PROCEEDINGS

OF THE 2016 ASEAN YOUNG QUALITY
ASSURANCE OFFICERS NETWORK FORUM

16 November 2016, Bangkok, Thailand

AQAN
ASEAN Quality Assurance Network

AYQON
ASEAN Young Quality Assurance
Officers Network

ASEAN 50
2017

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Contents

Preface

The establishment of the ASEAN Young Quality Assurance Officers Network (AYQON) was the initiation of the ASEAN Quality Assurance Network (AQAN) to encourage young QA officers of the national external quality assurance agencies of the ASEAN Member States to play more proactive roles in joining hands to strengthen QA in ASEAN and to collaborate in building their capacity. AYQON was officially launched at the 2015 AYQON Forum and Roundtable Meeting held on 19 - 20 November 2015 in Putrajaya, Malaysia following the promulgation of the Putrajaya Declaration. AYQON was established with the following purposes:

I.   to explore different needs of quality assurance capacity building programs of young quality assurance officers in the ASEAN countries;

II. to promote collaboration and exchanges of best practices, experiences and expertise among young quality assurance officers of the ASEAN countries; and

III. to undertake the quality assurance related activities as deemed necessary.

In order to strengthen the network, Office for National Education Standards and Quality Assessment hosted the third ASEAN Young QA Officers Forum and Roundtable Meeting, under the theme of "We are ASEAN" on 16 - 17 November 2016 in Bangkok. The forum included the following topics:

- Synergizing Community of Practice for quality assurance,
- Harmonization of ASEAN higher education system,
- ASEAN Qualifications Reference Framework: Benefits and Challenges,
- Implementation of ASEAN QA Framework, and
- Sharing norms, challenges and good practices towards the regional quality assurance.

During the event, various activities were organized, including keynote, panel, and country report. The Forum was started with a keynote by Prof. Dr. Supachai Yavaprabhas on the topic "Harmonization of ASEAN Higher Education System". Followed by a panel discussion "Why ASEAN Needs a Regional Framework for QA?", facilitated by Prof. Dr. James H. Williams, together with 3 speakers namely: Prof. Zita Mohd Fahmi, Secretary, ASEAN Quality Assurance Network (AQAN); Atty. Teresita R. Manzala, Former Chairperson, Task Force for the ASEAN Qualifications Reference Framework (AQRF); and ONG Chee Bin, Johnson, Principal Consultant AUN-QA Expert.

In the afternoon, there was presentation of country reports delivered by each country delegate. This activity allowed participants to learn and share experiences and perspectives of QA of each ASEAN Member States. Other 2 activities were study visit at the Mahidol University to share ideas how QA was implemented at institutional level, and the Office for National Education Standards and Quality Assessment (Public Organization) visit, where QA officers shared their good practices.

Chapter 1

AYQON Background

Since the establishment of ASEAN Quality Assurance Network (AQAN) in 2008, AQAN executives and members work closely together to enhance and sustain higher education system in the region through quality assurance (QA) practices by collaboration and sharing information on QA. In light of the sustainability of the network, AQAN encourages young QA officers to play more active roles in the regional cooperation on QA. ASEAN Young Quality Assurance Officers Network (AYQON) was started in 2009. AYQON aims to be an association of young officers from quality assurance agencies and authorities responsible forquality assurance of higher education in the ASEAN countries.

Objectives of AYQON

1. To serve as a platform for ASEAN young QA officers to interact on the ASEAN regional QA Framework.
2. To allow opportunity for ASEAN young OA officers to learn QA system of each member country, as well as the implementation of ASEAN Qualifications Reference Framework (AQRF) and ASEAN Quality Assurance Framework (AQAF).
3. To further enhance the understanding and capacity of ASEAN young QA officers.
4. To strengthen the solidarity and networking of the ASEAN young QA officers.

Previous Activities

As the AYQON establishment, AQAN organized the first ASEAN Young Quality Assurance Officers Roundtable Meetingin October 2009 in Siem Reap, Cambodia, under the theme "Capacity Building of Young QA Officials - Past Experience, Current Needs and Future Challenges". The program was to set a platform for all member countries to share quality assurance practices and discuss current issues on higher education in the country within the Southeast Asia region. Then, the Second ASEAN Young QA Officers Forum and Roundtable Meeting was organized in November 2015 in Putrajaya, Malaysia, under the theme "Peer Ingenuities-Approaches to and Challenges in Quality Assurance of Higher Education". Last year, the third ASEAN QA Officers Forum and Roundtable Meeting was the theme of "We are ASEAN".

Speakers for 2016 AYQON Forum

1. Keynote on "Harmonisation of ASEAN Higher Education" by Prof. Dr. Supachai Yavaprabhas.
2. Panel on "Why ASEAN Needs a Regional Framework for QA", presented by
   * Prof. Zita Mohd Fahmi (Why ASEAN Needs an ASEAN Quality Assurance framework?);
   * Atty. Teresita R. Manzala (Cause and Necessary of Quality Assurance System at the Regional Level); and
   * Johnson Ong Chee Bin (The Need of a Regional QA Framework).

Harmonisation of ASEAN Higher Education

Prof. Dr. Supachai Yavaprabhas has depicted the harmonisation of ASEAN Higher Education through his experiences. In 1997 when Prof. Dr. Supachai was appointed the first Executive Director of the ASEAN University Network (AUN), has realized that the most important factor of harmonisation in higher education is mobility because it brought about the connectivity and collaboration among universities in ASEAN to foster student exchange at the regional level.

Subsequently in 2000, Prof. Dr. Supachai has been introduced of the quality assurance system, at that time it was new concept for Thailand. Thai academics have learned their experiences from Malaysia and Singapore. This, then, was the start of connecting network of quality assurance system for AUN. It was also the beginning of appointment of Chief Quality Officer in every AUN member university to start working on QA. During that period the European partners cooperated with ASEAN countries by providing technical assistance to ASEAN countries to develop QA system in this region.

When Prof. Dr. Supachai assumed the position of Director of SEAMEO RIHED in 2005, he was highly concern of the importance of external quality assurance both at institutional and ministerial levels. Therefore, there was a need to align the internal and external QA system. In addition, sharing community at the ministerial level was initiated, but not at institutional level yet.
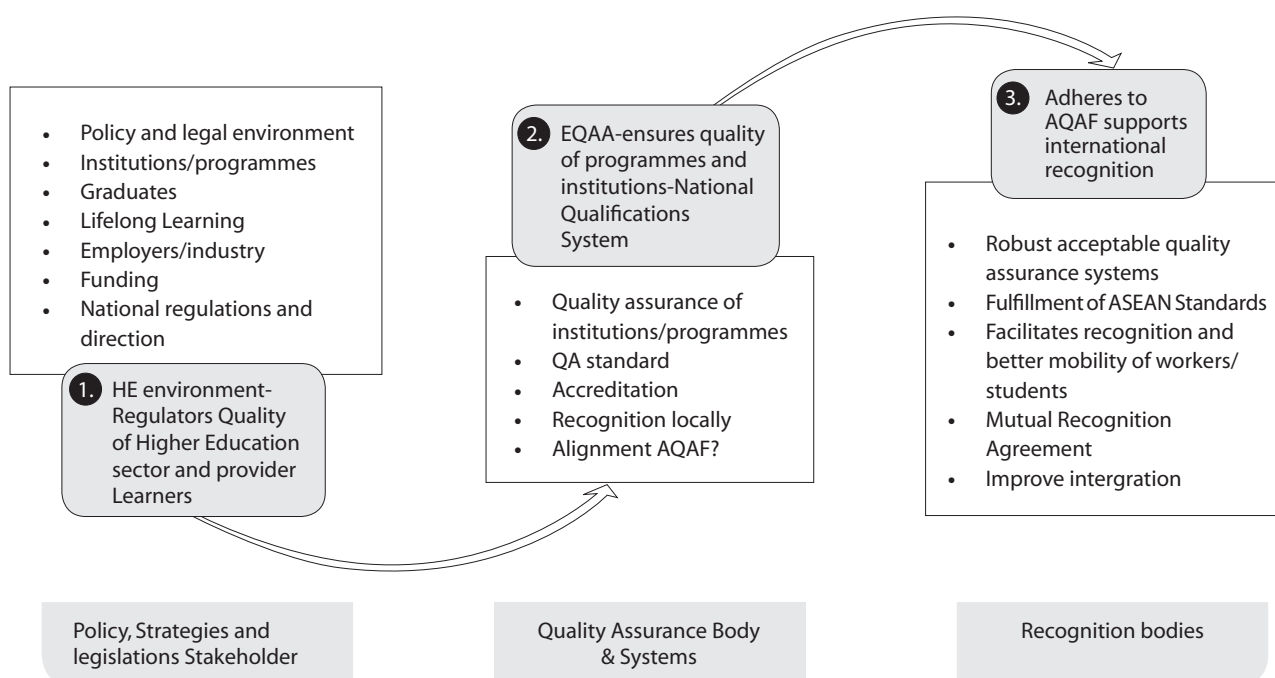
He also mentioned about the different practices of external quality assurance system among ASEAN Member States. For example, quality assurance agencies are under jurisdiction of different ministries. In order to connect QA systems in different countries in this region, QA officers should be linked together. This idea originated the exchange of QA learning experiences. What Prof. Dr. Supachai learned from the AUN-QA Forum was collaborative efforts at the institutional level will be key to success. For example, organizing meeting every six months provided opportunities for participants to get to know each other and to start working together. Training was also provided to help those countries developing their QA systems. More importantly, enhancement of collaboration of QA executives will help strengthening the system more harmoniously.

He concluded that learning from each other, and a gradual integration within one's own regional will bring harmony for the system. Now, there is a group of young QA officers who are willing to open up their perspectives and to exchange their ideas. If such network will sustain for a few more years, this will make a different changes to benefit our students, society and economy at large.

Why ASEAN Needs a Regional Framework for QA?

Professor Zita Mohd Fahmi, Secretary of AQAN, presented the topic of "Why ASEAN Need an ASEAN Quality Assurance Framework?" at the 2016 AYQON Forum and Roundtable Meeting under the theme "We are ASEAN" on 16-17 November 2016, Bangkok, Thailand. She said that the objectives of the ASEAN Quality Assurance Framework (AQAF) are: 1) to serve as a common neutral reference point for quality assurance systems, for higher education institutions and for the recognition of qualifications; 2) to facilitate improvement of higher education quality; 3) to improve consistency of quality assurance practices and builds a zone of trust; and 4) to promote regional harmonisation in higher education in ASEAN. Additionally, the role of quality assurance system is shown in the diagram bellow:

Role of Quality Assurance System

- Policy and legal environment
- Institutions/programmes
- Graduates
- Lifelong Learning
- Employers/industry
- Funding
- National regulations and direction

1. HE environment- Regulators Quality of Higher Education sector and provider Learners

2. EQAA-ensures quality of programmes and institutions-National Qualifications System

- Quality assurance of institutions/programmes
- QA standard
- Accreditation
- Recognition locally
- Alignment AQAF?

3. Adheres to AQAF supports international recognition

- Robust acceptable quality assurance systems
- Fulfillment of ASEAN Standards
- Facilitates recognition and better mobility of workers/ students
- Mutual Recognition Agreement
- Improve intergration

Policy, Strategies and legislations Stakeholder

Quality Assurance Body & Systems

Recognition bodies

At present, ASEAN is currently facing the following situations: a multifaceted interpretation; different expectations by stakeholders; the state of being sure or certain about something; freer movement of goods, professional services, investments, students, and skilled personnel including the recognition of qualifications to ensure competent work force. Moreover, the quality of higher education and training depends on the concerted efforts of key stakeholders including governments of ASEAN Member States, quality assurance bodies, institutions, students, employers and industry. Additionally, national systems are strongly encouraged to take initiatives to benchmark and align their quality assurance systems to AQAF.

ASEAN requires a regional framework for quality assurance for 1) providing agreed neutral reference points to support shared goals; 2) promoting better understanding in the region identity "ASEANESS"; 3) reducing the development gaps; 4) fostering better joint investment and widening regional pool of human resources; 5) supporting mobility of skilled workers and professional services; 6) widening access, choices for students, mobility and more international students; 7) perceiving mutual benefits of harmonisation in higher education; 8) providing greater opportunity for higher education institutions cooperation; and 9) facilitating alignment with other higher education areas in the future.

AQAF can also promote the ASEAN's higher education common space in these respects by following means: 1) quality assurance guidelines and promotion; 2) education and research link; 3) credit transfer system; 4) mobility system; 5) lifelong learning system; 6) degree structures; and 7) professional services, skills, and occupational standards.
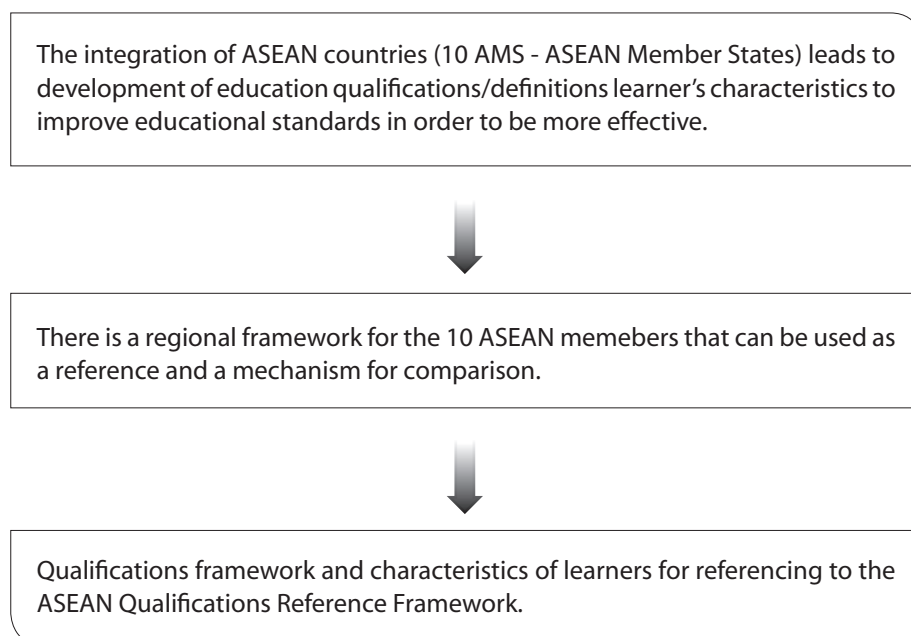
Prof. Zita concluded that the benefits of AQAF will be: 1) ensuring a desired level of quality in the development, production, or delivery of products and services, 2) sustaining on-going and continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions or programs to strengthen the internal quality assurance and learning outcomes of higher education and training institutions; 3) providing assurance to governments, individuals, graduates, products, services, workers, outcomes, economic and social needs; 4) building QA to complement with physical infrastructure and human resources to enhance the competitiveness of AEC; and 5) improving the quality of countries in ASEAN for international standing.

Cause and Necessary of Quality Assurance System at the Regional Level

Atty. Teresita R. Manzala presented rationales of cause and necessary of QA system at the regional level as follows:
- To keep up with current situations for the ASEAN countries integration
- To improve quality to be more effective as the main purpose
- To serve as a national tool for the implementation of the quality framework
- To serve as a key to assure comparison and referencing of qualification and characteristics of learners within ASEAN countries by ASEAN Qualifications Reference Framework (AQRF)

She had demonstrated the implementation procedure to develop the AQRF with a chart below:

The integration of ASEAN countries (10 AMS - ASEAN Member States) leads to development of education qualifications/definitions learner's characteristics to improve educational standards in order to be more effective.

↓

There is a regional framework for the 10 ASEAN memebers that can be used as a reference and a mechanism for comparison.

↓

Qualifications framework and characteristics of learners for referencing to the ASEAN Qualifications Reference Framework.

Atty. Teresita said that the AQRF is stemmed from collaborating on the agreement of the 10 ASEAN countries, which has become the ASEAN Economic Community (AEC). The objectives are to develop the education linkage and foster life long learning for sustainable development. AQRF is the standard framework for preliminary reference. The main meaning is as follows:

- To compare the educational qualifications and characteristics of learners among the ASEAN countries; and

- To serve as the standard framework for the comparison of learning outcome and training outcome through both formal and informal cooperation for organizations, as well as non-formal education and lifelong learning.

She said that designing of AQRF have objectives as follows:

1. To support qualification accreditation;

2. To encourage the development of a qualification framework that can facilitate lifelong learning;

3. To support the development of qualification comparison and national examination of learning outcome; and

4. To promote and support education for regional labor mobility.

AQRF focused on the Importance of learning outcomes with the following features:

1. To focus on learning outcomes rather than inputs of learning;

2. To support the credit transferring system and the degree certification of both formal and informal education and training;

3. To link National Qualifications Frameworks (NQF) and AQRF, by this, NQF and Quality Assurance System should include the learner's characteristics based on proven learning outcomes; and

4. Learning outcome level should be able to use as the indicator learning outcome arrangement.

Atty. Teresita concluded her presentation by suggesting ASEAN Members States to join the referencing process with AQRF by suggesting that those countries having NQF can refer their highest national level with AQRF. However, the countries without NQF can utilize AQRF as reference. Reference process also includes the approvals of degree, credit earned, ASEAN QA bodies' registration, and quality assurance system.

The Need of a Regional QA Framework

Johnson Ong Chee Bin stated that having a common regional QA framework has been discussed why it is necessary to facilitate the movement of ASEAN Community. The presentation focused on why do we need to have the regional QA framework and how can ASEAN work together?

AEC Context and Common QA Framework

As we have mentioned ASEAN Economic Community (AEC), there is mobilization of labor, business men and student exchange, so we need ASEAN institutions to be responsible for creating students to be skilled labor in the common market.

However, in the common community, we are so diversified in economic, educational, and cultural systems, so it is the challenge how do we work together to have a common QA framework. The world operated as individual country, but now it works as community like America, African countries. We had the Washington Accord in Northern America, Bologna Process in Europe. In Africa, we have 2008 ENLACES. We have to work as a community with common QA framework, too.

Common QA framework is from national to regional. We have 4 key components like ASEAN Qualifications Reference Framework (AQRF), ASEAN Quality Assurance Framework (AQAF), Credit Transfer Systems, and Mutual Recognition Agreements (MRAs) in order to accommodate movement of students that they would connect with each other.

AQAF is designed to enhance from national level to regional level, we need to have intuitional, principles/universal law, and levels of quality improvement with principles-based versus rules-based approaches.

There are 2 approaches; these are principles-based approach (universal law) and rule-based approach in the QA.

AUN-QA is one of those frameworks using principles-based approach. But in the ASEAN Community, we need to harmonize both the national QA framework to the principles-based approach in the regional QA. Therefore, how do we harmonize national QA framework into regional framework?

Harmonization the National QA Frameworks

Harmonization is adjustment of inconsistencies among different measures, methods, procedures that we have to harmonize from the national into the regional QA framework. One, we have to be the principles-based rather than rules-based because it is universal law that can comply with different context. Two is pushing the national level standard is to be challenged by adjusting our national QA framework using principles-based approach. We have to be contextualization rather than standardization because it is impossible to standardize different QA practices of each ASEAN members.

Alignment of AUN QA Framework at Institutional Level

AUN-QA framework, we have a system of QA assessment in different aspects such as research. It is launched in July in Hanoi and Vietnam has adopted AUN-QA proposed in universities. We have 100 sub-criteria in the category and these are 4 categories for QA and national benchmarking: strategic QA, systemic QA, functional QA, and results composed of criteria and sub-criteria. The framework is based on PDCA cycle. He concluded that AUN-QA would be aligned with the AQAF, ESG and Baldrige Performance Excellence Program.

Quality Assurance System in ASEAN Member States

- ## Organization Profile

Profile	Brunei	Cambodia	Indonesia	Lao PDR	Malaysia	Philippines	Thailand	Vietnam
Name of EQAAs	Brunei Darussalam National Accreditation Council (BDNAC)	Accreditation Committee of Cambodia (ACC)	Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)	Education Quality Assurance Center, Lao PDR National Accreditation Agency for Higher Education (NAAHE)	Malaysian Qualifications Agency (MQA)	Commission on Higher Education (CHED)	Office for National Education Standards and Quality Assessment (Public Organization) (ONESQA)	General Department of Education Testing and Accreditation (GDETA)
Legal Status	Established in 1990 by decree of His Majesty The Sultan of Brunei Darussalam, BDNAC Order 2011	Established by Royal Decree No. NS/RKT/ 0303/129 on 31 March 2003	Established in 1997 Presently is regulated by the Law of Republic of Indonesia No. 12 in 2012	Established in 2008 as a Center equivalent to Department under the agreement of Minister of Education and Sports no. 1438 on 10 July 2008	Established in 2007, Malaysian Qualifications Agency Act 2007 (ACT 679)	Established in 1994 by Virtue of the Republic Act 7722, also known as the Higher Education Act of 1994	Established in 2000 under the Royal Decree	
Parent Org.	Ministry of Education, Brunei Darussalam	Ministry of Education Youth and Sport	Ministry of Research, Technology and Higher Education	Ministry of Education and Sports	Ministry of Higher Education Malaysia	Office of the President, Republic of the Philippines	Office of the Prime Minister	Ministry of Education and Training
Funding	Government of Brunei Darussalam	National and World Bank Support	Government	Government fund and international donors	1. Government. 2. Fees from accreditation activities	Government	Government	Government

- ## External Quality Assessment System

Profile	Brunei	Cambodia	Indonesia	Lao PDR	Malaysia	Philippines	Thailand	Vietnam
EQA's option	- Compulsory - Voluntary	Compulsory	Compulsory	Compulsory	- Compulsory - Voluntary	- Compulsory - Voluntary	Compulsory	N/A
Assessment Level	- Institutional - Program	Higher Education	- Institutional - Programme		- Institutional - Programme	- Institutional - Programme	- Institutional - Faculty Level	- Institutional - Programme
EQA Cycle	Periodic monitoring e.g. Monitored by semester or by year	EQA of Cambodia is still in the first cycle	5 years /4th Cycle	3-5 years for each cycle based on the final result of each institution	- Non Professional Programmes - Professional Programmes	SUC Levelling will be conducted every three years starting FY 2016	Every 5 years	N/A
Procedure	Procedures are similar, dividing into 3 stages: pre-visit, during site-visit, and after site-visit.							
Meta Assessment/ Review	None	Yes, reviewed by the Board of ACC	None	None	Yes, reviewed by the respective accreditation department	Yes, reviewed by the task force on outcomes-based and typology-based QA	Yes, reviewed by a meta-assessor	N/A

Profile	Brunei	Cambodia	Indonesia	Lao PDR	Malaysia	Philippines	Thailand	Vietnam
Final Decision made by	Ten sub-committees of the Council	Board of ACC	BAN-PT Board Members	None	Committee	National Evaluation Committee	Executive Committee	N/A
Dissemination of EQA Result	Local private educational institutions (LPEI)	- Relevant agencies and the public through: official letter to HEIs, Parent Ministry of HEIs, and related organizations - ACC website, Journal and Facebook	- Higher Education Institution or Study Program - Published in the official website of BAN-PT	None	Malaysian Qualifications Register (MQR)	Higher Education Institutions	- Ministry of Education - Institutions - Relevant agencies - Public	N/A
Revisit	Yes, dependent on requirement	Yes, dependent on institution's request	Yes, by: - Appeal from the study program - Report of misconduct or other matters from third parties	None	Yes	Yes, if commission en banc (CEB) finds the appeal valid	Yes, if the institutions do not meet required standards	N/A

- ## Impact of External Quality Assessment

Impact of External Quality Assessment	Brunei	Cambodia	Indonesia	Lao PDR	Malaysia	Philippines	Thailand	Vietnam
Closure of institution	✓		✓					
Suspension of program	✓		✓					
Limit number of prospective students	✓							
Financial allocation					✓ student funding	✓	✓	
Supporting a decision-making for employment			✓				✓	
Supporting a decision-making for closure institution			✓				✓	
Promoting institutional self-assessment and improvement			✓	✓		✓	✓	✓
Recognition from public service department					✓			
Ministry of Home Affairs - License for international student intake					✓			
Number of allowable vice presidents and the salary of president						✓		

- ## Management of Assessor

Assessor	Brunei	Cambodia	Indonesia	Lao PDR	Malaysia	Philippines	Thailand	Vietnam
Qualifications 1. Educational background	N/A	Master degree or higher	Degree of education (Doctor with exception for some study program)	Bachelor degree	Minimum Bachelor's Degree	At least master's degree (preferably with doctorate degree)	A minimum of Bachelor's degree or equivalent	N/A
2. Experiences a. Assessment b. Quality Assurance c. Teaching and Learning d. Curriculum and Instruction e. Expert in subject areas	Experience in: • Assessment or, • Quality Assurance or, • Expert in subject areas	At least 10 years experience: • Assessment or, • Quality Assurance or, • Teaching and Learning or, • Curriculum and Instruction or, • Expert in subject areas	Experiences relevant with the study program to be assessed	Experiences in any field at least 5 years	5 years' experience in the related field • Quality Assurance • Teaching and Learning • Curriculum and Instruction • Expert in subject areas • Research • management	5 years' experience in • management • Quality Assurance	Knowledge of, and ability to apply education principles, guidelines, learning process, quality assurance system and higher education standards for EQA	N/A
3. Age	N/A	N/A	N/A	With 25 years of ages	N/A	N/A	At least 30 years old	N/A
4. Other Competencies writing skills analysis proficiency	a. IT literacy b. Report c. Statistical d. English			a. IT literacy b. Report writing skills		a. Communication skills b. Teamwork		
Training (Details appeared in Chapter 2)	1. On the job training 2. Working experience	Assessors Training mostly conducted for 3 or 4 times/year (2 or 3 days/time)	1. Instrument methods 2. Mocking up evaluation process	Training program: - basic principles - best practices in education - accreditation standards and process	1. Seminar 2. Workshops 3. Briefing and Q&A session	2 parts of training: -ISA*Framework -ISA*Process *ISA:Institutional Sustainability Assessment	Assessor's development training courses compose of 6 modules.	
Licensing	As for now, we do not require any licensing	None	None	Yes	N/A	Yes, valid for 3 years	Yes, valid for 3 years	

- **Innovation & Challenges**

Assessor	Brunei	Cambodia	Indonesia	Lao PDR	Malaysia	Philippines	Thailand	Vietnam
Innovation	QA Framework that caters for small scale of local private education institution (LPEI), with limited number of program that is awarded by International awarding body/ Institutions	Making reform on legal documents of HEIs accreditation as well as for organizing new government policy of higher education	Setting up accreditation instruments and evaluation for online education	None	1. Work-Based Learning (WBL) 2. Accreditation of Prior Experiential Learning (APEL) 3. APEL (C) and MOOC Credit Transfer	Movement towards outcomes. The basis for SUC leveling has shifted focus from inputs to outcomes.	1. Area-Based Assessment (ABA) 2. QC100 3. 1 for 9	
Development	Refined new EQA Framework	- New National Guideline - National Standard of Institutional Accreditation - Assessment is developed to focus on input/process to the student-learning outcome	A shifting of from input output to outcome based accreditation	EQA policy development (Quality Standard for Higher Education, Quality Assurance Manual, Guideline for assessor)	1. MQF Review 2. Single QA System 3. Alignment MQF with AQRF and AQAF	Alignment with ASEAN standards	1. Developing QA such as Quality codes, criteria, guidelines, expert judgment as a new assessment methodology 2. Developing assessors training system	Developing human resources in QA is the great concern
Challenges	- Open Distance Learning (ODL) - Lack of expertise	- Lack of Financial support for assessment process - Lack of confidence among stakeholders - Limited knowledge and capacity of the assessors and some of ACC officers, and some higher education institutions	External evaluation	- Lack of clear policies on Quality Assurance Framework, Experiences, Technical Assistance, etc. - Need time to develop the legal documents, guidelines, training materials on QA	- Aligning the diverse maturity in quality assurance among education players - Maintaining quality assurance in flexible education - Assuring quality of programmes offered by local institutions abroad - Facilitating mobility across sector (i.e.: skills and academic sectors)	Alignment with Typology-based QA	- Necessary qualifications for assessors' recruitment - The linkage of internal and external quality assurance - Perspectives toward "Quality Culture"	Building a culture of quality among educational institutions

Chapter 2
COUNTRY REPORT

- Brunei Darussalam by Brunei Darussalam National Accreditation Council
- Cambodia by Accreditation Committee of Cambodia
- Indonesia by BAN-PT National Accreditation Agency
- Lao PDR by Education Quality Assurance Center
- Malaysia by Malaysian Qualifications Agency
- The Philippines by Commission on Higher Education
- Thailand by Office for National Education Standards and Quality Assessment (Public Organization)
- Vietnam by General Department of Education Testing and Accreditation (GDETA), Ministry of Education and Training (MOET)

BRUNEI DARUSSALAM

By Brunei Darussalam National Accreditation Council Ministry of Education

1. Organization information

Name of EQAA	Brunei Darussalam National Accreditation Council (BDNAC)
Legal status	Established in 1990 by decree of His Majesty The Sultan of Brunei Darussalam, BDNAC Order 2011
Parent organization	Ministry of Education (MOE), Brunei Darussalam
Vision	To become an established accreditation agency and has a reputation regionally and internationally
Mission	To ensure and maintain the quality and standard of educational credentials in accordance with the provisions as set and required by the Government of His Majesty the Sultan and Yang Di-Pertuan of Brunei Darussalam
Objectives	• To formulate plans and policies relating the quality and standard of educational credentials to be complied with within Brunei Darussalam • To provide policies and guidelines for the purpose of assessment and accreditation of higher education qualifications and credentials from within or outside Brunei Darussalam • To act as an advisory body to all Ministries or other interested parties in all matters related to assessment and accreditation of higher education qualification and credentials • To approve policies and guidelines relating to accreditation of programmes, qualifications or higher education providers or institutional audit
Source of funding	Government of Brunei Darussalam
Evaluation/auditing/agency	None

2. Procedure for external quality assessment/review/audit/evaluation

EQA is compulsory or voluntary	• Voluntary for Public Higher Education Institution • Compulsory for Private Higher Education Institution (LPEI) operating in Brunei

EQA focus	• Institutional
	• Program - Program Accreditation
	            - Assessment
	            - Teaching & Learning

EQA cycle	Periodic monitoring e.g. Monitored by semester or by year. There are 6 local private educational institutions assessed; 1. International Graduate Studies College (KIGS) 2. Cosmopolitan College of Commerce and Technology (CCCT) 3. Micronet International College (MIC) 4. Kemuda Institute (KI) 5. BICPA-FTMS 6. Laksamana College of Business (LCB)
EQA operation	Assess or review at institutional level and program level
Pre-visit	• Local Private Educational Institution (LPEI) will submit their assessment report or any related document to BDNAC. • BDNAC will seek further additional information if necessary prior for the audit visit.

	• BDNAC will inform and make arrangement with LPEI for the audit visit and inform the scope of the visit i.e. focus areas
During site visit	• BDNAC Audit teams conduct a meeting with the LPEI Senior Management representatives. • Individual or groups of students or lecturers interviewed depend on the purpose and focus of the audit. • Site visit to check facilities and relevant department/ facilities/ schools • BDNAC Audit team will confirm the audit findings with the LPEI Senior Management representatives.
After site visit	• BDNAC Audit team compile information (data or evidence) based on the visit and make a final report. • BDNAC will make commendation and recommendation based on the focus area of the visit. • BDNAC will send the report to LPEI for an action to be taken in the recommendation.
Meta assessment/review	Currently not needed
Committee/agency involved in the final decision of the assessment/ review result	The Council is assisted by ten sub-committees whose responsibility is to assess and evaluate qualifications and to make recommendations to the Council in the following discipline: • Accountancy and Management • Communication • Education • Engineering and Architecture • Environmental Sciences • Islamic Religious Studies • Medicine • Law • Military and Security • Info-Communication Technology
Dissemination of final EQA result	Summary of the findings recommendations will be given to LPEI.
Appeal	None
Re-visit for assessment/review	Revisit will be depends on requirement.

3. External quality assessment effects/impact

Effect/impact of EQA	• Closure of institution • Suspension of programmes • Limit number of student for new admission
Utilization of EQA result	As a baseline for the next EQA
Other(s)	None

4. Qualifications, recruitment, training, licensing of assessor/reviewer

Qualifications	• Subject areas expert • QA Expert • Assessment specialists
Recruitment	By appointment from BDNAC according to subject specialist or assessment specialist
Training	• On the job training • Working experience
Licensing	As for now, we do not require any licensing.
Ethics	Yes, it require assessor/reviewer to conform to the required Ethical codes or code of conducts.

5. Innovation, development and emerging challenges

Innovation	QA Framework that caters for small scale of Local Private Education Institution (LPEI), with limited number of program that is awarded by International awarding body/ Institutions.
Development	Refined new EQA Framework
Emerging Challenge(s)	Open Distance Learning (ODL) and Lack of expertise
Other(s)	None

CAMBODIA

By Accreditation Committee of Cambodia (ACC)

1. Organization information

Name of EQAA	Accreditation Committee of Cambodia
Legal status	Established by Royal Degree No. NS/RKT/0303/129 dated 31 March 2003
Parent organization	Ministry of Education Youth and Sport
Vision	To develop and promote the quality of education in Cambodia to consistent with international standard
Mission	To professionally administer the accreditation mechanism of higher education quality for all degree granting higher educational institutions in the Kingdom of Cambodia to ensure and promote academic quality for greater effectiveness and quality consistence with international standards
Objectives	- To continuously conduct quality assessment and determine accreditation status for all degree granting higher educational institutions in the Kingdom of Cambodia - To encourage and promote self-assessment, accountability, autonomy and innovations in higher education institutions - To conduct research and training on quality-related topics
Source of funding	National and World Bank budget
Evaluation/auditing/agency	No evaluation/auditing agency

2. Procedure for external quality assessment/review/audit/evaluation

EQA is compulsory or voluntary	EQA in Cambodia is compulsory. All HEIs in Cambodia, public or private, must be accredited by ACC.
EQA focus	EQA of Cambodia focus on: • Administrative Achievement • Student-centered learning • Evidence Based Student learning outcome. • Internal Quality Assurance.
EQA cycle	EQA of Cambodia still stayed in the first cycle. There were 5 HEIs were accredited in this first cycle. In 2016, there are 41 HEIs are assessed for pilot assessment.
EQA operation	ACC provides accreditation on both Institutional Accreditation and Program Accreditation. The Program accreditation will provide on Foundation Year Program, Graduated and Doctoral Program.
Pre-visit	Pre-visit activity will take place for two days. It is the fundamental period for assessment team to prepare themselves for accreditation. There are some important activities as followed: - Team leader calls for meeting to discuss assessment procedure and task, and assign standards for sub-assessment team. - Assessment team will analyze information in SAR and the supporting documents provided by HEIs to find out the issues for the assessment. - Assessment team will analyze and summary the SAR information compared to the standards, indicators and legal rule indicated by ACC as well as in educational law and regulation of Cambodia.

	- Discuss SAR in its entirely in order to indicate issues and information needed for HIEs to clarify during site visit. Determine additional supporting document needed and schedule interviewing time.
During site visit	This special period will take place for 5 days. There are some necessary activities as followed: - Assessment Team must be present at HEIs at the time informed officially. - Team leader express purpose of the assessment, assessment schedule, and members of the Assessment Team to the HEIs. - Assessment Team must verified between documents and the actual situation of the HEIs by observing teaching and learning activities, interviewing with board of the governance, operating manager, administrative staff, IQA staffs, students and employers, focusing on institutional management and IQA effectiveness.
After site visit	After site visit, assessor team has 3 days for writing EQA result. There are some activities as below: - Sub-assessment team must organize sub- assessment report of the standards that they responsible for, based on collected data and evidences, and submit it to the Team Leader. - Team Leader and Technical Assistance shall integrate the result of the sub-assessment team report for finalizing EQA report then submit it to ACC secretariat in the period not more than 2 weeks after site-visit. - The ACC secretariat shall review the quality of the EQA report before submit to ACC Board to review and make decision.
Meta assessment/review	The Final EQA report will be review and make the decision by the Board of the Accreditation Committee of Cambodia.
Committee/agency involved in the final decision of the assessment/ review result	Board of the Accreditation Committee of Cambodia composes of 3 permanent members and 12 selective members. The 3 permanent members: - Minister of Education Youth and Sport President - A Secretary of State of MOEYS Vice president - ACC Secretary General Member The 12 selective members: - A Secretary of State of MOEYS - A Secretary of State of the Ministry Labour and Vocational Training - A Secretary of State of Ministry of Health - A Secretary of State of Ministry of Economy and Finance - A Secretary of State of Ministry of Agriculture, Forestry and Fisheries - A representative of the Council of Economy, Social and Culture of COM - An Advisor of the Minister of COM - A member of the Supreme Council of Economy - A representative of the Council of Rector of Cambodia - 3 representatives of the Cambodia HEIs association
Dissemination of final EQA result	The final EQA result will be disseminated to the relevant agencies and the public through: - Official letter to HEIs, Parent Ministry of HEIs, and related organizations - ACC website, Journal and Face Book
Appeal	Some part or entirely EQA result could be appeal within 30 days after the EQA result have received by HEIs. There two possible objective of appeal: - Asking ACC to review and change EQA result - Or requesting ACC to reorganize new assessor team to review EQA result ACC secretariat will organize an Appeal Commission who has competence to make

	decision on the appeal complaint. The Appeal Commission composes of: - A member of ACC as president - A representative of ACC secretariat who is not related with the previous HEI assessment - 3 assessors who is not related with the previous HEI assessment - A representative of the private HEIs association - A representative of the Council of Rector of Cambodia The resolution of the appeal complaint decided by the Appeal Commission is reported to the ACC Board in order to review and make decision through absolute majority of ACC Board members.
Re-visit for assessment/review	ACC provide opportunity for education institution to seek re-visit for assessment/ review. However, The payment of this operation must be paid by HEIs.

3. External quality assessment effects/impact

Effect/impact of EQA	The final EQA report would have some impact on HEIs as follow: • For the public HEIs, government could allocate additional financial funding when institution has very poor record of EQA. • Stakeholders could mobilize additional resources to support improvement of quality and standards of institution.
Utilization of EQA result	EQA result will be utilized as follow: - Providing, recognizing, and ranking (in the future) the educational quality of HEIs in Cambodia. - For HEIs, EQA could be used for developing and improving the educational quality of their institutions. - For MOEYS, it could be used as internal information and basic decision for making reform on legal documents of HEIs accreditation as well as for organizing government policy.
Other(s)	None

4. Qualifications, recruitment, training, licensing of assessor/reviewer

Qualifications	The assessor/reviewer have qualification as follow: - Having Master degree or higher - Having experience at least 10 years in teaching at higher education level or working at HEIs management and policy, or EQA - Having experience in research, writing thesis, etc. Research works have been recognized as national and international level - High morality, responsibility, and commitment. Good interpersonal and communication skills and having ability to do team works - Intermediate level of English languages, word processing and SPSS - Could achieve good result of the training program for building capacity required by ACC
Recruitment	In order to become an assessor, each candidate must go through some recruitment process such as interview and training.
Training	Assessors Training mostly conducted for 3 or 4 times/year (2or 3 days/time). - Firstly, Assessors who have high experience in EQA have been trained differently from the lower one. - Secondly, junior assessors have been put to train and work with the senior in

	order to getting some knowledge and experiences from each other. - Knowledge related with the interpretation of assessment standards and indicators, writing analytical EQA report, Student Learning outcome, SAR and supporting document analysis and so on have been provided to develop assessor competencies.
Licensing	No license has been provided to the assessor/ reviewer.
Ethics	The assessor team shall: - Have no conflict of interest between HEIs in term of personal, professional, ideological or political interest; - Keep confidential all information about HEIs such as the assessment results; - Be modest and able to work according to the atmosphere of the team, and that of HEI; - Be strongly committed to and responsible for their assigned tasks; - Be fair and just in the assessment.

5. Innovation, development and emerging challenges

Innovation	- ACC has made a research by doing pilot assessment on the 51 HEIs. The result of this pilot assessment have been used as internal and basic information for making reform on legal documents of HEIs accreditation as well as for organizing new government policy of higher education.
Development	- New National Guide Line of Accreditation was recently developed and created in 2016. - National Standard of Institutional Accreditation was developed in 2015 and was applied on the pilot assessment. - The assessment is developed from focusing on input/process to the student-learning outcome. - EQA Final report was developed from general description to analytical assessment report.
Emerging challenge(s)	There are some challenges: - Lack of Financial support for assessment process especially in 2017 national budget for assessment have been cut off. - Lack of confidence among stakeholders on EQA system, performance and result. - Knowledge and capacity of the assessors and some of ACC officers have their own limitation. - Some HEIs, especially in province, could not have ability to organized good SAR. - Some HEIs have their own limit knowledge and capacity to fulfill the requirement of the new national standard of accreditation.
Other(s)	None

INDONESIA

By BAN-PT National Accreditation Agency of Higher Education (NAAHE)

1. Organization information

Name of EQAA	Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT) National Accreditation Agency for Higher Education (NAAHE)
Legal status	Established in 1997; Presently is regulated by the Law of Republic Indonesia No. 12 year 2012 on Higher Education
Parent organization	Ministry of Research, Technology and Higher Education
Vision	To be an independent accreditation agency being dignified, credible, and accountable and to become a national and international reference in supporting the realization of a qualified and characterized higher education system
Mission	- Developing a national accreditation system of higher education - Carrying out reliable accreditation of Indonesian universities - Implementing quality assurance as an independent accreditation agency
Objectives	- Determining feasibility of Study Programs and Higher Education based on criteria that refers to the National Standard of Higher Education - Guaranteeing externally the quality of Higher Education and Study Programs both academic and non-academic affairs and ensuring the fulfillment of students' and the community' interests.
Source of funding	Government
Evaluation/auditing/agency	In preparation for external review by the ENQA

2. Procedure for external quality assessment/review/audit/evaluation

EQA is compulsory or voluntary	Compulsory
EQA focus	The assessment is presently based on input, processed, and output and covers seven standards: 1. Vision, Mission, Goals and Objectives, and Strategy Achievement 2. Governance, Leadership, Management System, and quality assurance 3. Students and Graduates 4. Human Resources 5. Curriculum, Learning and Academic Atmosphere 6. Finance, Infrastructures and Information Systems 7. Research Services / Community Service, and cooperation BAN-PT has been preparing new instruments based on 24 standards of National Standards of Higher Education and is represented in 9 indicators.
EQA cycle	5 years / 4th Cycle Each year BAN-PT assessed the study programmed assess 3200-3500 study program and 250 Institution, Up to this moment BAN-PT has assessed: 1012 Higher Education's Institutions and 18,873 Study Programs
EQA operation	The EQA operation of BAN-PT covers institutional (Higher Education) and program (Study Program) level.
Pre-visit	The assessors appraise the fulfilled forms in a desk evaluation.

During site visit	The site visit aims at validating whether the data and information fulfilled in the forms are valid.
After site visit	They submit the site visit report to BAN-PT board members. In the current organization of BAN-PT, this consists of Accreditation Council/Majelis Akreditasi (MA) and Executive Board/Dewan Eksekutif (DE). The validation of the site visit report is carried out by Executive Board.
Meta assessment/review	No, it does not.
Committee/agency involved in the final decision of the assessment/ review result	The decision is independently made by BAN-PT through a plenary meeting of BAN-PT board members. Presently this process is done by DE.
Dissemination of final EQA result	The accreditation decree and certificate are sent to the Higher Education's Institution or Study Program. The information is also published in the official website of BAN-PT.
Appeal	The Study Program or Higher Education's Institution appeals to BAN-PT (now it is under MA responsibility). Then, BAN-PT assesses the new evidences submitted. Re-visit is only done if necessary.
Re-visit for assessment/review	Re-visit can be done and triggered by; • Appeal from the study program • Report of misconduct or other matters from third parties Re-visit is carried out to seek for some new evidences proposed by the Study Program or Higher Education's Institution and the score is at the border zone of accreditation degree, so that there is a possibility of change/improvement of the accreditation degree. The degree of accreditation is categorized into "A" (the score is more than or equal to 361), "B" (the score is more than or equal to 301 and less than 361), and "C" (the score is more than or equal to 200 and less than 301). If the score less than 200, the Study Program or Higher Education's Institution is not accredited.

3. External quality assessment effects/impact

Effect/impact of EQA	• By regulation, an un-accredited Study Program or Higher Education's Institution is not allowed to graduate its students and should be closed by the government. • Many employers (both private and government institution) consider accreditation as part of their recruitment criteria. • Undergraduate accreditation is a requirement for masters and doctoral degree opening proposals
Utilization of EQA result	Nationally accreditation is used by Directorate of Research and Higher Education institution in the improvement program of higher education
Other(s)	None

4. Qualifications, recruitment, training, licensing of assessor/reviewer

Qualifications	Assessor has to fulfill several requirements such as: • educational background should be relevant with the study program to be assessed • degree of education (Doctor with exception for some study program) • Position as academics • Pass the selection criteria and follow the training program (on how to do the assessments, both the desk evaluation and the field visit).
Recruitment	They are recruited from lecturers of a Study Program having "A" degree of accreditation. They are then tested, selected, and trained before assigned.
Training	They are introduced to the instrument and its methods as well as mocking up the evaluation process. The new assessors are assigned with the senior one as part of the training. The recruitment and training are conducted once a year to get about 100 new assessors.
Licensing	No, they do not. Termination to assessor is applied to those who violate the code of conduct.
Ethics	Yes, they have to sign a letter of statement that they will comply with the code of conducts of BAN-PT assessors.

5. Innovation, development and emerging challenges

Innovation	Setting up accreditation instruments and evaluation for online education
Development	A shifting of from input output to outcome based accreditation
Emerging challenge(s)	External evaluation for BAN-PT
Other(s)	None

LAO PDR

By Education Quality Assurance Center

1. Organization information

Name of EQAA	Education Quality Assurance Center, Lao PDR
Legal status	2008 of its establishment as a Center equivalent to Department under the agreement of Minister of Education and Sports no. 1438 date 10 July 2008 on the role and structure of the center.
Parent organization	Ministry of Education and Sports
Vision	By 2030, Lao education system has a strong QA System; comparable and aligned with regional and international
Mission	Develop QA system included Training and Management
Objectives	By 2020, to achieve the setting up of fundamental QA System such as legal documents, tools and capacities (organization/personal) from central to school levels.
Source of funding	Government fund and international donors
Evaluation/auditing agency	Department of inspection, Ministry of Education and Sports

2. Procedure for external quality assessment/review/audit/evaluation

EQA is compulsory or voluntary	Previously implemented as a pilot project. Recently, the decree on the QA is under development which indicated that EQA is compulsory as it is mentioned in Education Law 2015
EQA focus	The EQA tools are including Quality Assurance Standard and Manual for assessor. The Quality Assurance Standard for Higher Education Institution has 10 indicators.
EQA cycle	The cycle of EQA will be 3-5 years for each circle based on the final result of each institution. EQA in Laos is in the first cycle. As present, 24 institutions were assessed as the first cycle.
EQA operation	The operation of EQA in Laos implemented based on the Higher Institutional Standard and EQA operation is at institutional level.
Pre-visit	The EQA team is appointed and informed the institution that will be assessed by each team. The SAR is sent to each team to be reviewed, to prepare the questions for interview (2 weeks). EQA team has meeting to inform the role of each member and to prepare for site visit.
During site visit	The assessors normally accomplish these tasks through classroom observations, interviews with key officials, area inspection, reviews of documents/exhibits in the institution as well as the dialogues scheduled with the Faculty, the Students and staff.
After site visit	EQA team completed EQA report and send to QAC. QAC send the report to institution. Institution submitted feedback on the EQA report. QAC reviewed the EQA report and feedback from institution and write the final report and send to institutions.
Meta assessment/review	None

Committee/agency involved in the final decision of the assessment/review result	Accreditation board will be appointed which will be vice minister of related ministry, Rector of University, Department of Ministry of Education and Sports, representative of institution, social and security welcome (draft).
Dissemination of final EQA result	None
Appeal	None
Re-visit for assessment/review	None

3. External quality assessment effect/impact

Effect/impact of EQA	To certify that an institution meets prescribed standards
Utilization of EQA result	To promote institutional self-assessment and improvement
Other(s)	None

4. Qualifications, recruitment, training, licensing of assessor/reviewer

Qualifications	- Bachelor degree - With 25 years of ages - Basic computer skills - Experience in any field at least 5 years - Be able to participate in the whole program (SAR review, site visit and writing report)
Recruitment	- Vacancy announcement on QAC website and Newspaper, Send notice to Higher Institution both in MOES and other line ministries - Select the candidate base on the qualification - Inform the selected candidate for the details of training to make sure that they will be able to attend the training whole time (time, date, venue, length of training)
Training	Before participating as assessors, the individuals take part in a training program that orients them on the basic principles and best practices in education, the accreditation standards and process. The following areas are covered during the training: • Expectations of the external assessors and an appreciation of accreditation standards and best practices in education • Process of gathering and reporting evidence • Avoiding conflict of interest
Licensing	Certificate as an EQA Assessor
Ethics	Team members are expected to conduct themselves professionally with the highest standards of ethical behavior. They should be careful to avoid any conflict of interest that could positively or negatively influence their decisions. Thus, any appearance of a present or potential conflict of interest should be relayed to QAC. These would include among others, the following: • Being a graduate, former employee or consultant of the institution • Having immediate relatives or close working colleagues at the institution • Having difficulty in handling positive or negative biases about the institution

5. Innovation, development and emerging challenges

Innovation	None
Development	EQA policy development (Quality Standard for Higher Education, Quality Assurance Manual, Guideline for assessor)
Emerging challenges	- Lacking of Clear policies on Quality Assurance Framework, Experiences, Technical Assistance, etc. - Need time to develop the legal documents, guidelines, training materials on QA
Other(s)	None

MALAYSIA

By Malaysian Qualifications Agency (MQA)

1. Organization information

Name of EQAA	Malaysian Qualifications Agency (MQA)
Legal status	2007, Malaysian Qualifications Agency Act 2007 (ACT 679)
Parent organization	Ministry of Higher Education Malaysia (MoHE)
Vision	To be a global authority in quality assurance of higher education
Mission	To establish a system of quality assurance that is recognised internationally
Functions	1. To implement the Malaysian Qualifications Framework (MQF) as a reference point for Malaysian qualifications; 2. To develop, with the cooperation of stakeholders, standards and criteria and instruments as a national reference for the conferment of awards; 3. To quality assure higher education providers and programmes; 4. To accredit programmes that fulfil a set of criteria and standards; 5. To facilitate the recognition and articulation of qualifications; and 6. To establish and maintain the Malaysian Qualifications Register (MQR)
Source of funding	MQA receives funding from government and also fees from accreditation activities.
Evaluation/auditing/ agency	Locally, MQA has been certified on Quality Management System MS ISO 9001:2008 by SIRIM QAS International Sdn Bhd on 14 August 2012. MQA received recertification on 14 August 2015, which is valid until 13 August 2018. The surveillance audit for the ISO standard is held once a year by SIRIM QAS in MQA. MQA is in the transition process from ISO 9001:2008 to ISO 9001:2015 starting from 2017. The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) has acknowledged and recognised MQA as an agency fully aligned with the INQAAHE GGPs. The recognition awarded on 26 September 2014 is valid until September 2019.

2. Procedure for external quality assessment/review/audit/evaluation

EQA is Compulsory or Voluntary	• In principle, EQA is voluntary for HEP.
	• However, it is made mandatory by other related stakeholders, which is in terms of:
	  (i) Recognition from Public Service Department
	  (ii) Programmes approval (Private HEP) from MoHE
	  (iii) Recognition from professional bodies for professional programmes (i.e.: MBBS, BEng, Nursing)
	  (iv) Students' Funding

EQA Focus	• The quality assurance evaluation is guided by:
	  (a) The Malaysian Qualifications Framework (MQF)
	  (b) The Code of Practice for Programme Accreditation (COPPA)
	  (c) The Code of Practice for Institutional Audit (COPIA)
	  (d) Standards
	  (e) Programme Standards
	  (f) Guidelines to Good Practices
	MQF:
	• There are 7 general principles in MQF, which are:
	  (i) Definition of Qualifications
	    • Certificates, Diplomas or Degrees awarded by any competent authorities,

having affirmed that one has been successful in completing the study at required standard.

(ii) Qualification Awarding Sectors
    a) Skills
    b) Vocational and Technical
    c) Academic

(iii) Levels of Qualifications

Level	Qualifications
8	Doctoral
7	Research Masters
	Fully or Partly Taught Masters
	Postgraduate Diploma
	Postgraduate Certificate
6	Bachelors
	Graduate Diploma
	Graduate Certificate
5	Advanced Diploma
4	Diploma
1-3	Certificate
	Skills Certificate

(iv) Learning Outcomes (LO)
- LO are asserted in 3 categories
    a) Levels of Qualifications
    b) Fields of Study
    c) Programme
- 8 MQF LO domains
    a) Knowledge
    b) Practical Skills
    c) Social Skills and Responsibilities
    d) Values, Attitudes and Professionalism
    e) Communication, Leadership and Team Skills
    f) Problem Solving and Scientific Skills
    g) Information Management and Lifelong Learning Skills
    h) Managerial and Entrepreneurial Skills

(v) Credit and Academic Load

(vi) Profile of Qualifications

(vii) Education Pathways for Individual Development
- Students have the right to apply and be considered for admission to a higher level upon successful completion of a level of study

COPPA (Programme) & COPIA (Institutional)
- The quality evaluation process covers the following nine areas:
  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. Programme Monitoring and Review

	8. Leadership, Governance and Administration 9. Continual Quality Improvement
EQA Cycle	• MQA accreditation assessment is carried out throughout the year based on application from Higher Education Providers (HEPs) • Programme Accreditation: **Non Professional Programmes** Previously, accreditation granted has to be renewed every 5 years. However, the current practice is Accreditation granted without expiry date but subjected to maintenance audit once in every 5 years **Professional Programmes** Professional bodies grant accreditation for a fixed period not exceeding 5 years. Total programmes evaluated for accreditation by MQA (see table below)

Total programmes evaluated for accreditation by MQA

Year	Provisional Accreditation	Full Accreditation
2015	852	708
2016*	558	749

  * as of October 2016

EQA Operation	**Level**	**Type of QA Process**	**Frequency**	**Documents**
	Institutional	Institutional Audit a) Thematic b) Comprehensive	Based on needs By invitation from the Minister of Higher Education	COPIA
	Institutional / Faculty/ Departmental Level	Programme Maintenance Audit	By Phase	• COPPA • Standards • Programme Standards • GGP
	Programme	• Provisional Accreditation • Full Accreditation	Throughout the year	• COPPA • Standards • Programme Standards • GGP

Pre-Visit	• Panel members must read the HEP's Programme Information and Self-Review Report which should resulted in: (a) An understanding of the major characteristics of the HEP and department relevant to the programme evaluation; (b) The identification of broad topics for investigation that arise from these characteristics; and (c) The generation of other ideas about the strength, concerns, quality system and proposed improvement plans of the programme / institution • Each Panel of Assessor (PoA) is required to produce a preliminary evaluation report to be submitted to MQA within 21 days upon receipt of the documents.
During the Visit	• The normal duration for visit is 2 – 3 days depends on the programme disciplines. Whilst professional programmes may require more (i.e.: MBBS: 4 – 5 days). • All the information from the documents submitted will be verified against evidences on site by the panel members. • The tentative of the visit may involves: (a) Briefing by the HEP on the institution and programme background

	(b) Interview sessions with:
	    i. Top Management
	    ii. Dean / Head of Faculty
	    iii. Programme Coordinator
	    iv. Academic staffs
	    v. Non-Academic Staffs
	    vi. Student Representative Council
	    vii. Students of the programme evaluated
	(c) Facilities Tour
	(d) Document Review
	(e) Visit to Practical Placement

After Site Visit	• Report will be prepared by the panel members and coordinated by the Chairman within 14 days from the date of the visit. • Final report will be submitted to HEP for feedback on factual corrections, areas of concerns and opportunities for improvements within 14 days upon receipt the final report from MQA. • HEP feedbacks will be submitted to the chairman for evaluation and the final report will be tabled in the Committee Meeting for final decision.
Meta Assessment/ Review	Final report will have to undergo the review process by the respective accreditation department before submission to the respective HEP.

Committee/agency involved in the final decision of the assessment/review result.	• Final decision by accreditation committees comprises members who possess in-depth or specialised knowledge and experience in their respective disciplines (Science & Medicine, Engineering & Technology, Arts & Humanities and Social Sciences).
	• Accreditation Committee functions are:
	    i. To evaluate and analyse programme accreditation report
	    ii. To make decisions on HEP's application for Provisional Accreditation or Full Accreditation of programmes and qualifications
	    iii. To grant, refuse, maintain or revoke Provisional Accreditation or Full Accreditation of programmes and qualifications
	For professional programmes, the final report will be tabled in the Joint Technical Committee meeting and endorse by the respective professional bodies before it can be tabled in the Accreditation Committee meeting.

Dissemination of Final EQA result	Only accredited programmes will be displayed in Malaysian Qualifications Register (MQR) which is available in MQA website for stakeholders' references.

Appeal	(1) Any HEP aggrieved by:
	    (a) The refusal of the Agency to grant a provisional accreditation or accreditation, respectively; or
	    (b) The revocation of certificate of provisional accreditation or accreditation, respectively may appeal in writing to the Minister within 30 days from the date on which the refusal or revocation is served on the higher education provider.
	(2) Any HEP aggrieved by:
	    (a) The refusal of the relevant professional body to grant an accreditation in respect of a professional programme or professional qualification, or
	    (b) The revocation of certificate of accreditation or accreditation, respectively may appeal in writing to an Appellate Committee within 30 days from the date on which the refusal or revocation is served on the higher education provider.

| | "Appellate Committee" means a body of persons consisting of such number of representatives appointed by the relevant professional body and an officer of the agency. |
| Re-visits for assessment/review | Subjected to the outcomes of the appeal, re-visit may be conducted and the cost of revisit is borne by the respective HEP. |

3. External quality assessment effects/impact

| Effect/impact of EQA | • Recognition from Public Service Department
• Programme approval (Private HEP) from MoHE
• Recognition from professional body for professional programmes (i.e.: MBBS, BEng, Nursing) |
| Utilization of EQA result | • Students' Funding from the funding agencies (i.e.: National Higher Education Fund Corporation - PTPTN)
• Ministry of Home Affairs - license for international student intake |

4. Qualifications, recruitment, training, licensing of PoA/reviewer

Qualifications	A Panel of PoA (PoA) must fulfil following criteria: i. holds a minimum qualification of MQF Level 6 (Bachelor's Degree) or a level higher than the level of programme assessed; and / or ii. Five years' experience in the related field iii. Has appropriate amount of knowledge in the relevant field and teaching experience; iv. Has knowledge in curriculum design and delivery; v. Possesses leadership and experience in management; vi. Possesses knowledge in higher education or advanced and training, including an understanding of responsibilities and recent needs and characteristics of organizations that are reasonable for a particular programme; vii. Has experience in the field of research and scholarly activities; viii. Competent; ix. Remains neutral / abstained; x. Displays professionalism; xi. Has good communication skills; xii. Maintains confidentiality.
Recruitment	Any candidate can apply to be a PoA by submitting their curriculum vitae to MQA, which indicate academic qualifications and work experiences in related field. MQA will also identify candidates should there be any need to have PoA in a critical field.
Term of Appointment and Termination of Service	Generally, PoA is appointed on a 3-year term, by the Management of MQA. Renewals are based on the performance of the PoA from their completed assessment tasks. MQA reserves the right to terminate the appointment without giving any reason, by giving one month's written notice of intention for termination to the intended PoA. PoAs may ask for termination of appointment subject to item (*) below, by giving one month written notice of termination to the MQA. 　* PoAs must complete all assignments prior to the termination of service. With the termination of the appointment, by either the MQA or PoA, the PoA is not entitled to claim any compensation or damages, other than fees payable to them for service prior to termination of appointment.

Training for Panel of PoAs	**Seminar** The purpose of the seminar is to build the capacity of the PoAs by focusing on relevant aspects such as sharing on quality assurance system, procedure for effective audit report writing for programme accreditation and the general assessment guidelines on work-based learning programme in accordance with the guideline to good practices issued by MQA. This is a full day seminar. **Workshops** The workshops conducted are on Code of Practice for Programme Accreditation (COPPA) and learning outcomes. It is conducted three times a year (2½ days course), which covers on the understanding of COPPA and evaluation instrument, analysing document, effective audit report writing, carrying out audit interviews and others. The aims of the workshops are to provide exposure about the role of PoAs, policies and processes for quality assurance as well as to enlighten the PoA on the concept and technicality, development and operation of the learning outcomes. **Briefing and Q&A Session** The session will be initiated if there is a need to clarify a programme standard, such as Briefing on Preparing Matrix of Body of Knowledge (BoK) for Computing Programme (a half-day session).
Register of PoA	MQA develops a Register of PoA which provides easy updates, assignments record and tracking of progress. The register is meant for internal reference.
Honorariums and Allowances	A PoA will receive an honorarium, which is subject to change from time to time. Except as expressively provided, the MQA will not bear any other costs or expenses by a PoA, which is not related to the assignments given. For allowances, PoA can claim for travel expenses, meals/daily allowance and hotel accommodation.
Ethics	**Property and Materials** i. All documents and materials supplied to the PoA for the purpose of performing duties under this agreement shall remain the property of the MQA. ii. PoA cannot do anything that may violate any copyright owned by MQA or any third party in the document or properties related to or create something in any way an improvement or addition to the documents and other materials received for evaluation purposes. iii. PoA shall return all documents and any other materials received in connection with the assessment task to MQA. **Confidentiality of Information** During the term of appointment and thereafter, tasks, documents, materials and information that have been received are confidential. **Duties / Obligations** i. During the appointment, the PoA shall perform the task and any duties satisfactorily and in the best interest of MQA. ii. PoA cannot do anything or permit any act or thing that may corrupt or affect the good name and position or conflict with the interests of MQA or contrary to its obligations under the term of appointment. iii. PoAs shall not assign, sub-contract, and transfer all or any part of the rights, obligations or duties under this Agreement to any party. **Conflicts of Interest** PoAs shall declare to the MQA any kind of interest in higher education provider they are assigned to.

5. Innovation, development and emerging challenges

Innovation	1) Work-Based Learning (WBL)
	   • MQA Guideline for WBL 2015
	   • 2u2i
	2) Accreditation of Prior Experiential Learning (APEL)
	   • APEL (Access)
	   • Work experience is recognised
	   • Access to Certificate till Master - academic qualification not even required
	3) APEL (C) and MOOC Credit Transfer
	   • Non-formal and informal qualifications are recognised for credit transfer
	   • Credit maximum: Formal (30%) + [Non-formal + Informal (30%)]
	   • Optimised opportunity in shortening duration of study
	   • Malaysia is the first government to have a policy on credit for MOOC

Development	• MQF Review • Single Quality Assurance System • Alignment MQF with the ASEAN Qualifications Reference Framework (AQRF) • Alignment MQF with the ASEAN Quality Assurance Framework (AQAF)
Emerging challenge(s)	• To align the diverse maturity in quality assurance among education players • Maintaining quality assurance in flexible education • Assuring quality of programmes offered by local institutions abroad • Facilitates mobility across sector (i.e.: skills and academic sectors)

PHILIPPINES

By Commission on Higher Education (CHED)

1. Organization information

Name of EQAA	Commission on Higher Education (CHED) Republic of the Philippines
Legal status	Established in 1994 by virtue of Republic Act 7722, also known as the Higher Education Act of 1994
Parent organization	Office of the President Republic of the Philippines
Vision	The Commission on Higher Education (CHED) is the key leader of the Philippine Higher Education System effectively working in partnership with other major higher education stakeholders in building the country's human capital and innovation capacity towards the development of a Filipino Nation as a responsible member of the international community.
Mission	Given the national government's commitment to transformational leadership that puts education as the central strategy for investing in the Filipino people, reducing poverty, and building national competitiveness and pursuant to Republic Act 7722, CHED shall: A. Promote relevant and quality higher education (i.e. higher education institutions and programs are at par with international standards and graduates and professionals are highly competent and recognized in the international arena); B. Ensure that quality higher education is accessible to all who seek it particularly those who may not be able to afford it; C. Guarantee and protect academic freedom for continuing intellectual growth, advancement of learning and research, development of responsible and effective leadership, education of high level professionals, and enrichment of historical and cultural heritages; and D. Commit to moral ascendancy that eradicates corrupt practices, institutionalizes transparency and accountability and encourages participatory governance in the Commission and the sub-sector.
Source of funding	The Commission is funded by the national government through the General Appropriations Act (GAA) and Higher Education Development Fund (HEDF).
Evaluation/auditing/ agency	Department of Budget and Management (DBM) - quarterly National Economic Development Authority (NEDA) - quarterly Commission on Audit (COA) - annually Office of the President (OP) – quarterly

2. Procedure for external quality assessment/review/audit/evaluation

| EQA is compulsory or voluntary | The Philippine Quality Assurance System has two (2) aspects, institution-based quality assurance mechanisms and program-based quality assurance mechanisms
A. Institution-based QA
    a. Compulsory
        i. State Universities and Colleges (SUC) Levelling
    b. Voluntary
        i. Typology of HEIs (Horizontal and Vertical)
        ii. Institutional Sustainability Assessment (ISA) |

	c. Institutional Accreditation
	B. Program
	   a. Compulsory
	     - Government Authority to Operate Academic Degree Programs (Permit and Recognition)
	   b. Voluntary
	     - Program Accreditation

EQA focus	**Institutional Sustainability Assessment** ISA is a quality assurance mechanism which assesses the institutional sustainability of an HEI in the five (5) key result areas of evaluation namely: 1) Governance and Management; 2) Quality of Teaching and Learning; 3) Quality of Professional Exposure, Research and Creative Work/Innovation; 4) Support for Students; and 5) Relations with the Community. **SUC Levelling** The revised FY 2016 SUC Levelling Instrument seeks to allow the categorization of the different types of institutions from Level I to Level V with the latter as the highest in terms of institutional performance indexed to the four (4) key result areas: quality and relevance of instruction; research capability and output; services to the community; and management of resources.
EQA cycle	**SUC Levelling** The levelling of SUCs will be conducted every three years starting FY 2016. **SUC Levelling** 113 state universities and colleges are assessed using the levelling instrument.
EQA operation	**SUC Levelling** The criteria established in the levelling instrument measure each SUCs' institutional performance covering areas relative to its programs, functions and typology (college, university or professional institution). The focus is on instruction, research, extension, and management capability.
Pre-visit	**Institutional Sustainability Assessment** • The ISA Assessment Team conducts a meeting to discuss the processes and procedures during the visit and the Key Result Area (KRA) assignments of each member of the team. • The Assessment team reviews the ISA assessment visit schedule proposed by the institution and make revisions if necessary. • The Assessment team deliberates on the initial findings of the team based on the Self-Evaluation Document (SED) submitted by the institution. **SUC Levelling** The SUC shall accomplish the levelling instrument under oath. This shall be submitted with complete supporting documents to the CHED Regional Office concerned within thirty (30) working days upon the issuance of the Joint Circular.
During site visit	**Institutional Sustainability Assessment** • The assessment team gives a courtesy call to the president/ head of the institution before the actual conduct of assessment and explains the purpose of the visit and the schedule of the 3-day visit. • The assessment team goes to the exhibit room to peruse the SED and the corresponding supporting evidence presented in the exhibit room. The parameters of the assessment include the presence of the systems, extent of implementation of the system, outcomes of the system, and effectiveness of the system.

- The assessment team validates the SED with the documents presented in the exhibit room and triangulates them with a series of interviews:
  ○ Focused Group Discussions
    ■ Top management – president, vice-presidents and members of the board
    ■ Middle managers – deans, department chairs and program heads
    ■ Faculty members – faculty without administrative functions
    ■ Students – undergraduate and graduate students, including scholars, those belonging to indigenous groups, physically challenged, etc.
    ■ Alumni – alumni not working with the institution or affiliated with any of the agencies
    ■ Employers/Industry/OJT Partners
  ○ Key Informant (KI) interviews
    ■ President
    ■ Vice-President for Academic Affairs
    ■ Vice-President for Administration
    ■ Head of Research
    ■ Head of Extension/Outreach programs
    ■ Head of Student Services
    ■ Librarian
    ■ Others to be identified by the assessors
- The assessment team conducts ocular inspection of the following:
  ○ ICT used in instruction and other learning resources (classrooms, laboratories, library, etc.).
  ○ ICT facilities used in management (accounting system, enrolment system, faculty evaluation system, records system, etc.).
  ○ Adopted community where the extension and outreach programs are being conducted.
  ○ Student Services Facilities (guidance and counselling office, medical and dental office, office of student services, job placement office, etc.).
- The assessment team prepares the initial ISA matrix and narrative reports based on their assigned KRA.
- The assessment team deliberates on their findings. Each assessor presents his/her findings and as a team, recommends to the CHED the final score for each indicator.
- The assessment team prepares and submits the final ISA report to the team leader before leaving the institution.

SUC Levelling

A Regional Evaluation Committee (REC) shall be convened composed of the concerned regional directors of Department of Budget and Management (DBM) and Commission on Higher Education (CHED) and authorized representative of the Philippine Association of State Universities and Colleges (PASUC). The CHED Regional Director shall designate appropriate CHED staff as Secretariat who shall undertake the initial evaluation of SUCs. The REC shall have the following tasks:
- Collect and validate data and supporting documents submitted by SUCs.
- Conduct evaluation of SUCs in the region based on issued criteria and guidelines
- Coordinate and work with the Task Force on SUC Levelling
- In coordination with the Task Force, organize consultation meetings with the SUCs in their respective regions

After site visit	**Institutional Sustainability Assessment**
	The team leader reviews the consistency of the narrative reports with the score given by the team. The final report should be submitted to CHED within two weeks after the visit has been conducted.
Meta assessment/review	**Institutional Sustainability Assessment**
	The ISA assessment reports submitted by the team will be submitted to the Task Force on Outcomes-based and Typology-based QA (TFOTQA) for review and provide its recommendation to the CHED Commission en banc (CEB) for final decision.
	SUC Levelling
	The results of the REC evaluation shall be forwarded to the Task Force on SUC Levelling through the CHED's Office of Institutional Quality Assurance and Governance (OIQAG) for consolidation, validation, and endorsement to the CHED's Commission en banc (CEB) for deliberation and recommendation to the National Evaluation Committee (NEC).
Committee/agency involved in the final decision of the assessment/ review result	**Institutional Sustainability Assessment**
	Ask Force on Outcomes-based and Typology-based QA (TFOTQA) is a task force constituted by CHED to assist the Commission in the implementation of ISA including the training of ISA Assessors and conducting orientations to HEIs on ISA.
	SUC Levelling
	The NEC shall review and confirm the levels of SUCs based on the recommendation of the CHED's CEB. The NEC shall be co-chaired by the Secretary of DBM and Chairperson of CHED or their designated permanent representatives/alternates, with three (3) other permanent members from DBM, CHED and PASUC.
Dissemination of final EQA result	**Institutional Sustainability Assessment**
	The Office of Institutional Quality Assurance and Governance (OIQAG) will disseminate the CEB decision and the ISA reports to the HEI through the CHED Regional Offices (CHEDROs).
	SUC Levelling
	The corresponding levels of SUCs shall be disseminated in a form of CHED Memorandum Order (CMO) for information and guidance of all concerned.
Appeal	**Institutional Sustainability Assessment**
	The HEI may submit a formal appeal through the CHEDROs. The CHEDRO Director will evaluate the appeal to determine whether the appeal has a material effect on the judgments. If there is no material effect on the judgments, the results will stand. If there is a material effect, the CHEDRO Director will endorse the appeal to the CEB for decision.
Re-visit for assessment/review	**Institutional Sustainability Assessment**
	If the CEB finds the appeal valid, a revisit will be ordered.

3. External quality assessment effects/impact

Effect/impact of EQA	**Institutional Sustainability Assessment**
	• As of the moment, there are no direct benefits from ISA. The main objective of ISA is to assist HEIs develop/improve their internal QA systems without any cost from the institution since CHED will shoulder all expenses relative to the ISA visit.

Utilization of EQA result	**Institutional Sustainability Assessment**
	• The ISA score will form part of the HEI's scores towards their application for autonomous or deregulated status. • ISA will render an HEI eligible to offer International Educational Trips (IET), depending on the ISA score.
	SUC Levelling
	As of the moment, the result of the 2016 phase of SUC levelling has still no bearing to any financial considerations by the government to SUCs. However, the previous levelling results were used as one of the criteria to compute for the percentage of government subsidy to the institution, number of allowable vice presidents and the salary grade of the president.

4. Qualifications, recruitment, training, licensing of assessor/reviewer

Qualifications	**Institutional Sustainability Assessment**

	• Qualifications of Assessors
	   ○ Should have at least an earned master's degree (preferably with earned doctorate degree
	   ○ Should have a minimum of five (5) years' experience in management (holding or previously held an administrative position)
	   ○ Should have a good communication skills
	   ○ Should be a good team player
	   ○ Should have experience in Quality Management System
	   ○ Should be affiliated with a reputable institution

	SUC Levelling
	A Regional Evaluation Committee (REC) is composed of the concerned regional directors of DBM and CHED and authorized representative of PASUC. The CHED Regional Director shall designate appropriate CHED staff as Secretariat who shall undertake the initial evaluation of SUCs.
	The Task force is Chaired by the Director of the CHED Office of Institutional Quality Assurance and Governance and the members are representatives from the Administrative, Finance and Management Service, and the Office of Planning Research and Knowledge Management and identified Technical Experts.
Recruitment	**Institutional Sustainability Assessment**
	The Office of Institutional Quality Assurance and Governance (OIQAG) issues a memorandum to the CHEDROs to nominate potential ISA Assessors from their region.
Training	**Institutional Sustainability Assessment**

	• Based on the nominations submitted by the CHEDROs, the OIQAG conducts initial evaluation (short-listing) based on a set of criteria.
	• OIQAG through the TFOTQA conducts a training of assessors
	   ○ Part 1 – two whole day training workshops on the ISA Framework
	   ○ Part 2 – two whole day training on the ISA Process
	• The trainees will be evaluated based on the output of trainees and observations of the TFOTQA. Those whole will recommended by the TFOTQA will be appointed as ISA Assessors.

	SUC Levelling
	The Task force conducted three orientation-workshops for the SUCs and members of the evaluation committees prior to the implementation of the process.
Licensing	**Institutional Sustainability Assessment**
	A CHED Special Order is issued which serves as the formal appointment of ISA Assessors. This will be valid for three (3) years.
	SUC Levelling
	As soon as the levelling activities and the results are finalized and disseminated, the assigned roles and responsibilities of all concerned is finished.
Ethics	CHED Order No. 1 series of 2013 specifies the Code of Conduct for the Officials and Employees of CHED. All are enoined to strictly comply with the provisions of this CMO.

5. Innovation, development and emerging challenges

Innovation	Movement towards outcomes. The CHED is committed to developing and implementing an outcomes-based approach to evaluation and monitoring of higher education institutions (HEIs) and their programs. As such, the basis for SUC levelling has shifted focus from inputs to outcomes.
Development	Alignment with ASEAN standards. The criteria are also intended to reflect ASEAN standards such as the ASEAN Quality Reference Framework (AQRF) subscribed by the ASEAN member countries, ASEAN Quality Assurance Network (AOAN), and the ASEAN University Network (AUN), among others.
Emerging challenge(s)	Alignment with Typology-based Quality Assurance. The levelling is sensitive to the type of and the quality assurance mechanisms that the SUCs implement, which are aligned with their organizational profiles and functions.
Other(s)	None

THAILAND

By Office for National Education Standards and Quality Assessment (Public Organization) (ONESQA)

1. Organization information

Name of EQAA	The Office for National Education Standards and Quality Assessment (Public Organization), Thailand
Legal status	Established 2000 under the Royal Decree Establishing the Office for National Education Standards and Quality Assessment (Public Organization) 2000
Parent organization	Office of the Prime Minister
Vision	ONESQA maintains recognized standards of its external quality assessment system that can manifest the quality of education, as well as providing recommendations leading to the improvement of the quality of education of the country.
Mission	1. To develop external quality assessment system 2. To certify external quality assessors, to oversee external quality assessment including accrediting the standard of educational institutions 3. To provide report on external quality assessment and recommendations to educational institutions, parent organizations and the government
Objectives	To develop the criteria and methods of external quality assurance and the assessment of the outcomes of educational provision by assessing educational institutions once every 5 year since the last assessment and publish the assessment results for dissemination to all stakeholders and the public
Source of funding	1. Government as endowment funds 2. Subsidies for general purposes, allocated as appropriate by the government on an annual basis 3. Subsidies from the private sector, and local administration organizations or other bodies, including subsidies from foreign or international organizations and money or property donated by donors 4. Fees, contributions, remunerations, service charges or income from the operation of the Office 5. Interest from the money or income from endowment funds and property of the Office
Evaluation/auditing/ agency	The office is undergoing auditing and evaluation once a year as follows. 1. Balance sheet, financial balances, and operating account to the external auditor 2. Annual financial audit conducted by the Office of the Auditor General of Thailand 3. Annual report submitted to the Office of the Public Sector Development Commission (OPDC) 4. Organizational transparency assessment by Integrity and Transparency Assessment (ITA)

2. Procedure for external quality assessment/review/audit/evaluation

EQA is compulsory or voluntary	EQA in Thailand is compulsory. Pursuant to the National Education Act of 1999 as amended by the Act (No. 2) 2002 on Educational Standards and Quality Assurance, Assurance, it is stipulated that "all educational institutions are required to receive external quality evaluation at least once every five years since the previous exercise".
EQA focus	The Ministerial Regulation stipulates that ONESQA conducts the external quality assessment of every educational institution based on the national education

	standards in the following areas: 1. Educational achievement of all educational levels and types 2. Educational administration 3. Educational management focusing on the student-centered learning approach 4. Internal quality assurance
EQA cycle	The National Education Act of 1999 (2nd Amendment in 2002) requires all institutions to undergo external quality assessment regularly, at least once in every 5 years after the last assessment, and present the EQA results to relevant organizations and the public. Accordingly, ONESQA conducted the first round of external quality assessment from 2001 to 2005, the second round of assessment from 2006 to 2010, and the third round of external quality assessment from 2011 to 2015. Currently, the fourth round of external quality assessment 2016 to 2020. ONESQA will assess the development of the institutions by considering their input, process, output, outcome and impact of each institution, as well as collecting information and data on educational administration of each individual institution. Additionally, more than 60,000 institutions from early childhood, basic, technical and vocational, and higher education are assessed in each round of external quality assessment.
EQA operation	The external quality assessment for higher education covered both the institution and faculty levels. In cases where the institutions provide off-campus programs, all the off-campus programs are subject to this assessment as well. In addition, the quality assessment must be formulated to correspond with the emphases formulated by individual institution and the institutional categories established by the Ministerial Announcement.
Pre-visit	There are three steps of procedures before the assessment visit as follows. **Step 1:** The chair of the assessors' team calls for a meeting to assign tasks to the assessors. • The chair of the team of assessors calls for a meeting to explain the procedures and assign tasks and SAR analysis to each assessor. • The assessors analyze their assigned SARs or annual reports, summarize issues for consideration, and submit the summaries to the secretary of the assessment team for a subsequent meeting for the assessment preparation. **Step 2:** The team of assessors holds a meeting to plan for the site visit including work schedule, specific tasks of each assessor, and dates of the visit. **Step 3:** The institution is notified to be prepared for the external quality assessment. • The team of assessors informs the institution of the site visit at least 1 week in advance. • The institution coordinates with the team of assessors in preparing documents and evidence for the external quality assessment. **Remark:** The assessed institution can make a petition against the team of assessors to the ONESQA Executive Board for revision of the assessment team. The Executive Board's decision is considered final.
During site visit	There are four steps of assessment during the site visit. **Step 1:** The team of assessors visits the institution as scheduled. The duration of the site visit must be within 30 days depending on the size of the institution. **Step 2:** The team of assessors calls for a meeting with the institution's administrators and personnel to explain the objectives and the procedures of the external quality assessment. This is to inform them of the plan and the schedule as well as the role of the institution during the site visit. The institution is expected to have prepared all the documents and other evidence for the assessment. **Step 3:** The team of assessors proceeds with the assessment.

	• The team of assessors assesses the institution's educational quality based on the designated scopes and issues. • The team of assessors shares the findings and analyzes the assessment results. **Step 4:** The team of assessors verbally presents comments and summary of the assessment results to the assembly (to hear the assessment results, the institution has to organize an assembly consisting of representatives of the institution council, administrators, teachers, personnel and students) of the institution in order to obtain feedback, verify the assessment data, and give them an opportunity to offer clarification, particularly in cases the institution deems that the data is incorrectly interpreted or incomplete. Then, the assessors verbally summarize the assessment results, which will be included in the report of the external quality assessment.
After site visit	There are four steps after the site visits as follows. **Step 1:** The team of external assessors makes a draft of the assessment report and submits it to the institution for verification. • The team of assessors collaboratively makes the draft of the report of the external quality assessment results based on all the collected data and evidence and following ONESQA's framework. • The team of assessors submits the draft to the institution within 15 days after the last day of the site visit for the institution's review and approval. • The institution reviews and approves the draft within 15 days after the receiving date. If the review of the assessment results is not returned within the due date, ONESQA has the right to assume that the institution has approved the draft of the assessment report without dispute. **Step 2:** The team of assessors submits the draft of the assessment report to meta-assessors. • The team of assessors submits the draft of the assessment report approved by the institution to the meta-assessors for reviewing and confirmation. • ONESQA appoints the meta-assessors to review the draft. • ONESQA returns the draft with comments of the meta-assessors to the team of assessors for adjustment. • The team of assessors revises the assessment report based on the meta-assessors' comments and submits the full assessment report to ONESQA. **Step 3:** ONESQA approves the assessment report and deliberates on quality accreditation and sends the result to the institution and its parent organization. **Step 4:** ONESQA makes an annual report of the educational quality assessment results. • ONESQA submits the report of the educational quality assessment results to the Cabinet, the Minister of Education, relevant offices and the public. • In case the assessment results of a certain institution does not meet ONESQA standards, ONESQA provides recommendations for the institution's improvement to its parent organization to take due actions within the designated time period.
Meta assessment/review	The team of assessors has to submit the draft of the external quality assessment report approved by the institution to the meta-assessors to review the draft. After that, ONESQA returns the draft with comments of the meta-assessors to the team of assessors for adjustment. Finally, the team of assessors revises the assessment report based on the meta-assessors' comments and submits the full assessment report to ONESQA.
Committee/agency involved	The external quality assessment report must be approved by Committee for

in the final decision of the assessment/review result	Development of Assessment Systems for Basic Education or Vocational Education or Higher Education and the final decision will be made by the Executive Committee of ONESQA before disseminating to the institution and to the public.
Dissemination of final EQA result	After the Executive Committee of ONESQA approved the external quality assessment report. ONESQA submits the report to the Cabinet, the Minister of Education, institutions, the relevant offices and the public.
Appeal	After the team of assessors submits the draft to the institution within 15 days after the last day of the site visit for the institution's review and approval. If the review of the assessment results is not returned within the due date, ONESQA has the right to assume that the institution has approved the draft of the assessment report without appeal.
Re-visit for assessment/review	• In the third round of external quality assessment, in case the assessment results of a certain institution does not meet the ONESQA standards, ONESQA provides the recommendations for the institution's improvement to its parent organization to take due actions within the designated time period. • There is no re-assessment in the fourth round of external quality assessment but there will be a monitoring process after the assessment by considering the result of the assessment. If the quality level is at the level of 'improvement required', the institution will be monitored within 6 months after the assessment. If the quality level is 'fair', the institution will be monitored within 1 year after the assessment.

3. External quality assessment effects/impact

Effect/impact of EQA	Under the administrative supervision of the Office of the Prime Minister, during the last couple of years, ONESQA has adjusted its goals to fit the governmental quality assurance objectives. ONESQA aims to find specifically the impact of EQA on quality of education. The EQA may have different impacts including educational institutions' extension and right for government licensing and accreditation. The EQA results will be reported to the institutions' parent organizations and they often use the results to make decision what action will be necessary to improve quality of education as follows: • To allocate financial fund accordingly to the institutional performances • To support the decision of employers in hiring graduates • To support the decision making for the promotion of executives and teachers of educational institution for achieving excellent result from external quality assessment • To support the decision to close down institution
Utilization of EQA result	Particularly, the external assessment report data is gathered by authorized ONESQA external assessors and experts. The assessment processes ensure that the educational institution's council and the management executives comply with the Thai governmental laws and regulations. The external quality assessment reports precisely inform educational institutions of the level of the standard quality achieved by the assessed institutions. Predominantly, the recommendations made through the expert judgement processes will yield specific outcomes, guidelines and directions for the education institution's future developmental plans and implementations. Mediocre institutions shall be assisted by the governing bodies and the institutional parental organizations to ensure further adjustment and progressive development tasks. Educational institutions with exceptional EQA result, however, will gain academic and educational management credibility among their respective educational communities.

Other(s)	Altogether, ONESQA's EQA systems aim to increase the overall performance and improve the quality of education mandated by the Thai National Education Act. The evaluation results will be examined by the governing authorities; including the Office of Prime Minister, Ministry of Education, and the related parental organizations. The EQA report will show pertinent data and to serve as an input for the legislative bodies to formulate policy making. The level of funding (or the lack thereof through the budget cut) will be determined in accordance with ONESQA external assessment reporting data and recommendations. Ultimately ONESQA external quality assessment report will have a definite impact for the future direction and implementation in order to formulate the quality enhancement strategies for the improvement of the overall quality of Thai educational system.

4. Qualifications, recruitment, training, licensing of assessor/reviewer

Qualifications	The basic qualifications on ONESQA's regulation regarding scopes of duties and a supervision of the external assessors for educational quality assessment of higher education are as follows:
	1. At least 30 years old when applying for the license as external assessor.
	2. A minimum of Bachelor's degree or equivalent. Knowledge and experience in a successful career in relevant agencies and organizations may be accepted
	3. Never committed any criminal offences or violations.
	4. Knowledge of, and ability to apply education principles, guidelines, learning process, quality assurance system and higher education standards for EQA (must have research works or awards to support the qualifications).
	Prohibitions are as follows:
	1. Not being a physical disability or mental deficiency which obstruct of being external assessor.
	2. Not being a bankrupt, or an incompetent person.
	3. Being sentenced to imprisonment.
	4. Never having been imprisoned. Unless the offense committed by means of negligence or misdemeanors.
	5. In case of those who used to be in government service, such person must not have ever been reprimanded for any serious disciplinary action.
	Nevertheless, ONESQA may establish more rules of qualifications and prohibitions in the recruitment of qualified external assessors.
Recruitment	1. Have the qualifications as required by ONESQA.
	2. Must have background and knowledge on following subjects such as EQA guidelines, institution assessment/ EQA Report Writing/National Education Act/3R and 8C/ Ethics/national policies on education, as well as
	3. Management and Administration.
	4. Teaching and Learning, Curriculum.
	5. Qualitative and Quantitative Research, Measurement.
	For the Fourth Round EQA, it is required that one of the three external assessors should be recruited from experts of Office of Higher Education Commission who are experienced in the field of quality assurance systems either EdPEx, CUPT-QA, AUN-QA etc.
Training	Assessors development training courses compose of 6 modules as follows:
	• **Module 1** Standards and Indicators (EQA guidelines) for 3 days, the training will be concentrated on Quality Code and Guidelines, government policies, National Education Act, ethics, etc.
	• **Module 2** Institutional Assessment for 3 days, the training will focus on quanti-

	tative and qualitative data collections, significance of institutional audit, how to look into the essential contextual element of assessed institution including understanding of underlying aspirations for standards and achievement, SWOT analysis, planning and development, and how to write good EQA report etc.
	• **Module 3** EQA Report Writing for 3 days, training will provide comprehension on how to prepare effective EQA report, its benefit, holistic recommendations for improvement, as well as planning report writing, report writing according to the standards and criteria (Quality Code, Guidelines), performance indicators, technic for report preparation and format, etc.
	• **Module 4** EQA Assessor Training for 5 days, the training will focus on hands-on experiences.
	Objectives:
	1. Understanding of institutional context and knowledge, QA at institutional level, including how to report results of external quality assessment.
	2. Practice of external assessment by means of qualitative data and evidence collection supporting holistic feedback (holistic view).
	3. To practice presentation of verbal assessment report and the necessary skills for external assessment.
	Target group:
	1. Personnel responsible for in quality assurance at educational institution.
	2. Applicants for external assessor.
	Benefit for trainee:
	1. Learning to apply EQA Guidelines and indicators, criteria and standards for assessing at an institutional level for writing of EQA report.
	2. Gaining experience from collecting qualitative data and evidence, as well as learning how to write effective recommendations for assessed institution.
	3. Having confidence in writing EQA report and enhancing necessity skills for EQA. Building up competency in analysis, passing judgment on assessment, team work, presentation skill and mediation skills.
	• **Module 5** Trainee Assessment for 1 day, the training requires all trainees to join actual site visit. Chairperson of the assessment team will be evaluated whether trainees will pass the training or not. To be eligible for the certification as external assessors, trainees will have to pass such evaluation three times before receiving the certification as external assessor. Training of this module includes workshop, evaluation of the result of case study, group assignment and discussion.
	• **Module 6** The Study Visit of Good Practice for 1 day, the study visit will provide trainees with opportunity to observe institution with QA good practices.
Licensing	Certification of external assessor will be carried out according to ONESQA regulations on the Certification of External Assessor. Article 10 of the ONESQA Regulations stipulates that the certification of individual external assessor must have the unanimous vote of all the Executive Committee members and ONESQA will issue a letter of certification to testify that the external assessor will have the right to conduct EQA during the prescribed period of time of three years and can be renewed in accordance with the regulations.
Ethics	Conduct of the external assessor consist of :
	1. Be honest, do not take advantage from site visit of an educational institution.
	2. Report of the external assessment based on facts.
	3. Tolerance and flexible.
	4. Perform with impartiality, transparency.
	5. Devote time to fully meet the objectives and scope of the tasks assigned.

5. Innovation, development and emerging challenges

Innovation	**"Area-Based Assessment"** (ABA) is an external quality assessment, which narrows down the pattern to present the findings and recommendations based on all educational institutions in one particular province. Therefore, ABA model would be beneficial for educational stakeholders, specifically the locations and the solutions for improvement of quality of education. ABA's purpose is to make use of assessment results depending on provincial situations. Both unique results and recommendations based on the province would be able to provide all stakeholders with precise information that can be used for further improvement, especially the resource and budget allocations to support the delivery of quality of education of that particular province.
	"QC 100" is the project for monitoring the quality of assessors. Once the on-site visit has already been conducted, an institution would be allowed to give feedback regarding the quality of assessors. An institution can share their feedback through several channels, such as a questionnaire and a random on-site visit by ONESQA. This innovation helps ONESQA to profoundly understand the current circumstances, which can lead to the solution planning in order to maintain and improve the quality of assessor.
	"1 for 9" is the cooperation project between educational stakeholders aiming to variously enhance the quality of education in terms of the development of learning and teaching and the improvement of quality assurance system. For the cooperation, a qualified institution helps other weaker institutions, as well as, either a public or a private organization helps other weaker institutions. Helps can be delivered various ways based on the helpers' strengths, such as human resources, learning materials, consulting for the continual improvement.
Development	According to the 2-year educational reformation plan, the quality assurance system and the assessors' training system are being developed. By this, the focuses of ONESQA's development are: • Quality assurance system • Creating new quality codes/criteria/guidelines • Implementing an expert judgment as a new assessment methodology • Conducting a pilot assessment project • Developing a new template for self-assessment report • Improving stakeholders' understanding of quality assurance system • Developing external assessors training system • Designing curriculum, training and development programs • Establishing assessor's community of practice
Emerging challenge(s)	Education 4.0 for Thailand 4.0 Policy According to the latest Royal Thai Government's policy of 'Education 4.0', there are several changes in the educational system directly affecting the quality assurance. For example, to assess students learning outcomes should not pay too much attention to either content-based assessment or one-size-fit-all approach. The quality criteria and standards should be decided by each individual educational institution and should be customized based on each institutional context. The purpose of EQA aims for development. In order to be able to support the national change, ONESQA's role needs to be able to tackle with both developmental and transformational changes of quality assurance system. 1) Necessary qualifications for assessors' recruitment • To improve the quality of assessor, addressing the globalization and

	internationalization of QA system, ONESQA needs to recruit qualified assessors with emphasis on English competency, technological skills. The nature of assessment task also needs those who have good thinking skills to support more effective assessment process. • From the past, there were a lot of complaints made by institutions regarding unfair judgment, behavior of assessors. For the Fourth Round, it is important to rethink about how to train and develop assessors both cognitively and affectively. 2) The linkage of internal and external quality assurance Recently the policy to link the internal and external quality assurance has been addressed. This would help educational stakeholders to understand the overall picture of the quality assurance system. Additionally, it would create a more dynamic interaction between players of inside-and-outside of institutions. By this, ONESQA, as the EQA agency, needs to play a more active role in order to connect the interaction between IQA and EQA to be more successful. 3) Perspectives toward "Quality Culture" ONESQA has to deal with individuals' perspectives toward quality assessment. Some misunderstand that the EQA process requires their additional time and it is an extra task that they have to accomplish. Therefore, ONESQA needs to promote a sense of quality culture among institutions. Adopting the QA processes as regular practices would help institutions to grow sustainably.
Other(s)	None

VIETNAM

By   General Department of Education Testing and Accreditation (GDETA),
       Ministry of Education and Training (MOET)

Vietnam's Higher Education Quality Assurance and Accreditation

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ABSTRACT

From a totally centralized model, Vietnam's accreditation system has been becoming more independent, especially with the establishment of accrediting agencies. The first accreditation certificates were also awarded to universities that met quality standards and criteria. This study looks at an overall picture of Vietnam's higher education quality assurance system since its establishment with a focus on policy, practice, leadership and management. It also hopes to contribute to the literature related to accreditation of Vietnam's higher education.

Key words: quality assurance, accreditation, higher education, policy, leadership, Vietnam

INTRODUCTION

With over four hundred higher education institutions and more than two million students, Vietnam has employed different ways to assure the education quality. Its higher education, therefore, is not an outsider in the global and regional trends regarding quality assurance. Accreditation has been compulsorily implemented for all higher education institutions and programs in Vietnam since 2005 under the Education Law (Nguyen, 2014; Nguyen, Oliver & Priddy, 2009). In spite of the fact that there have been several arguments about the independence and effectiveness of this approach in Vietnam's context (Dao, 2015; Madden, 2014), accreditation of tertiary education in this country has achieved certain results (Nguyen, 2014). This paper discusses the achievements of Vietnam's higher education quality assurance after over one decade of development. Lessons learned are for future policy-making, leadership and management.

DEVELOPMENT OF VIETNAM'S HIGHER EDUCATION QUALITY ASSURANCE AND ACCREDITATION SYSTEM

The model for Vietnam's higher education quality assurance and accreditation has taken advantage of those implemented in countries in Asia-Pacific Region (Asia-Pacific Quality Network - APQN Chiba Principles), Southeast Asia (ASEAN University Network - AUN), and Europe (through Bologna Process). Vietnam's quality assurance model consists of three components: internal quality assurance, external quality assurance and accrediting agencies (Kristoffersen, 2010). With future directions for the development of the quality assurance system including these components above, the Government has promulgated the core legal frameworks for the operation of this system. The regulations for accreditation and quality culture development have also been seen in legal documents.

Among the legal documents, the Education Law and Higher Education Law, the highest level of the legal framework, regulate the state management in quality assurance, including the promulgation of evaluation standards, procedures and cycles of accreditation, establishment and operation of accrediting agencies. At the same time, the Ministry of Education and Training (MOET) is assigned by the Government to be in charge of managing and supervising accreditation activities (National Assembly, 2005, 2012). Moreover, the General Department of Education Testing and Accreditation (GDETA), a unit of MOET, is responsible for guiding the individuals, institutions and organizations to implement quality assurance programs nationwide. During the last decade, GDETA as an external quality assurance agency, together with other organizations, has supported to develop internal quality assurance mechanism within higher education institutions, step-by-step creating institutional quality cultures to enhance the quality of education (Niedermeier & Pohlenz, 2016). In terms of accrediting agencies, at present, Vietnam has four accrediting centers. They are Center for Education Accreditation - Vietnam National University, Hanoi (VNU-CEA), Center for Education Accreditation - Vietnam National University, Ho Chi Minh City (VNU-HCM CEA), Center for Education Accreditation - Da Nang University (DNU-CEA), and Center for Education Accreditation of the Association of Vietnam Universities and Colleges (CEA-AVU&C). These accrediting agencies, which were established by

the Minister of MOET, are authorized to conduct accreditation for higher education and professional secondary institutions and programs (Tuyen giao, 2015). In order to accredit over seven hundred institutions, colleges, technical and vocational schools and thousands of programs, these accrediting agencies need to be provided with adequate human and financial resources. Also, by law, more accrediting agencies will be established to undertake the external evaluation and accreditation exercise (MOET, 2012b). Regarding the internal quality assurance, according to MOET, almost higher education institutions have established an internal quality assurance unit.

Among them, serveral universities had their internal quality units at the quite early time. For example, the Institute for Education Quality Assurance was established in Vietnam National University, Hanoi in 1995; the Center for Educational Testing and Quality Assessment was established in Vietnam National University, Ho Chi Minh City in 1999; Da Nang University, Hue University, Thai Nguyen University, Can Tho University and Vinh University established their quality assurance unit in 2005. Besides, some ministries such as Ministry of Health, Ministry of National Defence, Ministry of Public Security also established a unit specializing in quality assurance (Ta, 2015).

These units have carried out a number of quality assurance activities within the institutions According to a survey conducted with 156 quality assurance units in 2012 by the Higher Education Project No.2 (HEP2), several activities undertaken by quality assurance nits include: developing guidelines for internal quality assurance; building and managing the testing item bank center; collaborating to organize exams; conducting institution self-evaluation; conducting program self-evaluation; evaluating teaching activities; evaluating training support activities; collecting feedback from students and graduates; collecting feedback from employers (MOET, 2012a). Some units are also in charge of managing qualifications and certificates or evaluating research activities. Details are highlighted in Table 1.

Quality Assurance Activities	Involved (%)	Not Involved (%)
1. Developing guidelines for internal quality assurance	90.3	9.7
2. Building and managing the item bank center	67.5	32.5
3. Collaborating to organize exams	78.2	20.6
4. Conducting institution self-evaluation	89.3	10.7
5. Conducting program self-evaluation	67.6	32.4
6. Evaluating teaching activities	86.4	13.6
7. Evaluating training support activities	62.9	37.1
8. Evaluating research activities	32.1	54.7
9. Evaluating institutional leaders and managerial staff	34.1	65.9
10. Collecting feedback from students	91.9	9.1
11. Collecting feedback from graduates	71.7	28.3
12. Collecting feedback from employers	61.4	38.6
13. Managing qualifications and certificates	25.1	74.6
14. Conducting inspection, monitoring	63.6	36.4
15. Conducting international cooperation activities in quality assurance	26.1	58.2

Table 1. Activities Conducted by Quality Assurance Units (MOET, 2012a)

Through Table 1, it can be seen that universities have been involved in activities to develop internal quality assurance systems, particularly the evaluation of teaching performance and getting feedback from students, graduates, employers. These are the requirements of the university accreditation criteria. Many institutions have been concerned about the self-evaluation, assessment, monitoring activities for quality assurance. However, the results from the survey also point out that the missions, purposes and visions of several units are not clear. Some units are only in charge of institution self-evaluation, some focus on testing and self-evaluation, and some are involved in inspection, testing and quality assurance.

Apart from being involved in developing the national quality assurance system, organizations and institutions in Vietnam have actively participated in regional and international quality assurance networks. Specifically, five organizations are members (2 full members and 3 associate members) of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) (INQAAHE, 2016); six organizations/ institutions are members (1 full member, 1 intermediate member and 4 institutional members) of APQN (APQN, 2016); two organizations are members (1 full member and 1

associate member) of ASEAN Quality Assurance Network (AQAN) (AQAN, 2016); three universities are full members of AUN (AUN, 2016). With the support of these networks and through participating in their projects and activities, Vietnam's higher education quality assurance has been integrated with international trend as well as gaining invaluable experience.

SELF-EVALUATION AND EXTERNAL EVALUATION ACTIVITIES

Self-Evaluation

Universities and colleges have conducted the institutional and program self-evaluation since 2005. According to MOET (2016), up until the end of May 2016, 564 higher education institutions have completed the self-evaluation reports, which are shown in Table 2.

No.	Institution	Number (institution)	Completing Self- Evaluation Report	
			Number	Ratio (%)
1.	Universities	219	210	95.89
2.	Colleges	217	210	96.77
3.	Vocational schools	313	159	50.79
	Total	**749**	**579**	**77.30**

Table 2. Number of Higher Education Institutions Completing Self- Evaluation Reports (MOET, 2016)

Besides undertaking institution self-evaluation, universities and colleges have also conducted program self-evaluation based on the standards and criteria promulgated by MOET. With the support of some educational projects, there have been 10 self-evaluation reports of primary school teacher training programs, 100 self-evaluation reports of high school teacher training programs and 7 self-evaluation reports of technical teacher training programs (Le & Nguyen, 2013).

With 95.89 of higher education institutions completing self-evaluation reports, it can be seen that the quality assurance policy has run in the right track. However, there is still a gap between two cycles of accreditation. After completing their self-evaluation report, many institutions have not carried out quality improvement plans. Table 3 shows that only a few institutions that completed the self-evaluation reports between 2005 and 2011 updated them. In fact, only 114 out of 335 institutions have updated their self-evaluation reports (MOET, 2016). It means that lots of institutions have not been active to conduct self-evaluation, have not taken advantage of self-evaluation activities for quality assurance.

Institution	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	Updated reports
Universities	7	13	18	17	33	13	33	14	26	20	9	2	210	55
Colleges				12	46	40	22	8	54	8	12	7	210	55
Vocational schools				6	23	38	14	9	7	21	27	5	159	19
Total	**7**	**13**	**18**	**35**	**102**	**91**	**69**	**31**	**87**	**49**	**48**	**14**	**579**	**129**

Table 3. Self-Evaluation Reports Completed Yearly (MOET, 2016)

One reason for this is that many institutions have not been fully aware of the importance of self-evaluation. They considered self-evaluation exercise the procedure of writing report. Therefore, after submitting the report to MOET, they had nothing to do with quality assurance. Another reason is due to the discontinuation of the accreditation activities. No external evaluation activity for institutions was conducted by MOET from 2009 to 2013. It is only in 2014 when the two accrediting agencies receiving the official permit for operation that institutions were concerned about self-evaluation.

EXTERNAL EVALUATION

External Evaluation for Institutions

With the support of the Higher Education Project No.1 (HEP1), the first 20 universities received external evaluation before 2008, and had the National Accreditation Council appraise their outcomes. However, the outcomes were not publicly announced. Furthermore, with the funding of HEP2, MOET conducted external evaluation for other 20 universities in 2009. Although the outcomes were not publicly announced, institutions received recommendations from external evaluation teams to enhance the education quality (Niedermeier & Pohlenz, 2016). Besides the external evaluation activities organized by MOET, two national universities and regional universities such as Can Tho University, Da Nang University and Thai Nguyen University carried out peer reviews. These activities also helped universities comprehend their strengths and weaknesses. Based on the recommendations of the peer review teams, institutions set up plans for quality improvement (Ta, 2015).

The actual external evaluation for accreditation has been undertaken since the operation of the accrediting agencies (VNU-CEA and VNU-HCM CEA) in 2014. Until present, 18 universities have undergone an external evaluation by accrediting agencies (12 universities were awarded accreditation certificate) (MOET, 2016). By law, accrediting agencies are responsible for conducting external evaluation and recognizing institutions or programs that meet quality standards.

External Evaluation for Programs

Program external evaluation can be defined as the evaluation activities conducted by an organization outside the institution offering the programs. Table 3 highlights the number of higher education programs undergone an external evaluation conducted by local and international agencies.

Agency	Programs Undergone an External Evaluation
MOET (through projects)	- 4 primary school teacher training programs - 12 high school teacher training programs - 2 technical teacher training programs
AUN-QA	- 52 programs of Vietnam National University, Hanoi; National university of civil engineering, Hanoi university of science and technology, The university of Danang-University of science and technology, Ho Chi Minh City University of Technology - Vietnam National University, Ho Chi Minh City; Can Tho university;... - 6 programs (ASEAN-QA Project: using AUN-QA criteria)
CTI[1]	- 16 programs of National university of civil engineering, Hanoi university of science and technology, The university of Danang- University of science and technology, Ho Chi Minh City University of Technology-Vietnam National University, Ho Chi Minh City
ABET[2]	2 programs of Ho Chi Minh City University of Technology
VEF[3]	7 programs

Table 4. Higher Education Programs Undergone an External Evaluation (Ta, 2015)

It can be seen that the number of programs receiving an external evaluation is relatively small. Moreover, these programs are considered the best ones of universities which have been funded by certain projects. Obviously, it takes time to accredit all higher education programs offered by Vietnamese universities. In addition, resources need to be allocated to the programs after being externally evaluated for the purpose of quality enhancement.

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[1] CTI : Commission des school titres d' Ingenieur (France)
[2] ABET : Accreditation Board for Engineering and Technology
[3] VEF : Veitnam Education Foundation

BUILDING AND DEVELOPING QUALITY CULTURE

There have been several definitions of quality culture. European University Association (EUA) (2006, p.10) states that:
Quality culture refers to an organizational culture that intends to enhance quality permanently and is characterized by two distinct elements: on one hand, a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality and, on the other hand, a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts.

In the context of Vietnam's higher education, the term 'quality culture' has only been mentioned in recent years in workshops or conferences organized by MOET or some universities. The awareness of building and developing a quality culture within a tertiary education institution has not gained much concern from many institutional leaders. In fact, quality culture comes together with quality assurance. Therefore, implementing quality assurance programs effectively means developing institutional quality culture (GDETA, 2013). In fact, Vietnam National University, Hanoi already developed the first Vietnamese set of criteria concerning building institutional quality culture in 2011 (Nguyen, 2013).

Several universities are focusing on building quality culture. This helps the quality assurance activities be implemented appropriately (Nguyen, 2013). Moreover, MOET has organized many workshops and conferences on quality assurance and accreditation to help raise the awareness of quality assurance for institutional leaders, managerial staff and lecturers, step-by step building quality culture inside the institution. Attempt and commitment of all institution's members to develop its internal quality assurance system will help contribute to build the institutional quality culture (Ta, 2015).

However, universities still meet difficulty in conducting quality assurance activities and building quality culture. The main reason for this is the awareness of institutional leaders and capacity of quality assurance specialists (Nguyen, 2013). Result from a survey with 353 institutional quality assurance staff shows that 30% of these staff said that they had no idea about quality culture and building quality culture (MOET, 2012). Obviously, these staff needs professional development or capacity building programs in quality assurance to provide them with necessary knowledge and skills to perform their tasks effectively.

In summary, quality culture is step-by-step being created and developed in several Vietnamese universities. In order to make quality culture part of school's life, higher education institutions need more attempt and commitment for their internal quality assurance activities.

LESSONS LEARNED

A decade of implementing accreditation in Vietnam's higher education has witnessed achievements and challenges. The lessons below are also drawn for future policy-making and implementation of accreditation in Vietnam as well as other developing countries in the region.

Lesson 1:   External quality assurance agencies should be independent from the Ministry of Education and Training.

The establishment of accrediting centers marked the significant change in Vietnam's higher education accreditation. Although they were established by MOET and their director were appointed by the Minister of MOET, their evaluation and accreditation decisions were not interfered by any party outside, inclusive MOET. It is expected that the national quality assurance agency should be independent from MOET. In addition, in order to be fully independent, accrediting agencies need to be autonomous to develop their own accreditation procedures and standards.

Lesson 2:   International collaboration is necessary for every stage in the development of the quality assurance system.

At the initial stage, Vietnam received international consultancy for the legal framework development and external evaluation pilot of several institutions and programs. Being members of regional and international quality assurance networks such as AQAN, AUN, APQN and INQAAHE as well as taking advantage of projects with overseas partners, Vietnam had advantageous start for its quality assurance system. Moreover, these networks helped build capacity for hundreds of quality assurance staff. In addition, dozens of programs have been assessed or accredited by international accrediting agencies.

Lesson 3:   Human resources development in quality assurance should always be in great concern.

Human resources development is always necessary for any newly established system. At macro level, it is the officials working as policymakers at the national quality assurance agency. At meso level, it is the staff working at accrediting agencies, accreditors and officials of other ministries in charge of quality assurance. At micro level, it is the staff working at institutional quality assurance units and lecturers implementing quality assurance activities in their departments.

Lesson 4:   Professional development and capacity building for quality assurance staff play an important part for the sustainable development of higher education quality assurance.

As most of those working in quality assurance have not been academically trained in this field, professional development or capacity building programs are the most appropriate way to help them acquire knowledge and skills necessary for their career. External quality assurance agencies and higher education institutions need to have clear and detailed policies to develop profession for their staff. On the other hand, every quality assurance staff needs to select suitable programs and strategies to meet their demand.

Lesson 5:   Building quality culture and developing internal quality assurance system are crucial for institution's quality enhancement.

Every member of a university is responsible for building and developing quality culture. Institutional leaders, managerial staff and quality assurance specialists should be those who thoroughly understand definitions, features and principles of quality culture. Institutional leaders need to have strategies, policies and plans to introduce a quality culture to their staff, lecturers and students to implement it effectively. Additionally, building a quality culture always goes with developing an internal quality assurance system within an institution. It is the involvement of every individual and the commitment of the leaders that makes quality culture invaluable institution property.

CONCLUSION

Quality assurance and accreditation of Vietnam's higher education has developed for over ten years and it has earned certain results. Almost universities and colleges have completed their self-evaluation reports. Several institutions have undergone an external evaluation by independent accreting agencies and a few of them were awarded accreditation certificates. Internal quality assurance units have been established in nearly every institution with the increasing number of staff working in this field. Moreover, quality culture has step-by-step been created and developed in many universities. Institutional leaders, managerial staff and lecturers are becoming more and more aware of the importance of quality assurance for their institution's growth and survival.

Lessons learned are related to the independent mechanism of accreditation, international cooperation and collaboration in quality assurance, human resources development in quality assurance, professional development and capacity building for quality assurance staff, and quality culture building and internal quality assurance development. These lessons can be applied not only for Vietnam, but also for other developing countries in the region.

In this paper, the authors only look at the achievements of Vietnam's higher education quality assurance and accreditation after one decade of development. This can be seen as the limitation of the research. Consequently, further studies could focus on the challenges, advantages and disadvantages or future directions for this system.

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Chapter 3
APPENDICES

ASEAN Qualification Assurance Framework

Development of ASEAN Quality Assurance Framework (AQAF)

In October 2011, the AQAN Roundtable Meeting in Bandar Seri Begawan decided to embark on a project to develop an ASEAN Quality Assurance Framework for Higher Education (AQAFHE) for Southeast Asian region. A task force was established with representation of officials from the MQA, SEAMEO RIHED, PAASCU, ONESQA, GDETA, AUN and BDNAC to undertake the project.

The purpose of AQAFHE is to promote regional harmonization in higher education by developing a quality assurance framework in higher education with regional identities where the ASEAN countries could benchmark and align their quality assurance systems of higher education. Its development will also facilitate regional recognition of degrees and qualifications. AQAFHE will serve as a common reference point for quality assurance agencies and higher education institutions as they strive towards harmonization amidst the diversity of higher education systems, cultures and traditions within the region.

In the 2013 AQAN Round Table Meeting in Hanoi, AQAFHE was approved. However, in the following year AQAFHE was shortened to ASEAN Quality Assurance Framework (AQAF) to make it more inclusive.

Purposes of ASEAN Quality Assurance Framework

In dealing with these principles and statements, the following are to be considered:
- The primary purpose of the Framework is to enhance the quality of education in the ASEAN region and to support the mobility of students, workers and professionals, both within and outside the region.
- Each educational system has evolved in a specific context and is influenced by cultural and historical factors. These Principles can be adapted in various political, legal, and cultural settings without compromising a country's basic values and traditions.
- The Framework enables quality assurance agencies and higher education institutions in each country to improve themselves and to align with others across the region.

Principle Statements of ASEAN Quality Assurance Framework

The Framework consists of four sets of interrelated principles, namely:
1. External Quality Assurance Agencies (EQAA);
2. External Quality Assurance (EQA) Standards and Processes;
3. Institutional Quality Assurance (IQA); and
4. National Qualifications Framework (NQF)

Each principle focuses on core statements. The Framework will serve as a common reference point for quality assurance agencies and higher education institutions as they strive towards harmonization amidst the diversity of higher education systems, cultures and traditions within the region. The Framework uses generic principles and statements of good practice. It is not prescriptive. Its purpose is to promote good practices for internal and external quality assurance as well as the establishment and implementation of national qualifications frameworks in the ASEAN Member States (AMS).

It seeks to provide a common ground and understanding of quality assurance within ASEAN countries. Its generic principles will find resonance on the national level. Consistency of quality assurance practices across Southeast Asia will be improved through the use of these principles.

Procedures for the recognition of qualifications will also be strengthened and credibility of the work of quality assurance agencies will be enhanced. This framework will support the mobility within ASEAN community. Mutual trust and understanding among institutions and quality assurance agencies will grow and mutual recognition of accrediting decisions will be fast-tracked.

1. Principles of External Quality Assurance Agency (EQAA)

The EQAA is a key player in maintaining and sustaining the quality of education in every nation and puts at center stage the interests of students and various stakeholders. The following statements are the important first steps towards the establishment of a shared set of values and good practices for EQAA across the region to ensure that professionalism, accountability and integrity of the agencies are visible and transparent to their stakeholders.

1.1 The EQAA in the ASEAN countries have mission and common goals statements.

1.2 The EQAA has an established legal basis and is formally recognized and trusted by competent public authorities in its home country.

1.3 The EQAA has autonomous responsibility for its operations and its decision making processes and judgments are free from undue influences.

1.4 The EQAA has a standard and transparent system for appointing members of the Board.

1.5 The EQAA's policies and management practices are based on good governance, transparency and accountability.

1.6 The EQAA keeps abreast with new developments and innovations in quality assurance as part of its internal continuous improvement system.

1.7 The EQAA has sufficient and adequate resources.

1.8 The EQAA collaborates with key stakeholders, both nationally and internationally.

1.9 The EQAA has a reliable system for controlling, auditing and assessing all processes of its operations.

1.10 The EQAA keeps the public informed of its current policies, procedures, criteria, standards and assessment results.

Examples of sources of evidence:
- Statement of mission and goals
- Legislation or legal frameworks covering the EQAA
- Manual of Operations indicating processes and procedures
- Policy Statements, e.g., conflict of interest issues
- Audited Financial Statements
- Address of website and types of information provided
- Development or Strategic Plan of EQAA

2. Principles of External Quality Assurance - Standards and Processes

External quality assurance processes serve as the core activity of the quality assurance agency. In these processes and activities, the interests of students, employers and the society are taken into consideration. The following statements further demonstrate the systematic approach embarked by quality assurance agencies towards the development of agency standards and criteria, thereby achieving their goals and objectives.

2.1 Interest of students and the society should be at the forefront of external quality assurance processes.

2.2 Standards must be comparable to international good practices and related to internal quality assurance of higher education institutions.

2.3 Development of standards must involve participation of relevant stakeholders to meeting the current needs and demands.

2.4 Standards must be made publicly available and applied consistently and with due regard for cultural diversity.

2.5 The process normally includes a self-assessment report (SAR) of the programme or institution, site visits, feedback, formal decisions and follow up procedures.

2.6 Assessment must be objective, fair, transparent and conducted within an appropriate time frame.

2.7 The EQA provides appropriate training at regular interval for the development of assessors.

2.8 The EQA ensures professionalism and ethical conduct of assessors.

2.9 Quality assurance activities and processes are assessed on a cyclical basis to promote continuous improvement.

2.10 An appeal mechanism is established and accessible to all.

Examples of Supporting Evidence:
- Policy statements and practices on student protection and social interests. Document or record providing manifestation of the protection of student and social interests.

- Make available quality assurance codes/manual and standards, guidelines, or instrument for evaluation.
- Evidence of benchmarking and referencing with international standards and good practices.
- Evidence of dialogues and communication with stakeholders.
- Availability of social media for effective communication and dissemination with the public.
- Evaluation and review of self-assessment report of institutions by the agency.
- Evidence of selection policies, duties, responsibilities and development of staff and assessors i.e. training requirements.
- Code of conduct and ethics for reviewers.
- Description of cyclical validity and follow up measures.
- Policy and procedure for appeals.

3. Principles of Institutional Quality Assurance

A fundamental principle in quality assurance of higher education is that quality primarily rests with the higher education institutions themselves. The statements which follow define the role of the higher education institutions in developing, sustaining, enhancing and assuring quality of higher education to their stakeholders. The statements provide guidelines on the quality assurance processes systems through which higher education institutions demonstrate their accountability and safeguard the interests of their stakeholders including students and society.

3.1 The institution has a primary responsibility for quality.

3.2 Quality assurance promotes the balance between institutional autonomy and public accountability.

3.3 Quality assurance is a participatory and cooperative process across all levels incorporating involvement of academic staff, students, and other stakeholders.

3.4 A quality culture underpins all institutional activities including teaching, learning, research, services and management.

3.5 A structured and functional internal quality assurance system with clearly defined responsibilities is established.

3.6 The quality system is promulgated and supported by the top management to ensure effective implementation and sustainability.

3.7 Sufficient resources for establishing and maintaining an effective quality system within the institution should be provided.

3.8 The institution should have formal mechanisms for approval, periodic review and monitoring of programmes and awards.

3.9 Quality is regularly monitored and reviewed for purposes of continuous improvement at all levels.

3.10 Relevant and current information about the institution, its programmes, achievements, and quality processes is accessible to public.

Examples of Supporting Evidence:
- Statement of vision and mission of the institution;
- Documented policies and strategic action plans;
- Organizational and management structure;
- Resources for teaching, research and services;
- Information of the institution made available to the public;
- Adequacy of facilities and infrastructure to support teaching, research and services;
- Establishment of quality assurance unit and resources;
- Internal quality assurance systems [e.g. curriculum development / improvement procedures, evidence of programmes specifications];
- Documented information of responsibilities of faculties, schools, departments and other organizational units and individuals in quality assurance;
- Feedback from stakeholders;
- Report of internal quality assurance activities including reviews and improvement of internal quality assurance system of the institutions.

4.   Principles of National Qualifications Framework

NQFs have turned into key instruments for the reform of education and training, and qualification systems in many ASEAN countries and beyond. The Framework may be a unified and comprehensive or linked and sectoral based. The emphasis on learning outcomes is to ensure that the learning takes place effectively through variety of strategies amongst others-teaching and learning, research, and other activities. Increasingly, lifelong learning policies have been embedded into the NQF-primarily by addressing the flexibility in the educational pathways, recognizing informal and non-formal learning within the national systems. It also addresses the barriers to access and progression in learning.

NQF is expected to facilitate the mobility of students, workers and professionals across the region and beyond. AMS are encouraged to align their NQF to regional frameworks as well as international good practices.

4.1   NQF facilitates the progressive nature of learning and training with the inclusion of recognition of prior learning.

4.2   NQF supports student and workforce mobility through recognition of qualifications, including lifelong learning.

4.3   NQF is based on learning outcomes that emphasize student-centered learning and student competencies.

4.4   NQF supports consistency, transparency and flexibility of learning pathways and progression.

4.5   NQF is generally defined by levels, descriptors and can be based on a credit system.

4.6   NQF must be supported by relevant national policies.

4.7   Stakeholders must be consulted and actively involved in the development and implementation of the NQF.

4.8   The implementation of the NQF is to be carried out by an authorized body and supported by a set of agreed quality assurance principles and standards.

4.9   NQF is dynamic and should be reviewed to meet the changing needs and developments.

4.10 NQF should be complemented by an authorized information center.

Examples of sources of evidence:
- NQF Planning reports
- Document on the Qualifications Framework
- Supporting laws and regulations
- Information on the responsible authorities
- Policies relating to the Framework
- Guidelines associated with the implementation
- The quality assurance system
- Notices for implementation
- Information centers such as a registry of accredited programmes
- Use of Diploma Supplement or other similar formal statements
- Consultation reports, reports on effectiveness of NQF. Welcome Speech

ASEAN YOUNG QA OFFICERS FORUM AND ROUNDTABLE MEETING

Mandarin Hotel – Bangkok
November 16-17, 2016

WHY ASEAN NEEDS A REGIONAL FRAMEWORK FOR QUALITY ASSURANCE (QA)

ATTY. TERESITA R. MANZALA
Former Chairperson, TF-AQRF

Overview

1   **The Situation**: ASEAN Integration (AEC 2015)

2   **The Objective:** Development of qualifications and enhancement of mobility

3   **The Tool:** National Qualifications Frameworks

4   **The Key:** Ensuring Comparability of Qualifications through the ASEAN Qualifications Reference Framework (AQRF)

CONCEPTUAL FRAMEWORK

ASEAN Integration 10 AMS

Development of Qualifications

Enhancement of Mobility

National Qualifications Frameworks (10 NQFs)

Device for Comparison

Referencing

ASEAN Qualifications Reference Framework (AQRF)
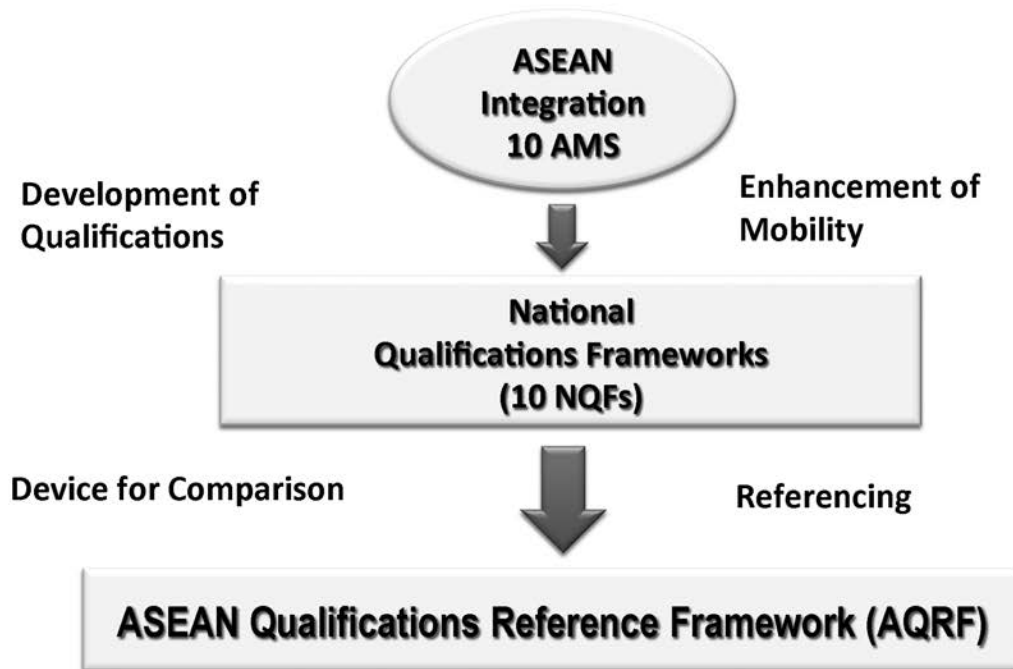
AQRF – REGIONAL CONTEXT

AQRF – derived from ASEAN Charter signed by 10 AMS Leaders to become a single entity – AEC

AEC – single market and production base where there will be free flow of goods, investments, trade and people.

ASEAN CHARTER aims:

> to develop human resources through closer cooperation in education and promote life-long learning.

AEC BLUEPRINT components identified among others

- Recognition of qualifications, education, training, certification and experience of professionals.

- Development of core competencies and qualifications.

- Job/occupational and trainer skills required

AQRF

A common reference framework – functions as translation device to:

- Enable comparisons of qualifications across AMS

- Addresses education and training sectors that incorporates formal, non-formal and informal learning and promotes life-long learning

AQRF PURPOSE

- Support recognition of qualifications

- Encourage the development of qualifications framework that can facilitate lifelong learning

- Encourage the development of national approaches to validating learning gained outside formal education

- Promote and encourage education and learner mobility

QUALITY ASSURANCE (QA)

- **Requires AMS to refer to one or more established QA Frameworks such as but not limited to :**
  - **East Asia Summit on Vocational Education and Training QA Framework**
  - **International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Guidelines of Good Practice for Quality Assurance**
  - **ASEAN Quality Assurance Network (AQAN) – ASEAN Quality Assurance Framework for Higher Education (AQAF)**

LEARNING OUTCOMES

- Emphasize the results of learning rather than focusing on inputs such as length of study/learning

- Support the transfer of qualifications; including credit transfer and recognition of non-formal and informal learning

- Facilitate the linking of NQF levels against the levels in the AQRF;(NQFs/NQSs should have qualifications demonstrably based on learning outcomes)

- Hierarchy of levels of complexity of learning which use learning outcomes as the metric for the hierarchy

LEVEL DESCRIPTORS

- Aim to provide a reference point for the levels in NQFs and NQSs

- Facilitate the referencing process the AQRF is based on broad level of descriptors

LEVEL DESCRIPTORS

- **Has 8 levels of complexity of learning outcomes expressed as descriptors**

- **Includes:**
  - ✓ Cognitive competence involving the use of theory and concepts; as well as informal tacit knowledge gained from experience.
  - ✓ Functional competence (skills and know-how); those activities that a person should be able to do in a given area
  - ✓ Personal competence involving knowing how to conduct oneself in a specific situation
  - ✓ Ethical competence involving the possession of certain personal and professional values

REFERENCING PROCESS

- **For those countries *with NQF, identify in a broad sense the best of levels of the national frameworks to that of the AQRF***

- **For countries *without NQF*, identify for national qualification types or for key qualifications the *best fit to the level* of the AQRF**

REFERENCING PROCESS

- Include confirmation that the accrediting and registering agencies *meet agreed quality principles* and *broad standards*

The referencing process includes a single report that is approved by major stakeholders

ASEAN Qualifications Reference Framework
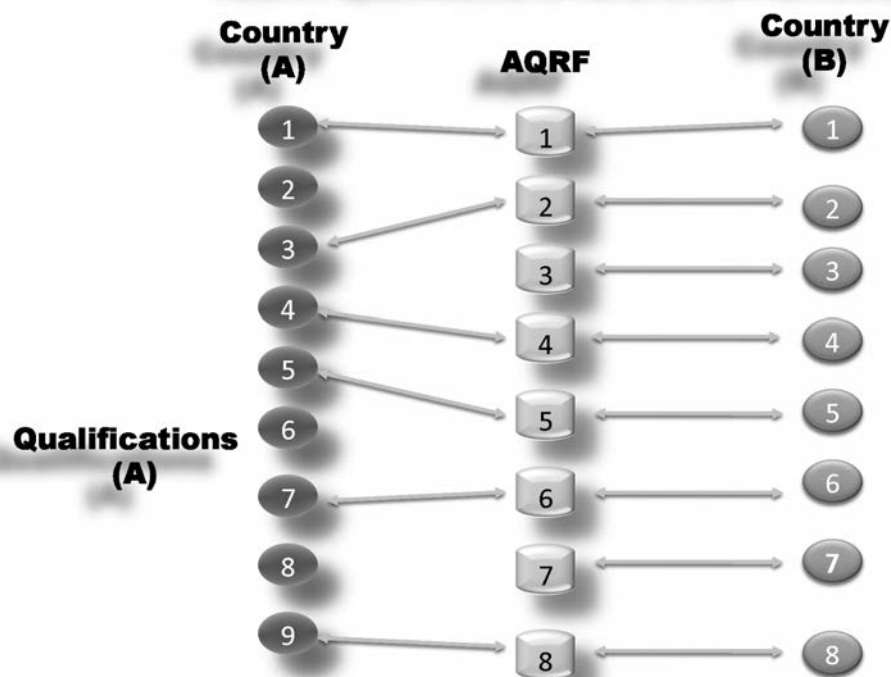
REFERENCING PROCESS, PROCEDURE, CRITERIA

CRITERIA

1. The structure of the education and training system is described

2. Responsibilities and legal basis of all national bodies involved in the referencing process are clearly determined and published by the main public authority responsible for the referencing process

3. Procedures for inclusion of qualifications in the NQF or for describing or for the place of qualifications in the NQS are transparent

AQRF–BARRIERS AND OBSTACLES

- Pre-conditions not in place

- Lack of connections and coordination between sectors

- Limited staff capacity to support initiatives

- Limited awareness of staff and stakeholders in relation to QA strategies and the concept and importance of an NQF

- Inadequate finances to devote to implementation

- Limited capacity of providers

WHY QA FRAMEWORK

Quality Assurance – an all embracing term

An ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of a higher education system, institution, or programs

A regulatory system focusing on accountability and improvement, providing information and judgments through an agreed upon and consistent process and well-established criteria

AQAF – KEY FEATURES

- **Inspirational, voluntary application and development-oriented; recognizing the diversity in ASEAN's culture, beliefs and values that shape higher education systems**
- **Four interrelated Quadrants – harmonization on agreed core principles of good practices**
- **Uses generic statements of good practice that can be adapted to various political, educational and socio-cultural settings with no specific model.**

KEY FEATURES . . . .

- **Links EQA with IQA of institutions**

- **Promotes links between Quality Assurance to National Qualifications Framework**

- **It is comparable to other regional frameworks**

AQAF 4 INTERCONECTED QUADRANTS

1. **External Quality Assurance Agency**

2. **EQA Policies, Standards & Processes**

3. **Internal Quality Assurance**

4. **National Qualifications Framework**

AQAF 4 QUADRANTS – 10 PRINCIPLES EACH

External Quality Assurance Agency	EQ Standards & Processes	Internal Quality Assurance	National Qualification Frameworks (8 Established NQFs in ASEAN)
A competent and effective body in ensuring quality of higher education	Core activities of the Quality Assurance Agency (Programs or Institutional)	The responsibility for quality rests with the Higher Education Institutions themselves	Leads reform in higher education, training and qualification systems - *Learning outcomes*

EU - SHARE

- **Quality Assurance – provide mutual trust, ensuring and enhancing quality in Higher Education Systems; create quality education that leads to employability and link to demands of competitive labour markets, enhancing students' learning experiences and facilitate their mobility.**

CONCLUDING STATEMENTS

- QF and QA frameworks are intimately linked with each other to provide "zone of trust" for transparency in comparability and portability of qualifications to facilitate cross border recognition, mobility and trade.

- People, jobs, programs and educational institutions are increasingly becoming internationally mobile.

- Jobs becoming more internationalized as world trade and production are structured around global value chains.

CONCLUDING STATEMENTS

- Transferable/portable skills and competences are identified and agreed on regional, transnational and even on global levels.

- NQFs and AQRF – live and dynamic systems that must be continuously updated viz. Latest developments in labor markets at national, regional and global levels.

- MRAs, NQFs, AQRF and AQAF relates directly to the development of national curricula, education and human resources.

CONCLUDING STATEMENTS

- **Key challenge to ASEAN policymakers particularly in Higher Education Institutions – to make students', academic and professional qualifications comparable and portable between/among educational institutions, employers and countries in ASEAN and beyond ASEAN.**

THANK YOU FOR YOUR KIND ATTENTION

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Why ASEAN Needs a Regional Framework for QA?

2016 ASEAN Young Quality Assurance Officers Network Forum and Roundtable Meeting
16 – 17 November 2016

Johnson Ong Chee Bin
AUN-QA Expert
Principal Consultant (eqi)

The Need of a Regional QA Framework

The Need of a Regional QA Framework

The ASEAN Economic Community (AEC)
Blueprint underlines the need for "the movement of
business persons, skilled labour and talents", as a
key element for achieving greater economic
integration in the ASEAN.

Source: ASEAN Economic Community: what model for labour
mobility? By Flavia Jurje and Sandra Lavenex
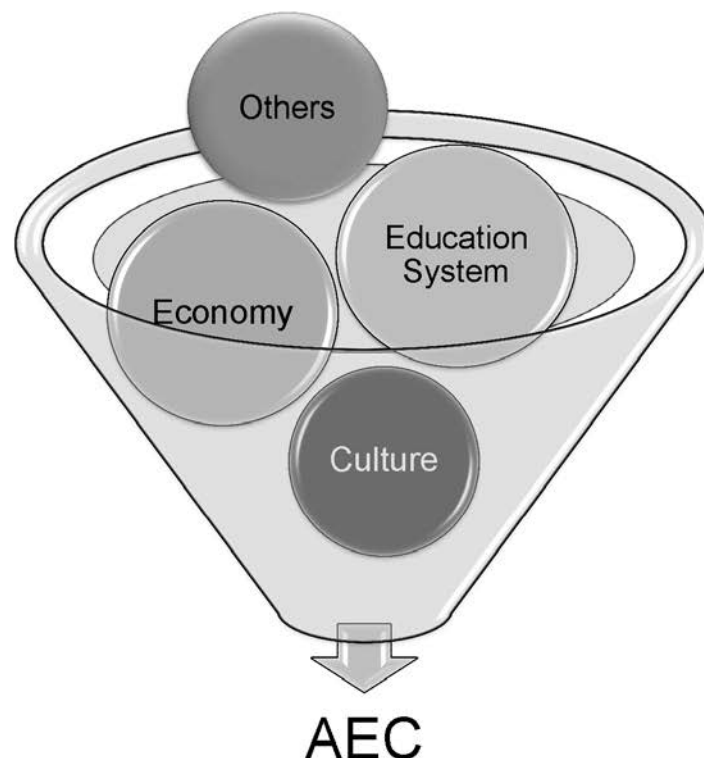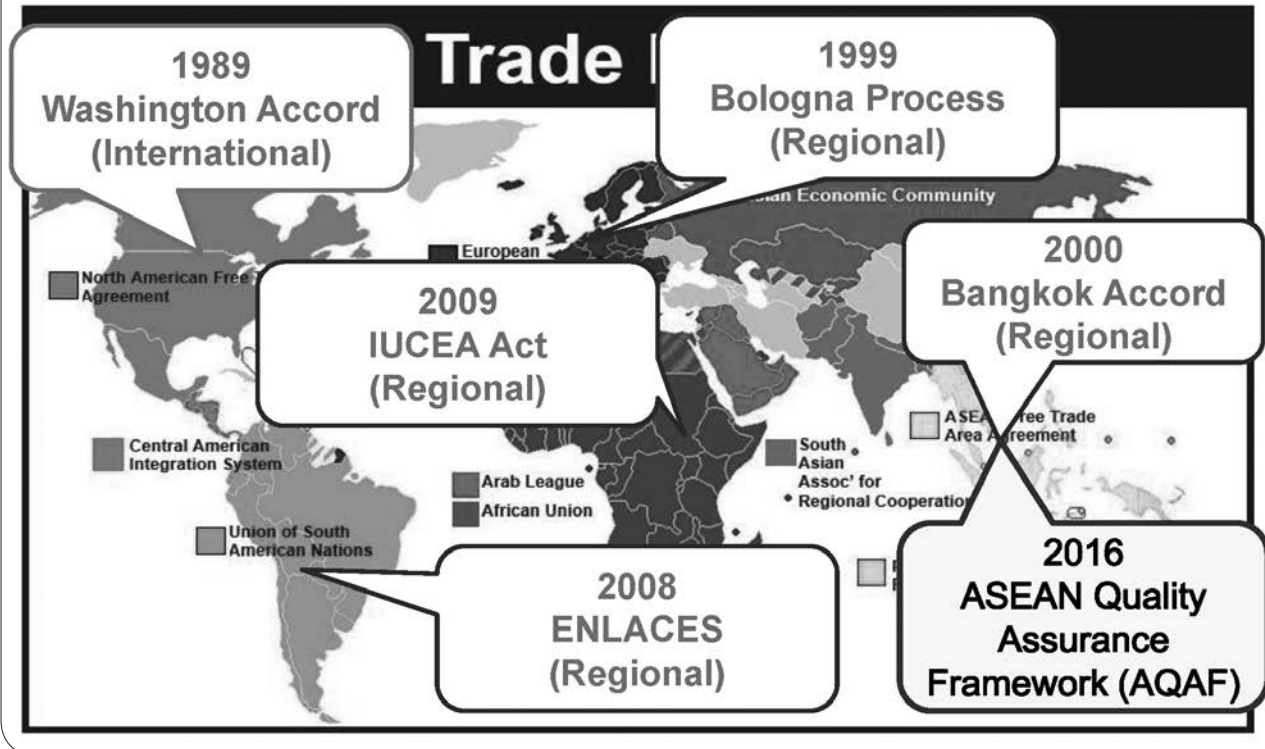
ONE MARKET
ASEAN Community Mall

The Need of a Regional QA Framework

Others

Education
System

Economy

Culture

AEC

The Need of a Regional QA Framework

The Need of a Regional QA Framework

The Need of a Regional QA Framework

ASEAN Qualifications Framework (AQRF)

ASEAN Quality Assurance Framework (AQAF)

QA

Credit Transfer Systems (CTSs)

Mutual Recognition Agreements (MRAs)

The Need of a Regional QA Framework

2 Rates of quality improvement with principles-based versus rules-based approaches

Improvements achieved

Principles-based approach

QA Harmonisation

AQAF

AUN-QA

Rules-based approach

Time
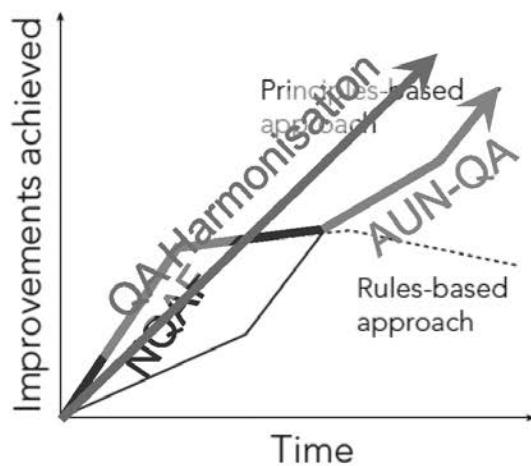
Schematic representation of the slower onset but potentially more enduring gains in quality improvement arising from principles-based approaches, compared with the more rapid but plateauing (or even declining) gains from rules-based approaches.

◆

The Need of a Regional QA Framework

Harmonisation is about "adjustment of differences and inconsistencies among different measurements, methods, procedures, schedules, specifications, or systems to make them uniform or mutually compatible".

Source: http://www.businessdictionary.com/definition/harmonization.html

The Need of a Regional QA Framework

Non-Prescriptive

Principles-Based rather than Rules-Based

Contextualisaton rather than Standardisation
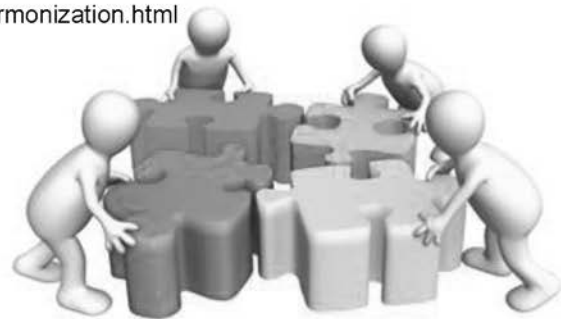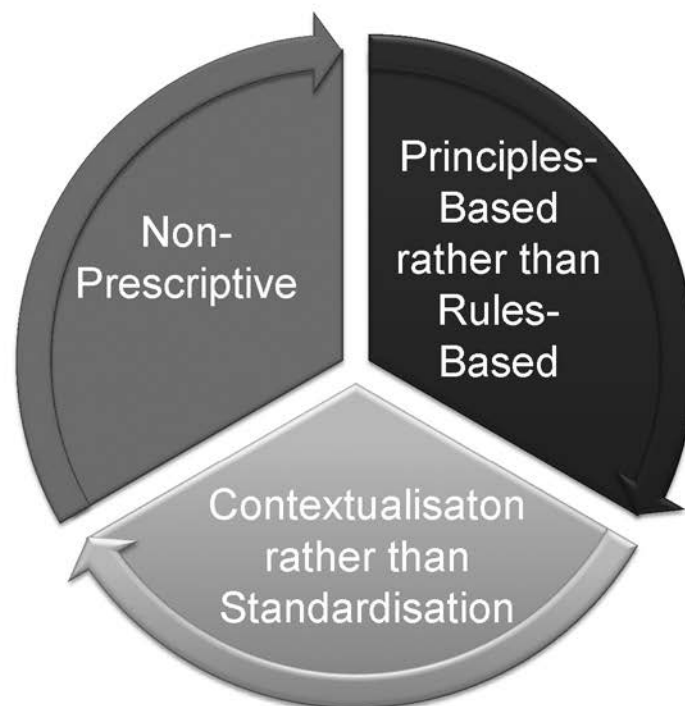
Principles of Harmonisation

The Need of a Regional QA Framework

A Transnational QA Framework

Baldrige America — ESG Europe — AQAF — AUN-QA

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11
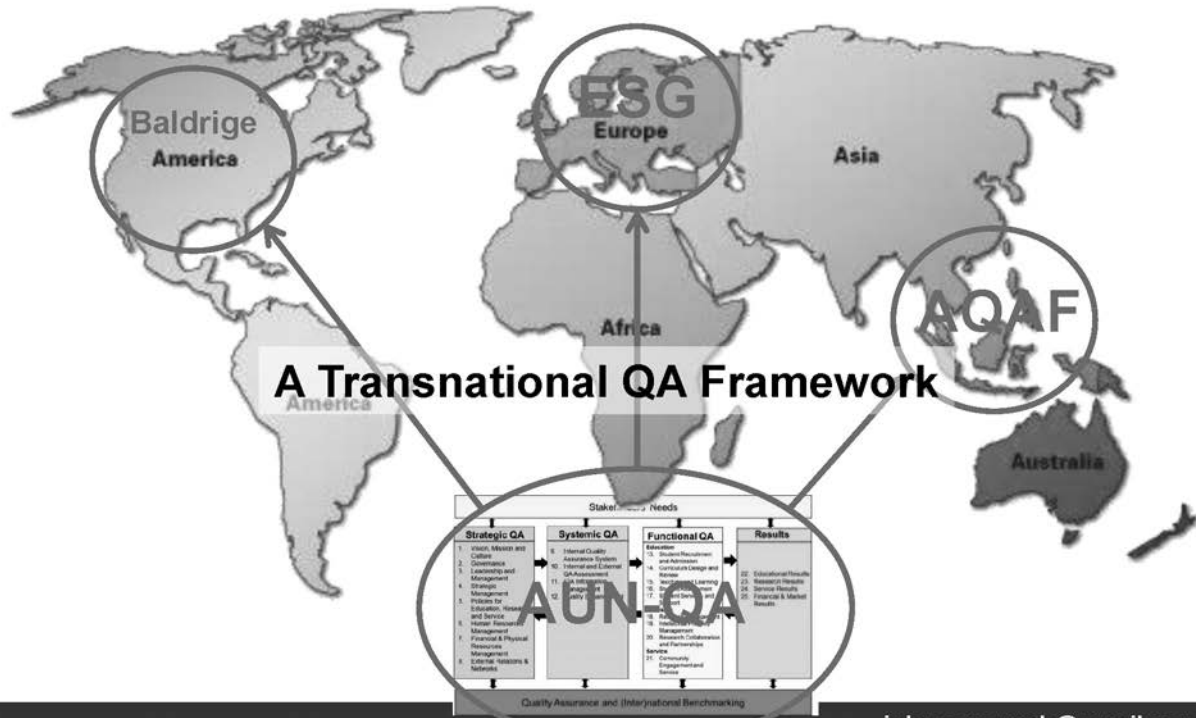
AUN-QA Framework

Programme QA Assessment since 2007

Strategic QA (Institutional)

Systemic QA (Internal QA System)

Functional QA (Education, Research and Service)
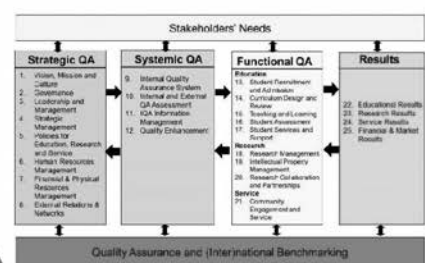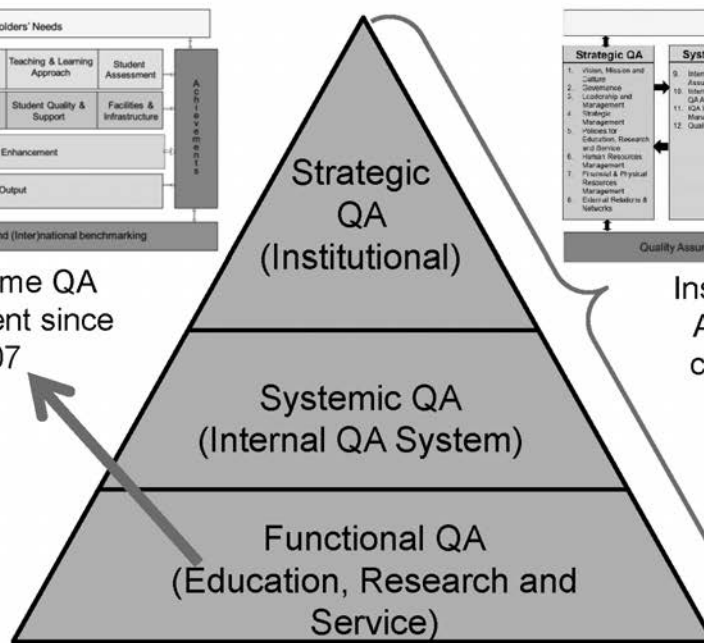
Institutional QA Assessment commencing Jan 2017

Alignment of AUN-QA Framework at Institutional Level with Principle 3 (IQA) of AQAF

Principles of Internal Quality Assurance (ASEAN-QA Framework)

3.1. The institution has primary responsibility for quality.
3.2. Quality assurance promotes the balance between institutional autonomy and accountability.
3.3. Quality assurance is a participatory and cooperative process across all levels incorporating involvement of academic staff, students, and other stakeholders.
3.4. A quality culture underpins all institutional activities including teaching, learning, research, services and management.
3.5. A structured and functional internal quality assurance system with clearly defined responsibilities is established.
3.6. The quality system is promulgated and supported by the top management to ensure effective implementation and sustainability.
3.7. Sufficient resources for establishing and maintaining an effective quality system within the institution should be provided.
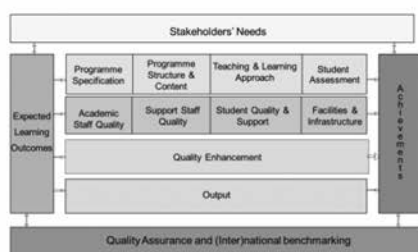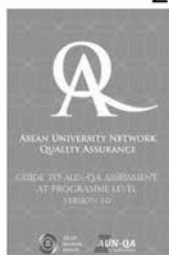3.8. The institution should have formal mechanisms for approval, periodical reviews and monitoring of programmes and awards.
3.9. Quality is regularly monitored and reviewed for purposes of continuous improvement at all levels.
3.10. Relevant and current information about the institution, its programmes, achievements, and quality processes is accessible to public.

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P/C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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3	√	√	√	√	√			√	√	√	√	√	√	√	√		√	√		√	√				
4	√		√	√																					
5							√		√	√	√	√		√	√	√	√	√	√		√				
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9	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
10	√	√	√		√	√		√	√		√		√	√	√		√	√	√	√	√	√	√	√	√

Alignment of AUN-QA Framework at Institutional Level with ESG 2015 (Part 1 - IQA)

ESG 2015 (Part 1 - IQA)

1.1 Policy for quality assurance
1.2 Design and approval of programmes
1.3 Student-centred learning, teaching and assessment
1.4 Student admission, progression, recognition and certification
1.5 Teaching staff
1.6 Learning resources and student support
1.7 Information management
1.8 Public information
1.9 On-going monitoring and periodic review of programmes
1.10 Cyclical external quality assurance

Alignment of AUN-QA Framework at Institutional Level with ESG 2015 (Part 1 - IQA)

S/C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1.1	√	√	√	√	√	√	√	√	√	√	√	√	√					√	√	√	√				
1.2														√	√	√									
1.3														√	√						√				
1.4								√						√						√					
1.5						√									√			√	√	√	√				
1.6							√										√								
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1.8								√		√															
1.9								√	√		√	√	√	√								√	√	√	√
1.10							√																		

Alignment of AUN-QA Framework at Institutional Level with Baldrige Performance Excellence Framework (Education – 2015/16)

From Baldrige Performance Excellence Program. 2015. *2015–2016 Baldrige Excellence Framework: A Systems Approach to Improving Your Organization's Performance (Education)*. Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. http://www.nist.gov/baldrige.

Alignment of AUN-QA Framework at Institutional Level with Baldrige Performance Excellence Framework (Education – 2015/16)

Baldrige Performance Excellence Framework (Education)	AUN-QA Criteria at Institutional Level																								
C/C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	√	√	√																						
2		√		√	√	√	√	√	√									√		√	√				
3	√		√		√			√			√		√	√	√		√			√	√				
4	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5						√									√		√								
6							√	√	√	√	√	√	√	√	√	√	√	√	√						
7		√	√			√				√		√	√		√	√	√	√			√	√	√	√	√

AUN-QA Framework at Institutional Level

19 July 2016

19

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AUN-QA Framework at Institutional Level

Stakeholders' Needs

Strategic QA
1. Vision, Mission and Culture
2. Governance
3. Leadership and Management
4. Strategic Management
5. Policies for Education, Research and Service
6. Human Resources Management
7. Financial & Physical Resources Management
8. External Relations & Networks

Systemic QA
9. Internal Quality Assurance System
10. Internal and External QA Assessment
11. IQA Information Management
12. Quality Enhancement

Functional QA
Education
13. Student Recruitment and Admission
14. Curriculum Design and Review
15. Teaching and Learning
16. Student Assessment
17. Student Services and Support
Research
18. Research Management
19. Intellectual Property Management
20. Research Collaboration and Partnerships
Service
21. Community Engagement and Service

Results
22. Educational Results
23. Research Results
24. Service Results
25. Financial & Market Results

Quality Assurance and (Inter)national Benchmarking

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AUN-QA Framework at Institutional Level

- Improve QA plan/system
- Establish QA plan/system
- Monitor and evaluate QA plan/system
- Implement QA plan/system

Act | Plan

Check | Do

AUN-QA Framework at Institutional Level

Criteria Category	No. of Criteria	No. of Sub-Criteria
Strategic QA	8	37
Systemic QA	4	19
Functional QA	9	39
Results	4	16
Total	**25**	**111**

Strategic QA

Criteria Category	Strategic QA	
Criterion No.	**Criterion**	**No. of Sub-Criterion**
1	Vision, Mission and Culture	5
2	Governance	4
3	Leadership and Management	4
4	Strategic Management	4
5	Policies for Education, Research and Service	4
6	Human Resources Management	7
7	Financial and Physical Resources Management	5
8	External Relations and Network	4
Total		**37**

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Systemic QA

Criteria Category	Systemic QA	
Criterion No.	**Criterion**	**No. of Sub-Criterion**
9	Internal Quality Assurance (IQA) System	6
10	Internal and External QA Assessment	4
11	IQA Information System	4
12	Quality Enhancement	5
Total		**19**

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Functional QA (Education)

Criteria Category	Functional QA	
Criterion No.	**Criterion**	**No. of Sub-Criterion**
Education		
13	Student Recruitment and Admission	5
14	Curriculum Design and Review	5
15	Teaching and Learning	5
16	Student Assessment	4
17	Student Services and Support	4

Functional QA (Research & Service)

Research		
18	Research Management	4
19	Intellectual Property Management	4
20	Research Collaboration and Partnerships	4
Service		
21	Community Engagement and Service	4
Total		**39**

Results

Criteria Category	Results	
Criterion No.	Criterion	No. of Sub-Criterion
22	Educational Results	4
23	Research Results	6
24	Service Results	4
25	Financial and Market Results	2
Total		16

Opening Speech by
Dr. Komsorn Wongrugsa
Acting Director, ONESQA
at 2016 ASEAN Young Quality Assurance Officers Network (AYQON)
Forum and Roundtable Meeting
On Wednesday, 16 November 2016, 9.00 Hours
Mandarin Bangkok Hotel, Thailand

Dear ASEAN Delegates,
University Representatives,
Distinguished Guests,
Ladies and Gentlemen

Before beginning of the 2016 ASEAN Young Quality Assurance Officers Network Forum and Roundtable Meeting, I would like to inform you that Thailand is now in an official period of mourning following the passing of His Majesty King Bhumibol Adulyadej. This was a great loss to Thai people. His royal duties and all the things he had done for Thai people have improved the quality of life of the Thai people. We are grateful for His Majesty's 70 years of tireless devotion. In this regard, I would like to invite everyone please join me for a minute of silence in honour of the late King of Thailand.

(Stand)

Thank you.

It is my pleasure to welcome you all to the 2016 ASEAN Young Quality Assurance Officers Network Forum and Roundtable Meeting today. Since the ASEAN Community has been officially launched at the end of 2015, the ASEAN Socio-Cultural Community Blueprint is intended to promote people-to-people connectivity and socially responsible with a view to achieving solidarity, unity and a common identity of ASEAN. It is encouraged that we shall join hands to build a sharing and caring society which is inclusive and harmonious where the well-being and the development of the people in ASEAN will be further enhanced.

As we are all in the same area of quality assurance, what we should do to support the Blueprint include strengthening cooperation in building our capacity; promoting agreed common framework; building the ASEAN identity while maintain our diversity; and narrowing the gaps among ASEAN members. These should be the key emphases for our cooperation on quality assurance.

Moreover, we should continue to advocate the alignment of each member country QA system to be in line with the ASEAN Quality Assurance Framework and the ASEAN Qualifications Reference Framework so as to ensure that we are talking the same language when discussing about QA. As a consequence, participation and involvement of relevant QA officers in all ASEAN member countries will be a paramount importance to ensure that AQAN's aspiration will be definitively achieved.

We need to work more closely together toward our common goal of the harmonization of ASEAN higher education system, one of the effective means will be quality assurance to ensure that the quality of higher education in each country will be mutually recognized and accepted by other member countries. This is why we need to have agreed frameworks which will be efficient tools to assure the comparability of our higher education system.

I sincerely hope that AYQON will be an energetic forum for our new generation to strive towards the harmonization of higher education in our region and enhance the role of QA for the realization of the ASEAN Community. The commitments and pooled efforts of a forum like this will reap the mutual benefits and achieve the ultimate goal of creating 'A Common Space for ASEAN Higher Education' in a not so distant future. It should be our common aspiration to unite in concerted efforts of ASEAN in synergizing our capacities and strengths to uplift the profile of ASEAN QA in the international community. I wish the 2016 AYQON Forum and Roundtable Meeting every success in its deliberations and hope you will have some time to relax and enjoy your stay in Bangkok.

With that, I am pleased to declare open the 2016 ASEAN Young Quality Assurance Officers Network Forum and Roundtable Meeting.

Thank you.

Remarks by
RADM Wachara Karunyavanij, RTN
Deputy Director, ONESQA
and President, AQAN
at 2016 ASEAN Young Quality Assurance Officers Network (AYQON)
Forum and Roundtable Meeting
On Wednesday, 16 November 2016
Mandarin Bangkok Hotel, Thailand

Acting Director, ONESQA, Dr. Komsorn Wongrugsa,
ASEAN Delegates,
University Representatives,
Distinguished Guests,
Ladies and Gentlemen

As Deputy Director of ONESQA and in the capacity of President of ASEAN Quality Assurance Network, we are pleased to host the 2016 ASEAN Young Quality Assurance Officers Forum and Roundtable Meeting in Bangkok. The main purpose of this event is to promote networking among young QA officers in ASEAN so that you will get to know each other better and form a forum of change agent.

Last month, I joined the Fourth SHARE Policy Dialogue on the theme Towards a Shared Understanding of Quality Assurance in ASEAN in Kuala Lumpur and I think many of the ASEAN Delegates also joined the conference. During the two-day conference in KL, we exchanged our views and experiences on how to make the ASEAN QA Framework or AQAF to fit for our purposes and the implications for policy and strategy to implement AQAF as reference points for members to benchmark and align their QA systems. We at, AQAN, is also looking for a way to facilitate regional recognition of degrees and qualifications while striving towards harmonization at the same time accepting the diversity of our cultures, traditions and national needs of individual member.

To achieve such goal, I would like to urge you to be actively involved in the building of regional QA framework. This will demonstrate that our new generation has a strong commitment to the harmonization of ASEAN QA systems, and to carry out a sustainable development for QA that will be fit for the ASEAN contexts, as well as, to be recognized by the international QA community.

Originally, the purpose of this forum and roundtable meeting was to serve as a platform for ASEAN Young QA Officers to interact on the ASEAN regional QA framework and provide opportunities for young QA officers to engage more actively in the regional QA work. However, I think this kind of forum will be beneficial to our academics and QA officers of Thai universities as well to learn more about the regional QA framework as well as the QA system in ASEAN member countries. We, therefore, invited representatives from Thai higher education institutions to join and share with us their knowledge and experience and to network with officers from our ASEAN neighbors.

In conclusion, I would like to thank all the eminent speakers for kindly accepting our invitation to share your wisdom and perspectives with our younger generations. My appreciation is extended to the AQAN Secretariat at the Malaysian Qualifications Agency for supporting the organization of this event successfully and I would like to express my cordial thanks to ONESQA officers for dedicating themselves to manage this Forum. And once again, I wish all participants enjoy your time in Bangkok and wish the 2016 ASEAN Young Quality Assurance Officers Network Forum and Roundtable Meeting under the theme 'We are ASEAN' fruitful.

Thank you.

ONESQA

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