2014 APQN Annual Conference
Challenges and Opportunities for Asia Pacific :
Internationalization of Quality Assurance in Asian Higher Education

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

Anatomy of Asian QA agencies

- most Asian nations have developed their national quality assurance systems
  - to ensure the quality of the study programs offered by local institutions
  - to enhance higher education institutions' competitiveness globally
- half of the Asian nations have more than two local quality assurance bodies
- Most agencies are governmental affiliations, particularly the Southeastern QA agencies
- East Asian agencies tended to be non-profit and independent bodies
- The principal mandate of Asian national quality assurance agencies is to accredit local institutions and programs
- Most quality assurance agencies don't have the capacity to accredit non-local programs

Diversity among Asian QA agencies

- Number of staff from 320 to 1
- Annual budget of the agencies widely ranged from 0.03 million USD to 33.3 million USD
- 70 % of them undertake reviews at the program and institutional levels
- Most agencies demonstrated great accountability
  - Take NAAHE/BANPT (Indonesia) for example, it accredited a total number of 2986 programs and 16 institutions in the year of 2011
  - HEEACT accredited 81 institutions in 2011

Current issues in QA

- Measuring student learning outcomes
- QA impact on higher education
- Ensuring quality of international education
- Internationalization of quality assurance agencies
- Mutual recognition
- International accreditation
- Quality assurance of cross border higher education
- Qualification recognition
- Quality assurance of quality assurance agencies

1. Quality assurance of cross border higher education

Cross border higher education

- over 2.5 million international students in 2010 according to OECD Report ; in *2025* , there will be 7.2 million
  - China to Korea : (902) to (23097)
  - Korea to China: (11731) to (57504)
  - China to Japan: (25655) to (80231)
  - ASEAN to China: (4975) to (23700)
  - ASEAN to Japan: (5296) to (9354)
  - ASEAN to Korea: (174) to (2489)

- Mode of delivery
  - Twinning / Joint /Dual programs
  - "Franchising" of academic degrees and certificates
  - Branch campus
  - Study abroad
  - Distance education
  - Bi-national university

Quality of cross border higher education

- who should be responsible for quality of cross-border higher education, students' rights and graduates' competencies?
- If national QA agencies should , do they have capacity to operate the activities?
- If international accreditors can, will they threaten national sovereignty ?
- What kinds of assessment tools should be used to measure the quality of international education ?
- How will faculty members assure and measure learning outcomes of local and international students?

Guidelines for cross border higher education

- UNESCO/ OECD
  - Quality provision in cross-border higher education(2005)
- **UNESCO-APQN Toolkit: Regulating the Quality of Cross-border Education**

2. Internationalization of quality assurance agencies

International accreditation in Asia

- Institutions are encouraged to seek international accreditation by Asian governments
  - American accreditors
    - Middle States Commission on Higher Education
    - AACSB accredited business schools
- Recognition of international accreditors was undertaking in few nations
- National QA agencies don't have capacity to accredit non local programs or institutions .

Guidelines for Cross border QA

- CHEA
  - "international Principles", which provide American accreditors with a framework for working internationally
- INQAAHE
  - the Guidelines of Good Practice in Quality Assurance (GGP)
- ENQA
  - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- ECA
  - Code of good practice
  - Principles: selection of experts
  - Principles: accreditation of joint programmes
- APQN
  - Chiba Principles

Internationalization of APQN full members

- strengthen their capacity in terms of networking and exchanges with other agencies via APQN and INQAAHE
- Sign collaborative agreements with other members
- few have set up an office responsible for international affairs or exchange.
- there is very limited information in English regarding accreditation policy, standards, and outcomes in most agencies.
- most agencies do not have any international guidelines or principles for cross-border education.
- Not many include international reviewers

3. Quality assurance of quality assurance agencies

Asia Pacific Quality Network (APQN)

- 8 Membership Review criteria
  - Nature of the operations of the agency
  - Mission statement and objectives
  - Agency staff Numbers, Profile and Roles
  - Profile of reviewers
  - Independence
  - Resources
  - External quality assurance criteria and processes
  - Quality assurance

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**

Internal QA of Asian QA agencies

Table: Number of agencies adopting internal QA mechanism

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%

- HKCAAVQ set up "Focus group meetings with programme operators" to collect institutional feedbacks.
- NAAHE/BANPT(Indonesia) conducted "Customer satisfaction survey" to realize the impact of its QA procedures in higher education from a wider perspective.
- There is one agency which just started to launch an internal system by setting up Self-evaluation Committee
- 9 agencies replied that they have a published policy for the assurance of their own quality

2 External QA of Asian QA agencies

Table : Number of Review items selected by 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%

- "Independence" and "Internationalization" are not regarded the most important for creditability and accountability of QA agencies by external review teams
- many of them are expected to be reviewed by "external experts or scholars from other QA agencies invited by the agency itself or "the board members from international QA network" instead of governments.
- Most Asian QA agencies agreed that external review will contribute to its creditability and accountability.

Summary

- 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*.

4. Mutual recognition

Mutual recognition

- "the recognition by two or more external quality agencies is an affirmation by each that it accepts the entire or partial decisions and judgments of the other" (Defined by Woodhouse)

- Advantages
  - Provide security for students who study abroad and through exchanges or in joint programs.
  - Reduce the workloads for institutions
  - Improve knowledge and understanding of quality assurance procedures and practices
  - Assist graduates to get a job more easily in the global job market.

Approaches

- Regional
  - **ECA, ARCU-SUR, APQN**
- National
  - U.S.
- International
  - ?

APQN's MR Project in 2010~2011

- Aiming 'to facilitate links between quality assurance agencies and acceptance of each other's decisions and judgments'.
- GIQAC funding
- From 2010 to 2011
- Four APQN members
  - AUQA (Australia), MQA (Malaysia), NAAC (India) and NZUAA (New Zealand) worked on mapping out the policies, practices and outcomes of their QA processes and discuss the guidelines for the observations of each other's QA exercise.

Comparison of MR among ECA, ARCU-SUR, and APQN

	ECA	**ARCU-SUR**	**APQN's GIQAC**
Starting year	2003	2007	2004 / 2010
Number of participants	16 ECA members	Medicine, Agronomy, Architecture and Engineering, Dentistry, Veterinary medicine, Nursing programs	4 members, AUQA (Australia), MQA (Malaysia), NAAC (India) and NZUAA (New Zealand).
Type of MR	QA agency based	Program-based	QA agency based
Purpose	1. Student mobility 2. Regional integration	1. Student mobility 2. Regional integration	1. Student mobility 2. Regional integration
Guidelines	1. Code of good practice 2. Common Principles for the Selection of Experts	1. INQAAHE's Guidelines of Good Practice	1. Chiba Principles 2. INQAAHE's Guidelines of Good Practice
approach	4- step road map	1. Harmonize quality criteria 2. Support for the development and strengthening of QA agencies	Pilot study
Level of achievement	1. Complete agreements on accreditation decisions among 16 members. 2. Start the MR of Joint programs		1. Complete an evaluated framework 2. Start observation visits

5. Glonacal QA framework and their QA impact on higher education

"Glonacal"QA framework

- Higher Education in the 21st century as "Glonacal" era (Simon Marginson)
- "Glonacal"QA framework
  - *Glonacal* quality assurance systems consisting of local accreditors, global agencies and national bodies have already become standard practice in many Asian nations.
  - They interact with each other and have different impacts on higher education institutions.
- QA impact at global, national and institutional dimensions

2011 INQAAHE project

- quality assurance has both positive and negative impacts on higher education
  - its influence on policy decision and processes
  - increase value placed on teaching as a core function of universities
  - leading to an increased bureaucratization and heavy administrative workload
  - most positive consequences were occurring at the program level

The impacts are different?

- What are common impacts brought?
- Will different accreditations bring different impacts?
- Will National accreditation hav bigger impacts than local or international accreditors?
- Will international accreditors bring more impacts on internationalization?

Global Dimension of QA Impacts

- Student mobility
- Credit transfer
- Mutual recognition
- Qualification recognition (Talent circulation)

National Dimension of QA Impact

- Quality of higher education system
- Resource allocation
- International reputation
- The public 's Creditability and reliability

Local Dimension of QA Impact

- Institutional
  - Organization
  - Curriculum
  - Faculty resources
  - Learning outcome measure
  - internationalization

VI Conclusion

Three major challenges

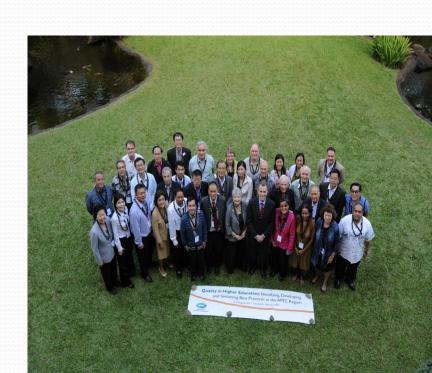
Accountability

Professionalism

Independence

Internationalization

Big challenges for EQA—The Changing Role
By WSAC' President, Ralph A. Wolff
at the APEC meeting

- Regulation (Judge / ranker)
- Basic Quality Assurance
- Quality Improvement
- Capacity Developer
- Convener
- Futures Thinker

Thank you for your attention

Fu Jen Catholic University

035440@mail.fju.edu.tw

- *Hou, Angela Yung-chi (2013). Is the Asian Quality Assurance System for Higher Education Going Glonacal? : 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

- *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)