 同济德文医学堂
- 1912 同济德文医工学堂
- 1923 同济大学 1923 formally established as a university
- 1927 国立同济大学 1927 National Tongji University
- 2007 建校100周年 100 years anniversary
- 2013 建设成为以可持续发展为导向的世界知名大学 2013 the university proposed its vision of "a sustainability-oriented, world-class university".
- 2020 基本形成以可持续发展为导向的办学特色，全面建成综合性、研究型、国际化的世界知名高水平大学。  
 2020 Develop into a comprehensive research university with distinct features on sustainability-oriented.



## 1. 同济大学内部教育质量保障体系简介 (2)

Introduction to IQA in Tongji University (2)

学科涵盖10大门类 ( 10 broad categories of academic disciplines )

教职员工6300余人/教师3000人 ( more than 6300staff, 3000 teachers )

全日制在校生36800余人(本科生18000、硕士研究生13600、博士研究生4500、学历留学生2400人)  
 (Full-time students 36800, Undergraduate 18000, Graduate 13600, PHD candidates 4500, International students 2400 )

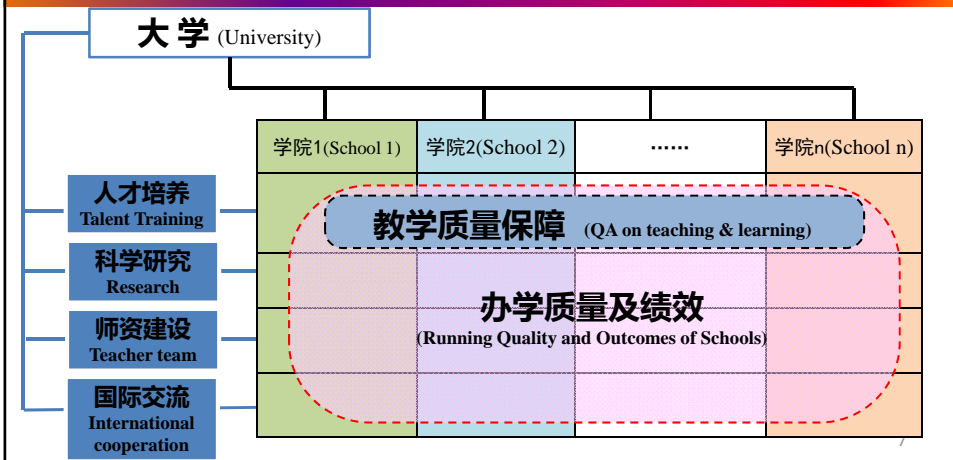
本科招生专业75个，硕士学位授权一级学科49个，博士学位授权一级学科28个，博士后流动站25个  
 ( Undergraduate majors 75, Master degrees 49, PhD degrees 28, Post-doctoral research stations 25)

培养引领可持续发展的专业精英与社会栋梁  
 ( The goal of cultivating talents is Professional Elite and Pillars of society who lead sustainable)



## 高等学校内部质量保障

IQA in Higher Education Institutes



## 1. 同济大学内部教育质量保障体系简介 (3)

Introduction to IQA in Tongji University (3)

同济大学内部教育质量保障体系  
 IQA of Tongji

同济大学本科教学质量保证体系  
 Education Quality Assurance for Undergraduate

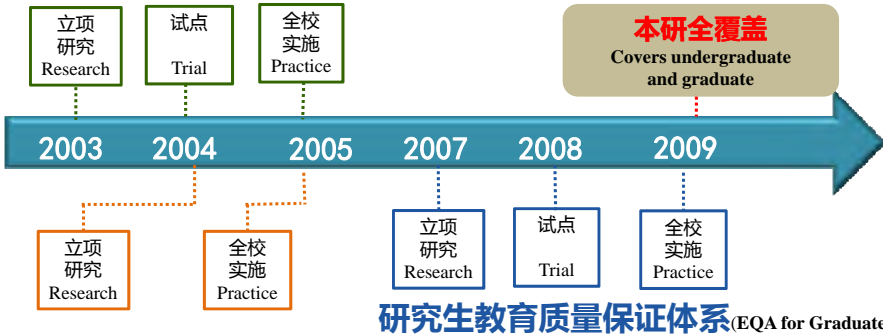
同济大学研究生教育质量保证体系  
 Education Quality Assurance for Graduate

同济大学办学质量评估体系  
 Operating Quality Evaluation for Schools



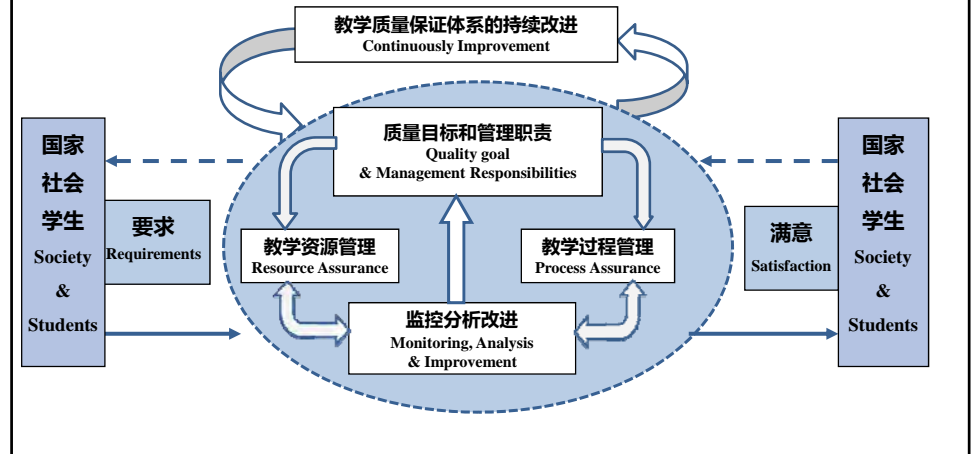
## 1. 同济大学内部教育质量保障体系简介 (4) Introduction to IQA in Tongji University (4)

### 本科教学质量保证体系 (EQA for Undergraduate)



### 办学质量评估体系 (RQE for school)

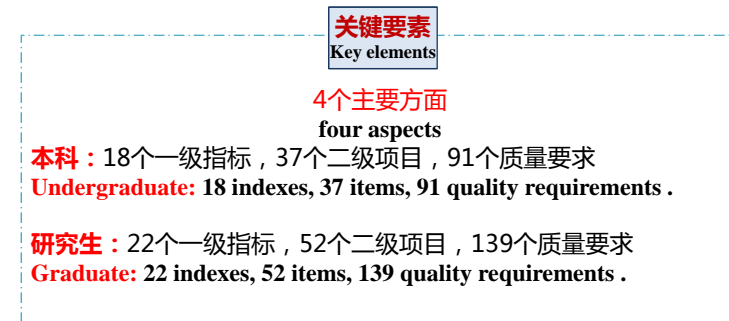
## 1. 同济大学内部教育质量保障体系简介 (5) Introduction to IQA in Tongji University (5)



## 1. 同济大学内部教育质量保障体系简介 (5) Introduction to IQA in Tongji University (5)

- 教学质量标准纲要——关键要素是哪些？标准是什么？ (Key elements, Benchmark)**  
 将影响教学质量的关键因素和关键环节列为4个主要方面。  
 每个主要方面下设一级项目、二级项目，对本科和研究生分别明确学校层面91条和139条质量要求，并据此制定相应的质量标准。
- 教学质量保证框架——工作体制是什么？ (Working System)**  
 明确保证教学质量的领导机构、管理机构、工作机构及各自在教育教学质量保证工作中的职责，监督系统、主要监督内容和有关监督单位，以及4个主要方面的责任人和一级项目、二级项目的执行责任人及监督责任人。
- 教学质量保证流程——工作机制是什么？ (Working Mechanism)**  
 以质量控制点为重点，明确了质量监控结果的反馈途径，使保证质量的执行与监督过程形成一个能够持续正常运行和可操作的循环。
- 教学质量保证实施条例——如何形成制度？ (Rules)**  
 将教学质量保证体系用条文的方式确定下来，成为执行机构和监督系统工作时的依据。

## 1. 同济大学内部教育质量保障体系简介 (6) Introduction to IQA in Tongji University (6)



# 1. 同济大学内部教育质量保障体系简介 (7)

Introduction to IQA in Tongji University (7)

## 标准纲要 Standards Outline

### Undergraduate

学校本科教学质量标准纲要一览表

一级目标	二级目标	备注/说明
学校办学宗旨	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
学校办学定位	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
人才培养目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
课程目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
专业培养目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
学位培养目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
教师培养目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
学生培养目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	

### Graduate

大学研究生教育质量标准纲要一览表

一级目标	二级目标	备注/说明
学校办学宗旨	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
学校办学定位	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
人才培养目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
课程目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
专业培养目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
学位培养目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
教师培养目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	
学生培养目标	培养具有创新意识、实践能力、国际视野、社会责任感和人文素养的复合型应用型人才	

# 1. 同济大学内部教育质量保障体系简介 (8)

Introduction to IQA in Tongji University (8)

## 标准 Standards

### 人才培养质量标准

- 培养方案
- 知识
- 能力
- 人格

### 课程教学质量标准

- 课程教学
- 名课优师

### 专业建设标准

- 专业标准
- 国家特色专业
- 卓越计划专业

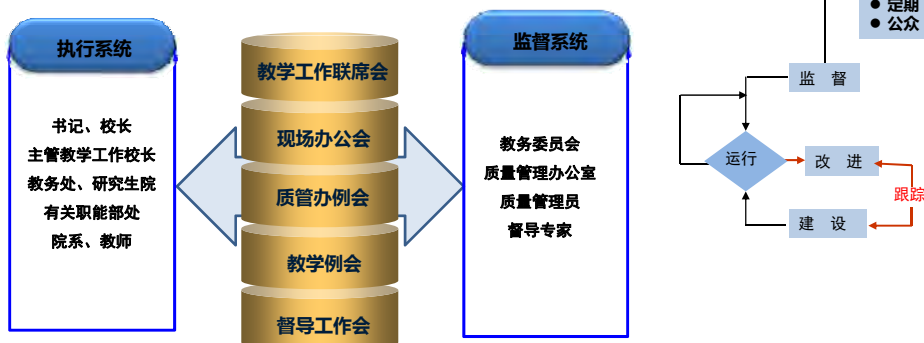


# 1. 同济大学内部教育质量保障体系简介 (9)

Introduction to IQA in Tongji University (9)

执行和监督分离的工作体制、闭环循环的工作机制  
Execution and supervision separately, closed-loop working mechanism

- 日常
- 定点
- 定期
- 公众



# 1. 同济大学内部教育质量保障体系简介 (10)

Introduction to IQA in Tongji University (10)

多结点监控、多视角评价、多阶段跟踪、基于数据与成效的全面保障  
Multi-spot supervision, multi-view assessment, multi-stage track, Total Quality Management data-based and outcomes-based

- 教学基本状态数据
- 定期监督数据
- 定点监督数据
- 跟踪调查数据
- 专项调查数据
- 分析对比数据

- 监控表
- 内部质量保证工作年度报告
- 定点、定期监督报告
- 本科、研究生教学质量年度报告

以长期积累的多视角、多结点的监控和评价数据为依据, 建立基于数据和成效的工作方法, 从经验管理走向科学管理。

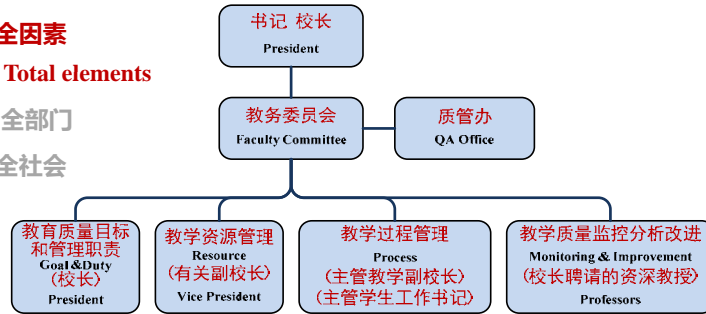




### 1. 同济大学内部教育质量保障体系简介 (11)

Introduction to IQA in Tongji University (11)

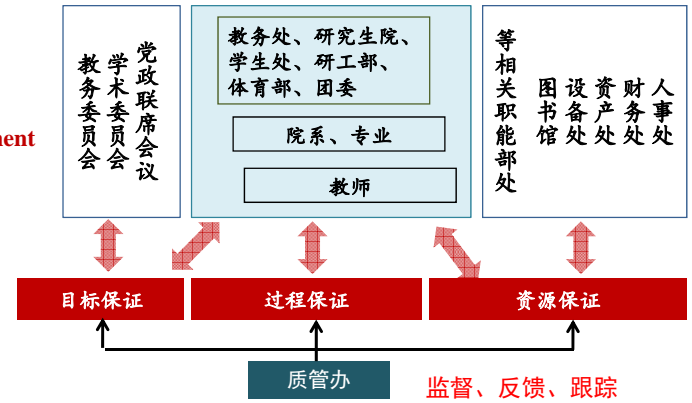
教学环节 ⇨ 全因素  
 Teaching ⇨ Total elements  
 教务系统 ⇨ 全部门  
 学校内部 ⇨ 全社会



### 1. 同济大学内部教育质量保障体系简介 (12)

Introduction to IQA in Tongji University (12)

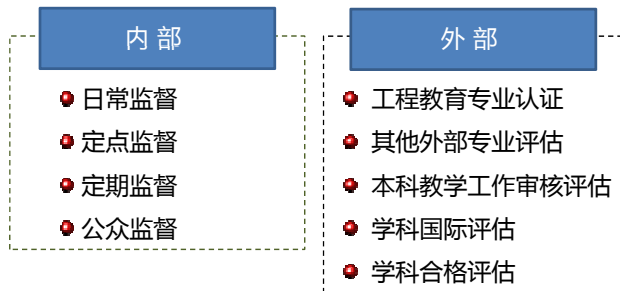
教学环节 ⇨ 全因素  
 教务系统 ⇨ 全部门  
 Teaching Affairs ⇨ Total Department  
 学校内部 ⇨ 全社会



### 1. 同济大学内部教育质量保障体系简介 (13)

Introduction to IQA in Tongji University (13)

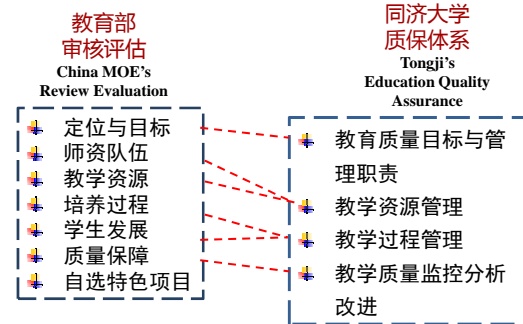
教学环节 ⇨ 全因素  
 教务系统 ⇨ 全部门  
 学校内部 ⇨ 全社会  
 In Institution ⇨ Society



### 1. 同济大学内部教育质量保障体系简介 (14)

Introduction to IQA in Tongji University (14)

落实了审核评估对校内质量保证系统的要求  
 Combining MOE's Audit, assuring continuous improvement of talent training



2013年4月，教育部本科教学工作审核评估第一批试点学校



## 1. 同济大学内部教育质量保障体系简介 (15)

Introduction to IQA in Tongji University (15)



## 2. 同济大学基于产出的人才培养质量保障制度 (1)

Outcomes-based Quality Assurance Operational Mechanism in Tongji University (1)

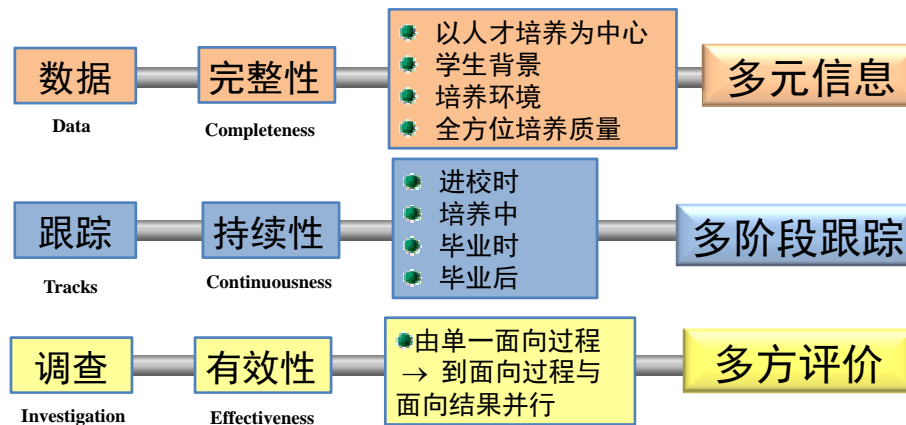
### 1. 人才培养质量跟踪调查与评价制度 (2011-2014)

Talent training quality tracking survey and assessment mechanism

调查对象		有效问卷数				
		第一轮	第二轮	第三轮	第四轮	
表一	用人单位(Employers)	583	776	1582	2466	
表二	研究生导师 (Graduates' advisor)	校内(Interior)	105	276	375	420
		校外(Other universities)	80	69	76	—
表三	校友(Alumni)	105	363	723	197	
表四	应届本科毕业生(This year's undergraduates)	2556	3060	3112	1166	
表五	应届研究生毕业生(This year's graduates)	279	904	819	941	
表六	在校学生(Students in school)	1887	1966	1677	1747	
合计		5595	7414	8364	6937	

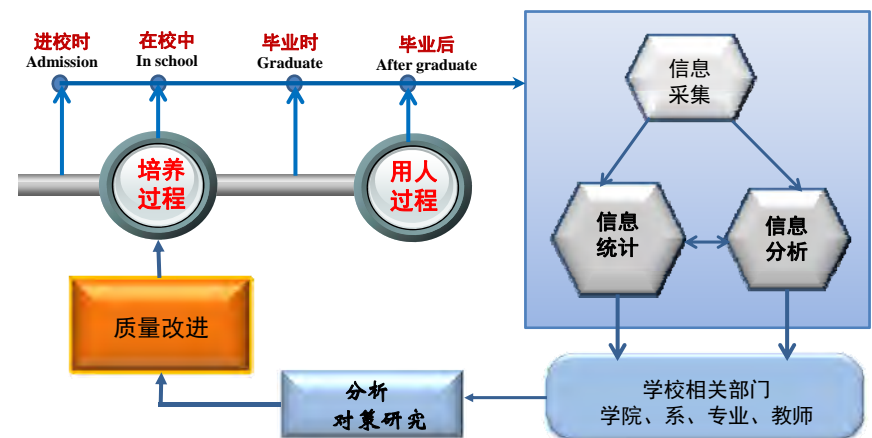
## 2. 同济大学基于产出的人才培养质量保障制度 (2)

Outcomes-based Quality Assurance Operational Mechanism in Tongji University (2)



## 2. 同济大学基于产出的人才培养质量保障制度 (3)

Outcomes-based Quality Assurance Operational Mechanism in Tongji University (3)



## 2. 同济大学基于产出的人才培养质量保障制度 (4)

Outcomes-based Quality Assurance Operational Mechanism in Tongji University (4)

### 2. 专业评估制度 (每4-5年一次)

Programme evaluation (every 4-5 years)

#### 2010年

- 2个模块 (通用+特色), 5个一级指标、8个二级指标, 139个数据项
- 人才培养目标
- 人才培养与专业建设情况
- 人才培养与专业建设成效
- 质量保障机制
- 特色和优势

#### 2015年

- 专业基本状态数据 (4年客观数据+社会影响数据)
- 培养目标与专业培养标准的合理性分析
- 课程设置对培养目标的支持度分析
- 课程间的关联性分析
- 办学条件对人才培养工作的保障度分析

## 2. 同济大学基于产出的人才培养质量保障制度 (5)

Outcomes-based Quality Assurance Operational Mechanism in Tongji University (5)

### 3. 教师课堂教学评价制度 (每学期)

Teachers' lesson assessment regulation (each term)

#### ● 督导听课、看课

检查教学大纲→听课→学生调查→与教师交流→发现问题→反馈→整改→跟踪→持续改进

#### ● 课程评价——督导评价+教师自评+学生评价

● 名课优师——提名 (教师自荐、学生或其他教师推荐) → 审核 (学校督导听课至少3次评价均为“优”, 且至少被不少于两位督导推荐为有特色课程; 参考学生评教及其他人员评价意见) → 复核 (学生评教+院系领导+院系督导评价+学生选课情况) → 公示

## 2. 同济大学基于产出的人才培养质量保障制度 (5)

Outcomes-based Quality Assurance Operational Mechanism in Tongji University (5)

### 4. 研究生开题报告检查 (每学期)

Graduate students Thesis report supervise (each term)

学院 (系) 提交开题报告安排→质管员检查开题海报公示情况→督导检查开题报告→听会→与学生/导师交流→发现问题→反馈→整改→跟踪→持续改进

### 5. 学生成长发展评价制度 (每2-4年一次)

Students growth and development assessment regulation (every 2-4 years)

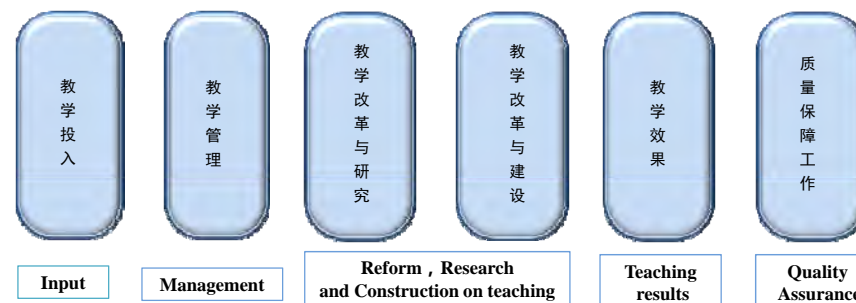
- 学业成绩分析
- 能力与素质发展分析
- 自主招生学生发展分析

## 2. 同济大学基于产出的人才培养质量保障制度 (5)

Outcomes-based Quality Assurance Operational Mechanism in Tongji University (5)

### 6. 学院 (系) 本科教学基本状况分析与评估制度 (每年一次)

School undergraduate teaching basic situation analysis and assessment regulation (annual)



## 2. 同济大学基于产出的人才培养质量保障制度 (6)

Outcomes-based Quality Assurance Operational Mechanism in Tongji University (6)

### 7. 学院(系)本科教学管理与质量保障工作评价制度(每4年一次)

Undergraduate teaching management and quality assurance assessment regulation for school (every 4 years)

1998、2002、2006、2010、2014

### 8. 学生学习投入调查制度(2015-2017)

SERU (Student Experience in the Research University)

## 3. 体会与展望

Experience and Prospect

1. 实现了由窄变宽, 由线到环, 由督到导, 由“过程管理”上升到“保障质量的关键因素”的管理。

The management has changed from narrow to wide, from line to circle, from supervising to advising, from “process management” upgrade to “quality assurance key elements”.

2. 从经验管理转变为科学管理。

From experienced management to scientific management.

人才培养目标 (Talent training goals)

质量保障的具体方法和措施 (Specific methods and practices of QA)

培养效果的具体证据点 (Evidence of talent training results)



陈 峥  
同济大学教学质量办公室  
中国 上海  
86-21-65980241  
z.chen@tongji.edu.cn

Zheng Chen  
Education Quality Management Office  
Tongji University  
Shanghai 200092  
P.R.China



31

Brig (Retd) Engr. Salim Ahmed Khan

Sitara-e-Imtiaz (M)

Brig (Retd) Engr. Salim Ahmed Khan is currently working as Director Quality Enhancement at Riphah International University, Islamabad, Pakistan. He is a graduate of mechanical engineering from UET, Lahore and M.Sc. Mechanical Engineering from NUST. He is decorated with Sitara-e-Imtiaz (Military), awarded by President of Pakistan.



Since 2010, he has been able to win laurels for the Riphah University. Secured First Position of Quality Enhancement Cell in HEC Ranking amongst all the "W" category Pvt Sector Universities in the country and ISO Certification of the university, in year 2012. He has facilitated several seminars and workshops on quality assurance in and outside university as resource person. He has also attended dozens of Trainings/Workshops/Seminars regarding Quality Assurance in Higher Education, in the Institutions of International repute, in Pakistan.

He is trained Institutional Performance Evaluator to conduct audit of the public and private sector universities. He has represented Riphah International University at international platforms with distinction. The most recent international events being, "2014 APQN AGM

and Seminar” in Vietnam. He also read papers in APQN Conferences, in Cambodia and Thailand in years 2012 and 2013. He is also the recipient of the national award from Quality and Productivity Society of Pakistan, “Outstanding Quality Manager Award for 2013”.



**Engr. Salim Ahmed Khan**

Director QEC

RIPHAH International University, Islamabad,  
Pakistan

**Improving Relevance & Quality of  
Undergraduate Education**

**2x Case Studies of Riphah International  
University, Islamabad, Pakistan**

**Students Satisfaction Regarding Teaching Quality**

**&**

**Students Grooming in a University**

**Student Satisfaction  
Regarding Teaching Quality**

## Students Satisfaction Regarding Teaching Quality

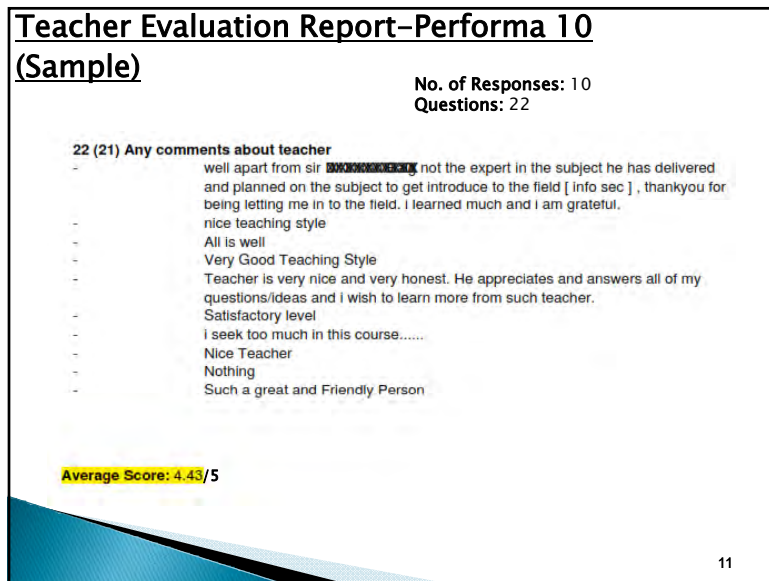
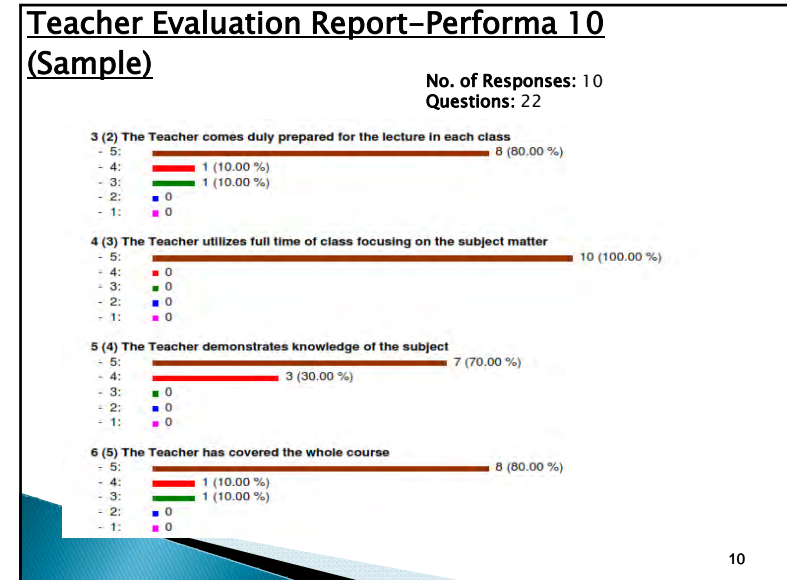
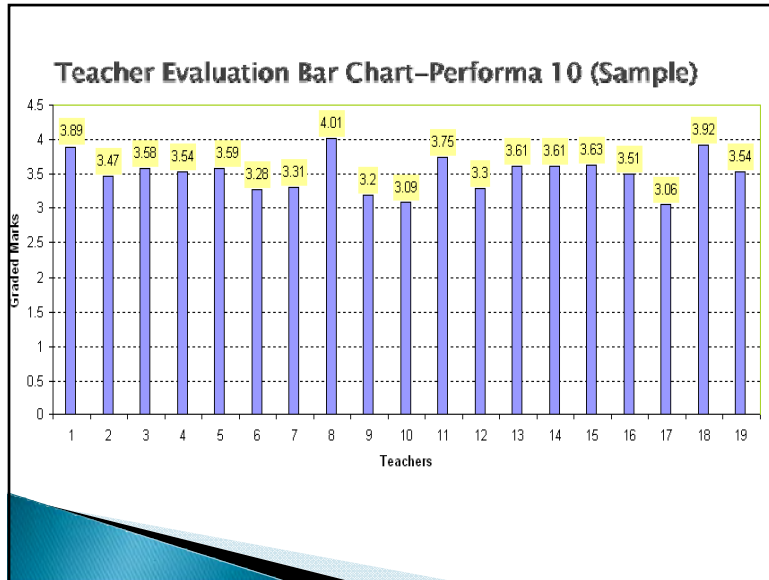
HEC Proforma No. 10 being used to take the feedback from the students.

	Undertaking. I confirm that evaluation being done by me is all correct.					<input type="checkbox"/>	Tick the box
1	The Teacher <b>starts and finishes</b> class on time	5	4	3	2	1	
2	The Teacher comes <b>duly prepared for the lecture</b> in each class	5	4	3	2	1	
3	The Teacher utilizes full time of class <b>focusing on the subject matter</b>	5	4	3	2	1	
4	The Teacher demonstrates knowledge of the subject	5	4	3	2	1	
5	The Teacher has covered the <b>whole course</b>	5	4	3	2	1	
6	The Teacher is <b>available for after class consultations</b> during the specified office hours.	5	4	3	2	1	
7	The Teacher provides additional <b>material/books/internet references</b> apart from the text book	5	4	3	2	1	
8	The Teacher <b>communicates the subject matter clearly and effectively</b>	5	4	3	2	1	

9	The Teacher maintains a conducive environment <b>in the class</b>	5	4	3	2	1
10	The Teacher shows respect towards students and encourages class participation	5	4	3	2	1
11	The Teacher ensures <b>equitable participation</b> of the students in the class	5	4	3	2	1
12	The Teacher is fair in exams and grading	5	4	3	2	1
13	The Teacher <b>checks and returns assignments/exams</b> and scripts, in time	5	4	3	2	1
14	The Teacher <b>relates current lesson content to previous</b> and future lessons	5	4	3	2	1
15	The teacher <b>takes extra steps to elevate competency level of weak students</b>	5	4	3	2	1
16	The Teacher accepts and incorporates student's ideas, questions and responses.	5	4	3	2	1
17	The Teacher make use of audio/visual aids to make the lectures <b>interesting</b>	5	4	3	2	1

18	The Teacher uses easy and understandable vocabulary for students	5	4	3	2	1
19	<b>During Teaching in lectures and SGDs, teacher helps in integration of basic and clinical sciences-provides clinical relevancy</b>	5	4	3	2	1
20	<b>During the PBL sessions, teacher demonstrate the role of a facilitator</b>	5	4	3	2	1
21	<b>The teacher is using VLE/Moelim for academic activities (assignments/quizes/notes)</b>	5	4	3	2	1
22	Any comments about teacher					





- ### TEACHER X – POSITIVE FEEDBACK
- **Superb teacher.** When he ends the lecture, every student has fully understood and has clear concepts and we can even memorize during lecture. He made \_\_\_\_\_subject easiest for us.
  - Surely, one of IIMC's **finest teacher.**
  - Best Teacher. Masha Allah
  - **Great teacher** and human.
  - Very cooperative.
  - He is **the best.**
  - Sincere, charismatic and a phenominal teacher.
  - **A very good teacher.** We love to attend his lectures.
  - **Exceptionally good teacher.**
  - Best teacher and an **amazing person.**
  - Best of the best.
  - **Best Teacher ever. The most dedicated, hardworking and honest teacher.**
  - My favorite best teacher, I have come across.
  - **He is really good in teaching and attitude too. Simple is that, he is a wonderful teacher. The best teacher of IIMC. Hats off for my teacher**
- 12

## TEACHER Y - NEGATIVE FEEDBACK

- Please focus on the subject. And teach the details, not only superficially.
- She makes me hate the subject.
- She is always talking about religion rather than her assigned subject.
- Uses class time for preaching his controversial beliefs.
- Please respect Students .
- Very rude, victimizes who appears un-Islamic. Never prepared, the lecture is about religion not the subject.
- She victimizes students and spends lectures on talking about irrelevant details and gives Islamic Durss.
- Attitude towards students is humiliating. Hurts the self respect of students.
- Not well prepared for her lecture. Fails to deliver her lecture effectively. I do not understand her lectures.
- Unprepared for lectures. Waste time on irrelevant matters.
- Should improve lecture delivery and skills.
- Untidy, uncivilized. Never available in wards for students. Does not know, how to talk with females. Keeps personal grudges.

13

## COMMON IRRITANTS FOR STUDENTS

- Poor Preparation of the Lecture
- Deviation from assigned subjects
- Monotonous in Lectures
- Discourteous Behavior
- Use of harsh & abusive language
- Loose comments
- Irrelevant Talk
- Gender based Favoritism
- Untidy and unimpressive turnout

## MEASURE OF STUDENTS SATISFACTION AND TEACHERS SELF CORRECTION MODE

15

Sample

### TEACHER'S SELF-CORRECTION EVIDENCE

#### Faculty of Engineering & Applied Sciences (FEAS)

S. No	Name	2011	2013
1	Mr. Abubakar Khitran	3.75	4.17
2	Mr. Akhlaq Ahmed	1.9	3.16
3	Mr. Harris Arshad	3.5	3.44
4	Mr. Abdur Rehman Buzdar	3.75	3.87
5	Mr. Sajid Ali	4.03	4.85
6	Col. (r) Hafeez	4.37	4.34
7	Mr. Qaiser Hussain Alvi	2.71	3.46
8	Mr. Shad Khan	3.42	3.85
9	Mr. Malik Tariq Awan	4.17	4.15

Note: Please Note progressive improvement in the evaluation score given by students for the same teacher.

16

**Sample**

**TEACHER'S SELF-CORRECTION EVIDENCE**

**Faculty of Management Sciences(FMS)**

S. No	Name	2011	2012	2013	2014
1	Prof. Amanullah Khan	2.76	--	4.35	4.36
2	Dr. Khurram Shahzad	2.75	--	4.56	4.34
3	Mr. Farhan Ahmed	2.37	3.16	--	3.78
4	Mr. M. Akhtar	3.02	3.54	--	4.18
5	Mr. Naeem Tahir	3.76	3.19	--	4.04
6	Mr. Burhan	--	3.68	4.06	4.43

Note: Please Note **progressive improvement in the evaluation score** given by students for the same teacher.

17

**Sample**

**TEACHER'S SELF-CORRECTION EVIDENCE**

**Riphah Institute of Pharmaceutical Sciences (RIPS)**

S. No	Name	2011	2013
1	Mr. Mohsin	3.96	4.3
2	Ms. Humaira Nadeem	3.11	4.14
3	Ms. Lubna	3.77	3.94
4	Ms. Sadia	3.41	3.63
5	Ms. Farah	3.31	3.88

Note: Please Note **progressive improvement in the evaluation score** given by students for the same teacher.

18

**Sample**

**TEACHER'S SELF-CORRECTION EVIDENCE**

**Islamic International Medical College (IIMC)**

S. No	Name	2011	2013
1	Dr. Shahzia Ali	3.43	4.4
2	Dr. Sadia Sultana	2.84	4.32
3	Dr. Shahzad Akhtar Aziz	3.75	3.85
4	Dr. Rehana Rana	3.85	3.98
5	Dr. Humaira	2.99	3.02
6	Dr. Adnan	3.43	3.56

Note: Please Note **progressive improvement in the evaluation score** given by students for the same teacher.

19

**Sample**

**TEACHER'S SELF-CORRECTION EVIDENCE**

**Riphah College of Rehabilitation Sciences (RCRS)**

S. No	Name	2011	2013
1	Mr. Mubin Mustafa	3.46	4.36
2	Mr. Zakir Hussain	4	4.08
3	Mr. Hamid Hussain	4.25	4.48
4	Ms. Fozia Batool	4.36	4.22
5	Mr. Amir Naeem	1.92	3.52
6	Maria Khalid	4.22	3.86
7	Ms. Huma Riaz	4.2	4.18

Note: Please Note **progressive improvement in the evaluation score** given by students for the same teacher.

## FACULTY TRAINING/GUIDENCE

# RIPHAH ACADEMY OF RESEARCH AND EDUCATION

21

## FACULTY TRAINING/GUIDENCE

### Courses

1. Professional and Applied Ethics
2. Educational Psychology & Personality Development
3. Curriculum Development, Assessment & Evaluation
4. Teaching Methodology
  1. Andragogical Skills
  2. Micro Teaching
  3. Approaches to teaching & learning
  4. Inter-active lecture
  5. Class studies
  6. Seminars/Workshops
  7. Discussions, Presentation

22

## FACULTY TRAINING/GUIDENCE

### Comparison before and after PGD Course

Sr. No	Name	Designation	Before	After
1	Mr. Mubashar Hassan	Lecturer	July 2012 = 3.58	Feb 2014 = 3.70
2	Mr. Mohsin Fazal	Lecturer	Dec 2012 = 3.96	Jan 2014 = 4.47
3	Syed Imtiaz Hussain Shah	Associate Professor	Dec 2012 = 3.11	July 2014 = 4.31
4	Mr. Arshad Nawaz Malik	Asst. Professor	Dec 2012 = 4.69	July 2014 = 4.19
5	Mr. Zakir Hussain	Asst. Professor	Dec 2012 = 4.0	July 2014 = 4.19

23

## CONCLUSION

1. **Conscious Teacher**
  - a) Improved conduct
  - b) Improved preparation
  - c) Better student teacher relation
2. **Satisfied Student**
  - a) Students Empowerment
  - b) Contribution in Improving the Teaching Quality

## Student Grooming through Entry & Midpoint Surveys

25

## Riphah International University Students Survey

- ▶ **Entry Point Survey:** This exercise helps in assessing the **personality traits, social economic and family background, life style, daily routine, social attitude, thinking pattern of students, their perception about the profession and university.** It facilitates university management in planning, mental, moral and psychological supplementations for the students.



## Riphah International University Students Survey

1. As a New Entry arrives in University, Faculty and Management would like to know the **Strengths and weaknesses of the group so that university management could plan polishing of the strengths and removal of the weaknesses.** The data of the students shall be collected through a survey form containing 49 questions covering the following aspects of the students.
2. Students profile
  - Hobbies
  - **Personal Behavior**
  - Personality Traits
  - **Parents Educational Level**
  - Financial Background
  - **Province**
  - Mother Language
  - **Rural/Urban**
  - Inter Province Travel
  - **Foreign Travel**
  - Exposure to Internet/Hardware
  - **Regularity in Prayers**
  - Religious Trends

## Riphah International University Students Survey

### Students profile (Continues)

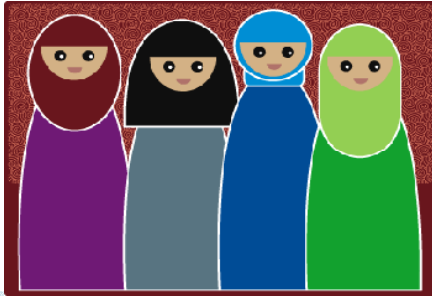
- Ownership of Modern Utilities(Mobile, Music System, Car, Computer)
- Exposure to internet
- Thought Process
- Perception about the profession and institution

### University Management

- Focus on improvement in infrastructure(Library, Labs, Sports, Canteen, Tpt)
- **Prepare supplements to address weak areas**
- Make available IT hardware to less fortunate
- **Focus on bringing all students on equal platform**

## Riphah International University

- ▶ **Mid Point Survey:** It analyses and measures effects of supplementations provided and the deviations from the desired goals for induction of fresh supplements.



## Riphah International University

- ▶ **Exit Point Survey:** With the help of this feedback given by the outgoing students, policies, syllabi and administrative arrangements are revisited for the improvement.



## Analysis and QEC Recommendations University Level



31

### Urban/Rural Student's Population - 2011

UNIVERSITY PERCENTAGES OF ENTRY POINT SURVEYS												
	MBB S	BD S	Phar m D	DP T	MB A	BBA	MS- RSL	MS- RCIB	BSE E	BMS- RIMS	Sum of %ages	Riphah %ages
URBAN AREA (%)	68.49	77	62.5	75	43.75	52.94	64.52	50	68	92.31	654.51	<b>65.45</b>
RURAL AREA (%)	21.92	18	39.89	20.83	56.25	47.06	29.03	50	32	0	314.98	<b>31.50</b>

### QEC Analysis and Recommendations

RIU has 31.50% students belonging to Rural Area. They have undergone matric stream. Resultantly, have less exposure towards spoken English, Pronunciation, Communication and listening Skills. They need improvement in way of life. **There is a need to focus for improvement in the above mentioned areas by arranging English Language Classes and lectures by prominent scholars on Social Behavior by concerned Faculty and Tarbiya department.** They also need mentoring to improve the confidence level while interacting with colleagues, teachers and others.

32



### Parent's Education - 2011

	MBBS	BDS	Pharm D	DPT	MBA	BBA	MS-RSL	MS-RCIB	BSEE	BMS-RIMS	Sum of %ages	Riphah %ages
<b>FATHER'S EDUCATION</b>												
PhD TO BACHELOR (%)	69.87	75	51.38	68.76	50	76.47	64.53	16.67	57	76.65	606.33	<b>60.63</b>
PRIMARY TO INTERMEDIATE (%)	30.13	25	48.62	31.24	50	32.53	35.47	66.67	43	23.35	386.01	<b>38.60</b>
ILLITERATE (%)	2.74	0	0	0	1.26	0	0	12.5	7.59	0	24.09	<b>2.41</b>
<b>MOTHER'S EDUCATION</b>												
PhD to BACHELOR (%)	52.06	70.41	37.5	60.41	6.25	32.29	58.06	8.33	26	46.16	397.47	<b>39.75</b>
PRIMARY TO INTER (%)	32.88	25	47.22	25	50	52.94	22.58	33.34	45	46.15	380.11	<b>38.01</b>
ILLITERATE (%)	10.96	5	6.94	6.25	19	11.76	9.68	58.33	27	0	154.92	<b>15.49</b>

#### QEC Analysis and Recommendations

Parent's education plays an important role in grooming the children. In the above data, university's %age of father's illiteracy level is 2.41, in comparison to mothers, who have an illiteracy %age of 15.49. Students of less educated parents have inbuilt, grooming gaps. **These gaps are required to be made up by combined efforts of Family and Tarbiya Department, by arranging lectures of prominent speakers of sociology/religion.**

33

### Moral and Ethical Behaviors - 2011

	MBBS	BDS	Pharm D	DP T	MB A	BB A	MS - RSL	MS- RCIB	BSE E	BMS - RIMS	Sum of %ages	Riphah %ages
LIKING OF ISLAMIC SYSTEM (%)	31.51	56.45	36.11	52.08	31	23.52	48.39	66.67	48	0	393.73	<b>39.37</b>
SAY PRAYERS 5 TIMES A DAY (%)	41.1	37.1	41.67	35.42	18.75	11.76	32.26	83.33	27.85	0	329.24	<b>32.92</b>

#### QEC Analysis and Recommendations

The students of different programs have different response regarding, liking for Islamic System and saying prayers, five times a day. A few programs have low or zero %age of religious mind set against second category, who have enormous liking for both. To inculcate Islamic Ethical Values (Part of our mission statement) in the students, displaying low/zero percent liking for the asked questions, **Tarbiya department and concerned Faculties are required to make extra ordinary efforts to create balance between glamour and religious activities.**

34

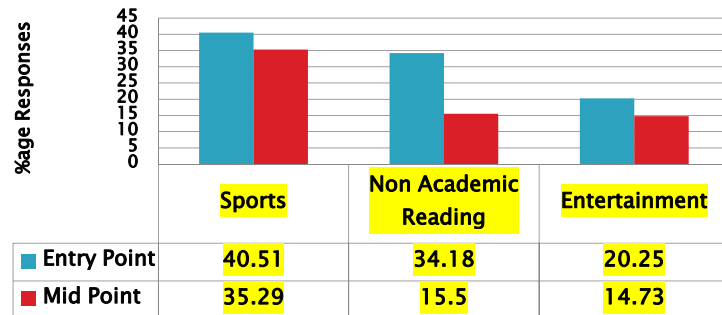
## Comparative Analysis Entry & Mid Point Surveys

35

## Most Favorite Hobby

## Faculty of Engineering & Applied Sciences

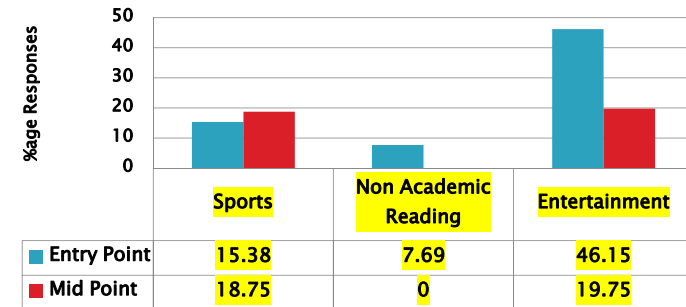
BS EE (Entry Fall 2011 & Mid Point Fall 2013 Survey Comparison)



Note: Academic pressure made students to focus more on studies, in comparison to sports, non academic reading and entertainment, as evident from the above graphs of year 2011 (Blue) & 2013 (Red)

## Riphah Institute of Media Sciences

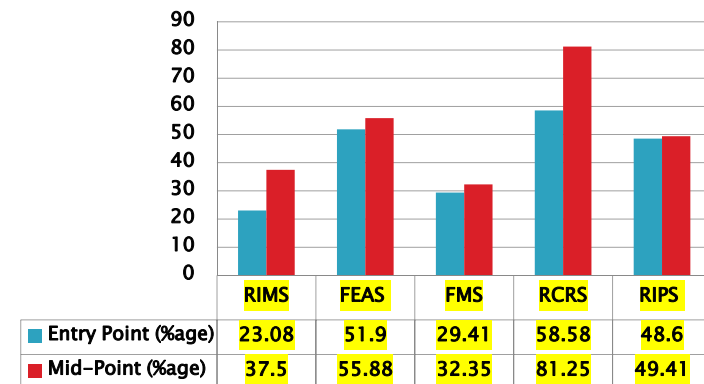
BMS (Entry Fall 2011 & Mid Point Fall 2013 Survey Comparison)



Note: Academic pressure made students to focus more on studies, in comparison to sports, non academic reading and entertainment, as evident from the above graphs of year 2011 (Blue) & 2013 (Red)

## Wish for Higher Education

## (Entry Point Fall-2011 - Mid Point Fall -2013 Desire for Higher Education)



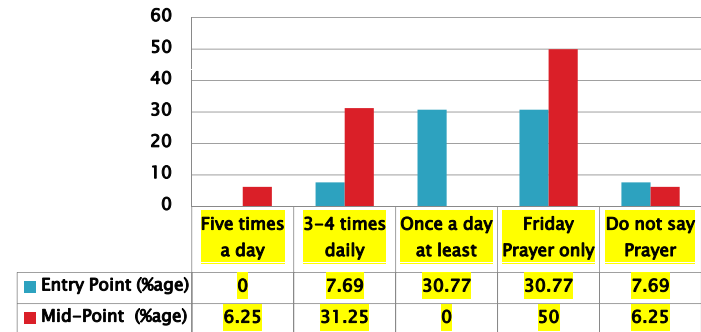
Note: Exposure to higher education, enhanced the desire to go for higher education, in future, as evident from the above graphs of year 2011 (Blue) & 2013 (Red)

## Regularity in Devotions

## Riphah Institute of Media Sciences

Entry Fall 2011 Mid Point Fall 2013 Survey -

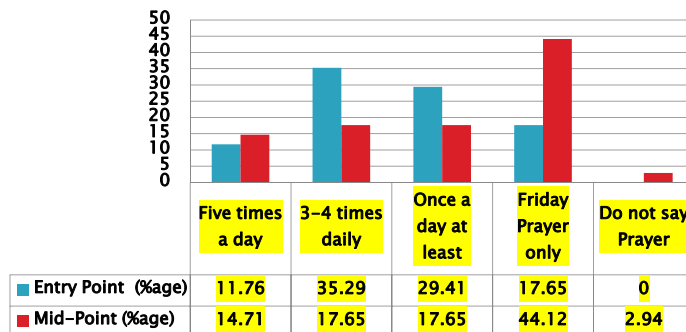
### Regularity in Devotions



Note: Emphasis on Islamic Ethical values through mentoring and lecturing enhanced the desire of the students to increase the frequency of prayers, as evident from the above graphs of year 2011 (Blue) & 2013 (Red)

## Faculty of Management Sciences

BBA - Entry Fall 2011 (Regularity in Devotions)

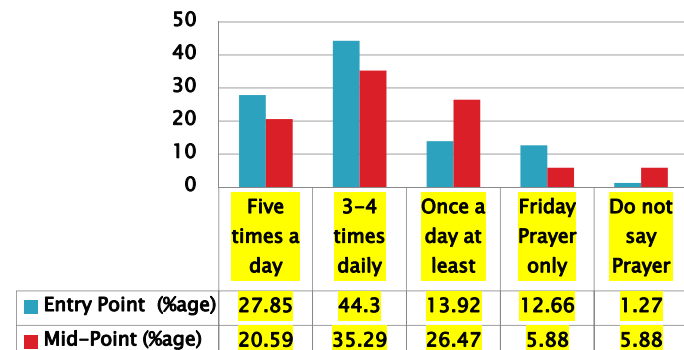


Note: Emphasis on Islamic Ethical values through mentoring and lecturing enhanced the desire of the students to increase the frequency of prayers, as evident from the above graphs of year 2011 (Blue) & 2013 (Red)

## Faculty of Engineering & Applied Sciences

BS EE- Entry Fall 2011 & Mid Point Fall 2013-

### Regularity in Devotions

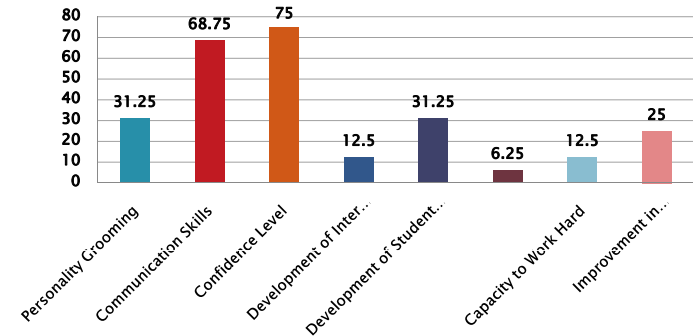


Note: Emphasis on Islamic Ethical values through mentoring and lecturing enhanced the desire of the students to increase the frequency of prayers, as evident from the above graphs of year 2011 (Blue) & 2013 (Red)

You have spent plus of 02 years in the university. Please tick, in which areas of your personality improvements have taken place?

### Riphah Institute of Media Sciences

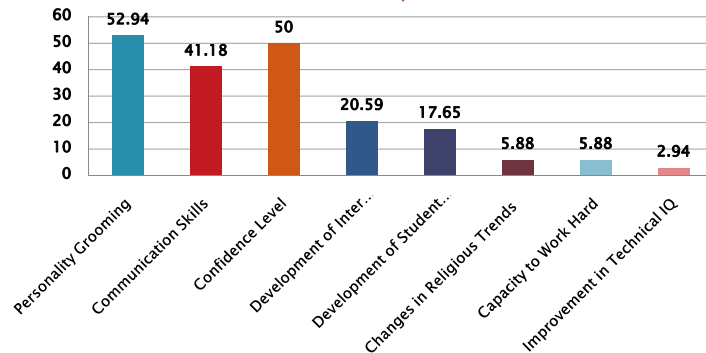
BMS- STUDENT SELF ANALYSIS IN MID POINT Fall 2013, SURVEY (Session Fall-2011)



Note: Students indicated improvements in their interpersonal skills with special focus on Personality grooming, communication skills and confidence level, as evident from the above respective graphs.

### Faculty of Engineering & Applied Sciences

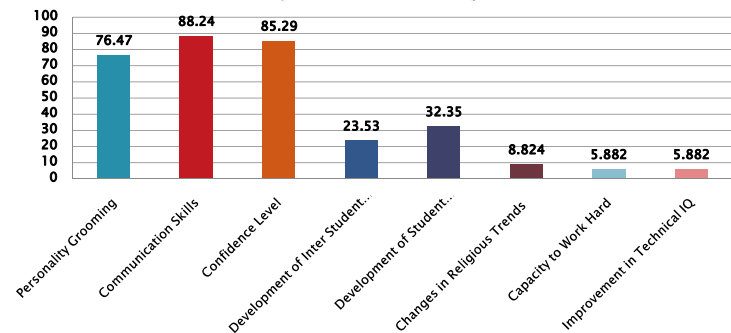
BS EE- STUDENT SELF ANALYSIS IN MID POINT Fall 2013, SURVEY (Session Fall-2011)



Note: Students indicated improvements in their interpersonal skills with special focus on Personality grooming, communication skills and confidence level, as evident from the above respective graphs.

### Faculty of Management Sciences

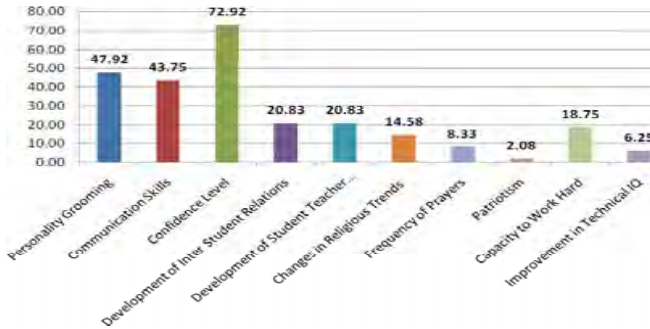
BBA- STUDENT SELF ANALYSIS IN MID POINT Fall 2013, SURVEY (Session Fall-2011)



Note: Students indicated improvements in their interpersonal skills with special focus on Personality grooming, communication skills and confidence level, as evident from the above respective graphs.

## Riphah College of Rehabilitation Sciences

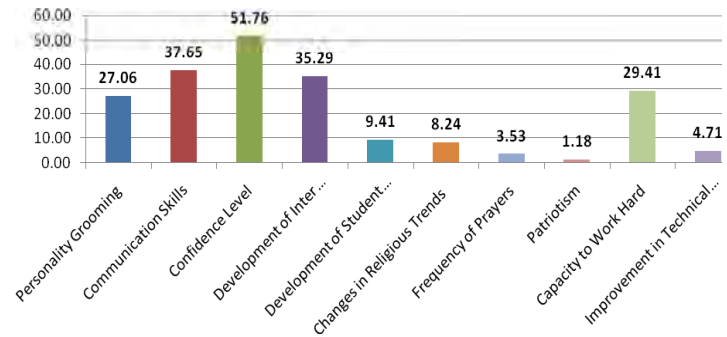
### DPT- STUDENT SELF ANALYSIS IN MID POINT Fall 2013, SURVEY (Session Fall-2011)



Note: Students indicated improvements in their interpersonal skills with special focus on Personality grooming, communication skills and confidence level, as evident from the above respective graphs.

## Riphah Institute of Pharmaceutical Sciences

### Pharm D- STUDENT SELF ANALYSIS IN MID POINT Fall 2013, SURVEY (Session Fall-2011)



Note: Students indicated improvements in their interpersonal skills with special focus on Personality grooming, communication skills and confidence level, as evident from the above respective graphs.

## CONCLUSION

### 1. Student Grooming

- To provide equal platform at the initial stage
- To improve Moral & Ethical Values
- To improve Interpersonal Skills

### 2. Resultantly

- Improved Personality
- Improved Communication skills
- Improved Confidence
- Improved Capacity to work hard.
- Development of Inter-student and student-teacher relations



## CIRRICULUM VITAE

### Personal Information

Name: NGUYEN THE ANH, Dr.

Current Position:

Vice Director, Center for Quality Assurance, Vietnam Foreign Trade University

Lecturer in Operations Management, Vietnam Foreign Trade University

Office Address: 91 Chua Lang, Lang Thuong, Dong Da, Hanoi

Office phone: (8443) 259 5155 (ext. 275)

Cell phone: (8491) 912 3464

Email address: [ntheanh@ftu.edu.vn](mailto:ntheanh@ftu.edu.vn)

### Career objective

- To become a world-class researcher and expert in management science,
- and Quality assurance in Higher Education

### Research interests

- Operations management;
- Supply chain management;
- Quality Assurance in Higher Education.

### Education

- 2010 – 2013: Doctor of Business Administration, The school of business, The University of Northern Virginia, U.S.A;
- 2003 – 2005: Master of Business Administration, Hanoi University of Science and Technology, Vietnam;
- 1998 – 2003: Engineer in Business Administration, Hanoi University of Science and Technology, Vietnam.

### Award and scholarship

- 2010 – 2012: member of dean lists (4.0 GPA) ;
- 2008: Ministry of Education and Training of Vietnam's scholarship;

### Working

- 2008 – present: Center for Quality Assurance

- experience**
- 2006 – present: Lecturer in Foreign Trade University, Vietnam
- Research activities**
- Member of High Performance Manufacturing project (round 4)
  - Responsible for research activities at Center for Quality Assurance, Vietnam Foreign Trade University.
- Articles on magazine**
- Anh, Nguyen The (2014). Application of Chiba Principles in quality assurance of Vietnam higher education institutions. *Proceedings of 2014 APQN conference and Annual General Meeting*
  - Anh, Nguyen The (2007). Application of information technology in teaching business administration at Foreign Trade University, *Foreign Affairs Economy Review*, 22;
  - Anh, Nguyen The (2008). Supply Chain Management practices in Asia – Pacific and the lesson to Vietnam, *the Summary Record of Scientific Conference of Faculty of Business Administration*, Hanoi – 12/2008
  - Anh, Nguyen The (2014). Corporate governance index in developing countries: A literature review. *Proceeding of conference on Corporate Governance in Vietnam: theory and practice, Faculty of Business Administration, Vietnam Foreign Trade University*;
  - Anh, Nguyen The (2014). Building trust in a Supply Chain: Experiences from Germany, Italy, Japan, South Korea and U.S and implications for Vietnam. *Proceedings of International conference on emerging challenges innovation management for SMEs (ICECH 2014, Hanoi, Vietnam*
- Research projects (Foreign Trade University-level)**
- Manh, Vo Sy et al. (2014) Establishing Internal Quality Assurance system at Foreign Trade University
- Research projects (Ministerial-level themes)**
- Minh, Nguyen Van et al. (2007). *Influence assessment of implicit economy sector to the Vietnamese economy*, Ministry of Education and Training, Vietnam;
  - Ha, Bui Lien et al. (2008). *The used of business development service in Viet Nam exported firms*, Ministry of Education



and Training, Vietnam;

- Phong, Le Thai et al. (2008). *The theories to classify and estimate the influence of interest group (pressure group) to Vietnamese economy*, Ministry of Education and Training, Vietnam.;
- Phong, Le Thai et al. (2014). *A study of application High Performance Manufacturing in FDI firms into Vietnamese mechanical companies*. Ministry of Education and Training, Vietnam.

### **Books**

- Ha, Bui Lien; Minh, Nguyen Van; Phong, Le Thai and Anh, Nguyen The (2010). Operation Management. Foreign Trade University, Vietnam;
- Ha, Bui Lien; Minh, Nguyen Van; Phong, Le Thai and Anh, Nguyen The (2010). Operation Management workbook. Foreign Trade University, Vietnam.

**Dr, Nguyen The Anh**  
**Vietnam Foreign Trade University**

**MEASURING STUDENT LEARNING OUTCOMES IN  
HIGHER EDUCATION – EXPERIENCES FROM U.S  
UNIVERSITIES AND COLLEGES AND SOME  
RECOMMENDATIONS**

**CONTENT**

- What is student learning outcomes?
- Experience from U.S Universities and colleges;
- Recommendations

**Personal information**

- Dr. Nguyen, The Anh
  - Vice-director, Center for Quality Assurance
  - Lecturer, Faculty of Business Administration
  - Research Interests:
    - Quality Assurance in Higher Education;
    - Operations Management;
    - Strategic Management;
    - Corporate Governance
  - Graduated PhD program in U.S

**STUDENT LEARNING  
OUTCOMES (SLOs)**

- Student learning outcomes are the accumulated knowledge, skills and attitudes that students develop during a course of study;

## SLOs should:

- Represent a fundamental result of the course of study or program – does it assess what is most important?;
- Clearly describe what student are asked to do using action verbs...
- Ask students to apply what they have learned by producing something;
- Include a time frame for student to accomplish this goal;
- Be specific and measurable

fppt.com

## CURRENT STAGE IN U.S UNIVERSITIES AND COLLEGES

- U.S Education system:
  - Rapid development of higher education  
In 2012, US has a total of 4,726 HE institutions with 21 million students
  - National goal of higher education  
By 2020, America should have the highest proportion of college graduates (Obama, 2009)
  - Call for quality assurance in HEs  
“remarkable absence of accountability mechanisms to ensure that colleges succeed in educating students” (U.S. Department of Education, 2006)

fppt.com

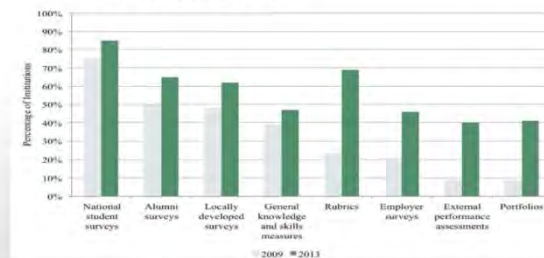
## CURRENT STAGE IN U.S UNIVERSITIES AND COLLEGES

- Current use of SLO assessment
  - 84% institutions had adopted learning outcome (Kuh et al, 2014);
  - Significant more assessment activity now than a few years ago;
  - Use of variety of tools.

fppt.com

## CURRENT STAGE IN U.S UNIVERSITIES AND COLLEGES

- Tools to assess SLO



Source: Kuh et al, 2014

fppt.com

## CURRENT STAGE IN U.S UNIVERSITIES AND COLLEGES

### • Comparison of Assessment Tools

Type	Advantages	Disadvantages
Survey	Cost efficient; easy administration; comparison	No direct evidence of student learning
Locally developed survey	Aligned with instruction; meet institution's specific needs	No benchmark with other institutions; sometimes lack psychometric quality
Standardized measures	Comparable across institutions; sufficient validity and reliability evidence	Insufficient alignment with instruction
Rubrics	Flexibility for adaption	Poor consistency among users
Performance assessment	Authentic	Expensive; difficult to implement; poor reliability
E - portfolio	Offer a range of data	Comparability is an issue

fppt.com

## CURRENT STAGE IN U.S UNIVERSITIES AND COLLEGES

- Current challenges in Learning Outcome assessment (Liu, 2011a)
  - Insufficient evidence of what learning outcomes assessment predicts;
  - Design/ methodological issues with value-added research;
  - The effect of student motivation on test performance

fppt.com

## Insufficient evidence of what SLOs assessment predicts

- Traditional success indicators:
  - GPA, retention, course completion graduation (Hendal, 1991; Lakin, Elliott, & Liu, 2013; Marr, 1995);
- Indicators more difficult to obtain
  - Graduation school application, employment, job performance, and life events (Arum et al, 2012; Butler, 2012; Ejiogu et al, 2006);

fppt.com

## Design/ methodological issues with value-added research

- Longitudinal vs cross-sectional design
- Methodological consideration:
  - Choice of statistical models (Liu, 2011b);
  - Unit of analysis
  - Institutional characteristics
- Factor in attrition

fppt.com

## Student motivation in taking low-stakes tests

- Learning outcomes assessment does not have a direct impact on students
  - Low motivation could threaten the validity of the test results
- Ways to monitor student motivation
  - Student self-report;
  - Motivation survey: student opinion survey (Sundre & Wise, 2003);
  - Response time effort (Wise & Kong, 2005)

fppl.com

## RECOMMENDATIONS

- “No one size fits all”;
- Suiting AHELO (Assessment Higher Education Learning Outcomes – OECD) items with Higher Education Institutions’ context

fppl.com

## **KEITH MORRISON**

Professor Keith Morrison worked at the University of Durham, UK, for 15 years before moving to Macau in 2000, where he has been a Dean of a School of Education, Registrar and a university Vice-rector. He is currently the Director of Institutional Development at Macau University of Science and Technology. He is the author of sixteen academic books, including 'Research Methods in Education' (seventh edition) and 'Managing Complex Change in School', and the Co-editor of the international journal 'Educational Research and Evaluation'. He has conducted educational consultancies and produced papers, reports and technical reports for governments and research institutions in several countries in South East Asia and Europe.



# 'What works' in National Qualifications Frameworks: Effectiveness, Efficacy and Impact

Keith Morrison

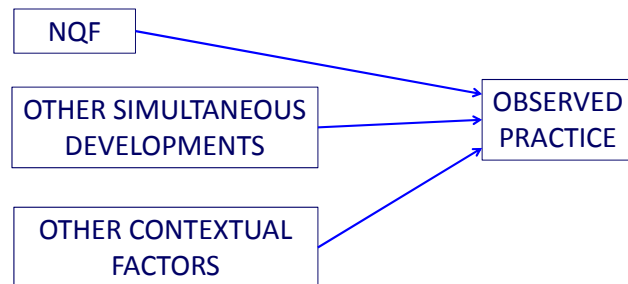
## THE NEED FOR EVIDENCE

- National qualifications frameworks (NQFs) have seen a meteoric rise, but evidence that they 'work' in meeting their diverse purposes is limited, equivocal, inconclusive, contradictory and contingent.
- There is a lack of empirical evidence that they 'work' in demonstrating efficacy, impact, fitness for purpose and achievement of purpose.
- Evaluating their efficacy, effectiveness and impact is a neglected dimension.

2

## CAUSE

## EFFECT



It is difficult to say whether an effect is the consequence of the NQF or some other cause, as many NQFs are developed in tandem with, or in the context of, other policies and developments by governments.

3

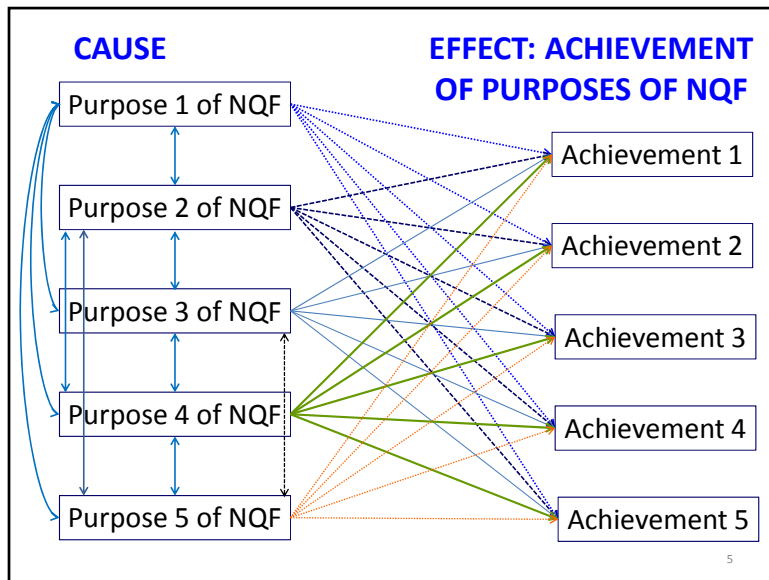
## CAUSE AND EFFECT

There are so many aspects, purposes and foci of NQFs that, even if some of the purposes are achieved, it is uncertain whether:

- a) this a result of the NQF;
- b) which aspects of the NQF contribute to its success;
- c) certain factors are more significant than others in the achievement of purposes;
- d) it is the interaction of factors that leads to the achievement of purposes.

4





### Definitional Complexity of Purposes of NQFs

An NQF is an instrument for developing, classifying, recognizing, structuring, coordinating, understanding, integrating, comparing and transferring qualifications at different levels according to transparent criteria and outcomes, facilitating progression and transparency of both academic and vocational national qualifications, and their relation to access to employment and study across borders and labour markets, enhancing competitiveness, flexibility and mobility of qualifications and of those who achieve them.

6

### PURPOSES OF NQFS LIE IN MANY FIELDS

- **Qualifications** (5 purposes listed)
- **Educational and training provision and programs** (9 purposes listed)
- **Access** (3 purposes listed)
- **Different audiences** (5 purposes listed)

7

### WHAT DOES THE EVIDENCE SHOW?

- Immense **variability of practice and effectiveness**.
- **Contextual variations:** political and educational policy agendas, contingencies and institutional identities play such a significant part in determining the purposes and uses of NQFs, that the NQFs of different countries are incommensurable, rendering comparisons questionable.
- The **level of a country's development** (variously defined) has a significant bearing on their adoption, usage and effectiveness.
- The effectiveness of NQFs depends in part on:
  - which purposes they are intended to serve;
  - how well the necessary processes of change that they bring occur;
  - how relevant they are to the country's educational development.

8

## WHAT DOES THE EVIDENCE SHOW?

Allais (2010) (review of 16 countries) (pp. 2-3):

- ‘little evidence that NQFs are achieving their goals.
- ‘Some specific evidence of qualifications frameworks having failed to achieve their goals.
- ‘Considerable evidence of difficulties associated with implementing qualifications frameworks.
- ‘little evidence that NQFs have substantially improved communication between education and training systems and labour markets.
- ‘nor were other data found to demonstrate that qualifications frameworks have improved the match of supply and demand between education and training institutions and the labour market.
- ‘suggestions that qualifications frameworks have in fact reduced learner mobility in some countries.
- ‘little specific evidence from any of the countries that they are useful in making decisions about the location of qualifications on the framework, or about credit transfer.

9

## WHAT DOES THE EVIDENCE SHOW?

Raffe (2013) (a major cross-nation review):

- ‘none of these objectives [for NQFs] has been consistently and fully achieved by all the frameworks that have adopted them.’ (p. 153)
- ‘The number of NQFs with evidence on impacts is still small and unrepresentative [and] the evidence base is still inadequate.’ (p. 156)
- ‘The impacts of NQFs have been smaller than expected, have often taken many years to appear, have varied across frameworks and sub-frameworks and have been negative as well as positive.’ (p. 156)
- ‘For each objective there are frameworks for which some impact is evident, but there are others whose impact has been negligible or even negative.’ (p. 156)
- ‘For some of their most important objectives, such as making education and training more demand-focused, the record is unimpressive.’ (p. 156)
- ‘we have almost no evidence on whether NQFs will support mobility and ensure access to emerging regional and global labour markets – despite this being a main reason for many countries to develop one’ (p. 156)

10

## ACHIEVEMENT OF PURPOSES OF NQFs

Very few studies of, or data on:

- Impact
- Effectiveness
- Efficacy

Where evaluation has taken place, it often comprises:

- (a) effectiveness and impact of **implementation** – input and process – of the NQF in the country, with suggestions for improving the implementation process, rather than the **outcomes** – the **achievement** – of the purposes for which it was established;
- (b) prospective, ‘likely impact’ or ‘potential impact’ rather than actual impact.

11

## EVALUATING IMPACT, EFFICACY, EFFECTIVENESS

- Evaluating impact, efficacy and effectiveness of NQFs may be difficult in the absence of baseline, comparable and fair, counterfactual data.
- Causality is difficult to establish.
- NQFs change (‘a moving target’).
- NQFs take place in country-specific contexts and contingencies.

12

## 20 questions for evaluating impact, efficacy and effectiveness

1. What is the evidence that NQFs 'work', that they are efficacious, that their impact is strong and has fulfilled their several purposes, and that they are working in the ways intended?
2. How effective is the impact, and how much impact have NQFs had and on what, i.e. the relative magnitude of their effects?
3. How to judge 'what works' in NQFs, in what and whose terms, using what criteria, what indicators, what evidence, from whom and from where, in whose terms and for which stated purposes?
4. Under what circumstances, contingencies, contexts and causal factors do NQFs work effectively and less effectively?
5. What factors shape or bear upon the planning and implementation of NQFs?
6. What are the intended and unintended, anticipated and unanticipated, direct and indirect effects and consequences of NQFs on the country in question?
7. What variables have to be included in evaluating the effectiveness and impact of NQFs, and how can these be modelled?
8. What is needed for NQFs to achieve their declared purposes?
9. Which parts and purposes of NQFs 'work' more and less effectively, and why?
10. How do we know that it is the NQF and not other factors that are bringing about the intended outcomes?

13

## 20 questions for evaluating impact, efficacy and effectiveness

11. What, and how much, is the added value of NQFs, to whom and in what terms?
12. Where and what is the evidence chain – the causal mechanisms – that links a NQF to its intended outcomes, and where and what is the evidence – both factual and counterfactual – that NQFs bring about, i.e. cause, their intended outcomes?
13. Where and what is the counterfactual evidence that not having a NQF has undermined the intended outcomes of a NQF and/or that without NQFs some of their stated purposes would not have been achieved, e.g. that the outcomes of NQFs are over-determined by other factors operating in the situation?
14. What are the 'upside' and the 'downside' of NQFs?
15. What is the balance of costs and benefits of NQFs, in what terms, how much does it cost to develop and maintain a NQF, and is it worth the investment?
16. Who decides whether NQFs are or are not effective and efficacious in bringing about their intended outcomes and achieving their purposes?
17. How well do NQFs fare in the short, medium and long term in achieving their intended outcomes?
18. In evaluating effectiveness, efficacy and impact, what designs, methodologies, models, foci, sampling, data and data sources, and instrumentation can be best employed?
19. How to judge and improve the effectiveness and impact of NQFs on the performance of the education system in question?
20. Which NQFs work have greater effectiveness, efficacy and impact than others, and why?

14

### Allais, S. (2014) *Selling Out: National Qualifications Frameworks and the Neglect of Knowledge*. Rotterdam: Sense Publishers.

'Qualifications frameworks are likely to be abandoned. Like many education reforms, they are likely to be a candle that burns out fast. Given their poor track record, governments are likely to quickly grow disillusioned with them – although once qualifications authorities are created, they have tended to develop a life of their own, irrespective of success or failure. If future qualifications frameworks are anything like those already developed, then countries will set them up, their advocates will claim victory merely on the grounds that they have been established, their claims won't be achieved, and reformers will move on to the next fad, perhaps leaving the framework intact as a not very important addition to the education policy landscape . . . .' (p. 240).

15

## 基于 TQM 理念的“校院两级教、管、学三方八层面监督改进体系”探索与实践——以昆明医科大学为例

于建云 李松 梁小茶 孙艳春 刘英 李迅 马英 赵文兰  
教学质量监控与评估中心，高等教育研究所

**[摘要]** 按照全面质量管理（TQM）的全员参与、全面标准化及全程监控的“三全”原则，针对大学课程教学的关键环节和课程教学服务中教师、管理者和学生三方的职责，构建了“校院两级教、管、学三方八层面监控改进体系”，使学校本科教学质量得到持续提升。“校院两级教、管、学三方八层面”的监控内容为课堂教学、实验（实践）教学、临床见习作为课程教学服务监控的关键点，分别设计制订了十二种课程教学服务评价标准体系，实现了各专业从大一至大五所有计划内课程的全程监控。组建了由学校各级领导、校院两级教学督导专家、学生信息员和全体学生构成的三条工作轴线，实现了监控主体的全面参与。通过现场直接反馈、院（系）领导间接反馈、学校评估中心及时反馈、召开全校教学负责人质量信息反馈会、定期编辑出版《质量监控与评估信息反馈》，将监控信息分别反馈给不同的改进主体，即教师个人、课程团队、及院（系）专业教育团队。通过“发现问题-提出课题-小组攻关”的校本改革研究课题招标立项方式，建立了持续性质量改进的强化机制。“校院两级、教管学三方八层面”监控改进体系的良好运作，得益于学校党政领导的高度重视，成立校级质量管理部门，领导身先士卒及每年给以相应的工作经费保证等。

**[关键词]** TQM 医科院校 教学质量监控与改进体系

**Developing a new teaching quality monitoring and improving system that included school and grade school two, teaching 、management and learning three aspect and eight level according to the rule of Total Quality Management(TQM) in Kunming Medical University**

**YU-Jianyun Li-Shong Liang-Xiaocha Suen-yanchuen Liu-ying Li-xun Ma-ying Zhao-wenlan**



**Kunming Medical University, Higher Education Quality Supervision and evaluation center**

**[Abstract]** In this paper, according to the "three principles" of total quality management (TQM), that is, full participation, a comprehensive standardized management, and monitor the whole process of producing, Focus on the key point of course teaching in the university and be interrelated to teachers' teaching service, managers' administration and students learn three important aspects, developed a quality monitoring and improving system that included two grade of the university and colleges(or department), teaching、 management and learning three aspect and eight level. it Continuously improve the undergraduate teaching quality. Firstly, The classroom teaching, experiment (practice) and clinical probation teaching as a key point of monitoring courses teaching service, we designed more than twelve kinds of teaching quality evaluation standards, these works achieved the goal of a comprehensive standardized management and monitoring whole specialized curriculums from the first to fifth year as the system running. Secondly, Three working organizational system were build and achieved the goal of full participation by the leaders of different levels, the specialists of councilor committee at both grade of the university and colleges(or department), student messenger and all students participated in. Thirdly, the multiple feedback channels which included scene feedback, teaching unit leadership feedback, the university teaching quality feedback meeting and feedback bulletin at regular intervals were set up and the retroaction information were respectively gave to teacher, course team and profession team of department which were different main body of teaching quality improving. Fourthly, a effective mechanism was developed by "discover problem-provided guidance of inviting bids for educational reform projects -solved the problem by research group" for enhancing improvement of teaching quality.

Finally, a guarantee mechanism needs keeping this quality monitoring and improving system run well, which the school leaders attach importance to and set themselves an example to others, a special quality management departments is set up, some funding is supported.

**[Key words]**TQM; Medical colleges and Universities; Quality monitoring system of teaching

(This study project supported by Yunnan Province Education Bureau Foundation)





**A new model of quality monitoring and improving about the daily course teaching based TQM in KMU**

**Prof, YU Jianyun MD, PH.D.**  
 Director of Higher Medical Education Research insituation  
 Director of The Teaching quality Supervision and Evaluation Center  
 Kunming Medical University  
 email: jianyunny@sina.com

### Content

1. Why do we carry out higher education quality management (HEQM)?
2. what is the TQM and its principles ?
3. How to developed a daily quality monitoring system based TQM?
4. How to strengthen improvement of the teaching quality ?




#### 1. Why do we carry out higher education quality management (HEQM)?

- **Background**
  - ▲ since 2002 year ,China has already entered the Mass Higher Education.
  - ▲ The main goals of the Chinese Higher education development in 21<sup>st</sup> century
    - firstly, it is connotation development
    - secondly, it is improving higher education quality
- **Question**
  - ▲ What teaching process is the key point in medical education (ME)?  
How to carry out a teaching quality monitoring ?
  - ▲ what rule can we following up?



#### 2. what is the TQM and its principles ?

- **what is the Best Pathway in HEQM of the medical education**
  - ▲ Total Quality Management (TQM) is a popular theory and method for Quality Management in the world.
  - ▲ In 1972, UNESCO recommend TQM to global higher education .
  - ▲ TQM is the best choice for carry out HEQM
  - ▲ TQM has the three principles of.
    - ★ total management by standardization
    - ★ full participation in management
    - ★ a whole -process monitoring
  - ▲ Any new model should come true these principles



### 3. How to developed a daily quality monitoring system based TQM?

An elements analysis is important for developing a new quality monitoring model

#### ● factor analysis of daily medical teaching quality

##### ▲ the daily course teaching is key point, it includes:

- ★ Classroom teaching
- ★ Experiment teaching
- ★ Bedside based learning

##### ▲ Usually, there are three important aspects in university

- ★ teacher' teaching
- ★ students' learning. the important customer of teaching service
- ★ manager' administration



#### ● we make an elements analysis for developing a new quality monitoring model

##### ▲ For achieved “total management by standardization”

★ we designed more than twelve kinds of teaching quality evaluation standards that is interrelated to course teaching.

##### ▲ For achieved “a whole –process monitor”

★ it required monitoring whole specialized curriculums from the freshman year to five.



LOGO

##### ▲ For achieved “full participation in management”

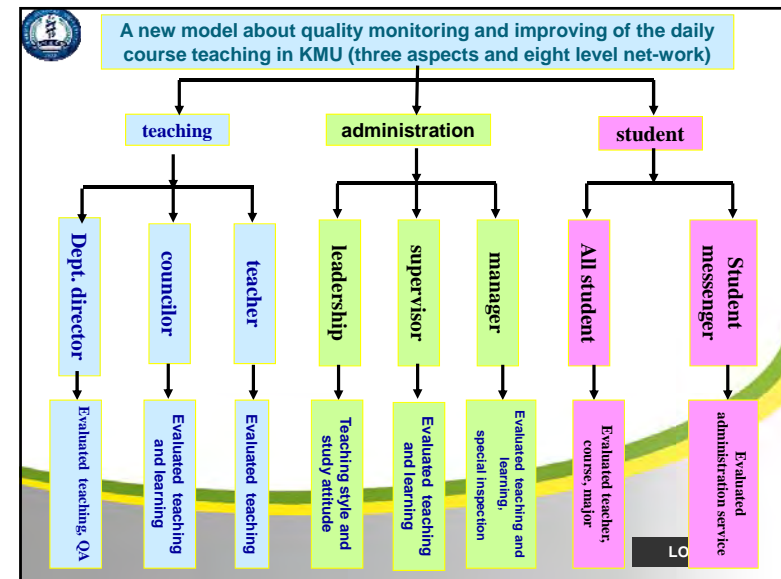
★ we build a network that includes two grade of the university and college (or department) ,total three aspects and eight level.

★ Three working organization were build to support the above model running well. They are:

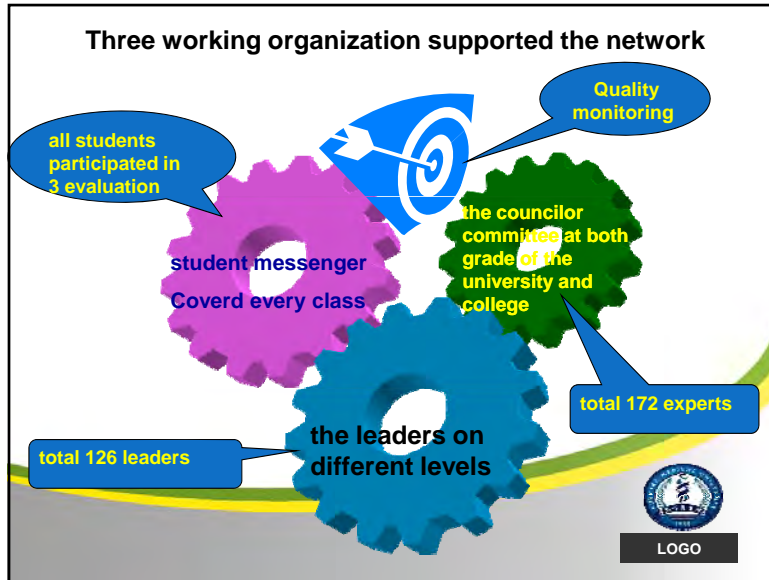
- 1) The leaders on different levels;
- 2) The specialists of councilor committee at both grade of the university and college (or department);
- 3) The student messenger and all students participated in.



LOGO

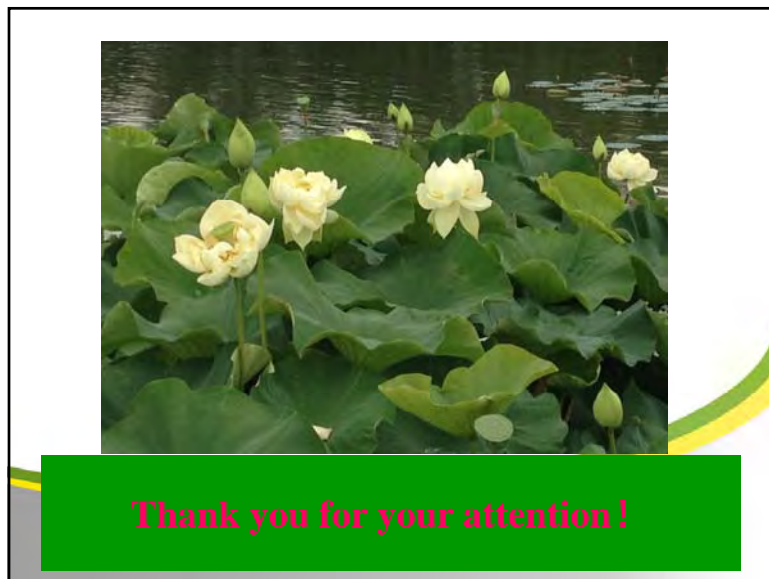






**4. How to strengthen improvement of the teaching quality ?**

- **Building the multiple feedback channels to provided feedback information to three main body of teaching quality improving:**
  - ★ the teacher
  - ★ course teams
  - ★ profession teams of department
- **one effective mechanism was build for strengthen continuous quality improvement**
  - ★ Firstly, we discover problem by the daily monitoring above mention
  - ★ Secondly, we make the problem a guidance of inviting bids for educational reform and research projects
  - ★ Thirdly, the problems were solved by research team works





### Profile – Muhammad Ismail



Engineer Muhammad Ismail is currently working as Director Quality Assurance at National University of Sciences & Technology (NUST), Islamabad. He received degree of MSc (Physics) from Government College Lahore with Roll-of-Honor and was commissioned in Pakistan Air Force (PAF) in year 1975. He got Bachelor of Aerospace Engineering from PAF College of Aeronautical Engineering winning two Gold Medals and MS (Aerospace Engineering) from University of Oklahoma, USA. He served at various training, staff and administrative assignments in PAF, taught at PAF College of Aeronautical Engineering and served at King Faisal Air Academy, Riyadh. He retired from PAF in the rank of Air Commodore in year 2005. He was decorated with President's Medal: *Star of Excellence (Military)*. Presently, he deals with matters concerning policies and programs for quality assurance/enhancement in higher education. He has many international publications and has conducted several seminars and workshop on quality assurance and enhancement, as resource person. He is on the panel of accreditation experts of Pakistan Engineering Council; member of HEC's Review Panels for Institutional Performance Evaluation and on Register of External Reviewers of

Oman Academic Accreditation Authority since 2007. He has conducted several internal quality audits and external quality reviews at national and international levels.

## A MODEL INTERNAL QUALITY ASSURANCE SYSTEM

Muhammad Ismail  
 Director Quality Assurance  
 National University of Sciences and Technology  
 Islamabad, Pakistan  
[dqa.nust@gmail.com](mailto:dqa.nust@gmail.com)

*APQN 2015 Conference and AGM, April 17-19, Kunming, China*

## PRESENTATION PLAN

- Introduction and aim
- Quality Assurance in Pakistani HE
  - External Quality Assurance
  - Internal Quality Assurance
- NUST: Constituent Institutions and QA Dte
- IQA at NUST
  - **Self Assessment of Programs:** Procedure, Criteria, Feedback System, Capacity Building, Challenges and remedy by NUST
  - **NUST's Internal Quality Audit:** Pre-audit, On-site and post-audit Activities
- Benefits of IQA
- International Recognition
- References

## INTRODUCTION

- ✦ QA in HE international concern in the global village
- ✦ Nations focusing – int'l competitiveness & compatibility
- ✦ Pakistan felt need to improve quality of Pakistani education
- ✦ HEC established (2002) to fund, oversee, regulate, and accredit the Pakistani HE
- ✦ HEC's key components for implementing its agenda: *access, relevance and quality* <sup>[1]</sup>
- ✦ QA measures employed to establish stakeholders' confidence that provision of education fulfills their expectations <sup>[2]</sup>

3

## QUALITY ASSURANCE IN PAKISTANI HE

- ✦ **External Quality Assurance**
  - ✦ Program Accreditation by Councils
  - ✦ Institutional Performance Evaluation
- ✦ **Internal Quality Assurance**
  - ✦ Self assessment of Programs
  - ✦ University's Internal Quality Audit

4



## EQA THROUGH PROGRAM ACCREDITATION

- ☀ Thirteen Accreditation Councils such as PEC, PM&DC, PCATP etc [3] accredit their relevant programs in HEIs as per their Manuals
- ☀ Accreditation carried out thro' on-site visits to programs
- ☀ Accreditation of a program assures that:
  - ☀ Aims/objectives of program are being properly pursued and achieved through available resources
  - ☀ Relevant institution has demonstrated capabilities to ensure effectiveness of educational program and continual quality improvement (CQI) [4].

6

## EQA THROUGH IPE

- ☀ QAA constitutes panels of international / national experts
- ☀ Evaluation on HEC's Performance Evaluation Standards for HEIs [1] ▶
- ☀ Standards assess institution's current state of quality and its effectiveness
- ☀ Evaluation conducted through on-sight visit to:
  - ☀ provide a public certification of acceptable minimum quality, and
  - ☀ opportunity and incentive for self-improvement

7



## IOA THROUGH SA OF PROGRAM

### ☀ Self-assessment (SA) of the programs

- Mandatory as per QAA requirements
- Undertaken by the departments (by themselves) in coordination with university Quality Enhancement Cells (QECs)
- QECs established at universities for implementing the quality assurance / enhancement policies and programs with uniform pace and standards.
- 130 (including 43 private) national universities have established QECs in six phases/batches.

9

## IOA THROUGH INTERNAL QUALITY AUDIT

### ☀ University's Internal Quality Audit: Not mandatory

- ☀ Panel constituted by the university (QA Dte)
- ☀ On-site visit as per HEC's Performance Evaluation Standards for HEIs<sup>[1]</sup>
- ☀ NUST undertakes audit of its constituent institutions to ensure provision of good quality education
- ☀ Audit carried out through on-site visits (as for EQA)

10



## NUST PAKISTAN

### ☀ NUST's Mission:

To develop NUST as a Comprehensive, Research-lead University with a focus on **Technology, Innovation and Entrepreneurship**

### ☀ NUST Rankings:

- ☀ Only Pakistani university included in **Top 500 World Universities** by QS **since 2007**
- ☀ Top **129<sup>th</sup>** Asian University
- ☀ In **Top 100** universities of BRICS and Emerging Economies
- ☀ **No. 1** Pakistani University in the General (Large) Category in HEC Ranking 2013

12

Cont'd..



## NUST CAMPUSES

- ☀ Pakistan Navy Engineering College - Karachi
- ☀ PAF College of Aeronautical Engineering - Risalpur
- ☀ Military College of Engineering - Risalpur
- ☀ Army Medical College - Rawalpindi,
- ☀ College of Electrical and Mechanical Engineering- Rawalpindi
- ☀ Military College of Signals- Rawalpindi
- ☀ **Main Campus - Islamabad**

13

## MAIN CAMPUS ISLAMABAD

- ☀ School of Electrical Engineering and Computer Science
- ☀ School of Chemical and Materials Engineering
- ☀ School of Mechanical Manufacturing Engineering
- ☀ School of Natural Sciences
- ☀ NUST Business School
- ☀ School of Social Sciences and Humanities
- ☀ School of Art Design and Architecture
- ☀ Ata-ur-Rahman School of Applied Biosciences
- ☀ Research Center for Modeling and Simulation (Super Comp)
- ☀ Center for Career Counseling and Advisory
- ☀ Center for International Peace and Stability
- ☀ Center for Energy Systems
- ☀ School of Civil and Environment Engineering comprising:
  - ✦ NUST Institute of Civil Engineering,
  - ✦ Institute of Geographical Information System,
  - ✦ Institute of Environmental Science and Engineering, and
  - ✦ National Institute of Transportation



ASIA-PACIFIC QUALITY NETWORK

## NUST QA DTE (QAD)



NUST



www.qa.nust.edu.pk

15

## NUST QAD

- ✦ Established in 2005 to perform the functions of a QEC
- ✦ **IQA activities:**
  - ☀ Self Assessment of Programs
  - ☀ University's Internal Quality Audit
- ✦ **EQA Activities --- Focal point for:**
  - ☀ Accreditation of NUST programs
  - ☀ Institutional Performance Evaluation of NUST
- ✦ **Interaction with international associations / networks; INQAAHE, APQN, ACU, IAU, IAUP, AMDISA and UN Academic Impact**
- ✦ **Nomination of NUST Faculty/Staff for Awards**
- ✦ **Providing data for University Rankings (QS, THE, HEC)**
- ✦ **Resources available to undertake responsibilities efficiently**

16

## LOCAL (INSTITUTIONAL) QECs





- Twenty-three NUST Teaching Institutions
- **Local QEC (LQEC) established at each institution**
- Directors LQECs trained for their job
- **LQECs focal point for QAD and external visits**
- Profiles of Directors of LQECs [6] :  
<http://www.nust.edu.pk/QA/About%20QA/Pages/LEQC.a>  
[SPX](#)

17

## SELF-ASSESSMENT OF PROGRAMS

18

## SA PROCESS

- Departments asked to prepare program SA Report (SARs)
- SA Manual<sup>[5]</sup> – Criteria/standards 
- Capacity building of QA staff & teams writing SARs 
- Feedback thro' **online system**: summaries/conclusions 
- Review of SAR by QA Dte
- Formation of Assessment Teams (ATs)
- AT's rubric evaluation of SAR, visit to program, AT Report
- Assessment Results Implementation Plan Summary 
- QAD's Verification of rubric evaluation done by AT
- Executive Summary and its submission (along with implementation plan) to VC / Rector
- Follow up on Implementation Plan action till completion

19

## CHALLENGES FOR UNIVERSITIES IN SA PROCESS<sup>[8]</sup>

- Lack of admin / financial support to QECs by institutions
- **General resistivity/reluctance of department faculty members to engage in SA process for extra burden of work in SAR preparation**
- Half hearted or no cooperation of faculty in supporting PTs / ATs in SA process in fear of exposing weak areas of own program
- **Limitations of PTs / ATs due to time constraint, lack of incentives, and lack of resources (human & financial)**
- Difficulty in getting alumni and employers' feedback
- **Lack of faculty/students' interest in providing realistic feedback**
- Hurdles by teachers' associations / student unions in some universities

20



## THE CHALLENGES & NUST

- ☀ NUST admin's strong resolve to implement QA programs
- ☀ **Firm message from Rector NUST to Heads of NUST constituents urging implementation of quality regime**
- ☀ Full support to QAD through provision of all required resources (human and material)
- ☀ **LQECs coordinate the QA activities at institutions**
- ☀ NUST Alumni Association formed to facilitate alumni and employers feedback
- ☀ **Faculty & students motivated & facilitated to provide realistic feedback for further improvement**
- ☀ Faculty/students informed of actions taken on the basis of their feedback
- ☀ **Measures helpful in advancing QA program**

21

## UNIVERSITY'S INTERNAL QUALITY AUDIT

22

## NUST'S INTERNAL QUALITY AUDIT

- ☀ Aimed at removing any deficiencies and preparing for any External Review
- ☀ **Conducted through on-site visits as per HEC's Performance Evaluation Standards for HEIs**
- ☀ NUST Review Panels conducted **21** Internal Quality Audits

23

Cont'd..

## NUST'S INTERNAL QUALITY AUDIT

### Pre-Visit Activities:

- ☀ QAD initiates audit process by coordinating with Institution/ Review Panel
- ☀ **Review Panel: Registrar and Directors of Acad, Research, HR, PGP and QA**
- ☀ Institution under review asked to:
  - ☀ provide Institutional Portfolio Report (IPR) to QAD, and
  - ☀ arrange additional study material for review during visit
- ☀ **Panel reviews IPR and prepares questions**

24

Cont'd..

## NUST'S INTERNAL QUALITY AUDIT

### On-site Visit Activities:

- ☀ During the visit, the Panel:
  - Briefs Head of Institution about purpose/scope of visit
  - Reviews documents and confirms information of IPR
  - Visits facilities like labs, library, offices, classrooms etc.
  - Interviews institution's Deans/HoDs, selected faculty/staff members and students.
  - Meets privately to finalize the observations/findings
  - Briefs Head of the Institution on the salient findings of the visit during exit meeting

25  
Cont'd..

## NUST'S INTERNAL QUALITY AUDIT

### Post Visit Activities:

- ☀ Panel members forward their observations and recommendations to QAD for consolidation
- ☀ Consolidated audit visit report presented to Rector/Pro-Rector (Acad) for perusal/approval
- ☀ Report, as approved, forwarded to institution for taking remedial actions
- ☀ QAD follows up the progress on actions taken and keep the competent authorities updated

26

## BENEFITS OF IQA

- ☀ IQA exercises helped NUST in *developing leadership, improving governance and processes, enhancing quality of teaching, learning and research and developing physical and technological infrastructure.*

### ☀ The institutions/depts benefited in following areas:

- Inducting additional Faculty
- Lab up-gradation
- Improving learning resources
- Implementing student advising system
- Introducing faculty orientation/mentoring system
- Improving internet facility in campuses/hostels
- Access of faculty to policy documents
- Reviewing / streamlining different processes

27  
Cont'd..

## BENEFITS OF IQA

- Improving transport facility for faculty/students
- Introducing research culture
- Rationalization of faculty work load
- Ensuring implementation of various policies
- Taking effective QA measures
- Awareness and usage of digital library
- Gauging performance of the institution
- Preparation for the future accreditation visits
- Improvement in library facility
- Direct/true feedback from faculty / students
- Flow of information upto the Rector/Pro-Rector (Academics),
- Assuring the implementation of the policies of HEC and respective Council, etc.

28

## INTERNATIONAL RECOGNITION



## REFERENCES

1. Batool Z, Qureshi R. H, Raouf A. "Performance Evaluation Standards for HEIs, HEC" (Section A.1) , 2010  
<http://www.hec.gov.pk/InsideHEC/Divisions/QALI/QualityAssuranceAgency/Documents/Performance%20Evaluation%20Standards%20for%20HEIs.pdf>
2. Quality Assurance Agency, UK
3. HEC Website URL:  
<http://www.hec.gov.pk/InsideHEC/Divisions/QALI/QualityAssuranceAgency/Page/AccreditationCouncils.aspx>
4. Pakistan Engineering Council Manual of Accreditation, Second Edition, 2014
5. Raouf A. "HEC's Self Assessment Manual" 2006
6. NUST Webportal URL: <http://nust.edu.pk/QA/About%20QA/Pages/LEOC.aspx>
7. NUST Webportal URL: <http://nust.edu.pk/QA/Capacity-Building/Pages/default.aspx>
8. Ismail M., " Quality Enhancement and Self assessment – A Pakistani Perspective" APQN Conference, 3-5 March, 2010, Bangkok, Thailand



## PERFORMANCE EVALUATION STANDARDS FOR HEIs

- Mission Statement and Goals
- Planning and Evaluation
- Organization and Governance
- Integrity
- Faculty
- Students
- Institutional Resources
- Academic Programs and Curricula
- Public Disclosure and Transparency
- Assessment & Quality Assurance, and
- Student Support Services



## CAPACITY BUILDING FOR QA<sup>[7]</sup>

- QAD organized **42 seminars, conferences and meetings at NUST** to provide QA awareness/training to DLQECS, PTs/ATs. DQA made **17 presentations in these events**
- DQA attended **42 national and 26 international** events related to QA. Other officers of QAD attended **45 such events**
- DQA, as resource person, conducted **11 events organized by QAA, 7 arranged by HEC and 27 at/for national universities** on QA
- DQA has **11 international publication** on QA topics including presentations in **9 international events**

33

## SELF ASSESSMENT CRITERIA

Criteria	Description	Standards
1	Program mission, objectives and outcomes	4
2	Curriculum design and organization	7
3	Laboratories and computing facilities	3
4	Student support and guidance	3
5	Process control	5
6	Faculty	3
7	Institutional facilities	3
8	Institutional support	3
	<b>Total</b>	<b>31</b>

34

## FEEDBACK/SURVEY SYSTEM

Students Course Evaluation Questionnaire
Survey of Graduating Students
Teacher's Evaluation Form
<b>Faculty Course review Report</b>
<b>Faculty Survey</b>
<b>Faculty Résumé</b>
Research Students Progress Review Form
Survey of Department Offering PhD Programs
<b>Survey of Alumni</b>
<b>Survey of Employers</b>

URL: <http://nust.edu.pk/QA/SA/Pages/Digitized-Self-Assessment-Proformae.aspx>

35

Cont'd

## ONLINE FEEDBACK/SURVEY SYSTEM

- QA Webpage on NUST Webportal: [www.qa.nust.edu.pk](http://www.qa.nust.edu.pk)
- Digitized Feedback/Survey Forms placed on the Webpage**  
URL: <http://nust.edu.pk/QA/SA/Pages/Digitized-Self-Assessment-Proformae.aspx>
- Forms submitted online reach Director QA and respective HoD simultaneously
- Software provides summaries of feedback in quantitative terms and lists verbal comments
- Departments use feedback for improvement
- Feedback filtered for desired time-period; institution and department

36

## ASSESSMENT RESULTS IMPLEMENTATION PLAN SUMMARY

AT Findings	Corrective Action	Implementa- tion Date	Responsible Body	Resources Needed
1				
2				
3				
Chairman's Comments: Name & Signature				
Dean's Comments: Name & Signature				
Director LQEC's Comments: Name & Signature				



# Introduction

Zhao Rongying, Ph.D. of Management, Professor, PhD Student Supervisor, Deputy Director of Research Center for China Science Evaluation in Wuhan University, Associate Secretary-General and Director of the Fourth Council of China Society of Indexers, Director of the Chinese Association of Science of Science and S&T Policy Research.

She got the Degree of Bachelor in 1982, got the Degree of Master in 2000 and worked in Tsinghai Tong Fang Co, Ltd. CD-ROM. In the corporation, she held the post of the deputy director of Knowledge Network Institute and CNKI Engineering Research Center, the China Academic Journal Product Manager, Marketing Executive Manager, Project Manager and so on in succession.

In 2004, she became a faculty of the School of Information Management in Wuhan University and was appointed to Deputy Director of Research Center for China Science Evaluation in Wuhan University. From October 2011 to April 2012, she was fully funded by CSC as the visiting scholar in School of Information Sciences, University of Pittsburgh.

In recent years she has undertaken more than 10 projects sponsored by NSSFCC, Ministry of Education and other agencies. She has published more than 100 pieces of papers in Chinese and international peer reviewed journals and several books in Chinese. Also, she has taught the National Excellent Course “Informetrics” and won the third prize of S&T Progress of Hubei Province.

## **Research Interests:**

Informetrics, Scientific evaluation, Information management, Information resource management, Knowledge management, Competitive intelligence

## **Courses Taught at SIM:**

- Informetrics
- Bibliometrics
- Knowledge management
- Measurement and Evaluation of Information Resources



# Competitiveness Evaluation of World-Class Universities and Research Institutions in 2014

Zhao Rongying

Research Center for Chinese Science Evaluation, RCCSE, P. R. China  
School of Information Management, Wuhan University



## Outline



- 1 Introduction
- 2 Methodology
- 3 Results And Analysis
- 4 Conclusion

## 1. Introduction

Undergraduate education evaluation

Postgraduate education evaluation



Academic journals evaluation

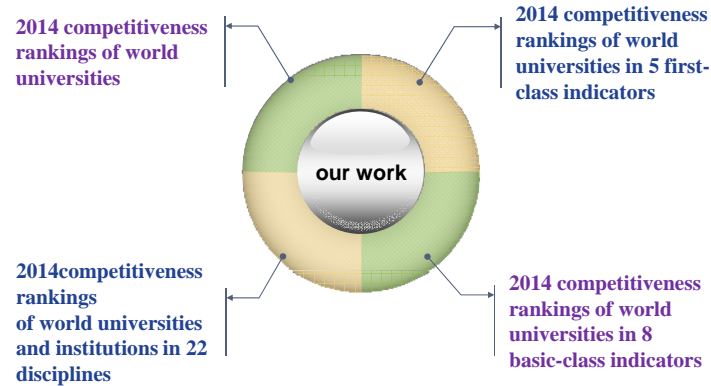
World-class universities evaluation

## 1. Introduction

- The Evaluation Report on Discipline Competitiveness of World-Class Universities and Research Institutions includes
  - the ranking of world-class universities
  - the rankings of indicators
  - the rankings of disciplines
  - results analysis
- is released firstly in 2005
- 2005, 2007, 2009, 2011, 2012 and 2013
- 2014's is the latest one.



## 1. Introduction



RCCSE



5

## 2. Methodology

### 2.1 Evaluation Objects and Range

We select universities with top 1% citation in recent 12 years from ESI  
-which obtained 1830 universities and 1258 scientific research institutions as the shortlist of the “world universities research competitiveness ranking”.

RCCSE



6

## 2. Methodology

### 2.1 Evaluation Objects and Range

- ESI has set 22 disciplines in accordance with discipline development characteristics and other factors, including a cross-disciplinary discipline.
- where universities and academic institutions are placed in decreasing order by the citation in last 12 years of 22 disciplines respectively.
- only top 1% disciplines can be selected into ESI discipline ranking list.

RCCSE

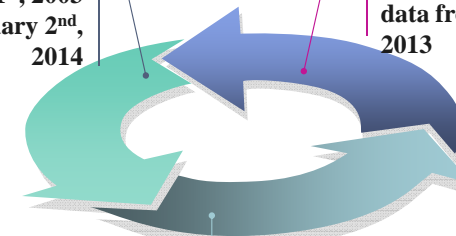


7

## 2.2 Data Sources

ESI data from January 1<sup>st</sup>, 2003 to February 2<sup>nd</sup>, 2014

DII (Derwent Innovations Index) data from 2008 to 2013



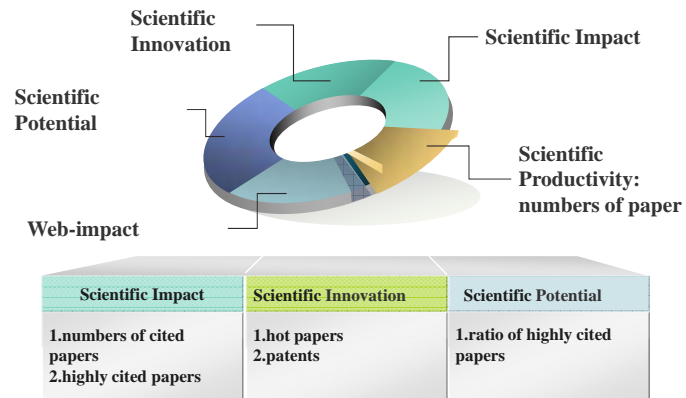
Cybermetrics Lab in Spain  
Webometrics Ranking of World Universities in 2014

RCCSE



8

## 2.3 Indicators



## World University Research Competitiveness Indicators

First-class indicators	Basic-class indicators
Scientific productivity	numbers of paper
Scientific impact	numbers of citation
	numbers of highly cited paper
	numbers of discipline that entered ranking list
Scientific innovation	numbers of patent
	numbers of hot paper
Web- impact	web ranking

## Indicators of Competitiveness of World-class universities and institutions in 22 disciplines

First-class indicators	Basic-class indicators
Scientific productivity	numbers of paper
Scientific influence	numbers of citation
	numbers of highly cited paper
Scientific creativity	numbers of patents
	numbers of hot paper
Scientific development	ratio of highly cited papers

## 2.3 Indicators

The definitions of indicators in this study are as follows:

- ◆ **Highly cited paper**  
-that is the papers with the top 1% citation rate in ESI subjects and period;
- ◆ **Hot paper**  
-papers with the top 0.1% citation in recent 2 months, published within two years;
- ◆ **22 disciplines categories classified by ESI.**

## Research Competitiveness of World-class universities and institutions in 22 disciplines

- AGRICULTURAL SCIENCES
- BIOLOGY & BIOCHEMISTRY
- CHEMISTRY
- CLINICAL MEDICINE
- COMPUTER SCIENCE
- ECONOMICS & BUSINESS
- ENGINEERING
- ENVIRONMENT/ECOLOGY
- GEOSCIENCES
- IMMUNOLOGY
- MATERIAL SCIENCE
- MATHEMATICS
- MICROBIOLOGY
- MOLECULAR BIOLOGY & GENETICS
- MULTIDISCIPLINARY
- NEUROSCIENCE & BEHAVIOR
- PHARMACOLOGY & TOXICOLOGY
- PHYSICS
- PLANT & ANIMAL SCIENCE
- PSYCHIATRY/PSYCHOLOGY
- SOCIAL SCIENCES GENERAL
- SPACE SCIENCE

## 3. Results And Analysis

### 3.1 Remarkable improvement of scientific strength of China

#### Scores of each indicator for top 15 countries and regions

Rank	Country/region	Papers	Citations	Patents	Highly cited	Hot papers	Total
1	U.S.A.	100.00	100.00	97.63	100.00	100.00	100.00
2	U.K.	85.16	83.84	70.93	81.25	82.08	90.61
3	China Mainland	84.25	74.20	100.00	74.14	76.31	89.04
4	Germany	82.11	79.82	72.77	76.50	77.43	88.64
5	Japan	82.27	77.53	95.40	72.78	70.35	88.42
6	France	81.46	78.11	75.23	75.08	79.18	88.36
7	Canada	78.20	75.81	67.43	74.77	75.40	86.78
8	Italy	77.56	74.16	65.16	71.59	72.90	85.60
9	South Korea	75.56	68.17	96.33	65.95	68.83	84.96
10	Australia	74.02	70.04	62.90	70.42	73.73	84.22
11	Netherlands	72.33	71.39	59.19	70.19	71.51	83.81
12	Spain	74.01	68.83	72.53	66.41	67.28	83.40
13	Switzerland	69.32	69.11	49.31	69.04	70.89	82.21
14	Sweden	70.34	68.92	45.84	66.56	67.85	81.43
15	China-TW	70.75	63.28	71.19	60.04	57.88	80.06

### 3.2 Gaps between China and World-class Universities

#### National Distribution of Top 600 World Class Universities

Country/Region	TOP100		TOP200		TOP300		TOP400		TOP500		TOP600	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
U.S.A.	47	47.00%	73	36.50%	103	34.33%	123	30.75%	144	28.80%	164	27.33%
Germany	3	3.00%	17	8.50%	26	8.67%	30	7.50%	36	7.20%	41	6.83%
U.K.	8	8.00%	18	9.00%	27	9.00%	32	8.00%	37	7.40%	39	6.50%
China mainland	4	4.00%	8	4.00%	16	5.33%	22	5.50%	29	5.80%	37	6.17%
France	4	4.00%	14	7.00%	16	5.33%	24	6.00%	27	5.40%	32	5.33%
Italy	1	1.00%	7	3.50%	11	3.67%	17	4.25%	25	5.00%	30	5.00%
Japan	4	4.00%	8	4.00%	11	3.67%	15	3.75%	19	3.80%	27	4.50%
Canada	6	6.00%	9	4.50%	14	4.67%	20	5.00%	21	4.20%	24	4.00%
South Korea	1	1.00%	4	2.00%	7	2.33%	12	3.00%	15	3.00%	21	3.50%
Australia	4	4.00%	7	3.50%	8	2.67%	8	2.00%	15	3.00%	18	3.00%
China-TW	0	0.00%	1	0.50%	2	0.67%	3	0.75%	7	1.40%	10	1.67%
China-HK	0	0.00%	2	1.00%	3	1.00%	5	1.25%	6	1.20%	6	1.00%

### 3.2 Gaps between China and World-class Universities

#### Rankings of indicators of world-class universities (Top 10)

Rank	University	Country/Region	Papers	Citations	Highly cited	Hot papers	Patents	Web Rank	Ratio of highly cited	Discipline number
1	Harvard Univ.	USA	1	1	1	1	24	1	1	1
2	Stanford Univ.	USA	14	6	2	3	20	3	1	2
3	Johns Hopkins Univ.	USA	7	3	14	9	31	17	1	3
4	Univ. Washington (Seattle)	USA	12	8	4	2	1175	42	1	4
5	Univ. Penn.	USA	6	4	10	8	64	7	20	5
6	Univ. N Carolina	USA	4	14	15	4	67	28	20	6
7	Univ. Toronto	Canada	3	5	9	16	295	40	1	7
8	Univ. Calif. San Francisco	USA	11	7	6	6	974	8	1	8
9	MIT	USA	29	11	5	11	12	2	20	9
10	Michigan State Univ.	USA	8	9	7	25	25	24	1	10

### 3.2 Gaps between China and World- class Universities

#### Rankings of indicators of world-class universities (top 11 of China Universities)

Rank	University	Country/Region	Papers	Citations	Highly cited	Hot papers	Patents	Web Rank	Ratio of highly cited	Discipline number
59	Zhejiang University	P.R.China	38	140	150	152	5	99	948	213
68	National Taiwan University	Taiwan (China)	44	110	166	202	18	39	939	82
69	Peking University	P.R.China	49	111	85	97	94	98	533	114
70	Tsinghua University	P.R.China	41	141	165	68	10	77	955	265
88	Shanghai Jiao Tong	P.R.China	51	181	182	153	20	86	945	213
119	University of Hong Kong	Hongkong (China)	118	129	132	124	356	82	415	46
127	Fudan University	P.R.China	99	188	152	141	52	161	633	213
169	University of Science and Technology of China	P.R.China	119	196	142	1395	58	305	456	371
176	Nanjing University	P.R.China	109	213	215	185	77	203	824	299
183	Chinese University of Hong Kong	Hongkong (China)	157	191	189	294	234	198	553	147
187	National Cheng Kung University	Taiwan (China)	127	276	350	163	32	195	1204	265

### 3.3 high quality papers developed slowly in china

#### Ranking Changes of indicators of China in 2013 and 2014

Region	Papers			Citations			Highly cited		
	2013	2014	Change	2013	2014	Change	2013	2014	Change
P.R.China	5	2	↓3	8	5	↓3	7	6	↓1
Hongkong(China)	24	27	↑3	22	26	↑4	19	23	↑4
Taiwan (China)	15	14	↓1	16	15	↓1	21	15	↓6

Region	Patents			Hot papers			Ratio of highly cited		
	2013	2014	Change	2013	2014	Change	2013	2014	Change
P.R.China	3	3	→	9	5	↓4	53	64	↑11
Hongkong(China)	11	15	↑4	31	32	↑1	22	31	↑9
Taiwan (China)	5	5	→	22	15	↓7	63	78	↑15

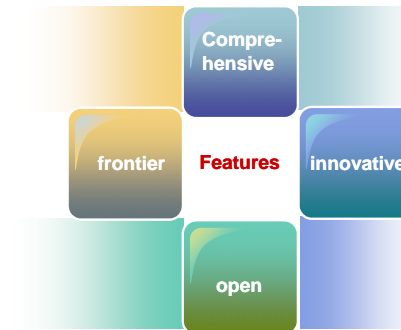
### 3.4 Disciplines of World-class University

#### 2014 Disciplines Distribution of World Universities (1% of China University)

name	ratio of ranks	discipline	regions
CAS	1%	materials science	P.R.China
Tsinghua University	1%	materials science	P.R.China
CAS	1%	geoscience	P.R.China
CAS	1%	engineering	P.R.China
Tsinghua University	1%	engineering	P.R.China
Harbin Institute of Technology	1%	engineering	P.R.China
Shanghai Jiao Tong University	1%	engineering	P.R.China
CAS	1%	chemistry	P.R.China
Zhejiang University	1%	chemistry	P.R.China
CAS	1%	environment/ecology	P.R.China
CAS	1%	computer science	P.R.China
CAS	1%	biology&biochemistry	P.R.China
CAS	1%	physics	P.R.China
CAS	1%	pharmacology&toxicology	P.R.China
CAS	1%	plant&animals science	P.R.China
National Cheng Kung University	1%	engineering	Taiwan (China)
City University of Hong Kong	1%	engineering	Hongkong(China)

### Features of World-class University

To sum up, World-class university should be a university with high quality and impact and remarkable characteristic of **comprehensive, frontier, innovative and open**.



## 4. Conclusion

The results showed great progress of China during the past year

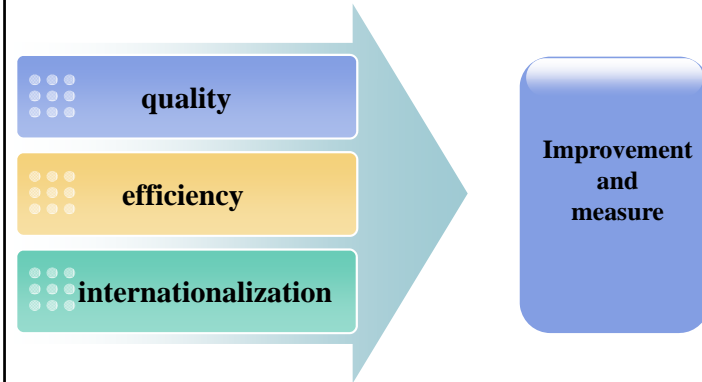


RCCSE



21

## 4. Conclusion



RCCSE



22

# Thank you!

E-mail: [zhaorongying@126.com](mailto:zhaorongying@126.com)

Tel: 86- 027-68754477(O), 86-18971284848(M)



Professor Yung-hsiang (Frank) Ying, graduated from the University of Kentucky, is a Ph.D. in Economics with research interests including International Finance, Macroeconomics, and Political Economics. His recent publications have appeared in the Journal of International Money and Finance, Journal of Comparative Economics, Southern Economic Journal, Japanese Economic Review, Health Economics, Accident Analysis and Prevention, Journal of Economic Policy Reform, Applied Economics, International Journal of Transport Economics, and China Economic Review.

After teaching several years at Colgate University in the United States, he came to Kaohsiung, Taiwan to join the faculty in National Sun Yat-sen University, where he served as Dean of International Affairs. Now he serves on the faculty in School of Management as well as Dean of International Affairs at National Taiwan Normal University. He also serves as Director for International Affairs in Taiwan Assessment and Evaluation Association. During the past years, he has traveled around the world and been a visiting scholar in different universities including Harvard University, Institut d'Études Politiques, Sciences Po Lyon, Xiamen University, and Tongji University. He was once a board member of Asia-Pacific Association for International Education. Lastly, he has received many research grants from National Science Council and awards from National Sun Yat-sen University including Best Young Research Scholar, Award for Excellent Teaching, and Award for Outstanding Mentor. He has just received the award of Distinguished Professorship from National Taiwan Normal University in 2013.

# Professional Principle Accreditation Project

TWAEA

~Characteristic-oriented

Organization |

Taiwan Assessment and Evaluation Association (TWAEA)

18<sup>th</sup> of April, 2015



TWAEA

## 簡報大綱

- ❖ Accreditation Intention
- ❖ Accreditation Characteristics
- ❖ Accreditation's Core & Essence
- ❖ The Concept of Accreditation
- ❖ Planning for Accreditation Procedures
- ❖ Reviewer Recruitment
- ❖ A Better New Higher Education



TWAEA

## Accreditation Intention



TWAEA

## Accreditation Characteristics







## Assistance in the Development of the Institution's Characteristics

The Institution's objectives, execution strategies and program of actions need to be considered thoroughly

- Different objectives have different characteristics
- The performance of the institution cannot be judged by standardized criteria and one-way result
- TWAEA is experienced in finding the most professional and appropriate reviewers to conduct the accreditation
- The institution can demonstrate the characteristics by the step by step strategies suggested from the accreditation procedures

**Benz \ TOYOTA \ March...each has his own good**

- The quality of the resources should be as good as Benz' quality to have the Benz quality students
- The objectives should be adjusted if the resources are not good enough to nurture the Benz quality students



## Assistance in the Institution to improve Education Quality



## Assistance in the Development of Self-improvement Mechanism

Respect the Institution's characteristics and take the development of the self-improvement mechanism as his first priority

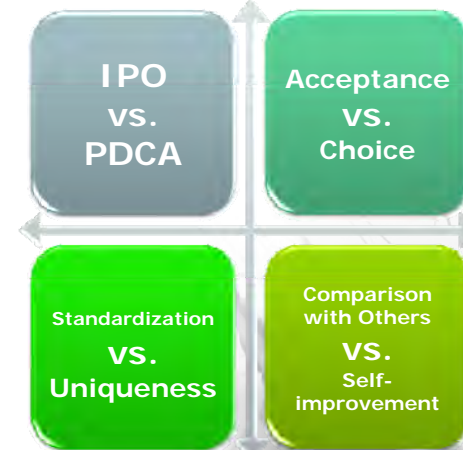
Encourage the institution to develop its characteristics to enhance its competitiveness by thoroughly implementing the good quality education

Persistent in the improvement of the quality actively, not because of the external pressure

Work hard to be the model and benchmark of others instead of being a follower



## The Concept of Accreditation



**Planning for Accreditation Procedures**

TWAEA

The design of the accreditation is based on the institution's characteristics and nature with flexibility. Moreover, the counseling service is arranged to better the accreditation. The points listed on the right are the ones we hope to meet after the implementation of the accreditation.

- Respect the accredited unit's characteristics and understand the differences to encourage and assist it in developing its own characteristics
- Pay attentions to the students' learning outcome and the mechanism adopted to improve it
- Pay attentions to the accredited unit's self-improvement mechanism and the outcomes after implementing it
- Respect and value the reviewers' specialties in both academic and accreditation fields

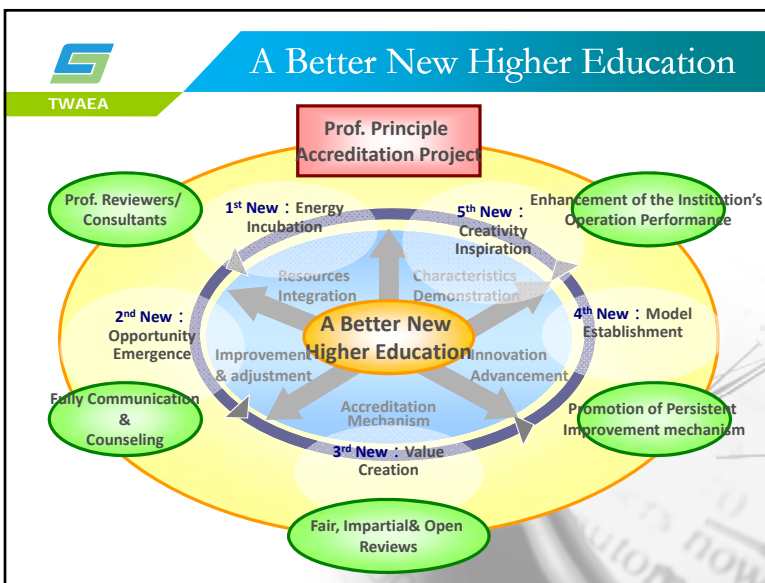
**Reviewer Recruitment**

TWAEA

The reviewers are recruited according to their specialties to see if they can meet the institution's nature before joining the training programs and seminar sessions

The role played by the convener is more like a mentor, his mission is to assist the institution in developing the self-improvement mechanism, not to criticize the mistakes or correct the errors

Always respect the Institution's characteristics instead of adopting the stereotype to judge it. Never use his/ her own subjective values and experiences to review the institution



**Thank You !**

TWAEA

Jianxin ZHANG



Prof. Dr. Jianxin ZHANG is the director and professor of RSHE in the Research Institute of Higher Education (RIHR) in Yunnan University; board member of Asia-Pacific Quality Network (APQN); advisor of the International Quality Group (CIQG) of CHEA (Council for Higher Education Accreditation) in the U.S.A.; board member of Chinese Association of Higher Education; chief expert of Yunnan Higher Education Evaluation Center (YEEEC); advisor of the Educational Council of Yunnan Provincial Education Department; academic secretary of Yunnan Association of Higher Education (YAHE); leader of quality supervision in RIHE in Yunnan University.

She gained her PhD degree at Peking University in China, her Master degree in Higher Education at the Swiss Federal Institute of Technology (EPFL) in Switzerland. She has 30 years teaching experience, engaged in over 30 research projects both home and abroad.

Her experience in higher education evaluation includes serving as an assessor of on-site evaluation to 20 HEIs and a resource person for international QAAs. She has published 5 monographs, 4 translated books and 10 edited books. She worked as a visiting scholar in Asia-Pacific Programme of Educational Innovation for Development (APEID) at UNESCO from in 2008.

**张建新**，女，博士，云南大学高等教育研究院教授，美国高等教育认证委员会国际质量组织（CIQG）咨询委员会委员，亚太地区教育质量保障网络组织（APQN）理事会理事。她在北京大学获博士学位，在瑞士洛桑联邦理工学院（EPFL）获硕士学位。她曾赴联合国教科文组织、美国东西中心、香港中文大学等 40 多个国内外学术机构访学或交流；主持国家社会科学基金项目“少数民族高等教育需求差异研究”、APQN“高等教育质量保障调研”等 20 多个国内外课题；出版《高等教育体制变迁研究》、《21 世纪初东盟高等教育》、《云南省世居 25 个少数民族高等教育需求研究》等 5 本专著，出版《东南亚高等教育》等译著 6 本，出版《感悟云大文化》等编著 4 本，发表中英文论文 100 余篇。

apqn  
ASIA-PACIFIC QUALITY NETWORK

Dissolving Boundaries for a Quality Region

APQN 2015 Conference & AGM Kunming, China, April 17- 18, 2015

## Characteristics & Influences of APQN in Process of Education Quality Assurance in Asia-Pacific Region




2015 APQN Conference & AGM :  
Globalization & Diversification of Quality Assurance of Higher Education  
2015年亚太区教育质量保证国际学术研讨会 - 高等教育质量保证的全球性与多样性

Prof. Dr. Jianxin Zhang, Xiaoyin Cao Xinna Zhang  
Yunnan Higher Education Evaluation Center (YHEEC), Kunming, China  
Research Institute of Higher Education in Yunnan University, Kunming, China  
[jianxin@ynu.edu.cn](mailto:jianxin@ynu.edu.cn)

Parallel Session 1(D): 1:40 pm – 2:35 pm, Day 1: Friday, 17 April, 2015

## Outline




- 1  
**Location & influence** of APQN members in the Asia-Pacific Region
- 2  
**Review of APQN academic conferences** in the past 10 years
- 3  
**APQN Influences of carrying out activities** in the education QA

## Preface

- 1  
**International Organization:** a community set up to achieve common goals for various nation states: non-governmental, non-profit, autonomous, voluntary, public welfare.
- 2  
2003, APQN established in Hongkong, China.  
**Mission:** “enhance the quality of higher education in Asia & the Pacific region through strengthening the work of quality assurance agencies & extending the cooperation between them”,  
**Vision:** “to be a self-sustaining Network by 2010, in which it will come naturally to members to use APQN as a first point of reference for advice or support”
- 3  
How is the result? Has the mission & the vision have been reached?

## 1. Location & influence of APQN members in the Asia-Pacific Region

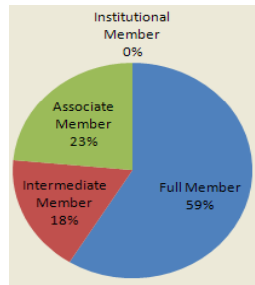


“The Asia-Pacific Region” covers 53 countries & territories in the entire Asia & Pacific region.

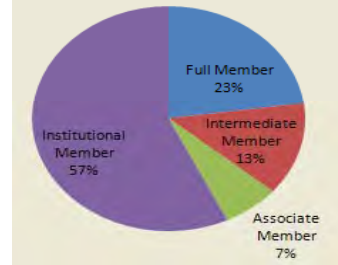
In 2005, APQN had only 17 members, but by December 31, 2014, the total number of membership reached 149 from 40 countries or territories; 8.76 times bigger than that of 9 years ago.



## 1. APQN has become the largest QA organization



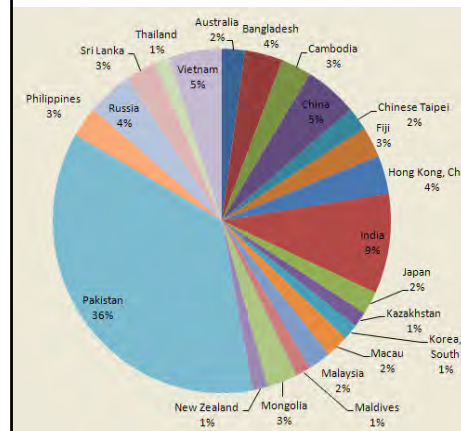
APQN members & structure in 2005



APQN members & structure in 2014

In 2005, 3 types of members: full member(59%), intermediate member & associate member.  
 In 2014, 4 types: "institutional member" covered 57%.

## 2. Locations of the members show that APQN's influence has covered the entire region



As of December 31, 2014

149 members & 8 observers from 40 countries or territories.

1. **Pakistan** ranks the 1<sup>st</sup> place, covering 34%,;
2. **India** : 9%
3. **Vietnam & China** : 5%.

Although Pakistan & India cover 43%, but 95% are **institutional members**

## II. Review of academic conferences in the past 10 years

- APQN Conference & Annual General Meeting (AGM) is the **main annual event for discussing & advancing QA** in HE throughout Asia & the Pacific:
  1. **New Zealand** (March 2005)
  2. **China** (March 2006)
  3. **Malaysia** (February 2007)
  4. **Japan** (February 2008)
  5. **Vietnam** (March 2009)
  6. **Thailand** (March 2010)
  7. **India** (March, 2011)
  8. **Cambodia** (2012)
  9. **Chinese Taipei** (2013)
  10. **Hanoi, Vietnam** (2014)

**9 cities**

Since 2006, APQN conference consists of **different forms**:

- board meeting
- keynote speech
- plenary meeting
- panel discussion
- parallel sessions
- round-table meeting
- workshop
- AGM & others

## list of APQN Academic Conferences in 10 years

Date	Location	Theme & Sub-themes	Host
January 30 - February 1, 2005	Hong Kong, PR China	-	Hong Kong Council for Academic Accreditation (HKCAA)
March 1 <sup>st</sup> -4 <sup>th</sup> , 2006	Shanghai, China	<b>Regional Mobility: Cooperation in Quality Assurance</b>	Shanghai Education Evaluation Institute
February 4 <sup>th</sup> -7 <sup>th</sup> , 2007	Kuala Lumpur, Malaysia	<b>Emerging Challenges, Emerging Practices: Sharing a Global Vision of Quality Assurance in Higher Education</b>	National Accreditation Board
February 19 <sup>th</sup> -22 <sup>nd</sup> , 2008	Chiba, Japan	<b>Future of Quality Assurance in Asia-Pacific: Cooperation amidst Diversity</b>	National Institution for Academic Degrees & University Evaluation
March 4 <sup>th</sup> -5 <sup>th</sup> , 2009	Hanoi, Vietnam	<b>Quality Assurance in Higher Education: Balancing the National Contexts &amp; International Aspirations</b>	Ministry of Education & Training
March 3 <sup>rd</sup> -5 <sup>th</sup> , 2010	Bangkok, Thailand	<b>Enhancing Quality of Higher Education in the Developing World</b>	The Office for National Education Standards & Quality Assessment
March 2 <sup>nd</sup> -4 <sup>th</sup> , 2011	Bangalore, India	<b>Quality Assurance in Higher Education: Expectations &amp; Achievements</b>	National Assessment & Accreditation Council (NAAC)
February 29 <sup>th</sup> -March 2 <sup>nd</sup> , 2012	Siem Reap Angkor, Cambodia	<b>External Quality Assurance in the Asia - Pacific: What has changed over a decade?</b>	Accreditation Committee of Cambodia (ACC); the Cambodian Higher Education Association
April 7 <sup>th</sup> -8 <sup>th</sup> , 2013	Taipei, China	<b>Has external QA made an impact? Looking back at the decade of quality assurance</b>	Taiwan Assessment & Evaluation Association (TWAEEA)
March 7 <sup>th</sup> -8 <sup>th</sup> , 2014	Hanoi, Vietnam	<b>Higher Education Quality Assurance in a Changing World: Envisioning the future of Asia Pacific</b>	Foreign Trade University (FTU)

#### 4 Characteristics of APQN Academic Conferences

**1. Conference time is in spring**

**2. Duration is appropriate:**

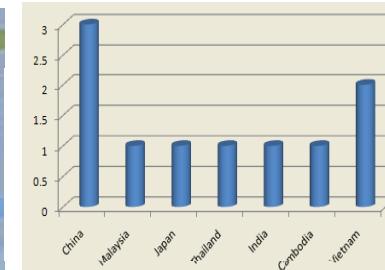
- in Spring
- 2 -3 days

**2. Conference forms are in a great variety:**

- Day 0 is registration & board meeting;
- Day 1-2 are Academic Conference, including plenary session, academic forum, seminars, workshops, round-table, & other meetings & AGM votes .

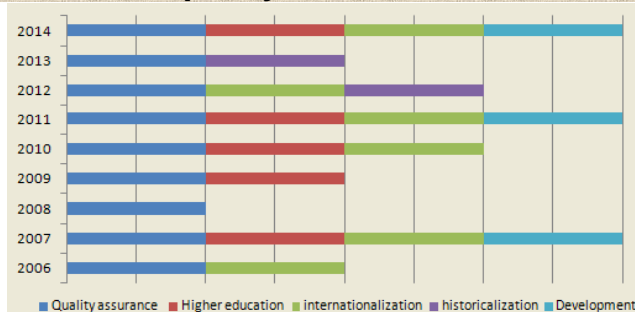
36

#### 3. Conference places include all the countries & territories in Asia-Pacific region



Conference places cover both developing & developed countries  
 Conference holders: 8 out of 10 are QAAs from 7 countries & territories, reflecting the characteristics of “the establishment of the alliance for QAAs for the Asia-Pacific countries”.

#### 4. Conference themes are one key word: “quality assurance”.



“Quality assurance” is the priority among priorities.  
 first keyword is “quality assurance” with special emphasis on “external QA” in 2012 & 2013, which has a close relationship of APQN’s function.

#### III. APQN Influences of carrying out activities in the education QA

•with UNESCO, APQN co-research the QA supervision of cross-border education,  
 •launched “Toolkit on Regulating the Quality of Cross Border Education”.

• “Higher Education Quality Assurance Principles for the Asia Pacific Region ”(Chiba Principles)  
 •Booklet “Assessing Quality in Higher Education” setting the QA standards for QAAs.

Accomplished over 40 projects:  
 •dissemination of information  
 •consultant database  
 •annual conference  
 •regular seminars  
 •workshops  
 •Internship

36

## Summary of Characteristics & Influences of APQN

After a 12-year development, the largest & the most influential non-governmental international organization:

- (1) Members: **great vitality & diversity** in the past 10 years;
  - (2) Key core of APQN Academic Conferences in 10 years is “**quality assurance**”;
  - (3) Attracts **more & more members** from different countries or territories
- 21<sup>st</sup> Century, APQN is one of the most prominent representatives.** Its globalization, its diversity, its vitality & its influence have been attracting more & more people from different races & colors to firmly seek **for the beautiful dream of “excellent quality assurance”**.



# Thank you !!!

(jianxin@ynu.edu.cn)

2015 APQN Conference & AGM :  
Globalization & Diversification of Quality Assurance of Higher Education  
2015年亚太地区教育质量保障组织国际学术研讨会：高等教育质量保障的全球性与多样性

Asia-Pacific Quality Network (APQN)      Yunnan Association of Higher Education (YAHE)  
Yunnan Higher Education Evaluation Centre (YHEEC)      Research Institute of Higher Education in Yunnan University (RIHEYU)

Dates: April 17-19, 2015      Venue: Kunming, China



## XINNA ZHANG

Cell phone +8615969090190      E-mail: zxn\_angie14@126.com

### EDUCATION

Sept. 2014-now      **MSc undertaking**, Research Institute of Higher Education, Yunnan University

**Major:**              Higher Education

**Direction:**        Comparative Education

2007-2011 **Bachelor of Arts**, Tianjin Foreign Studies University

**Major:**              **English (International Business)**

**Minor:**             **Finance**

### COMPUTER AND LANGUAGE SKILLS

·Extensive experience with Windows and Microsoft Office including Word, Excel, Access and PowerPoint; Familiar with e-mail and the Internet;  
proficient information collecting ability

·Fluent English & Basic Spanish

·TEM-8 and CET-6

### WORK EXPERIENCE

**Feb. -June 2013**      **Visiting Lecturer**, International Exchange College, Fudan University

·Deliver Lectures on Chinese Culture in English for French Students.

·Organize cultural visiting activities.

·Design final paper for test; Assess students' performance.

·Participate in the assessment of French students' internship.

**Jul. 2012-Feb. 2014**      **Chinese Teacher&English Curriculum Developer**, Yusi Chinese Culture Development Co., Ltd.

·Deliver Chinese language classes to students from Zimbabwe, Italy and Canada.

·Prepare class materials; Arrange classes for part-time Chinese teachers; listen to the students' feedback and deal with any associated issues.

·Develop the curriculum of Classic Reading course for kids from 6 to 12; Gather feedback from teachers, students & parents to improve the course.

**Sept. 2008-June. 2010**      **Vice president** of the Youth Volunteer Association, TJFSU

### EXTRACURRICULAR ACTIVITIES

2007-2010              Volleyball player in Volleyball Club, TJFSU

·Represented the English Department Volleyball Team as a first player

### REFERENCE

Available upon request

# APQN's Leadership Framework

By Xinna Zhang



- 1/ The role of INGO
- 2/ APQN Leadership
- 3/ Conclusion



- 1/ The role of INGO



- 2/ APQN Leadership

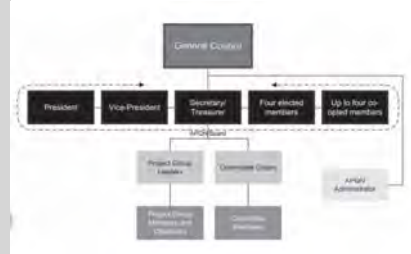
I . The Organizational structure of APQN (2004-2014)



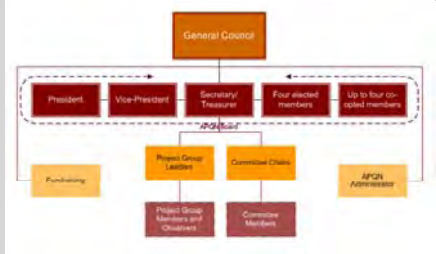
2004



2005-2006






2007-2013



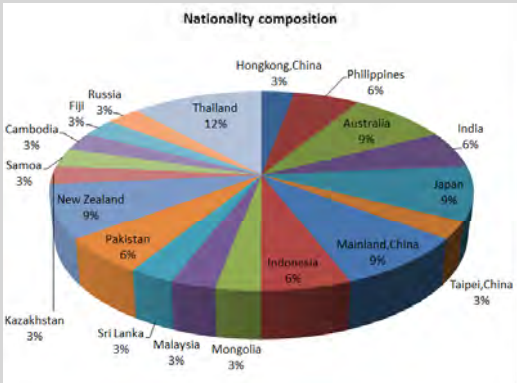
2014

II . Composition of APQN Broad Members

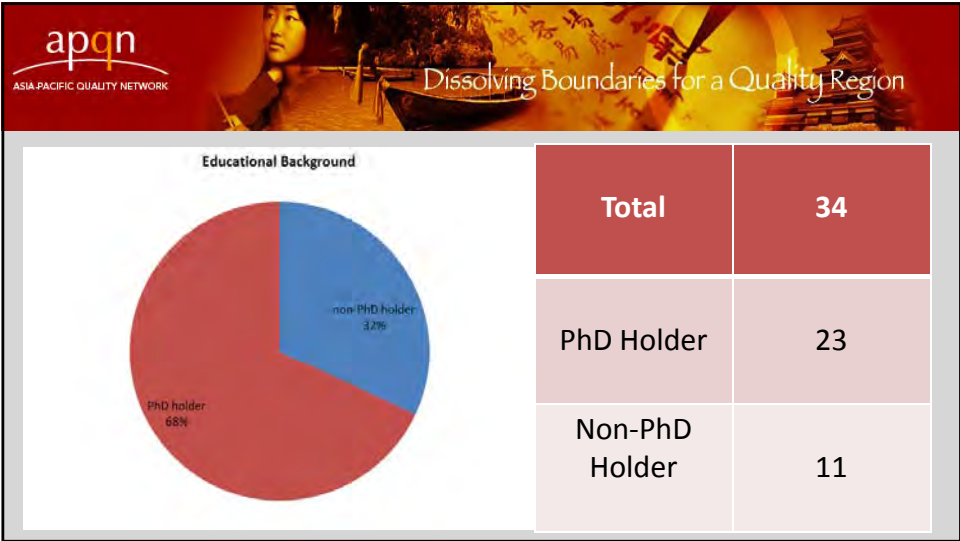
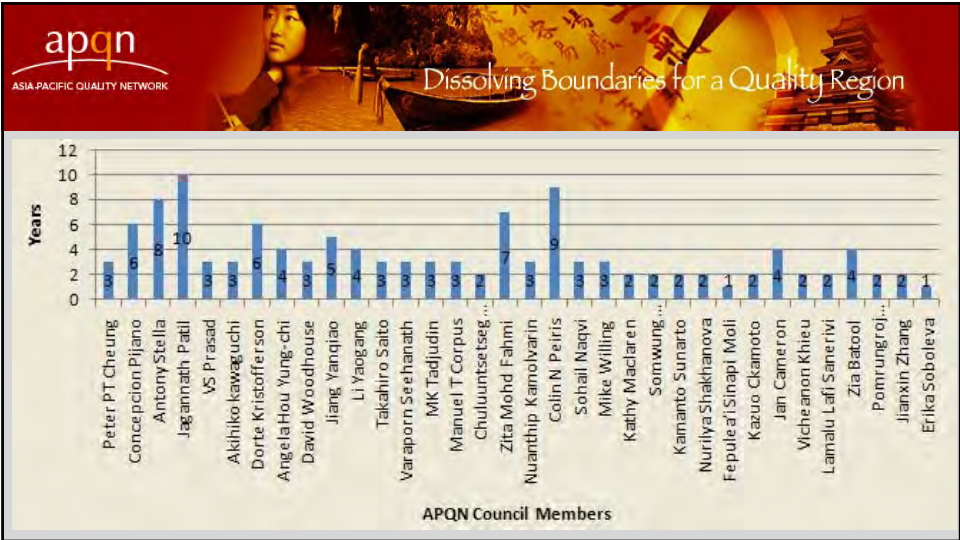
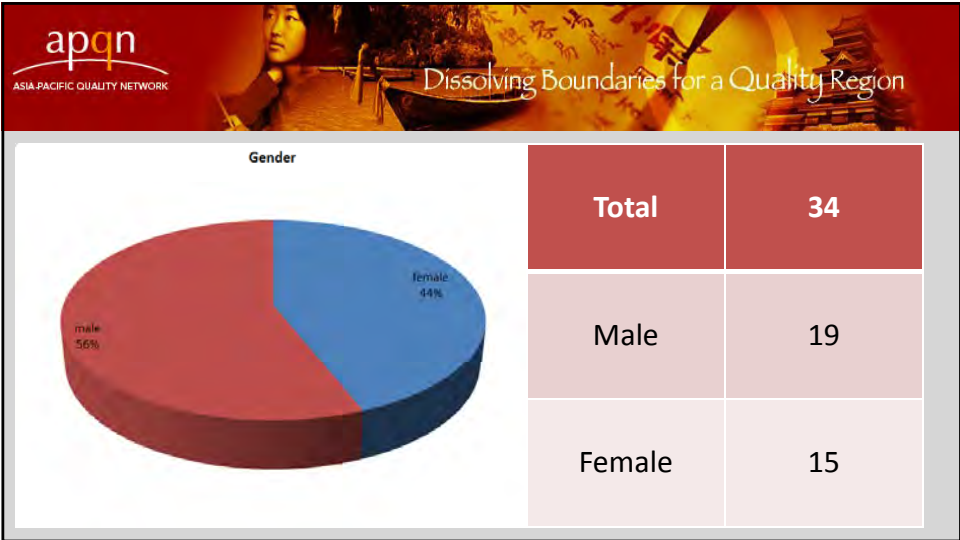
<p><b>APQN President</b> Dr. Jagannath Patil (Elected)</p>  <p><b>INDIA</b></p>	<p><b>APQN Vice President</b> Prof. Roselle How Yama-chi (Elected)</p>  <p><b>CHINESE TAIPEI</b></p>	<p><b>APQN Secretary/Treasurer</b> Prof. M. Yuzugano (Co-opted)</p>  <p><b>CHINA</b></p>
<p><b>APQN Board Member</b> Dr. Jan Cameron (Elected)</p>  <p><b>NEW ZEALAND</b></p>	<p><b>APQN Board Member</b> Prof. Somnuchai Channarone (Elected)</p>  <p><b>THAILAND</b></p>	<p><b>APQN Board Member</b> Prof. Dr. Jialun Zhang (Elected)</p>  <p><b>CHINA</b></p>

<p><b>APQN Board Member</b> Ms. Zia Rafiqi (Elected)</p>  <p><b>PAKISTAN</b></p>	<p><b>APQN Board Member</b> Prof. Colin N. Peiris (Co-opted)</p>  <p><b>SRI LANKA</b></p>	<p><b>APQN Board Member</b> Erika Soboleva (Co-opted)</p>  <p><b>RUSSIA</b></p>
---	--	---

APQN Broad Members in 2014



Total	Count
Thailand	4
Australia, Japan, Mainland China, New Zealand	3
Philippines, India, Indonesia, Pakistan	2
Hongkong, Taipei, Mongolia, Malaysia, Sri Lanka, Kazakhstan, Samoa, Cambodia, Fiji, Russia	1



apqn ASIA-PACIFIC QUALITY NETWORK

Dissolving Boundaries for a Quality Region

**3 / Conclusion**



1. The nationality composition of APQN Board members ensures the equal leadership of its member in each country or region on APQN's daily operation.
2. Men and women share the same rights and obligations in APQN Board, taking the same responsibility on APQN matters.
3. The representative from each country and region has equal chance to become a Board member on behalf of his or her QAA, shouldering the same voting rights to APQN's matters and activities in the process.
4. The guiding significance of boosting the development of Higher Education Quality Assurance in the Asia-Pacific region comes from both theoretical and practical perspectives.

Thanks for your attention!

Presented by Xinna Zhang



**Prof. Colin N. Peiris, Ph.D**

**Director, QAA Council, Sri Lanka**

**Vice-Chancellor, Horizon Campus, Malabe, Sri Lanka**

**Board Director, Asia Pacific Quality Network (APQN)**

**Phone: 0777 802644; email: [colinpeiris@yahoo.co.uk](mailto:colinpeiris@yahoo.co.uk); Fax: 081- 2388318**

Outstanding contribution in promoting quality and excellence in higher education in Sri Lanka are listed as follows.

**NATIONAL POSITIONS:**

- **Senior Professor and University Academic** – Faculty of Agriculture, University of Peradeniya( 35 Years)
- **Director** – Quality Assurance and Accreditation Council of the UGC (December 2009 – to date)
- **Director** – Postgraduate Institute of Agriculture (PGIA), University of Peradeniya (October 2011– May 2014)
- **Member** – UGC Standing Committee for Quality Assurance and Accreditation
- **Member of the National Committee** – Sri Lanka Qualifications Framework, Ministry of Higher Education

- **Quality Assurance Specialist** – World Bank funded Improving Relevance and Quality of Undergraduate Project/IRQUE (March 2004 – 2011)


#### **INTERNATIONAL POSITIONS:**

- **Director Board** – Asia Pacific Quality Network/APQN (2007 – to date)
- **Director Board** - International Network for Quality Assurance Agencies in Higher Education (INQAAHE) – (2010 – 2012)

#### **INTERNATIONAL AWARDS:**

- International Award for Innovations in Quality Assurance – 2013 – Asia Pacific Quality Network
- International Award as the Quality Champion in Asia Pacific Region – 2014 – Asia Pacific Quality Network





## GUIDELINES OF GOOD PRACTICES FOR INTERNAL QUALITY ASSURANCE SECRETARIATS AT HIGHER EDUCATIONAL INSTITUTES

Presented By  
**Prof. Colin N. Peiris**  
APQN Conference, April - 2015

## Author Information

**Authors:**  
Dhakshika K. Jayakodyarachchi, Malkanthi Chandrasekera and Colin N. Peiris


**Institute:**  
South Asian Institute of Technology & Medicine (SAITM), Sri Lanka

SAITM IQA, Sri Lanka

2

## Coverage of this Presentation

- Why the quality work of a secretariat of an Institutional IQA unit is essential?
- Effects of Globalization and Diversification in HE and Where and Why QA plays a vital role?
- Why IQA Units at Institutional Level and IQA Secretariat are important?
- Research Problem
- Aims and Objectives of the Paper
- Instructions to Remember when using the Guidelines
- Proposed Basic Responsibilities of an IQA Secretary
- Proposed Guidance of Good Practice for IQA Secretariats
- Conclusion, Advantages of this Study and Future Work
- Bibliography
- Q & A



SAITM IQA, Sri Lanka

3

## Why the quality work of a secretariat of an Institutional IQA unit is essential?

- “Globalization and Diversification of Quality Assurance of Higher Education” has become an admired topic in the higher education sector
- **Globalization** is “... the flow of technology, economy, knowledge, people, values, ideas...across the borders. Globalization affects each country in a different way due to a nation’s individual history, traditions, culture and priorities” (Knight and de Wit, 1997 cited in Gnanam, 2008, p.1).
- **If globalization is adapted**, the **existing education systems need** to be **re-engineered in terms of its structures and functions** to cater expanding scope and differences.
- **Diversification** can be explained as of a systematic way of changing the existing system(s) while producing new products/services.

SAITM IQA, Sri Lanka

4

## Effects of Globalization and Diversification in HE and Where and Why QA plays a vital role?

Globalization + Diversification = Expanding structures and functions + Innovations in HE  
in higher education of existing Education systems

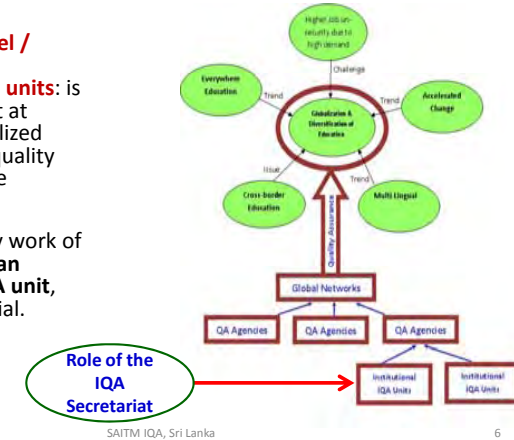


SAITM IQA, Sri Lanka

5

## Why IQA Units at Institutional Level and IQA Secretariat are important?

- **Institutional level / Internal Quality Assurance (IQA) units:** is the smallest unit at which this globalized and diversified quality assurance can be practiced
- Thus, the quality work of a **secretariat of an Institutional IQA unit,** becomes essential.



SAITM IQA, Sri Lanka

6

## Research Problem

- IQA secretariats at higher educational institutes' play a major role in gathering, managing and disseminating information relates to almost all the activities of their IQA units.
- **Most of the institutes delegate these responsibilities to an existing employee who may or may not possess prior secretarial experiences** in any discipline.
- It is clear that, from the **employer's perspective** this option **saves money**.
- Conversely, from the **employee's perspective**, this gives an **opportunity** to: work in the quality circle of the institute; familiarize with the national and international quality circles; and personal career enhancements.
- But, **this option will not only over load an employee (IQA secretariat) but, also leads to inefficiencies and less productivity** of the IQA units.

## Solution

Make sufficient guidelines of good practices and information recording templates with guiding TO DO lists accessible (via printed and/or soft mode ) by the IQA secretariat so that, his/her work will be easy even without prior secretarial experiences.

SAITM IQA, Sri Lanka

7

## Aims and Objectives of the Paper

- To list down proposed basic responsibilities of an IQA secretary;
- To propose a TO DO list (Guidance of Good Practice) and possible template(s) which could be used to gather, manage and disseminate information associated with activity(s) under each responsibility.

SAITM IQA, Sri Lanka

8

## Instructions to Remember when using the Guidelines

When using the guidelines please note that:

- These Guidelines are proposed based on the experience and achievements gained by the SAITM IQA committee
- SAITM IQA was formulated in May, 2011 and by July 2012 became an Institutional member of the Asia Pacific Quality Network (APQN). APQN recognized and awarded SAITM IQA as the *APQN's best/Model QA award* in 2014
- All these are sensible guidelines of good practices which could be followed by any interested intuitional IQA secretariat because, currently, SAITM IQA practices them
- These Guidelines are intended to promote good practice
- These support institutional IQA secretariat to improve and/or strengthen quality in their IQA unit(s) to cater expanding and changing needs of higher education due to globalization and diversification.

## Proposed Basic Responsibilities of an IQA Secretary

- Res-1** : Liaise monthly IQA meeting
- Res-2** : Communicate with Institutional Library on behalf of the committee
- Res-3** : Logo Standardizations related
- Res-4** : Support promoting IQA achievements
- Res-5** : Coordinate with the Extended Faculty members
- Res-6** : Maintaining a dedicated communication technique
- Res-7** : Preparation and communicating the monthly meeting calendar
- Res-8** : Support to Obtain memberships
- Res-9** : Send out greetings
- Res-10** : Prepare the progress, summary and self evaluation reports
- Res-11** : Prepare the Budget & Expenses
- Res-12** : Maintain quality information system
- Res-13** : Support to prepare conference papers/projects
- Res-14** : Support the IQA unit to be an active member in different International quality networks
- Res-15** : Award Ceremonies
- Res-16** : Workshops & Staff Development Programs

PLEASE NOTE: ONLY THE MAIN RESPONSIBILITIES ARE LISTED HERE

## Proposed Guidance of Good Practice for IQA Secretariats

Main Responsibility	Proposed Good Practice	Supportive Template(s), Tool (s), Technique(s)
<b>Res-6:</b> Maintaining a dedicated communication approach	Maintain a Separate email address and/or telephone connection for all communications related to IQA and make sure relevant parties are aware. Facilitate different member requests promptly maximum within a period of 24 hours. Otherwise, work starts to get pile up. Maintain an Updated version of member contacts to avoid miscommunications	If via email then, maintain a dedicated email address for IQA matters If it is via email use labels or Folders Update your contact list then and there
<b>Res-12:</b> Maintain quality information system	Never include all the computer files related to IQA in one folder Allocate a separate physical location to maintain IQA related documents. If using box files/files make use of labels with unique identifiers Record updating should be done maximum within a period of 24 hours. Otherwise, work starts to pile up. Maintaining an environment where even another person with no prior experience can continue your work in your absence	Make use of a proper folder, sub-folders and sub-sub-folder management system Please See Appendix - 1.0 for a sample template - -
<b>Res-1:</b> Liaise monthly IQA meeting	<b>Before a meeting</b> Remind members regarding the meeting date so that, any cancellations or postponing can be communicated soon rather than waiting till the last moment Arrange location, minutes copies, payments for extended members (if any), and refreshments at least one week prior to the meeting date. Attendance sheet, any tabling documents should be ready by minimum 5 working days prior to the meeting. So that, the preparation and dissemination of next meeting agenda and tabling documents will be practical, easy and save papers If there is a new member, he/she should be officially invited and the contact details must be updated in your contact list <b>During a meeting</b> It is a good practice to record the meeting with the consent of the members to maintain the highest accuracy of the minutes. Maintain a back up of the recorded meeting in a secure location If a payment is made to an external party always keep an evidence Concentrate during the meeting and take minutes. So that, if anything goes wrong with the recorder, still you are safe.	- Please See Appendix - 2.0 for a sample template - Use of a Voice recorder If the payment is made by a cheque then, get the receiver's signature and date on a photocopy of the cheque recorder, still you are safe.

## Proposed Guidance of Good Practice for IQA Secretariats Contd...

Main Responsibility	Proposed Good Practice	Supportive Template(s), Tool (s), Technique(s)
<b>Res-1:</b> Liaise monthly IQA meeting Contd...	<b>After a meeting</b> Maintain a back up of the recorded meeting at a secure location Although the next meeting date is agreed during the meeting, notify all about the next meeting, date, venue and time. The finalized minutes, payment evidences (if any), tabling documents together with attendance must be filed and kept for future references. Prepare meeting minutes maximum within two weeks after the meeting and upon the approval disseminate the minutes. So that members have time to act upon it. Always get approval from the Chairman/Chairperson before disseminating minutes. During the absence of the Chairman/Chairperson get your minutes proof read by another senior member of the committee before dissemination. Accept any modifications, suggestions regarding your minute taking positively and respond promptly. You can make mistakes but should not continue them. Usually, approved minutes must be tabled at the Senate meeting or equivalent. Maintain a track of meeting attendance and update this tracking after each meeting. It is always better to update members monthly regarding their attendance status. This practice indirectly motivates members to maintain active participation	Please See Appendix - 3.0 for sample templates
<b>Res-4:</b> Coordinate with extended faculty members	If there is a new member, he/she should be officially invited and the contact details must be updated in your contact list Maintain Curriculum Vitae(s) of Extended members for references If a payment is made to them for their participation then, the payment request must be made to the accounts department minimum one week prior to the meeting date	- -
<b>Res-2:</b> Communicating with Institutional Library on behalf of the committee	Maintain a Track of submissions to the Library so that, it will be easy to prepare summary reports on request and/or monthly, quarterly, etc as required.	-
<b>Res-3:</b> Logo Standardizations related	Keep the main committee member(s) informed and keep a track of the communication(s) between the logo designers and members when acting as a mediator Once the design process is completed always get the committee approval and then Senate committee approvals before publishing the logo officially	- -

## Proposed Guidance of Good Practice for IQA Secretariats Contd...

Main Responsibility	Proposed Good Practice	Supportive Template(s), Tool (s), Technique(s)
<b>Res-4: Support promoting IQA achievements</b>	Always maintain a track of prepared and updated promotional materials with the consent of the committee  Always get the consent of person/people before using his/her/their names and/or images and/or designations before utilizing them in materials/articles before publishing them in writing. Send updated promotional materials to web master(s), marketing team(s) upon request and with the consent of the committee promptly and handle such situations positively Make it a habit to draft news papers/web-based articles with the consent of the committee and any external party (if applicable only) frequently indicating the progress of the committee and its activities	Organize articles/materials according to published date and perform version controlling  -  -
<b>Res-7: Preparation and communicating the monthly meeting calendar</b>	Prepare the draft monthly meeting calendar before the last meeting of the current year and disseminate this draft version to all members. So that, this could be discussed at the last meeting of the year in order to prepare the final version Always disseminate the agreed monthly meeting year calendar before the new year so that, members could update their organizers during their planning.	Please See Appendix - 4.0 for a sample template  -
<b>Res-8: Support to Obtain memberships</b>	Keep yourself updated and explore about different membership opportunities and inform units to the committee Prepare draft document(s) required to obtain international and national level memberships with the consent of the committee Coordinate and arrange external reviewer visits in terms of: location, inform invitee, refreshments, documentations, event capturing (photography, Video, etc) Maintain up-to-date records related to membership, visits and payments.	Internet would be the best tool for this task  -  -  -
<b>Res-9: Send out greetings</b>	Keep an updated list of secretariats to whom seasonal greetings should be sent out within the time committee. This will save your time.	-
<b>Res-10: Prepare the progress, summary and self evaluation reports</b>	Maintaining an up-to-date list of new activities, achievements of events) separately on yearly basis make this task easy and time saving.	Please See Appendix - 5.0 for a sample template

SAITM IQA, Sri Lanka

13

## Proposed Guidance of Good Practice for IQA Secretariats Contd...

Main Responsibility	Proposed Good Practice	Supportive Template(s), Tool (s), Technique(s)
<b>Res-11: Prepare the Budget &amp; Expenses</b>	Maintaining an up-to-date expense list and respective printed copy (s) of evidence to make this task easy and time saving	Please See Appendix - 6.0 & Appendix - 7.0 for sample templates
<b>Res-13: Support to prepare conference papers/projects</b>	Prepare and submit conference papers together with other members and support other members	-
<b>Res-14: Support the IQA unit to be an active member in different international quality networks</b>	Disseminate information, announcements receive from quality networks to all members Keep yourself updated and explore for such opportunities	Internet would be the best tool for this task
<b>Res-15: Award Ceremonies</b>	Formulate a team including member(s) from the Committee, top-management, finance, marketing, designing and the Registrar's office. (other members could be decided depending on your organizational structure and authority level) Prepare a To-Do list considering areas such as: preparation and inviting, refreshments, location, Security, media with the marketing team, photography and video, preparation of promotional materials such as banners, etc (if any), booklets and obtain messages from external parties (if required) Send the list of participants who have successfully completed the program(s) sooner the results are finalized and approved, together with the approved certificate and transcript templates. Never wait till the last moment Prepare and disseminate the agenda at least three days prior to the event.	-  -  -
	Formulate a supporting team to look after different areas of the function on the day such as: refreshments, ushering and seating, material dissemination (if any), certificates/awards awarding related, security & parking, photography/ video, media, etc Maintain an up-to-date list of expenses with printed bill evidences Within maximum of 24 hours inform the progress of the event to authorities, marketing and web master for information and for promotional activities	-  -

SAITM IQA, Sri Lanka

14

## Proposed Guidance of Good Practice for IQA Secretariats Contd...

Main Responsibility	Proposed Good Practice	Supportive Template(s), Tool (s), Technique(s)
<b>Res-16: Workshops &amp; Staff Development Programs</b>	Communicate workshop and staff development program decisions to prospective participants sooner the committee decides. Keep in touch with resource persons before, during and after programs is a key to success Arrange location, payments (if any), refreshments, materials for sessions, assessment records (if any) and maintain printed evidence of these arrangements together with participants' attendance using a filing system. So that, at the end of each program's each session, information will be recorded and these could be easily accessed and cross-checked on request. A copy of this information must be maintained at the IQA location at the Library. Report session progress to the authorities maximum within 24 hours If the feedback of resource person(s) is taken at the end of each session, an electronic tracking system could be used to track and inform them. This should be done maximum within 3 days after the session. Always send this result with a letter of appreciation signed by the Chairman/Chairperson of the committee At the end of each program, prepare a summary of expectations and further improvements suggestions gathered from participants and table this at the subsequent IQA meeting Use tracking systems to track attendance, assessment record, portfolio entry submissions, of the program. Keep a track to poor attendance and inform the respective participant(s) with the consent of the committee If making copies of the session materials request them from the resource person at least 5 working days prior to the session Support peer observation process by collecting lecture schedules, prepare peer observation schedules and informing peer observation progress to relevant authorities. A tracking system will make this task easy.	-  -  -  Please See Appendix - 8.0 for a sample template  -  Please See Appendix - 8.0 for sample templates  -  Please See Appendix - 10.0 for a sample template

SAITM IQA, Sri Lanka

15

## Conclusion, Advantages of this Study and Future Work

### CONCLUSION

- Adaptation of globalization and diversification in higher education, leads to re-engineer the existing education system(s) in terms of its structures and functions to cater expanding scope and differences;
- It is essential to enhance and/or introduce a quality information system, which would gather, manage and disseminate information related to IQA units with an increased level of quality in order to handle expanded, diversified scope of quality assurance requirements;
- It is the responsibility of an institutional IQA secretariat to maintain a quality information system;

### ADVANTAGES OF THIS STUDY

- This study assist institutional IQA secretariats to maintain a strong Quality framework and an Quality Information System (QIS) to cater expanding scope and differences in higher education;
- Clearly listed responsibilities and guidelines of good practices could be utilized by new secretariats or existing secretariats as a self-training and/or supportive manual in their daily activities;

### FUTURE WORK

- Computerized Quality Information System:** This piece of information accomplishes the requirement gathering and system analysis stages of a *QIS for Secretariats system development life cycle*. Thus, the designing and coding/development processes could output an QIS (either online or offline as preferred). Further, some of the provided templates fulfill the initial database design of this system.
- On-line or Printed manual:** Clearly listed responsibilities and guidelines of good practices could be developed in to an on-line or printed manual

SAITM IQA, Sri Lanka

16

## Bibliography

[Globalization and Education] n.d. [Image online] Available at <<http://image.slidesharecdn.com/presentation1-121008203435-phyapp01/95/globalization-and-education-1-726.jpg?cb=1349746515>> [Accessed on 6 Jan 2015].

Gnanam, A. n.d. *Globalization and its Impact on Quality Assurance, Accreditation and Recognition of Qualifications*. [doc] UNESCO. Available at <[http://www.google.lk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CCQFJAC&url=http%3A%2F%2Fwww.unesco.org%2Feducation%2Fstudyingabroad%2Fhighlights%2Fglobal\\_forum%2Fpresentations%2Fgnanam.doc&ei=rpSrVlnU4ThuQTu\\_oQAaw&usq=AFQjCNFiBHK8UsN9wTmiNWthH1Z0ZymrCQ](http://www.google.lk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CCQFJAC&url=http%3A%2F%2Fwww.unesco.org%2Feducation%2Fstudyingabroad%2Fhighlights%2Fglobal_forum%2Fpresentations%2Fgnanam.doc&ei=rpSrVlnU4ThuQTu_oQAaw&usq=AFQjCNFiBHK8UsN9wTmiNWthH1Z0ZymrCQ)> [Accessed on 1 Jan 2015].

Samarajeewa, U. and Peiris, C. N., 2009. Quality Assurance in Research in the University Faculties and the Research Institutes. In: *Asia Pacific Quality Network, 5<sup>th</sup> APQN AGM & Conference*. Hanoi, Vietnam, 3-5 Mar 2009. Hanoi, Vietnam: APQN. Available at <<http://www.qaacouncil.lk/publications/Research%20Papers/APQN%20paper%20-%20research.pdf>> [Accessed on 1 Jan 2015].

United Nations Educational, Scientific and Cultural Organization (UNESCO), 2005. *Guidelines for Quality Provision in Cross-Border Higher Education*. [pdf] France : UNESCO. Available at <[http://www.unesco.org/education/guidelines\\_E.indd.pdf](http://www.unesco.org/education/guidelines_E.indd.pdf)> [Accessed on 6 Jan 2015].

Woodhouse, D., 2007. *Guidelines of Good Practice in Quality Assurance*. [pdf] International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Available at <[http://www.cna.gov.co/1741/articles-186350\\_Guidelines\\_INQAAHE.pdf](http://www.cna.gov.co/1741/articles-186350_Guidelines_INQAAHE.pdf)> [Accessed on 6 Jan 2015].



## **KEITH MORRISON**

Professor Keith Morrison worked at the University of Durham, UK, for 15 years before moving to Macau in 2000, where he has been a Dean of a School of Education, Registrar and a university Vice-rector. He is currently the Director of Institutional Development at Macau University of Science and Technology. He is the author of sixteen academic books, including 'Research Methods in Education' (seventh edition) and 'Managing Complex Change in School', and the Co-editor of the international journal 'Educational Research and Evaluation'. He has conducted educational consultancies and produced papers, reports and technical reports for governments and research institutions in several countries in South East Asia and Europe.

# 'What works' in National Qualifications Frameworks: Effectiveness, Efficacy and Impact

Keith Morrison

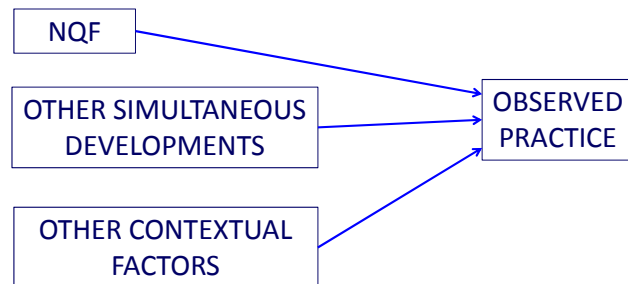
## THE NEED FOR EVIDENCE

- National qualifications frameworks (NQFs) have seen a meteoric rise, but evidence that they 'work' in meeting their diverse purposes is limited, equivocal, inconclusive, contradictory and contingent.
- There is a lack of empirical evidence that they 'work' in demonstrating efficacy, impact, fitness for purpose and achievement of purpose.
- Evaluating their efficacy, effectiveness and impact is a neglected dimension.

2

## CAUSE

## EFFECT



It is difficult to say whether an effect is the consequence of the NQF or some other cause, as many NQFs are developed in tandem with, or in the context of, other policies and developments by governments.

3

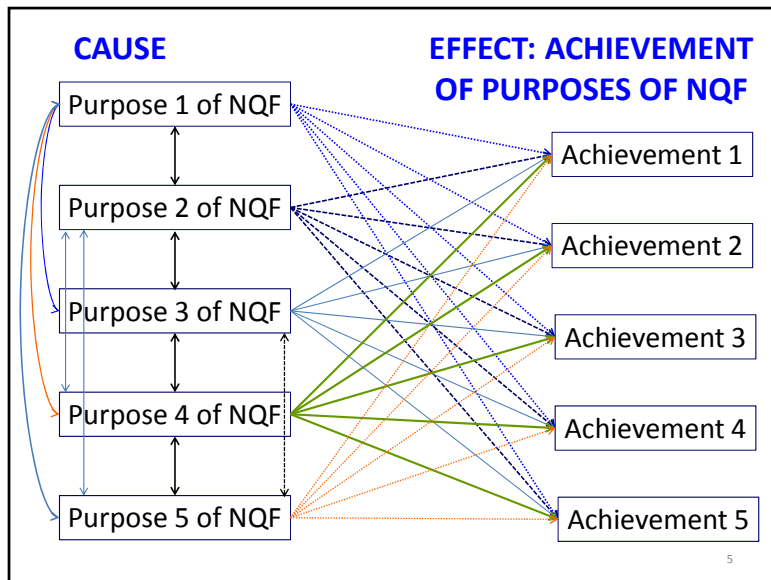
## CAUSE AND EFFECT

There are so many aspects, purposes and foci of NQFs that, even if some of the purposes are achieved, it is uncertain whether:

- a) this a result of the NQF;
- b) which aspects of the NQF contribute to its success;
- c) certain factors are more significant than others in the achievement of purposes;
- d) it is the interaction of factors that leads to the achievement of purposes.

4





### Definitional Complexity of Purposes of NQFs

An NQF is an instrument for developing, classifying, recognizing, structuring, coordinating, understanding, integrating, comparing and transferring qualifications at different levels according to transparent criteria and outcomes, facilitating progression and transparency of both academic and vocational national qualifications, and their relation to access to employment and study across borders and labour markets, enhancing competitiveness, flexibility and mobility of qualifications and of those who achieve them.

6

### PURPOSES OF NQFS LIE IN MANY FIELDS

- **Qualifications** (5 purposes listed)
- **Educational and training provision and programs** (9 purposes listed)
- **Access** (3 purposes listed)
- **Different audiences** (5 purposes listed)

7

### WHAT DOES THE EVIDENCE SHOW?

- Immense **variability of practice and effectiveness**.
- **Contextual variations:** political and educational policy agendas, contingencies and institutional identities play such a significant part in determining the purposes and uses of NQFs, that the NQFs of different countries are incommensurable, rendering comparisons questionable.
- The **level of a country's development** (variously defined) has a significant bearing on their adoption, usage and effectiveness.
- The effectiveness of NQFs depends in part on:
  - which purposes they are intended to serve;
  - how well the necessary processes of change that they bring occur;
  - how relevant they are to the country's educational development.

8

## WHAT DOES THE EVIDENCE SHOW?

Allais (2010) (review of 16 countries) (pp. 2-3):

- 'little evidence that NQFs are achieving their goals.
- 'Some specific evidence of qualifications frameworks having failed to achieve their goals.
- 'Considerable evidence of difficulties associated with implementing qualifications frameworks.
- 'little evidence that NQFs have substantially improved communication between education and training systems and labour markets.
- 'nor were other data found to demonstrate that qualifications frameworks have improved the match of supply and demand between education and training institutions and the labour market.
- 'suggestions that qualifications frameworks have in fact reduced learner mobility in some countries.
- 'little specific evidence from any of the countries that they are useful in making decisions about the location of qualifications on the framework, or about credit transfer.

9

## WHAT DOES THE EVIDENCE SHOW?

Raffe (2013) (a major cross-nation review):

- 'none of these objectives [for NQFs] has been consistently and fully achieved by all the frameworks that have adopted them.' (p. 153)
- 'The number of NQFs with evidence on impacts is still small and unrepresentative [and] the evidence base is still inadequate.' (p. 156)
- The impacts of NQFs have been smaller than expected, have often taken many years to appear, have varied across frameworks and sub-frameworks and have been negative as well as positive.' (p. 156)
- 'For each objective there are frameworks for which some impact is evident, but there are others whose impact has been negligible or even negative.' (p. 156)
- 'For some of their most important objectives, such as making education and training more demand-focused, the record is unimpressive.' (p. 156)
- 'we have almost no evidence on whether NQFs will support mobility and ensure access to emerging regional and global labour markets – despite this being a main reason for many countries to develop one'. (p. 156)

10

## ACHIEVEMENT OF PURPOSES OF NQFs

Very few studies of, or data on:

- Impact
- Effectiveness
- Efficacy

Where evaluation has taken place, it often comprises:

- (a) effectiveness and impact of **implementation** – input and process – of the NQF in the country, with suggestions for improving the implementation process, rather than the **outcomes** – the **achievement** – of the purposes for which it was established;
- (b) prospective, 'likely impact' or 'potential impact' rather than actual impact.

11

## EVALUATING IMPACT, EFFICACY, EFFECTIVENESS

- Evaluating impact, efficacy and effectiveness of NQFs may be difficult in the absence of baseline, comparable and fair, counterfactual data.
- Causality is difficult to establish.
- NQFs change ('a moving target').
- NQFs take place in country-specific contexts and contingencies.

12

## 20 questions for evaluating impact, efficacy and effectiveness

1. What is the evidence that NQFs 'work', that they are efficacious, that their impact is strong and has fulfilled their several purposes, and that they are working in the ways intended?
2. How effective is the impact, and how much impact have NQFs had and on what, i.e. the relative magnitude of their effects?
3. How to judge 'what works' in NQFs, in what and whose terms, using what criteria, what indicators, what evidence, from whom and from where, in whose terms and for which stated purposes?
4. Under what circumstances, contingencies, contexts and causal factors do NQFs work effectively and less effectively?
5. What factors shape or bear upon the planning and implementation of NQFs?
6. What are the intended and unintended, anticipated and unanticipated, direct and indirect effects and consequences of NQFs on the country in question?
7. What variables have to be included in evaluating the effectiveness and impact of NQFs, and how can these be modelled?
8. What is needed for NQFs to achieve their declared purposes?
9. Which parts and purposes of NQFs 'work' more and less effectively, and why?
10. How do we know that it is the NQF and not other factors that are bringing about the intended outcomes?

13

## 20 questions for evaluating impact, efficacy and effectiveness

11. What, and how much, is the added value of NQFs, to whom and in what terms?
12. Where and what is the evidence chain – the causal mechanisms – that links a NQF to its intended outcomes, and where and what is the evidence – both factual and counterfactual – that NQFs bring about, i.e. cause, their intended outcomes?
13. Where and what is the counterfactual evidence that not having a NQF has undermined the intended outcomes of a NQF and/or that without NQFs some of their stated purposes would not have been achieved, e.g. that the outcomes of NQFs are over-determined by other factors operating in the situation?
14. What are the 'upside' and the 'downside' of NQFs?
15. What is the balance of costs and benefits of NQFs, in what terms, how much does it cost to develop and maintain a NQF, and is it worth the investment?
16. Who decides whether NQFs are or are not effective and efficacious in bringing about their intended outcomes and achieving their purposes?
17. How well do NQFs fare in the short, medium and long term in achieving their intended outcomes?
18. In evaluating effectiveness, efficacy and impact, what designs, methodologies, models, foci, sampling, data and data sources, and instrumentation can be best employed?
19. How to judge and improve the effectiveness and impact of NQFs on the performance of the education system in question?
20. Which NQFs work have greater effectiveness, efficacy and impact than others, and why?

14

### Allais, S. (2014) *Selling Out: National Qualifications Frameworks and the Neglect of Knowledge*. Rotterdam: Sense Publishers.

'Qualifications frameworks are likely to be abandoned. Like many education reforms, they are likely to be a candle that burns out fast. Given their poor track record, governments are likely to quickly grow disillusioned with them – although once qualifications authorities are created, they have tended to develop a life of their own, irrespective of success or failure. If future qualifications frameworks are anything like those already developed, then countries will set them up, their advocates will claim victory merely on the grounds that they have been established, their claims won't be achieved, and reformers will move on to the next fad, perhaps leaving the framework intact as a not very important addition to the education policy landscape . . . .' (p. 240).

15

## CV

I'm Yang Yan, a graduate from Research Institute of Higher Education in Yunnan University and Yunnan Higher Education Evaluation Center, Kunming, China. My major is higher education. I love education and want to get further research in quality assurance of education.

I have presented the paper "literature review of the university teacher evaluation system in china" in APQN 2014 Conference and Annual General Meeting in Hanoi, Vietnam on March 7-8, which is my first time to be the international conference and share my opinion with experts from foreign countries. I am now still very grateful to the kind smile and words from the experts when I was too nervous to answer the questions clearly, which is so warm that I will remember it forever and do the same things to others.

As a graduate student, I learnt a lot from APQN 2014 conference, and I hope I can do it better in APQN 2015 conference.

**Field Research on Interference Factors of Students' Evaluation of teachers' Teaching in China's Universities and Colleges**  
—From the case study of Y College

Yan YANG

A Graduate from Research Institute of Higher Education in Yunnan University and Yunnan Higher Education Evaluation Center, Kunming, China



I . Issues raised

II . Research idea and sample description

III.The results of the study

IV. Conclusions and strategies



Students' evaluation of teaching

Students' evaluation of teaching(students participate in the teaching evaluation of teachers) is the practice and process that the school organizes **students to evaluate teachers' teaching behavior, attitudes, level and effect**, basing on objective analysis in the evaluation results and students' opinions, so that teachers can get feedback and improvement requires.



I . Issues raised

experien  
ces



the real  
results  
of SET

interests



it can be seen the data of SET results are quite similar with less volatile and general high. As a result, it is untruthful

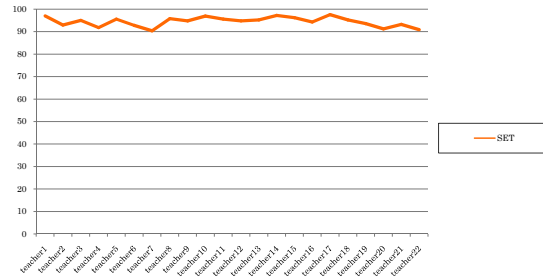
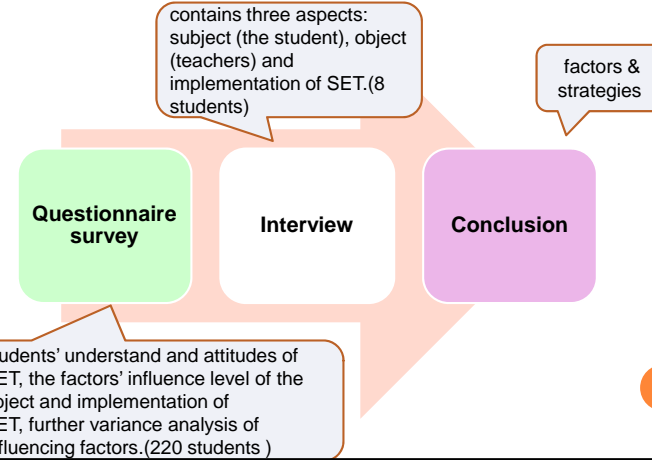


Figure 1 the part results of SET in Y College  
(Data Sources: the datum of SET in Y College)



## II. Research idea and sample description

### 1. Research idea



## 2. Sample description

simple random sampling method

Table 1 frequency statistics of students' general characteristics of Y College

The statistical characteristics	N	%	
grade	freshman	42	23.3
	sophoman	48	26.7
	junior	49	27.2
	senior	41	22.8
gender	male	96	53.3
	female	84	46.7
major	science	116	64.4
	arts	64	35.6
Class leadership	yes	30	16.7
	no	150	83.3
nationality	Han	152	84.4
	minority	28	15.6
Family residence	Yunnan Province	102	56.7
	Other provinces	78	43.3



## III. The results of the study

### 1.Students' understand and attitudes of SET

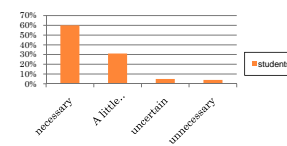


Figure 2 students' understand of the necessity of SET

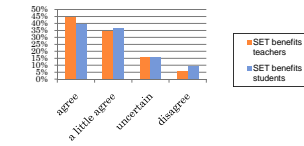


Figure 3 students' understand of the purpose of SET

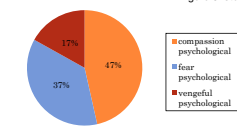
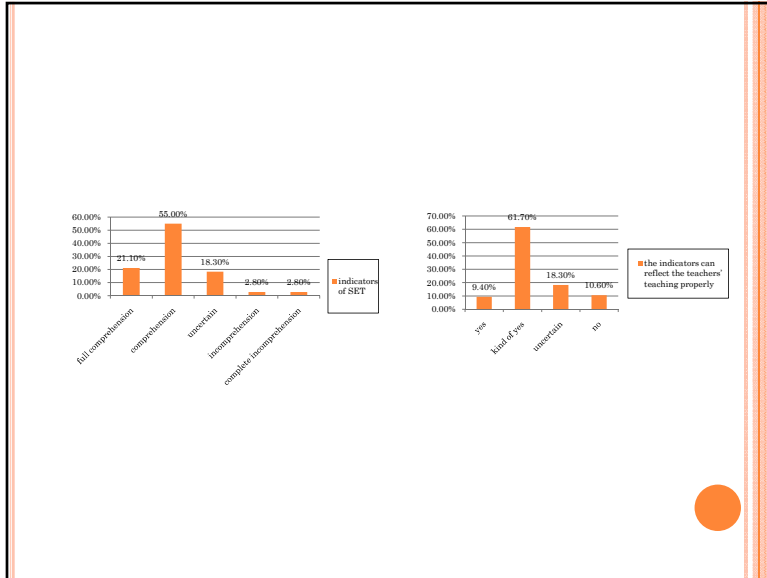


Figure 4 students' psychological deviation while evaluating

Table 2 students' attitudes while evaluating

	students' attitudes while evaluating		
	yes	Occasionally	no
read the contents of the scale	68.30%	22.80%	8.90%
follow others	16.70%	40.60%	42.80%





## 2. Descriptive statistics of influencing factors

Table 4 the descriptive statistics of specific content

First indicators	secondary indicators	content	minimum	maximum	average	SD
teaching		Teaching attitude	2	5	4.50	0.75
		strict	2	5	4.22	0.72
		Teaching methods	2	5	4.32	0.81
		Teaching effect	2	5	4.13	0.87
		homework	1	5	3.62	1.05
		exam	1	5	3.71	1.10
the object		image	1	5	3.11	1.42
		education	1	5	3.61	1.24
		reputation	1	5	3.29	1.20
		moral	1	5	4.36	0.99
	Other factors apart from teaching	teacher-student relationship	1	5	4.22	0.98
		difficulty of courses	1	5	3.79	1.13
		importance of courses	1	5	4.02	1.14
		publicity	1	5	3.74	1.00
		privacy	1	5	3.76	1.13
		ways	1	5	3.69	0.98
the implementation	the implementation	time	1	5	3.37	1.22
		frequency	1	5	3.47	1.19
		teachers' absence or not	1	5	3.44	1.38
		results	1	5	3.56	1.32

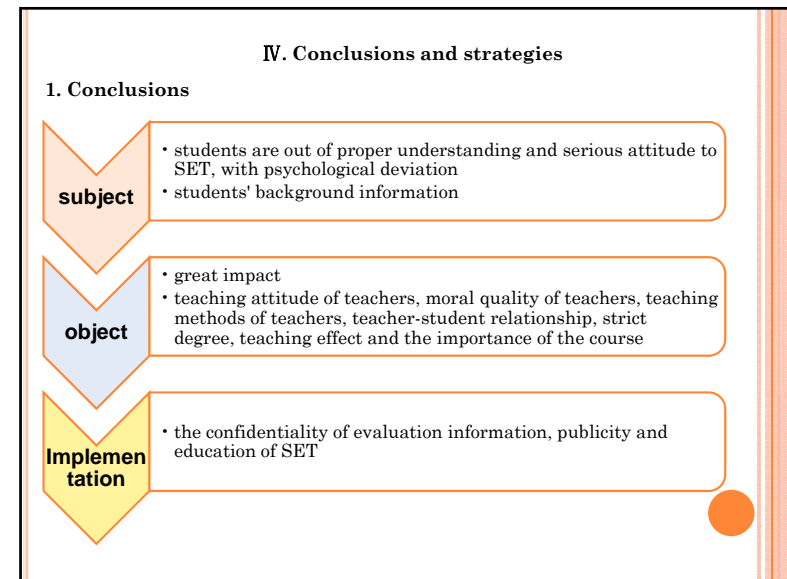
In summary, the teachers' teaching, the personal qualities of teachers and the teacher-student relationship have great impact on SET.

## 3. Difference comparison of the factors

Table 5 difference comparison of different types of students (M ± SD)

basic information		M	SD	P
gender	Male	3.85	0.48	0.59
	Female	3.74	0.51	
major	Science	3.89	0.44	0.047*
	arts	3.64	0.54	
nationality	Han	3.80	0.50	0.75
	minority	3.76	0.45	
Class leadership	Yes	3.94	0.50	0.61
	no	3.77	0.49	
grade	freshman	3.75	0.55	0.01*
	sophoman	3.70	0.44	
	junior	3.99	0.41	
	senior	3.73	0.53	
family residence	Yunnan Province	3.86	0.42	0.009**
	Other provinces	3.72	0.56	

In a word, the background information of students has impact on SET.





## 2. Strategies

- subject** • The publicity and education of SET should be carried out comprehensively, so that teachers and students can establish a correct orientation.
- object** • The indicators of SET should be optimized to reduce the influences of teachers' personal characteristics, course and other factors on SET.
- Implementation** • The organization and management of teaching evaluation should be strengthened to reduce the impact of the implementation of teaching evaluation on SET.

*Thanks for  
your attention!*

- Working as Principal at Mauli Group of Institutions College of Engineering and Technology, Shegaon since last four years.
- I am having M.Sc., M.E., NET, and PhD in the field of Electronics.
- Worked at various posts and designations like Lecturer, Senior Lecturer, Reader, Associate professor, Professor and Principal.
- Total 25 Years of experience in Teaching, Research and Administration.
- Attended International conference at Friedrich-Schiller University Jena, Germany in 2005.
- During this career did lot of experiments and worked constantly and consistently for the benefits of students and society.
- Improved regularly my personal academic profile along with the cultural, curricular, extension and personality development programs.
- UGC Award of Teacher Fellowship under Faculty Improvement program.
- Successfully completed Minor research project of UGC and received grants of two lac and Project title is “Analysis of Dispersion and Material losses in Fiber Optics used for Communication”.
- Invited talk and guest lecture on various topics related to the field of Electronics.
- Life member of SPIE (USA), Chairman of ISTE.
- Conducted more than 100 training program in the following subjects like career guidance, Motivation, Effective learning, Know your strengths, Time management, Positive attitude, Students psychology, Quality teaching, Class room Preparation, Effective Teaching, Personality developments, Stress Management, Improve your skills, improve your business, Effective parenting, etc. for Students, Teachers, Parents, LIC agents, Corporates, Bankers, Couples etc.

## GOOD PRACTICES IN ENGINEERING EDUCATION FOR STUDENT OUTCOMES ASSESSMENT



**Dr. C. M. Jadhao**  
Principal  
Mauli Group of Institution's College of Engineering and  
Technology, Shegaon (India)

## Abstract

- In this paper study and implements best and possible practices for the development of the rural and backward area students to become the best suitable Engineering graduates which will stand Internationally.
- Students are expected to improve their general intellectual and technical Skills.
- To evaluate the effectiveness of programs and to develop methods for improving learning and instruction, evidence must be collected about the degree to which the desired outcomes of the educational process have been attained. This process is effective when the assessment results are used to improve subsequent learning.
- In this paper study to implements skill development program in education. Hence A new strategy to implement International Certification program In Technical Education.



## Internationalization Concept in Technical Education

Today's world is changing rapidly. Globalization provides more opportunities and challenges to Education. It contribute Knowledge ,economic growth, increased specialization, circulation of ideas .Innovation is increasingly being seen as the currency of 21st century.



## FOCUS ON

- International Certification Program.
- To develop Research community.
- Implement Cloud Computing in Education.
- Collaborative Learning Process:-  
Involvement of students faculties and researchers.



# Implement Technical Standards Program

---

- International Certification Program
- MICROSOFT
- COMPTIA
- AUTODESK
- SUN MICROSYSTEM
- ORACLE



# Goal

---

- Best practices used, assessment and the outcomes. To Undergraduate students they are expected to improve their general intellectual skills , technical Skills.
- Inclusion of Technical Certification Program in study.



# Vision

---

Our students can work Worldwide



# Objectives

---

- Encourage Contact Between Students and Faculty.
- Develop Reciprocity and Cooperation Among Students.
- Encourage Active Learning.
- Give Prompt Feedback
- Emphasize Time on Task
- Communicate High Expectations



## Need

---

Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.



## Focus on skill Development Program

---

- Technical Skill
- Communication skill
- Practical skill development



## Technical Analysis

---

- Students do learn or Design and Develop a new Software's and Programs in the college as per their syllabus.
- Most of the students understand the design aspects and know theory behind it. However, when it comes to designing practical applications, it is found that almost 63% of the students can not design and build practical application due to lack of practical knowledge.
- Approximately 32% of the students do design and build the applications, but they are not able to debug the system and find the problem when application does not work as per the expectation.



## Types of Approaches

---

- Theory Approach
- Practical Approach



# Theory Approach

Existing System uses Theory Approach



# Traditional System Flow



## **This lack of practical knowledge causes following problems to the students:**

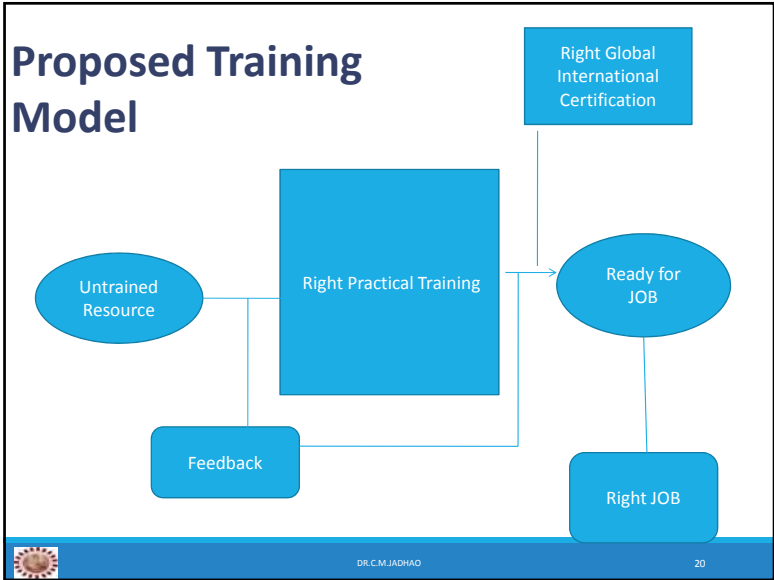
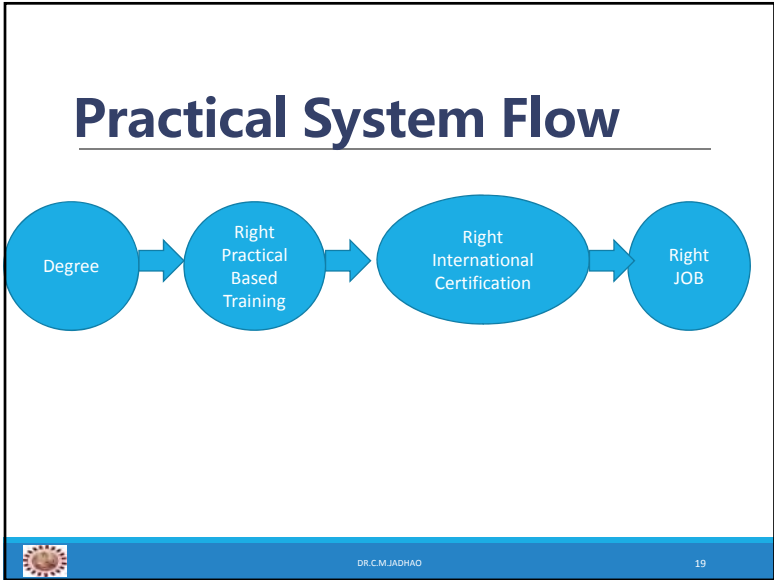
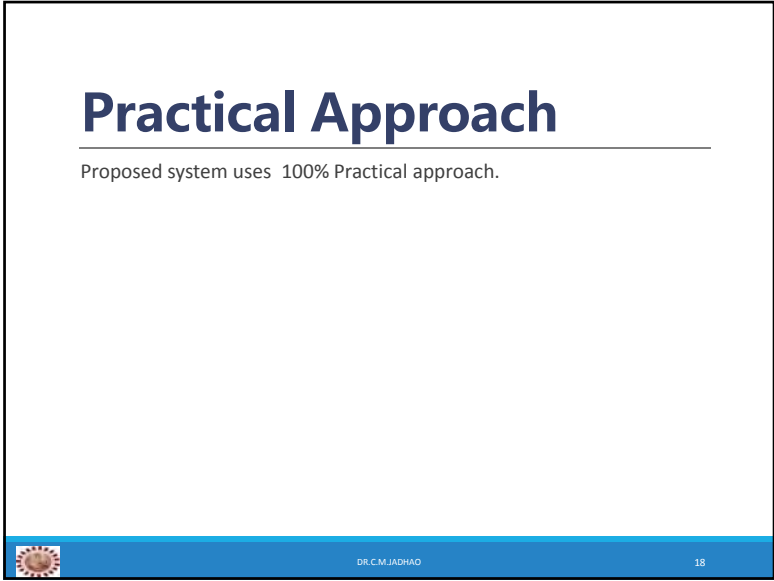
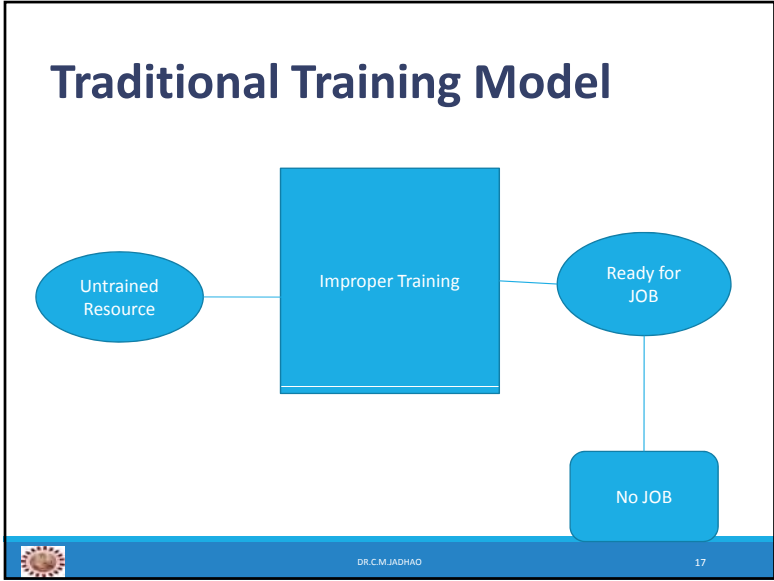
- ▶ Students are not able to design and develop their academic projects.
- ▶ Students are not able to face interview questions that are aimed to extract practical knowledge student has got.
- ▶ After joining the industry as a fresher, students can not perform as they are not able to work on practical platform



## **This lack of practical knowledge causes following problems to the students:**

The root cause of this lack of practical knowledge is due to the theoretical approach of learning. The academic syllabus aims at teaching the theory part. The practical sessions conducted in the labs are mostly on the Kits which hides most of the design parts from students.







# Good Practices

---

- Focus primarily on the effectiveness of academic programs and the improvement of student learning and performance
- Teaching and learning process must have a discipline and should be developed in collaboration with the faculty
- Be appropriate to the particular mission and goals of the institution
- Use multiple methods of assessment, be fiscally conservative and not impose costly programs on institutions, be linked to strategic planning and program review processes within the institution.
- The assessment of student learning begins with educational values



# Continue...

---

- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic, Assessment fosters wider improvement when representatives from across the educational community are



# Guidelines

---

- The primary focuses of the assessment process.
- The results of student outcomes assessment will be an integral part of the program .
- Use of multiple methods of assessment (both direct and indirect measures of learning) and multiple evaluators (for example, faculty, current students, former students, employers).
- Summaries of the results of the assessments will be shared with the faculty, administration, students



# Procedures

---

- Each academic program or department will develop written procedures that specify the desired educational outcomes of the program.
- The procedures that will be used to measure attainment of these outcomes, and how the results of the assessment will be used for continuous improvement of learning and instruction.
- At the time of academic program review, assessment reports will be submitted by the department



## The Guiding Principles of Assessment

- Assessments measure students' attainment of learning outcomes.
- Assessments measure the level of student success.
- There should be a connection between the way students learn the material and the way they are tested on it.
- Assessments should be varied.
- Assessments include formal and informal evaluations.
- Students should know the evaluation plan at the beginning of a course



## Implementing Best Practices

- Engage students in active learning experiences
- Set high, meaningful expectations
- Provide, receive, and use regular, timely, and specific feedback
- Become aware of values, beliefs, preconceptions; unlearn if necessary
- Recognize and stretch student styles and developmental levels
- Seek and present real-world applications
- Understand and value criteria and methods for student assessment
- Create opportunities for student-faculty interactions
- Create opportunities for student-student interactions
- Promote student involvement through engaged time and quality effort



## Student development facilities

- Industrial visits
- Language Lab for the improvement of communication skill
- Aptitude training through third party
- Technical Skills Development through third party
- Personality development training
- Technology oriented workshops.
- We send the student for industrial training at various industries.
- Every semester we used to take a mock practice of company selection process.



Domain	Teacher-centered	Learner-centered
Knowledge	Transmitted from instructor	Constructed by students
Student participation	Passive	Active
Role of professor	Leader/authority	Facilitator/partner in learning
Role of Assessment	Few tests, mainly for grading	Many tests, for ongoing feedback
Emphasis	Learning correct answers	Developing deeper understanding
Assessment method	One-dimensional testing	Multidimensional products
Academic culture	Competitive, individualistic	Collaborative, supportive

**Table I: Responsibilities of Students and Teachers**



Year	Ist Year	II Year	III Year	IV Year
2011-12	31%	.....	.....	.....
2012-13	36.50%	41.37%	.....	.....
2013-14	28%	46.25%	63%	
2014-15	34%	51.23%	64.19%	69.24%

**Table II: Percentile of results**



Sr. No.	Year	No. of Student	DC	Promoted to Next Class
1	2011-12	242	36	206
2	2012-13	556	119	437
3	2013-14	781	144	637
4	2014-15	945	241	704

**Table III: Results of the students**



## Conclusion

- In this paper we study assessment to establish an ongoing, systematic mechanism for assessing, reviewing, and improving programs..
- Study related to the best practices used, assessment and the outcomes. to improve their general intellectual skills and technical skills.
- Each plan must show not only how results have been applied to program improvement in each annual cycle, but also must analyze what results say about program effectiveness and about the impact of assessment-induced changes on program effectiveness over time.



**Thank You..**

[cmjadhao@gmail.com](mailto:cmjadhao@gmail.com)



Jane von Dadelszen

Deputy Chief Executive  
Quality Assurance Division  
New Zealand Qualifications Authority

Jane joined NZQA in July 2013 as Deputy Chief Executive, Quality Assurance. The Quality Assurance Division is responsible for:

- making rules in regard to qualifications, programmes and training schemes that apply across the tertiary education sector
- registering private training establishments
- accrediting and quality assuring non-university tertiary education
- administering the New Zealand Qualifications Framework
- administering the Code of Practice for the Pastoral Care of International Students.

Prior to joining NZQA Jane led Policy, Strategy and Research at the Department of Corrections for seven years and led tertiary education policy for the Ministry of Education for ten years. Earlier in her career Jane was on the staff of the Open Polytechnic of New Zealand and Auckland University and also worked on global climate change and held positions conducting research on alcohol problems, family violence, and child abuse.

# The New Zealand Qualifications Framework - Qualifying for the future world

Jane von Dadelszen  
Deputy Chief Executive- Quality Assurance  
New Zealand Qualifications Authority (NZQA)

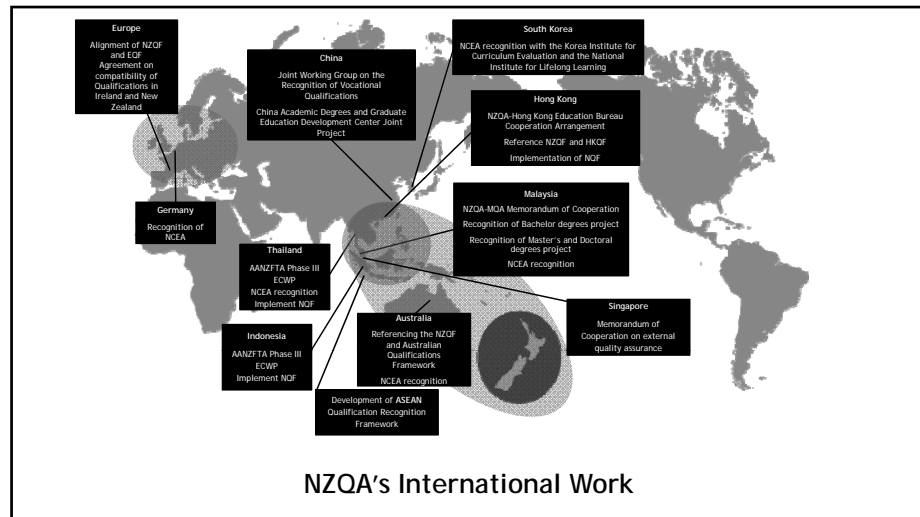


## New Zealanders - citizens of the world

'Qualify for the future world'

- ▶ Qualifications that NZQA approves must be relevant for an increasingly digital and global world
- ▶ The ability to take qualifications from one country to another

New Zealand is increasing the international recognition of the New Zealand Qualifications Framework



## Embracing borderless education

New Zealand's qualifications framework is being transformed to become borderless and:

- ▶ Let people take their learning with them wherever they go
- ▶ Be flexible enough to suit multiple settings and needs



## The evolution of New Zealand's Qualification Framework (NZQF)

### 1991: National Qualifications Framework

- ▶ A unified qualifications framework established by NZQA

### 2001: the New Zealand Register of Quality Assured Qualifications

- ▶ Extension of levels from eight to ten - recognition of outcomes, definitions of qualifications
- ▶ Inclusion of all New Zealand qualifications, including university degrees

### 2010: the New Zealand Qualifications Framework

- ▶ A simpler, more unified framework containing all qualifications, including university qualifications

### 2011-2014: Review of qualifications at levels 1-6 on the NZQF



## The New Zealand Qualification Framework

### The New Zealand's Qualification Framework:

- ▶ Covers all learning including senior secondary schooling, vocational and higher education
- ▶ Is outcome-based
- ▶ Recognises individual skills and whole fields
- ▶ Has a classification system
- ▶ Has ten levels of increasing complexity
- ▶ Uses credits to show how much learning, practice and assessment is involved.



## The structure of the New Zealand Qualification Framework (NZQF)

LEVEL	QUALIFICATION TYPES
10	Doctoral Degree
9	Master's Degree
8	Postgraduate Diplomas and Certificates, Bachelor Honours Degree
7	Bachelor's Degree, Graduate Diplomas and Certificates
6	Diplomas
5	
4	Certificates
3	
2	
1	



## The NZQF is flexible and cross-sector

The New Zealand Qualification Framework (NZQF) cuts across all sectors, industries, types of education organisations, levels of learning, and vocations in New Zealand.

It:

- ▶ Allows learners to construct their own learning path, building on their previous achievements
- ▶ Gives learners the flexibility to get where they need to in their own way.



## New Zealand's evaluative quality assurance principles

The evaluative principles complements and upholds the processes and principles of the New Zealand Qualification Framework (NZQF) and are:

- ▶ High trust, high accountability
- ▶ Quality as a dynamic concept
- ▶ A focus on outcomes
- ▶ Flexibility
- ▶ Strategic needs based.

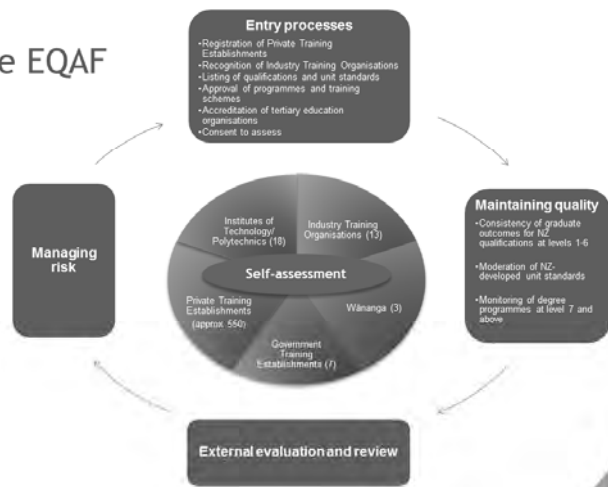


## The Evaluative Quality Assurance Framework (EQAF)

- ▶ An integrated quality assurance system
- ▶ Based on a series of flexible evaluative questions
- ▶ Education organisations take responsibility for quality
- ▶ Self-assessment by the education organisation is integrated at every stage and level
- ▶ Recognises high quality



## The EQAF



## General quality assurance processes

- ▶ Quality criteria for all quality assurance processes
- ▶ Published guidelines, forms and templates
- ▶ Each application is judged on its own merits and against the relevant requirements
- ▶ Each application is peer-review to ensure that decisions and judgments are fair, consistent, valid and well supported by the relevant rules





## Entry processes

- ▶ Registration of private training establishments
- ▶ Recognition as an industry training organisation
- ▶ Listing qualifications (NZQF levels 1-6)
- ▶ Approving programmes (NZQF levels 1-6)
- ▶ Approving training schemes
- ▶ Approving degrees and related programmes (NZQF levels 7-10)
- ▶ Accreditation to deliver programmes and training schemes
- ▶ Consent to assess against standards on the Directory of Assessment Standards



## Maintaining quality

- ▶ Ensuring consistency of graduate outcomes among programmes leading to New Zealand qualifications at NZQF levels 1-6
- ▶ Moderation of assessment against unit standards
- ▶ Monitoring of degree programmes



## External evaluation and review

- ▶ Uses key questions
- ▶ Judges the quality of an education organisation
- ▶ Comes to evidence-based conclusions about quality and performance
- ▶ Publishes a public report



## Managing risk

- NZQA:
- ▶ Has the authority to enforce the relevant requirements, legislation and take the relevant statutory action
  - ▶ Has rigorous processes to investigate and manage risk
  - ▶ Uses complaints and data mining to identify risks
  - ▶ Issues compliance notices to and imposes conditions on organisations
  - ▶ Withdraws quality assurance status granted by NZQA
  - ▶ Takes legal action for breaches of the Education Act 1989



## Mātauranga Māori Evaluative Quality Assurance

Mātauranga Māori Evaluative Quality Assurance (MM EQA) provides quality assurance for organisations that deliver education based on Māori knowledge.

MM EQA is integrated into all parts of the quality assurance framework.

MM EQA:

- ▶ Applies the same requirements NZQA has for other tertiary education, but uses Māori evaluative approaches
- ▶ Recognises traditional Māori teaching methods and Mātauranga Māori as valuable for New Zealand and learners.



## New Zealand - qualifying for the future world

The New Zealand Qualification Framework is set to help learners gaining New Zealand qualifications, to be ready for new and unexpected environments, in a truly global borderless world.



## BRIEF CURRICULUM VITAE



MISS. SAMANTHI PRIYASADINI WICKRAMASINGHE

[samanthi@horizoncampus.edu.lk](mailto:samanthi@horizoncampus.edu.lk), [priyasadini@yahoo.com](mailto:priyasadini@yahoo.com)

## 1. ACADEMIC PROFILE

- a) Bachelor of Information Technology (UCSC) 2012
- b) UNESCO/IIEP Distance Education Course on External Quality Assurance for Higher Education for Asia-Pacific Countries  
(Jointly organized with the Asia Pacific Quality Network (APQN) and the UNESCO Bangkok Office – from 2<sup>nd</sup> April to 29<sup>th</sup> June 2007)

## 2. WORKING EXPERIENCE

- a) Quality Assurance Executive and IT Lecturer – (From June, 2014 – to-date)  
Horizon College of Business & Technology (Horizon Campus)
- c) Project Assistant – (From April, 2013 – to March 2013)  
Quality Assurance and Accreditation Council of the UGC

## 3. PUBLICATIONS

**a) Web based Monitoring and Evaluation System for External Quality Assessments in Universities**

*Colin N. Peiris and Samantha Wickramasinghe*

*(Presented at the INQAAHE Conference, 9–11 April, 2013 – Chinese Taipei)*

**b) Internal Quality Assurance: Sri Lankan Experience**

*Colin N. Peiris and Samantha Wickramasinghe*

*(Presented at the APQN AGM and Conference, 7–8 April, 2013 – Chinese Taipei)*

**c) Challenges and Successes in Quality Assurance of Higher Education**

Colin N. Peiris and Samantha Wickramasinghe

*(Presented at the APQN AGM and Conference, 7–8 March, 2014 – Hanoi, Vietnam)*

**d) External Quality Assurance at Programme Level: Standards and Perspectives**

Colin N. Peiris and Samantha Wickramasinghe

*(Presented at the APQN AGM and Conference, 7–8 March, 2014 – Hanoi, Vietnam)*

## **4. AWARD RECEIVED**

1. APQN Quality Award - INNOVATIONS IN QUALITY ASSURANCE: Web based Monitoring and Evaluation System for External Quality Assessments in Universities  
*(APQN AGM and Conference, 7–8 April, 2013 – Chinese Taipei)*

**Sub-theme: Qualifications Framework**

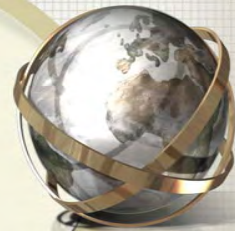
**SRI LANKA QUALIFICATION FRAMEWORK (SLQF) AND SIGNIFICANCE IN HIGHER EDUCATION**

**Samanthi Wickramasinghe<sup>1</sup>,  
Colin N. Peiris<sup>2</sup> and Sriyani E. Peiris<sup>3</sup>**

<sup>1</sup> *Horizon College of Business and Technology (Horizon Campus), Sri Lanka*

<sup>2</sup> *Quality Assurance and Accreditation Council of the UGC, Sri Lanka*

<sup>3</sup> *University of Peradeniya, Sri Lanka*



**Sri Lanka Qualification Framework (SLQF)**



**Main Characteristics**

- To improve quality of HE and training through recognizing and accrediting qualifications
- To interpret qualifications and judge the relative value of a qualification.
- To enable the learners to make informed decisions
- To define avenues available for obtaining higher qualifications



**Objectives of SLQF**

- To enhance quality of HE and training at all levels
- To aware employers
- To facilitate lateral and vertical mobility and progression
- To provide guidance in comparing qualifications offered by different institutions
- To recognize prior and lifelong learning

## Benefits

- Useful to all stakeholders
- Evaluate prior learning and indentify the pathway
- Describes the credit requirement
- Provides lifelong learning



## Naming of Qualifications

### Qualification Type

- The first name given to a qualification  
*eg. Certificate, Diploma, Bachelors, Honours, Masters etc.*

### Designator

- The second name given to a qualification and indicates the broad area of study or discipline  
*eg. Bachelor of Arts, Doctor of Philosophy etc.*



## Naming of Qualifications

### The Qualifier

- The third name given to a qualification and it indicates the field of specialization  
*eg. Bachelor of Science Honours in Chemistry  
BSc (Eng) (Mech. Eng) etc.*

## Sri Lanka Credit and Qualification Framework (SLQF)

Different levels of SLQF with examples and comparable levels of the National Vocational Qualification Framework

SLQL 10	Doctoral Degree, MD with Board	
SLQL 9	Master of Philosophy, Masters by fulltime research, DM	
SLQL 8	Masters with course work and a Research component	
SLQL 7	Postgraduate Certificate, Postgraduate Diploma, Masters with coursework	
SLQL 6	Honours Bachelors, Bachelors in professional disciplines	
SLQL 5	Bachelors Degree, Bachelor of Technology, Bachelors Double Major Degree, Pundit, Royal Pundit, Nipun	NVQL 7
SLQL 4	Higher National Diploma, Higher Diploma	NVQL 6
SLQL 3	National Diploma, Diploma	NVQL 5
SLQL 2	Advanced Certificate	NVQL 4
SLQL 1	Certificate	NVQL 3
		NVQL 2



## Level of Descriptors

### Provides

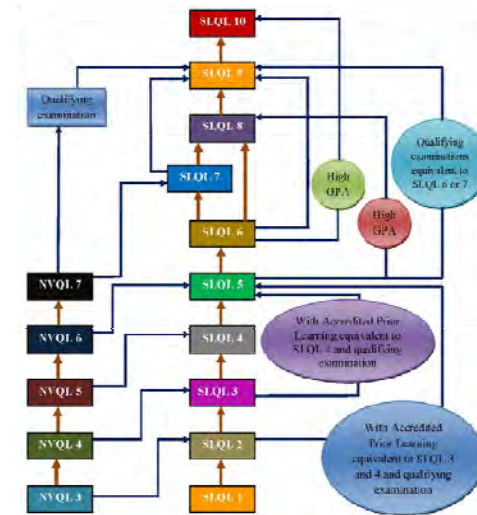
- Nature of learning achievements
- Statements of intended learning outcomes



## Level Descriptors

SLQF LEVEL 9 (Master of Philosophy, Masters by fulltime research, DM)	SLQF LEVEL 10 (Doctoral Degree, MD with Board)
1. Create new knowledge through original research of a quality that will satisfy peer review and merit publication.	1. Create new knowledge through original research of a quality that makes a significant contribution to development of the discipline and satisfy peer review and merit Publication.
2. Evaluate and constructively criticize and improve methodologies in the area of specialization.	2. Demonstrate critical reading and analytical skills by critically analyzing synthesizing and evaluating data, making judgments and identifying solutions to problems.
3. Analyze and critically evaluate past and current research in the area of specialization	3. Demonstrate a systematic acquisition and understanding of substantial amount of knowledge in the area of specialization and/or professional practice.
4. Construct new hypotheses and test them in a scientific manner.	4. Conceptualize, design and implement new projects to generate new knowledge and applications.
5. Use practical skills and enquiry efficiently and effectively within the area of study.	5. Respond efficiently and effectively to the changing developmental needs of the discipline.

## Progression Pathways





**Thank you**

Yung-chiHou (Angela), is Professor of higher education and serves as Dean of Office of International Office of Fu Jen Catholic University, General Secretary of UMAP, Taiwan, the Vice President of APQN, and HEEACT research fellow. Currently, she also serves as Chief-in-Editor of HEED Journal jointly published by Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT) and Asian Pacific Quality Network (APQN) and as Associate Editor of Journal of Asian Pacific Educational Review. She specializes in higher education policy, quality management, internationalization, faculty development, quality assurance of cross border higher education. She has been conducting several QA research projects for universities and the government over the past decade.

Over the past 5 years, she has been in charge of international affairs of Fu Jen and engaged in many international activities of quality assurance of higher education. She was being invited to CHEA, SEEI, IREG, HKCAAVQ, HEEC, AACUP, PACUCOA, NAAC, British Council, INQAAHE, APEC, ENQA, and APQN to present her studies and to share Taiwan higher education as well. Up to present, she has published more than 120 Chinese and English papers, articles, book chapters and reports in the areas of higher education evaluation and rankings in local and international referred journals.

## Development, Policy Making and Quality Assurance of Branch Campus in Malaysia, Singapore, South Korea and China

Angela Yung Chi Hou, Ph.D.  
Professor, Graduate Institute of Educational Leadership and Development,  
Dean of office of International Education ,  
Fu Jen Catholic University,  
Vice President, Asia Pacific Quality Network (APQN)  
HEEACT Research Fellow

FU JEN CATHOLIC UNIVERSITY

## Introduction

- Branch campuses are sprouting around the world, particularly in Asia.
- U.S. UK, Australia and France offer most massive offshore education in Asia
  - enables Asian students to receive world-class education in a domestic and regional setting.
- In addition to Arabian Gulf, Malaysia, Singapore and China are three popular countries where branch campuses were established.

FU JEN CATHOLIC UNIVERSITY

## Cross-border higher education and International Branch Campuses

- A popular type of cross-border higher education, the international branch campus is a relatively new phenomenon that has seen a dramatic increase since 2000.
  - In 2002, there were only 24 international branch campuses,
  - In 2014, this number had risen to more than 200 worldwide
- Currently, the largest source countries are the United States (US), Australia, the United Kingdom (UK), France and India
  - US 78
  - UK 25
  - Australia 14

FU JEN CATHOLIC UNIVERSITY

## The Observatory on Borderless Higher Education (OBHE)

- “An international branch campus is an off-shore entity of a higher education institution operated by the institution or through a joint venture in which the institution is a partner (some countries require foreign providers to partner with a local organization) in the name of the foreign institution.”

FU JEN CATHOLIC UNIVERSITY

### Three key features by American Council of Education (2009)

---

- it is an institution operating in a country **outside** of the home campus.
- it awards **degrees** that bear the home institution's name.
- it provides **face-face instruction** supported by a permanent administration team.

FU JEN CATHOLIC UNIVERSITY

### Five major models

---

- self-funded
- external funding from host countries
- support from private companies or organization
- facilities lease from private sectors
- academic collaboration with local partner

FU JEN CATHOLIC UNIVERSITY

### Factors for Success

---

- location
- partner
- accreditation of degree programmes
- financial management
- costing models
- recruitment landscape
- brand damage
- engagement and distance management
- staff recruitment and retention
- Facilities
- Safety issues
- success measurement

FU JEN CATHOLIC UNIVERSITY

### Three types of boundaries

---

- Gap and disconnects between home campus and IBCs regarding relationship
- Vertical administration from home campus to IBC
- Temporal gaps, I
  - different time zone, religion, customs

FU JEN CATHOLIC UNIVERSITY

## International Branch Campuses in Asia

- China and Singapore and Malaysia were three top host countries of international branch campus in Asia
  - 52 in China, 18 in Singapore and 7 in Malaysia
  - SUNY Korea becomes the first international branch campus in Korea
- Malaysia, Singapore, China and South Korea all aim to become **an educational hub in Asia** and have **used the influx of foreign universities to support this development.**
  - *international branch campuses "are a most visible and crucial element of this aspiration"*

FU JEN CATHOLIC UNIVERSITY

## QA framework of Home and Host Countries

FU JEN CATHOLIC UNIVERSITY

## Quality assurance of transnational higher education and international branch campuses

- OECD and UNESCO guidelines “ “Quality provision in cross-border higher education”
- UK, US and Australia as three largest provider countries for IBCs all developed national standards for offshore programs since the 90s.

FU JEN CATHOLIC UNIVERSITY

## U.S.

- Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals by the Council of Postsecondary Accreditation
- CHEA’s “Principles for United States accreditors working internationally”

FU JEN CATHOLIC UNIVERSITY

## Australia

- a Code of *Ethical Practice in Provision Offshore of Education Services by Australian Higher Education Institutions* has been passed early in 1995, but it was not enforced actually.
- Until 2000, the Australian University Quality Agency (AUQA) integrated transnational education into its audit manual

FU JEN CATHOLIC UNIVERSITY

## UK

- Quality Assurance Agency for Higher Education (QAA)
  - Code of “Collaborative Provision and Flexible and Distributed Learning”

FU JEN CATHOLIC UNIVERSITY

## Four regulatory approaches of regulating foreign providers in Asia

- Liberal regulation with minimal quality assurance
  - foreign providers are out of the importing government's jurisdiction;
- liberal regulation with comprehensive assurance
  - the importing countries welcome foreign institutions and developed QA for these providers
- restrictive regulation and minimal quality assurance model
  - international branch campuses are not allowed to set up and there is no provision at all
- restrictive regulation and comprehensive quality assurance
  - countries restrict the entry of foreign providers but adopt QA measures

FU JEN CATHOLIC UNIVERSITY

## IBCs in Malaysia, Singapore, China and South Korea

FU JEN CATHOLIC UNIVERSITY



## 1. Goal and national policy

- Four nations invited **top foreign universities** to set up international branch campuses in order to enhance quality of domestic higher education
- They all **deregulate national educational laws and reduce taxes to attract foreign providers.**
- Korean government is the most generous supporter
  - investing more than **40 billion USD** to build international branch campuses at Incheon Economic Free Zone.

FU JEN CATHOLIC UNIVERSITY

## 2. Regulatory framework

- Malaysia began IBCs in the late 1990s
  - the 1996 Private Higher Education Institutions Act
- Singapore government started to invite world-class foreign universities
  - The 2002 “Global Schoolhouse” initiative, launched by Economic Development Board (EDB)
- Mainland China encouraged cross-border cooperation in higher education
  - “The Chinese-foreign Cooperation Running Schools Regulations of the People's Republic of China” in 2003.
- South Korean government
  - “the Special Act on Designation and Management of Free Economic Zones” was passed in 2003.

FU JEN CATHOLIC UNIVERSITY

## 3. Governance

- Tuition
  - Lower in Malaysia
  - The same in South Korea, Singapore and China
  - Scholarship offered
- Student recruitment
  - Local students outnumber international students
  - By home campus : South Korea
  - By IBC: China , Malaysia, Singapore
- Curriculum
  - the same: South Korea, Singapore
  - Readjustment: Malaysia, China
- Faculty quality
  - International faculty: Malaysia, China,
  - Flying faculty : South Korea, Singapore

FU JEN CATHOLIC UNIVERSITY

## 4. Four EQA Models of host countries

- Exemption policy adopted
  - like Korea
- 2. Redundancy
  - The IBC will be reviewed both by home and host countries’ accreditor, like Malaysia
- 3. international accreditation
  - Both home and host quality assurance agencies do not review IBCs, but by international accreditor
    - such as ESSEC Business School in Singapore
- Reliance on sending countries quality assurance agencies, such as China

FU JEN CATHOLIC UNIVERSITY



## Two Major Regulatory Frameworks

- “liberal regulation and minimal QA”
  - Korea, China, and Singapore
- liberal regulation and comprehensive QA”
  - Malaysia

FU JEN CATHOLIC UNIVERSITY

## Conclusion

- An Emerging market in Chinese Society
- Developing the new Asian paradigm instead of transplanting Western experiences
- Home institutions are supposed to take responsibility for IBCs
- Collaborations between home and host quality assurance agencies are urgent

FU JEN CATHOLIC UNIVERSITY

Thank you for your attention  
Fu Jen Catholic University  
Higher Education Evaluation &  
Accreditation Council of Taiwan

FU JEN CATHOLIC UNIVERSITY

- Hou, Angela Yung-chi (2015). Quality Assurance of Quality Assurance Agencies from an Asian Perspective: Regulation, Autonomy and Accountability. *Asian Pacific Educational Review* (SSCI) Hou, Angela Yung Chi (2015). Quality Assurance of Joint Degree Programs from the perspective of Quality Assurance Agencies: Experience in East Asia. *Higher Education Research & Development*. (SSCI). Accepted.
- Hou, Angela Yung-chi, Chen, Karen, and Morse, Robert (2014). Transforming the Quality Assurance Framework for Taiwanese Higher Education: A Global Context. *Policy and Society* (SSCI) (2013 Impact Factor 0.471). DOI: 10.1016/j.polsoc.2014.09.001
- \*Hou, Angela Yung-chi (2013). Is the Asian Quality Assurance System for Higher Education Going Global? : Assessing the Impact of Three Types of Program Accreditation on Taiwanese Universities. *Studies in Higher Education* (online). (SSCI) (2012 Impact Factor 1.036) *Studies in Higher Education*. DOI: 10.1080/03075079.2013.818638 <http://www.tandfonline.com/doi/full/10.1080/03075079.2013.818638#;UhbPnlwVGw>
- \*Hou, Angela Yung-chi (2013). Challenges to Quality of English Medium Instruction Degree Programs in Taiwanese Universities and the Role of Local Accreditors: A Perspective of Non-English Speaking Asian Country. *Asian Pacific Educational Review*. 14 (3): 359-370. (SSCI) (2012 Impact Factor 0.500)
- \*Hou, Angela Yung-chi (2012). Mutual Recognition of Quality Assurance Decisions on Higher Education Institutions in Three Regions-A Lesson for Asia. *Higher Education*. 64:911-926. (SSCI). (Impact Factor 1.016). ISSN: 0018-1560
- \*Hou, Yung-chi, Morse, R., & Shao, Y. J. E. (2012). Is There a Gap between Students' Preference and University Presidents' Concern over College Ranking Indicators? : A Case Study of "College Navigator in Taiwan". *Higher Education* (SSCI) . 64, 767-787. (2011 Impact Factor 1.016)
- \* Hou, Angela Yung-chi (2012). Quality in Cross-Border Higher Education and Challenges for the Internationalization of National Quality Assurance Agencies in the Asia-Pacific Region -Taiwan Experience. *Studies in Higher Education*. 39(6), (online) (SSCI). Print ISSN: 0307-5079. (2011 Impact Factor 0.982)
- \* Hou, Angela Yung-chi, Ince, M., & Chiang, C.L. (2012). A Reassessment of Asian Excellence Programs in Higher Education - the Taiwan Experience. *Scientometrics*. 92, 23-42 (SSCI). Print ISSN: 0138-9130. (2011 Impact Factor 1.966)
- \* Hou, Angela Yung-chi, Morse, R., and Chiang, C.L. (2012). An Analysis of Positions Mobility in Global Rankings: Making Institutional Strategic Plans and Positioning for Building World Class Universities. *Higher Education Research & Development* (SSCI). .31 (6), pp. 841-857. ISSN: 0729-4360(2011 Impact Factor 0.901)
- \* Hou, Angela Yung-chi. (2012). Impact of excellence programs on Taiwan higher education in terms of quality assurance and academic excellence, examining the conflicting role of Taiwan's accrediting agencies. *Asian Pacific Educational Review*. 13, 77-88 (SSCI). ISSN: 1598-1037
- \* Hou, Angela Yung-chi. (2011). Quality Assurance at a Distance : International Accreditation in Taiwan Higher Education. *Higher Education*. 61(2), 179-191 (SSCI)

FU JEN CATHOLIC UNIVERSITY

Dr. Fabrizio Trifiro'  
**International Adviser, QAA**

Since joining the Quality Assurance Agency (QAA) in 2009 Fabrizio has been involved in the review of transnational education (TNE) and has led the agency's work on the international student experience. He was part of the review teams undertaking the review of UK TNE in China (2012/13) and in the UAE (2013/14), and led the development of the Guide for higher education providers 'Assuring Quality for International Students Studying in the UK'. He also leads on QAA's engagement with counterpart agencies overseas, and QAA's contribution to the European project Quality Assurance of Cross-Border Higher Education (QACHE)

Fabrizio holds a PhD in Political Philosophy (University of London), a MA in Human Rights (University of Bologna), and a MSc in Social Research Methods (University of Sussex), and prior to joining QAA he held a number of research and lecturing posts in the UK, Ireland and Italy. Fabrizio is also currently undertaking a doctorate on the quality assurance of TNE (Institute of Education, University College of London).



**Quality Assurance of Cross-Border Higher Education (QACHE) – moving towards strengthened cooperation**

Dr. Fabrizio Trifiro', Manager International, QAA

**APQN Annual Conference**  
Kunming, 17 April 2015






Quality Assurance of Cross-border Higher Education



## Overview




- Introduce the project, its aims and activities
- Present its findings and outcomes
- Outline the QACHE Toolkit

### Cross-Border Higher Education (CBHE):




'education in which the learners are located in a country different from the one where the awarding institution is based'

(UNESCO/Council of Europe 2001 *Code of Good Practice in the provision of transnational education*)

## The QACHE project (2013-15)

- Funded by the European Commission
- Undertaken by a project consortium led by ENQA:
  - ❑ ANECA (Spain), GAC (Germany), HCERES (France), QAA (UK), TEQSA (Australia)
  - ❑ APQN and ANQAHE
- Main aims:
  - ❑ enhance international practice in the QA of CBHE
  - ❑ develop an European approach to the QA of CBHE

## QACHE's three phases

### Phase 1 – Information gathering

*Regional networks surveys (ENQA, APQN, ANQAHE)*

*European providers survey (SP, DE, FR, UK)*

*Country reports (ANECA, GAC, HCERES, QAA, TEQSA)*

### Phase 2 – Regional expert forums

*Europe (UK), Gulf (Bahrain), Asia (Macao)*

### Phase 3 – Deliverables

*Toolkit and Guidelines*



## Phase 1: information gathering

- Regulation of and information about CBHE is patchy
  - ❑ Absence of a common approach to, developed QA systems for, comprehensive information about CBHE
- Strengthening inter-agency cooperation as a way to
  - ❑ promote mutual understanding
  - ❑ share information and good practice
  - ❑ build mutual trust
  - ❑ facilitate the QA of CBHE
- Regional networks seen as playing a key role in facilitating information sharing and cooperation



## Phase 2: regional expert forums

- Facilitated policy dialogue between sending and receiving countries of CBHE
- Informed the development of the Toolkit highlighting the need to
  - ❑ consolidate existing international guidelines
  - ❑ provide new and useful guidance
  - ❑ address the 'trust gap' between sending and receiving countries about the quality of CBHE



## Phase 3: the Toolkit

- Complement the UNESCO/APQN Toolkit's effort to support the implementation of the UNESCO/OECD Guidelines
- Offers guidance on how agencies can realise that mutual understanding, trust and cooperation required to 'share the responsibility of quality assuring CBHE' (UNESCO/OECD)
- Respects the autonomy of different national systems
- Organised in 3 sections: information, cooperation, networks



## The Toolkit: Information

With a view to facilitating mutual understanding and building mutual trust, QA agencies should:

- *have clear and accessible policies about their approach to CBHE*
- *make easily accessible a list of those institutions they have quality assured or accredited, including any eventual list of quality assured or accredited CBHE provision and associated reports*
- *seek to establish regular channels of communication to facilitate information sharing and strengthen mutual understanding*



## The Toolkit: Cooperation

With a view to avoiding duplication of efforts and lessen the regulatory burden on providers, QA agencies should:

- *liaise whenever undertaking review of CBHE*
- *consider whether they would be able to make use of each other collected information or quality assurance/accreditation decisions*
- *consider ways in which review activity of CBHE could be undertaken jointly*



## The Toolkit: Networks

With a view to facilitating inter-agency cooperation and the implementation of the Toolkit, networks of QA agencies should:

- *consider ways in which they could serve as first point of contact for obtaining information about QA and HE systems and recognised providers in their member agencies' countries*
- *strengthen cooperation with other networks to promote policy dialogue, information sharing, and dissemination of good practice*
- *consider ways to align regional standards and guidelines to facilitate cooperation between agencies from different regions*



## Conclusions

- The project has highlighted the need to:
  - enhance the national and international oversight of CBHE
  - address the lack of information about CBHE and different national regulatory approaches to CBHE
  - strengthen cooperation to facilitate information exchange, policy dialogue and the regulation of CBHE
- A Toolkit for enhanced inter-agency cooperation fills a gap in current international guidance
- Work together to harness the opportunities posed by CBHE, in the interest of students and societies



# Thank you



qaa.ac.uk



enquiries@qaa.ac.uk



+44 (0) 1452 557000

© The Quality Assurance Agency for Higher Education 2015  
Registered charity numbers 1062746 and SC037786



## **Globalization and Diversification of Quality Assurance of Higher Education**

### **Internal Quality Assurance: An Integrated Approach with the Malcolm Baldrige Framework**

**Ms Malini Nair - Prasad**

*Quality Assurance Policy and Planning Analyst  
Fiji Higher Education Commission, Suva, Republic of Fiji Islands*

#### **ABSTRACT**

The Fiji Higher Education Commission's (FHEC) commitment towards quality higher education and training for sustainable development is through quality academic and corporate governance, national standards and qualifications, quality assurance of courses and programmes, encouraging lifelong learning through pathways and progressive opportunities, administration of the national qualifications framework and fostering collaboration between institutions and industries.

Internal Quality Assurance using the Malcolm Baldrige Framework as an integrated approach in Higher Education Institutes (HEIs) is the key factor in building and developing the internal quality assurance systems in Fiji. The aim of this paper is to provide an insight into integrated approach for quality assurance of the Fiji Higher Education system. This framework is suitable for HEIs in Fiji as it focuses on results, is systems and goals oriented, non-prescriptive and adaptable.

The Malcolm Baldrige Framework approach is made compulsory to all government sectors within Fiji which are annually assessed of their service delivery using the seven categories and receives recognition from the Public Service Commission and Prime Minister's Office under the Fiji Service Excellence and Fiji Business Excellence Award.

It is hoped that the process will encourage better networking amongst the HEIs and result in the sharing of good practice and organizational learning. Within the dimensions of advancing principles of HEIs, the quality assurance will holistically progress the learning environment, student support service and the link between research and teacher learning. The system will bring about improvement, assurance, accountability and sustainability.





 Fiji Higher Education Commission

APQN CONFERENCE  
Kunming China  
Yunnan Higher Education Evaluation Center

**Globalization and Diversification of Quality Assurance of Higher Education**

**IQA: An Integrated Approach with the Malcolm Baldrige Framework**

Presenter: Ms Malini Nair - Prasad  
Quality Assurance Policy and Planning Analyst


## Introduction

Fiji Higher Education Commission [FHEC] established in 2010; as an independent and autonomous body from Ministry of Education

**Aim**  
To regulate the operation of education providers [Higher Education Institutes (HEIs)] & ensure the delivery of quality relevant Higher Education and Training.


**FHEC Vision**  
‘Fiji, being a premier world class higher education destination’.

**FHEC Mission**  
To ensure that higher education institutions pursue an indispensable level of quality, excellence and relevance in higher education that is globally competitive and internationally recognised.

 *Fiji, a premier world class higher education destination*

## Background


- ❖ FHEC Goals and commitment is linked by the 11 Mandated Functions
- ❖ Framework – how would this complement the existing systems in HEIs
- ❖ Current introduction of EER
- ❖ How is it different from any other audit system?
- ❖ Challenges
- ❖ Expected results

 *Fiji, a premier world class higher education destination*

## Change of Approach

in 2013 - FHEC introduced and implemented this approach:

- \* Undertake various on-going organisational self-assessments
- \* External Evaluation and Review [KEQs] within five years of registration.

 *Fiji, a premier world class higher education destination*

## Integration of IQA Practices in Fiji System

- \* HEIs will see greater emphasis on self-evaluation, external evaluation and review to focus on education outcomes and continuous quality improvement of processes.

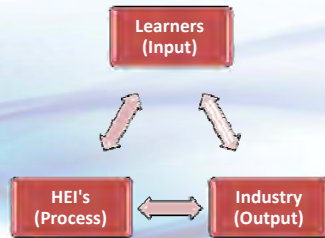
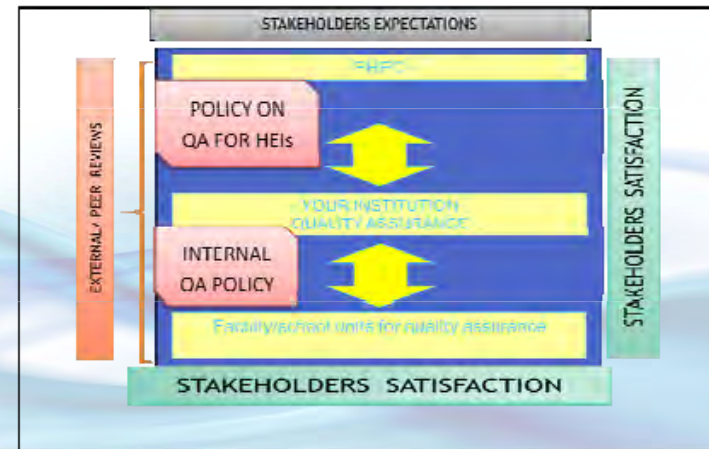
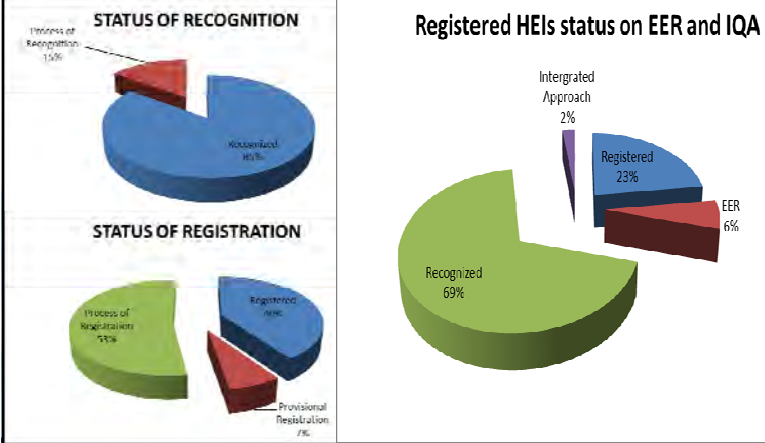


Figure 1 Quality Dimension of Input, Process and Output

## IQA Approach into Fijian System



## Fiji's HEIs Progression



## EER in HEIs

- \* 2013, piloting of External Evaluation and Review commenced after the training of evaluators
- \* Unfortunately many HEIs seemed threatened by this process especially when internal quality assurance being new to them.
- \* Out of all registered HEIs, ten strategic institutes were selected in 2014, five institutes welcomed this approach and were willing to participate

## EER in HEIs

The feedback from participants in the trial:

- \* the KEQs were a useful way of focussing on academic issues
- \* MB focussed more on process issues.
- \* The **main focus** of integrating Malcolm Baldrige Framework with the FHEC EER into the Fijian context is to **provide a judgement about an Institute's performance and capability in delivering high quality tertiary graduates.**

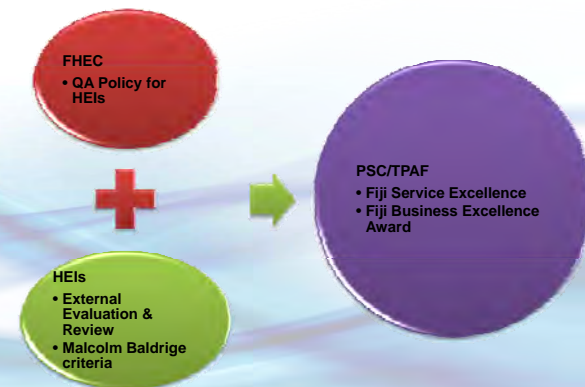
## IQA Guideline – Integrated Approach



## QA Approach in Fiji System



## Linkage towards Process Improvement





## Recognition of Performance Improvement – SEA & FBEA



- ✓ Systems and Processes that aid them in performance improvement
- ✓ Equips an organization with capabilities to manage performance – improvement of results

 Fiji, a premier world class higher education destination

## Challenges in Integrated Approach

In this integration, there is the focal emphasis on the institutional self-assessment, a process that enables an institution to conduct an internal evaluation of its overall performance against their strategic objectives.

- \* leadership,
- \* commitment,
- \* human expertise,
- \* information technology,
- \* administrative and
- \* costs of implementation

 Fiji, a premier world class higher education destination

## Challenges Cont'd

- \* Assumption of responsibility and its implementation,
- \* Lack of personnel working within quality management, [mindset]
- \* Community's stereotypical perception on quality assurance and
- \* Great variety of activities and functions in universities may lead to non-acceptance of this approach.

 Fiji, a premier world class higher education destination

## Sustainability

- \* Reinforces the culture of continuous improvement and quality across all sections of a HEI.
- \* FHEC aims to establish the seven KEQs and criteria of Malcolm Baldrige Framework as the central focus of reputable work culture and thereby continuously improve the quality of the graduates
- \* Engaging in reflective and inquiry related activities will create opportunities for learning and improvement within HEIs.
- \* This can be sustained by committed leadership within HEIs and FHEC as an agency.

 Fiji, a premier world class higher education destination

## Results

- \* **Better networking** amongst the HEIs and result in the sharing of good practice and organizational learning.
- \* Within the dimensions of advancing principles of HEIs, the quality assurance will **holistically approach** learning environment, student support service and the link between research and teacher learning.
- \* The system will bring about **improvement**.
- \* Assurance,
- \* Accountability and
- \* Better documentation.
- \* **User friendly** quality management systems, suitable for staffs and learners.
- \* Aimed to deliver **improved data management systems**, enhanced alignment between organisational policy and or policies and tailored design and delivery of its programme.



## **Resume** Ms. Ji Ping

Ms. Ji Ping is the former Deputy Director of the Department of Development and Planning(DDP), MOE, and the former Director of Higher Evaluation Center(HEEC), MOE. When working with DDP, she was responsible for the enrollment planning and educational statistics of the country. During her working in HEEC, she organized to formulate and issue several important documents of higher education evaluation authorized by MOE, including the guiding opinions of the undergraduate education evaluation, the education quality conformity assessment of the newly built undergraduate universities, and the education quality review and evaluation on the universities and colleges. She has also organized to establish the countrywide database reflecting the basic teaching and academic state of universities and colleges. Ms. Ji has participated in education evaluation of dozens of universities and colleges.

## The analysis on the development of China's education evaluation institutes

Beijing Education Evaluation Institute

Ji Ping President

2015-4-17

## outline

- 一、 The policy background
- 二、 The analysis on the development of China's education evaluation institutes
- 三、 The several realizations

### 一、 The policy background

- ◆ In 1985, education evaluation system appeared first, the "Decision on Reform of the Education System of the Central Committee of the Communist Party of China" was mentioned that the " education management department organized educational, intellectual, unit of employ persons to evaluate the level of university."
- ◆ In 1995, the education evaluation system in the education law of the People's Republic of China, expounded " the system of education evaluation of universities and other institutions ", further strengthening the construction of the education evaluation system, promoting the appraisal education institution.

### 一、 The policy background

- ◆ In 2010, China's "National Medium and Long-term Education Reform and Development Plan Outline" pointed out the direction for the development of the appraisal education institution.
- ◆ "cultivating professional education service institutes, improving the funding, regulation and self-discipline system of education intermediary organizations."
- ◆ "Carrying out the education quality evaluation activities by the participation of government, university and social."
- ◆ "encouraging professional agencies and social intermediary institutions to assessment the level and quality of university disciplines and specialties, courses and so on, setting up the scientific and standard evaluation system."



## 一、 The policy background

- Under the guidance and support of national policy, the education evaluation institution set up to 2015, a total of 25 appraisal institution. A region with 83% of the national education evaluation institutes.
- In 2010, "National Institutions of Higher Education Quality Assurance and Evaluation" was established.
- Under the guidance of Chinese higher education academy, it promoted the internal and external quality assurance and evaluation of universities, promoted the exchanges and cooperation, strengthened the organization construction of China's higher education quality assurance system. To comprehensively improve the quality of higher education, it played an active role of social organizations in public governance.

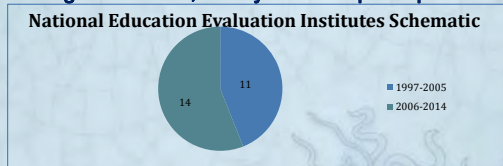
## 一、 The policy background

- In 2013, the requirements about "To further promote management, teaching and assessment separately" in the Third Plenary Session of the reform of the decision-eighth embodied.
- At the same time, "To strengthen national educational supervision, educational assessment commissioned by social organizations monitoring." "healthy government subsidies, government procurement services." Which clarified the form of education evaluation institutes operating mechanism, thus further pushing educational assessment in the country.

## 二、 The analysis on the development of China's education evaluation institutes

### ◆ Number and Development stage

- The first stage is before 2005, mainly to explore and try phases.
- the second stage after 2005, mainly to develop and promotion stage.

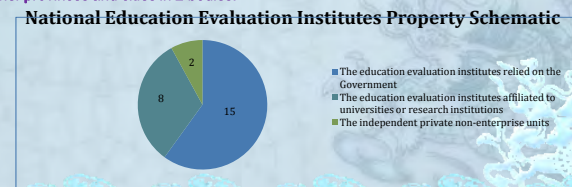


- Education evaluation institutes from 1997 to 2005 established earlier, the Higher Education Evaluation Center Of The Ministry Of Education, and Shanghai, Jiangsu, Guangdong, Heilongjiang, Yunnan, Liaoning, Beijing and other cities in 11 institutions.
- Education evaluation institutes from 2005 to 2014 have been established, about Chongqing, Zhejiang, Fujian, Anhui, Hainan, Sichuan, Henan, Inner Mongolia and other provinces and cities in 14 institutions.

## 二、 The analysis on the development of China's education evaluation institutes

### ◆ Agency property

- The education evaluation institutes relied on the Government, such as the Higher Education Evaluation Center Of The Ministry Of Education and Shanghai, Jiangsu, Guangdong, Chongqing, Zhejiang, Fujian, Hainan and other provinces in 15 agencies.
- The education evaluation institutes affiliated to universities or research institutions, such as Yunnan, Shandong, Liaoning, Jiangxi, Hunan and other provinces in 8 institutions.
- The independent private non-enterprise units, such as Beijing, Henan and other provinces and cities in 2 bodies.



## 二、 The analysis on the development of China's education evaluation institutes

### ◆ Operation mechanism and Funding guarantee

- ◆ The education evaluation institutes for financial allocations to cover government designated project based, supplemented by self pioneering project, such as Shanghai, Jiangsu and other provinces body.
- ◆ The education evaluation institutes for Government procurement services (special funds), the main task was to undertake projects designated by the government, such as the Higher Education Evaluation Center Of The Ministry Of Education, Beijing, Liaoning and other provinces and institutions.
- ◆ The education evaluation institutes for self-supporting funding, operation mechanism was more complex and diverse, such as Jiangxi, Hainan, Henan and other provinces and institutions.

8

## 二、 The analysis on the development of China's education evaluation institutes

### ◆ Team structure

- ◆ full-time staff of 30 people or more, such as the Higher Education Evaluation Center Of The Ministry Of Education, Shanghai, Chongqing, Liaoning and other provinces and institutions.
- ◆ The full-time staff of about 20 people, such as Jiangsu, Yunnan, Beijing and other cities of the institution.
- ◆ The full-time staff of 10 people or less, such as Guangdong, Heilongjiang, Fujian, Shandong, Anhui and other provinces and institutions.

(Note: Statistics from "the basic information of professional assessment agencies of National Institutions of Higher Education Quality Assurance and Evaluation ")

9

## 二、 The analysis on the development of China's education evaluation institutes

### ◆ Brief analysis

- ◆ The development of education evaluation institutes has the following salient features:
- ◆ 1、 A fast development. After 2005, 10 years, the number of education evaluation institutes grew by 127 percent over the past, almost all over the country's provinces and autonomous regions (excluding Hong Kong, Macao and Taiwan regions). This situation due to "the National Medium and Long-term Education Reform and Development Plan Outline" and "management, teaching and assessment separately" ideas, laid the foundation for the future to enhance the teaching quality, promote the establishment of social safeguards mechanism.
- ◆ 2、 The part of the evaluation agencies develop rapidly, and have the full task, funds. Which assessment level has improved significantly, the team grow, and gradually assumed the task of monitoring of the education quality, which mainly rely on government support. At the same time, Some assessment institutions relying on universities or research institutes to grow up, mechanisms gradually improved, the team grew, the development process upgrade soon too.

10

## 二、 The analysis on the development of China's education evaluation institutes

- ◆ 3、 The private independent social assessment agencies are growing (Case):

### The Development Status Of Beijing Education Evaluation Institute.

The Founded Time of Beijing Education Evaluation Institute only one year later than the Higher Education Evaluation Center Of The Ministry Of Education. It was a earlier evaluation agencies for independent, private and community.

11



## 二、 The analysis on the development of China's education evaluation institutes

- ◆ **The development orientation** was based on improving all levels of education quality, strived to create a greater impact on the professional and authoritative of third-party educational assessment institutions at home and abroad, served the needs of the quality of education at all levels of government on various monitoring, evaluation and improvement, served the needs of the school self-evaluation and assessment, served the needs of society understanding and supervising the quality of all types of education.
- ◆ **The operating mechanism** was government procurement services. The main funding source was obtained by striving for projects.
- ◆ **The business scope includes:** educational assessment, theoretical research, consulting services, training and cooperation exchanges.

12

## 二、 The analysis on the development of China's education evaluation institutes

- ◆ So far, Beijing Education Evaluation Institute in assisting the Government to establish quality assurance system of education has made positive efforts.

( 1 ) Help the Beijing Municipal Commission of Education (BMCE) to establish the quality monitoring system.

- ◆ Write 2006-2010 "Beijing Higher Education Quality Report".
- ◆ Carry out supervision and inspection of private colleges and independent colleges.
- ◆ Carry out primary and secondary schools development "diagnostic" special assessment.
- ◆ Carry out the state assessment of several pilot private kindergarten schools.
- ◆ Research "the right of Open University to grant Bachelor degree review index system".

13

## 二、 The analysis on the development of China's education evaluation institutes

( 2 ) Assist the municipal government to promote education quality assurance system construction.

- ◆ Explore the establishment of a database system for the teaching basic state.
- ◆ Manufacture the undergraduate universities review and evaluation program.
- ◆ Draft the pilot program of specialty certification and specialty assessment for universities in Beijing .
- ◆ Play the advantages of human resources, service for the quality guarantee.

14

## 三、 The several realizations

- ◆ The development of China's education evaluation institutions conforms the general trend of international and domestic education quality assurance movement.
- ◆ That education evaluation institutes established adapts to the new trends of international and domestic education quality improvement and development, and integrates the trend of education quality assurance agency communication and collaboration. They are gradually improving, strengthening and growing.
- ◆ Difficulties and challenges facing our education evaluation institutes is quite serious, we need to make a sustained effort.
- ◆ Differences in development of education evaluation institute is very obvious, uneven.
- ◆ Lack of profession management.
- ◆ The development situation of " Management, Teaching and Assessment Separately" is very good, but the basic structure of " Management, Teaching and Assessment Separately" has not yet fully formed.

15

## Conclusion

- ◆ **The responsibilities and tasks of education evaluation institutes are considerable for implementing the requirements of "National Medium and Long-term Education Reform and Development Plan Outline" about "Management, Teaching and Assessment Separately", and realizing the objectives about "education quality evaluation by the government, schools and all sectors of society to participate ,and improving the quality of teaching".**
- ◆ **How to objectively reflect the independence, scientific, impartiality of the education assessment, and play a role in improving the quality of teaching? These need evaluation institutes to effort developing and promoting work in the future. Through market competition mechanism, the evaluation institutes get the task, expand the appeal, credibility and influence, gain the trust of government, and which are recognized by the universities and the society. The construction and development of education evaluation institutes need to the support of national policy, the cooperation and effort of all parties counterparts.**

**We are full of confidence and hope!**

16

*Thanks for your attention !*

17

## **APQN CONFERENCE 2015**

### **PERSONAL PROFILE**

#### ***Ms. Wong Wai Sum***

**Executive Director of the Joint Quality Review Committee (JQRC) of Hong Kong,**

**Elected Board member of INQAAHE 1999-2005, and Founding Co-Chairman of the Asia Pacific Quality Network, 2003**

Ms. Wong is currently Executive Director of the Joint Quality Review Committee Limited (JQRC) of Hong Kong, an external quality assurance body established by the eight degree-granting public institutions under the University Grants Committee. Ms. Wong has long years of experience in the quality assurance of higher education, and cross-border education. Between 1990 and 2004 she worked at the Hong Kong Council For Academic Accreditation (HKCAA), the only statutory body in Hong Kong with responsibility for the accreditation of publicly funded institutions and degree programmes. Ms Wong was appointed Executive Director from 1996 to 2004, during which time the remit of the HKCAA expanded to include private institutions and sub-degree programmes. With the introduction of a regulatory framework for cross-border education in Hong Kong, Ms. Wong was also instrumental in setting up an assessment mechanism for cross-border programmes in Hong Kong.

As Executive Director of JQRC since 2005, Ms. Wong has played a leading role in the implementation of a new initiative overseeing the quality assurance of the self-financed sub-degree provision at the publicly-funded institutions, involving review/audit at the institutional level, and the vetting of programmes with reference to the Qualifications Framework in Hong Kong.

On the international front, Ms. Wong had been an elected Board member of the INQAAHE between 1999 and 2005, and was the Co-Chairman and co-founder of the Asia Pacific Quality Network (APQN) in 2003. Ms. Wong has contributed extensively to other international initiatives, including being appointed as a member of the Expert Group responsible for the drafting of the UNESCO/ OECD Guidelines on Quality

Provision in Cross Border Higher Education; the co-author of the UNESCO-APQN Toolkit on Regulating the Quality of Cross Border Education, a project commissioned by UNESCO and APQN; and was consultant to a project on Quality Assurance funded by UNESCO Bangkok.

Ms. Wong has published extensively on the topic of quality assurance, including chapters in the books “*Global Perspectives On Quality in Higher Education*”, and “*A Study of Accreditation Practices in Mainland China, Taiwan, and Hong Kong*”, plus many other journal articles and papers, including papers presented at international conferences. Her latest work is contribution of a book chapter on institutional quality assurance, to be published in Taiwan.

Email : [registry@jqrc.edu.hk](mailto:registry@jqrc.edu.hk)

Website : [www.jqrc.edu.hk](http://www.jqrc.edu.hk)

*10 April 2015*

**Dr. Aamir Ijaz** is a Professor, and Directors of Institute of Chemical Engineering & Technology, Quality Enhancement Cell (QEC) and Office of Research Innovation and Commercialization (ORIC) at Punjab University Lahore, Pakistan. He did his Ph.D. in Engineering from University of London, Queen Mary Westfield College, U.K., Master of Science in Nuclear and Energy Engineering from University of Arizona, Tucson, Arizona, USA and B.Sc. in Chemical Engineering, from University of the Punjab, Lahore. He has published 41 research papers in well reputed national and international journals and attended 10 International conferences and presented his research papers. He is a member of several executive committees in University of the Punjab, Lahore. He is an elected member of Punjab University syndicate. In international intensity he is a member of APQN and Pakistan Engineering Council. In familiarity of his field, number of students completed their research projects of M. Phil and Ph.D levels under his supervision.



April 16-17, 2015



Presenter  
Prof. Dr. Aamir Ijaz  
Director, Quality Enhancement Cell  
University of the Punjab, Lahore-Pakistan



## Achieving Performance Excellence in Higher Education Institutions of Pakistan Through QEC's

Globalization and Diversification of Quality Assurance of Higher Education

## Presentation Outline



1. Introduction
2. Purpose of Study
3. Excellence in HEIs
4. Introduction to EFQM
5. Research Question
6. Research Model
7. Literature Review
8. Research Methodology
9. Findings of the Study
10. Conclusion
11. Recommendations
12. References

Globalization and Diversification of Quality Assurance of Higher Education

## Introduction



- Literature reveals that many researchers have conducted this research in HEIs of different countries like, UK, Canada, Australia, Spain, Germany, Norway, France, USA and many others. But no study is carried out in context to HEIs of Pakistan. The present study will investigate all the aspects related to 'Enablers', 'Results' and their impact on performance of HEIs.
- There are almost 130 Public and Private Universities under the umbrella of HEI having QECs. This research is conducted on 61 Universities out of these 130. This study will be helpful in setting new trends and promote excellence culture in Pakistani Universities and will also help to highlight the impact of QECs in the so institutions.

Globalization and Diversification of Quality Assurance of Higher Education

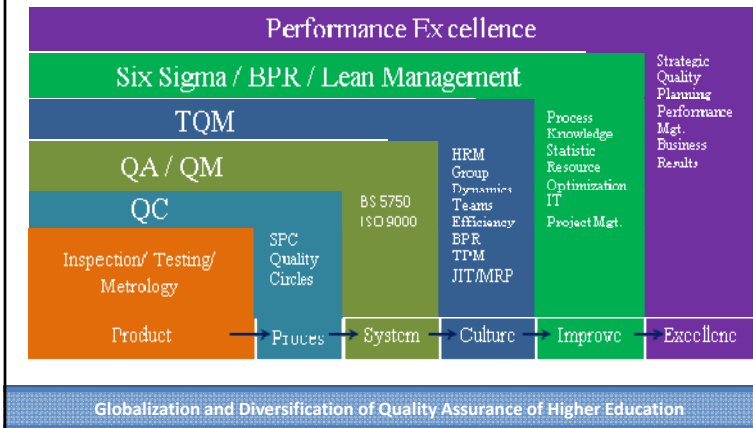
## Introduction (Cont.)



"Excellence is outstanding practice in managing the organization and achieving results" ([Business Performance Improvement Resource, 2003-2015](#)). Quality education plays its role of milestone in achieving the destination of innovation and success as described by [Materu \(2007\)](#) in [Khan \(2010\)](#). Determining the level of quality standards, practices and status of the culture and environment in which the education system works, is important key factor for analyzing the overall outcome of higher educational institutions ([Khan, 2010](#)). "Quality education is a system of learning which produces well-educated individuals who can handle matters of concern within their area of study proficiently. The system should impose desirable qualities such as moral ethics in the individuals" ([Harishchandra, 2014](#)).

Globalization and Diversification of Quality Assurance of Higher Education

## Introduction (Cont.)



## Purpose of Study



Assessment of quality of higher education is the main purpose of this work. This study will focus on role of academics and top management of higher education institutions (HEIs). It will cover important issues related to education that have main impact on stakeholders. It will also present initiatives that should be taken to enhance quality of HEIs of Pakistan, i.e. the best quality practices. Based on this information, the study will try to check the impact of enablers on results of quality assurance model for HEIs and effect of leadership on other enablers as well. Study will also investigate that how to achieve performance excellence in HEIs of Pakistan. Level of attainment or accomplishment of significance factors for achieving excellence and quality standards in HEIs will be studied. It will also help to identify the factors that contribute in the improvement of HEIs and impact of QECs in these HEIs.

Globalization and Diversification of Quality Assurance of Higher Education

## Excellence in HEIs



“Excellence is outstanding practice in managing the organization and achieving results” ([Business Performance Improvement Resource, 2003-2015](#)). Quality education plays its role of milestone in achieving the destination of innovation and success as described by [Materu \(2007\)](#) in Khan (2010). Determining the level of quality standards, practices and status of the culture and environment in which the education system works, is important key factor for analyzing the overall outcome of higher educational institutions ([Khan, 2010](#)). “Quality education is a system of learning which produces well-educated individuals who can handle matters of concern within their area of study proficiently. The system should impose desirable qualities such as moral ethics in the individuals” ([Harishchandra, 2014](#)).

Globalization and Diversification of Quality Assurance of Higher Education

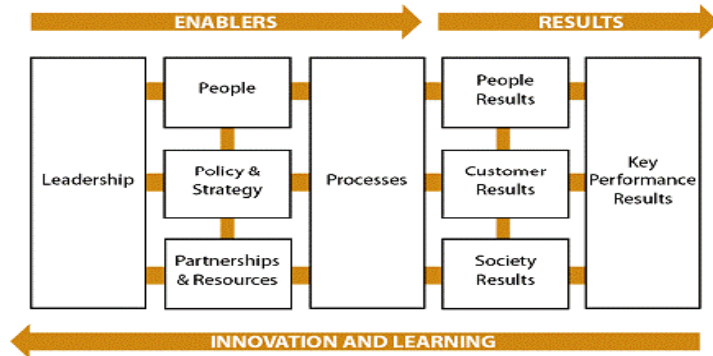
## Introduction to EFQM



- EFQM is a non-profit organization, established in 1989 developed a model. Initially, the Model was designed for business excellence, now it is also used as framework in organizational assessment in education, health care and many other types of organizations. EFQM Excellence Model provides guidelines to companies to achieve and measure success factor ([Temple, 2005](#)). This model is applicable to all types of organizations irrespective to their size and type. Most of the European and developed countries are using this model for achieving excellence in their HEIs. This model is based on nine criteria. Out of these five are “Enablers” and four are “Results”. With the help of “Enabler” we can see the process of an organization while “Results” covers the outcomes ([EFQM, 2013](#)).

Globalization and Diversification of Quality Assurance of Higher Education

"To achieve sustained success, an organization needs strong leadership and clear strategic direction. They need to develop and improve their people, partnerships and processes to deliver value-adding products and services to their customers. In the EFQM Excellence Model, these are called the Enablers. If the right Enablers are effectively implemented, an organization will achieve the Results they, and their stakeholders, expect" (EFQM, 2013)



## Research Questions

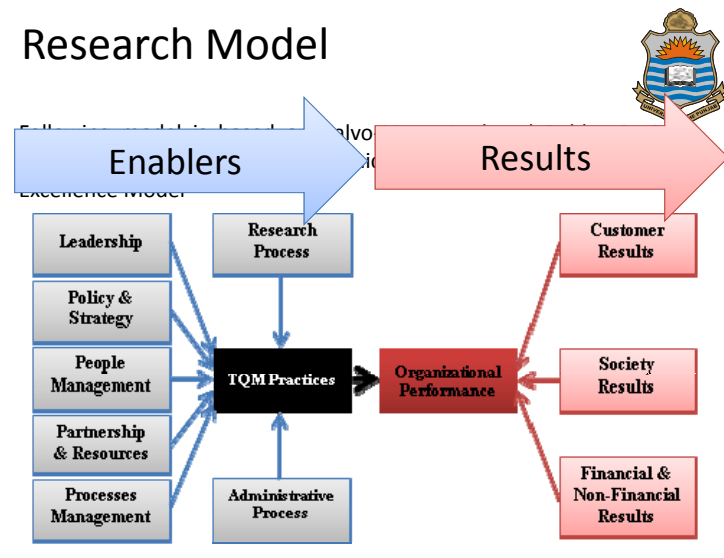


The research question of the study are:

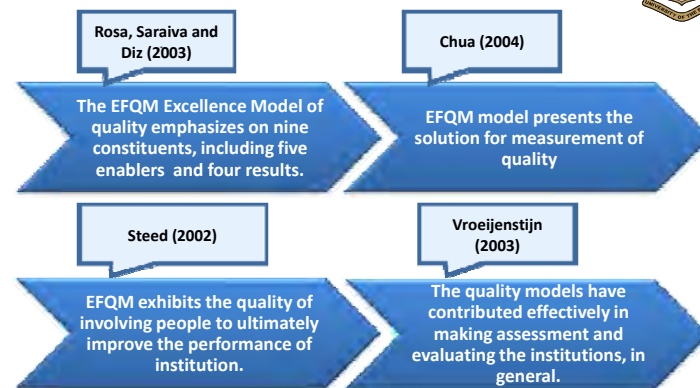
- Do TQM practices have effect on organizational performance?
- What are the issues being faced by the higher education institutions in the implementation of quality improvement initiatives?
- How performance excellence can be achieved in the higher educational institutions?
- What is impact of QECs on HEIs?

Globalization and Diversification of Quality Assurance of Higher Education

## Research Model



## Literature Review



Globalization and Diversification of Quality Assurance of Higher Education

## Literature Review (Cont.)



Osseo-Asare, Longbottom and Murphy (2006)

Role of an effective, efficient and dedicated leadership becomes a distinguishing feature for achieving excellence in HEIs

Arjomandi, Kestell and Grimshaw (2009)

Role of leadership and quality of processes is very important in the institutions.

Calvo-Mora (2005)

The quality of education can be improved and maintained in the light of policy and strategy of the organization. Therefore, these should be made, keeping in view, the present and future position of the organization.

Globalization and Diversification of Quality Assurance of Higher Education

## Research Methodology



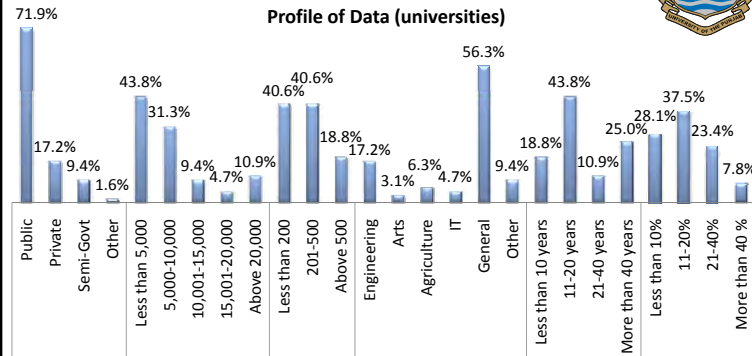
Quantitative approach is used and selected questionnaire as research instrument. There are total 130 public and private universities in Pakistan having quality enhancement cell. Questionnaires were sent to the population of 84 universities, out of which 61 universities received filled questionnaires.

Globalization and Diversification of Quality Assurance of Higher Education

## Findings of the Study

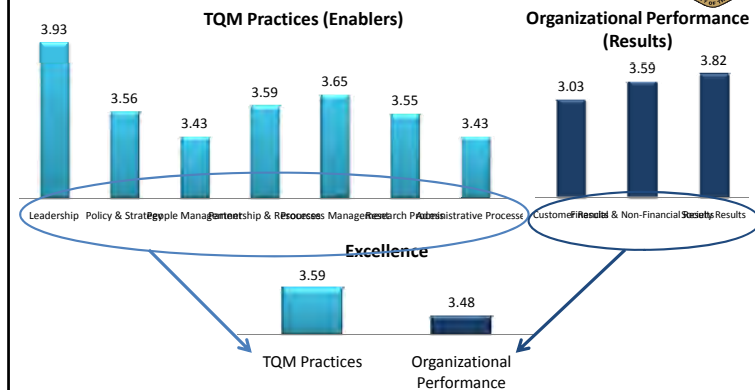


Profile of Data (universities)



Globalization and Diversification of Quality Assurance of Higher Education

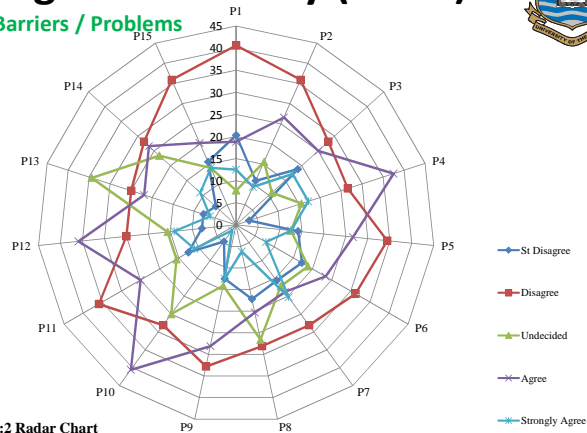
## Findings of the Study (Cont.)



Globalization and Diversification of Quality Assurance of Higher Education

## Findings of the Study (Cont.)

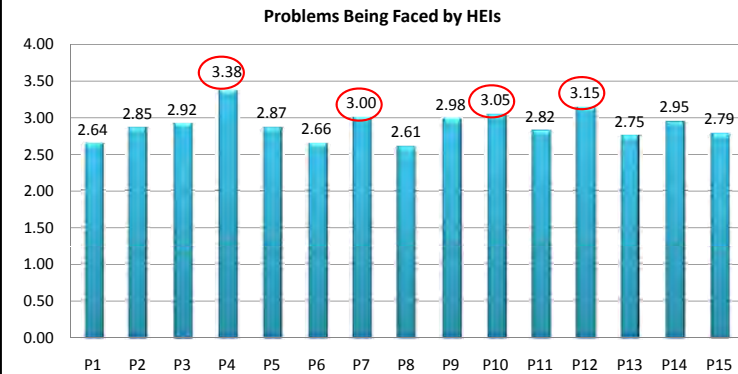
Issues / Barriers / Problems



Globalization and Diversification of Quality Assurance of Higher Education

## Findings of the Study (Cont.)

Issues / Barriers / Problems



Globalization and Diversification of Quality Assurance of Higher Education

## Conclusion



- The performance excellence has become the utmost target of every education institution. It depends on various factors, which include: leadership, policy and strategy, people management, partnership and resources, process management, research processes and administrative processes. All of these elements have their individual important role in the ultimate achievement of performance excellence.
- There are a few issues which make it difficult for the system to follow these practices.
  - Involvement of faculty members in a number of tasks and activities make it difficult for them to focus and prepare their primary task i.e. imparting of knowledge and conducting research.
  - Another issue is lack of employees' involvement in decision making of the higher education institutions.
  - The personal responsible for implementing and enforcing the quality in higher education institution are not given the right and appropriate authority. Therefore, it becomes difficult for them to implement best quality practices and bring positive change in the system.
- It can be concluded that the quality of higher education institutions depends on a well-accepted quality management system i.e. EFQM excellence model.

Globalization and Diversification of Quality Assurance of Higher Education

## Recommendations



- If good leadership is present in an institution, it shall even affect the other enablers, positively, as-well.
- "Quality of Teaching" and "Quality of Research" should be the main focus of HEIs. As HEIs are the manufacturing concerns of qualified and sound human resource for a society. Therefore, no compromises should be made with the management of people at such working places.
- Knowledge cannot grow and prosper without sharing and mutual efforts, therefore academic affiliations, educational visits, industrial linkages, memberships of quality institutions, making quality circles and similar activities are proposed for this purpose. Seminars and conferences can also be the best tool for mutual sharing of knowledge, as people with different ideas on same subject get on a single platform.

Globalization and Diversification of Quality Assurance of Higher Education



## Recommendations (Cont.)



- A recommended solution is to constitute small but effective committees to monitor each process. Such committees should be made effective and result oriented by direct supervision of departmental heads or other members of top management of the HEIs.
- Institutions may also offer institutions and other stakeholders for their support in doing research work for finding solutions to their industry specific problems and matters. This can ultimately provide financial and non-financial benefits to the universities.
- It is recommended, as practiced in various growing organizations, to establish and encourage proper and effective feedback system so that all the stakeholders can give their suggestions & inputs for sorting out hurdles and need improvements to the institutions which will ultimately help to improve many weak areas and continual improvement will take place.
- Special consideration should be made to keep satisfied to the customers (stakeholders) of the university.

Globalization and Diversification of Quality Assurance of Higher Education

## References



- Arjomandi, M., Kestell, C. and Grimshaw, P. (2009). An EFQM Excellence Model for higher education quality assessment. *Australian Association for Engineering Education* (pp. 1015-1020). AAEE.
- Business Performance Improvement Resource (2003-2015). Retrieved from <http://www.bpir.com/business-excellence-bpir.com.html> [Accessed 19 September 2013]
- Calvo-Mora, A., Leal, A. and L. Roldan, J. (2005, August). Relationships between the EFQM Model Criteria: a Study in Spanish Universities. *Total Quality Management*, 16(6), 741-770.
- Calvo-Mora, A., Leal, A. and Roldan, J. L. (2006). Using enablers of the EFQM model to manage institutions of higher education. *Quality Assurance in Education*, 99-122.
- Chua, C. (2004). Perception of Quality in Higher Education. *Proceedings of the Australian Universities Quality Forum 2004*. Toronto: AUQA Occasional Publication.
- Davies, J., Hides, M. T. and Casey, S. (2001). Leadership in higher education. *Total Quality Management*, 12(7&8), 1025-1030.
- E. Osseo-Asare, A., Longbottom, D. and Chourides, P. (2007). Managerial leadership for total quality improvement in UK higher education. *The TQM Magazine*, 19(6), 541-560.
- EFQM (n.d.). Acknowledging your sources. Available at <http://www.efqm.org/efqm-model/model-criteria> [Accessed 29 November 2013]
- GSU (n.d.). Acknowledging your sources. Available at <http://dstraub.cis.gsu.edu/quant/4datacoll.asp> [Accessed 10 November 2013]
- Harishchandra, S. B. (2014). 14 Principles of Modern Education by "Pooja Dr. Appaji's Management Philosophy". *Golden Research Thoughts*, 4(2). 1-10.
- Hides, M., Davies, J. and Jackson, S. (2004). Implementation of EFQM excellence model self-assessment in the UK higher education sector – lessons learned from other sectors. *The TQM Magazine*, 16(3), 194-201.
- Ahmad, I. (2014). *Achieving Performance Excellence in Higher Education Institutions of Pakistan*. 1-70.

Globalization and Diversification of Quality Assurance of Higher Education

## References (Cont.)



- Khan, K. (2010). Indigenous Model of Higher Education Reforms in Pakistan: Higher Education Quality Assurance Initiatives. 1-135.
- Lomas, L. (2004). Embedding quality: the challenges for higher education. *Quality Assurance in Education*, 157-165.
- Mashhadi, M. M., Mohajeri, K. and Nayeri, M. D. (2008). A Quality-Oriented Approach toward Strategic Positioning in Higher Education Institutions. *World Academy of Science, Engineering and Technology*, 37, 338-342.
- Osseo-Asare Fr, A. and Longbottom, D. (2002). The Need for education and training in the use of the EFQM model for quality management in UK higher education institutions. *Quality Assurance in Education*, 10(1), 26-36.
- Osseo-Asare, A., Longbottom, D. and D. Murphy, W. (2005). Leadership best practices for sustaining quality in UK higher education from the perspective of the EFQM Excellence Model. *Quality Assurance in Education*, 13(2), 148-170.
- Research (n.d.). Acknowledging your sources. Available at <http://people.uwec.edu/piercech/researchmethods/data%20collection%20methods/data%20collection%20methods.htm> [Accessed 10 November 2013]
- Rosa, M. J., Saravia, P. M. and Diz, H. (2003). Excellence in Portuguese higher education institutions. *Total Quality Management*, 14(2), 189-197.
- Steed, C. (2002). Excellence in Higher Education. Evaluating the implementation of the EFQM Excellence Model in Higher Education in the UK. *Beiträge zur Hochschulforschung*, 1, 74-99.
- Temple, P. (2005, October). The EFQM Excellence Model®: Higher Education's Latest Management Fad? *Higher Education Quarterly*, 59(4), 261-274.
- Vroeijsstijn, A. (2003, January). Towards a Quality Model for Higher Education. *Journal of Philippine Higher Education Quality Assurance*, 1(1).
- Zupan, N. and Kern-Pipan, K. (n.d.). Embracing Excellence in Higher Education Process. *The 4th International Conference of the Central and Eastern European Countries*, 1-8.

Globalization and Diversification of Quality Assurance of Higher Education



## Brief CV



**Sriyani E. Peiris Ph.D.**  
Professor of Crop Science  
University of Peradeniya  
Peradeniya, Sri Lanka

Tel:0779821270

[sriyanip@pdn.ac.lk](mailto:sriyanip@pdn.ac.lk), [sepeiris@gmail.com](mailto:sepeiris@gmail.com)

---

**Senior Professor**, Crop Science Department, Faculty of Agriculture  
University of Peradeniya, Sri Lanka. **2013-todate**

**Research Associate**, Division of Biotechnology, Dept. of Plant Agriculture  
University of Guelph, Ontario, Canada **2001-2004**

**Adjunct Assistant Professor**, Department of Biology, Clemson University  
Clemson, USA. **2000**

**Graduate Assistant**- Agronomy, Department of Agronomy,  
Pennsylvania State University USA **1984-1986**

**Research Assistant**- Agronomy, Department of Agronomy  
Pennsylvania State University USA **1982-1984**

### EDUCATION

- Ph.D (Horticulture), University of London, UK **1992**
- M.Sc. (Agronomy), The Pennsylvania State University, USA **1986**
- B.Sc. (Agriculture), University of Peradeniya, Sri Lanka **1978**

**AWARDS:** Nine prestigious awards received from Government and other leading Institutes  
in Sri Lanka

### RESEARCH PUBLICATIONS

**Refereed Journals – 58 publications**



**BOOKS: 02 Books**

**MONOGRAPHS: 02 Monographs**

**POSTGRADUATE RESEARCH SUPERVISION.**

**Ph.D-** 02 on going students **M.Phil** – Completed 05 and Ongoing 04

**M.Sc-** About 60 students of Postgraduate Institute of Agriculture undertook their directed study projects under my supervision.

**SCHOLARSHIPS AND FELLOWSHIPS AWARDED**

- Pennsylvania State University , Graduate Assistantship. Master of Science, **1984-1986**
- Overseas Development Administration, Scholarship to study toward Ph.D degree in UK **1988-1992**
- Association of Commonwealth Universities, Fellowship to study Western Australia **Sept,1994 to Jan, 1995**
- Association of Commonwealth Universities: Fellowship to study University of Guelph, Canada **Dec.2000 to May, 2001**

**Teacher assessment and student learning outcomes assessment:  
Development of an assessment portfolio as a quality enhancement activity in higher education**

**Sriyani E. Peiris  
and  
Samanthi Wickramasinghe**



**A portfolio is**

- a presentation of yourself
- organizing yourself
- finding about yourself



## Purpose of a Portfolio

- To draw attention.
- Provides links to opportunities.
- Makes key intangibles tangible
- Adds to credibility
- Builds confidence

- Produces an accurate and holistic portrait
- Involves in decision making on what to include
- Allows to exhibit differences  
e.g. multiple intelligences, cultural diversity

## Types of portfolios

- Professional
- Career
- Subject Area
- Skill Area
- College Admission
- Research Project
- Assessment

*Assessment  
Portfolio*

## What is an assessment portfolio?

The procedure of evaluating purposeful collection of students' work for a designated course, put together in a folder, defined as the **assessment portfolio**



## Assessment Portfolio reflects

Knowledge  
Creativity  
Thinking power  
Dedication

They are best developed for courses, which have more of **non measurable activities**

Landscape designs  
Community activities  
Environmental effect awareness projects  
Interdisciplinary project activities  
Subject area portfolios  
Undergraduate final projects  
Admission portfolios  
Career portfolios

**Which are not evaluated by a written test**

## Eight Steps

Assessment portfolios are developed using **eight basic step procedures**

*Portfolio entries represent a type of performance, these steps resemble the principles for developing good performance assessments*

**1. Determine the curricular objectives**

**2. List the decisions that will be made based on the portfolio assessments.**

**3. Design tasks on evaluation**

**4. Define the descriptors**

**5. Select Evaluators**

**6. Make the evaluators aware**

**7. Assessment process begins with the commencement of the course.**

**8. Execute the assessment process accordingly.**

### **Advantages of the Assessment Portfolio**

**1. The possibility of measuring students creativity and capabilities**

**2. Offers the opportunity for quality of materials and evidence**

**3. Students develop interpersonal skills**

**4. Opportunity to create quality of materials**

**5. Student self-evaluation, critical thinking and decision making.**

**6. Development of Interpersonal skills**

**7. Portfolios are developed with more genuine work**

**8. Evaluators can measure on individual basis.**

**9. Students engage actively**

**10. Peer evaluations**

**11. Structuring learning in stages.**

### **Disadvantages of the Assessment Portfolio**

1. Portfolio assessment may take extra time to plan an assessment system and conduct the assessment.
2. Portfolios can become bulky and difficult to manage. Developing a systematic and deliberate management system is difficult.

*Thank you*

## CURRICULUM VITAE

**NAME:** Fepulea'i Sinapi MŌLĪ  
**SEX:** Female  
**NATIONALITY:** Samoan/New Zealand  
**DATE OF BIRTH:** 31 December 1954  
**LANGUAGES:** Samoan – fluent  
English – fluent

### **COUNTRIES OF WORK**

**EXPERIENCE:** Samoa  
**ADDRESS:** P.O.Box 2610 (H) P.O.Box L851 (W)  
Toomatagi Samoa Qualifications Authority  
Apia Apia  
Samoa Samoa  
**TELEPHONE:** (685) 26939 (H) (685) 20976 (W)  
**FAX:** (685) 26314 (W)  
**EMAIL:** [sinapi.moli@sqa.gov.ws](mailto:sinapi.moli@sqa.gov.ws) or [sqa@sqa.gov.ws](mailto:sqa@sqa.gov.ws)

### **EDUCATION & QUALIFICATIONS:**

1. Master of Education (First Class Honours) - (University of Waikato, NZ), 1993.
2. Bachelor of Science - (University of Victoria, Wellington, NZ), 1978.
3. Diploma of Teaching - (Auckland Secondary Teachers' College, NZ), 1979.

### **EMPLOYMENT AND WORK EXPERIENCE:**

1. 2005 – present - Founding Chief Executive Officer, Samoa Qualifications Authority (SQA)
2. Nov. 2004 – Feb2005 - Project Manager in the Samoa SQA Establishment Project.
3. 1999-2004 - Head of Implementation Task Force, Samoa Department of Education (now called Ministry of Education, Sports and Culture or MESC) Institutional Strengthening Program
4. 1997-1999 - Assistant Director Planning & Research, Department of Education, Samoa
5. 1993-1997 - Chief Education Officer for Research, at the Planning and Research Unit, Department of Education, Samoa
6. 1990-1992 - Post-graduate study for M.Ed. at Waikato University, New Zealand.
7. 1987-1990 - Deputy Principal of Samoa College. Still taught classes (Biology, Science).
8. 1980-1987 - Taught at Samoa College, Senior Secondary School, Samoa.

### **CURRENT & RECENT RESPONSIBILITIES AND DUTIES**

**Late March 2005 – present – Chief Executive Officer (CEO) SQA**

**Primary Objective:**



This key role of Chief Executive Officer requires an outstanding leader capable of building and sustaining a dynamic and strategically focussed organisation, recognised by the sector and its stakeholders for the quality of its outputs and for the effectiveness and professionalism of its relationships with education and training providers and with key stakeholders. The Chief Executive Officer will ensure, based on effective planning and quality management, that the outputs and associated targets for the Samoa Qualifications Authority are achieved as specified by the Board, and as set out in the PSET Strategic plan and SQA Corporate Plan which reflects linkages to the Strategy for the Development of Samoa.

**Responsible to:** The Board of the Samoa Qualifications Authority for the efficient and effective administration of the SQA, within the budget allocated, and responsive to directives from the Board and the Minister.

#### **Position Terms of Reference**

The Chief Executive Officer leads the development of the Authority to meet the objectives of the Authority, the Board and Government of Samoa.

#### **Key Accountabilities**

##### **Strategy Development, Planning and Reporting**

- Create a Vision for the Authority and establish its core technical and operational expertise.
- Take a proactive role in the formulation of future strategic objectives and submit them to the Board for input, discussion and decision as to ratification.
- Ensure that strong strategic, corporate, annual and budgetary planning processes are in place to produce effective plans for approval by the Board.
- Ensure that all financial and non financial reporting requirements are met on a timely and regular basis.
- Ensure that reporting to the Board is always totally 'transparent' and on a 'no surprises' basis.
- Coordinate the secretariat to the Board of Directors.
- Ensure the effective implementation of all projects, programmes and activities as approved by the Board

##### **Relationship Management**

- Develop and maintain effective strategic relationships with key stakeholders including PSET providers, financiers/donors, contract counterparties and partners.
- Develop a wide range of relationships and networks with local, national and international organizations with similar objectives.

##### **Operational Management**

- Build a team of all Authority staff to ensure that the day-to-day operations are effectively and efficiently coordinated and implemented and conducted within the framework agreed to by the Board.
- Implement stringent management processes to ensure the timely and cost effective development of the key activities undertaken
- Maintain effective working relationships with the Chairperson and other members of the Board.

##### **Staff Management and Leadership**

- Build and maintain a high performance culture within the Authority through effective performance management, communication and coaching of staff and contractors.
- Provide clear leadership and promote and foster a team culture consistent with the Authority's values and code of ethics.
- Ensure the recruitment of appropriately skilled staff to positions, and establish appropriate remuneration levels and performance based on conditions of employment and job descriptions.

### **November 2004 – early March 2005 – Ministry of Education, Sports and Culture Project Manager for the SQA Project**

In the SQA Project, I have been tasked the following responsibilities for the establishment of the Samoa Qualifications Authority. These tasks will be taken over by the appointed CEO for the SQA.

- Responsible for effective liaison between the CEO MESC and the Project.
- Ensure sound mutual understanding of the roles and responsibilities between staff of MESC and staff of the SQA.
- Maintain all files and records pertaining to the national execution of the project through the MESC, and including activities contracted through the ILO
- Ensure the CEO MESC is briefed regularly and proactively on all aspects of the project, in particular on any emerging issues requiring corrective intervention or support
- Ensure secretarial support for the Project Steering Committee, for the convening of meetings, the preparation of the agenda, the taking of minutes and the completion of all required follow-up
- Assist the project by working with the MESC to ensure that all support due from the Government of Samoa is supplied as far as possible fully and in a timely fashion; and that Government and MESC policies and requirements are communicated to the Steering Committee and the Board
- Ensure the completion and submission of all reports required by the Steering Committee, in particular the quarterly UNDP progress reports with the accompanying financial reports. Quarterly work plans and requests for advance payment from the UNDP, and any other reports for the UNDP and the ILO
- Arrange the UNDP field visits and the annual tripartite review meetings
- Prepare the UNDP annual project report
- Make all the necessary local arrangements for the project external review and the audit at the end of the project
- Have delegated authority for project expenditure as determined by the CEO MESC and in accordance with the project budget authorised by the Project Steering Committee
- Work collaboratively with the CTA and other ILO contractors
- Generally monitor and supervise all aspects of the project so that timeline is adhered to and outcomes achieved

### **May 1999 – November 2004: Head, Implementation Task Force, Samoa MESC Institutional Strengthening Programme.**

The MESC ISP was a major program of change management in the Samoa MESC. The Program was concerned with organisational restructuring, strategic planning and implementation, enhancing management capacity of the Samoa MESC, and re-engineering all MESC processes, procedures, systems and structures. This included a newly developed quality assurance system and process for schools, the school improvement model.

#### **Responsibilities:**

1. Responsible for strategic programming, implementation and management of the suite of sub-projects, and for the selection and briefing of sub-project team leaders and members from the education sector, public service and suitable local consultants.
2. Responsible for making recommendations to the Steering Committee for the implementation of sub-projects and subsequently reporting on the monitoring of the sub-projects.

#### **Duties:**

1. Oversee all Government of Samoa inputs to the project, and in conjunction with and as counterpart to the Australian Project Team Leader, will oversee all Samoa-based Australian inputs to the project.
2. Lead the Implementation Task Force in the steady achievement of the MESC Institutional Strengthening Project with an emphasis on the development of appropriate approaches to strategic planning and administration and their implementation.

3. Establish agreed principles and operating arrangements for successful implementation of the Department of Education's Institutional Strengthening Project in accordance with the project inception and implementation schedule programme.
4. Manage the suite of sub-projects to ensure time lines are met within budgetary limits and to agreed quality standards.
5. Establish and oversee the management of the Implementation Task Force/Project Office to provide effective and efficient administrative support to the Institutional Strengthening Project.
6. Manage and coordinate in conjunction with the Project Coordinator, all project-related developmental training programmes in Samoa and Australia.
7. Member of the MESC Institutional Strengthening Programme Steering Committee and Core Executive.

#### **OTHER PROFESSIONAL EXPERIENCES:**

- Board Member Asia Pacific Quality Network(APQN) (from December 2009 – February 2011)
- Board Member International Network of Quality Assurance Agencies for Higher Education (INQAAHE) (from December 2009 – April 2011)
- Member of APQN (from April 2006 and continuing)
- Member of INQAAHE (from 2007 and continuing)
- Member of Cabinet Development Committee (2005 – continuing)
- Member of the Steering Committee for the TALAVOU (Youth) Project) (2005 – continuing)
- Member of Steering Committee (Now called Education Advisory Committee) for the MESC Education Sector Project 11 (2006 – continuing)
- Member of Education Sector Advisory Committee (blended in from SC for ESP11, so since 2011 and continuing)
- Treasurer Women's Church Group, EFKS Falevao (2010 – continuing)
- Member of Curriculum Committee, Faculty of Science, National University of Samoa, (2008 – continuing)
- Chairperson of Committee for Cooperation between the National University of Samoa(NUS) & the Samoa Polytechnic(SP) (1998)
- Member of Curriculum Advisory Committee for Certificate of Computer Operation Course, Samoa Polytechnic (1998-2001)
- Member of Review Team for Review of the Faculty of Science at the National University of Samoa, 2004.
- Member of Design Team for MWCSD ISP (2007/2008)
- Member of Consultancy Team for designing the National Teacher Development Framework (2007)
- Member of Cabinet-select committee for Post Secondary Education and Training (1997-1999)
- Member of a UNESCO Study Team on Skills Development Strategies in Samoa, 2004/2005.
- Examiner & Chief Examiner, Marker & Chief Marker, Chief Supervisor for the regional Pacific Senior Secondary (PSSC) Biology Examination(1989) (1993 - 1996) (1997)
- Chief Examiner and Chief Marker, Moderator, Marker for the Samoa School Certificate (WSSC) Biology examination (1994 - 1996) (1997)
- Coordinator for review of WSSC biology prescription (1994)
- Examiner, marker and Moderator for Year 11 National Science Examination (1984 - 1989) (1993 - 1995)
- Coordinator, Chairperson, Committee Member of Senior Secondary School Biology Curriculum, Curriculum Development Task Force, National Curriculum & Examination Coord. Committee (1987 - 1990)
- Member of the National Council for National Youth Policy (1998-1999)

#### **MISCELLANEOUS CERTIFICATES:**

2004 - Certificate of attendance at the Commonwealth Advanced Seminar on Building Effective

- Government, Victoria University of Wellington NZ
- 1994 - Certificate on Human Resource and Development Strategies, Commonwealth Secretariat, Pakistan Administrative Staff College, Pakistan.
- 1996 - Certificate on Job Analysis, New Zealand MFAT, Apia.
- 1996 - Certificate on Gender Awareness & Gender Analysis, AusAID, Apia.
- 1995 - Certificate on Repackaging Sustainable Development Information:  
SPC/SPREP/UNDP, Apia.

Desktop Publishing/Interpretation,

### **REFEREES:**

- |   |  |
|---|--|
| <p>1 Mr Frank Peck<br/>916 Burke Road,<br/>Deepdene, VIC 3103<br/>AUSTRALIA<br/>Email: <a href="mailto:fcmpeck@bigpond.com">fcmpeck@bigpond.com</a><br/>Telephone: 61 3 9817 1620</p>   | <p>5. Hinauri Petana<br/>Chairperson<br/>SQA Board<br/>POBox L851<br/>Apia<br/>Samoa<br/><a href="mailto:hinauri@samoa.ws">hinauri@samoa.ws</a></p>  |
| <p>2 Gatoloai Tilianamua Afamasaga<br/>Director<br/>Oloamanu Centre for Professional Development<br/>National University of Samoa<br/>P.O.Box 5768, Apia, Samoa<br/>Email: <a href="mailto:t.afamasaga@nus.edu.ws">t.afamasaga@nus.edu.ws</a><br/>(ex-SQA Board Member)</p> | <p>6. Ian Hind<br/>Education &amp; Devpt Consultant<br/>17 High Rd<br/>Camberwell<br/>Victoria 3124<br/>AUSTRALIA<br/>Tel: (0 61 3) 9889 0728.<br/>Mobile (0 61 488 661 099)<br/>Email: <a href="mailto:hindrutherford@netspace.net.au">hindrutherford@netspace.net.au</a></p> |
| <p>3. Salā Perive T. Lene<br/>Ex-Chairperson<br/>SQA Board<br/>Email: <a href="mailto:ptlene@samoa.ws">ptlene@samoa.ws</a></p>  | <p>7. Maiava Iulai Toma<br/>Ombudsman<br/>Government Building, Apia, Samoa<br/>APIA<br/>Email: <a href="mailto:amoti@lesamoanet.net">amoti@lesamoanet.net</a>,<br/>ph (0685) 23317</p>   |
| <p>4. Luagalau Foisaga Eteuati-Shon<br/>Registrar<br/>National University of Samoa</p>  | <p>8. Galumalemana Nuufou Petaia<br/>Chief Executive Officer</p>   |

P.O. Box 5768, Apia, SAMOA  
Email: [f.shon@nus.edu.ws](mailto:f.shon@nus.edu.ws)  
( & ex-Founding SQA Board Member )


Ministry Education Sports & Culture  
(MESC)  
Malifa  
Apia  
Samoa  
[n.petaia@mesc.gov.ws](mailto:n.petaia@mesc.gov.ws)



**QUALITY ASSURANCE OF NON FORMAL LEARNING**

**Asia-Pacific Network of Quality Assurance Agencies 2015 Conference**

17 – 19 April 2015  
Kunming, CHINA




### Presentation Outline

- Background
- Quality Assurance Systems
- Non Formal Learning in Samoa
- Recognition of Non Formal Learning Process
- Progress to date
- Challenges
- Way Forward

### Where?




The map shows Samoa's location in the Pacific Ocean, south of the equator and east of Australia. An inset map shows the two main islands, Savai'i and Upolu, with major towns like Apia and Fagaloa marked.



### About Samoa


- **Population:** 187,820
- **Land area:** 1,100 sq mi (2,849 sq km)
- **Exclusive Economic Zone:** smallest in the Pacific at 98,500 sq km
- **Gross Domestic Product:** USD\$424.28 million



*talofa lava*


WELCOME TO SAMOA. PLEASE BE THE GUEST OF THE PEOPLE. PLEASE REMEMBER TOGATHER. PLEASE REMEMBER TOGATHER. PLEASE REMEMBER TOGATHER. PLEASE REMEMBER TOGATHER.

## Education System




**Ministry of Education**

- Early Childhood Education
- Before Primary Education



**Ministry of Education**

- Primary & Secondary Education
- Years 1 - 13



**Samoa Qualifications Authority**

- Post School Education and Training (PSET)
- All education and training outside of secondary education

## SQA's Legislated Functions

Can be overall summarized as to:

- provide **policy advice**;
- coordinate and **regulate** qualifications and **quality standards**;
- promote **links and learning pathways**, and;
- **quality assure** PSET in Samoa

## SQA is mandated to:

“Promote **quality assurance** in **non-formal education** and training programmes”



Fanaaiga  
(roll the laue in circle)



Fanaaki (start weaving)



Lalaga (Weaving)



Tee ma faaigisi ua o le (decorate the fine mat)





## Definitions

**Non Formal Education**  
All education and training services that are:

- **organised**
- **short term**
- **may not necessarily lead to a qualification**
- **take place outside of formal education and training institutions.**

**Non Formal Learning**  
The **learning outcomes** or results of learning through non formal education and training provision

**Non Formal Education Providers**  
Organisations who **support and facilitate** NFL as well as individuals or workplaces that provides NFL



## Vision



“To be the lead agency that promotes post school education and training that is acclaimed nationally and internationally for its **quality**, its **relevance** to the **needs of learners**, the **community** and to the directions established for the nation”



## Mission



“To work in partnership with all stakeholders to promote the achievement of high **quality** post school education and training that is nationally and internationally acclaimed and **meets national economic, social and cultural goals**”



## Scope of Post School Education and Training (PSET)



University, Religious Instructions



Technical and Vocational Education and Training



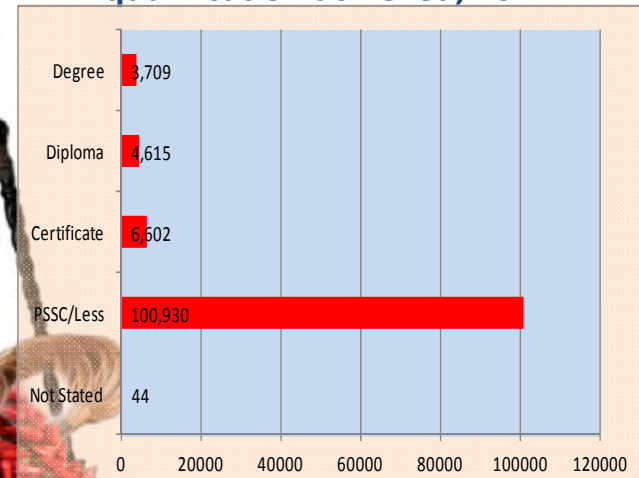
On the job training

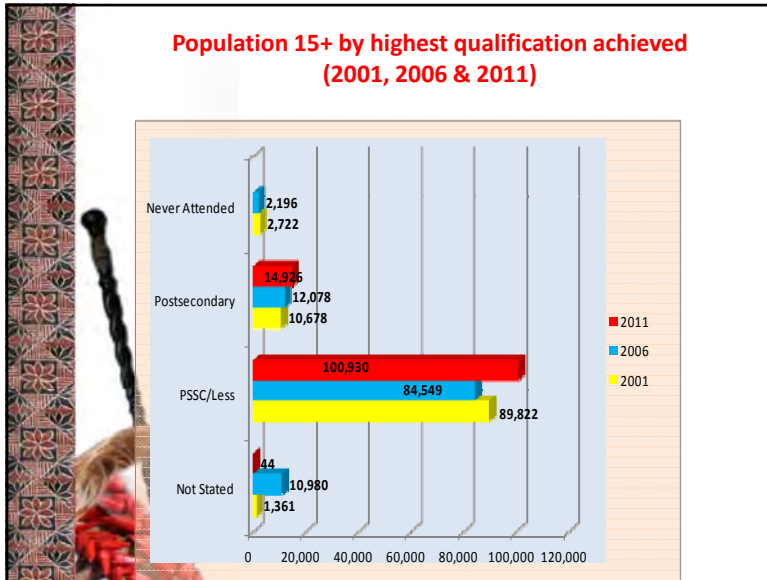


**Non Formal Learning**


11

## Samoa population 15+ by highest qualification achieved, 2011





### Non Formal Learning in Samoa



- Relevant for Samoa's HR development
- Addresses identified needs from time to time in the workplaces
- Organized by government organizations, Private Sector, Community based organizations

### Before Recognition through QA


- No recognition of achieved learning outcomes
- Quality of learning unknown
- Value for money not guaranteed
- No pathway to formal learning... Qualifications

### Purpose for Recognition of NFL



- help enhance the quality of NFL activities
- encourage a culture of continuous improvement
- give learners, the community and Government confidence that the education and training provided is of good quality

### Rationale for Recognition of NFL




- Generate economic benefits by reducing the direct and opportunity costs of formal learning and allowing **human capital** to be more used **productively**
- Provides educational benefits that can underpin **lifelong learning** and career development
- Derives social benefits by **improving equity** and **strengthening access** to both further education and the labour market, for **disadvantaged groups, disaffected youth and older workers**
- Provides psychological benefits by making individuals aware of their **capabilities** and validating their worth

## Benefits for Recognition of NFL

- Formally **recognize** learner achievements and competencies
- Provide **confidence** to stakeholders that the training services are of quality
- Ensure that the learning outcomes are consistent with **expectations** of the community and learners
- Assure the learners that NFL **relate** to community and socially accepted values and practices
- Help to prepare the learners for **productive engagement** in the community
- Prepare the learners for **lifelong learning**
- Provide **pathways and opportunities** for learners to credit their non-formal learning achievements towards formal qualifications through recognition of **prior learning (RPL)** where appropriate

## Recognition Process



```

graph TD
    A[Application received] --> B[Evaluation of application & Site Visit]
    B --> C[Draft the Report]
    C --> D[Report sent to Provider for comment]
    D --> E[Report Finalized for Board Approval]
    E --> F[Inform Provider]
  
```

## NFL Recognition Criteria

SQA Standard for NFEP	Criteria for Recognition of NFL
Organisation	The NFEP has measurable goals and objectives and effective systems for the provision and facilitation of non formal learning activities.
Programme Development and Review	The NFEP develops and reviews its non formal learning activities in response to identified community needs.
Programme Delivery	Non formal learning activities are delivered in a culturally appropriate and safe way.
Resources	Adequate resources including financial if appropriate, is available to sustain the NFEP's non formal learning activities.
Personnel	The NFEP ensures that the staff and trainers have the skills, knowledge and cultural competence to maintain a quality learning environment.
Learner Information and Support	The NFEP ensures that relevant information is supplied to learners and communities
Assessment	The NFEP ensures fair, consistent and relevant assessment to achieve the learning outcomes.
Reporting Learner Achievements	The NFEP has adequate and relevant systems for reporting learner achievements.

## Recognized NFL



**39 NFL activities recognized to date**

- Customer Services
- Fa'atinoga o Folasaga ma Lauga
- Fauga Fale (building traditional 'fale' house)
- Taga Va'a (carving traditional canoe)
- Lalaga letoga (fine mat weaving)
- Basic Life Skills
- Introduction to Permaculture Training
- Etc..





## Challenges



- Writing/documenting the NFL activities
- Meeting the Quality Assurance Criteria
  - Understanding the criteria for recognition
  - Resources
  - Qualified trainers
- What can be recognized? What's in/out? Duration/size of learning
- Prioritization/Focus – formal or non formal learning?
- Implementation of 'Record of Achievement' to record NFL achievements – Management Information System
- Where to next...



- Non Formal Learning credited towards Qualifications
- Non Formal Education Providers to use National Competency Standards in their Non Formal Learning Activities
- What is the practice in other countries on QA of NFL?



## Collaborative and Continuous Improvement Approach



Thank you



## Dr Amat Taap Manshor

Chief Executive Officer



*“Ultimately, the value of the accreditation process lies in its ability to ensure that the educational foundations for professionals employed in the industry are preparing them adequately for their roles. The involvement of industry practitioners on the various accreditation committees and panels of the FAA provides that essential link to close the gaps between what the industry needs, and the training programs being offered.”*

Tan Sri Dr Zeti Akhtar Aziz, Governor of Bank Negara Malaysia  
(Central Bank of Malaysia)

### OVERVIEW

Dr. Amat was appointed CEO of FAA in 2012, bringing with him extensive experience in human capital development and strategic business planning. Prior to joining FAA, Dr. Amat spent three years at the Asian Institute of Finance in which he helped found the organisation and held the position of Chief Accreditation Officer.

With a 20 year proven track record of developing human resource initiatives, he has a strong passion for creating unique learning and accreditation innovations and solutions for the FSI. His efforts have raised the standards of talent with products and instruments designed to ensure the quality of outcome-based learning programmes.

### FOCUS

Human Capital Development  
Professional Learning & Development  
Strategic Business Planning

### QUALIFICATIONS

PhD in Management, Multimedia University  
Masters of Science (Urban and Regional Planning), University Technology Malaysia  
Certified Training Professional, CIPD, UK  
Accredited Competency Professional, ACP, UK

### ADVISORY ROLES

In his leadership role at the FAA he has shown an exceptional ability to identify and develop talented people and teams and helped them realise their full potential

Expert Panel Member,  
Malaysian Qualifications Agency (MQA)

Under his stewardship, FAA successfully engineered the world's first comprehensive set of learning standards for the finance industry. The introduction of this body of knowledge marked an important milestone that finally gave the industry a foundation upon which to build learning initiatives that meet industry needs. Dr Amat's studies in town planning granted him an appreciation for seeing the big picture, how large concepts could be broken down into components and a keen eye for strategy and planning. Feeding his interest in talent development and working with people, Dr Amat began his career in the manufacturing industry working with HR departments. Working with large MNC's such as Hitachi, Guthrie, Dunlopillo and Intel, Dr Amat was involved in planning and supporting the development of human capital for high-performing organisations. This is where he saw the importance of leadership, and the need for systems and plans to ensure a pipeline of strong and capable leaders to ensure an organisation's future success.

Keen to extend his capabilities and knowledge in the field of human capital development, Dr Amat began his PhD with Multimedia University (Malaysia), during which time he also started lecturing. It was with this new knowledge that Dr Amat gained an in-depth understanding of the link between academia, human resources and industry, and the strong interdependence required for long-term human capital development. Dr Amat's academic career saw him as Dean at the Business School, Management & Science University and Dean at the Faculty of Business & Law, Multimedia University.

Dr Amat is a certified trainer, having undergone the Certified Training Professional programme under the Chartered Institute of Personnel and Development (CIPD), UK. He has also completed the Accredited Competency Professional and the Certified Human Resource Management programmes.

## Aligning Academic Curriculum To Industry Needs

Dr. Amat Taap Mansor  
Chief Executive Officer

[www.faa.org.my](http://www.faa.org.my)

### Outline

1	Human Capital Requirements & Developments
2	State of Existing Academic Curriculum & FSI Expectations
3	Aligning Academic Curricula to Industry Needs
4	Roles of EQAAs and Government
5	Conclusion

Driving Quality Excellence in the Financial Services Industry

### Human Capital Requirements & Developments

**QUALITY**

4 Work Style Revolutions & Digital Lifestyles

**QUANTITY**

2 Technical Advances

Larger  
Competent  
Talent Pool

**PROFESSIONALISM**

3 Demographic Shifts

**MOBILITY**

Driving Quality Excellence in the Financial Services Industry

### Functions of FAA

Establish QA & accreditation framework
Accredit programmes, institutions & individual
Promote & implement recognition of learning standards and practice
Maintain & administer the Qualifications Structure for FSI
Register training providers, accredited learning programmes, institution & individuals
Seek global recognition
Facilitate mutual recognition initiatives
Seek strategic alliance with world-renowned accreditation agencies

Driving Quality Excellence in the Financial Services Industry



## Overview of Existing Gaps

**Industry**

- Universities and academic Institutions are not doing enough
- Industry players are ready and willing to help academics shape the curriculum
- Incorporate latest and real life case study
- Involve Industry Experts as teaching staffs

**Academic**

- Not university's role to provide 'job-ready' graduates
- Universities unable to incorporate specific practices in curriculum
- Curriculum has to be generic – students need fundamental knowledge
- Lack of participation from industry

Driving Quality Excellence in the Financial Services Industry

## Bridging the Gap

Driving Quality Excellence in the Financial Services Industry

## Aligning Academic Curricula to Industry Needs

Driving Quality Excellence in the Financial Services Industry

## FAA Learning Standards

1. Launch of FLS for both conventional and Islamic Finance in 2014
2. Continued dialogues with industry and academics for new FLS
3. Country-wide adoption of FLS via Centre for Industry-University Collaboration

Driving Quality Excellence in the Financial Services Industry

## Industry Advisory Board

1. Need for active IAB members
2. Selection to be based on subject matter experts in the industry
3. Curriculum to be reviewed at fixed-term intervals

## Internship

1. Best way to align graduates to industry expectations
2. ACIFP 18-month internship programme across 3 departments
3. FAA ensures interns are provided with meaningful and relevant tasks

## Co-Teaching

1. Bringing industry into the classroom
2. Qualified experts to teach a fixed part of syllabus
3. Students will be exposed to fundamental and practical knowledge
4. Challenge – to identify academically qualified practitioners to teach
5. FAA Recognition of Learning to fill the qualification gaps

## Industry-Based Academic Project/Consulting Work

1. Academics exposed to industry practices
2. Bringing classroom to the workplace and bringing workplace to the classroom
3. Industry to gain from academics in providing solutions to practical issues

## Professional Associations

1. Ensure that professional-based programmes meet industry requirements
2. ACIFP – admit individual practitioners as members
3. FAA mandated to accredit professional-based academic programmes, i.e. INCEIF

## Accreditation

1. FAA Programme Accreditation (FPA)
2. Based on industry competency framework and criteria
3. Accredited programmes will also meet the FAA Learning Standards

## Industry's Opinion on Accreditation





Source: FAA-IFN Human Capital Development Survey: FEB 2014.

## Roles of EQAAs and Government


1. Continuous support to align curriculum to industry needs
2. Enforce active Industry Advisory Boards
3. One accreditation body to meet both industry and academic requirements
4. Regional recognition of subject-specific accreditation body
5. Mobility of employees to practice across jurisdictions


## Conclusion

Competent graduates through close industry- academic alignment



  


**1**






**2**



Synergy and collaboration of Industry Players, Regulators, Training Providers & HEIs are essential to meet the highest standards of knowledge and skills required of workforce

Driving Quality Excellence  
in the Financial Services Industry



# Thank You

Visit us at [www.faa.org.my](http://www.faa.org.my)



[www.facebook.com/FAABerhad](https://www.facebook.com/FAABerhad)



FAABerhad

Driving Quality Excellence  
in the Financial Services Industry



Dr Subhashree Mukherjee is an Associate Professor in the department of English of Kamla Nehru Mahavidyalaya, Nagpur, India. She is also the head of International Collaboration in her institution, Head of the Training and Placement Division of her college and Coordinator of Business English Certificate course of the University of Cambridge run in her institution.

She has done her doctoral research in English on the topic, 'Modernity in Women in the Selected Novels of Manju Kapur and Anita Nair'. Besides she has been on the editorial board of International Journal Thematics and she has also been a member of Peer Review Committee of Research Journal 'The Horizon'. She has published several research papers in National as well as International Journals and also presented papers in National as well as International Conferences. She also has the credit of publishing 3 books on Indian Writing in English.

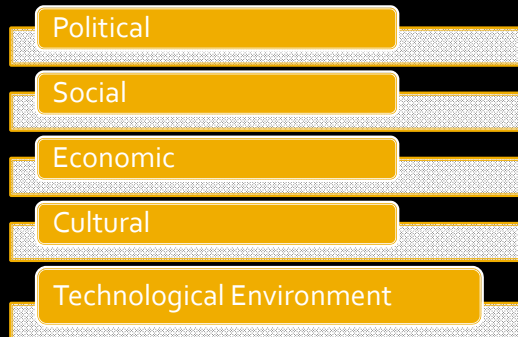
## Converting Common Core Courses into Career Conscious Curricula: A Critique on bridging the gap between College & Career for Quality Enhancement

By  
Dr Subhashree Mukherjee  
Associate Professor, Dept. Of English,  
Kamla Nehru Mahavidyalaya, Nagpur  
India

## What is Curricular Change?

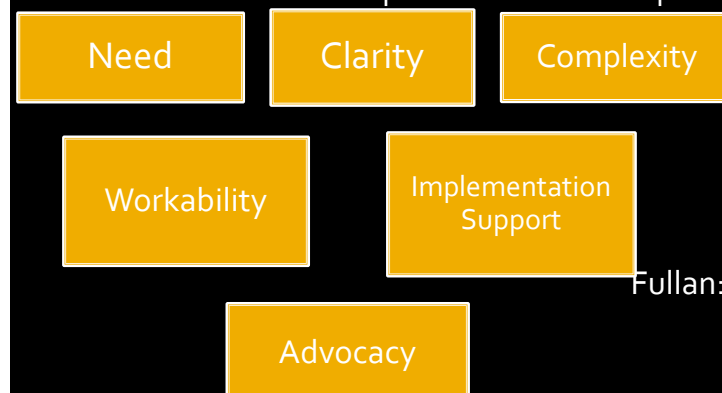
- Liliaana Mata defines curriculum change as “any alteration in the aspects of a curriculum such as philosophy, values, objectives, organizational structures, materials, teaching strategies, student experiences, assessment and learning outcomes”. (Mata: 216)

## External Factors of Curricular Change..



## Internal factors of Curricular Change..

Six features of effective professional development:



Fullan:139

## What is Career Readiness?

- Readiness implies being prepared with adequate certification, having identified career goals and possessing ample skills in basic mathematics, logical reasoning and English, so as to use these employer-desired skills, for personal betterment attaining a stable and steady life.

## What is Career Readiness?

- Core Academic Skills
- General Employability Skills
- Technical, Job Specific Skills

Alexandria

## Factors to be Considered while designing Career Conscious Curriculum

Identifying Needs

Determining Curriculum Goals & Objectives

Conceptualizing Content

Organizing Content & Activities

Considering Resources & Constraints

## Implementing an innovative curriculum

Collaborative Piloting

Role of National/ State/ Legislative bodies

Quality of Teachers

Differentiated instruction




## To Conclude....

---

- Specific functions to be allocated and exercised at all levels .
- Factors like productivity, expediency, feasibility, etc. should be assessed.
- Balance between the learners' capacities and the expected reformation.
- A comprehensive framework including all components of relevant employability skills to be sought.

**Thanks for your patience...**

---

<b>Name:</b>	Lu Cao	
<b>Sex:</b>	Female	
<b>Born:</b>	29/9/1989	
<b>Degree:</b>	Master(will be accomplished in 2016)	
<b>Major:</b>	Theory of Education	
<b>Research Area:</b>	Open Education Resource(MOOC)	
<b>School:</b>	Yunnan University	
<b>Tel:</b>	18313708669	
<b>E-mail:</b>	caolu0929@163.com	
<b>Add:</b>	Research Institute of Higher Education, Yunnan University, Kunming (650091), China.	

### Academic Experience:

**School performance:** Top three in class; winner of Yunnan university graduate student scholarship, prize two.

**2013.9-2014.1:** Host the self-made project of the CDL Yunnan provincial education committee: *Charges Investigation and Countermeasures for Graduate Students(No.JW01)* , and proposed *Suggestions on increasing postgraduate education support in Yunnan province from the National Ministry of Finance, and Ministry of Education* to the CDL Yunnan provincial committee on behalf of education committee, and this project was accomplished.

**2013.9-2014.9:** Participated in key research project *College Students' Entrepreneurship and optimization in employment policy* of the CDL Yunnan Provincial committee in coordination of the CDL Central committee, assisted in finishing *Policy Optimization Research of College Students' Employment and Entrepreneurship in Yunnan Province*.

**2014.3-now:** Participate in the CDL Yunnan provincial committee's provincial level 2 research project *Status of Educational Resources Allocation of Higher Vocational Education and Local Economic Development in Yunnan Province*.

**2014.3-now:** Participate in provincial project *Policy and Suggestion Research of Social Part-time Job Status of Colleges and Universities' Teachers and Standardizing this Behavior*

**2014.9-now:** Participate in the 2014 Yunnan province higher vocational education teaching research project: *Network Construction of Teaching Resources, Operation Mechanism and Sharing Strategy Research of Yunnan Higher Vocational Schools under MOOC Era*(Project No.2014Z062)

## **Practice in MOOC**

**2014.1:** Finished MOOC course *Financial Analysis and Decision*, certificate acquired.

**2014.9:** Finished MOOC course of Beijing University *Teach you how to produce MOOC*, certificate acquired.

**2014.9-2015.1:** assistant of *Thought Morals Tutelage & Legal Foundation* course-----the first MOOC course of Yunnan University

**2014.10:** Found Yunnan University MOOC Studio

**2014.12:** Essay *I Have A Date with MOOC* was published in micro-report of *Chinese Journal of Education* and *Newspaper of Yunnan University*.

**2014.12:** Essay *The of Good Teacher's Role in Good University under the Era of MOOC* gained Prize Two in Yunnan University 9<sup>th</sup> Forum of *The Truth of University*, and presented in the forum.

---

**2015.1-now:** Assist in the operation and on-line work of the first Yunnan University MOOC course completed by the Software College.

**How far are we from MOOC?  
--A report on Quality Assurance  
in Education Literature Review  
of massive open online courses.**

**Cao Lu**

**Research Institute of Higher  
Education in Yunnan University**



past

present

future

The Literature on the impact of MOOC on China's higher education are very extensive. The popular opinion is that the MOOC poses both challenges and opportunities on China's education.

Studies on the MOOC platform and technic environment are for the most part limited to the applying of Internet technics.



## MOOCs research aspects of teaching and learning

When studying the literatures, I find that researchers are focusing more and more on the learning and teaching technics on MOOC. The issue can be divided into 3 dimensions and they are the teaching modes, the return to the fundamentals of learning and the instant, comprehensive review and feedback of on-line learning.

# Studies on the quality assurance standards

Judging from the reviews on literature, many scholars hold that MOOC lack a sufficient quality assurance standards and it is crucial to set these standards now. There is only one essay translation, but many foreign research about it. So, the quality assurance standards have been a focus for scholars in other countries, but not in China. In the future, many countries may set suitable standards for their own.

P7 **Studies on the quality assurance standards**

P8 **Studies on the completion ratio of courses**

P9 **Studies on the curriculum evaluation**

P10 **Studies on the Certification courses of massive open online course**

P11 **Studies on credit approval**

# Studies on the completion ratio of courses

Studies concerning learning effect have been concentrated in the completion ratio of MOOC. Studies are many and scholar have been measuring the participants' motivation and characters and digging up reasons for low completion ratio. Both quantitative and qualitative studies have been used.

P8 **Studies on the completion ratio of courses**

P9 **Studies on the curriculum evaluation**

P10 **Studies on the Certification courses of massive open online course**

P11 **Studies on credit approval**

## Studies on the curriculum evaluation

Relevant literatures articulate the means and management of evaluation. Researchers have been controversial of current system.

P9 **Studies on the curriculum evaluation**

P10 **Studies on the Certification courses of massive open online course**

P11 **Studies on credit approval**

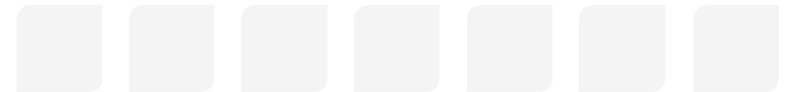
## **Studies on the Certification courses of massive open online course**

he certification system has seen its growth in official certification and climbing down in unofficial one. The future development of the certification system of MOOC is very promising.

# Studies on credit approval

MOOC credits are in the 'gray zone'. It has not achieved the status of diploma. The public and schools do not recognize the credit obtain from MOOC. It still has a long way to go.

1. The core competitiveness of MOOC – the teaching
2. The inherent advantage of MOOC – evaluation of peer review
3. The driving force of MOOC - the evaluation of internalization of knowledge.



**three aspects**



Thank you!

PROF. DR. NENITA ITAAS PRADO  
CENTRAL MINDANAO UNIVERSITY  
University Town, Musuan, Bukidnon, Philippines  
[nen\\_itaas@yahoo.com/itaasprado@gmail.com](mailto:nen_itaas@yahoo.com/itaasprado@gmail.com)



She is the Director of the Office of Admissions, Scholarships and Placement and a Professor VI at Central Mindanao University (CMU), Musuan, Maramag, Bukidnon, Philippines. She is the Secretary of the AACUP Board of Trustees, member of the Board of Directors of the Philippine Association for Graduate Education both in the National and Region 10, CMU Publications Board and the Instructional Materials Development Board. She is the Executive Director of the CMU College and Graduate School Admission Tests Board.

She obtained her Doctor of Philosophy in Education (Research and Evaluation) and her Master of Arts in Teaching Mathematics from the University of the Philippines. Likewise, she finished her Bachelor of Science in Education major in Mathematics from Saint Paul University Surigao. She is a professional licensed teacher.

She is a recipient of Asia Pacific Educators Council on the Benchmarking of University Administration in top universities in Tokyo, Japan such as the University of Tokyo, Asia University, Waseda University, Sophia University and Keio University. She has presented papers in the local, national and international conferences.

She has co-authored books in Research Methods, Statistics, and Mathematics and has written Learning Guides in Number Theory and Agricultural Mathematics funded and published by AUSAID.



**CENTRAL MINDANAO UNIVERSITY**  
University Town, Musuan, Maramag, Bukidnon 8710



**The Impact of Accreditation on the Quality of Academic Programs of Central Mindanao University: Future Directions and Challenges**

**NENITA I. PRADO, PhD**  
Secretary, AACCUP Board  
Director, Office of Admissions, Scholarships and Placement  
CENTRAL MINDANAO UNIVERSITY  
BUKIDNON, PHILIPPINES  
itaasprado@gmail.com



Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc.

**I  
N  
T  
R  
O  
D  
U  
C  
T  
I  
O  
N**

ASEAN 2015

GLOBAL COMPETITIVENESS

CONTINUOUS IMPROVEMENT


ACCREDITATION




**Objectives of the Study**


**At the end of the study, the faculty and administrators of CMU must have:**

- 1. described the status of accreditation of the different academic programs of Central Mindanao University;**



**Objectives of the Study**

- 2. assessed the ratings of the CMU programs according to key result areas:**
  - 1. Vision, Mission, Goals and Objectives**



**Objectives of the Study**

**2. assessed the ratings of the CMU programs according to key result areas:**

- II. Faculty**
- III. Curriculum and Instruction**
- IV. Support to Students**
- V. Research**



**Objectives of the Study**

**2. assessed the ratings of the CMU programs according to key result areas:**

- VI. Extension**
- VII. Library**
- VIII. Physical Facilities**
- IX. Laboratories**
- X. Administration;**



**3. determined the demographic profile of the respondents in terms of:**

- a) gender**
- b) educational qualification**
- c) position/designation**
- d) function in the area of assignment;**



**4. evaluated the perception of the faculty on accreditation in terms of:**

- a) its importance**
- b) best practices**
- c) attitude towards accreditation**
- d) school factors impacted by accreditation**
- e) management of accreditation visits;**





**CENTRAL MINDANAO UNIVERSITY**  
University Town, Musuan, Mararag, Bukidnon 8710

**5. correlated the level of quality of academic programs and:**

- a. importance**
- b. best practices**
- c. attitudes**
- d. school factors**
- e. management;**

**CENTRAL MINDANAO UNIVERSITY**  
University Town, Musuan, Mararag, Bukidnon 8710

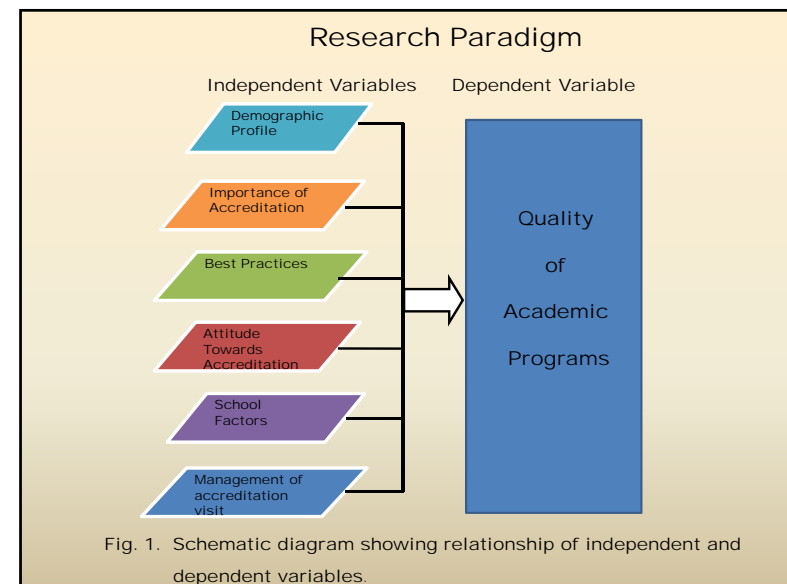
**6. identified the variables that predict the quality of academic programs;**

**7.sorted out the problems, challenges and future directions in the accreditation to achieve program quality.**

**CENTRAL MINDANAO UNIVERSITY**  
University Town, Musuan, Maramag, Bukidnon 8710


**Conceptual Framework**

- Total Quality Management (Fitzgerald, 2001)
- Quality Theory (Deming, 2003)
- Engagement Theory of Quality (Eich, 2008)
- The concept of "Quality Circles" (Ishikawa, 1960)



## METHODOLOGY

- Participants of the Study  
CMU faculty
- Locale  
CMU, Bukidnon, Philippines
- Research Design  
Descriptive Correlational



**Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), Inc.**

## FINDINGS, CONCLUSIONS AND RECOMMENDATIONS



### SUMMARY OF FINDINGS

CMU's total number of accredited programs = 26

Level III Re-Accredited = 9  
 Level III = 8  
 Level I = 9 [Latest](#)

[Accredited Programs.pptx](#)

Top Three Programs per AACUP Rating:

- Agricultural Engineering = 4.18 "Very Good"
- Electrical Engineering = 4.13 "Very Good"
- Veterinary Medicine = 4.13 "Very Good"

### SUMMARY

Table 2. AACUP Ratings on CMU Programs by Key Results Areas.

PROGRAM	KEY AREAS										Mean	Disc. Rating
	I	II	III	IV	V	VI	VII	VIII	IX	X		
1. Agriculture	4.25	4.01	3.99	3.91	4.04	4.32	3.69	4.64	4.44	4.02	4.05	VG
2. Agribusiness Management	4.25	3.70	4.14	3.82	3.58	4.34	3.69	4.64	4.44	4.26	3.99	VG
3. Development Communication	4.25	3.76	3.92	4.23	3.70	3.97	3.69	4.64	4.44	4.02	3.99	VG
4. Arts and Social Sci (English)	4.77	4.39	3.96	4.40	4.07	4.34	3.61	4.09	3.82	4.18	4.12	VG
5. Arts and Social Sci (Psych)	4.77	4.36	3.63	3.68	4.23	4.11	3.61	4.09	3.82	4.01	4.01	VG
6. Arts and Social Sci (Poll Sci)	4.71	4.24	3.81	3.80	4.38	4.26	3.60	4.09	3.82	4.38	4.02	VG
7. Science (Mathematics)	4.00	4.42	4.39	3.66	4.29	3.51	3.60	4.08	3.82	3.89	4.00	VG
8. Science (Biology)			4.13	3.67		3.51	3.60	4.08	3.82	3.96	4.01	VG
9. Science (Chemistry)	4.45	4.41	3.87	3.69	3.51	3.60	4.09	4.08	4.09	4.03	4.03	VG
10. Accountancy	2.89	3.03	2.87	2.96	2.08	3.51	3.35	3.10	3.44	3.01	3.01	Good
11. Business Administration	3.20	3.38	3.00	2.94	3.00	3.52	3.35	3.10	3.44	3.21	3.21	Good
12. Office Administration	2.88	3.28	2.99	3.17	2.90	3.52	3.35	3.10	3.44	3.16	3.16	Good
13. Secondary Teacher Education	4.13	3.88	4.09	4.01	4.23	4.09	4.11	4.08	3.75	4.03	4.03	VG
14. Agricultural Engineering	3.89	4.41	4.35	3.53	3.52	4.14	4.52	4.10	4.56	4.18	4.18	VG
15. Civil Engineering	3.70	3.96	4.45	3.86	3.74	4.15	4.61	3.90	4.56	4.08	4.08	VG
16. Electrical Engineering	4.06	4.46	4.11	3.55	4.03	4.09	4.61	3.58	4.56	4.13	4.13	VG
17. Mechanical Engineering	4.46	4.06	4.20	4.10	3.55	3.83	4.10	4.61	3.94	4.56	4.10	VG
18. Information Technology	3.84	3.01	3.06	3.20	3.23	3.17	3.53	3.40	3.44	3.23	3.22	Good
19. Forestry	4.00	3.75	3.91	4.51	3.65	3.62	4.10	4.56	4.40	3.83	4.04	VG
20. Environmental Science	3.83	3.36	2.94	3.18	3.20	3.45	3.51	3.34	3.46	3.64	3.31	Good
21. Home Economics Education	3.86	4.10	3.94	4.09	4.01	4.38	4.09	4.11	4.05	3.79	4.05	VG
22. Food Technology	2.36	3.10	3.36	3.13	3.28	3.36	3.48	2.90	2.99	3.79	3.27	Good
23. Nutrition and Dietetics	2.58	3.43	3.41	3.17	3.25	3.28	3.45	2.98	3.23	3.80	3.35	Good
24. Hotel and Restaurant Mgt	2.90	3.18	3.19	3.05	3.29	3.30	3.49	2.95	3.03	3.82	3.25	Good
25. Nursing	3.08	2.58	3.24	3.01	3.08	3.48	3.55	3.83	3.41	3.18	3.18	Good
26. Veterinary Medicine	4.13	3.85	4.48	4.45	3.74	4.24	4.10	4.49	3.89	3.84	4.13	VG
OVERALL MEAN												

Demographic Profile of the Participants of the Study		
Indicators	Frequency	Percentage
1) Gender		
Male	63	49.20
Female	65	50.80
Total	128	100.00
2) Educational Qualifications		
PhD degree or equivalent	44	34.40
MS/MA degree with doctoral units	17	13.20
MS/MA degree or equivalent	45	35.20
BS degree with MA/MS units	22	17.20
Total	128	100.00
3) Position/Designation		
Vice President	2	1.60
Dean	4	3.10
College Secretary	4	3.10
Department Chairperson	24	18.80
Plain Faculty	94	73.40
Total	128	100.00
4) Faculty Assignment		
Chairperson of Task Force	58	45.30
Member of Area Task Force	64	50.00
Volunteers	6	4.70
Total	128	100.00

SUMMARY		
Respondents' Perception	Mean	Qualitative Interpretation
1. Importance of Accreditation	2.87	Very Important
2. Best Practices	3.89	Highly Practiced
3. Attitude on Accreditation	4.04	Positive
4. School Factors	3.88	High Impact
5. Management of Accreditation Visits	3.98	Well Managed

Participants' Perception on the Quality of Program		
Indicators	Mean	Qualitative Interpretation
1. Knowledge Students are required to complete a tangible product usually a thesis, project report or artistic performance.	3.98	Very Good
2. Faculty and administrators hold high expectations for learning and articulate them clearly to students.	3.78	Very Good
3. Graduates find jobs after graduation.	3.66	Good
4. Level of class discussions manifest critical thinking and analysis.	3.54	Very Good
5. Faculty and students engage in disciplined and mutually enriching discussions in which they critically question and scrutinize knowledge and practice in the field.	3.52	Very Good
6. Students demonstrate high intellectual quality.	3.41	Good
7. The institution establishes linkages and network with other institutions, professional organizations and agencies.	3.38	Good
8. Students have high grade point averages.	3.34	Good
9. Keeping abreast in modern educational and research trends.	3.19	Good
10. The institution provides competitive salaries to sustain a critical mass of faculty.	3.08	Good
11. There is productivity in terms of research.	2.98	Good
12. Library services are efficient and available.	2.93	Good
13. Graduate library holdings are adequate with print /non-print, digital/electronic.	2.90	Good
14. Institution provides adequate funding to maintain facilities.	2.70	Good
15. There is financial support for faculty development.	2.68	Good
16. There is publication of articles or researches by faculty.	2.50	Good
17. Computers and internet services are available for students.	2.37	Good

SUMMARY		
PROGRAM QUALITY RATING		
Respondents' Rating	3.16	Good
AACUP Rating	4.06	Very Good



Correlation between the independent variables and program quality

Variables	Correlation	P- Value
Gender	-0.018	0.839
Educational Qualification	0.012	0.896
Position/Designation	0.218	0.014*
Area of Assignment	0.076	0.391
Importance of Accreditation	0.142	0.110
Best Practices in AACCU <sup>P</sup> preparation	0.664	0.000**
Attitude towards accreditation	0.556	0.000**
School factors	0.576	0.000**
Management of accreditation visit	0.480	0.000**

\*\* highly significant p<.001  
\* Significant p<.05

Table 11. Correlation between the independent variables and the quality of CMU academic programs.

VARIABLES CORRELATED WITH QUALITY OF ACADEMIC PROGRAMS	CORRELATION COEFFICIENTS	P-VALUE
Best practices in the preparation of AACCU <sup>P</sup> accreditation	0.664	0.000**
School factors	0.576	0.000**
Attitude towards accreditation	0.556	0.000**
Management of accreditation visit	0.480	0.000**
Position/Designation	0.218	0.014*
Importance of accreditation	0.142	0.110
Gender	-0.018	0.839
Educational qualification	0.012	0.896
Function in area of assignment	0.076	0.391

\*\* - highly significant at p<0.01  
\* - significant at p<0.05

When all the independent variables were tested for correlation, four of them were highly correlated with program quality:

- ❖ best practices = (r = 0.664); [Best Practices.pptx](#)
- ❖ attitude = (r = 0.556); [Attitude.pptx](#)
- ❖ school factors (r = 0.485); and [school factors.pptx](#)
- ❖ management of accreditation visit (r = 0.480) [management.pptx](#)

[Correlation of I & D variables.pptx](#)

Table 12. Regression analysis of selected predictor variables and quality of academic programs.

MODEL	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.261	0.270		0.965	0.337
Best Practices	0.428	0.069	0.488	6.206	0.000
School Factors	0.277	0.082	0.268	3.461	0.001
Position/Designation	0.116	0.050	0.146	2.305	0.023

R = 0.714  
R<sup>2</sup> = 0.510  
F = 43.057, p = <.01

The relationship of the variables is given by the following equation:  

$$Y' = 0.261 + 0.428X_1 + 0.277X_2 + 0.116X_3$$
 Where:  
 Y' = Quality of Academic Program  
 X<sub>1</sub> = Best Practices in the Preparation for AACCU<sup>P</sup> Accreditation  
 X<sub>2</sub> = School Factors  
 X<sub>3</sub> = Position/Designation

### SUMMARY

Among the independent variables regressed for prediction, only the "best practices" (0.428), "school factors" (0.277), and position/designation (0.116) were found to be the best predictors for quality program.

$R^2 = 0.510$  means that 51% of the program quality can be attributed to the best practices, school factors, and the position/designation of faculty members.

### CONCLUSIONS

- All the academic programs of Central Mindanao University are accredited by AACCUP. More than half of the programs are Level III accredited while the rest of the programs shall be submitted for accreditation to the next level.
- Agricultural Engineering has the highest mean rating and Accountancy has the least mean rating. This is because the latter is still a young program.
- The Biology Program is strong in the areas of Faculty and Research, Agricultural Engineering in Curriculum and Instruction, Home Economics Education in Extension, Civil Engineering is strong in Library while Agriculture, Agribusiness Management and Development Communication programs are strong in Physical Facilities while Forestry and Psychology programs are strong in Administration.

### CONCLUSIONS

- Most of the faculty at CMU are females, holders of masters and doctoral degrees, members of the task force for accreditation, few are chairpersons of the assigned area.
- Faculty and administrators of CMU perceive that accreditation is very important. They have the best practices in the preparation of documents and have positive attitudes towards accreditation. They also believed that accreditation has high impact on school factors and agree that accreditation visits are managed very well.

### CONCLUSIONS

- Academic programs of CMU are generally good. Faculty with designations as Chairpersons perceive program quality better than those who are only members.
- Best practices in the preparation of AACCUP accreditation, attitude towards accreditation, school factors and management of accreditation visit are significantly related to program quality.

## CONCLUSIONS

- The “best practices in the preparation of AACUP accreditation, school factors and position/designation are the best predictors of program quality of CMU.
- The most serious problem encountered during accreditation visits is the preparation of documents.

## RECOMMENDATION

Administrators of CMU are encouraged to motivate its faculty to continuously submit the programs for accreditation to attain excellence.

Administrators and Faculty of CMU might observed the best practices in the preparation of accreditation visits.

## RECOMMENDATION

Administrators and Faculty of CMU might observed the best practices in the preparation of accreditation visits.

School factors may always be considered to achieve program quality.

It is beneficial if faculty is given the choice to which area in the task force he may be assigned.

## Challenges

It cannot be denied that prior to and during accreditation visit, several problems were encountered.

While the respondents described all the problem-indicators to be serious, the first five common problems encountered include:

1. Preparation of voluminous documents
2. Support from administrative staff
3. Acquisition of facilities and equipment
4. Attitude towards accreditation
5. Qualification of accreditors

### Future Directions

One of the pressing needs to address the challenges confronting accreditation is the creation of an institutional Quality Assurance Center responsible in the preparation of the common documents across programs. This Center can systematize the process that can also reduce accreditation cost, time, and effort.

**THANK YOU VERY MUCH!**

Dr. Alan Wu

Senior Registrar (Acting Head of Research and Training)

Research, Consultancy and Training

Hong Kong Council for Accreditation of

Academic and Vocational Qualifications

Dr. Alan Wu has more than 20 years experience of research, teaching and quality assurance, obtained from the UK, Singapore, Australia and Hong Kong. Before re-joining HKCAAVQ in 2014, he worked as Director of Risk at Tertiary Education Quality and Standards Agency (TEQSA), Australia. His research interests cover quality indicators, knowledge management and online/blended learning.

Mr. Wilbur Pang

Registrar

Academic Accreditation and Audit

Hong Kong Council for Accreditation of

Academic and Vocational Qualifications

Wilbur Pang worked in the Division of Vocational Accreditation of HKCAAVQ in 2008 after the launch of the Hong Kong Qualifications Framework. He serves the Academic Accreditation and Audit of HKCAAVQ since July 2012. His specialties are assessment of non-local courses for registration in Hong Kong and accreditation of operators and learning programmes. Before joining the then HKCAA in 2006, he had extensive work experience in the education sector including the government bureau, and public and private providers of higher and vocational education.

## Programme Area Accreditation: Implementation and Challenges

Authors: Alan Wu, Wilbur Pang, Grace Woo

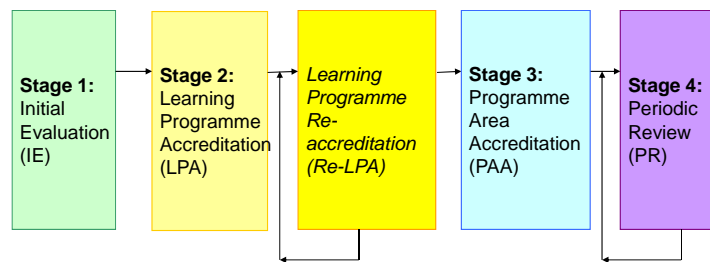
18 April 2015

## HKCAAVQ

- HKCAAVQ is a statutory body that accredits academic and vocational programmes to ensure that they meet minimum quality standards for recognition under the Hong Kong Qualifications Framework (HKQF).
- HKCAAVQ assesses non-local qualifications of individuals to check how they compare with local qualifications.
- HKCAAVQ undertakes research and consultancy work in vocational education and training and post-secondary education both locally and internationally.

2

## Four-stage Quality Assurance Process



3

## Defining Programme Area

- **Defining Discipline**
  - Philosophy
  - Body of knowledge
  - Practices
- **Paradigmatic development**
  - Dynamic
  - Based on consensus
- **Defining Interdisciplinary and multidisciplinary**
  - “Mechatronics”
  - “Sustainable Development”

4

## Programme Areas in HKCAAVQ

- PAA scope
  - Programme Area(s)
  - QF level
- 21 to 14 areas of study and training (proposed)
- General Principles
  - sub-areas are set up to host programmes of the same cognate discipline i.e. education and training with closely-related underlying principles, knowledge and technical know-how;
  - the number of programme areas is kept to a minimum to be; and
  - general statements to indicate the potential areas to be covered under each sub-area are provided to guide the operators and panels. The general statements are not meant to be definitions.

5

## Practical Consideration: Definition

- Choice of word
- Clear boundary **Accounting**
- Vague boundary **Global Studies**



6

## Practical Consideration: Track Records

- Evidence based
- Existing capacity
- Minor studies, streams, concentration excluded



7

## Practical Consideration: Room for Development

- Needs of the institutions
- Academic and resource planning
- Too restrictive?



8



## Experience Tells ...

- Communicate frankly
- Act in advance
- Manage expectation



9

## Way forward

- Working Group on Review of Programme Areas
- Standing Panel on Programme Area Accreditation Scope

10

## Thank You

Address: 10 Siu Sai Wan, Chai Wan, Hong Kong

Tel: 3658 0000

Fax: 2869 4828

Email: [info@hkcaavq.edu.hk](mailto:info@hkcaavq.edu.hk)

Website: [www.hkcaavq.edu.hk](http://www.hkcaavq.edu.hk)

Copyright 2015 © HKCAAVQ.  
All Rights Reserved.

The copyright of this presentation (printed and electronic) belongs to the HKCAAVQ and that any use of the printed materials in full or in part must be under prior written consent by the HKCAAVQ and with clear reference made to the HKCAAVQ as the material source.

11

Fan Xiudi brief CV

Name: Fan Xiudi Women Date of birth: May 1, 1965  
Unit: Institute of Education Quality Evaluation of Tongji University  
Doctor of Higher Education Science of East China Normal University  
Associate Research Fellow.

Contact details : Room 214 Yifu building , 1239 Siping Road, Tongji University , Shanghai 200092, China  
Tel: 65981801 (O) 13671635260  
E-mail: fanxiudi666@tongji.edu.cn

Fan Xiudi has been engaged in higher education research since she graduated from Tongji University in 1986 . In 2005 Institute of Education Quality Evaluation of Tongji University was founded, she has been engaged in research、planning、organization and implementation of the performance evaluation of colleges or departments in Tongji University. Up to now, her higher education evaluation theory and practice exploration has been deepening and improving, 《Report on Education Quality of Tongji University》 and 《Report on Social Impact of Tongji University》 which she drew up has been formed a good brand and reputation.

樊秀娣个人简介

姓名：樊秀娣 出生日：1965年5月1日 女  
单位：同济大学办学质量评估院 政治面貌：党员

华东师范大学高等教育学博士 副研究员

联系方式：上海市四平路1239号同济大学逸夫楼214室  
电话：65981801（O） 13671635260

电子邮箱: fanxiudi666@tongji.edu.cn

自 1986 年同济大学毕业留校后一直从事高教研究工作。2005 年学校成立办学质量评估院起,即专职从事筹划、研制、组织实施校内院系办学绩效评估工作。至今,高等教育评估理论与实践探索不断深入和提高,开发编制的《同济大学办学质量白皮书》、《同济大学社会影响蓝皮书》已形成良好品牌和口碑。

# 高校院系办学绩效评估的实践探索暨同济模式研究

樊秀娣



发展规划研究中心  
办学质量评估院

2015年3月

# 高校院系办学绩效评估的实践探索暨同济模式研究

评估主体：学校（发规处、评估院操办）

参评单位：院系（有学生的教学实体）

发展规划研究中心  
办学质量评估院

2015年3月

# 院系绩效评估

2005年至今针对每学年时间段开展一轮校内院系绩效评估，现已坚持进行了9次，相应的形成九册《同济大学办学质量白皮书》。

发展规划研究中心  
办学质量评估院

2015年3月



## 核心概念的界定：

●高校内部绩效评估，是指高校作为评估主体对校内各院系的办学质量绩效进行评估并排名。它不同于社会机构对高校的各类排名，也不同于教育行政主管部门对高校的各种评估，从某种意义上说，这是学校真正自发、主动地对校内各院系的办学绩效进行考评的一项管理措施或机制。

●校内绩效评估，被评对象是院系。院系作为学校各项教育教学活动的运作实体，对学校办学质量和绩效起决定作用，是学校内部管理中最为核心的组织。

●校内绩效评估，这里的绩效是指各个院系的办学质量绩效，而非仅指教学工作这一大块。一般是与高校组织的教学、科研、社会服务、国际交流等功能相对应。

院系绩效评估

## 现实基础之一

### 世界高等教育质量保障的共同趋势：**自主负责**

- 进一步强调作为质量管理主体高校的自我保障作用
- 进一步强调评估专家提出有实际效用的对策和建议
- 进一步强调高校拥有参与和响应评估计划的决定权

院系绩效评估

## 现实基础之二

### 我国高等教育质量保障向纵深发展：**内外并重**

三个主要矛盾体现了政府加强对高等教育质量保障的重要性和紧迫性：

- 高等教育规模超常扩张和教育资源相对不足的矛盾
- 高等学校内部组织惰性和学校生存发展需求的矛盾
- 社会公众对接受高等教育的热切期望与对现有高校办学水平、教育质量不够了解的矛盾

院系绩效评估

## 现实基础之二

### 我国高等教育质量保障向纵深发展：**内外并重**

内外并重，强调高校作为办学主体对教育质量保障负有主要责任有其理论上的依据：

- 高等教育发展的内在规律和特点所致
- 能有效促进高校质量保障取得预期效果
- 更充分顾及高等教育的个性化和特色

院系绩效评估

## 现实基础之二

### 我国高等教育质量保障向纵深发展：**内外并重**

内外并重，强调高校作为办学主体对教育质量保障负有主要责任的现实性：

- 高教已从规模扩张转向重质量和效益
- 我国高等教育市场竞争环境正在形成
- 高等学校的办学自主权进一步扩大

院系绩效评估

### 评估目的：**建立一套能够体现同济大学办学特色的科学、高效的内部管理机制**

学校试图通过下列各项比较实现对院系办学系统的运行状态进行测定及导向：

第一，与学校的整体目标进行比较，确定系统各部分的运行是否正常，是否达到了预期的目标；

第二，对院系的工作进行共时性比较，确定各院系在办学运行或绩效方面的优势与差距；

第三，对院系的工作进行历时性比较，确定各院系在办学运行或绩效方面的发展趋势。

在上述比较工作的基础上，力争使学校及院系都能明确内涵建设的方向，强化质量意识，提高办学效率，增进核心竞争力。

院系绩效评估

### 指标设定原则：**遵循全面、协调、可持续发展的科学发展观其内涵的基本要求**

#### • 强化办学目标的正确导向

同济大学的办学目标定位于在未来10年内，进入中国最具学科整体竞争力和社会影响力的一流大学的行列，成为一所综合性、研究型、国际化的知名高水平大学。

#### • 确立“大质量”的管理理念

同济大学院系办学质量绩效评估把人才培养、科学研究、师资队伍、国际交流四大板块列为办学质量关注的一级指标。

#### • 落实内涵建设的核心环节

28项二级指标。每年都会根据学校、院系发展工作的重心转移或管理中出现的问题相应做出调整。

#### • 保证评估活动的简便易行

院系绩效评估的指标计量强调尽量与学校现行相关评估体系的计量方法统一。

院系绩效评估

### 特色之一：**强调两类办学模式的评估:常规院系和特色院系**

考虑到各参评院系的历史条件、现有状况、发展重点等有所不同，将参评院系分为两大类：

“常规院系”，即是符合一般传统意义的院系，如同济大学的建筑规学院、土木学院、环境工程学院、交通运输学院等，现有22个院系参加常规院系评估。“常规院系”主要强调办学目标的四大核心内涵，即教学状态、学科建设、社会服务、国际交流四大板块的评估。

“特殊院系”，是指办学功能具有某种独特性或相对尚不完备的院系，这类院系对于“常规院系”绩效评估指标体系中若干功能或较多指标暂不涉及，还有新兴、新办专业的院系，暂时实力较弱、较偏，如继续教育与函授学院、职业教育学院、女子学院、电影学院等，现参加特殊院系评估的有12个院系。对这类院系的评估强调办学特色及其相应的成长趋势。

院系绩效评估

## 特色之二：强调两种计量结果的评估：总量绩效和标准人均绩效

以往高校间的各类评估和排行，一般只考虑实际取得的成效，而相关的投入很少会计算在内，而校内院系间的评估，因各院系的规模相差很大，如只计产出，不考虑投入，那么大、小院系间就没有什么可比性。为此，院系评估结果采取了总量绩效和标准人均绩效两种计量结果。

总量绩效反映的是院系的总实力，作为学校某一学科或院系实力的体现，院系总量绩效在衡量学校某方面总体实力和对外宣传、交流方面是很重要的，而从校内科学管理，注重投入与产出的角度而言，另一个评估结果标准人均绩效也许更有实际意义。

院系绩效评估

## 常规院系指标体系的构成

**板块组成**——办学目标的明确导向

**核心指标**——参照主流排行榜

**量化方式**——与现行相关考核体系相统一

**绩效表达**——总绩效M和标准人均绩效E

常规院系评估

## 绩效表达——总绩效M和标准人均绩效E

针对外部影响，总绩效M是关键

院系总量绩效  $M=0.4X(A)+0.35X(B)+0.15X(C)+0.1X(D)$

X(A)：人才培养总量绩效 X(B)：科学研究总量绩效 X(C)：

师资队伍总量绩效 X(D)：国际交流总量绩效

针对内部办学效益，人均绩效E比较说明问题

人均绩效=总量绩效 / 院系人员经费

院系人均绩效  $E=0.4R(A)+0.35R(B)+0.15R(C)+0.1R(D)$

R(A)：人才培养人均绩效 R(B)：科学研究人均绩效 R(C)：

师资队伍人均绩效 R(D)：国际交流人均绩效

院系绩效评估

**用房面积绩效：**用房面积绩效关注的是各院系在学校楼房面积投入基础上的总量产出

**设备投入绩效：**设备经费绩效关注的是各院系在学校设备经费投入上的总量产出

院系绩效评估

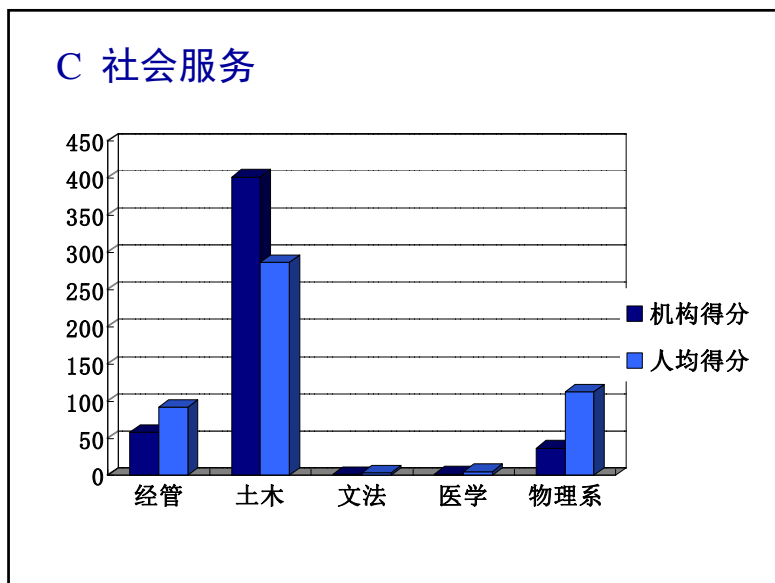
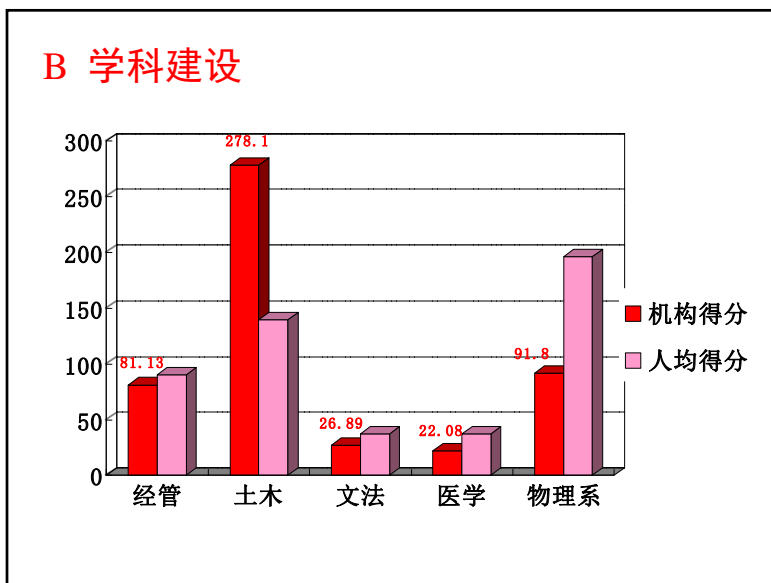
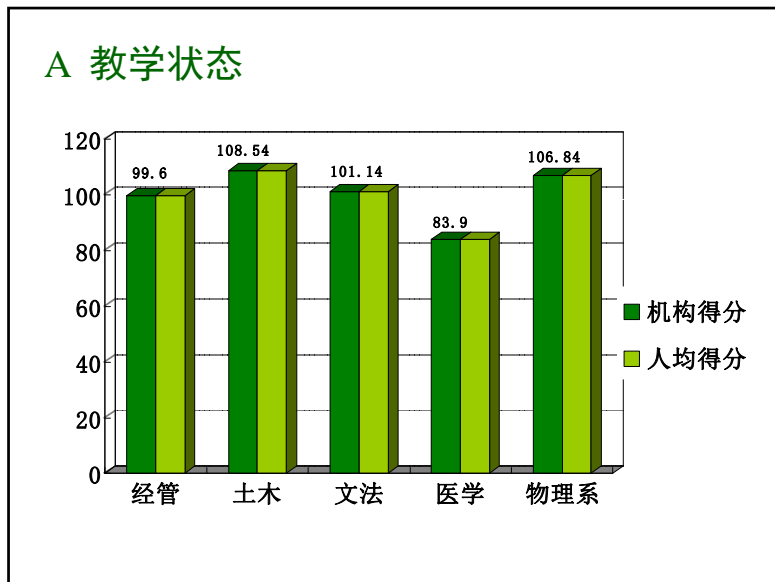


## 常规院系指标体系的构成

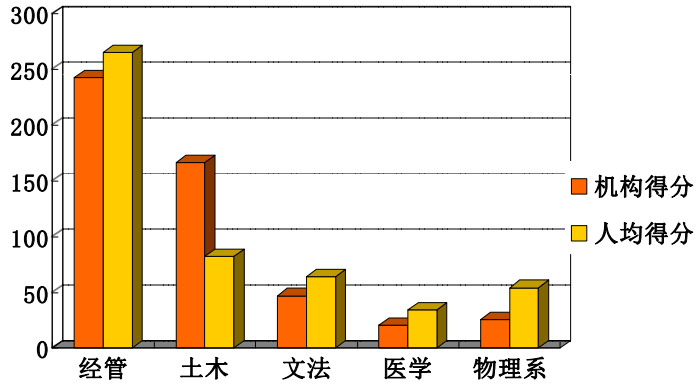
试行院系——选择不同的学科与类型

- 经济管理学院
- 土木工程学院
- 文法学院
- 医学院
- 物理系

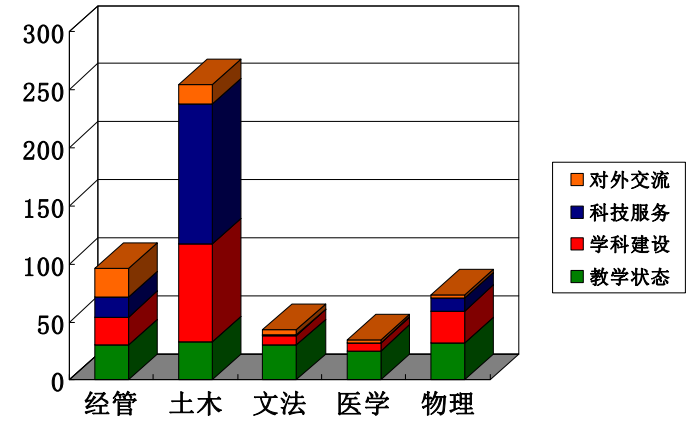
常规院系评估



### D 国际交流



### 院系总绩效



### 院系人均绩效

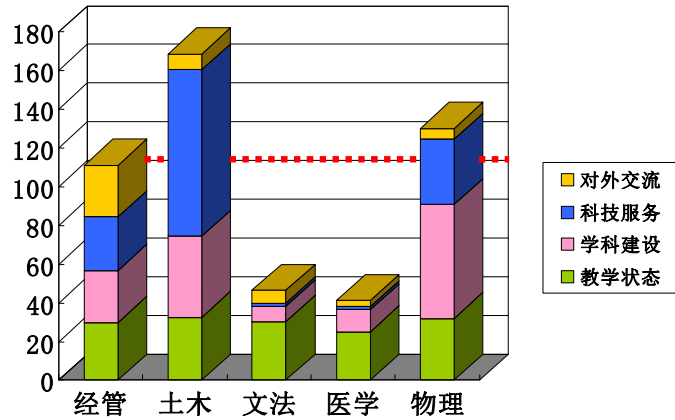
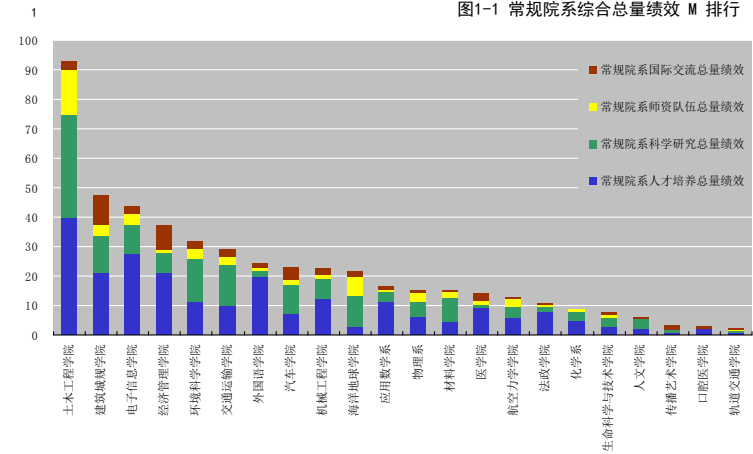
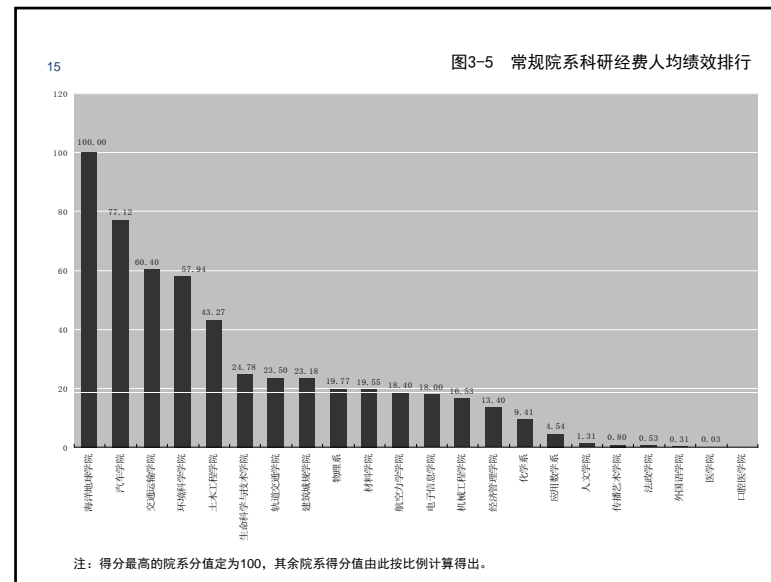
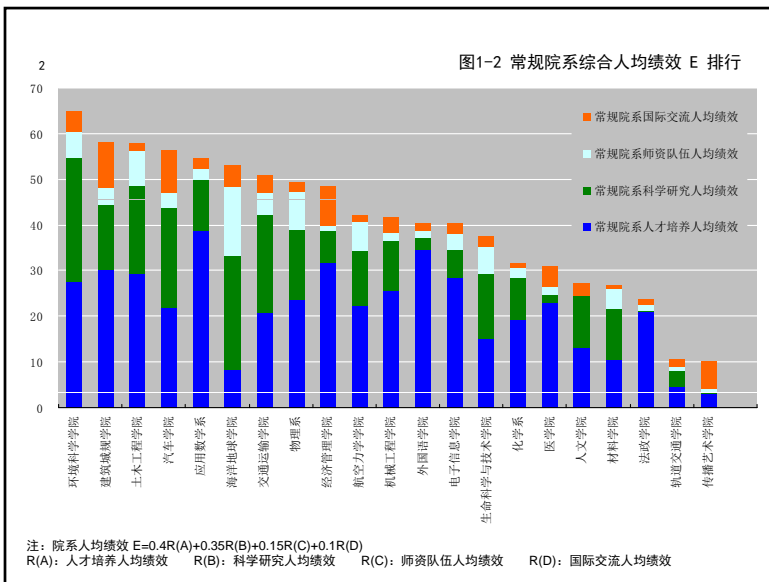


图1-1 常规院系综合总量绩效 M 排行



注：院系总量绩效  $M=0.4X(A)+0.35X(B)+0.15X(C)+0.1X(D)$   
 $X(A)$ : 人才培养总量绩效  $X(B)$ : 科学研究总量绩效  $X(C)$ : 师资队伍总量绩效  $X(D)$ : 国际交流总量绩效



**特殊院系：**指办学功能具有某种独特性或相对尚不完备的院系，还有新兴、新办专业的院系，暂时实力较弱、较偏。

- 电影学院（2010年列入常规学院）
- 高等技术学院（职能转换，已自然退出）
- 国际文化交流学院（2012年列入国际合作平台学院）
- 继续教育、网络教育学院（2012年列入常规学院）
- 女子学院
- 软件学院（2010年列入常规学院）
- 体育教学部（2012年列入常规学院）
- 职业技术教育学院（2011年列入常规学院）

特殊院系评估

**特殊院系绩效评估：**强调办学特色及其相应的成长趋势。方法：自评+专家评分（五级评分制）



特殊院系评估

表1 特殊院系绩效专家评分汇总

学院	专家评分				
	观测点1 整合性	观测点2 可持续性	观测点3 贡献度	观测点4 成果水平	观测点5 影响性
软件学院	4.889	4.278	4.722	4.278	4.444
国际文化交流学院	4.722	4.556	4.389	4.000	4.556
继续教育、网络教育学院	4.444	4.500	4.000	4.444	3.889
体育教学部	4.000	3.889	4.111	3.889	4.056
职业技术教育学院	4.188	4.125	3.375	3.625	4.188
女子学院	3.722	3.111	3.389	3.222	3.722
高等技术学院	3.444	2.778	3.000	3.556	3.222
电影学院	3.056	2.778	2.944	3.444	3.389

注：专家评分采用5分制（最高分为5分，依次相应递减为4分，3分，2分，1分），上述为各专家打分的平均值。

## 现有绩效评估大类（2011年） 反映同济办学现状和特点

**大类一：常规院系绩效评估（28个）**

**大类二：特殊院系绩效评估（4个）**

**大类三：中外合作办学机构绩效评估（7个）**

**中外合作办学机构：** 中德工程学院、中德学院、中法工程和管理学院、中意学院、联合国环境与可持续发展学院、联合国亚太地区世界遗产培与研究中心（2010年参评）、中芬中心（2011年参评）

观测点1

对学校声誉的影响性

观测点2

对学校资源的贡献度

观测点3

对学校发展的相关性

方法：自评+专家  
评分（五级评分制）

中外合作办学机构评估

表2 中外合作办学机构绩效专家评分汇总

学院	专家评分		
	观测点1 对学校声誉的影响性	观测点2 对学校资源的贡献度	观测点3 对学校发展的相关性
中德学院	4.750	4.375	3.875
中法工程及管理学院	4.875	4.125	3.750
联合国环境与可持续发展学院	4.625	4.038	3.938
中意学院	4.188	4.225	3.913
中德工程学院	4.063	3.938	3.688

注：专家评分采用5分制（最高分为5分，依次相应递减为4分，3分，2分，1分），上述为各专家打分的平均值。

表1 国际合作平台学院绩效专家评分汇总

学院	专家评分		
	观测点1 对学校声誉的影响性	观测点2 对学校资源的贡献度	观测点3 对学校发展的相关性
联合国环境与可持续发展学院	4.91	4.77	4.79
中德学院	4.89	4.83	4.74
中德工程学院	4.78	4.80	4.62
中京学院	4.77	4.67	4.59
国际文化交流学院	4.74	4.73	4.54
中芬学院	4.69	4.66	4.47
中法工程及管理学院	4.66	4.26	4.49
亚太世遗培训与研究中心	4.34	4.03	3.99

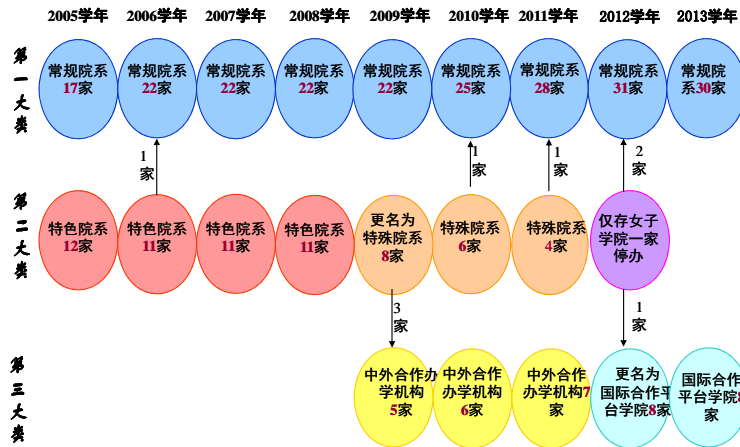
注：专家评分采用5分制（最高分为5分，依次相应递减为4分，3分，2分，1分），上述为各专家打分的平均值。国际文化交流学院为首次参加评估。

发展轨迹之一：常规院系、特殊院系→  
常规院系、特殊院系、中外合作办学机构

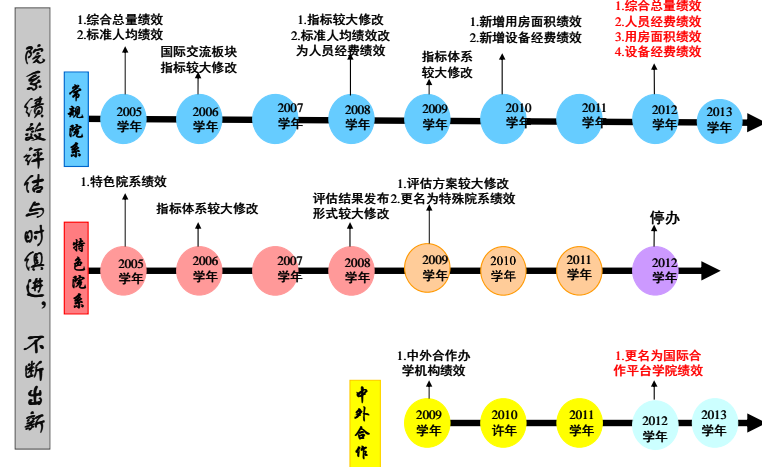
发展轨迹之二：综合总量绩效、标准人均绩效→  
综合总量绩效、标准人均绩效、  
用房面积绩效、设备投入绩效。

院系绩效评估

### 同济大学院系绩效评估九年发展轨迹（之一）



### 同济大学院系绩效评估九年发展轨迹（之二）



## 实际作用：以可比、鲜明、强化的特点在学校内部管理中起着独特的重要作用

- 强化了全校成员的质量意识
- 促进了学校各项决策的科学化
- 提高了校内教育教学管理效率
- 突现了院系发展中的重大问题
- 搭建了院系沟通和交流的平台

院系绩效评估

## 发展展望：建立高校内部质量保障的可持续长效机制

### 正确处理好的几个关系问题：

- 数量与质量的关系
- 有形成果与无形成果的关系
- 历史积累与当下努力的关系
- 当前与长远的关系
- 公平与效率的关系

院系绩效评估

## 发展展望：高校院系办学绩效评估的科学方法论思考

越是学校各方对院系绩效评估的认知度和依赖度提高，其运作也趋于常规化，更有必要认真反思评估活动开展初衷和现实走向。办学绩效评估其规律亦具社会科学多样性、非规则性和不可重复性等特点，如能站在科学方法的角度来发现问题、认识问题和解决问题，将更具有普遍意义和实用价值。

- 第一、“粗”易“细”难是校内院系绩效评估活动的特点之一
- 第二、“有”易“无”难是校内院系绩效评估活动的特点之二
- 第三、“深”入“浅”出应是校内院系绩效评估活动的追求之一
- 第四、“实”入“虚”出应是校内院系绩效评估活动的追求之二

院系绩效评估

## 发展展望：建立高校内部质量保障的可持续长效机制

### 进一步完善校内评估机制：

- 积极开展评估理论的研究
- 强化校内评估的服务功能
- 重视评估结果的激励效应
- 培育健康良好的评估文化
- 不断改进和更新评估内容

院系绩效评估

发展展望：**建立高校内部质量保障的可持续长效机制**

希望进一步在以下三个方面有更大的突破：

- 为创建创新型高校做贡献
- 为创建和谐型高校做贡献
- 为创建节约型高校做贡献

院系绩效评估







**Prof. Colin N. Peiris, Ph.D**

**Director, QAA Council, Sri Lanka**

**Vice-Chancellor, Horizon Campus, Malabe, Sri Lanka**

**Board Director, Asia Pacific Quality Network (APQN)**

**Phone: 0777 802644; email: [colinpeiris@yahoo.co.uk](mailto:colinpeiris@yahoo.co.uk); Fax: 081- 2388318**

Outstanding contribution in promoting quality and excellence in higher education in Sri Lanka are listed as follows.

**NATIONAL POSITIONS:**

- **Senior Professor and University Academic** – Faculty of Agriculture, University of Peradeniya( 35 Years)
- **Director** – Quality Assurance and Accreditation Council of the UGC (December 2009 – to date)
- **Director** – Postgraduate Institute of Agriculture (PGIA), University of Peradeniya (October 2011– May 2014)
- **Member** – UGC Standing Committee for Quality Assurance and Accreditation
- **Member of the National Committee** – Sri Lanka Qualifications Framework, Ministry of Higher Education

- **Quality Assurance Specialist** – World Bank funded Improving Relevance and Quality of Undergraduate Project/IRQUE (March 2004 – 2011)

#### **INTERNATIONAL POSITIONS:**

- **Director Board** – Asia Pacific Quality Network/APQN (2007 – to date)
- **Director Board** - International Network for Quality Assurance Agencies in Higher Education (INQAAHE) – (2010 – 2012)

#### **INTERNATIONAL AWARDS:**

- International Award for Innovations in Quality Assurance – 2013 – Asia Pacific Quality Network
- International Award as the Quality Champion in Asia Pacific Region – 2014 – Asia Pacific Quality Network

### Sub-theme: Programme Accreditation

## ACCREDITATION OF PUBLIC UNIVERSITIES AND PRIVATE INSTITUTIONS IN SRI LANKA: Impact of Different Procedures



Colin N. Peiris<sup>1</sup> Samanthi Wickramasinghe<sup>2</sup>,  
and Sriyani E. Peiris<sup>3</sup>

<sup>1</sup> Quality Assurance and Accreditation Council of the UGC, Sri Lanka

<sup>2</sup> Horizon College of Business and Technology (Horizon Campus), Sri Lanka

<sup>3</sup> University of Peradeniya, Sri Lanka

## What is Accreditation?

Accredited status serves as a powerful signal that institutions and programs are competent in at least five core areas:

- Academic Quality
- Value for Money
- Efficiency and Effectiveness
- Student Protection
- Transparency

### Accreditation has two fundamental purposes:

- to assure the quality of the institution or program
- to assist in the improvement of the institution or program.

### Also provides service of value to

- Public
- Students
- Institutions of Higher Education
- Professions

## Sri Lankan Situation:

### Two types of Program Accreditation for Public and Private Universities

Public Universities	Private Universities
1. Strength and Quality of Faculty and Staff	1. Admission Criteria and Procedure
2. Curriculum Design, Content and Review	2. Academic Programme
3. Teaching and Learning Strategies	3. Standards and Quality Assurance
4. Learning Resources and Physical Infrastructure	4. Academic and Research Competencies of Staff (specific to the study programme and discipline)
5. Student Assessments, Policies and Procedures	5. Teaching/Training/Hospital Facilities Specific to the Study Programme.
6. Research Outreach, Consultancy, Postgraduate Programmes and National Contribution	6. Student Support Services and Welfare
7. Student Services and Progression	
8. Internal QA and Good Practices	
9. Governance and Management	

## Observations:

- There are two different procedures of Accreditation
- Both procedures are subjective
- A rigorous evaluation is being done in the case of Private HEIs'
- Reviews in both Private and Public are being done by Public Sector academics.

- Public Sector Academics are not hesitant to turndown private sector application even for mundane reason
- Public sector accreditation is to evaluate on-going programs
- Private sector evaluation is to grant approval to start programs.
- Private sector Institutions are subject to market scrutiny

**THANK YOU**



### **GALINA MOTOVA**

Deputy Director of the National Centre for Public Accreditation (NCPA), Russia , Editor-in-Chief of the journal “Accreditation in Education”. Galina Motova has been Deputy Director of the National Centre for Public Accreditation since 2010 and was previously Deputy Director of the National Accreditation Agency (NAA) Russia for 15 years.

A graduate of Mari State University in Russian Philology program, she later did research and defended PhD (1998) and Doctorate (2004) dissertations in Moscow State Pedagogical University in education with specific emphasis on quality assurance.

She is a member of the International Academy of Science for Pedagogical Education; and a holder of the *Honored worker of Education of Mari El* honorary title.

Galina’s research interests involve conception and technology of institutional and program accreditation, comparative analysis of international accreditation systems and technology of self-evaluation and external expertise.

She has also been involved in international TEMPUS and TACIS projects in the sphere of education and quality assurance.

She is the author of more than 160 publications on topics related to quality assurance.

Galina is a certified ENQA expert and participated in a number of external reviews of QA Agencies and study programmes.

**Address:**

National Centre for Public Accreditation  
206-a, str., Yoshkar-Ola, Russia, 424000  
Telephone/fax: +7 (8362) 304950  
E-mail: [gn.motova@ncpa.ru](mailto:gn.motova@ncpa.ru),



**Prof. VLADIMIR NAVODNOV**

Director, National Centre for Public Accreditation (NCPA), Russia

Vladimir Navodnov has been Director of the National Centre for Public Accreditation (NCPA), Russia since 2010 and was previously Director of the National Accreditation Agency (NAA), Russia for 15 years.

He is a graduate of Kazan State University in Applied Mathematics.

He later acquired PhD in Mathematics (1983) and after the defence of Doctorate dissertation in 1988 was awarded the title of Doctor of Technical Sciences.

Vladimir Navodnov is a holder of Honorary Titles - Honoured Worker of Education of the Russian Federation, Honoured Science Worker of the Mari El Republic.

Vladimir is designer of the software package “Modelling of HEI’s accreditation indicators” which provides HEIs with the opportunity to create a radar chart and analyse the input data.

Since 2005 he has been supervisor of the project “Federal Internet-exam in the sphere of Professional Education”. He is also coordinator of the projects:



*The Best Study Programmes of Innovative Russia* launched in 2010 with the key objective to identify programmes that were recognized by the professional and academic communities as most trustworthy and can therefore be recommended as such to employers and prospective students; and the *Open International Internet Olympiads*.

He is the author of more than 200 publications on the topics related to education and quality assurance.

**Address:**

National Centre for Public Accreditation  
206-a, str., Yoshkar-Ola, Russia, 424000  
Telephone/fax: +7 (8362) 304950  
E-mail: [director@ncpa.ru](mailto:director@ncpa.ru)



National Centre  
for Public Accreditation


## BALANCE OF THE STAKEHOLDER INTERESTS IN QUALITY ASSURANCE

Galina Motova, Ph.D., D.Sc.  
NCPA Deputy Director,  
Editor-in-Chief of the Journal  
"Accreditation in Education"

Kunming, China, 2015

## Content:

- Specific features of Quality Assurance in Russia
- 3 key principles for balance of the stakeholder interests
- NCPA's practice



ncpa.ru

### Specific features of Russian Legislation on QA


- State accreditation and Public accreditation
- Institutional and programme accreditation
- Compulsory and voluntary



ncpa.ru

### Quality assurance: Two sides of the same coin (since 2009)

<b>State procedures (obligatory)</b>	<b>Non-state procedures (voluntary)</b>
<ul style="list-style-type: none"> <li>• Licensing of HEIs and programmes</li> <li>• State accreditation of programmes (compliance with the Federal State Educational Standards)</li> <li>• Monitoring of HEIs' effectiveness</li> <li>• State control of compliance with educational legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Public accreditation of programmes (compliance with the independent QAAs' standards and ESG)</li> <li>• All-Russian on-line survey "Best programmes in Russia"</li> <li>• Federal Internet-exam in Higher Education for students and bachelor graduates (assessment of LO)</li> <li>• Internet-Olympiads for talented students - OIO (assessment of students' achievements)</li> <li>• National ranking for HEIs – under discussion</li> </ul>



ncpa.ru

## National Quality Assurance

### Educational Standards (for State Accreditation)

- description of alumni's professional activity
- actual knowledge and skills of graduates
- structure and content of education
- requirements in regard to the conditions for implementing educational programmes
- teaching and support staff
- information provision of the teaching and research process
- evaluating quality of assessment tools

### Academic Standards (for Public Accreditation)

1. Policy (mission, vision) and procedures for quality assurance
2. Approval, monitoring and periodic review of study programmes
3. Assessment of student learning outcomes (competencies)
4. Quality assurance of teaching staff
5. Learning resources and student support
6. Information system providing effective implementation of the study programme
7. Public information

ncpa.ru

## Accreditation and Excellence procedures

- Obligatory procedure each 6 years
- Annual monitoring of performance indicators
- One expert (academic) for one programme
- "Yes/ no" decision making
- Preliminary expert assessment (All-Russian Project "The best study programmes in Russia")
- Self-evaluation process and preparation of SER on the basis of SWOT-analysis
- Special requirements for the composition of a Panel
- Analytic support of decision making and recommendations for improvement

ncpa.ru

## 3 key principals for balance of the stakeholder interests

- Balance of the standards (academic and occupational)
- Design of a Panel
- Design of a decision making Body

ncpa.ru

## Requirements for Panel composition

- 1-2 national experts trained and certified by professional (expert) association
- 2-3 foreign experts nominated by foreign QAAs
- 1 expert nominated by local employers' association
- 1 expert nominated by federal/ local students' body

ncpa.ru

### 3 NCPA's rules for Excellence

- Reputation of an Agency
- Reputation of external experts
- Reputation of the decision making Body

nepa.ru

### Russian Independent Agency for Public Accreditation



- Background: history, "name"
- Resources
- Openness and transparency
- National and international activity in QA
- Recognition at the national and international levels

nepa.ru

### Full membership in international associations



### Bilateral cooperation with foreign QAAs



nepa.ru

### International Accreditation

Main principles:

- Bilateral Memorandum of Understanding with a foreign Agency
- Nomination of 2-3 foreign experts in each Panel (including Russian experts, representatives of students' and employers' communities)
- Preparation of all documents in two languages
- Feedback from the University and experts

BUT:

- one self-evaluation report
- one external report
- one decision

**2010-2014**  
 Number of Programmes – 251  
 Number of Panels - 46  
 Number of foreign experts – 101  
 Number of countries – 20

nepa.ru

## Joint Accreditation

The NCPA–AEC  
 - Russian Gnesins Academy of Music and  
 - Victor Popov Academy of Choral Arts  
 (13-18 February 2012, Moscow)

- one self-evaluation report
- one external report
- two decisions

The NCPA-ACQUIN  
 - Baltic Federal University  
 - St.-Petersburg State Polytechnical University  
 (in process)

The NCPA-HEEACT  
 - Far Eastern Federal University  
 (in process)



## Publication of results



## More information



<http://onlinelibrary.wiley.com/doi/10.1111/j.1465-3435.2011.01505.x/pdf>

<http://www.engaq.eu/index.php/publications/papers-reports/occasional-papers/>

Thank you for your attention!

[www.ncpa.ru](http://www.ncpa.ru)  
[accred@mail.ru](mailto:accred@mail.ru)  
 +78362421879

nepa.ru

**Dong Yunchuan**

Director & Professor of Research Institute of Higher Education in Yunnan University (RIHEYU)

Executive Director of Yunnan Higher Education Evaluation Centre (YHEEC)

Secretary-general of Yunnan Association of Higher Education (YAHE)

Tel: 86-871-65036295 / 86-13708738912

Fax: 86-871-65036295

E-mail: yngdjyxh@126.com

Add.: Research Institute of Higher Education in Yunnan University, Kunming, China

**Zha Wenjing**

Family name: Zha

First name: Wenjing

Gender: Female

Date of birth: Jun. 9, 1986

Nationality: China

Add.: Marxism Institute in Yunnan University, Kunming, China

Tel: +86 13888765939

E-mail: zhawj@live.com



## **EDUCATION**

2014-current Y unnan University  
Major: Ideological and Political Education  
Ph.D. student

2009-2012 Yunnan University  
Major: Higher Education  
Master of Education

2005-2009 Chengdu University of Technology  
Major: English  
Bachelor of Arts

## **EXPERIENCE**

2012-2013 Kunming Vocational and Technical College of Industry  
Assistant

2010-2012 Yunnan University  
Vice-president of students union and Administrative assistant in Higher Education Research Institute

## **QUALIFICATIONS**

National Psychological Consultant Level 3  
IELTS 6.5

## **ACADEMIC INTERESTS**

Higher Education Management  
Moral Education in Higher Institutions



## Promoting Selectivity in Higher Education: A Way to Improve Quality of Higher Institutions

Zha Wenjing, Dong Yunchuan  
2015 APQN Conference  
2015.04.18

## Outline



1. Introduction
2. Background
3. Discussions
4. Conclusions

## 1. Introduction



### 1.1 Research Focus:

- Contradiction Between Popularization and Quality of Higher Education in **the People's Republic of China**
- Ways to Improve the Quality of Higher Education

## 1. Introduction



### 1.2 Materials & Methods:

- Literature Method on
  - Government Data;
  - Newspapers;
  - Journals

## 2. Background



### 2.1 Realization of Equality of Education Opportunity

- From Ancient China :
  - Private Education by Confucius
- In Modern China:
  - Establishment of Universities
  - Popularization of Higher Education

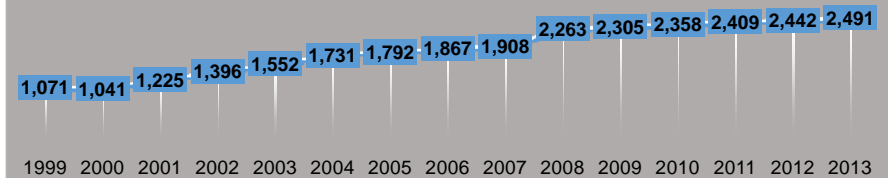
## 2. Background



### 2.2 Popularization of Higher Education

#### 2.2.1 Expansion of the Number and Classification of Higher Institutions

FIGURE 1. NUMBER OF REGULAR HIGHER INSTITUTIONS (1999-2013)

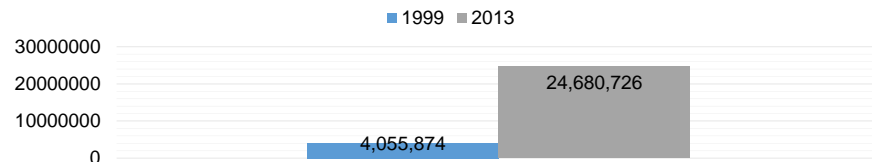


## 2. Background



### 2.2.2 Expansion of the Number of Students

FIGURE 2. NUMBER OF STUDENTS IN REGULAR INSTITUTIONS



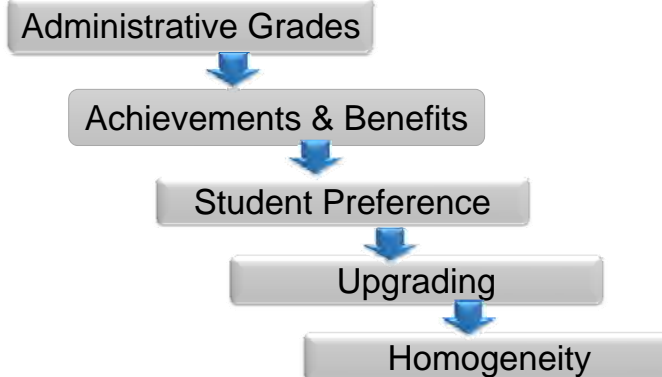
### 3. Discussions



#### 3.1 Quality of Higher Education Being under Challenges

- Homogeneity
- Inadequate Talent Cultivation
- Unsatisfactory Research Results
- Unsatisfactory Social Service

#### 3.1.1 Homogeneity in Different Higher Institutions



#### 3.1.2 Inadequate Talent Cultivation



- Teachers` Dilemma Between Teaching & Research
- Inadequate Transfer System for Students

#### 3.1.3 Unsatisfactory Research Results



- Inadequate Knowledge & Technology Innovation

### 3.1.4 Unsatisfactory Social Service



- Shortage of Manpower
- Unemployment

### 4. Conclusions



#### Promoting Education Quality by Enhancing Selectivity

- 4.1 Abolishing Administrative Grades
- 4.2 Enhancing Discipline Strengths
- 4.3 Diversifying Teacher Assessment
- 4.4 Managing Students by Transfer & Elimination System

### References



- [1] Sun, Peiqing, Chinese Education History (2nd ed). Gourong: East China Normal University Press. pp. 18-21.
- [2] Number of Regular Higher Educational Institutions (1999). Ministry of Education of the People's Republic of China. [Online] Available: [http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/moe\\_563/200505/7795.html](http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/moe_563/200505/7795.html).
- [3] Number of Higher Education Institutions (2013). Ministry of Education of the People's Republic of China. [Online] Available: <http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/s8493/201412/182068.html>.
- [4] Basic Statistics of Regular Higher Educational Institutions (1999). Ministry of Education of the People's Republic of China. [Online] Available: [http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/moe\\_563/200505/7791.html](http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/moe_563/200505/7791.html).

### References



- [5] Gross Enrolment Rate of Education by Level. Ministry of Education of the People's Republic of China. [Online] Available: <http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/s8493/201412/181724.html>.
- [6] Number of Students in Higher Education Institutions (2013). Ministry of Education of the People's Republic of China. [Online] Available: <http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/s8493/201412/182071.html>.
- [7] The Journal of the USA Informed the Top 500 of Higher Institutions in the World. [Online] Available: [http://www.he.xinhuanet.com/jiaoyu/2014-11/07/c\\_1113154155\\_2.htm](http://www.he.xinhuanet.com/jiaoyu/2014-11/07/c_1113154155_2.htm).
- [8] Some Provinces Are Failed to Achieve Enrollment Plan. [Online] Available: <http://edu.people.com.cn/n/2014/0605/c1006-25105840.html>

## References



[9]The Noble Prizes. [Online] Available:

<http://zh.wikipedia.org/wiki/%C5%B5%B1%B4%B6%FB%BD%B1>.

[10] “Chinese Graduates Are Hard to Look for White-collar Jobs because They Are Unqualified”. China Youth Daily, 10 December 2010.

[11] Zhai. Zhenyuan. “Chinese Higher Education Issues in International View”. China Education Daily, 5 January 2015.

[12] The Journal of the USA Informed the Top 500 of Higher Institutions in the World. [Online] Available: [http://www.he.xinhuanet.com/jiaoyu/2014-11/07/c\\_1113154155\\_2.htm](http://www.he.xinhuanet.com/jiaoyu/2014-11/07/c_1113154155_2.htm).

Jackson, Chun-Chi Chih

Associate Researcher in Higher Education and Accreditation Council of Taiwan(HEEACT)

Jackson, Chun-Chi Chih, Ph.D is associate researcher in Higher Education and Accreditation Council of Taiwan(HEEACT), he has devoted to higher education evaluation since 2007.His fields of study cover higher education evaluation policies, higher education evaluation ,and evaluator training.

Education :

National Taiwan Normal University, Ph.D., Department of Human Development and Family Studies.

Experience :

Chief , Research Planning Division of HEEACT

Assistant Researcher , HEEACT.

Dean , Office of Evaluation Affairs of HEEACT

Adjunct Assistant Professor, National Taiwan Normal University.

Adjunct Assistant Professor ,Shih Chien University.



# From centralization to decentralization: The evolution of higher education program evaluation system in Taiwan

Jackson Chun-Chi Chih  
Researcher of HEEACT

## Outline

- Introduction: The changing context of higher education in Taiwan
- The impact and challenge of higher education in Taiwan
- The evolving needs of higher education evaluation
- The developmental phases of higher education quality assurance system in Taiwan
- Taiwan Quality Assurance System
- The evolution experience of higher education program evaluation system in Taiwan
- The Evolution of University's Program Evaluation
- Key Indicators of QA System
- Your Suitable QA System

## Introduction: The changing context of higher education in Taiwan

Changing facets of Taiwan's higher education

### 1. Number and category of universities and colleges in 2013

- Public 4-year comprehensive universities and colleges 34(23%)
- Private 4-year comprehensive universities and colleges 36(24%)
- Public 4-year technical universities and colleges 16(11%)
- Private 4-year technical universities and colleges 61(42%)
- Total 147(100%)

## Introduction: The changing context of higher education in Taiwan

- Changing facets of Taiwan's higher education

### 2. Number of students

The composition of the students is with a number of over 30,000 PhD students, 170,000 graduate students, and 1,000,000 undergraduates in 2014. The increase rate is over 200% from 1997 to 2014.

### 3. University entrance exam admission rate

The exam admission rate increased dramatically from 60% in 1997 to 95.7% in 2014.

## The impact and challenge of higher education in Taiwan

- Excessive number of university and college, diluted higher education resources
- Low birth rate, insufficient source of students
- More competitive international environment, stricter ranking system of international higher education institutions
- The polarization of student quality

## The evolving needs of higher education evaluation

From Elite to Mass higher Education

The government and the taxpayers want to know

- How is the quality of universities?
- Is it worthy to allocate so much money to higher education?
- What's the accountability of higher education?

## The developmental phases of higher education quality assurance system in Taiwan

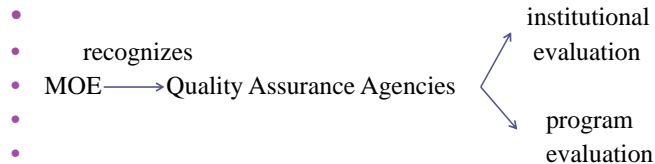
Time & Phase	Predominate role in Quality Assurance	Quality Assurance Target	Higher Education Quality Assurance Policy
1975-1994 Planning	Ministry of Education	1. Some Subjects 2. General Education 3. Institutional development plan	Revise [University Law] to include the evaluation mechanism in 1994
1995-2009 Formation	MOE authorize academic bodies or evaluation agencies	1. Institutional evaluation 2. Program evaluation	1. Amend the [University Law] in 2005 to involve the role of professional evaluation institution, self evaluation and the evaluation result connect to university developmental scale policy 2. [University Evaluation Law] on its way in 2007

## The developmental phases of higher education quality assurance system in Taiwan

Time & Phase	Predominate role in Quality Assurance	Quality Assurance Target	Higher Education Quality Assurance Policy
After 2010 Extension	evaluation institution & University	1. Institutional evaluation 2. Program evaluation 3. College evaluation 4. General education evaluation	1. set [MOE Accredited Professional Evaluation Institutions Ruling Principle] 2. set [MOE Recognize University Self-directed Evaluation Mechanism and Result Ruling Principle]. 3. modify [University Law] to embrace self-directed evaluation exemption rule and easing restrictions of running universities in 2013.

## Taiwan Quality Assurance System

### • The Appearance of the Quality Assurance System in Taiwan



• Fig. 1 The Appearance of Taiwan QA system

## The Appearance of the Quality Assurance System in Taiwan

	Program evaluation	Institutional evaluation	Both program & institutional evaluation
Local	IEET TMAC CMA	TWAEA HEEACT	TWAEA HEEACT

• Fig. 2 QA agencies recognized by MOE

## The evolution experience of higher education program evaluation system in Taiwan

- These concerns are as follows and could be the QA practices experiences for other countries who are searching the best way to do the higher education evaluation.
- the aim of higher education evaluation
- the connection between evaluation and administrative awards and punishment.
- Self-directed evaluation may do well than external evaluation
- the evaluation autonomy of higher education providers
- the objectivity and professionalism of peer reviewers
- the needs of help and counseling

## The Evolution of University's Program Evaluation

- the QA climate intends to give higher education institutions more power and autonomy to do the program evaluation in Taiwan.
- Four channels are as follows:
- Accept the original accreditation.
- Apply to the local and international professional accreditation agencies that were recognized by MOE for exemption of regular evaluation.
- Accept other local QA agency's evaluation and apply for postpone evaluation.
- Doing self-directed program evaluation only if you are selected as a self evaluation university.

## Key Indicators of QA System



## Your Suitable QA System

No best one but suitable one for your nation!!!

Think about these issues below:

- The relationships and power between professional evaluation agency, government and higher education providers.
- Centralization vs. decentralization
- The argument between mandate and self-directed evaluation
- Accountability vs. improvement

**Thank you  
for your kind attention!**

# Curriculum Vitae

## PERSONAL INFORMATION

**Name:** Yinyan Z hou

**Gender:** female

**Date of Birth:** June 30<sup>th</sup> 1992

**Health:** excellent

**Address:**

Cheng Gong campus of Yunnan University,

Kunming, Yunnan Province,

650500,

China.

**Phone Number:** 18487261194

**E-Mail:** 1450224151@qq.com

## EDUCATION:

2014.8~now: Studying in the research institute of higher education of **Yunnan University**

Major in principle of pedagogy

2010.9~2014.7: Studied in the English department of **Shijiazhuang Railway University**

Major in English

Certification of **TEM-4, TEM-8, CET-4, CET-6**

## **EXPERIENCE:**

**English tutor**, June-August, 2014 (part-time job)

Worked as a **trainee** in CHUANGSHEN, May-June, 2014 (part-time job)

Served as a **support teacher** in a village of Pingshan town of Shijiazhuang City, September, 2013

## **SPECIAL SKILLS:**

**Language skills:** Native speaker of Chinese

English as working language


**Computer skills:** Frequent user of Microsoft Office

Learned basic computer knowledge at school in 2011

### **Self Assessment:**


Strong organization, Interpersonal skills- ability to put people at ease, dependable, organized, efficient, team player, self-starter.





*Students as Subject of Evaluation:  
the New Perspective for Quality  
Evaluation of Higher Education:  
Setting an Example of the National Students  
Survey*

Presented by Yinyan Zhou  
Research Institute of Higher Education ,  
Yunnan University ,graduate student



Contents

- 01 Background & Significance
- 02 National Student Survey
- 03 Reflection & Enlightenment

1. Quality evaluation of higher education



“...improve the talent training quality...”

National education reform and development of long-term planning programs (2010-2020)




新闻发布会  
Press Conference  
教育部新闻办公室  
The Press Office of the Ministry of Education



The Press Office of the Ministry of Education






“全国高等教育质量保障与评估机构协作会”  
成立大会暨学术研讨会  
Inaugural Conference and Symposium of the Chinese Association for Quality Assurance Agencies in Higher Education  
2010年11月 中国 北京  
November 2010 Beijing, China

Inaugural Conference and Symposium of the Chinese Association for Quality Assurance Agencies in Higher Education

Where is students' voice?






2. The Application about Students as Subject of Evaluation in Higher Education Evaluation

the  
**National Student Survey**  
www.thestudentsurvey.com

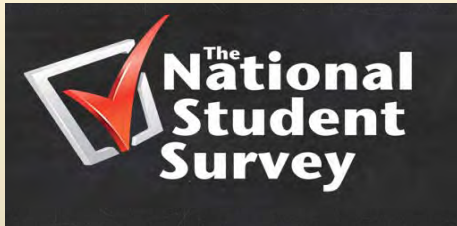
Began in 2005, a national college students' satisfaction survey which is organized formally by British government

```

    graph LR
      A(Improve educational quality) --> B(all fresh graduates)
      B --> C(E-mail invitation)
      A --- A1(Main goal)
      B --- B1(Respondents)
      C --- C1(Method)
  
```

## 2.1 Questionnaire Design of National Students Survey



ENTER THE SURVEY

## First indicators

the teaching on My course

Assessment and feedback

Academic support

Organization and management

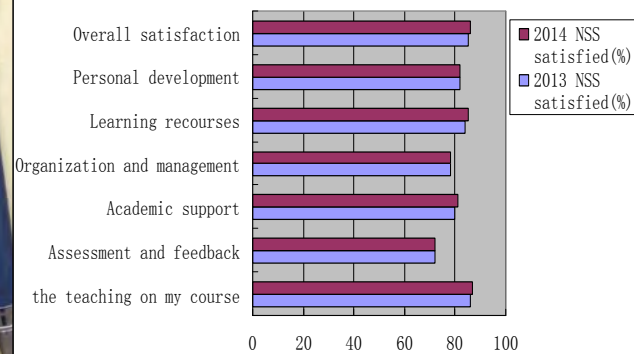
Learning resources

Personal development

Overall satisfaction

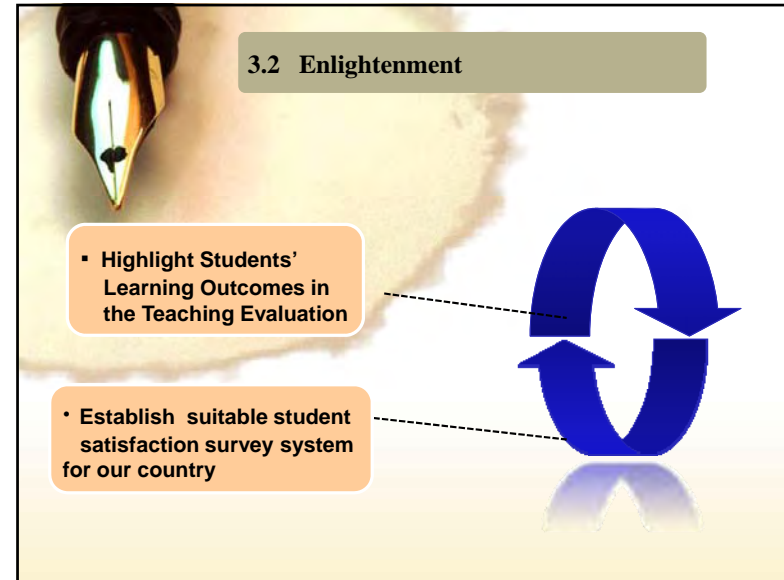
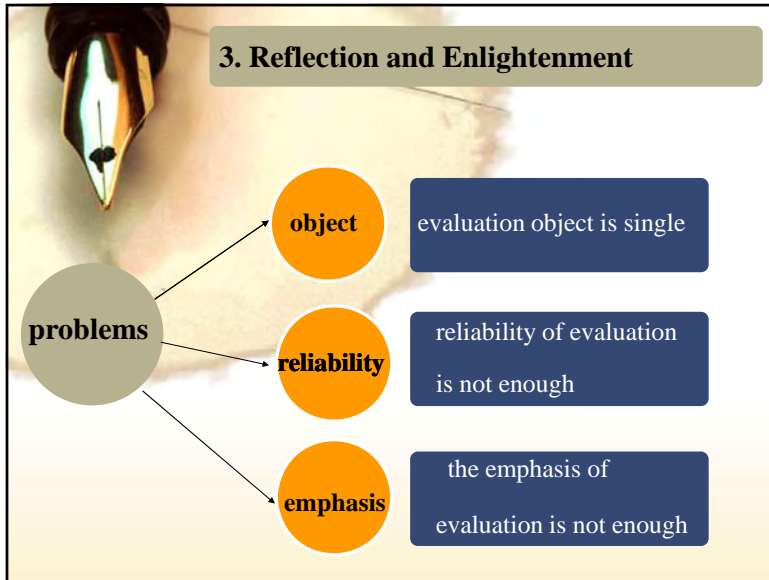
## 2.2 Information Analysis of Survey Result

2014 National Student Survey Results for the UK



## 2.3 the Application of Survey Results





## A Brief Introduction of Mei Wu

Mei Wu is currently an associate professor at Research Institute of Higher Education at Yunnan University. She received a Ph.D. in Higher Education Administration from the University of Idaho in the USA. Her research interests include multicultural/ethnic minority education, international K-12 education, higher education, institutional research, and education for sustainable development. She was a lead researcher for National Survey of Student Engagement China (NSSE-China) at Yunnan University. She is also a council member of China Associate of Institutional Research. Since 2006, Dr. Wu has presented more than 10 papers on American Education Research Association (AERA) Annual meeting. Most recently, she presented a paper at International Academic Forum (IAFOR) Conference at Osaka, Japan.

Dr. Wu also hold a MBA from Asian Institute of Technology, Thailand and a MSc. in International Finance from CERAM Business School, France. She was a recipient of Germany DAAD scholarship and French government scholarship.





云南大学高等教育研究院  
The Research Institute of Higher Education  
Yunnan University

## 少数民族大学生社会与学术 适应的影响因素分析 Influences on the Social and Academic Adjustment of Students at an Ethnic Minority University in China

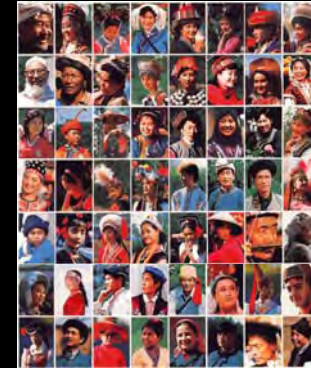
吴玫 博士 副教授  
Mei Wu, Ph.D  
Associate Professor

2015年4月18日



## Contents

- Introduction
- Purpose of Study
- Research Questions
- Methodology
- Data Collection
- Findings
- Conclusion



## Introduction

- 56 officially recognized ethnic groups in China.
- Han Chinese are the majority.
- The other 55 groups are “minority nationalities.”
  - \* 9% of total population, or 110 million
  - \* Occupy more than 60% of territory
  - \* Primarily in rural areas
- Definition of “minority nationality”

*“...a historically constituted, stable community of people, formed on the basis of a common language, territory, economic life, and psychological make-up manifested in a common culture.”*

---Joseph Stalin (MacKerras, 2003)

## Minority Higher Education in China

- More than 3000 higher education institutions in 2015.
- 92 are in minority areas.
- 12 are “universities for nationalities.”
- Generally perceived as poor quality; they “impress people with their backwardness, conservativeness, low efficiency, and inability to attract talent” (Huang, 2000).
- Low higher education attainment for minorities
  - \* Enrollment rate: 1.0% - 6.0% since 1949
  - \* 1949 to 2000: 4.5% of higher education students were minorities.

"Phenomenologists argue that it is not objective reality, but rather the individual's subjective perception of reality that is important. In other words, if you want to understand someone, you must try to see things through that individual's eyes."

--- Lemme (2004)

## Need for the Study

1. The number and diversity of languages is a barrier to the popularization of education.
2. To improve minority attainment and educational quality at universities for nationalities.
3. To understand the educational experiences of minority students.
4. While many studies "focus on enrollment, retention and graduation rates of minorities, practices of bilingual education, and comparisons between different minorities, and they offer suggestions for improved policies directed at increasing these rates" (Harrel 2001), few have focused on minority-group students' self-concept, socio-cultural and academic adjustment, and their lived experiences with respect to their cultural and linguistic backgrounds.

## Minority Communities: 3 types

	<i>Before 1949</i>	<i>After 1949</i>	<i>Illiterary Rate</i>	<i>Language Ability</i>
Type 1 Communities	Ethnic language with writing systems in broad use	Regular bilingual education implemented.	Lower than Han majority. (Except Tibetan communities) Language policy and its implementation viewed positively	Bilingual: fluent in both minority language and Mandarin.
Type 2 Communities	Ethnic language with writing systems in limited use.	No regular bilingual education	Two or three times higher than Han majority. Language policy and its implementation viewed negatively.	Fluent in Mandarin but not minority language.
Type 3 Communities	No functional writing systems.	Limited or no bilingual education.	Language policy and its implementation viewed positively for 27 minorities and negatively for 15 minorities	Fluent in Mandarin only.

From: Zhou (2000)

## Purpose of the Study

- To examine the experiences of ethnic minority students with three different cultural and linguistic backgrounds and Han majority students:
  - Type 1: bilingual students fluent in their ethnic language and Mandarin
  - Type 2: students fluent in Mandarin but not their ethnic language
  - Type 3: students from a group for whom an ethnic language is no longer spoken; fluent in Mandarin only
  - Type 4: Han students fluent in Mandarin

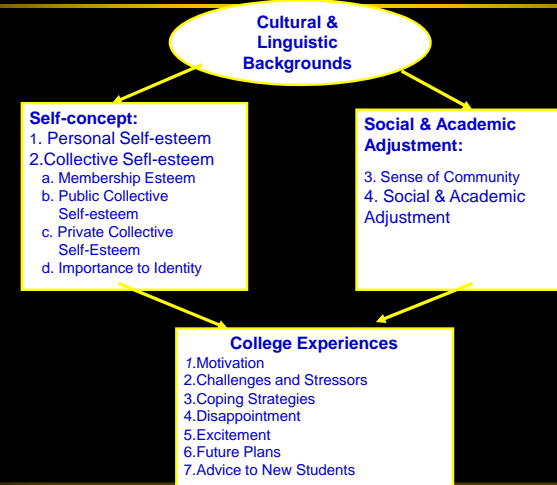


## Theoretical Framework

- Social Identity – Henri Tajfel and John Turner (1979)  
Self Concept :
  1. Personal Identity (competence, talent, and social ability)
  2. Social Identity (“
- Self-esteem:
  1. Personal Self-esteem - Rosenberg’s (1965) self-esteem scale
  2. Collective Self-esteem - Luhtanen and Crocker’s (1992)  
The Collective Self-esteem Scale
- Sense of Belongings - Collegiate Psychological Sense of Community (Lounsbury & DeNeui, 1996)
- Social and Academic Adjustment (Woosley, 2003)

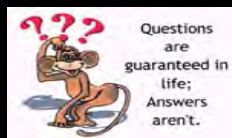


## Theoretical Framework



## Research Questions

- **Are there differences among students with different linguistic backgrounds in terms of personal self-esteem, collective self-esteem, collegiate psychological sense of community, and social and academic adjustment?**
- **If there are differences, what are they?**
- **How and to what extent are these differences reflected in self-reported sources of stress?**



## The Setting

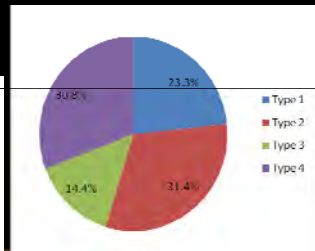
- **Central University for Nationalities**
- **Established in 1951**
- **Located in Beijing**
- **15,000 students**
- **70% of students (10,500) are minorities**
- **Perceived as the “best” university for minorities**
- **Included in government supported projects “211” and “985”**
- **Ranked among the most prestigious higher education institutions in 1997**
- **Students from all areas of China**



## Participants for Quantitative Study

- 347 respondents
- male 43%, female 57%
- 29 ethnic groups
- 33 provinces
- 70% are minorities (same % as in population)
- Age range: 16 – 30

Type of Students				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	81	23.3	23.3	23.3
2	109	31.4	31.4	54.8
3	50	14.4	14.4	69.2
4	107	30.8	30.8	100.0
Total	347	100.0	100.0	



## Data Analysis

- Quantitative data analyzed by using SPSS 15.
  - (1) Descriptive statistics and measurement reliability tests
  - (2) ANOVA test to compare four type of students in terms of four factors
  - (3) Linear regression modeling analysis to explore interrelationships among four factors
  - (4) Correlation analysis to discover association relationships between language ability and four factors

## Results 1: Descriptive statistics and Measurement reliability tests

Variables	N	Min.	Max.	Mean	SD	Cronbach's Alpha	N of Items
Personal Self-esteem	337	1.89	4	2.84	0.36	0.751	9*
Collective Self-esteem	322	2.94	6.75	4.98	0.73	0.806	16
Collegiate Psychological Sense of Community	321	1.14	4.86	3.24	0.67	0.842	14
Social and Academic Adjustment	326	1.33	5	3.32	0.63	0.822	9

\*There are 10 items in the Personal Self-esteem Scale; item 8 was deleted to improve the reliability of the survey.

## Result 2.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Personal Self-esteem	Between Groups	.690	3	.230	1.781	.151
	Within Groups	42.976	333	.129		
	Total	43.666	336			
Collective Self-esteem	Between Groups	8.156	3	2.719	5.375	.001
	Within Groups	160.851	318	.506		
	Total	169.006	321			
Collegiate Psychological Sense of Community	Between Groups	3.104	3	1.035	2.304	.077
	Within Groups	142.370	317	.449		
	Total	145.474	320			
Social and Academic Adjustment	Between Groups	2.464	3	.821	2.108	.099
	Within Groups	125.460	322	.390		
	Total	127.924	325			

There is evidence ( $p=0.001$ ) suggesting a difference in mean scores for **collective self-esteem** among the four types of students in the population.

## Result 2 (Con.)

Multiple Comparisons  
Dependent Variable: Collective Self-esteem  
Tukey HSD

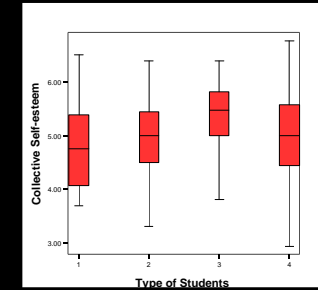
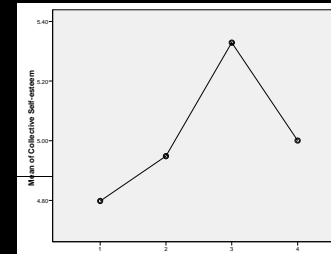
(I) Type of Students	(J) Type of Students	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-.15037	.10859	.510	-.4308	.1301
	3	-.53086*	.13388	.001	-.8766	-.1851
	4	-.20269	.10972	.253	-.4861	.0807
2	1	.15037	.10859	.510	-.1301	.4308
	3	-.38049*	.12594	.014	-.7057	-.0552
	4	-.05231	.09986	.953	-.3102	.2056
3	1	.53086*	.13388	.001	.1851	.8766
	2	.38049*	.12594	.014	.0552	.7057
	4	.32817*	.12691	.050	.0004	.6559
4	1	-.20269	.10972	.253	-.0807	.4861
	2	.05231	.09986	.953	-.2056	.3102
	3	-.32817*	.12691	.050	-.6559	-.0004

\*. The mean difference is significant at the .05 level.

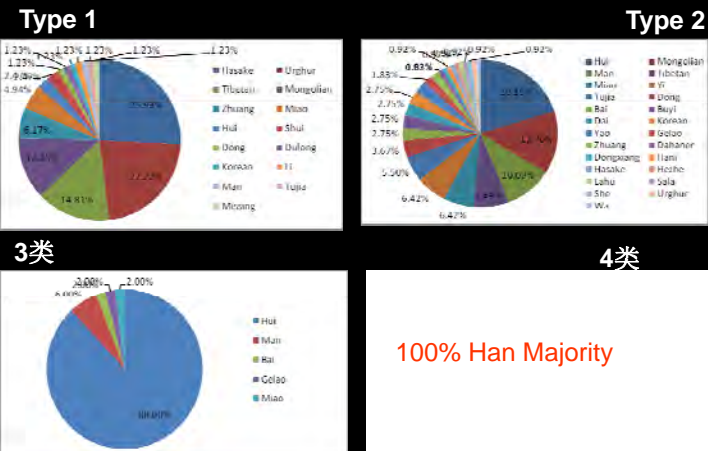
The differences lie between Type 3 and each of Type 1, Type 2, and Type 4.

## Result 2 (Con)

### Comparison in Collective Self-esteem:



## Minority Students Mean Percentage



## Result 3. Linear Regression Modeling

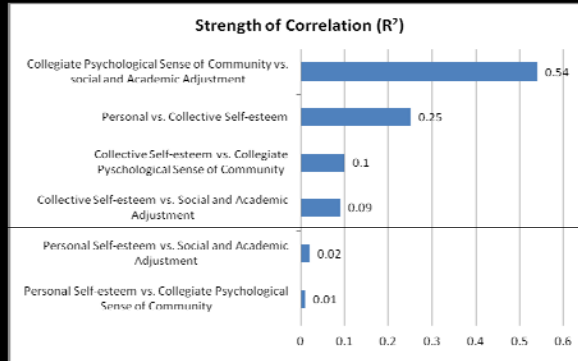
Correlations

		Personal Self-esteem	Collective Self-esteem	Collegiate Psychological Sense of Community	Social and Academic Adjustment
Personal Self-esteem	Pearson Correlation	1	.499**	.120*	.155**
	Sig. (2-tailed)		.000	.033	.006
	N	337	317	314	319
Collective Self-esteem	Pearson Correlation	.499**	1	.317**	.304**
	Sig. (2-tailed)	.000		.001	.009
	N	317	322	304	309
Collegiate Psychological Sense of Community	Pearson Correlation	.120*	.317**	1	.738**
	Sig. (2-tailed)	.033	.000		.000
	N	314	304	321	318
Social and Academic Adjustment	Pearson Correlation	.155**	.304**	.738**	1
	Sig. (2-tailed)	.006	.000	.000	
	N	319	309	318	326

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

Evidence ( $ps < 0.05$ ,  $Rs > 0$ ) suggests correlations are all significant and positive.

### Result 3: Strength of Correlation



### Results 4: Linear Regression Modeling (Cont.)

#### Building a Model to Predict Social and Academic Adjustment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.605	.282		9.231	.000
	Personal Self-esteem	.254	.099	.148	2.574	.011
2	(Constant)	2.034	.298		6.832	.000
	Personal Self-esteem	-.003	.109	-.002	-.029	.977
	Collective Self-esteem	.261	.055	.304	4.758	.000
3	(Constant)	.722	.217		3.325	.001
	Personal Self-esteem	.064	.075	.037	.843	.400
	Collective Self-esteem	.053	.039	.062	1.346	.179
	Collegiate Psychological Sense of Community	.669	.037	.728	18.113	.000

a. Dependent Variable: Social and Academic Adjustment

### Results 4: Linear Regression Modeling (Cont.)

#### "Best" Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.973	.240		8.205	.000
	Collective Self-esteem	.270	.048	.311	5.660	.000
2	(Constant)	.798	.178		4.476	.000
	Collective Self-esteem	.071	.035	.082	2.045	.042
	Collegiate Psychological Sense of Community	.671	.037	.725	18.144	.000

a. Dependent Variable: Social and Academic Adjustment

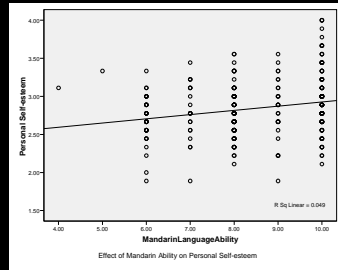
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.311 <sup>a</sup>	.096	.093	.59771
2	.755 <sup>b</sup>	.570	.567	.41305

a. Predictors: (Constant), Collective Self-esteem  
 b. Predictors: (Constant), Collective Self-esteem, Collegiate Psychological Sense of Community

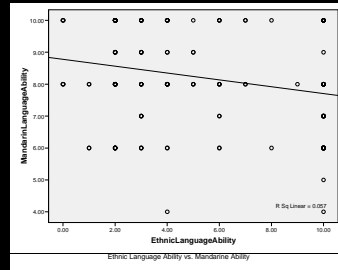
### Results 5: Correlation between Language Ability and Four Factors

		Personal Self-esteem	Collective Self-esteem	Collegiate Psychological Sense of Community	Social and Academic Adjustment	Ethnic Language Ability	Mandarin Language Ability
Ethnic Language Ability	Pearson Correlation	-.062	-.120	.095	.138	1	-
	Sig. (2-tailed)	.419	.129	.231	.077	-	-
	Number	171	163	162	164	176	166
Mandarin Language Ability	Pearson Correlation	.222	.101	0.17	.037	-.240	1
	Sig. (2-tailed)	.000	.084	.771	.524	.002	-
	Number	311	295	296	300	166	320

## Results 5: Correlation Analysis

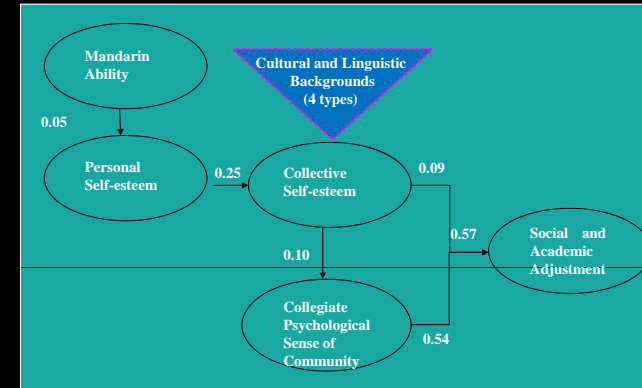


Positive relationship between Mandarin ability and personal self-esteem



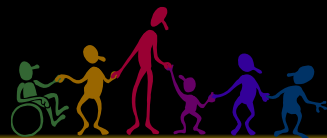
Negative relationship between ethnic language ability and mandarin ability.

## Final Results



## Conclusion

**“If universities work to enhance a minority’s collective self-esteem AND especially the individual’s sense of belonging (sense of community) to their university, then we will increase the prospect of academic success.”**



## Questions or suggestions?





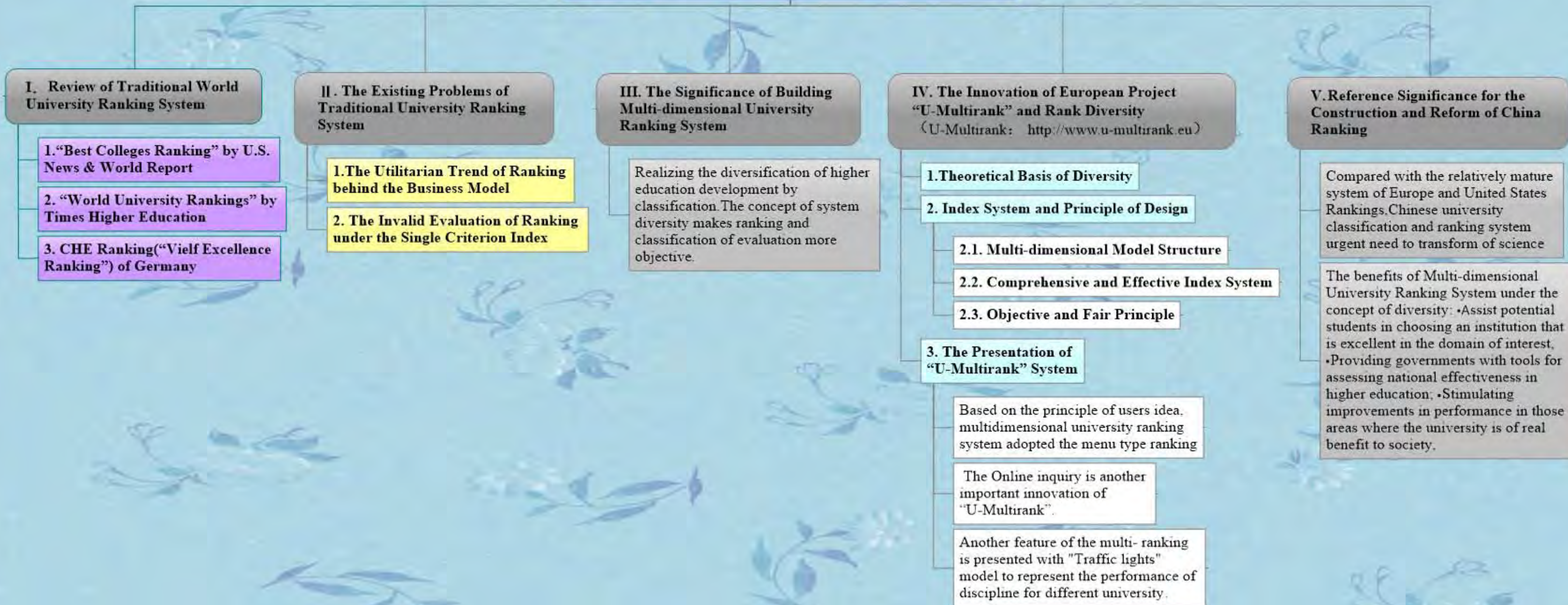
**Thank You!**  
**谢谢!**

联系方式:  
吴玫  
wumeik@hotmail.com  
135-7701-2717





# Exploration of Multi-dimensional University Ranking System under the Concept of Diversity





## Turnitin (Electronic Plagiarism Detection Tool): Usefulness and Effectiveness for developing Quality Research Culture in Pakistan

Muneer Ahmed<sup>1</sup>, Dr. Safdar H. Bouk<sup>2</sup> and Sania Tufail<sup>3</sup>

1: Dy. Director (QA) and 3: Program Manager: Higher Education Commission, H-9, Islamabad

2: Assistant Professor, COMSATS Institute of Information Technology, Islamabad

Turnitin is one of the tool which is developed by the Iparadigm LLC, USA and used in more than 100 countries for developing writing skills through originality check, Peer Mark and Grade Mark. Due to increasing trend of plagiarism worldwide, Pakistan is also facing this problem. Researchers are compelled to do plagiarism due to different reasons i.e. Time management, learning styles, education backgrounds, design of assessments, and learning backgrounds. In order to eradicate plagiarism menace from Pakistani HEIs, Higher Education Commission (HEC) took decision in consultation with Universities to introduce Plagiarism Policy and provide Electronic Detection System (EDS) i.e. Turnitin, in 2009. The effectiveness of the service was assessed in Australia by Atkinson et al and same parameters are assessed here through online survey by Turnitin Users. The results of the survey are suggesting use of the service for Universities.

### Methodology:

A Questionnaire based on Atkinson study conducted in Australia was circulated among Turnitin Users in Pakistan. These included Administrators, Instructors and Students of Public and Private Sector Universities in Pakistan. The Demographic information was included to identify age, qualification and affiliation of the respondents. Survey request was forwarded through email from Turnitin Administrator Account of the HEC and responses were collected through Google Document.

### Results and Discussion:

There were total 688 response collected through Google form and table below shows the summary of the responses. The 88% users consider plagiarism as an important issue at University level which is due to the awareness and Higher Education Commission's effective approach to address this issue.

It is encouraging to note that 87% have supported use of Turnitin (electronic detection system) in the Universities which basically saves time and assists to identify potential sources for plagiarism. 79% of the users consider the Turnitin as an effective tool for preventing plagiarism. 85% are considering it as a fair tool for checking student assignments. There are no trust issues or unnecessary work as again more than 50% are supporting this notion. There is need to further discuss and apprise faculty members and students about proper use of this tool.

Item	Questionnaire Statement	Agree	Neutral	Disagree
Importance	Plagiarism is an important issue for the University to deal with.	88.23	5.38	5.96
Support	I support the use of Turnitin at University	87.21	7.12	5.23
Ease for Lectures	Turnitin makes it easier for lecturers to identify plagiarism.	77.03	12.94	9.45
Effectiveness	Turnitin is effective in preventing plagiarism	79.07	11.48	8.87
Fairness	It is fair for the University to use Turnitin on student assignments	85.47	6.54	7.70
Prevent Plagiarism	Using Turnitin at University prevents student plagiarism	79.94	10.90	8.58
Unfairly targeted	Students are unfairly targeted as a result of using Turnitin at University	23.11	22.97	53.34
Unnecessary Work	Students do unnecessary work as a result of the use of Turnitin	17.59	18.17	63.95
Distrust	Using Turnitin will create distrust between Teachers and Students	24.27	21.22	54.22

### Conclusion:

The aim of this study to determine the usefulness and effectiveness of Turnitin for developing quality research culture. The survey is based on nine parameters i.e. Importance, Ease for Lecturers, Fairness, Prevents Plagiarism, Support, Effectiveness, Unfairly Targeted, Distrust and Unnecessary work. The audience comprises of all types of users including Students, Faculty, and Administrators etc. The responses are suggesting confidence in the use of Technology in class room and for quality research. The Users have identified plagiarism as an issue and the tool adopted by the HEC in addition to Plagiarism Policy guidelines is effective and useful. The two pronged approach is helping the HEIs to attain highest quality standards.

### References:

1. Paul Clough. (2003). "Old and new challenges in automatic plagiarism detection" Plagiarism Advisory Service [http://ir.shef.ac.uk/cloughie/papers/pas\\_plagiarism.pdf](http://ir.shef.ac.uk/cloughie/papers/pas_plagiarism.pdf) visited on March 4, 2014
2. Batane, T. (2010). Turning to Turnitin to Fight Plagiarism among University Students. Educational Technology & Society, 13(2).
3. Cromwell Sharon (2006), What Can We Do to Curb Student Cheating? [http://www.educationworld.com/a\\_admin/admin/admin375.shtml](http://www.educationworld.com/a_admin/admin/admin375.shtml) accessed on March 25, 2014.
4. McMurtry, K. (2001). E-cheating: Combating a 21st century challenge. THE Journal, 29(4), 36–40
5. Russouw, R (2005). <http://www.iol.co.za/news/south-africa/net-closes-on-university-cheats-1.235023?ot=inmsa.ArticlePrintPageLayout.ot> accessed on March 25, 2014
6. Plagiarism Policy (2007), Higher Education Commission. <https://www.hec.gov.pk/plagiarism> visited on March 21, 2014



# The Research of Value Orientation of Index System on Academic Ranking of World Universities

Junyu Zhou<sup>1</sup>, Junping Zhou<sup>2</sup>

Higher education research institute of Yunnan university ,Kunming, Yunnan, China<sup>1</sup>; The third school of Tangshan, Tangshan, Hebei, China<sup>2</sup>.

**Abstract:** Analysis and research of the text and index system of Academic Ranking of World Universities (ARWU), it can be concluded that the value orientation of index system of ARWU focused on scientific research and achievements, demonstrating that the objective standards of this system are important for the evaluation of world university rankings. And this index system can supply the data for the objective comparison between universities, attracting extensive attention in public. However, this system ignores the status of the individual and the stories happening in university, and lacks the suitable rules to assess different level universities .In the designs of this system, there are also questions about indicators, the fairness and the diversity of appraisal object. So the author puts forward more reasonable measures to supplement corresponding index. To promote the ARWU index system, we can use the weight compensation method and add some appropriate indicators to facilitate objective assessment of universities in round.

### The drawbacks of index system of ARWU:

- 1 Paying attention to academic achievements and ignoring the function of individuals.
- 2 Focusing on the scientific research, but neglecting stories in college.

### The shortcoming of ARWU design:

- 1 Lack of viable standard for different kind of Universities.
- 2 Lack of logic corresponding relationship between primary and secondary indicators.

### The suggestions for index system of ARWU:

- 1 Adding the individuals in college as an index.
- 2 Excavating and reconstructing stories in college as an important evaluation factor.

### The suggestions of ARWU design:

- 1 Reformulating the index system according to different types of universities as follow.

Table 1: Four types' index systems

1: World global comparable indicators	Unified, objective, can compare basically across the country and even the global
2: World basic comparable indexes	
3: Basically non-comparable indexes	More features, subjective, only reflect competitiveness of a region
4: Completely non-comparable indicators	

- 2 The primary indicators should match the secondary indicators.

**Conclusion:** Through the detailed analysis and seriously thinking about the detect of the index system of ARWU, the author proposed some advice and suggestion to improve and promote the accuracy and comprehensiveness of this index system.



# The Quality Assurance Exploration of the Resources Construction of Online Courses with the Inter-school Cooperation

Mrs. Weiwen Zhu & Xinhe Gong,  
Asst. Professor, College of Continuing Education,  
Tongji University, Shanghai, China



The resources construction of online courses with the inter-school cooperation is the tendency of ICT in higher education. To develop the professional MOOC led by the universities is becoming the continuing education transformation. As one of the 21 open resource projects of Online Education Union launched by the Ministry of Education in October 2014 in China, the e-Plan of Great Engineers project led by Tongji University is cooperated with 17 civil engineering universities in China. Online Education Union is a joint collaboration organization dedicated to online education in colleges and universities, enterprises and groups. It focuses on the advantages, the integration of resources, and mutual cooperation of online education resources. And it is also a platform of sharing, teaching and learning service for all the learners to provide various kinds of high quality resources and public services. The e-Plan of Great Engineers project aims all civil engineering learners to provide great diversify learning resources and services.

It introduces the e-Plan of Great Engineers project, uses the ideas of process management and PDCA quality loop, and finds the critical links of the quality of online courses. It also analyzes the quality assurance system of online education resources construction, and points out four key points to the quality assurance of the online courses developed by the inter-school cooperation. Such as mechanism of inter-school cooperation, courses development and evaluation, teachers, learning support services, etc. This is the preparing work of the e-Plan of Great Engineers project.



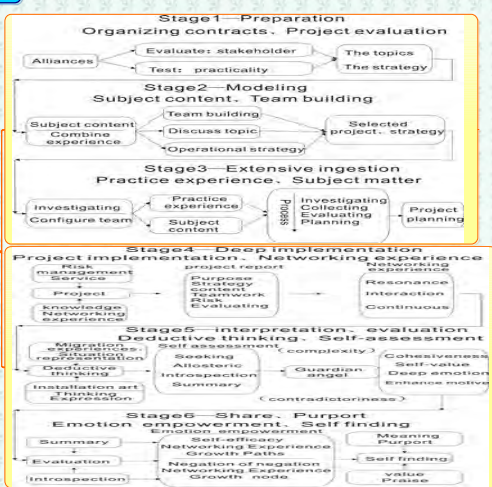
1 The Background Of Research

The plight of practical teaching in the transition of local undergraduate universities

- ✓ The Sustainable Development Of Practice Teaching Is Impeded Seriously By Short-term Behavior
- ✓ Practice Teaching System Becomes A Mere Formality By "the Disunity Of Knowing"
- ✓ Practical Teaching System Construction is lack of foundation by shortage of teachers.
- ✓ The connotation of Practical Teaching System is sufficient caused by the deficiency of social service functions

The Learner's practical knowledge-oriented service learning is adaptive selection of localization practice

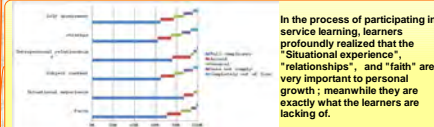
- ✓ The advantage of teaching process model of service learning at local colleges
- ✓ The value of Service learning teaching mode in the local undergraduate colleges



The model of learners' practical knowledge-oriented service learning

The Learner's Practical Knowledge-oriented Service Learning: The Teaching Process Pattern In The Transition Of Local Undergraduate Universities

3 The Results Of The Study



The analysis of teaching effect

Effect of inspection

Regression analysis

- subject content has a significant impact on the teaching process model in the five respects of faith, Situational experience, subject content, interpersonal relationship and strategies
- self-assessment has a significant impact on the teaching process model in the three aspects of Situational experience, subject content and strategies
- strategies has a significant impact on the teaching process model in the three aspects of subject content, strategies and self-assessment
- interpersonal relationship has a significant impact on the teaching process model in the two aspects of Situational experience and self-assessment
- Situational experience has a remarkable impact on the teaching process model in interpersonal relationship
- Beliefs' impact on the teaching process model in the aspect of strategy effect is remarkable.



# Strategic Leadership for Quality Management: A Professional Development Program for Thai Primary School Principals

Dr.Kanokorn Somprach.  
Associate Professor, Department of Educational Administration  
Khon Kaen University, Khon Kaen, Thailand  
Dr.Forrest W. Parkay  
Professor, Educational Leadership & Higher Education  
Washington State University Pullman, WA Pullman, USA

## Abstract

Quality management (QM) is a key part of a school's quest for effectiveness and improvement. QM enables administrators to develop the school as an organizational system and to create a culture of continuous improvement. Within this context, the purpose of this study was to develop a strategic leadership model for quality management at Thai primary schools. The model was implemented by designing and delivering a professional development program for principals at 32 primary schools. Data for this study were collected using both quantitative and qualitative methods. Results indicate that the professional development program was implemented to a "high degree." In addition, principals reported that the strategic leadership model could be modified, thus enabling schools to become high performance organizations (HPOs).

## Introduction

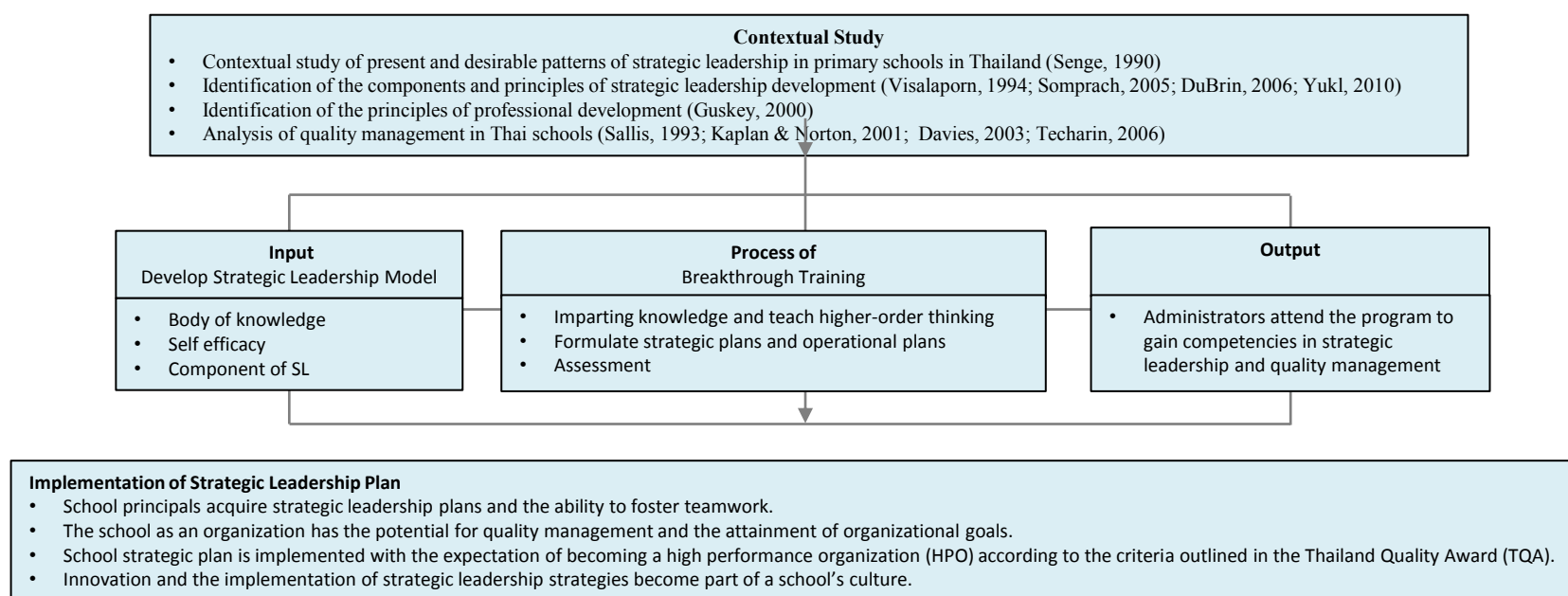
There is ample evidence that leadership makes a significant contribution to the development of quality management in organizations (Senge, 1990; Sallis, 1993). More specifically, *strategic leadership* and *quality management* play crucial roles in determining the degree to which an organization is characterized by transformation, advancement, and high performance (Drucker, 2006). Naturally, then, quality management should be a key part of a school's quest for effectiveness and improvement. Quality management can develop the school as an organizational system and create a culture of continuous improvement (Somprach, 2005).

Strategic leadership involves total quality management and is a systematic approach for transforming an organization into a *high performance organization* (HPO) (Kaplan & Norton, 2001; Davies, 2003; Somprach, 2005; DuBrin, 2006; Techarin, 2006). In this regard, Thailand has based its criteria for the Thailand Quality Award (TQA) on this approach and on the Malcolm Baldrige Award (MBA).

## Research Objectives

1. Developing a strategic leadership model for quality management in primary schools in Thailand
2. Designing and implementing a professional development program based on the strategic leadership model (which is designed to support leadership teams in initiating and sustaining quality management)
3. Identifying strategies to be undertaken after participating in the professional development program.

Figure 1  
Conceptual Framework



## Results

The final outcome of this research was to identify the patterns of strategic leadership model as below:

1. Development of a long-term plan should be initially conducted and then modified into an operational plan
2. Development of theoretical understanding of quality management
3. Team development and experience sharing
4. System improvement using the criteria of Thailand Quality Award (TQA) which was adapted from the Malcom Baldrige Award
5. Training and Development
6. Networking
7. Reflection and evaluation

At school level, it was found that the administrators need to convert a vision into a shared vision by considering policy needs, stakeholder needs, and business needs. The majority of school administrators indicated that they would prefer to undertake these four proceedings as follows:

1. Create a vision for the future.
2. Find strategic issues consisting of goals, together with such critical success factors, project, activities, target project, and person in charge.
3. Raise supportive funds by gathering resources from various places
4. Create leaders and leadership behaviors for school staff members through projects in the school.

## Shanghai post-graduate Dissertation Random Check Basing on Academic Result Evaluation Project

Meng Jie , project officer

Shanghai Education Evaluation Institute

This article compares foreign Learning outcomes assessment projects to improve anonymous assessment on Shanghai post graduate dissertation, and analyzes the characteristic of Shanghai post graduate academic result project. It provides some valuable reference to further the understanding of various academic result evaluation characteristics and assessment practice.

1. Learning outcomes assessment usually is a part of large scale accountability structure, while in some country and region, the assessment result is the basis of providing support and other resources, or as the insurance of relatively consistent quality standard of degree awarding between different colleges and subjects. Shanghai plays an important role of Dissertation Outcomes Assessment based on different subjects characteristic and requirements.

2. Besides Graduate Entrance Examination, the target is individual students, other assessments are to examine and investigate the students in general .With large scale of students' sample , Shanghai Assessment Project promote the absolute and relative level of post –graduates dissertation outcomes in administration region.

3. Usually the leaning outcome evaluation project is assessed separately, including the increase of students' knowledge and ability in cognitive and non cognitive field during their studying and their performance after graduation. Specifically, in cognitive fields, the college students' professional competence and other common skills such as the ability of critical thinking, problem solving and written expression that all higher education students should possess will be assessed and investigated. In the non cognitive field, the master of general and professional knowledge will be assessed. At present, the assessment focuses more on the test of skills and abilities in non cognitive field. While the dissertation evaluation reflects the comprehensive ability level of creative problem solving based on cognition.

4. Questionnaire and written test is most commonly used. Questionnaire is usually used in indirect assessment of non cognitive education outcomes, mainly through collecting the students' self-report of education outcomes which will be affected by the students' degree of awareness, not the direct reflection of education outcomes. Written test is applied in the direct assessment of students' cognitive learning outcomes more often. Shanghai dissertation evaluation introduces a large number of peers to evaluate on experts' view.

Thus it can be seen that during the improvement of Shanghai post graduate student Dissertation Random Check, some international practice on learning outcomes evaluation has also been used as references. Such as samples with timely feedback that contains accountability and data, and the updated evaluation website system that connect to the internet evaluation tools. Meanwhile, through the project operation practice for decades, Shanghai Education Evaluation Institute gradually realize to monitor universities and subjects by classification, to ensure the smooth implementation of the project, and to establish the feedback and correction mechanism system of learning outcomes. By a feedback and complaints mechanism of dissertation with objection, SEEI conceals the experts' name and feedback the experts' advice to school officially, and let the school handle objection independently. Most schools modify and review the dissertation with objections in a limited time, or delay the degree-conferring. Objections results submitted to SHMEC for record. Thus ensure colleges' academic freedom as well as the government department's charge of supervise.

## QUALITY ASSURANCE MECHANISM OF CROSS BORDER HIGHER EDUCATION INTERNATIONAL ACCREDITATION AND INTERNATIONAL COOPERATION

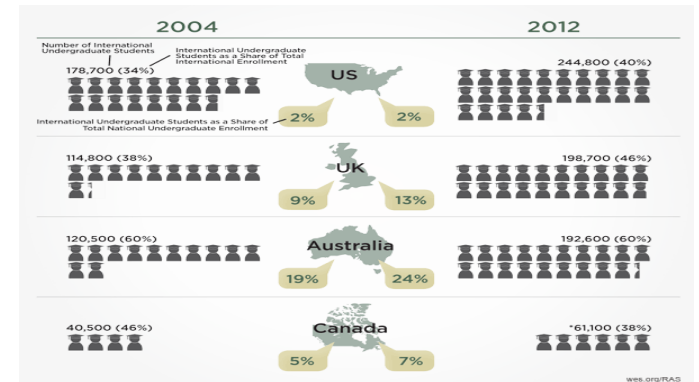
Ms. Sheema Haider,  
Director, Quality Enhancement Cell,  
Indus University, Karachi, Pakistan

### Introduction

Cross-border education is a subset of “internationalization of higher education” and can be subsequent element in the development cooperation projects, academic exchange programs and commercial initiatives. The broadest challenge for the varsities anticipating today is to accelerate quality at all levels of education when in quest of International Students.

Globalization is witnessed, a substantial number of international students seek to do jobs in the host country, they explore the countries whose economic position is stable, facing fierce competition as the reckonable intake upsurges in the educational institutions.

The paper will confer the fluctuating influences of economic reform and its erratication on decision making of educational institutions for impending international students, and how well an organization append affiliation and accreditation.



### Research Methodology

- The research design encapsulates sample population of top universities across the globe with the highest number of international intakes and the analysis will be carried across on their performance and quality standards.
- Performance and quality standards of the educational institutions will be examined by the variety of learning different institution offering on the basis of their programs and number of accreditation and affiliations universities have across the border.

	1999	2000	2001	2002	2003
China	79	5976	4837	10849	10447
Indonesia	863	5296	4675	4731	5634
Pakistan	76	361	206	613	1159
India	91	714	497	965	930
Thailand	185	457	180	761	884
Yemen	37	138	82	480	496
Singapore	98	306	278	486	469
Myanmar	44	301	104	348	458
Viet Nam	22	64	23	303	420
Oman	2	187	121	401	412
Sri Lanka	25	157	48	234	381
Iran, Islamic Republic of	41	122	112	247	374
Brunei Darussalam	113	265	373	287	241
Iraq	92	143	148	133	183
Jordan	111	121	141	134	173
Saudi Arabia	2	25	327	124	136
Asia (total)	2492	16217	13882	24112	27068
Africa (total)	735	1552	1559	2417	2702
Europe (total)	250	553	245	523	399
North America (total)	17	67	764	65	86
Oceania (total)	11	57	23	42	78
South America (total)	3	24	7	7	7
<b>TOTAL</b>	<b>3508</b>	<b>18892</b>	<b>16480</b>	<b>27731</b>	<b>30407</b>

Source: Unesco Database Table 18

Total for 2004 ~ 36,000  
Total for 2005 ~ 45,000

### Quality Assurance in Cross-border Higher Education

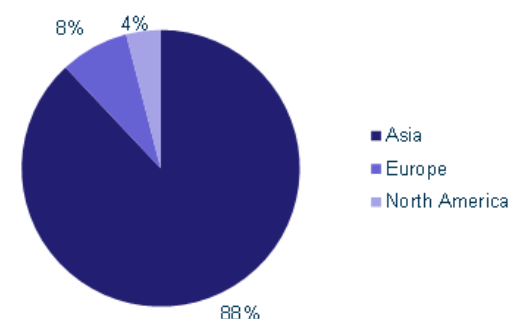


- Predominantly educational institutes with highest number of intake and highest international ranking studied first on the measures of delivering standards set for transferring education to the international students against the values set by an educational institute.

### Results

The academic qualification and the consistent studies carried out by the faculties indicate that the research is an integral piece of the institution and find the following findings:

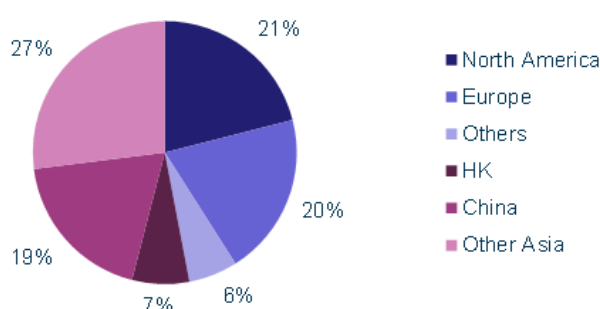
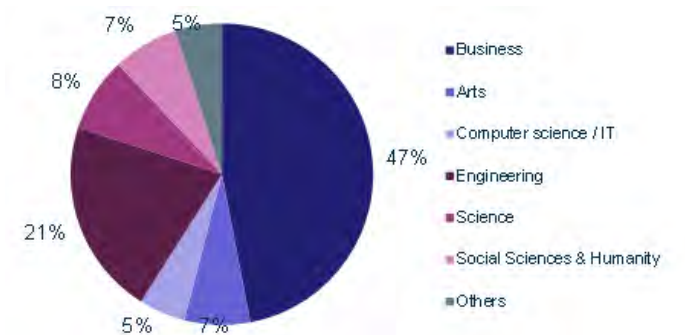
- The number of faculty members with high levels of academic records and research experts tend to get the educational institutions with better accreditations in comparison to those with less educational achievement records.
- Study reveals Alumni plays an important role in managing the accreditation and affiliation of universities and their marketing.
- The important factor that connects all the variables is the placement and international affairs department, which has to have a regular check of performance and quality assurance to ensure that they continue to build upon the strengths.
- The most important factor that has been the key to building the reputation across the board for many educational institutions is the key to maintain the quality check for the way the education is departed at the institution
- Organizations offering higher level of jobs and programs taking on connection with the educational institutions will reveal that they are performing at their par levels.



### Placement Overview (by Geography)

### Conclusion

Educational institutions today aim to develop the highest number of affiliations and accreditations from all fields that they offer for learning. However, different factors need to be analyzed when evaluating the performance of the international affairs and student placement department like student selection criteria should be used as filter point where the educational institution can evaluate whether the student taking part in the program can actually survive the stiff learning experience and then build upon the career as well.



### International student mix - Intake 2011

Secondly research plays vital role in developing the reputation of the institute and spur the growth of market expectation, by producing the number of paper they offer.





## **Problems and Countermeasures in Higher**

### **Vocational College of Post Practice**

**Mr. Ji Guojun, YHEEC, China**

In recent years, with the rapid development of economic and society, science and technology. the demand for high-quality talents increased. Colleges and universities expand constantly, the number of students in colleges and universities will continue increasing. Post practice which as an important bridge between theory and practice, and as a necessary prediction of students enter society, is increasingly despised and increasingly difficult to solve. So that there is a “school hot, cold enterprise” phenomenon appeared in the process of university-enterprise cooperation. This article attempts to analyze some of the higher vocational college students’ problems appeared in the process of post practice: the students do not pay enough attention to the practice, they face some confusion, and the post practice is lacking of effectiveness. This article attempts to propose corresponding countermeasures, and provides some referential suggestions for the higher vocational college of post practice.

# ONE AGENCY WITH DUAL ROLES OF ACCREDITATION AND RECOGNITION: ORGANIZATIONAL CHANGE OF HEEACT IN TAIWAN

● Jin-Li Su,  
Dean of Office of Quality Assurance, HEEACT  
Professor, National Hsinchu University of Education, Taiwan

● Cheng-Cheng Yang,  
Associate Professor, National Chiayi University, Taiwan

● Huei-Cih Tang,  
Quality Assurance Specialist, HEEACT, Taiwan

● Mei-Hua Chen,  
Quality Assurance Specialist, HEEACT, Taiwan

● Shu-Chuan Lin,  
Quality Assurance Specialist, HEEACT, Taiwan

Higher education evaluation in Taiwan faced new reforms in the last five years. Traditionally, the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT), an affiliated council with Ministry of Education (MOE) in Taiwan, conducted both institutional review and program review for general colleges and universities. The latest revision of higher education law in Taiwan in 2011 released the rights for institutions and programs to do self-internal and self-external review. Thus MOE in Taiwan authorize HEEACT to be transformed as a dual role agency that can implement institutional evaluation and accreditation and recognize local external quality assurance agencies. This research reviews the development of this change, analyzes results of the field study and an in-depth interview with Council for Higher Education Accreditation (CHEA) administrators about the recognition practice and its challenges in the United States, and finally highlighted the organizational changes that HEEACT will implement to be a dual role agency of accreditation and recognition.





# Building the Learning Outcomes Quality System at Majmaah University (MU)

**Dr. Khalid Aljarallah**  
Dean of Quality & Skills Development  
Majmaah University, Saudi Arabia  
k.aljarallah@mu.edu.sa

## Majmaah University;

- ➔ Founded on August 2009.
- ➔ Ambitious to get the National Academic Accreditation (institutional/program).
- ➔ Has 13 colleges, 45 academic programs, 4 fields; Medical Sciences, Humanities and Administrative Sciences, Educational Science, and Science.
- ➔ Achieved major improvement project to ensure quality of student learning outcomes in all academic programs . The improvement project includes 6 phases; Consistency, Identifying skills, Curriculum map, Outcomes measurement, Recommendations, & Improvement procedures

Fig (1): Implemented improvement process to build the learning outcome quality system at MU



Fig (2): Example of academic program undertaken improvement process





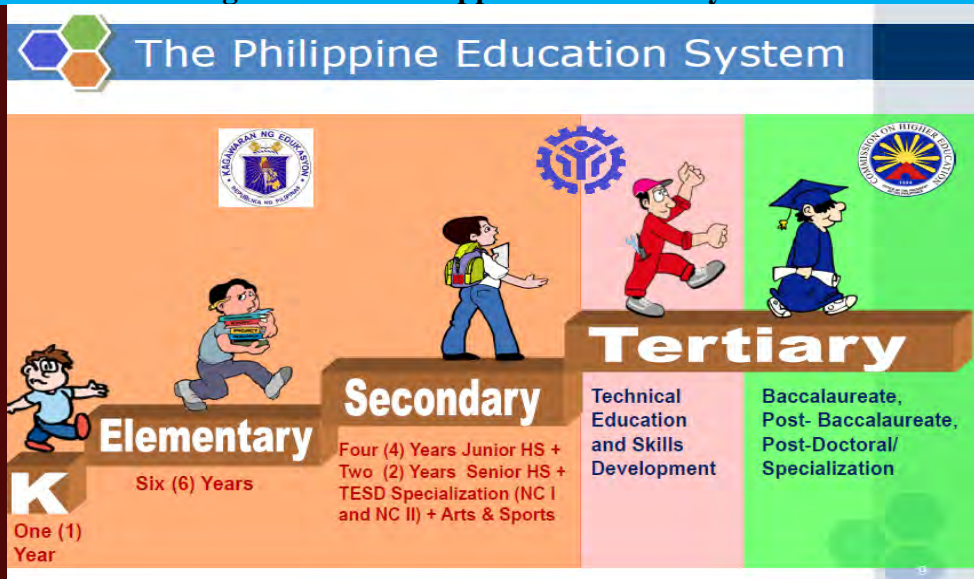
## Introduction

While quality assurance (QA) has been formally practiced in the Philippines for over six decades now, differences and seemingly insurmountable challenges still exist. One of the challenges is the Association of Southeast Asian Nations (ASEAN) Economic Integration. Enhancing competitive human resource in the Philippines is a national concern. This paper aims to present an analysis on how higher education institutions in the Philippines ensure better quality assurance standards, be it program or institutional accreditation.

## Quality Assurance towards ASEAN 2015

The ASEAN adopted a roadmap to achieve better regional integration of the member states by 2015 (CHED, 2012). Republic Act No. 10533 was enacted into law in 2013 aimed at enhancing the Philippine basic education system by strengthening its curriculum and increasing the number of years for basic education. As shown in Figure 1, a child has to finish one year of kindergarten education, six years of elementary education, and six years of secondary education for a total of 13 years compulsory basic education before entering in a university/college or any technical education program.

Figure 1. New Philippine Education System



Source: Philippine Qualifications Framework, 2011.

The new education structure in the Philippines puts pressure on the part of the higher education institutions to contribute building a quality nation capable of elevating the country in terms of social, political, economic, cultural, and ethical standards.

## Institutional Quality Assurance in the Philippines

Six accrediting agencies are operating in the country to ensure institutional quality assurance, to wit:

1. Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU);
2. Association of Christian Schools and Colleges Accrediting Agency (ACSCAA);
3. Philippine Association of Colleges and Universities Committee on Accreditation (PACUCOA);
4. Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP);
5. Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA); and
6. International Distance Education Accreditation League (IDEAL).

These accrediting agencies generally undertake the same procedures similar to many quality assurance methodologies: a) self-study using survey designed to fit their organizational or program profile; and b) on-site review by a team of trained and experienced accreditors (Ordonez & Ordonez, 2008). In the case of State Universities and Colleges, the criteria set by AACCUP for institutional accreditation is presented in this paper as shown in Table 1.

## Challenges for Institutional Accreditation in the Philippines

- ❖ The accreditation movement continues to grapple with some issues such as: a) fluid shared responsibility between the government and the accrediting agencies; b) differing standards among accrediting agencies; and c) linkage between accreditation standards and quality (Ordonez & Ordonez, 2008).
- ❖ With the creation of the Commission on Higher Education (CHED), the government strengthened its power to monitor and evaluate programs including institutional performance for appropriate incentives or sanctions. CHED is empowered to provide incentives to HEIs whose programs are accredited (Ngohayon and Nangpuhan, 2015). Accordingly, CHED shall authorize federations/network of accrediting agencies to certify to CHED the accredited status of programs/institutions granted by their accrediting agencies and in accordance with their own standards (CHED, 2005).
- ❖ Perhaps the most important issue is using accreditation to improve institutional quality. The exercise of accreditation in the Philippines is largely based on evaluation of inputs (e.g. facilities, faculty credentials) rather than of outputs (e.g. employability of graduates, service to society, extent to which the institution's mandate and vision are being met). However, outputs are ultimately more important although harder to measure. In fact, self-survey and visiting team activities may be less effective than desired as a result of the uneven development levels of the accreditation agencies themselves. Also, accrediting agencies may have different motives at play in the process beyond that of quality improvement (Ordonez and Ordonez, 2008).

Table 1. Criteria for SUC Institutional Accreditation

Criteria	Points (Percentage)
1. Governance and management	10%
2. Teaching, learning, and evaluation	16%
3. Faculty and staff	10%
4. Research	8%
5. Extension, consultancy, and linkages	8%
6. Support to students	10%
7. Infrastructure and learning resources	16%
8. Generation, management and utilization of financial resources	16%
9. Healthy practices and awards	6%

Source: Ngohayon, S. (2012)

## Future Prospects in Quality Assurance

Quality assurance has become a rapidly growing concern in the context of ongoing change in higher education around the world (Altbach, et al., 2009). In the Philippines, prospects for increasing student mobility are high especially when the ASEAN 2015 starts operating in full force. Hence, CHED, accrediting agencies, and higher education institutions need to have common reference points on how to maintain or enhance quality under the pressures of mobile education.

## Conclusion

The roles of accrediting agencies in ensuring quality assurance are crucial in times of changing scopes and functions of higher education.

After the successful overhaul of the Philippine basic education system and putting the necessary curriculum in place, it is now the mandate of the higher education institutions in the country to ensure proper implementation of policies for program and institutional quality assurance. Each HEI has to utilize its resources towards improving the holistic quality of human life benefiting technological innovation, economic growth, and global competitiveness. Achieving the stable stage of national development will put the country in a better position to open its doors to its fellow ASEAN neighbors and the world in 2015 and beyond.

