PEER LEARNING ACTIVITY ON NEW APPROACHES TO QUALITY ASSURANCE IN THE ASEM COUNTRIES

19-20 February 2015

Presentation on
Glimpses of Quality Assurance in Asia pacific
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Outline

- Higher education Quality Assurance in Asia Pacific
- A glimpse of practices in Asia-Pacific
- APQN initiatives of capacity building
- Asia Pacific Quality Register [APQR] and APQN Quality Label
- APQN and Europe - Collaboration in QAHE
- Student mobility and Asia
- New avenues for East West collaboration
Quality Assurance in Asia Pacific

- Many QAAs in Asia-Pacific are in developing stage
- QAAs vary in size, scope and maturity levels
- Self study and Peer Review are the key element of QA across the region
- APQN Membership Criteria and Chiba Principles provide common frame of reference for QA activities in Asia-Pacific.
- Asia Pacific Quality Network - APQN is the voice of QA community from over 50 countries in Asia-Pacific with about 55 QA bodies as its member.
The Asia Pacific Quality Network (APQN)

- Founded in Hong Kong in January 2003.
- Australian Universities Quality Agency (AUQA): 2003 – March 2009
- Funding Partners-The World Bank, UNESCO, Aus Aid, GIQAC and many more
Membership:

140+ members from 50 countries and Territories
5 observers from
5 countries
A glimpse on survey of practices in Asia-Pacific

The survey indicates that the establishment, ownership, legal basis, governance, funding and the level of independence of the QA agencies vary among the countries. Variations can be seen in aspects such as:

- Unit of quality assurance: institution vs programs
- Nature of the QA process: mandatory vs voluntary
- Aspects considered for QA
- Role of HEIs in constituting the review team
- Role of agency staff in on-site visit
- Disclosure of QA outcomes
- Implications of QA outcome
- Appeals mechanism
- Post-QA follow-up
A glimpse on survey of practices in Asia-Pacific
Similarities within region

- Evaluation based on pre-determined and transparent criteria
- Process based on a combination of self study and peer review
- Public disclosure of the outcome
- Validity of the outcome for a specific period of time:
Identification of Gaps in Asia–pacific Region

- Availability of QA resources and tools
- Information on national HE systems and QA systems - very few active NICs
- Regional register of QA bodies
- Regional qualifications framework or interoperability of NQFs
- International exposure to QA professionals to develop mutual understanding
- Incentives for good practices

APQMN has embarked on bridging these gaps since last few years, to unleash full potential of the region.
Efforts of APQN, towards capacity building

APQN Project on Reviewers’ Training Package-
- Project aimed at consolidating existing materials of various QAAs and use them to prepare a comprehensive training package which can then be made available to members electronically through the website or other electronic means.
- The Training Package now includes 7 Modules, namely:
  - Module 1 - Overview of QA in higher education
  - Module 2 - QA Principles and Practices
  - Module 3 - IQA and Self Assessments
  - Module 4 - EQA and Peer Review
  - Module 5 - The Site Visit
  - Module 6 - Report Writing
  - Module 7 - Good Practices in QA,
    followed by appendices, Reading material and Acknowledgement of sources.

We hope that this package would be a good open resource for all QAAs
APQN Training Package
APQN initiative for capacity building

Collaboration with UNESCO for toolkit on QA of CBHE
APQN initiative for capacity building -

APQN- INQAAHE Project on Database of Reviewers and consultants

- This project is a concrete step towards addressing the needs of many HEIs and QAAs not just in Asia-Pacific but across the globe, who are looking for IQA and EQA experts.

- The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) as a global network collaborates with APQN in this database. The database is administered by APQN and INQAAHE contributes to the additional resource implications to include its nominations into the database.

- The database has the search facility to identify those reviewers.

- APQN signed MoU with Arab Network [ANQAHE] to join and contribute to this database.

- [http://www.apqn.org/services/consultantsdb/](http://www.apqn.org/services/consultantsdb/)
## Basic Information

<table>
<thead>
<tr>
<th>International/ Regional level</th>
<th>National Level</th>
<th>Institutional Level</th>
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</thead>
<tbody>
<tr>
<td>1. About Asia Pacific region</td>
<td>1. Competent authorities to recognize/ permit operations of HEIs</td>
<td>1. Approved name of institution and the sponsoring trust/society</td>
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<tr>
<td>2. Contact details of QAAs and competent authorities concerning higher education in countries/ territories in the Asia Pacific region</td>
<td>2. HEIs recognized by competent authorities</td>
<td>2. Competent authority which permitted/ recognised HEI</td>
</tr>
<tr>
<td>3. Contact details of National Information Centres in the Asia Pacific region</td>
<td>3. Higher education programmes recognized by competent authorities</td>
<td>3. Period of validity of registration and/or recognition</td>
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<tr>
<td>4. Link to UNESCO Portal on higher education</td>
<td>4. Information for students planning to study in the country • Visa requirements • Living costs • Language requirements</td>
<td>4. Registration / recognition/ certification numbers, if applicable</td>
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**APQN Conferences**

- 10 Conferences with more than 2400 participants including 200 + sponsored

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<thead>
<tr>
<th>Year</th>
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<tr>
<td>2005</td>
<td>Wellington, New Zealand</td>
<td>2009</td>
<td>Hanoi, Vietnam</td>
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<td>2006</td>
<td>Shanghai, China</td>
<td>2010</td>
<td>Bangkok, Thailand</td>
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<td>2007</td>
<td>Kuala Lumpur, Malaysia</td>
<td>2011</td>
<td>Bangalore, India</td>
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<td>2008</td>
<td>Chiba, Japan</td>
<td>2012</td>
<td>Siem Reap Angkor, Cambodia</td>
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<td>2013</td>
<td>Chinese Taipei</td>
<td>2014</td>
<td>Hanoi, Vietnam</td>
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<td>2015</td>
<td>Kunming, China</td>
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Key Initiatives of APQN

- More than 50 workshops and seminars hosted in Australia, India, Vietnam, Laos, Fiji and China and other countries in the region with about 2000 participants including 177 sponsored.
- 6 moderated online forums on various QA issues with more than 450 participants from 50 of its member agencies.

- APQN Exchange Programme- 12 exchanges in a year.
- APQN Quality Awards to recognize good practices of QA bodies and experts, the first of its kind initiative.
- Mutual recognition of QA decisions project- India, Malaysia, Australia and New Zealand.
- Student participation in quality initiative.
- Quality Hubs across Asia pacific- ONESQA, Thailand is the first Quality Hub of APQN in 2013.
Framework for Higher Education Quality Assurance Principles in the Asia Pacific Region

(Chiba Principles)

A: Internal Quality Assurance

B: Quality Assessment

C: Quality Assurance Agencies
Alignment with Chiba Principles and APQN Criteria - proposal of Asia pacific Quality Register

- APQN cooperated with Senior Officials Working Group of the broader Asia Pacific initiative chaired by the government of Australia to develop the Framework for Higher Education Quality Assurance Principles in the Asia Pacific Region (Chiba Principle).
- Chiba principles are considered as merely a starting point for enhancing quality assurance policy and practice. The principles provide a broad overview, however there is much detail under each principle that could be further developed to reflect the particular circumstances of each national system.
- In 2012 APQN launched initiative of external review of its members agencies with APQN Criteria and Chiba Principles as reference points. QAAC of UGC Srilanka became the first Member QA agency to undergo external review and benchmarked itself against APQN Criteria and Chiba Principles.
- Now APQN is in process of considering such alignment reviews across the region and to set up Asia Pacific Quality Assurance Register. [ APQR ]
Asia Pacific Quality Register [APQR] Recognition Criteria

1. The QAA is a full member of APQN or is a QA body which is valid entity recognised by the appropriate authority in the relevant country/territory/region, and is accountable to stakeholders.
2. The quality assurance agency undertakes quality assurance activities (at institutional and/or program level) on a cyclical basis.
3. The mission statement and objectives of the agency are understood consistently by its stakeholders.
4. The profile of the agency staff and the profile of the reviewers the agency uses are consistent with the Mission Statement.
5. The quality assurance agency is independent and has autonomous responsibility for its QA operations. The judgments and recommendations of the agency’s reports cannot be changed by third parties.
6. The agency has sufficient resources to run its operations in accordance with its mission statement and objectives.
7. The description of the processes and criteria applied by the agency are transparent and publicly available and normally include: self-evaluation, site visit, public report and follow-up measure. The published standards and criteria are applied consistently and rigorously.
8. An appeals mechanism is available for the institutions.
9. The agency has effective quality assurance measures in place to monitor itself and is subject to occasional review.
10. The agency undertakes research on internal and external quality assurance and provides information and advice to the higher education institutions.
11. The agency cooperates and collaborates with other agencies and key players across national borders.
Goals:

- To establish a system of issuing earned Quality Label to the eligible higher educational institutions [HEIs] and programmes
- To facilitate certification and recognition for the interested HEIs/programmes based on pre-defined criteria and standards
- To develop the criteria and standards required to get APQN label to the interested organizations
- To develop a periodic review system for earned APQN QA Label to sustain and ensure quality
- To build the capacity of the QAAs and HEIs to improve standards through recognized system of QA and certification

APQN Quality Label
Modalities:

- It will be offered both at programme and institutional level to the interested entities.
- HEI or Programme which applies for accreditation from national agency can also opt for APQN label as an additional QA tag.
- APQN would develop minimum Criteria and standards (maximum 1-3 criteria in key areas) for internationalization that ensures global recognition of programme such as curriculum, credit transfer, employability, facilities for international students etc.
- In case of new programmes and HEIs looking for QA label, the 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.
- If successful, HEI/ programme can get both national accreditation and APQN label at reasonable cost.
- The APQN Label will remain valid for 5 years after which the periodic review process will be required to continue.
- Whereas for already accredited programmes and HEIs looking for value addition through APQN Label, those will be facilitated through customized Review Process based on APQN Criteria and the current accreditation or recognition status of the entity under review.
- Ultimate aim is to create an Asia Pacific wide entity, which will, in collaboration with APQN, provide APQN Quality Label. This body can also be recognized regional QA body which is member of APQN.

APQN Quality Label
APQN and European QA collaboration

- APQN MoU with ECA
- APQN as part of project consortium with ENQA, ANQAHE and other QA bodies in Europe
- Increased interest of QA bodies from Europe to be official Observer member of APQN
- APQN’s collaboration with ASPA and E-ASPA to bring together professional accreditations in Asia and Europe together.
APQN Observers from Europe

Quality Assurance Agency for Higher Education, UK

ASIIN e. V., Germany

Agency for Science and Higher Education, Croatia

UK NARIC, UK
Challenges for Asian QA Community

- Very strong national focus, better sub-regional linkages and weak regional harmonisation among QA agencies is a big challenge for coordinated QA policy across Asian region.
- Diversity in terms of languages, modes of delivery, legal systems and socio-political contexts.
- Absence of regional Qualifications framework or interoperability of frameworks.
- Lack of National Information Centres and coordination among existing ones.
- In-adequate resources to protect students from dubious providers.
Among the total foreign students in OECD area in 2009, above 17% were from China, 7% from India and 4% from Korea.

As per 2007 OECD data out of total foreign students in OECD area 51% were from Asia.

Asia Pacific is the hottest region when it comes to international student mobility.

North America, Europe and Australia-New Zealand continue to receive highest numbers from Asia as compared to Africa and Latin America.
• International mobility within Asian region is also very high.
• China- Japan- Korea and ASEAN is one area and Sri Lanka, Nepal, Bangla Desh students moving to India in South Asia is another example.
• These trends of mobility highlight importance of mutual recognitions of qualifications and QA of qualifications across the region.
A few thoughts on Taking forward agenda of Asia Europe collaboration

Mutual recognition External review of QAAs among Europe and Asia – ENQA, EQAR and Asia Pacific Quality Register

This can further facilitate mutual recognition of QA decisions by member QAAs and subsequently mutual recognition of qualifications.

Collaboration of ENIC NARIC with Asian counter part [Quality Information Portal] to bridge information gap

Avoiding duplication of efforts and bridging gaps of trust and information could be a priority.

Networking of networks can move the things faster

Coordinated efforts by all stakeholders including Quality Networks, HEI associations, student unions and inter-governmental bodies like UNESCO, EU, etc can accelerate the pace of efforts.
Addressing aspirations of millions of students seeking mobility could be the prime concern of any initiative in QA. Asia is the highest contributor to international mobility of students and shall remain so for next decades. With its mature HE network Europe can play key role in much needed expansion of HE in Asia.

Cost effective and culturally enduring alternatives for international student mobility have potential of changing the current global trends to create a more balanced and fair world for the generations to come...

**East West Cooperation in QA is key to future of student mobility**
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Thank You