


Internationalization of Quality assurance in higher education : How to be a successful self accrediting institution

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Rise of QA in Asia Higher Education


1. Massification
 2. Marketization
 3. Accountability (New managerialism)
 4. Funding allocation
 5. Public concern
 6. International collaboration
 7. Talent mobility in the regions
/intercontinentally
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Emerging QA issues in Asia

- ▶ Cross border higher education
- ▶ Quality of international education
- ▶ Internationalization of QA
- ▶ Creditability and accountability of national QA agencies
- ▶ Partnership with higher education institutions and governments
- ▶ Self Accrediting institutions



Outline of Presentation

- ▶ Philosophy and Common Standards of Quality Assurance
 - Internal and external QA
 - Internationalization in Quality Assurance
 - ▶ Self accrediting Institution
 - MQA
 - University of Malaya
 - ▶ Conclusion
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Expected outcomes

- ▶ To realize the principles of QA
- ▶ To learn the strategies to develop a self accrediting institution
- ▶ To understand Internationalization of QA



- ▶ I. Philosophy and Common Standards of Quality Assurance


Global Trend in QA

- ▶ More than **100 countries** across the globe have established QA mechanisms of varied types
- ▶ Regional and global initiative like **INQAAHE, APQN, Bologna Process, Washington Accord** aims at **cooperation, harmonization and international mobility**
- ▶ **Qualification Framework (QF), Mutual recognition** facilitated by national and regional conventions
- ▶ development of cross border higher education, has underlined an urgent need to **establish robust frameworks for quality assurance and the recognition of qualifications.**

Quality in higher education

- ▶ *Two major concerns about quality*
 - *quality means different things to different people.*
 - *quality is relative to 'processes' or 'outcomes'*
- ▶ *Five approaches by Diana Green and Lee Harvey (1993)*
 - *Exceptional (exceed standards/ Excellence)*
 - *Perfection (as a consistent or flawless outcome)*
 - *Fitness for purposes (commonly accepted definition of quality in HE)*
 - *Efficiency and Effectiveness (as value for money)*
 - *Transformative (qualitative change)*

Quality Assurance in Higher Education

- ▶ According to UNESCO,
 - QA is the systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained
 - ▶ Several features
 - Continuous quality care
 - Systematic, structured & continuous attention to quality maintenance and quality improvement
 - Reflective practice – critical self-analysis/ self-assessment, self-evaluation/SWOT analysis
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Quality Assurance

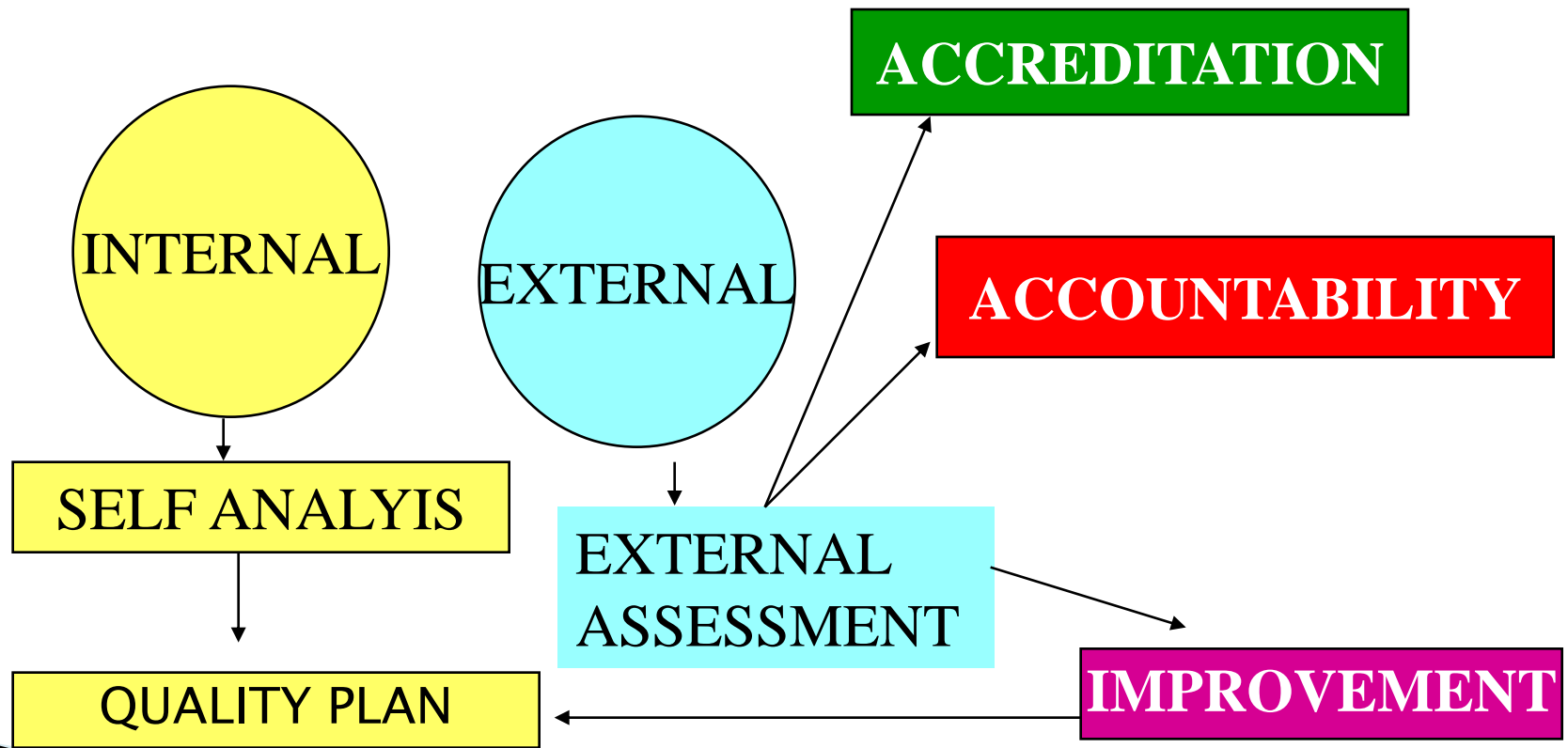
(by INQAAHE glossary)

- ▶ Accreditation
 - the establishment of the status, legitimacy or **appropriateness** of an institution, program or module of study
- ▶ Audit
 - is a process for **checking** that procedures are in place to assure quality, integrity or standards of provision and outcomes
- ▶ Evaluation
 - is the process of examining and passing a **judgment** on the standards
- ▶ Rating (ranking)
 - refer to the rating and **ordering** of higher education institutions or programmes of study based on various criteria

Comparison between accrediting bodies and rankers

	Accrediting Bodies	Rankers
Agency	Governmental or non governmental/	Media/ institutions/ governmental units
Approach	Fitness for purpose Self study/ On-site visit / peer assessment	Comparison by a number of predetermined indicators
Type of Data	Qualitative	Qualitative and Quantitative
Nature	Voluntary/ compulsory	Compulsory
Outcome presentation	Descriptive and qualitative report	Simple and sequentially numbered ranked
Purpose	Self –enhancement	Academic competition and provide public with information

QUALITY ASSURANCE SYSTEM



Internal QA and External QA

▶ Internal QA

- Based on institutional contexts
- Focus on improvement and development
- Linked to strategic planning
- Systematic and IT based

▶ External QA

○ **Types:**

- **Government**
- **Autonomous**
- **Private**

○ **Forms:**

- **Quality audit of an institution**
- **Programme review**
- **Research assessment**
- **Accreditation/certification**

Internal Quality Assurance

(APQN)

▶ *Internal Quality Assurance*

- *is a systematic range of review procedures and activities designed to safeguard academic standards and promote learning opportunities of acceptable quality.*

▶ **Purpose:** for institutions to be able to answer the following questions to ensure/maintain quality:

- What are you doing?
- Why are you doing it?
- How do you do it?
- Why do you do it that way?
- How do you know it works?
- How do you make it better?

External Quality Assurance (APQN)

▶ Purpose:

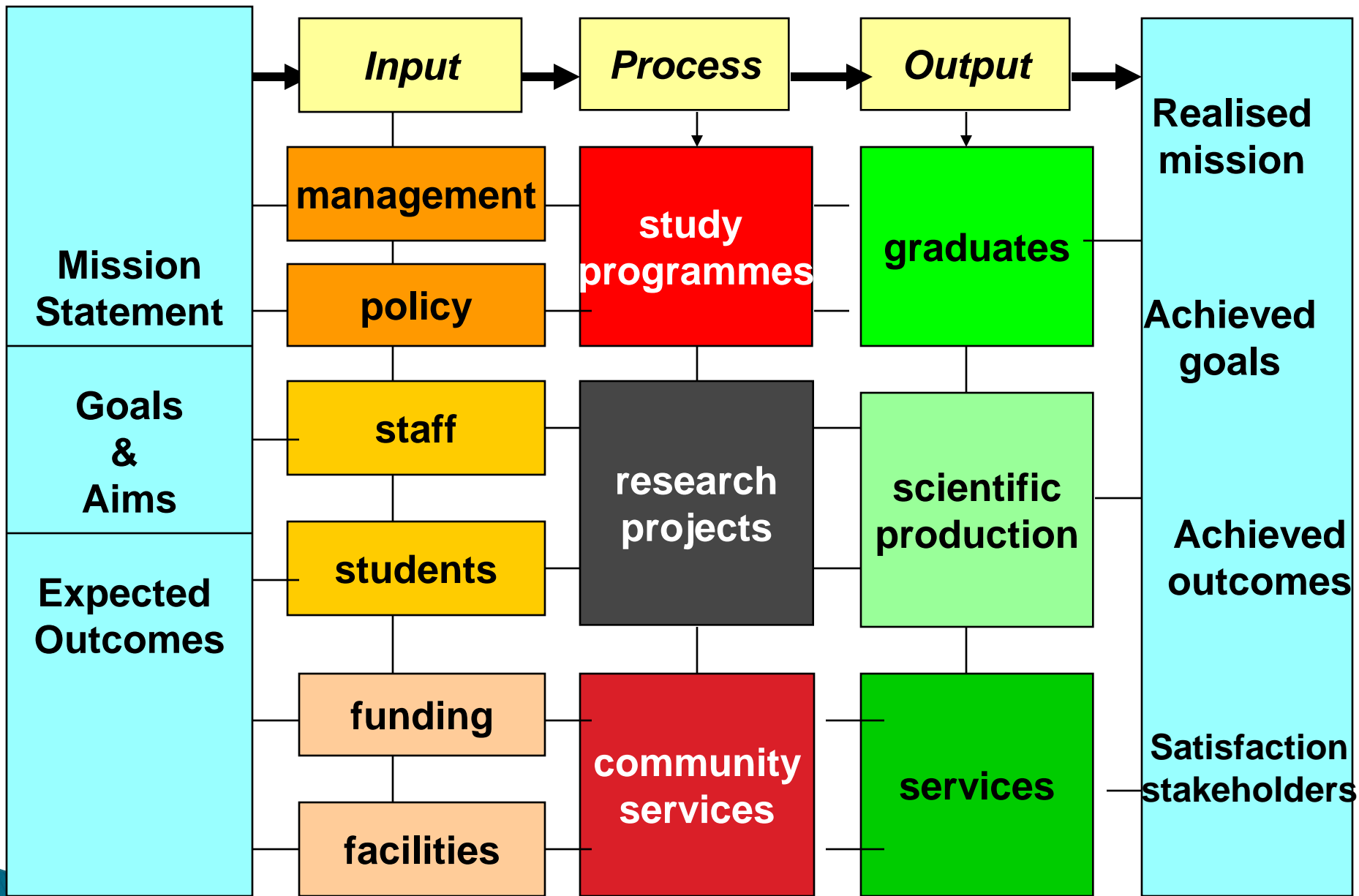
- to verify and assess information provided by the institution through the self-assessment report based on agreed quality standards
- to ensure that the institution is really working towards attaining/sustaining quality

▶ Procedures/Steps: (key processes from the QA body)

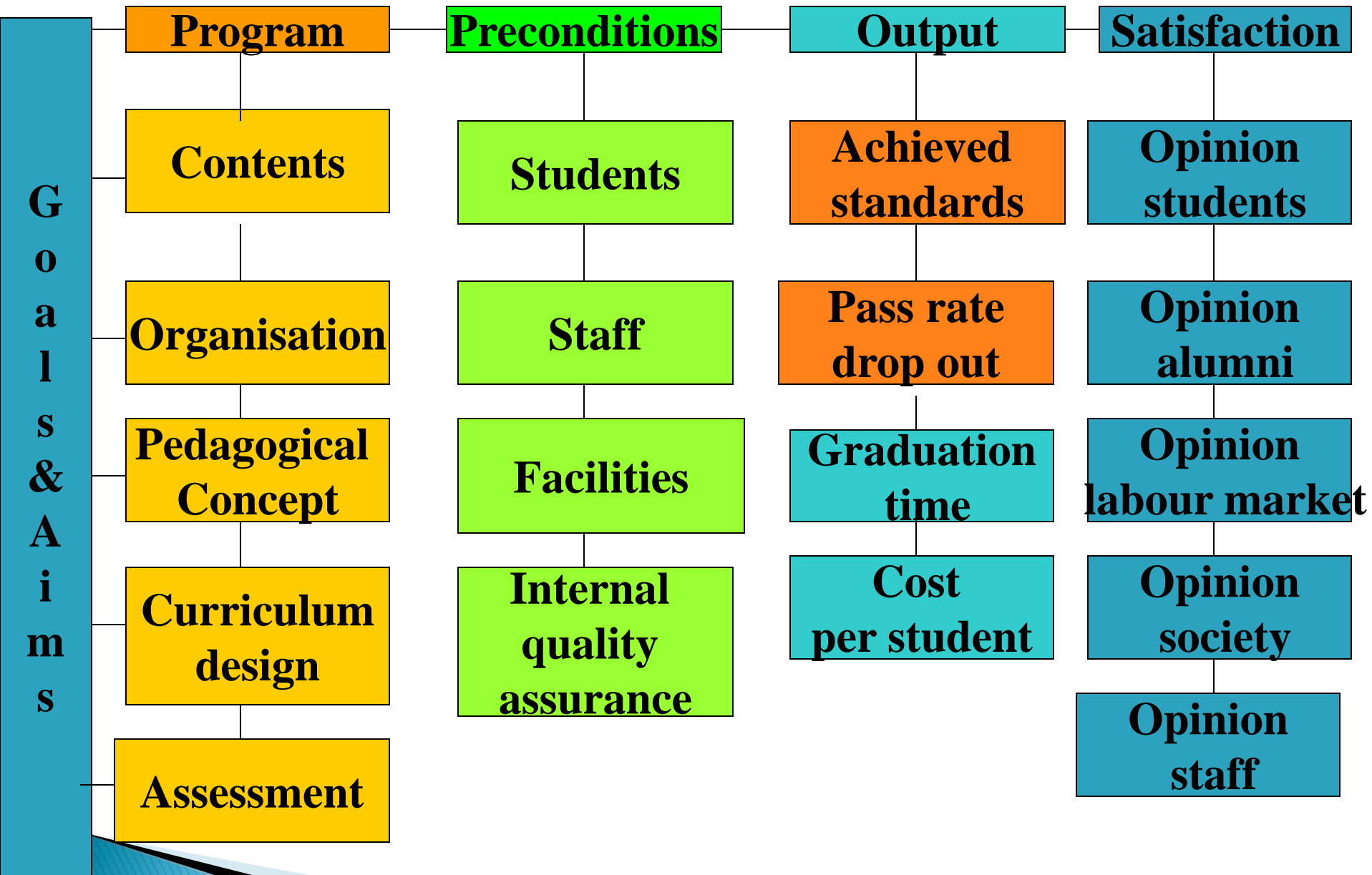
- Self-assessment report submitted to QA agency
- QA agency forms a team of QA peer reviewers to do the assessment
- On-site visit
- QA team makes recommendation to QA agency

▶ Value

- Institution gets feedback on its strengths and the areas it can improve on.
- Assessment information used for benchmarking, self-regulation, and as input to stakeholders.

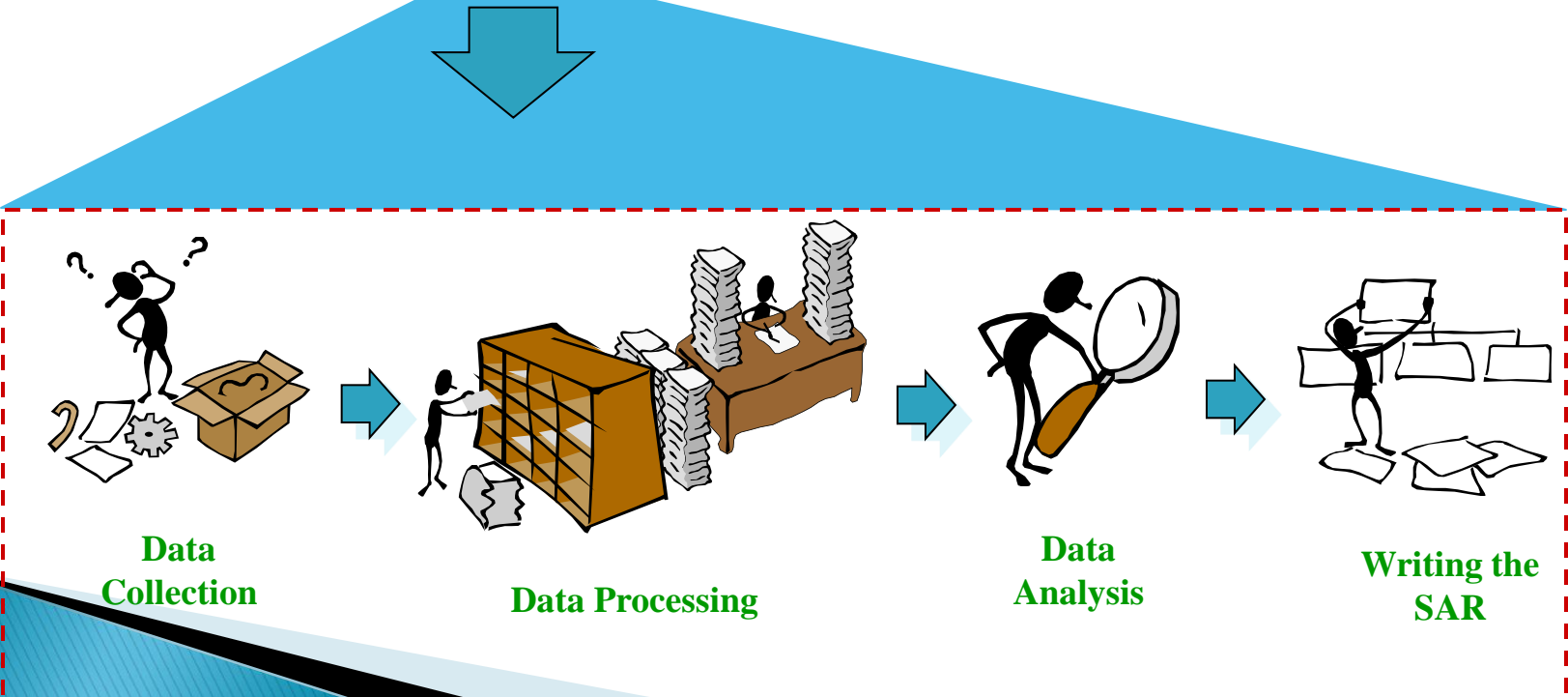
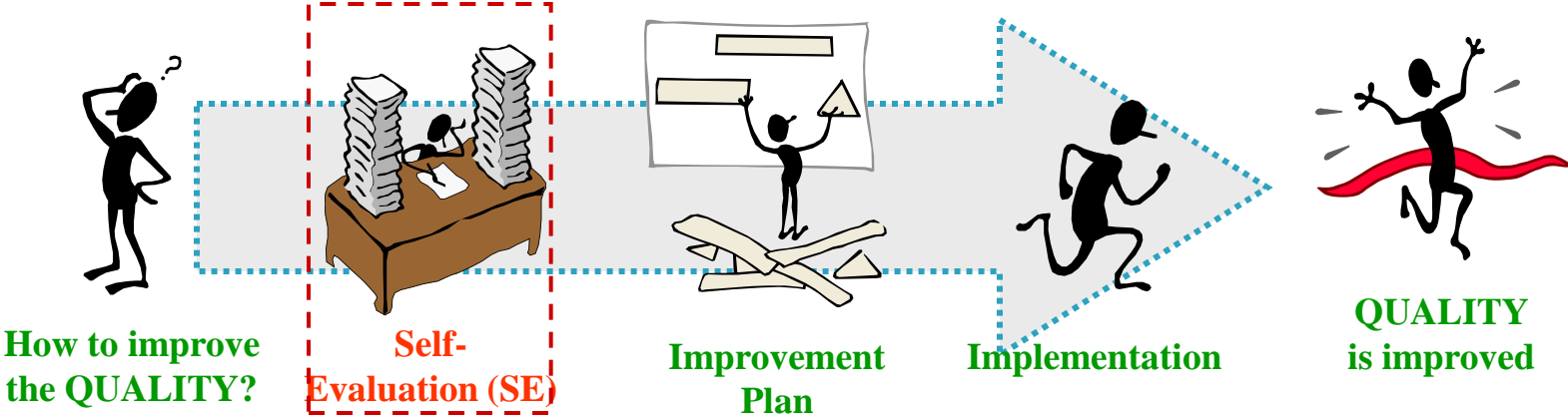


MODEL OF QUALITY IN HE



MODEL OF QUALITY ACTIVITIES IN HE

Process of Self Assessment



PHILOSOPHY of QA

- ▶ Comprehensive;
- ▶ integrated;
- ▶ purposeful;
- ▶ ongoing;
- ▶ continuous; and
- ▶ everyone's responsibility

COMMON QA STANDARDS

- ▶ Quality Standards/ Criteria:
 - Purpose & Objectives (Goals/Aims)
 - Administration/Governance
 - Faculty/Research
 - Program Design and Delivery
 - Instruction/Curriculum/Learning Outcomes
 - Student Selection and Assessment
 - Student Personnel Services
 - Co-/Extra-curricular programs
 - Educational Resources (Library, laboratories, etc.)
 - Support Services
 - **IQA Program monitoring**

Changing Concept of QA

Fitness for purpose	Standardization
Input based	Outcome based
National context	International context
Quality assurance	Quality enhancement
Decentralization	Centralization

International Networks of QA: INQAAHE VS. APQN

▶ INQAAHE

- Established in 1999
- 250 members
- Guidelines of Good Practice in Quality Assurance
- Provide various services and support (accreditation mills)
- Work with regional networks
 - INQAAHE and ENQA organise a joint seminar “Internationalisation and QA: Connecting European and Global experiences”, Nov. 30 to Dec. 2
 - **INQAAHE/ APQN workshop on Good Practices in Quality Assurance in Tokyo**

▶ APQN

- Founded in 2003 in HK
- 98 members from 34 countries
- Provide various services
 - building the capacity of quality assurance agencies ,promoting good practice, facilitating research, providing advice, information and expertise, and developing links between quality assurance agencies.

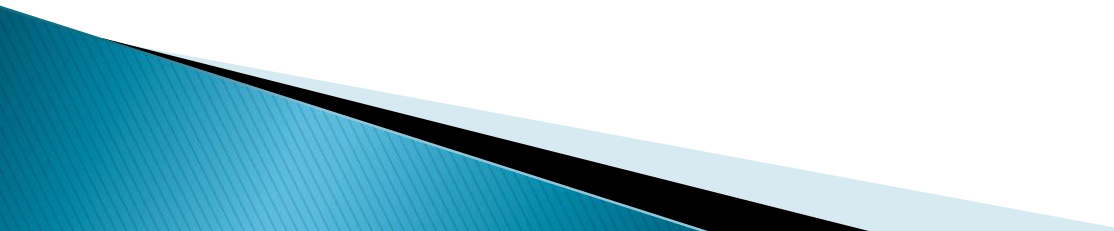
Common issues

- ▶ Graduate attributes (student learning outcomes)
- ▶ Credit transfer (impose little burden to mobile students)
 - ECTS/ UCTS/ Asia Campus
- ▶ Qualification Framework (standardization)
- ▶ Mutual recognition of QA outcomes
 - The Washington accord/ ECA/ APQN/ ARCU-SUR
 - MQA and HEEACT
- ▶ Mutual recognition of degrees / qualification

APQN's the Global Initiative for Quality Assurance Capacity (GIQAC)

- ▶ administered by UNESCO and the world Bank
 - **online discussion forums**
 - The moderated online forums have involved over 200 people from 40 of our member agencies
 - **Creation of a database of consultants**
 - **Developing training material for trainers in quality assurance**
 - **The internship programs**
 - There have been over 50 staff exchanges and internships that benefitted more than 20 countries across the region.
 - **MR project**
 - 4 nations involved

Good Practices

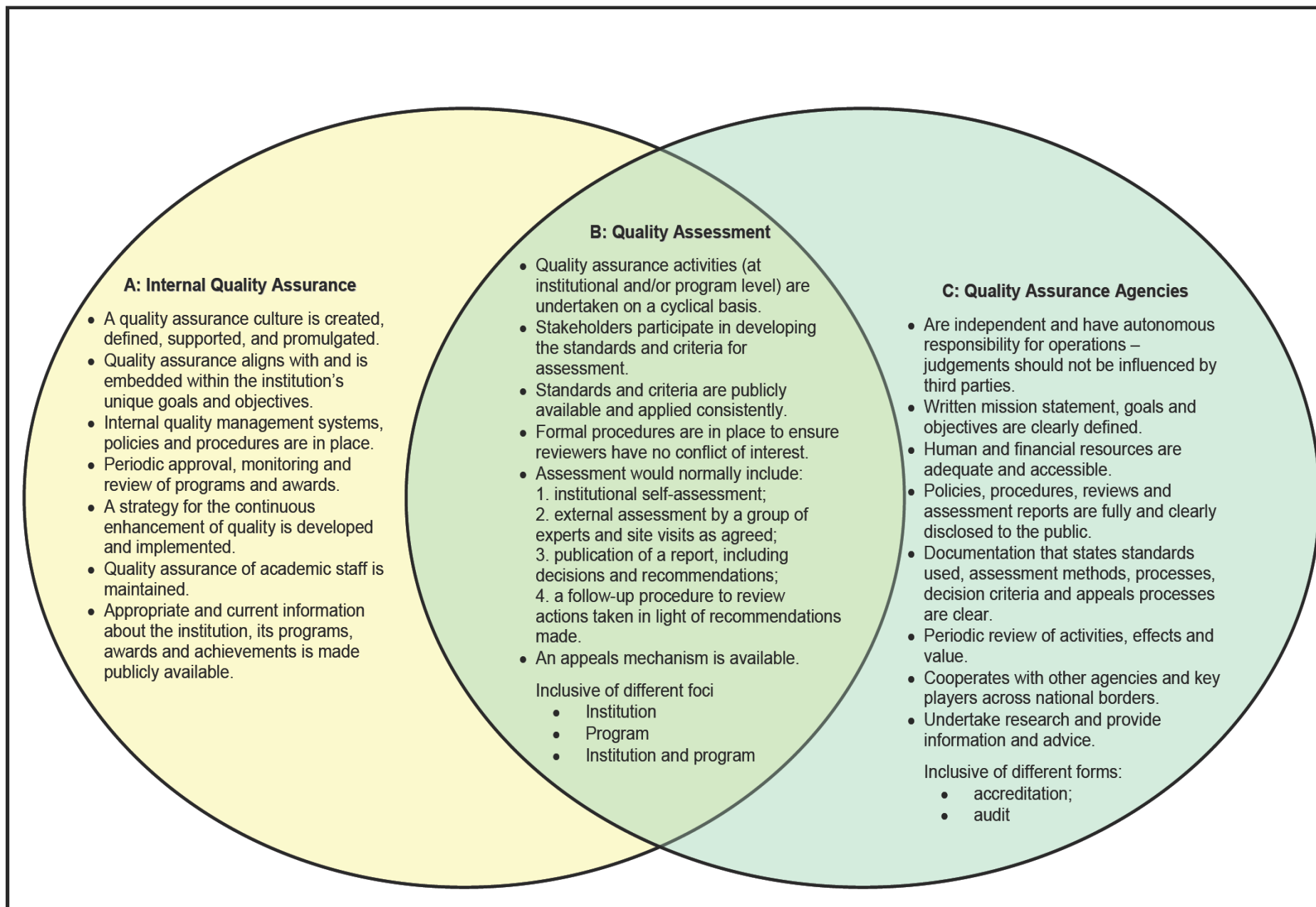
- ▶ INQAAHE in 2003
 - Guidelines for good Practices
 - ▶ ENQA in 2005
 - Standards and Guidelines for Quality Assurance in the European Higher Education Area
 - ▶ APQN in 2008
 - Chiba Principles
- 

INQAAHE's Institutional self-evaluation

- ▶ The documentation concerning self-evaluation by QAA explains to the institutions of higher education **the purposes, procedures, process and expectations in the self-evaluation process.**
- ▶ The documents also **include the standards used, the decision criteria, the reporting format, and other information** needed by the higher education institution.
- ▶ Evidences:
 - Handbooks and other publications explaining processes and timelines for organising the process, identifying issues, gathering evidence, analysing performance, and reporting results
 - List of training materials for institutions
 - Past institutional or programmatic reports or self-studies
 - Results of institutional or programmatic reviews
 - Types of internal and external institutional assessment processes and results
 - EQAA training or advisory materials for institutions and programs

Figure 1

A FRAMEWORK FOR HIGHER EDUCATION QUALITY ASSURANCE PRINCIPLES IN THE ASIA-PACIFIC REGION



ENQA's “Internal quality assurance within higher education institutions”

- ▶ 1.1 Policy and procedures for quality assurance
- ▶ 1.2 Approval, monitoring and periodic review of programmes and awards
- ▶ 1.3 Assessment of student
- ▶ 1.4 Quality assurance of teaching staff
- ▶ 1.5 Learning resources and student support
- ▶ 1.6 Information systems
- ▶ 1.7 Public information

II. Self accreditation

What is a self Accreditation ?

(by INQAAHE)

- ▶ Self-accreditation is
 - indicative of autonomy
 - the institutions are able to **make awards in their own name without reference to an external part**
- ▶ **International cases**
 - **UK**
 - **HK**
 - **Australia**
 - **Malaysia**
 - **Taiwan**

UK

- ▶ The United Kingdom universities
 - granted the right by The Privy Council to award its own foundation degrees (associate degrees)
 - have delivered higher education for four consecutive years
 - convince the Quality Assurance Agency that they constituted a self-critical, cohesive academic community with a proven commitment to quality assurance and enhancement
 - required fulfilling seven criteria related to governance, academic standards, scholarship, teaching and a supportive educational environment.
 - New College Durham and Newcastle College

Hong Kong

- ▶ "Self-accrediting" and "non-self-accrediting" types
 - The more mature institutions, which are judged to be developed in their internal quality assurance, are no longer required to undergo external accreditation
 - eight institutions being funded by the University Grants Committee (UGC).
- ▶ quality audit through the Teaching and Learning Quality Process Review (TLQPR) by a review panel
 - 11 focus areas relating to institutional issues, but selective programmes are also examined to provide evidence of institutional processes in quality assurance
 - no approval or non-approval decision
 - recognizes the academic autonomy of the institution and its ability to award qualifications and maintain standards without external approval.

Australia

- ▶ ‘Self-accrediting Higher Education institutions’ and that have authority to accredit and issue their own qualifications under state, territory or commonwealth.
- ▶ Self-accrediting Higher Education Institutions are not able to use the title 'University'
 - Bachelor Institute of Indigenous Tertiary Education
 - Melbourne College of Divinity
 - Australian College of Theology
 - Australian Film Television and Radio School.

Malaysia

- ▶ Self Accrediting institutions
 - Invited by the Ministry of Higher education
 - Accredite their own programmes without going through the Malaysian Qualifications Agency (MQA)
 - the self-accreditation status does not include professional programmes which still need accreditation and recognition from the relevant professional bodies
- ▶ four research universities
 - University Malaya, University Kebangsaan Malaysia, University Putra Malaysia and University Sains Malaysia
- ▶ four foreign branch campuses
 - University Sunway Campus, the University of Nottingham Malaysia Campus, Curtin University of Technology Sarawak Campus and Swinburne University of Technology Sarawak Campus

Taiwan

- ▶ Self Accrediting institutions
 - 34 Research and Teaching Excellence Project recipients
 - To respect institutional autonomy and features
- ▶ Ten criteria
 - Develop self evaluation regulations
 - Review the quality of self evaluation mechanism
 - Standards and criteria which will reflect institutional effectiveness and efficiency
 - Set up Steering committee with 1/3 external scholars
 - Internal QA consists of internal and external review . The reviewers are supposed to be external while undertaking external review. Conflict of interest should be taken into consideration
 - Qualification of reviewers should include higher education experiences, industry , and professional field expertise
 - Complete self evaluation within three year
 - External review include presentations, evidence checks, facilities visit , interviews
 - Standard for program review should include objective, curriculum, faculty resources, learning resources, learning outcomes, graduates tracking system
 - Staff who are responsible for internal reviews should attend QA training workshops and seminars once per semester

Comparison among five nations

Category	UK	HK	Australia	Malaysia	Taiwan
Purpose	to award its own foundation degrees	To respect autonomy and its ability to award qualifications	to accredit and issue their own qualifications	not subjected to programme accreditation by MQA	Not subject to HEEACT accreditation
Subject	Further education colleges	Top public universities	Colleges in Indigenous , religion, etc	Research universities/ foreign campuses	Research and teaching excellence project recipients
NO	2	8	4	8	34
External review	Yes /QAA	Yes/ by UGC		Yes/ MQA	Yes/ MOE
Review targets	QA Mechanism	TLQRP/ institutional audit	QA mechanism	QA mechanism / institutional audit	QA mechanism

▶ III. MQA and University of Malaysia

Malaysian Higher Education

- ▶ Mutual Recognition between HEEACT and MQA signed in July, 2012
- ▶ Aspiration to become a regional and international higher education hub and center of educational excellence
- ▶ Attract 150,000 international students by 2015
 - Mainly from Middle East and North Africa/ West Asia
- ▶ Higher education is under the jurisdiction of the Ministry of Higher Education
 - MOHE has the right to approve new programmes and other related matters

Types and number of higher education institutions

- ▶ 20 Stated funded public universities
 - 5 research universities (1:1)
 - 4 comprehensive universities (7:3)
 - 12 focused universities (7:3)
 - 28 Institute of Teacher Education
 - 28 polytechnics
 - 72 community
- ▶ 25 Private universities
 - 22 private university college
 - 5 foreign university branch campuses (UK and Australia)

Quality Assurance System in Malaysia

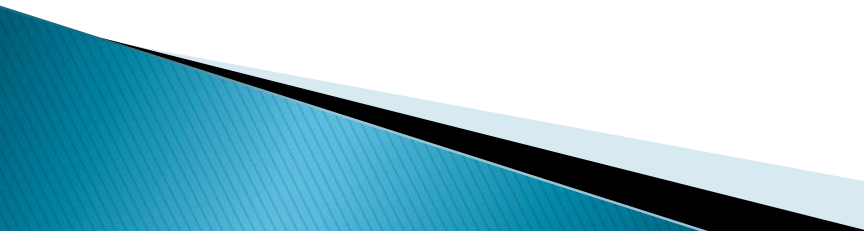
- ▶ Malaysian Qualification Agency is the main quality assurance body established in 2007
 - Other professional bodies, such as medicine, engineering, architecture
- ▶ Program accreditation
 - Provisional accreditation
 - A preliminary evaluation to support approval of a program by the MOHE
 - Full accreditation
 - To verify if the program meets the quality standards
- ▶ institutional audit
 - A thematic audit
 - To review sustainability
 - To grant a self-accrediting institution

Self accrediting institutions

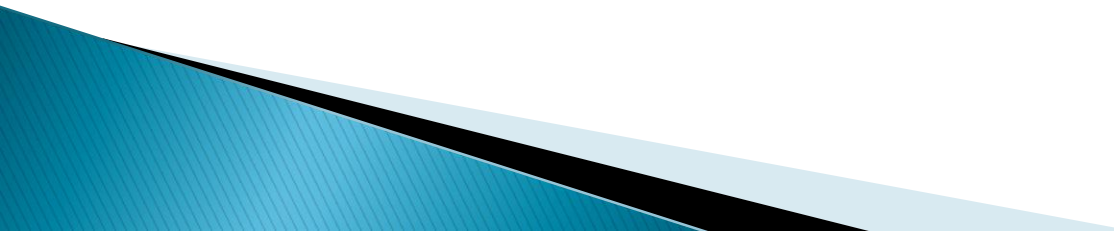
- ▶ the MQA Act 2007
 - invitations by Minister
 - years of establishment, research status, IQA systems, number of accredited programmes
 - applications to MQA
 - the processes involved as well as issuance of certification by the Minister through MQA
- ▶ Preparation for MQA's review
 - submit a institutional self assessment review to MQA and be subjected to an institutional audit.
 - They must perform well and meet all criteria and special focus is given on the governance, academic programme and their program review and IQA systems.
 - They must be able to demonstrate the rigor of their IQA systems in maintaining and enhancing their programmes and awards.

The programmes which have been internally accredited by the HEI is registered with MQA

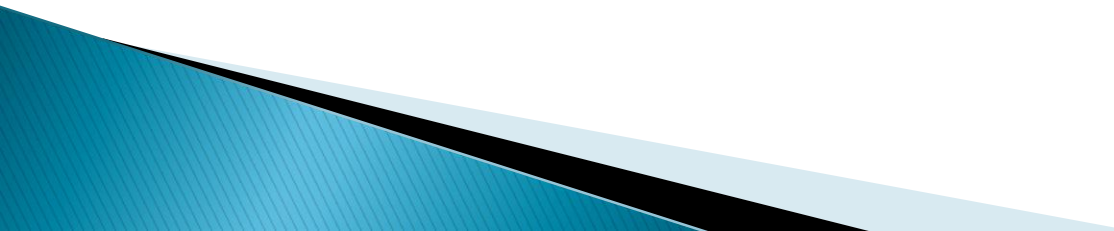
Self accreditation Review

- ▶ 5 year cycle
 - ▶ institutional re-audit by MQA
 - ▶ Accredited programs should send in a biannual report on their QA developments
 - ▶ Being monitored through their SSRs and Senate endorsements
 - ▶ But accredited programme can be deregistered if they were found to have seriously breached the quality standards.
- 

University of Malaysia

- ▶ Founded in 1962
 - ▶ 2442 faculty
 - ▶ 148 postgraduate program/ 111 undergraduate programs
 - ▶ 13576 undergraduate students/ 8871 graduate students
 - ▶ 3326 international students from 85 countries
- 

Some criticism from the public

- ▶ Quality of graduates produced
 - ▶ Poor management and services
 - ▶ No clear message to the stakeholders/ customers
- 

Recognitions

- ▶ 2002 ISO 9001:2001
- ▶ 2006 Malaysia Book of Records
- ▶ 2009 9001:2008
- ▶ 2011 self accrediting institution
- ▶ 2012 QS ranking: 156 in global ranking/ 35 in Asian ranking
- ▶ 2012 Shanghai ARWU: 401~ 500

UM's quality journey

Pre 2000	2000~2006	2007~2010	2010
Phase one	Phase two	Phase 3	Phase 4
Quality Control	Quality Assurance	Quality Improvement	Integrated approach to quality improvement
Conventional, isolated mechanism for quality check / by government and professional bodies	More systematic/ Core processes	Malaysian Qualification Framework /MQA(Code of practices)/ 9 areas	Core processes + Code of practices <hr/> Qualification Framework

Procedures (Phase 2 &3)

- ▶ Quality program phase
 - Developing core processes through a lot workshops
 - Activities match flow chart
 - Engaging faculty and staff
 - Obtaining feedbacks from everyone
- ▶ Documentation phase
 - Draw up flow charts/ Work instructions
 - Quality documents workshops (quality manual, quality procedures, work instructions, job specifications, guidelines)
- ▶ Implementation phase
 - Internal auditing
 - Compliance auditing

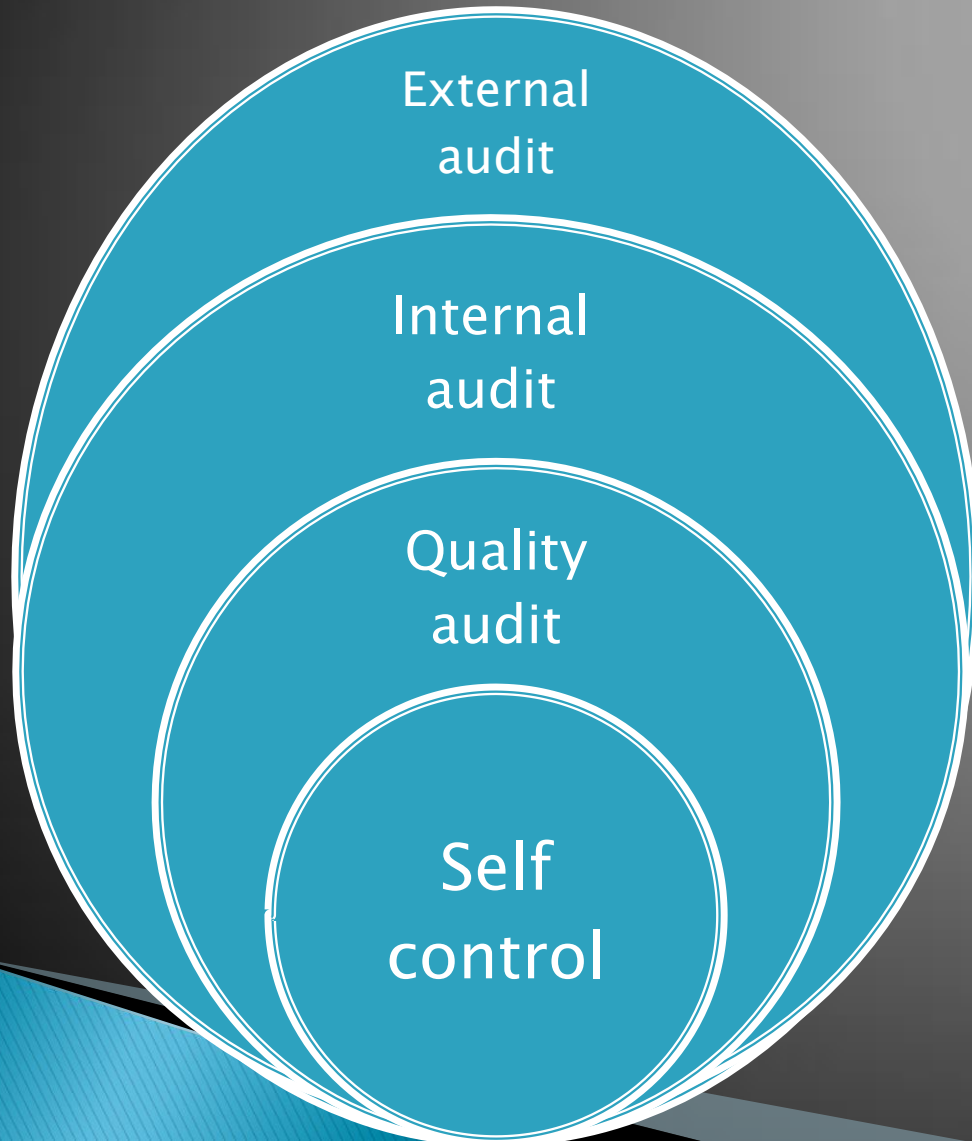
Integrated quality framework (Phase 4)

10 core process	MQA COPPA/ COPIA	MQF
<ol style="list-style-type: none"> 1. Teaching and learning (12347) 2. Research (68) 3. Human resources(5) 4. Infrastructure and asset(6) 5. Finance (6) 6. Commercialization(6) 7. Student affairs and alumni(46) 8. Library (6) 9. Residential colleges(6) 10. Sports and cultural services(6) 	<ol style="list-style-type: none"> 1. Vision, mission, educational goals and learning outcomes 2. Curriculum design and delivery 3. Assessment of students 4. Student selection and support services 5. Academic staff 6. Educational resources 7. Program monitoring and review 8. Leadership, governance, and administration 9. Continual quality improvement 	<ol style="list-style-type: none"> 1. 8 level (6-8) 2. 8 domains of learning outcomes <ol style="list-style-type: none"> a. Knowledge b. Social skills and responsibilities c. Values, attitudes, and professionalism d. Problem solving and scientific skills e. Information management and lifelong learning skills f. Managerial and entrepreneurial skills

Integrated approach (Phase 4)

- ▶ Program level
 - Annual program review (internal)
 - Program self assessment (internal)
 - Self assessment report by program directors
 - Program reevaluation every 5 years (both internal and external)
- ▶ Course level
 - Alignment to learning outcomes of MQF

Integrated approach :self accredited era

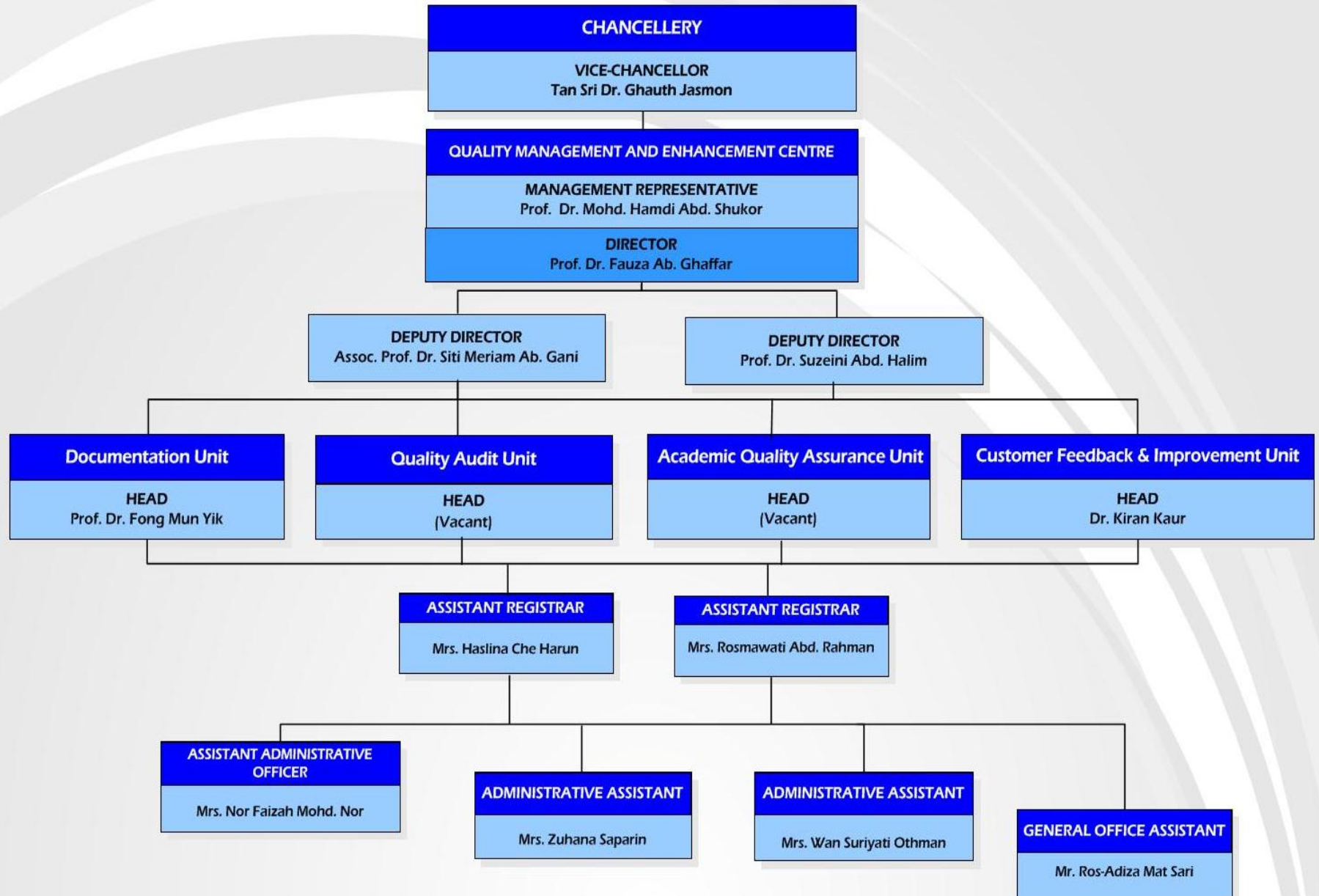


- ▶ By external accreditor
- ▶ Periodic audits by institution
- ▶ Periodic internal quality audits by colleges
- ▶ Every staff is responsible for her work

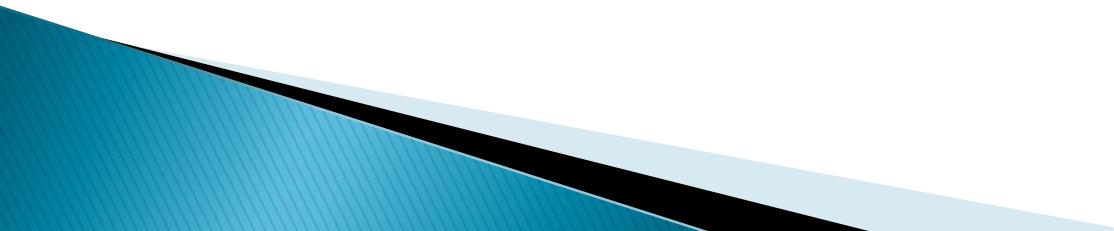
Quality management and Enhancement Center

- ▶ Under Vice Chancellor
- ▶ Started as a ISO Central committee in 2001
- ▶ Transformed into Quality Assurance Management Unit in 2002
- ▶ Upgraded into QAMU in 2009
- ▶ Major responsibility
 - Coordination of quality related activities related to ISO and MQF
 - Coordination quality data for the government
 - Plan and coordinate program monitoring & audit
 - customers' satisfaction survey
 - at least five training and awareness quality assurance related activities
 - annually conduct an internal audit to at least five academic programmes

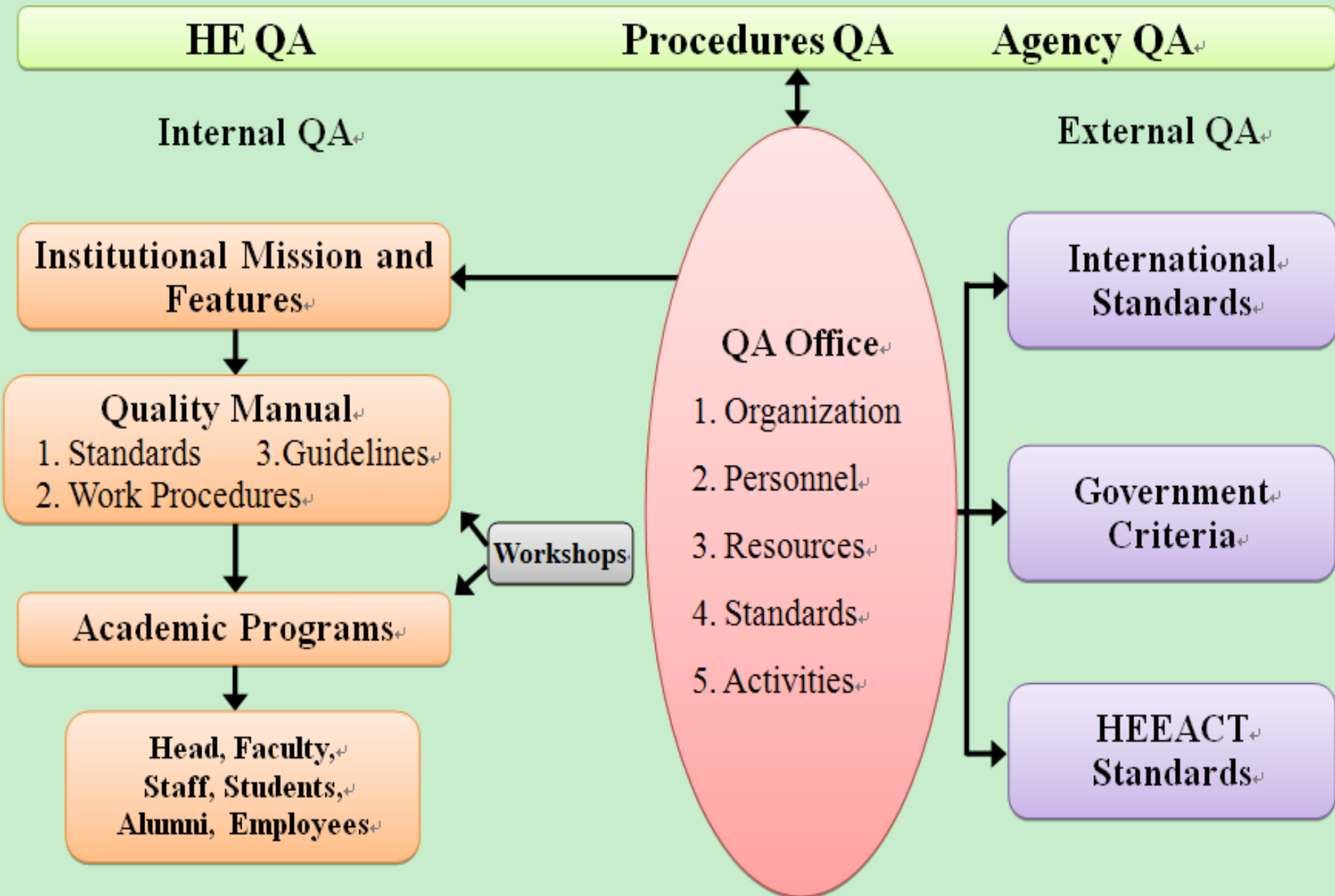
QUALITY MANAGEMENT AND ENHANCEMENT CENTRE (QMEC)



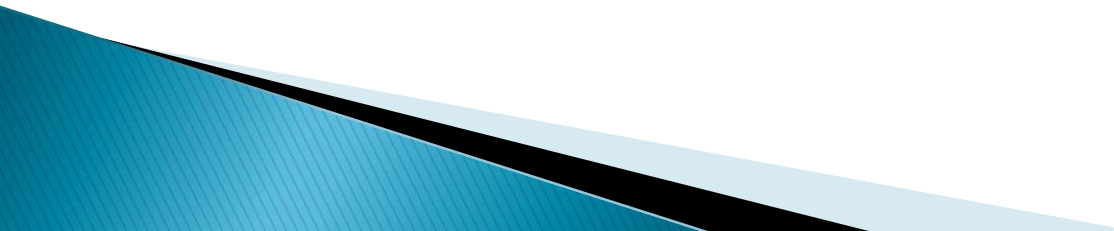
Success of Continuous QA in UM

- ▶ Benchmarking
 - ▶ Collaborative management
 - ▶ Good governance
 - ▶ Self assessment
 - ▶ A commitment from everyone toward quality
- 

QA Diagram of Self Accreditation



Comments from external reviews

- ▶ An old institution, it exists resistance from staff and senior faculty
 - ▶ Should have qualified and fully committed managers
 - ▶ Send administrative staff for training or studies in field of quality management
 - ▶ Should have sufficient financial allocation in QA office
- 

▶ VI. Conclusion

Some advice

- ▶ **Make good use of international guidelines and principles**
- ▶ **Find a benchmarking**
- ▶ **Develop an integrated framework**
- ▶ **Think of Road Map fro quality enhancement**
- ▶ **Equip a well functioned QA office**
 - **Organization**
 - **Personnel**
 - **Resource**
 - **Independence**
 - **Professionalism**
 - **Internationalization**

Final remarks

- ▶ **Commitment of top management and allocation of resources is critical**
- ▶ **Quality is a shared responsibility**
- ▶ **IQA and EQA compliment each other**
- ▶ **Quality Assessment without follow up does not make sense**
- ▶ **Quality is a journey, not the destination**
- ▶ **QA Office will play the role of future thinker of higher education**

Thank you for your attention

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