

行政院及各所屬機關出國報告
(出國類別：考察)

出席高等教育品質保證(評鑑)機構國際
網絡所舉辦之亞太地區次網絡論壇

International Network for Quality
Assurance Agencies in Higher Education
(INQAAHE) Asia Pacific Sub-Network
Forum

服務機關：國立高雄大學

出國人職稱：校長

姓名：王仁宏

出國地區：香港

出國期間：92.1.16-92.1.19

報告日期：92.3.31

C9/
C09>01>>7

公務出國報告提要

頁數: 9 含附件: 是

報告名稱:

出席高等教育品質保證(評鑑)機構國際網絡所舉辦之亞太地區次網絡論壇
International Network for Quality Assurance Agencies in Higher Education
(INQAAHE) Asia Pacific Sub-Network Forum

主辦機關:

國立高雄大學

聯絡人/電話:

/

出國人員:

王仁宏 國立高雄大學 校長

出國類別: 考察

出國地區: 香港

出國期間: 民國 92 年 01 月 16 日 - 民國 92 年 01 月 19 日

報告日期: 民國 92 年 03 月 24 日

分類號/目: C9/國際文教關係 C9/國際文教關係

關鍵詞: 香港學術評審局, INQAAHE, 高等教育之輸入與輸出, 高等教育品質之相互承認

內容摘要: 本次會議主要是由與INQAAHE相關之香港學術評審局 (Hong Kong Council for Academic Accreditation) 出面邀請約35個亞太地區國家代表或評鑑機構參加。其目的在報告與討論各國的高教評鑑制度, 棄異求同, 建立共識, 以提升亞太地區高等教育水準。第一天主題有二: 一、談論高教之輸入與輸出以及如何維持品質; 二、討論品質之相互承認。第二天則主要係為INQAAHE會員所舉辦的會議, 但亦歡迎其他與會者參加, 討論亞太次網絡之建立。本次會議據說我教育部原有人員欲參加但未前來。此行圓滿成功, 細節詳見出國報告全文。

本文電子檔已上傳至出國報告資訊網

摘 要

本次會議主要是由與 INQAAHE 相關之香港學術評審局 (Hong Kong Council for Academic Accreditation) 出面邀請約 35 個亞太地區國家代表或評鑑機構參加。其目的在報告與討論各國的高教評鑑制度，棄異求同，建立共識，以提升亞太地區高等教育水準。第一天主題有二：一、談論高教之輸入與輸出以及如何維持品質；二、討論高等教育品質之相互承認。第二天則主要係為 INQAAHE 會員所舉辦的會議，但亦歡迎其他與會者參加，討論亞太次網絡之建立。本次會議據說我教育部原有人員欲參加但未前來。

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出國報告

出席高等教育品質保證(評鑑)機構國際網絡所舉辦之亞太地區次網絡論壇
International Network for Quality Assurance Agencies in Higher Education
(INQAAHE) Asia Pacific Sub-Network Forum

2003年元月17至18日假香港九龍喜來登大飯店 (Sheraton Hong Kong Hotel,
Hong Kong)

壹、目的

本次會議主要是由與 INQAAHE 相關之香港學術評審局 (Hong Kong Council for Academic Accreditation) 出面邀請約 35 個亞太地區國家代表或評鑑機構參加。其目的在報告與討論各國的高教評鑑制度，棄異求同，建立共識，以提升亞太地區高等教育水準。第一天主題有二：一、談論高教之輸入與輸出以及如何維持品質；二、討論品質之相互承認。第二天則主要係為 INQAAHE 會員所舉辦的會議，但亦歡迎其他與會者參加，討論亞太次網絡之建立。本次會議據說我教育部原有人員欲參加但未前來。

貳、過程

元月16日星期四 清晨6時40分乘長榮BR902次班機，由高雄飛桃園中正機場，轉8時20分BR852班機飛往香港，10時多抵香港，住進九龍尖沙咀彌敦道50號 (No.50, Nathan Road, Jsimshatsui, Kowloon)旋即前往香港學術評審局(Hong Kong Council for Academic, Accreditation)拜訪(香港中環都爹利街11號律敦大廈14樓(14F, Ruttonjee House, 11 Duddell Street, Central, Hongkong, Tel 28017480)，由執行長(Executive Director W.S.Wong)黃慧心女士接待並引導參觀該局擴大部分，該局係由香港政府資助成立但非屬官方機構，然其主席(Chairman)梁智仁教授(Prof. John C.Y. Leong)卻由香港特首任命，負責香港各校升格為正式大學前之學審。

黃執行長隨後特邀共進午餐，並請港大教授陪同。下午內人隨後前來香港，晚餐接受林光祥律師夫婦之邀請。

元月17日星期五 8時大會報到，9時會議開始，首先由香港學術評審局 (HKCAA) 主席梁智仁教授(Chairman Professor John C. Y. Leong)致歡迎詞。9時10分續由香港特別行政區政府之教育暨人力局副卿 Mr.Philip K.F.

Chok, JP. (Deputy Secretary for Education and Manpower, Education and Manpower Bureau, Hongkong Special Administration Region)致開幕詞。

09:20 進行第一主題：“高等教育之輸入與輸出：如何維持品質”，分三組同時進行

第一組(Session One)於宋園舉行

梁智仁主席主講“非本地(外來)課程品質之保證—香港經驗”

上海市教育委員會國際交流處處長江彥橋教授以普通話主講“努力建構上海中外合作辦學質量保障體系”

(Construction on the System of Quality Assurance for Chinese-Foreign Cooperative to Run a School in Shanghai by Prof. Jiang Yanqiao, Shanghai Municipal Educational Commission)

第二組 於明園一廳舉行

馬來西亞國家評審局主席 Professor Dr. Mohamed Suleiman (Chairman/Chief Executive, National Accreditation Board) 主講“在馬來西亞之經驗”

泰國大學事務部高等教育標準處處長 Miss Porntip Kanjananiyot 主講“泰國之經驗”

第三組 於明園二廳舉行

菲律賓評審協會執行長 Mrs. Concepcion V. Pijano (Executive Director, Philippine Accreditation Association of Schools, Colleges and Universities) 主講“在菲律賓之經驗”

澳洲國協教育、科學暨訓練部國際處教育標準部門經理 Ms Ronda Henry (Manager, Educational Standard Branch, International Division, Commonwealth Department of Education, Science and Training) 主講“在澳洲之經驗”

第一組總結報告人(Rapporteur)為前香港學評局委員、現任香港浸會大學商學院院長暨商學研究中心主任 Prof. Fan Yiu Kwan (Director, Business Research Centre & Dean, School of Business, Hong Kong Baptist University, and Former HKCAA Council member)

第二組總結報告人為紐西蘭大學學術監督單位主任 (Director, New Zealand Universities Academic Audit Unit) Mr. John Jennings

第三組總結報告人為前香港學術評審局副主席與前香港工程師研究所主管梁廣灝 Mr. Edmund Leung Kwong Ho, OBE, JP.

- 10:30 茶點咖啡時間(中間休息)
- 11:00 第一場大會 Session I (主題一 Theme 1): 上述同時進行之各組回頭向全體大會報告，並進行討論。由印度國家評估暨學審理事會主席 (Chairman, National Assessment & Accreditation Council India) Professor Arum Gnanam 主持
- 12:00 午餐
- 13:30 進行第二主題 Theme 2：資格之相互承認 (Mutual Recognition of Qualifications) 分三組同時進行
- 第一組於宋園舉行，主題為：香港-香港之展望
由 1.黃慧心執行長
2.梁廣灝 Mr. Edmund Leung Kwong Ho
3.香港會計師協會教育訓練部門主任 Ms. Georgina Chan
等人報告
- 第二組於明園一廳舉行，主題一為：印度 (The Indian Context)
由印度評估暨學審會主任 Professor Rajasekharan Pillai 主講
主題二為：印尼 (The Indonesia Context)
由印尼高等教育評審局 (National Accreditation Board for Higher Education, Indonesia) 主席 Professor Dr. M. K. Tadjudin 主講
- 第三組於明園二廳舉行，主題一為：泰國 (The Context of Thailand)
由泰國大學事務部 (Ministry of University Affairs, Thailand) 助理常任秘書 Dr. Chantavit Sujatamond (Assistant Permanent Secretary for University Affairs)主講
主題二為：相互承認——最合時潮的建議 (Mutual Recognition -- A Modest Proposal) 由日本大學評審協會資深管理主任 Professor Hiroshi Hokama (Senior Managing Director, Japan University Accreditation Association)主講
- 第一組總結報告人：香港 Sue Yan College Associate Academic Vice-President (助理學術副校長) Ms Andrea Hope 作總結報告
- 第二組總結報告人：澳洲大學品管機構執行主任 (Executive Director, Australian Universities Quality Agency) 作總結報告
- 第三組總結報告人：馬來西亞國家評審局主席兼執行長 Professor Dr. Mohamed Suleiman (Chairman / Chief Executive, National Accreditation Board, Malaysia) 作總結報告

14:45 茶點咖啡時間(中間休息)

15:15 第二場大會 Plenary Session II (主題二 Theme 2): 各組就同時進行場次內容結論向大會報告, 並進行討論, 由前香港學術評審局委員, 現任香港城市大學公共暨社會行政系(Department of Public & Social Administration, City University of Hong Kong) Professor Wong Hoi Kwok 主持

18:00 船上餐宴 (在 Jumbo Palace Floating Restaurant, Aberdeen, HK)

元月十八日(星期六)

08:00 報到

08:30 INQAAHE 會議: 亞太次系統之建立(Formation of the Asia Pacific Sub-Network)

該會議之會員約有 35 國或地區代表, 本亞太次系統會議約有 18 國家或地區代表參加, 台灣雖非會員, 但該會議亦歡迎其他參加者參加, 所以亦全程參與, 很受尊重的, 他們將我名字放在 Taiwan 之下, 香港與澳門名稱都冠以 China!

本會議場次之共同主持人為印度國家評估暨學審會主席 Professor Arum Gnanam (其主講資料見附件二 13 之 1) 與香港學術評審局執行長黃慧心執行長。

08:45 黃慧心執行長說明: 本次會議之背景與目的

08:50~10:15 黃執行長與 Professor Arum Gnanam 共同主持及與全體與會者討論:

1. 本次會議之背景與目的
2. 亞太次系統之建立的
 - ◎目的與目標
 - ◎管理與作業(架構、開會形式與次數、行政事宜等)
 - ◎會籍
3. 確定優先工作事項
4. 工作方案之建議、方案之確定兼計畫主持人
5. 任何其他事務
6. 次系統下次會議時間

10:20 世界銀行關於國際教育品質保證中心執行長(Executive Director, the Center for Quality Assurance in International Education) Dr. Marjorie Lenn 提出簡短特別報告給與會者:「加強世界銀行對於亞太區域內高等教育品質保證之支援」(Strengthening World Bank Support for Quality Assurance in Higher Education in the Asia Pacific Region – A

Brief Overview)

10:30 會議告一段落，茶點與咖啡休息時間

10:45 分成三個工作組同時分別工作：

第一工作組(Workshop 1 於宋園)：

1. 首先，由韓國大學教育協議會(Korean Council for University Education)事務總長李鉉清 (Dr. Hyun-Chong Lee) 報告「韓國大學評審制度」(University Accreditation System in Korea)
2. 其次，由香港學術評審局委員暨香港開放大學(Open University)學術副校長 Professor Danny Wong 及香港學術評審局黃慧心執行長分別報告「香港評審工作如何進行」(How Accreditation Works in HongKong, China)
3. 總結報告人：香港科技大學學術助理副校長(Associate Vice-President for Academic Affairs, Hong Kong Uni. Of Science and Technology)與香港學術評審局委員 Professor Peter N. Dobson

第二工作組(Workshop 2 於明園一廳)：

1. 紐西蘭大學學術監督單位主任(Director, New Zealand Universities Academic Audit Unit) Mr. John Jennings 報告「紐西蘭評審工作如何進行」(How Accreditation Works in New Zealand)
2. 日本大學評審協會副主任(Associate Director, Japan University Accreditation Association) Ms. Sanae Maeda 報告「日本評審工作如何進行」(How Accreditation Works in Japan)
3. 總結報告人：菲律賓大學院校評審協會執行長(Executive Director, Philippine Accrediting Association of Schools, Colleges and Universities) Ms. Concepcion V. Pijano

第三工作組(Workshop 3 於明園二廳)：

1. 由澳洲大學品管機構執行長(Executive Director, Australian University Quality Agency) Dr. David Woodhouse 報告「澳洲評審與監督制度」(Accreditation & Audit in Australia)
2. 由印度國家評估暨學審會顧問 Dr. Anthony Stella 報告「印度機構評審工作如何進行」(How Institutional Accreditation Works in India)
3. 總結報告人：香港 Yew Chung 教育基金會顧問 Dr. John Clark

- 12:00 第三場大會(Plenary Session III)：同時進行之三分組回頭向大會報告
並進行討論，由香港學術評審局委員 Mr. Martin Liao Cheung Kong 主
持
- 12:30 結束致詞：香港學術評審局副主席 Mr. Herbert Hui Ho Ming、執行長
黃慧心及印度國家評估暨學審會主席 Prof. Arum Gnanam
分別致詞

參、結論與建議

1. 香港目前有八家大學與三家授予學位之學術機構(Institutions)大都依英
國模式。約 18%人口取得學位，22%的人取得副學位(sub-degree)，所
謂 Associate degree 的進修教育(continuing education)是一年在香港
唸，一年在海外，由海外支助，目前香港有 6 萬人在海外唸書，政策
上祈在 2010 年提升至 60%。董特首政府鼓勵私人興學，與台灣不同，
香港反而鼓勵設立專科學校，大概是配合中國加入 WTO 後，第一產業
人才之特別需求。
2. 是次會議很強調「外來非本地課程」市場，尤香港與上海很重視。香港
每年約有 16 億港幣的此種市場，外來機構與本地大學院校合作，提供
有登記的課有 835 門，註冊學生 2~3 萬人，除 835 門課可取得學位
(academic awards)外，另 58 門課可取得就業資格或執照(professional
awards)。香港於 1997 年頒佈規範輸入教育學分之法令(Regulation of
Imported courses)，建立外來課程品質維持或保證之架構/framework of
quality assurance)。這種非本地課程的共同特色(Common Features of
Non-local Courses)包括非全勤上課(part-time)、遠距教學
(distance-learning)、短期密集上課與加速傳授(Block-teaching
/intensive'accelerated mode of delivery)以及頂尖研究(top-up studies)。至
於非本地課程向主管機關申請登記(Registration)時可分高等教育與職
業教育(professional education)，視性質決定，所有課程在上課前須登記
(registered)或申請免於登記(exempted course)。准登記時可附條件許
可。香港學術評審局依法令提供諮詢意見給登記處。准予登記的條件
係授課機構(the awarding institution)受地主國的承認；在品質上能維持
有效作法；在非本地的課程安排上亦有類此的授課等。香港自 1997 年
以來估計有 530 非本地課程申請登記中，而超 700 門已登記之課程每
年回頭提供。
中國在加入 WTO 後，中外合作辦學亦出現加速發展之趨勢，如何質量

保障?成為迫切需要解決問題，上海教委會江彥橋教授的「努力建構上海中外合作辦學質量保障體系」很值得重視。

3. 香港的大學在世界評審行列排行甚高，然香港學術評審局在 97 年回歸中國前，每年派人來台灣參觀我們的大學評鑑制度，比較美國與英國制度的不同，比較優缺點，是次主辦亞太高等教育品質保機構次系統的論壇，看見許多國家在努力使高教評鑑獨立於教育主管機關，由中立的機構執行，香港等多數國家已經做到，似乎可供我國作為借鏡。
4. 建議政府積極參加類此亞太地區或國際的學術相關活動，是次個人是唯一台灣代表，去年參加在澳洲雪梨由世界大學校長協會舉辦的世界校長會議時，亦為台灣唯一代表，該次大陸竟然去了 30 多個學校及機關。

附件一

原始會議資料

International Network for Quality Assurance Agencies
in Higher Education

Asia Pacific Sub-Network Forum

17 – 18 January 2003
Sheraton Hong Kong Hotel

Organised by Hong Kong Council for Academic Accreditation

CONTENTS

1. The Hong Kong Council for Academic Accreditation (HKCAA)
2. The International Network for Quality Assurance Agencies in Higher Education (INQAAHE)
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5. List of Participants
6. Floor Plan

INQAAHE ASIA PACIFIC SUB-NETWORK FORUM

INQAAHE ASIA PACIFIC SUB-NETWORK FORUM

Organizer: Hong Kong Council for Academic Accreditation (HKCAA)

FINAL ANNOUNCEMENT

Date: 17 –18 January 2003 (Friday & Saturday)

Time: 17 January 2003 0830 – 1645 (Optional Dinner: 1800 – 2100)

18 January 2003 0800 – 1245

Venue: Sheraton Hong Kong Hotel, Tsim Sha Tsui, Kowloon, Hong Kong

You are cordially invited to attend this Forum. We are very pleased to announce that the Programme Rundown has been finalized and 19 presenters including prominent academics and experts from the education and accreditation authorities, quality assurance agencies and professional bodies from 11 Asia Pacific countries and places will give presentation on the following themes of Forum and Workshop:

- ***Import & Export of Higher Education: How to Sustain Quality***
- ***Mutual Recognition of Qualifications***
- ***How does Accreditation Works?***

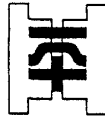
Our Presenters comprise:	
Australia	<p><i>Dr David Woodhouse</i>, Executive Director, Australian Universities Quality Agency</p> <p><i>Ms Rhonda Henry</i>, Manager, Educational Standards Branch, International Division, Commonwealth Department of Education, Science and Training</p>
Hong Kong, China	<p><i>Prof John Leong</i>, OBE, JP, Chairman of HKCAA</p> <p><i>Mr Edmund Leung Kwong Ho</i>, OBE, JP, Former Vice-Chairman of HKCAA and Former President of the Hong Kong Institution of Engineers</p> <p><i>Ms Georgina Chan</i>, Director of Education Training, Hong Kong Society of Accountant</p> <p><i>Prof Danny Wong</i>, HKCAA Council member and Vice President (Academic), The Open University of Hong Kong</p> <p><i>Miss W S Wong</i>, Executive Director of HKCAA</p>
India	<p><i>Prof Rajasekharan Pillai</i>, Director, National Assessment & Accreditation Council, India (NAAC)</p>

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	<i>Dr Anthony Stella</i> , Deputy Advisor, NAAC
Indonesia	<i>Prof Dr M K Tadjudin</i> , Chairman, Badan Akreditasi Nasional Perguruan Tinggi, Department for National Education, Indonesia
Japan	<i>Prof Hiroshi Hokama</i> , Senior Managing Director, Japanese University Accreditation Association (JUAA) <i>Ms Sanae Maeda</i> , Associate Director, JUAA
Korea	<i>Dr Hyun-Chong Lee</i> , Secretary General, Korean Council for University Education
Mainland China	<i>Prof Li Ya Dong</i> , The Shanghai Educational Evaluation Institute
Malaysia	<i>Prof dr. M. Suleiman</i> , Chairman/Chief Executive, Lembaga Akkreditasi Negara
New Zealand	<i>Mr John Jennings</i> , Director, New Zealand Universities Academic Audit Unit
Philippines	<i>Mrs Concepcion Pijano</i> , Executive Director, Philippine Accrediting Association of Schools, Colleges & Universities
Thailand	<i>Dr Chantavit Sujatanond</i> , Assistant Permanent Secretary for Ministry of University Affairs, Thailand (MUA) <i>Miss Porntip Kanjananiyot</i> , Director of Higher Education Standards Bureau, MUA
Attachment 1 --- Detailed Programme Rundown	

REGISTRATION

- Registration Fee:
Forum & Workshop (17 & 18 January 2003) – US\$115/HK\$900
Dinner (Optional) (17 January 2003) - US\$ 40/HK\$300
- Enquiries and registration can be made to HKCAA by mail (14/F., Ruttonjee House, 11 Duddell Street, Central, Hong Kong), telephone (+852 2801 7480), fax (+852 2845 9910) or email (contact@hkcaa.edu.hk).
- **Attachment 2** --- Registration Form (Deadline for registration: **31 December 2002**)
- A 50% refund will be made for written notification for cancellation before **7 January 2003**. No refund will be made after this date.
- Registration on a first- come-first-serve basis
- Official Language: **English**
- Participants will make their own travel and accommodation arrangements.
- Updated information of the Forum is available at the websites of HKCAA (<http://www.hkcaa.edu.hk>) & the International Network for Quality Assurance Agencies in Higher Education (INQA/AHE) (<http://www.inqahe.nl>)



THE HONG KONG COUNCIL FOR ACADEMIC ACCREDITATION (HKCAA)

The Hong Kong Council for Academic Accreditation was established in 1990 as an independent statutory body with a role to provide advice to the Government on the academic standards of degree programmes in higher education institutions in Hong Kong through accreditation and related activities and to give advice on educational standards and qualifications in general. Its role has expanded in recent years to the quality assurance of sub-degrees. The HKCAA is a non-profit making body, financed by fees received from its accreditation and other services. Over the years the HKCAA has conducted institutional reviews and programme validations and revalidations at many UGC-funded and non-UGC institutions. Through the accreditation of institutions and the validation of degree/sub-degree programmes, the HKCAA ensures that the quality of education in local institutions is maintained at internationally comparable standards.

The HKCAA's mission is the promotion, enhancement, and maintenance of quality in education. HKCAA plays an important role as an independent quality assurance agency in higher education in the Hong Kong Special Administrative Region of China. The HKCAA is committed to the development of internal quality assurance in institutions and has assisted a number of institutions in their internal development and their achieving self-accreditation and university status.

The Council currently has a total of 20 members appointed by the Chief Executive of the Hong Kong Special Administrative Region. The members are appointed in 3 categories: local academics, non-local academics, and local non-academics from the commercial, industrial and professional circles in Hong Kong. The Executive Director is an *ex officio* member. The Council is served by a Secretariat of professional, executive and administrative staff.

As the only statutory academic accreditation body in Hong Kong, the HKCAA monitors the development of education and quality assurance methods elsewhere and promotes good practices. It convened the founding meeting of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) in 1991 and edits and publishes its newsletter. It hosted several international gatherings, the most recent on its Tenth Anniversary from which the *festschrift Global Perspectives on Quality in Higher Education* was published in 2001.

Role

- To provide independent authoritative advice on academic standards in institutions of higher education by carrying out academic accreditation of institutions and validation or revalidation of programmes, and/or reviewing the general academic standards;
- To advise on the academic standards of qualifications and study programmes within and outside Hong Kong;
- To promote good practices of academic accreditation and quality assurance, and to assist in maintaining and monitoring academic standards;

- To publish, conduct seminars, conferences and other forms of developmental activity relating to education and quality assurance;
- To establish and maintain relations with educational bodies and accrediting agencies in other places and to keep under review the systems of education and of academic accreditation of places outside Hong Kong;
- To advise the Government on matters pertaining to academic accreditation and academic standards;
- To advise the Registrar of Non-local Higher and Professional Education Courses on the registration of non-local courses;
- To provide advisory and consultancy services to organizations and individuals, and
- To carry out such other functions connected with academic accreditation and evaluation as may be assigned by the Government and the Chief Executive of the Hong Kong Special Administrative Region.

Services

Services currently provided by the HKCAA include:

- **Academic Accreditation**
 - ~ Accreditation of degrees and sub-degrees at local tertiary institutions
 - ~ Accreditation of degrees/sub-degrees offered by non-local institutions in Hong Kong
- **Assessment of Non-local Courses** - as advisor to the Registrar of non-local courses under the Non-local Higher & Professional Education (Regulation) Ordinance
- **Accreditation of Continuing Professional Development Programmes for the Insurance Industry**
- **Qualifications Assessment**

Assessment of the comparability of qualifications held by individual applicants, upon application of individuals or cases referred from the government
- **Assessment Services**

Assessment of reimbursable courses under the Continuing Education Fund
- **Consultancy Services**

Teacher education studies, comparative studies of professional qualifications, and consultancies on accreditation and quality assurance practices

International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) was established in 1991 for the purpose of collecting and disseminating information on current and developing theory and practice in the assessment, improvement and maintenance of quality in higher education.

In particular, the Network aims to:

- promote good practices in the maintenance and improvement of quality in higher education;
- facilitate research into the practice of quality management in higher education and its effectiveness;
- be able to provide advice and expertise to assist the development of new quality assurance agencies;
- facilitate links between accrediting bodies especially insofar as they operate across national borders;
- assist members to determine the standards of institutions operating across national borders;
- permit better-informed international recognition of qualifications;
- be able to assist in the development and use of credit transfer schemes to enhance the mobility of students between institutions within and across national borders; and
- enable members to be alert to dubious accrediting practices and organizations.

The Network is managed by a Board of 11 members which is currently headed by the President, Mrs Maria Jose Lemaitre del Campo, the Secretary General at the National Commission for Programme Accreditation in Chile. The Network offers three types of membership – full, associate and affiliate. Members receive the Network's Newsletter ('QA') and Journal ('Quality in Higher Education').

At present, the Network has over 100 members from over 50 countries. To promote an exchange of views amongst members, biennial conferences and workshops are held regularly in different parts of the world. The next Biennial Conference is scheduled on 14 to 17 April 2003 in Dublin, Ireland. Detailed information of the Conference and the Network is available on the website (www.inqahe.nl).

As one of the founders of the Network, the Hong Kong Council for Academic Accreditation (HKCAA) has been playing an active part in the Network's activities. From 1992 to 1995, the Council acted as the Secretariat of the Network, took up the editor's role for the 'QA' and also fully subsidized its costs. Following an invitation from the Network, the HKCAA resumed the editor's role for the 'QA' since 2001. The Council has reverted to a printed version whenever possible, while the electronic copy is also available on the website of the Network.

The Executive Director of HKCAA, Ms W. S. Wong was elected a Board member of the Network for the years 2001 to 2003.

International Network for Quality Assurance Agencies in Higher Education (INQAAHE)
Asia Pacific Sub-Network Forum
17 – 18 January 2003, Sheraton Hong Kong Hotel, Hong Kong, China
Forum Programme

17 January 2003 (Friday)			
0800	Registration & Coffee		
0900	Welcome Address by <i>Professor John C Y Leong, OBE, JP</i> , Chairman of Hong Kong Council for Academic Accreditation (HKCAA)		
0910	Opening Address by <i>Mr Philip K F Chok, JP</i> , Deputy Secretary for Education and Manpower, Education and Manpower Bureau, Hong Kong Special Administrative Region		
0920	Theme 1: Import and Export of Higher Education: How to Sustain Quality		
	<p>Session One (Sung Room):</p> <p>Assuring Quality of Non-local Courses – Hong Kong Experience <i>Professor John C Y Leong, OBE, JP</i>, Chairman of HKCAA</p> <p>Construction on the System of Quality Assurance for Chinese-Foreign Cooperative to Run a School in Shanghai (努力構建上海中外合作辦學質量保障體系) (in Putonghua) <i>Professor Jiang Yan Qiao</i>, Professor, Shanghai Municipal Educational Commission (Prepared together with Professor Jing Tong Kang and Professor Li Ya Dong, Shanghai Educational Evaluation Institute)</p> <p>Rapporteur: Professor Fan Yiu Kwan, Director, Business Research Centre & Dean, School of Business, Hong Kong Baptist University, and Former HKCAA Council member</p>	<p>Session Two (Ming Room I):</p> <p>Experience in Malaysia <i>Professor Dr Mohamed Suleiman</i>, Chairman/Chief Executive, National Accreditation Board</p> <p>Thailand's Experience <i>Miss Pornnip Kanjanajit</i>, Director of Higher Education Standards Bureau, Ministry of University Affairs</p> <p>Rapporteur: Mr John Jennings, Director, New Zealand Universities Academic Audit Unit</p>	<p>Session Three (Ming Room II):</p> <p>Experience in the Philippines <i>Mrs Concepcion V. Pijano</i>, Executive Director, Philippine Accrediting Association of Schools, Colleges and Universities</p> <p>Experience in Australia <i>Ms Rhonda Henry</i>, Manager, Educational Standards Branch, International Division, Commonwealth Department of Education, Science and Training</p> <p>Rapporteur: Mr Edmund Leung Kwong Ho, OBE, JP, Former Vice-Chairman of HKCAA and Past President of the Hong Kong Institution of Engineers</p>
1030	Tea & Coffee		
1100	Plenary Session I (Theme 1) (Report Back from Parallel Sessions & Discussion) – Chairperson: <i>Professor Arum Ghanam</i> , Chairman, National Assessment & Accreditation Council, India		
1200	Lunch		
1330	Theme 2 - Mutual Recognition of Qualifications		
	<p>Session One (Sung Room):</p> <p>Hong Kong, China – The Hong Kong Perspective</p> <ol style="list-style-type: none"> <i>Miss W S Wong</i>, Executive Director of HKCAA <i>Mr Edmund Leung Kwong Ho, OBE, JP</i>, Former Vice-Chairman of HKCAA and Past President of the Hong Kong Institution of Engineers <i>Ms Georgina Chan</i>, Director of Education Training, Hong Kong Society of Accountants 	<p>Session Two (Ming Room I):</p> <p>The Indian Context <i>Professor Rajasekharan Pillai</i>, Director, National Assessment and Accreditation Council, India</p> <p>The Indonesia Context <i>Professor Dr M K Taufjudin</i>, Chairman, National Accreditation Board for Higher Education, Indonesia</p>	<p>Session Three (Ming Room II):</p> <p>The Context of Thailand <i>Dr Chanavit Sujatanond</i>, Assistant Permanent Secretary for University Affairs, Ministry of University Affairs, Thailand</p> <p>Mutual Recognition – A Modest Proposal <i>Professor Hiroshi Hokama</i>, Senior Managing Director, Japan University Accreditation Association</p>

附件 1 - 3

	Rapporteur: <i>Ms Andrea Hope</i> , Associate Academic Vice-President, Hong Kong Shue Yan College	Rapporteur: <i>Dr David Woodhouse</i> , Executive Director, Australian Universities Quality Agency	Rapporteur: <i>Professor Dr Mohammed Suleiman</i> , Chairman/Chief Executive, National Accreditation Board, Malaysia
1445	Tea & Coffee		
1515	Plenary Session II (Theme 2) (Report Back from Parallel Sessions & Discussion) - Chairperson: <i>Professor Wong Hoi Kwok</i> , Professor, Department of Public & Social Administration, City University of Hong Kong and Former HKCAA Council member		
1630	End of Day One Programme		
1700	Departure from Sheraton Hong Kong Hotel for Aberdeen by coach		
1800	Dinner - Chinese Banquet (Jumbo Palace Floating Restaurant, Aberdeen, Hong Kong) (Optional)		
18 January 2003 (Saturday)			
0800	Registration & Coffee		
0830	Meeting: Formation of the Asia Pacific Sub-Network (Mainly for INQAAHE members. Other participants are also welcome.) Co-conveners: <i>Professor Arun Ganam</i> , Chairman, National Assessment & Accreditation Council, India and <i>Miss W S Wong</i> , Executive Director of HKCAA		
1030	Tea & Coffee		
1045	Workshop 1 (Sung Room): University Accreditation System in Korea <i>Dr Hyun-Chang Lee</i> , Secretary General, Korean Council for University Education	Workshop 2 (Ming Room I): How Accreditation Works in New Zealand <i>Mr John Jennings</i> , Director, New Zealand Universities Academic Audit Unit (prepared together with Mr Michael Steer, Group Manager, Approvals, Accreditation & Audit, New Zealand Qualifications Authority)	Workshop 3 (Ming Room II): Accreditation & Audit in Australia <i>Dr David Woodhouse</i> , Executive Director, Australian Universities Quality Agency
	How Accreditation Works in Hong Kong, China 1. <i>Professor Danny Wong</i> , Council member of HKCAA and Vice President (Academic), the Open University of Hong Kong & 2. <i>Miss W S Wong</i> , Executive Director of HKCAA	How Accreditation Works in Japan <i>Ms Saeko Maeda</i> , Associate Director, Japan University Accreditation Association	How Institutional Accreditation Works in India <i>Dr Anthony Stella</i> , Adviser, National Assessment and Accreditation Council, India
1200	Rapporteur: <i>Professor Peter N Dobson, Jr</i> , Associate Vice-President for Academic Affairs, Hong Kong University of Science and Technology, and HKCAA Council member	Rapporteur: <i>Mrs Concepcion V. Pijano</i> , Executive Director, Philippine Accrediting Association of Schools, Colleges and Universities	Rapporteur: <i>Dr John Clark</i> , Consultant, Yew Chung Education Foundation, Hong Kong
1230	Plenary Session III (Report Back from Parallel Sessions and Discussion) - Chairperson: <i>Mr Martin Liao Cheung Kong</i> , Council member of HKCAA		
1245	Closing Remarks - <i>Mr Herbert Hui Ho Ming</i> , Vice-Chairman of HKCAA, <i>Professor Arun Ganam</i> , Chairman, National Assessment & Accreditation Council, India and <i>Miss W S Wong</i> , Executive Director of HKCAA End of Forum		

International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Asia Pacific Sub-Network Forum

Meeting on the Formation of the Asia Pacific Sub-Network

Date: Saturday 18 January, 2003
 Time: 8:30 am – 10:30 am
 Venue: Sung Room, Level 4, Sheraton Hong Kong Hotel
 Co-convenors: *Miss W S Wong*, Executive Director of HKCAA and
Professor Arum Gnanam, Chairman, National Assessment & Accreditation Council, India

- *Agenda* -

8:45 am	1. Background and Purpose of the Meeting	W S Wong
8:50 am	2. Formation of the Asia Pacific Sub-Network: <input type="checkbox"/> Purpose and objectives <input type="checkbox"/> Management and operation (structure, format and frequency of meetings, administration, etc.) <input type="checkbox"/> Membership	Arum Gnanam and W S Wong
9:10 am	3. Identification of Priority Issues	
9:40 am	4. Suggestion for Work Programmes and Nomination of Programme/Project Convenors	
10:10 am	5. Any Other Business	
10:15 am	6. Date of the Next Meeting of the Sub-Network	
10:20 am	7. Special Presentation: Strengthening World Bank Support for Quality Assurance in Higher Education in the Asia Pacific Region – A Brief Overview	Dr Marjorie Lenn
10:30 am	8. Close of Meeting	W S Wong

16 January 2003
 WSW/FL/JC/pk

Suggested List of Priority Issues

1. Mapping the system of higher education and its trends in the region on a comparative format and encouraging member countries to evolve common and mutually recognizable systems of higher education.
2. Promote greater understanding of national quality assurance systems, and interaction through visits to observe the actual process of Assessment and Accreditation in countries of the region.
3. To establish a continuous dialogue to facilitate the sharing of information, such as through a web domain, to be linked to and managed by member agencies, and/or through the publication of a sub-network newsletter, or through the existing INQAAHE newsletter QA.
4. Formulating a Code of Practice and/or assisting national governments to draw up codes for the import and export of higher education.
5. Encouraging and facilitating mutual recognition of qualifications between agencies starting with reciprocal arrangements as appropriate.
6. Soliciting and obtaining funding from international or regional bodies to support the work of the sub-network.

16 January 2003
WSW/fl

Considerations Relating to Establishing an Asia-Pacific Quality Network (APQN) as a sub-network of INQAAHE

Purposes

There are some functions that one would expect of any network of external quality assurance (EQA) agencies, and the APQN will address these. However, Asia and the Pacific are already covered by INQAAHE (ie any QA agencies in the region can join INQAAHE) so there should be some special reasons for having a regional sub-network. There are at least four matters that are particularly pertinent to us in this region.

1. Mutual understanding of EQA

The different governments, cultures and HE systems in the Asia-Pacific Region (APR) have given rise to different EQA agencies with different core assumptions and possibilities for action. Therefore a good deal of work is needed for us to understand the nature and implications of what we each do.

2. Support the approaches taken to EQA in the different countries.

EQA agencies have many different specific purposes. In the broad, however, almost all are required to assure, improve or account for quality in HE or technical HE, with the aim of achieving value-for-money (VFM) or providing all 'stakeholders' with the services they should be able to expect.

3. Minimise the load of 'self-justification' placed on institutions

The APR has a relatively high number of institutions that operate in more than one country. Such multi-country operations may result in the institutions being subject to multiple (and perhaps conflicting) EQA requirements (or, conversely, they may escape EQA purview altogether). EQAs should collaborate to avoid either of these possibilities.

4. Learning from each other

Even within one country, institutions may be subject to an unreasonable load of requirements and accountability. It is the responsibility of that government to address that issue, but knowledge of other EQA methods and their effectiveness may help to persuade the government to reduce its requirements.

The following Aims are therefore suggested for the APQN. They draw on those of INQAAHE, those of the Caribbean sub-network of INQAAHE and the specific needs outlined above.

Proposed Objectives for an APQN

1. Promote good practices in QA and assist in their implementation
2. Provide information on QA issues for EQA agencies in the region
3. Facilitate collaboration between EQA agencies across national boundaries
4. Assist in mutual recognition of the work of EQA agencies in the regions
5. Assist countries in the region in the formation of national EQA agencies
6. Work with relevant professional bodies on QA matters
7. Assist in the determination of standards of institutions operating in the region
8. Assist in the international recognition of qualifications
9. Disseminate information on any institutions that appear to be operating without requisite approval

Other Issues

The objectives should be decided first, as they provide the basis for other structural decisions. Other decisions to be made include:

- Nature and scope of membership - who can be members?
- Organisation - should there be a co-ordinating committee, office-bearers?
- Should there be a secretariat - perhaps the World Bank or some other interested body would provide a modest sum to one of the member agencies to act as an APQN Secretariat?
- How shall we arrange to communicate in a regular and organised way?
- Should we plan to have meetings, and if so how, and how often?
- What links should we establish with other bodies, and how?

Early actions we might take

1. Information-gathering

INQAAHE drafted a questionnaire which has been completed by about 40-50 INQAAHE members, including some among those at this meeting. The questions are just those that we need to get the basic information about each other's scope and operations. I suggest that we all complete this. This information can join the information already on the INQAAHE web-site, but also we can package all the information on Asia-Pacific EQAs for our use in this region.

2. Information-sharing

We could set up a listserv or other on-line discussion facility, accessible by all of us, and send information about our activities regularly.

3. Personnel sharing

AUQA has on its list of honorary auditors, whom we use in auditing Australian universities and agencies, people from the following agencies: BAN-PT (Indonesia), UGC (Hong Kong), AAU (New Zealand), QAA (UK), as well as other members from Malaysia, Singapore, Thailand. Also, we are willing to have observers on our audit panels, and to have colleagues seconded to AUQA for brief periods to observe our working. This mobility of personnel could be extended between us where language issues permit.

4. Meetings

Are we all too busy for yet more meetings? Or could we routinely take advantage of other meetings in the region, and aim to add a meeting of Asia-Pacific EQA agencies (even if it is just one day) on to other meetings (such as AUN, UNESCO-PROAP, etc.)

David Woodhouse
Executive Director
Australian Universities Quality Agency

INQAAHE Asia Pacific Sub-Network Forum
17-18 January 2003
List of Speakers, Rapporteurs and Chairpersons of Plenary Sessions

Speakers:-

Region	Name	Position	Organization
AUSTRALIA	HENRY/RHONDA (MS)	MANAGER, EDUCATIONAL STANDARDS BRANCH, INTERNATIONAL DIVISION	COMMONWEALTH DEPARTMENT OF EDUCATION, SCIENCE AND TRAINING
AUSTRALIA	WOODHOUSE/DAVID (DR)	EXECUTIVE DIRECTOR	AUSTRALIAN UNIVERSITIES QUALITY AGENCY
CHINA	JIANG/YAN QIAO (PROF)	PROFESSOR	SHANGHAI MUNICIPAL EDUCATIONAL COMMISSION
HONG KONG	CHAN/GEORGINA (MS)	DIRECTOR OF EDUCATION AND TRAINING	HONG KONG SOCIETY OF ACCOUNTANTS
HONG KONG	LEONG/JOHN C Y, OBE, JP (PROF)	CHAIRMAN	HONG KONG COUNCIL FOR ACADEMIC ACCREDITATION
HONG KONG	LEUNG/EDMUND KWONG HO, OBE, JP	FORMER VICE-CHAIRMAN PAST PRESIDENT	HONG KONG COUNCIL FOR ACADEMIC ACCREDITATION THE HONG KONG INSTITUTION OF ENGINEERS
HONG KONG	WONG/DANNY (PROF)	VICE PRESIDENT (ACADEMIC)	THE OPEN UNIVERSITY OF HONG KONG
HONG KONG	WONG/W S (MISS)	EXECUTIVE DIRECTOR	HONG KONG COUNCIL FOR ACADEMIC ACCREDITATION
INDIA	PILLAI/RAJASEKHARAN (PROF)	DIRECTOR	NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL, INDIA
INDIA	STELLA/ANTHONY (DR)	ADVISER	NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL, INDIA
INDONESIA	TADJUDIN/M K (PROF DR)	CHAIRMAN	NATIONAL ACCREDITATION BOARD OF HIGHER EDUCATION, INDONESIA
JAPAN	HOKAMA/HIROSHI (PROF)	SENIOR MANAGING DIRECTOR	JAPAN UNIVERSITY ACCREDITATION ASSOCIATION
JAPAN	MAEDA/SANAE (MS)	ASSOCIATE DIRECTOR	JAPAN UNIVERSITY ACCREDITATION ASSOCIATION
KOREA	LEE/HYUN-CHONG (DR)	SECRETARY GENERAL	KOREAN COUNCIL FOR UNIVERSITY EDUCATION
MALAYSIA	SULEIMAN/MOHAMED (PROF DR)	CHAIRMAN/CHIEF EXECUTIVE	NATIONAL ACCREDITATION BOARD
NEW ZEALAND	JENNINGS/JOHN (MR)	DIRECTOR	NEW ZEALAND UNIVERSITIES ACADEMIC AUDIT UNIT
PHILIPPINES	PIJANO/CONCEPCION V (MRS)	EXECUTIVE DIRECTOR	PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES
THAILAND	KANJANANIYOT/PORNTIP (MISS)	DIRECTOR OF HIGHER EDUCATION STANDARDS BUREAU	MINISTRY OF UNIVERSITY AFFAIRS, THAILAND
THAILAND	SUJATANOND/CHANTAVIT (DR)	ASSISTANT PERMANENT SECRETARY FOR UNIVERSITY AFFAIRS	MINISTRY OF UNIVERSITY AFFAIRS, THAILAND

Rapporteurs:

Region	Name	Position	Organization
AUSTRALIA	WOODHOUSE/DAVID (DR)	EXECUTIVE DIRECTOR	AUSTRALIAN UNIVERSITIES QUALITY AGENCY
HK	CLARK/JOHN (DR)	CONSULTANT	YEW CHUNG EDUCATION FOUNDATION, HONG KONG
HK	DOBSON/PETER N (PROF)	ASSOCIATE VICE-PRESIDENT OF ACADEMIC AFFAIRS	HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
HK	FAN/YIU KWAN (PROF)	DIRECTOR, BUSINESS RESEARCH CENTRE & DEAN, SCHOOL OF BUSINESS	HONG KONG BAPTIST UNIVERSITY
HK	HOPE/ANDREA (MS)	ASSOCIATE ACADEMIC VICE-PRESIDENT	HONG KONG SHUE YAN COLLEGE
HK	LEUNG/EDMUND KWONG HO (MR)	FORMER VICE-CHAIRMAN PAST PRESIDENT	HONG KONG COUNCIL FOR ACADEMIC ACCREDITATION THE HONG KONG INSTITUTION OF ENGINEERS
MALAYSIA	SULEIMAN/MOHAMED (PROF DR)	CHAIRMAN/CHIEF EXECUTIVE	NATIONAL ACCREDITATION BOARD, MALAYSIA
NEW ZEALAND	JENNINGS/JOHN (MR)	DIRECTOR	NEW ZEALAND UNIVERSITIES ACADEMIC AUDIT UNIT
PHILIPPINE	PIJANO/CONCEPCION V (MRS)	EXECUTIVE DIRECTOR	PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES

Chairpersons:-

Region	Name	Position	Organization
HK	LIAO/MARTIN CHEUNG KONG (MR)	COUNCIL MEMBER	HONG KONG COUNCIL FOR ACADEMIC ACCREDITATION
HK	WONG/HOI KWOK (PROF)	PROFESSOR DEPARTMENT OF PUBLIC & SOCIAL ADMINISTRATION	CITY UNIVERSITY OF HONG KONG
INDIA	GNANAM/ARUM (PROF)	CHAIRMAN	NATIONAL ASSESSMENT & ACCREDITATION COUNCIL, INDIA

**International Network for Quality Assurance Agencies in Higher Education
(INQAAHE)
Asia Pacific Sub-Network Forum**

PERSONAL PROFILE OF SPEAKERS & ABSTRACTS OF PRESENTATION

(Where originals provided by speakers have been abridged, every effort has been made to retain the authors' words. For originals, contact the speaker.)

17 January 2003 (Friday)

9:20 am Theme I Import And Export Of Higher Education

Session One Sung Room

Professor John C Y Leong, OBE, JP (梁智仁教授) is Chairman of the Hong Kong Council for Academic Accreditation. He joined the Council as Vice-Chairman in June 1996. He is also the Professor and Head of the Department of Orthopaedic Surgery at the University of Hong Kong. He was former Dean of the Faculty of Medicine (from 1985-1990) and Director of Postgraduate Medical Education and Training (1993-1999) of the University. Professor Leong is an orthopaedic surgeon. He is presently President of the Societe Internationale de Chirurgie Orthopedique et de Traumatologie (world orthopaedic association with 105 member nations). He is also former President of the Hong Kong College of Orthopaedic Association and the Western Pacific Orthopaedic Association. He takes part actively in community affairs, presently being Chairman of the Hospital Governing Committee of Castle Peak Hospital and member of some government advisory bodies.

In 2001, Professor Leong was appointed Fellow of the Hong Kong Polytechnic University. In the same year, he was conferred an Honorary Fellowship by the Royal College of Orthopaedic Surgeons of Thailand, and was elected to the Chinese Academy of Sciences.

Abstract of *"Assuring Quality of Non-local Courses - the Hong Kong Experience"*

The importation of non-local courses has become pervasive in Hong Kong in the 1990s, reflecting a demand from individuals and employers for study opportunities in addition to existing local provision. The size of the non-local courses market is mammoth, involving an estimated HK\$1.6 billion dollars per annum. There are 893 registered non-local courses offered by non-local institutions in conjunction with local

universities/colleges or local commercial partners with student enrolment between 20,000 and 25,000. This has prompted the need for a regulatory and monitoring regime.

Hong Kong's unique approach balances the free market principle, institutional autonomy and consumer protection. The 1997 Non-local Higher and Professional Education (Regulation) Ordinance requires all non-local courses to be registered or seek exemption before they can be legally offered. The Hong Kong Council for Academic Accreditation (HKCAA) is the designated advisor to the Registrar of non-local courses under this Ordinance. Using the criteria of comparability of the course in Hong Kong with its counterpart offered in the home country, the HKCAA has since 1997 assessed some 530 non-local courses seeking registration and over 700 post-registration Annual Returns furnished by non-local course operators.

This presentation discusses the regulatory framework for non-local courses in Hong Kong. The presentation goes on to give pointers on best practices in quality assurance in the offer of transnational education, in areas such as institutional policy, programme design and delivery, choice of collaborative partner, learning resources staff qualifications and teaching.

The conclusion offers suggestions for non-local institutions, local agents and importing and exporting countries to work together to uphold the quality of non-local courses through the development of a code of practice, voluntary accreditation and the adoption of quality culture. The Hong Kong experience while unique to the time and place may provide pointers to fruitful and constructive discussions on quality assurance in cross-border education programmes.

Professor Jiang Yan Qiao (江彦桥教授), Director of International Cooperation and Exchange of Shanghai Municipal Education Commission, China, got his Master degree of Higher Education from East China Normal University. Before the post, he had been the Dean of Studies of Shanghai Maritime University for several years. His main research interests include quality assurance for higher education, comparative studies of transnational education, human resource planning, etc.

The roles of International Cooperation and Exchange of Shanghai Municipal Education Commission include planning and design of the international exchange and cooperation for Shanghai education, receiving foreign education specialists, promoting students and teaching staff exchange, registering and supervision of collaborative program with foreign educational institution and school for expatriate children.

Abstract of “Construction on the System of Quality Assurance for Chinese-Foreign Cooperative to Run a School in Shanghai”

(Prepared together with Professor Jing Tong Kang and Professor Li Ya Dong, Shanghai Educational Evaluation Institute)

With China's entry into WTO, Chinese-Foreign Cooperative To Run A School's (CFCTRAS) steps are speeding up. Because of this, we face the urgent realistic problem: How to assure these schools' quality? In this article, we evaluate the management current situation of CFCTRAS. According to the demands for the reform of Educational Management system and the internationalization of Higher Education in China, we draw on the experience of international Higher Education Quality Assurance, and change the traditional management methods solely controlled by government. Then we try to construct a system of quality assurance, combining educational administrative department's examination and approval by law, social intermediary agency's control by evaluation, and CFCTRAS' self-control, to promote CFCTRAS' sustainable development in Shanghai.

“努力構建上海中外合作辦學質量保障體系”內容摘要

中國加入世界貿易組織之後，中外合作辦學呈現出加速發展的勢頭，如何進行中外合作辦學質量保障？這是迫切需要解決的現實問題。本文在對上海中外合作辦學管理現狀進行評介的基礎上，按照推進中國教育管理體制改革和高等教育國際化的要求，借鑒國際高等教育質量保障的有益經驗，改變單純依靠政府對中外合作辦學進行行政管理的傳統做法，試圖構建起“教育行政部門依法審批、社會中介機構評估監控、合作辦學機構自我制約”相結合的質量保障體系，促進上海中外合作辦學的健康發展。

Session Two Ming Room I

Dr Mohamed bin Suleiman, a Mathematician, began his studies at the University of Malaya and completed his doctorate at University of Manchester. He became Professor in 1990 and was sometime Head of Department, Faculty Dean and Deputy Vice Chancellor (Academic Affairs) of University Putra Malaysia (1994). He is a Director of several government and semi-government agencies. In July 1997, he was seconded to his current position at the National Accreditation Board (NAB) Malaysia as the Chairman/Chief Executive.

Abstract of “Import and Export of Higher Education: How to Sustain Quality - Experience in Malaysia”

A brief narration of the history of Private Education in Malaysia and the advent of foreign academic programmes will be presented. These programmes

will be classified and the merits and demerits of each group will be discussed. Finally, implications of these foreign programmes to the Malaysian education system and steps taken to ensure quality of education of these programmes will be highlighted.

Ms Pornnip Kanjananiyot, the Director of Bureau of Higher Education Standards at the Ministry of University Affairs has responsibility for the formulation of standard criteria for higher education and support for quality assurance in public and private higher education institutions. She is an assessor of Thailand Quality Award for the year 2002.

A graduate in Education of Chulalongkorn and Columbia Universities, her career has focused on international cooperation in education. From external relations officer at the Ministry of Education she rose to head the Foreign News Division at the Thai News Agency, and became Director of the International Cooperation Division at the Ministry of University Affairs. She was involved in setting up the Bangkok-based ASEAN University Network Secretariat, International Institute of Trade and Development and SEAMEO Regional Center for Higher Education and Development.

Abstract of "Import and Export of Higher Education: How to Sustain Quality from Thailand's Experience"

As a developing country, Thailand has attached high priority to the provision of quality higher education to the mass for strong foundation of national development. The present practice sees the country import higher education through bilateral and multi-lateral cooperation. Attempts to export its education are confined to exchanges of staff and students worldwide, and further study for students in the neighboring countries. Both import and export of higher education are meant to strengthen quality and standards of the system and provision of education as well as to build capacity of people in the university circle through the creation of networking and learning environments, both physically and electronically.

Policies to heighten quality of higher education and partnerships are formulated by the Ministry of University Affairs, taking into consideration university autonomy and academic freedom. Integral into the higher education system is the implementation of internal and external quality assurance (IQA & EQA) in every institution with stakeholders coming into the picture. As regards private higher education, laws are enforced to govern the setting up and education offerings of Thai and foreign institutions. Increased efforts will have to be made to control quality of distance education as a consequence of technology advances and demand for higher education.

Session Three Ming Room II

Ma Concepcion V Pijano an MA from Pace University, New York is Executive Director of the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU). She has extensive experience in accreditation and served as consultant in Cambodia, Indonesia, and Laos and conducted a Training Program for Ministry officials of Mongolia in the Philippines. She is the Department of Education's consultant for the Accreditation Program for Public Elementary Schools and the Philippine Council for Non Governmental Organizations, and works closely with the Commission on Higher Education.

Abstract of "Import and Export of Higher Education: How to Sustain Quality - Experience in the Philippines"

The Regulations for Private Schools in the Philippines mandates that all private educational institutions shall be established in accordance with law and be subject to reasonable supervision and recognition by the Commission on Higher Education (CHED). Educational institutions cannot undertake educational operations without the authorization of CHED. In many respects therefore, higher education in the Philippines, particularly private higher education is a closely regulated industry. It is from this perspective that this paper will examine the issues of internationalization and globalization and how it impacts on the Philippines Higher Education environment.

How will the Philippines respond to the commercialization of higher education as proposed by the World Trade Organization (WTO) and the General Agreement on Trade in Services (GATS)? The WTO has taken the initiative to ensure that the import and export of higher education is subject to rules and legal arrangements. How do we then as a country reconcile this growing commercialization vis-à-vis the need for academic institutions to respond to the national, regional and local imperatives of development? How do we achieve the balance between reaffirming our core educational mission and preserving the traditions of the academe amidst a sea change marked by commercialization and the values of the marketplace? These are difficult times as we try to navigate between warring ideologies.

One fundamental question, however, still remains: how do we ensure that in all our academic endeavors, mechanisms for quality assurance are maintained? The paper will seek to answer some of these critical questions and respond to the challenges ahead.

Ms Rhonda Henry has been branch manager since November 2002 of the Educational Standards Branch, within the International Group of the Department of Education, Science and Training (DEST). An Australian civil servant since 1977, she joined the

education service in 1990 where she rose steadily to be 'manager', working at various departments bearing different names, in New South Wales, Northern Territory and Western Australia. Her spell at the Department of Industry, Science and Technology (DIST) in Canberra brought a stint as Counsellor in Indonesia (1997-99) to promote bilateral industry and science activities and oversee working groups attached to the Australia-Indonesia Ministerial Forum.

Abstract of "Import and Export of Higher Education: How to Sustain Quality – Experience in Australia"

Australia considers that the most effective way for it to operate as a major exporter of higher education services is to present its education services under the banner of a single Australian quality education 'brand', supported by a comprehensive range of quality assurance, accreditation and recognition arrangements. Australian universities, the Australian Government and Australian professional bodies have put arrangements in place to ensure that Australian higher education remains synonymous with quality. This paper will focus on these arrangements, including the AUQA, the Higher Education Protocols, the accreditation of programs leading to professional qualifications, the role of recognition conventions and the Diploma Supplement, and the development of mobility frameworks and mutual recognition arrangements for Australian-trained professionals. The Australian Government actively promotes the adoption of measures leading to greater transparency and improved international recognition for higher education qualifications. We hope that in this way both exporting and importing countries can have a better appreciation of each others' systems, the context of individual qualifications and the quality processes which assure their standing.

Hong Kong Council for Academic Accreditation
16 January 2003
WSW/WE/BK/pk

**International Network for Quality Assurance Agencies in Higher Education
(INQAAHE)
Asia Pacific Sub-Network Forum**

PERSONAL PROFILE OF SPEAKERS & ABSTRACTS OF PRESENTATION

(Where originals provided by speakers have been abridged, every effort has been made to retain the authors' words. For originals, contact the speaker.)

17 January 2003 (Friday)

1:30 pm Theme 2 Mutual Recognition Of Qualifications

Session One Sung Room

Ms Wong Wai Sum (黃慧心女士) is the Executive Director of the Hong Kong Council for Academic Accreditation. Ms Wong has joined the Council since its inception. She has worked closely with the Council in developing various areas of work, including the more recent development in the accreditation of Associate Degrees.

Ms Wong is particularly active in developing links with higher education and accreditation authorities outside Hong Kong, including those on the Mainland and in Taiwan, and also with international bodies such as the International Network for Quality Assurance Agencies in Higher Education, of which Ms Wong is currently a Board member.

Ms Wong is also active in conducting research into topics of educational quality and quality assurance. One of her recent activities has been the contribution of a chapter in a book published by the HKCAA entitled "*Global Perspectives on Quality in Higher Education*".

Abstract of "*Mutual Recognition of Qualifications - Hong Kong, China: The Hong Kong Perspective*"

In light of the increasing globalization and rapid development of trans-national education, the issue of mutual recognition (MR) of qualification between countries has become even more pertinent than before. This paper begins with a brief discussion on the realization of MR at different levels - between governments, between institutions and between accrediting bodies. Focus is specifically shed on

MR which takes place between accrediting bodies due to the internationalization of higher education in the last decade. Amid the two common approaches adopted at that level, the recognition of accrediting agencies through a supra-national body is regarded as a less straight-forward process that may give rise to some contentious issues. By critically examining the issues and the concomitant difficulties, the effectiveness of the latter approach in facilitating MR of qualifications is prudently reviewed. The conclusion offers suggestions on ways forward whereby international/regional organizations, such as the INQAAHE or the regional Sub-Network, and national governments can do to facilitate MR.

Mr Edmund Leung Kwong Ho (梁廣灝先生), OBE, JP was Council Member (1996-1999) and Vice Chairman (1999-2001) of the HKCAA. He is an engineer and former Chairman of a global consulting engineering practice, Hyder Consulting Ltd, and President of The Hong Kong Institution of Engineers. He has been intimately involved in the qualification and mutual recognition processes for professional engineers and is on committees for academic institutions and Government committees related to energy, engineering and environment. He was a member of the Selection Committee for the Chief Executive of the Hong Kong Special Administrative Region in 1996, and is a member of the Election Committee of the Engineering Sub-sector.

Abstract of "Mutual Recognition of Qualifications – Hong Kong, China: The Hong Kong Perspective"

For professional qualifications, the requirements are normally an accredited university degree in the relevant subjects plus postgraduate training with subsequent work experience applying his/her academic knowledge to real projects to professional levels.

This presentation focuses on the process of evaluation of the postgraduate training and subsequent achievement of professional experience, using the Hong Kong Institution of Engineers model as an example, and discusses the various criteria leading to an objective assessment of attainment of professional qualifications.

Ms Georgina Chan (陳素珍女士), Director of Education & Training of the Hong Kong Society of Accountants (HKSA) is a graduate of Victoria University of Wellington, New Zealand, a chartered accountant and Fellow of the HKSA. Her brief includes Qualification Programme (QP), professional examinations and 13,500 students, and staff of the Hong Kong Association of Accounting Technicians, a body with 9,000 students, set up under the auspices of HKSA. She was responsible for drafting the accreditation policies, procedures and guidelines of the Accountancy Accreditation Board, for the accreditation of academic programmes and qualifications for admission to study the QP under the HKSA's graduate entry initiative of 1999. She has conducted

numerous accreditation exercises for the Society and has been on a programme validation panel of the HKCAA.

Abstract of *“Mutual Recognition of Qualifications – Hong Kong, China: The Hong Kong Perspective”*

1. Brief introduction of HKSA’s role
2. HKSA’s achievements on mutual recognition or reciprocal membership
3. How did we go about it?
 - Research and consultation
 - Setting out clear objectives
 - Benchmarking best practices
 - Programme Design
 - Implementation
 - Promotion
4. The Review Process
5. The Negotiation
6. Concluding Remarks

Session Two Ming Room I

Professor V.N. Rajasekharan Pillai, Director of the National Assessment and Accreditation Council (NAAC) with the rank of Central University Vice-Chancellor since April 2001, has been Vice-Chancellor of Mahatma Gandhi University, Kottayam. A well-published authority and researcher on biopolymers, particularly peptides, Professor Pillai is a Fellow of the Indian Academy of Sciences and Chairman of Deemed Universities Committees & Accreditation teams. Under him the NAAC formulated an action plan for quality evaluation, sustenance and quality upgrade for the higher education institutions in the country, which is being implemented by all the State Governments. He was a member of the group which prepared the 10th Plan vision - documents for higher education.

Abstract of *“Mutual Recognition of Qualifications – The Indian Context”*

The Indian Higher education system has over 300 universities, 14000 colleges, 10 million students and 0.5 million teachers. The governance pattern consists of the Central and State government structures and the various autonomous statutory

Commissions and Councils regulating the academic and administrative control. The Federal government is responsible for major policy formulations relating to higher education in the country and the State governments sustain the regional context without deviating from national policies. State governments are the major providers and are responsible for establishing and maintaining State universities and colleges. In recent years the Federal government has taken increasing interest in evolving national perspectives and standards in a partnership facilitated by a 1976 Constitutional amendment making Federal and State governments jointly responsible for education through a Central Advisory Board of Education that includes all Education Ministers of the States.

The awards and qualifications of different State Universities and Colleges vary in many ways thereby limiting inter-state migrations. When equivalence of the academic programmes established at institutional level through statutory committees became inadequate when the higher education system increased, a centralized mechanism was evolved by the Association of Indian Universities (AIU). Certificates of equivalence based on scrutiny of individual universities, gave way to reciprocal recognition of awards of all the member universities. The agreement hinged on AIU stipulations and criteria for full members, including a mandatory team visit to assess the institution for eligibility. By fulfilling these criteria, Sri Lanka, Nepal, Bhutan also can become associate members of AIU and enjoy the automatic recognition of their awards.

Recent governmental efforts have brought greater uniformity to the structure of academic qualifications, which has facilitated mutual recognition of degrees within the country despite regional disparities in the quality and standards of qualifications due to socio-cultural divergence. This can be readily configured into a National Qualifications Framework (NQF), ensuring academic and nationwide workforce mobility. Despite some initial reluctance to set up the NQF, India is now committed to a mechanism to promote the quality of qualifications. Quality concern is well articulated in the National Policy on Education (1986) which led to the establishment of the National Assessment and Accreditation Council (NAAC) in 1994 after a consultative process. In addition, some 30 specialty councils ensure minimal threshold quality of professional qualifications through appropriate recognition procedures. The NAAC has accredited about 300 institutions in the country and expects to complete the process for 150 universities and 5000 colleges by the end of 2003. NAAC quality assessment and accreditation procedure helps promote a quality equivalence which will lead to an internationally accepted NQF. The systematic efforts of NAAC, the State governments and the Federal government for achieving this target of an NQF will be highlighted in the presentation.

Professor Muhammad Kamil Tadjudin, Chairman of the National Accreditation Board for Higher Education of Indonesia since 1999, is a geneticist and former Rector of the University of Indonesia (1994-98). He is a member of the South East Asian Ministers of

Education Organization Center for Tropical Medicine and Public Health, UNESCO's International Bioethics Committee and the Scholarships Division of the Tokyo Foundation's International Advisory Council. He is a founding member of the Indonesian Societies for Andrology, the Study of Fertility, and Human Genetics.

Abstract of “Mutual Recognition of Qualifications in the context of Indonesia”

The widespread and important internationalization of higher education, featuring student and staff mobility, academic co-operation and cross-border education makes cogent argument for a system of mutual recognition of first and resulting qualifications by both the sender and receiver for employment or further studies. Globalization makes mutual recognition of studies and qualifications beyond bi-partisan arrangements a necessity.

The road to mutual recognition is not easy. Europe, despite a more uniform higher education system than Asia and an early start, only agreed mutual recognition of qualifications at the Lisbon Convention, 1997. NARIC (Network of National Academic Recognition), is even more recent. In the Asia Pacific region, similar initiatives by UNESCO-PROAP faces problems in the differences in:

- (a) stage and level of development of higher education;
- (b) levels of understanding and awareness of accreditation and QA systems;
- (c) stages, policies, and priorities in establishing QA bodies;
- (d) political and economic systems; and
- (e) cultural and academic traditions.

In the establishment of any regional mutual recognition, mutual understanding, trust and confidence start with knowledge and understanding of what your partners are doing as well as trust and confidence that they are doing what they say they will do. To enable study of different systems, documentation in the region's *lingua franca* – English – is *sine qua non*. To this end, the National Accreditation Board for Higher Education in Indonesia (BAN-PT) is translating all accreditation documents into English.

Different stages of development also occur within a country, as in a developing country like Indonesia. To overcome this problem, the Indonesian accreditation process uses a ranking system, although it is not a standard practice, where 'D' means not accredited; 'C' is the minimum standard set by the Directorate General of Higher Education, 'B' is above minimum national standard but not international and 'A' is international quality.

An ambience of mutual trust and understanding should be created by adoption of recognizable steps in quality assurance. They include promotion or development of:

- (a) national QA systems;
- (b) a regional clearing house to share information, experiences and lessons;
- (c) records of best practices; exchange standards and references;
- (d) regional benchmarking clubs among institutions;

- (e) a common National Qualification Framework for standardization of the different qualifications;
- (f) common indicators for quality and mutual recognition of QA agencies (QAA);
- (g) a map of higher education system within the region;
- (h) credit recognition and credit transfer schemes;
- (i) mutual recognition of QAAs by exchange of methodology and reviewers, the convening of joint meetings of QAAs and the development of standards and good practices for QAAs; and
- (j) recognition of professional qualifications, subject to recognition by the respective professional associations and licensing agencies.

Session Three Ming Room II

Dr Chantavit Sujatanond an alumnus of Michigan State University in Education, is Assistant Permanent Secretary for University Affairs, responsible for international cooperation and loans from the Asian Development Bank (ADB) for the establishment of seven centers of excellence. She was educational research officer at the office of the National Education Commission and worked on national committees relating to education, research and science and technology e.g. on industrial metrology, Thailand Research Fund, Thailand Productivity committee, etc. An award from the East-West Center in 1992 recognized her work in strengthening internationalization.

Abstract of *“Mutual Recognition of Qualifications: The Context of Thailand”*

Thailand’s Ministry of University Affairs (MUA) has realized the importance of mutual recognition of qualifications as part of the internationalization efforts. A study on qualifications framework is being conducted to serve as a broad guideline for universities to design and provide their programs of study and support activities that ensure desirable graduates at the undergraduate and graduate levels. Another measure is the promotion of credit transfer among the Thai higher education institutions with the recent announcement on equivalence of learning performance, allowing learners within and out-of school systems to be able to enter university level. Such an attempt will nurture the culture of in-country mobility which has been less attended to.

To further promote mutual recognition of qualifications, the MUA has initiated and facilitated consistent communication and cooperation with foreign institutions and agencies. It has also been active in encouraging greater mobility of faculty and students within and outside the ASEAN region, e.g. ASEAN University Network (AUN), University Mobility in Asia and the Pacific (UMAP), Asia Link, etc. Policies to promote collaboration of partner institutions in providing higher education have been formulated and support in forms of grants and learning forums

has been given to institutions for closer cooperation, increased number of exchanges and widened opportunities for information and knowledge sharing. All the efforts have built better understanding of Thai universities and their partners about educational systems, characteristics of degrees and diplomas and other related aspects, building confidence for further undertakings in mutual recognition of qualifications.

Professor Hiroshi Hokama, a Professor of Law at Chuo University in Tokyo, had been Dean of the Faculty of Law (1987-1991) and President of the University (1993-1999). At Japan University Accreditation Association (JUAA) he served as the chairman of the Accreditation Committee and has been Senior Managing Director since April 2002.

Abstract of *“Mutual Recognition – A Modest Proposal”*

JUAA has only recently come to realize that its accreditation activities must be viewed in international context and that it has to commit itself to international collaboration and strengthen the commitment. This is a new challenge for JUAA, and it wishes earnestly to learn a great deal by participating in the Forum. As a novice in international domain, JUAA offers some modest proposals.

- (a) To establish collaborative relationship among quality assurance organizations in the region independent of the governments.
- (b) To start and continue dialogue in order to identify problems quality assurance organizations in the region are facing in common.
- (c) To make efforts collaboratively to develop common indicators of an appropriate process of quality evaluation and to distill good practices of self-study and external review.
- (d) To attain, with sufficient knowledge and understanding of the systems of higher education and quality assurance in the countries of the region and with confidence built among the quality assurance organizations, mutual recognition of studies, diplomas and degrees.

Hong Kong Council for Academic Accreditation
15 January 2003
WSW/WE/BK/pk

**International Network for Quality Assurance Agencies in Higher Education
(INQAAHE)
Asia Pacific Sub-Network Forum**

PERSONAL PROFILE OF SPEAKERS & ABSTRACTS OF PRESENTATION

(Where originals provided by speakers have been abridged, every effort has been made to retain the authors' words. For originals, contact the speaker.)

18 January 2003 (Saturday)

8:30 am Meeting: Formation Of the Asia Pacific Sub-Network

Co-Convenors

Professor A Gnanam is the Chairman of the National Assessment and Accreditation Council (NAAC), India, and a member of the Board of INQAAHE. A leading plant molecular biologist, he has been the Vice Chancellor of three Indian universities. He was the president of the Association of Indian Universities and board member of London-based Association of Commonwealth Universities. He has been associated with the Commonwealth of Learning, is a member of the UNESCO Global Forum on Higher Education

Ms Wong Wai Sum (黃慧心女士) is the Executive Director of the Hong Kong Council for Academic Accreditation. Ms Wong has joined the Council since its inception. She has worked closely with the Council in developing various areas of work, including the more recent development in the accreditation of Associate Degrees.

Ms Wong is particularly active in developing links with higher education and accreditation authorities outside Hong Kong, including those on the Mainland and in Taiwan, and also with international bodies such as the International Network for Quality Assurance Agencies in Higher Education, of which Ms Wong is currently a Board member.

Ms Wong is also active in conducting research into topics of educational quality and quality assurance. One of her recent activities has been the contribution of a chapter in a book published by the HKCAA entitled "*Global Perspectives on Quality in Higher Education*".

10:45 am Workshop 1 Sung Room

Dr Lee Hyun Chong, Secretary General of the Korean Council for University Education since June 1998, had been Executive Director at its research institute and was sometime member of the Prime Minister's Advisory Committee in Federal Policy Assessment. He chaired the University Mobility in Asia and the Pacific (UMAP) in 1998-2001 and the 2nd World Convention on the recognition of studies, Diplomas and Degrees, Paris in 1998, and was president of the Regional Convention on the recognition of Studies, Diplomas and Degrees in Higher Education UNESCO 1997-2001. A Southern Illinois University alumnus, he has 18 books and 230 articles to his name and is on the board of international journals.

Abstract of “*University Accreditation System in Korea*”

University education in the 21st century can be borderless, demander-oriented and campusless education which pursues informatization, internationalization and specialization. These changes and advancement into knowledge-based society require the paradigm shift in university education.

Since its foundation in 1982, the Korean Council for University Education (KCUE) has conducted college evaluation according to the Law for Korean Council for University Education. The University Accreditation System (UAS) is classified into the Institutional Accreditation System (IAS) which evaluates a university as a whole, and the Academic program Accreditation System (AAS) that evaluates departments or fields of study. The KCUE sets all necessary standards and procedures of accreditation activities based upon the Evaluation committee's guidelines and evaluates both undergraduate and graduate studies. The evaluation result is recognized by the University Accreditation Recognition Committee and published.

The first-phase of university accreditation, completed in year 2000, aimed at excellence in education, efficiency of college management, accountability of universities education, autonomy in college education and facilitating cooperation in order to enhance the educational conditions to meet changing social demands, and the development of universities by improving their finances.

The second-cycle of university accreditation is in progress. Whereas the first-phase aimed at attaining minimum standards and conditions of college education, the second-cycle aims to raise college education to international levels by complying with social demands, improving the overall quality of education and insuring substantiality in education to meet demands and needs of the 21st century.

The results of institutional accreditation are used by the government to determine administrative and financial support to colleges, while institutions use the accreditation results for long-term development plans, design of reform programs, etc. Compilation

of the college budget, planning of recruitment, validating credit for transfer students, quality judgment for new graduate students from other undergraduate schools, and motivation of staff for the development of the college are major outcomes achieved by accreditation.

The desirable directions and issues of the UAS in terms of its purpose, function, evaluation standard and content, process and operation or management of evaluation are closely monitored every year by universities and governmental agencies in order to set up better evaluation standards, procedure, operation and methods.

Professor Danny Wong is Vice President (Academic) of the Open University of Hong Kong. Originally a mathematician, he completed his doctoral studies at Pennsylvania State University in Business Administration and is a fellow of Association of International Accountants. He has worked at several universities in Hong Kong and the United States. Professor Wong has published in a wide range of journals of software, mathematics, computer subjects and psychology. He is a member of the Hong Kong Council for Academic Accreditation.

Ms Wong Wai Sum (黃慧心女士)

(See page 1)

Abstract of "How Accreditation Works in Hong Kong, China"

This presentation aims to outline the academic accreditation system adopted by the Hong Kong Council for Academic Accreditation (HKCAA).

In conducting an academic accreditation, the HKCAA provides an independent, authoritative, and professional judgement on the suitability of an institution to offer educational provision at a particular level, and/or on the standard and quality of the educational programmes the institution is offering or proposes to offer. Comparability is made with local and internationally recognized standards through a process of peer review.

The accreditation process will normally comprise two parts: the institutional review and the programme validation. Institutional review consists of an examination of institutional issues, such as institutional structure, governance and management, academic plans, quality assurance, scholarly activity, etc, having a possible impact on the conduct of programmes of study and their quality. The purpose of programme validation is to determine whether the proposed programmes of study will be able to meet specific/internationally recognized standards and be maintained at those standards.

In recent years, the Council's accreditation responsibility has been extended to include degree and sub-degree programmes from both public and private institutions.

Workshop 2 Ming Room I

Mr John M Jennings, Director of the New Zealand Universities Academic Audit Unit in Wellington since 2002, is a musicologist (Universities of Canterbury, New Zealand and Sydney Australia) who has been Head of Music School, Arts Faculty Dean and Chairman of the Deans' Committee. He was briefly Canterbury's representative on the New Zealand Vice-Chancellors' Committee's national qualifications approval body. He had a leading role in developing Canterbury University's academic quality assurance processes and systems.

Abstract of "*How accreditation works in New Zealand*"

(with assistance from **Mr Michael Steer**, Group Manager, Approvals, Accreditation & Audit, New Zealand Qualifications Authority)

Accreditation and registration of providers to offer programmes and courses of study leading to qualifications, approval of programmes and courses, and audit of the effectiveness of systems for monitoring and enhancing quality are undertaken by the New Zealand Qualifications Authority for all non-university providers, and by the New Zealand Vice-Chancellors' Committee for universities. These two agencies operate under the authority of the Education Act 1989, and they delegate activities to appropriate approval and audit bodies. The aims, functions, roles and responsibilities of these agencies will be examined during the presentation.

Degrees, diplomas and certificates are offered by a large number of providers. There are 8 universities (43% of students), 21 polytechnics (31%), 4 colleges of education (4%), 3 wananga (Maori centres of tertiary learning) (4%) and 462 registered Private Training Establishments (18%) that receive government subsidy. As well there are about 400 registered privately funded Private Training Establishments and many hundreds of unregistered providers. The accreditation of institutions and the approval of programmes and courses undergo scrutiny by the appropriate agencies; criteria considered include the appropriateness of learning outcomes and the coherence of programmes, their relationship to the institution's Treaty of Waitangi objectives, the adequacy and appropriateness of delivery and learning methods, the adequacy of assessment and its alignment with learning outcomes, the acceptability of the programmes by academic, industrial, professional and other interest groups, the adequacy and appropriateness of regulations, the capacity of the institution to support sustained delivery of the programmes, and the provision of effective mechanisms for evaluation and review.

Ms Sanae Maeda is an Associate Director of Division of Accreditation & Higher Education Studies, Japan University Accreditation Association (JUAA). Her main concern is the historical study on the origin of accreditation for Institutions of Higher Education in U.S.

Abstract of *"How Accreditation Works in Japan"*

In Japan, establishment of a university is required by law to be approved by Ministry of Education of the National Government. The Ministry has secured, through the approval granting process, minimum level of the quality of universities. On the other hand, the Japan University Accreditation Association (JUAA) accredits approved universities in accordance with its own University Standard and assists them to improve. JUAA is not an establishment of Government. It is an independent organization of universities and it has been recognized as the sole organization for accreditation of university for fifty years since 1951.

But recently, the circumstances surrounding the quality assurance of higher education are changing. The new Governmental System for QA will start from 2004. The Government plans to put universities under legal obligation to go through evaluation by external organizations. The evaluating organizations will have to get Government's recognition.

JUAA considers that this change in the Government's policy is a good opportunity of the reform of itself. JUAA plans to revise its University Standard and improve the process and procedure of its accreditation.

Workshop 3 Ming Room II

Dr David Woodhouse is Executive Director, Australian Universities Quality Agency (AUQA). He is a mathematician and computer scientist by training. He was the founding Director of the New Zealand Universities Academic Audit Unit and former Deputy Director of the Hong Kong Council for Academic Accreditation, and served two terms as President of International Network of Quality Assurance Agencies in Higher Education (INQAAHE). He is an evaluator for the Business Excellence Awards, and a reviewer for the Internationalization Quality Review programme of the OECD and European University Association. Locally, he is active in schools and teacher education.

Abstract of *"Accreditation & Audit in Australia"*

Most external quality assurance agencies use institutional self report, external review team set up, visits to institution, reports and agency decision; but the Australian context influences how we do it and explains distinctive needs and possibilities.

As a major exporter of higher education, the standard of Australian higher education and the absence of a national quality agency are constantly under

scrutiny. Most universities (about 40) in the 8 states and federal territory (states henceforth) are established with federal funds under state legislation; there are some 100 other private tertiary institutions. The universities agreed to establish a quality agency and the 8 state agencies which accredit private institutions now operate under agreed protocols to ensure similar standards.

AUQA has a mandate from the states. Although its Directors are nominated by the education ministers and higher education institutions, it is a non-profit company with a high level of independence from government and institutions. It adopted the New Zealand audit model in preference to accreditation (USA) or assessment (UK). From periodic audits of QA at Australian universities, other self-accrediting institutions and state higher education accreditation bodies, it reports on QA procedures and processes, their impact on programme quality, the criteria for the accreditation of new universities, non-university higher education courses and the relative standards of the Australian higher education system, its QA processes and its international standing.

In its quality audit and investigations AUQA assumes that an auditee has explicit objectives which it tries to achieve by monitoring progress and acting on the findings. Auditors examine its processes and mechanisms, and the ways and means by which objectives are set and achieved. Procedures and methods vary with the auditee's system and character but its objectives and external objectives (Act, Regulation, legislation, protocols under which it is recognized), are central to the evaluation exercise.

In 2000 the nine states agreed the five National Protocols for Higher Education Approval Processes to ensure consistent criteria and standards across Australia on new universities, overseas institutions operating in Australia, accreditation agencies, operations through other organizations in Australia or abroad, and courses for overseas students.

AUQA audits the overseas operations of Australian universities. Its audit teams include lay and overseas members. The auditors are trained, and they meet annually. An AUQA staff member serves on each panel and AUQA emphasizes and assists with quality improvement. AUQA will also set up a web-based good practice database.

Dr Anthony Stella is the Adviser of National Assessment and Accreditation Council (NAAC) of India, an autonomous body set-up by the University Grants Commission of India. Her extensive publications include four books on assessment and accreditation and a Case Study of NAAC for UNESCO. She won a Shastri Indo-Canadian Faculty Research Award and studied Indo-US experience of quality assurance as Fulbright Fellow in the United States. She is project Director of the Impact of Accreditation on the System on Higher Education, which examines the Indian accreditation system.

Abstract of *"How Institutional Accreditation Works in India"*

The eight year old accreditation experience of India should be seen against the backdrop of 150 years of quality controls of the Indian higher education system under British rule. In independent India, regulatory mechanisms have been in place for more than 50 years. The inspections and audits by the state governments, the affiliating function of the universities, the performance appraisal of universities by the University Grants Commission and the reviews by the funding agencies—all have contributed to ensuring "satisfactory functioning". Inspection and certification by professional bodies, which is primarily a recognition or approval process, has also been in place for a long time.

INQAAHE uses 'Quality Assurance' to define accreditation. On this criteria, built-in regulatory mechanisms, the Indian system of quality assurance may be said to be more than a century old but accreditation as an "explicit national external quality assurance mechanism" was initiated only in 1994 with the establishment of the National Assessment and Accreditation Council (NAAC) as an autonomous body. From the initial stages the consensus was to focus on excellence in standards rather than satisfactory functioning.

In line with the international trend, NAAC combines self-study with peer review. The process of institutional accreditation is built on seven criteria for assessment and has the higher education institution (HEI) itself as the primary beneficiary. The outcome - a detailed report and an overall institutional grade - is made public and is valid for five years. Around 350 HEIs have been assessed by NAAC. Departmental accreditation is being developed and will soon be launched.

The Impact Analysis done by NAAC indicates changes such as articulating mission statements, institutionalizing hitherto informal activities like student course feedback, strengthening extension activities, grievance redress and initiating quality management procedures. Today most of the accredited institutions have Internal Quality Assurance Cells in place. Inter-institutional exchange of information on healthy practices and implementation of the relevant ones have transformed the attitude and functioning of HEIs. The impact of accreditation on policy-making and funding decisions is also encouraging in many states. The salient features of NAAC's process, the benefit to HEIs, and the impact of NAAC's process on policy making and the funding related issues are explained in this paper.

Hong Kong Council for Academic Accreditation
15 January 2003
WSW/WE/BK/pk

INQAAHE Asia Pacific Sub-Network Forum
17-18 January 2003
List of Participants

Region	Name	Position	Organization
AUSTRALIA	ARTHUR/PETA (MRS)	MANAGER, ADMINISTRATION & COORDINATOR STUDY ABROAD	USQ INTERNATIONAL
AUSTRALIA	BAILES/PAUL (PROF)	PROFESSOR, SCHOOL OF INFORMATION TECHNOLOGY AND ELECTRONIC ENGINEERING	THE UNIVERSITY OF QUEENSLAND
AUSTRALIA	BURGESS/PETER (MR)	MANAGER, OFFSHORE PROGRAMME DEVELOPMENT	MACQUARIE UNIVERSITY
AUSTRALIA	CAMPBELL/KATHARINE (MRS)	COUNSELLOR, EDUCATION, SCIENCE AND TRAINING	AUSTRALIAN EDUCATION INTERNATIONAL
AUSTRALIA	CAREY/BERNARD (PROF)	PRO-VICE CHANCELLOR FACULTY OF BUSINESS & LAW	UNIVERSITY OF NEWCASTLE
AUSTRALIA	FEAST/VICKI (ASSOCIATE PROF)	DEAN, TEACHING & LEARNING	UNIVERSITY OF SOUTHERN AUSTRALIA
AUSTRALIA	FORSYTH/JUDY (DR)	EXECUTIVE OFFICER	AUSTRALIAN QUALIFICATIONS FRAMEWORK ADVISORY BOARD
AUSTRALIA	HARRISON/NORMA (PROF)	DIRECTOR INTERNATIONAL PROGRAMS	MACQUARIE UNIVERSITY
AUSTRALIA	HEWSON/JOHN (PROF)	DEAN, MACQUARIE GRADUATE SCHOOL OF MANAGEMENT	MACQUARIE UNIVERSITY
AUSTRALIA	NEILSON/JOHN (DR)	HEAD OF ACCOUNTING SCHOOL	CURTIN UNIVERSITY
AUSTRALIA	NGAN/KIT FAN, IVY (MISS)	DIRECTOR AUSTRALIAN EDUCATION CENTRE	AUSTRALIAN CONSULATE GENERAL
AUSTRALIA	NOWAK/RICHARD (DR)	ASSOCIATE DEAN INTERNATIONAL PROGRAMS CURTIN BUSINESS SCHOOL	CURTIN UNIVERSITY
AUSTRALIA	PETERS/JAN (MS)	ADMINISTRATIVE OFFICER INTERNATIONAL PROGRAMMES	THE UNIVERSITY OF WESTERN AUSTRALIA
AUSTRALIA	STRACHAN/GLENDA (A/PROF)	DEPUTY EXECUTIVE DEAN	THE UNIVERSITY OF NEWCASTLE
CANADA	JOLI-COEUR/ANNE (MS)	VICE CONSUL	CONSULATE GENERAL OF CANADA
HONG KONG, CHINA	AU/WING KWONG (DR)	ASSOCIATE PROFESSOR	HONG KONG SHUE YAN COLLEGE
HONG KONG, CHINA	BUTCHER/BOB (DR)	DEPUTY DIRECTOR (LIPACE)	THE OPEN UNIVERSITY OF HONG KONG
HONG KONG, CHINA	CHAN/WAI KEUNG (MR)	DIRECTOR, PERSONNEL OFFICE	CHU HAI COLLEGE
HONG KONG, CHINA	CHAN/LEUNG PING (MR)	SENIOR LECTURER	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (CHAI WAN)
HONG KONG, CHINA	CHAN/WING TAI (PROF)	HEAD, DEPARTMENT OF SOCIAL WORK	HONG KONG SHUE YAN COLLEGE
HONG KONG, CHINA	CHAN/HEUNG TING (MS)	COACH EDUCATION MANAGER	HONG KONG SPORTS DEVELOPMENT BOARD
HONG KONG, CHINA	CHAN/NELLIE (MS)	EXECUTIVE OFFICER	THE INSTITUTION OF CIVIL ENGINEERS, HONG KONG OFFICE
HONG KONG, CHINA	CHAN/FORREST (MR)	MANAGER (BUSINESS DEVELOPMENT)	THE OPEN UNIVERSITY OF HONG KONG

(excluding Speakers, Rapporteurs and Chairpersons of Plenary Sessions)

Region	Name	Position	Organization
HONG KONG, CHINA	CHAN/YEE HON, JOSEPH (MR)	PROGRAMME DIRECTOR	THE UNIVERSITY OF HONG KONG SPACE
HONG KONG, CHINA	CHAN/BETTY (DR)	CHAIRPERSON	YEW CHUNG EDUCATION FOUNDATION
HONG KONG, CHINA	CHANG/CHUNG NAN (PROF)	PRESIDENT	CHU HAI COLLEGE
HONG KONG, CHINA	CHEANG/MEI HA, JOYCE (MS)	EXECUTIVE OFFICER I	CIVIL SERVICE BUREAU
HONG KONG, CHINA	CHEN/ANDREW (MR)	CHIEF EXECUTIVE	ASIA PACIFIC MANAGEMENT INSTITUTE
HONG KONG, CHINA	CHENG/WAI PANG, TONY (MR)	PRINCIPAL ASSISTANT SECRETARY	EDUCATION AND MANPOWER BUREAU
HONG KONG, CHINA	CHENG/WUI YAU, STEPHEN (MR)	DIRECTOR	SUPERGUIDE CONSULTANTS LIMITED
HONG KONG, CHINA	CHENG/M.C., MAY (DR)	PROGRAMME DIRECTOR	THE UNIVERSITY OF HONG KONG SPACE
HONG KONG, CHINA	CHENG CHUNG/YAU LING (MRS)	HEAD, DIVISION OF SOCIAL SCIENCES, URBAN STUDIES & EDUCATION	THE UNIVERSITY OF HONG KONG SPACE
HONG KONG, CHINA	CHEUNG/FOOK WAH, DEREK (MR)	ASSOCIATE HEAD, DIVISION OF COMPUTER STUDIES	CITY UNIVERSITY OF HONG KONG
HONG KONG, CHINA	CHEUNG/CHUN SHING, IVAN (MR)	SENIOR EXECUTIVE OFFICER	CIVIL SERVICE BUREAU
HONG KONG, CHINA	CHEUNG/SIN YING, CINDY (MRS)	ACTING HEAD OF GENERAL AND PROFESSIONAL STUDIES	HONG KONG BAPTIST UNIVERSITY
HONG KONG, CHINA	CHEUNG/JOCELYN (MS)	MARKETING OFFICER (EDUCATION PROGRAMMES)	HONG KONG INSTITUTE OF MARKETING
HONG KONG, CHINA	CHEUNG/PO TAK PETER (MR)	SECRETARY-GENERAL	UNIVERSITY GRANTS COMMITTEE
HONG KONG, CHINA	CHEUNG/AMANDA (MS)	HEAD OF CHINA REPRESENTATIVE OFFICE	UNIVERSITY OF WOLVERHAMPTON
HONG KONG, CHINA	CHEUNG/ANGELA (MRS)	CONSULTANT	YEW CHUNG EDUCATION FOUNDATION
HONG KONG, CHINA	CHIN/MAN WAH, CELINA (MS)	EXECUTIVE DIRECTOR	HONG KONG CHINESE ORCHESTRA LIMITED
HONG KONG, CHINA	CHIU/PING HONG, JOHNSON (MR)	HEAD OF DEPARTMENT	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION
HONG KONG, CHINA	CHONG/KAM SHEUNG, FLOENCE (MS)	SENIOR LECTURER	VOCATIONAL TRAINING COUNCIL
HONG KONG, CHINA	CHOW/ALBERT (MR)	DIRECTOR OF QUALIFICATION	THE HONG KONG INSTITUTION OF ENGINEERS
HONG KONG, CHINA	CHUNG/BARNABAS H K (PROF)	VISITING PROFESSOR CHAIRMAN, BOARD OF EDUCATION	HONG KONG POLYTECHNIC UNIVERSITY
HONG KONG, CHINA	CHUNG/LICK LAI (MS)	QUALIFY ASSURANCE OFFICER DEPARTMENT OF SOCIAL WORK	HONG KONG SHUE YAN COLLEGE
HONG KONG, CHINA	CLARK/JOHN (DR)	CONSULTANT	YEW CHUNG EDUCATION FOUNDATION
HONG KONG, CHINA	CRIBBIN/JOHN (MR)	SCHOOL SECRETARY & REGISTRAR	THE UNIVERSITY OF HONG KONG SPACE
HONG KONG, CHINA	DOWNING/KEVIN JOHN (DR)	SENIOR LECTURER	CITY UNIVERSITY OF HONG KONG
HONG KONG, CHINA	ELEY/WINNIE (MRS)	DIRECTOR EDUCATION SERVICES	BRITISH COUNCIL

(excluding Speakers, Rapporteurs and Chairpersons of Plenary Sessions)

Region	Name	Position	Organization
HONG KONG, CHINA	FOK/RAYMOND (MR)	OPERATIONAL MANAGER	MIDDLESEX UNIVERSITY
HONG KONG, CHINA	FUNG/DUN MI, AMY (MS)	COORDINATOR	THE HONG KONG FEDERATION OF YOUTH GROUPS
HONG KONG, CHINA	FUNG/WA CHAU (MR)	PRINCIPAL	YUEN LONG LUTHERAN COLLEGE
HONG KONG, CHINA	GAM/WAI CHU (DR)	ACTING HEAD OF DEPARTMENT	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (CHAI WAN)
HONG KONG, CHINA	HA/SUSAN (MRS)	PRINCIPAL DESIGNATE	CCC KUNG LEE COLLEGE
HONG KONG, CHINA	HENG/WINSTON (MR)	REGIONAL MANAGER	ASIA PACIFIC MANAGEMENT INSTITUTE
HONG KONG, CHINA	HO/TO MING (DR)	ASSOCIATE HEAD, DEPARTMENT OF ECONOMICS AND FINANCE	CITY UNIVERSITY OF HONG KONG
HONG KONG, CHINA	HO/MARY (MISS)	EXECUTIVE ASSISTANT	MILTON INTERNATIONAL EDUCATION GROUP
HONG KONG, CHINA	HO/SIMON (MR)	SECRETARY	SOCIETY OF REGISTERED FINANCIAL PLANNERS
HONG KONG, CHINA	HO/SIU WAH, ANNIE (MISS)	PRINCIPAL EDUCATION OFFICER	VOCATIONAL TRAINING COUNCIL
HONG KONG, CHINA	HOPE/ANDREA (MS)	ASSOCIATE ACADEMIC VICE-PRESIDENT	HONG KONG SHUE YAN COLLEGE
HONG KONG, CHINA	HUEY/HERBERT (DR)	ASSISTANT REGISTRAR	THE UNIVERSITY OF HONG KONG
HONG KONG, CHINA	HUI/SIN WAH, CYNTHIA (MS)	PROJECT CO-ORDINATOR	EDUCATION AND MANPOWER BUREAU
HONG KONG, CHINA	IP/CASSANDRA Y. H. (MS)	SENIOR LECTURER	CITY UNIVERSITY OF HONG KONG
HONG KONG, CHINA	JACKIE/MA (MRS)	EXECUTIVE DIRECTOR	EMPLOYERS' FEDERATION OF HONG KONG
HONG KONG, CHINA	JIM/JOSEPHINE (MS)	ASSISTANT DIRECTOR, SCHOOL OF CONTINUING STUDIES	THE CHINESE UNIVERSITY OF HONG KONG
HONG KONG, CHINA	KAN/MIKE, HING KI (MR)	ASSISTANT PROGRAMME DIRECTOR	HONG KONG POLYTECHNIC UNIVERSITY
HONG KONG, CHINA	KAN/CHUNG FAI (MR)	PROGRAMME DIRECTOR	THE UNIVERSITY OF HONG KONG SPACE
HONG KONG, CHINA	KAO/GRACE (MS)	PRINCIPAL LECTURER	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (SHA TIN)
HONG KONG, CHINA	KO/SAI HONG (DR)	ACTING HEAD, DIVISION OF COMMERCE	CITY UNIVERSITY OF HONG KONG
HONG KONG, CHINA	KONG/YAU PAK (DR)	VICE PRESIDENT	CHU HAI COLLEGE
HONG KONG, CHINA	KWAN/WING CHEONG (MR)	ACTING SENIOR EDUCATION OFFICER (ADMIN.)	VOCATIONAL TRAINING COUNCIL
HONG KONG, CHINA	LAI/VICKY (MISS)	BUSINESS DEVELOPMENT MANAGER	HONG KONG POLYTECHNIC UNIVERSITY
HONG KONG, CHINA	LAM/PAMELA (MISS)	BUSINESS DEVELOPMENT MANAGER	HONG KONG POLYTECHNIC UNIVERSITY
HONG KONG, CHINA	LAM/MING (MR)	EDUCATION OFFICER (ADMIN.)	VOCATIONAL TRAINING COUNCIL
HONG KONG, CHINA	LAU/W Y WANDA (MS)	ACTING HEAD DIVISION OF LANGUAGE STUDIES	CITY UNIVERSITY OF HONG KONG

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Region	Name	Position	Organization
HONG KONG, CHINA	LAU/OI SEUNG (MS)	SENIOR LECTURER	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (CHAI WAN)
HONG KONG, CHINA	LAU/EDDY (MR)	DIRECTOR	OPEN INSTITUTE OF INTERNATIONAL EDUCATION
HONG KONG, CHINA	LAU/ANNIE (MS)	ASSOCIATE DIRECTOR (ADMINISTRATION) AND REGISTRAR	THE HONG KONG ACADEMY FOR PERFORMING ARTS
HONG KONG, CHINA	LAU/CHUNG KIN, CLEMENT (MR)	ASSISTANT SECRETARY-GENERAL (QUALITY)	UNIVERSITY GRANTS COMMITTEE
HONG KONG, CHINA	LAW/KWOK SANG (DR)	SENIOR PLANNING OFFICER	VOCATIONAL TRAINING COUNCIL
HONG KONG, CHINA	LEE/LAI YEE, DORA (MRS)	PRINCIPAL LECTURER	CITY UNIVERSITY OF HONG KONG
HONG KONG, CHINA	LEE/SHUK YAN, SUSANNA (MS)	DIRECTOR, THE ART SCHOOL	HONG KONG ARTS CENTRE
HONG KONG, CHINA	LEE/SIK CHEUNG (MR)	HEAD OF DEPARTMENT	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION
HONG KONG, CHINA	LEE/VICTOR (DR)	DIRECTOR, SCHOOL OF CONTINUING STUDIES	THE CHINESE UNIVERSITY OF HONG KONG
HONG KONG, CHINA	LEEWING KAI, GUY (PROF)	CHIEF ACADEMIC OFFICER	THE HONG KONG LEARNING COMMUNITY COLLEGE
HONG KONG, CHINA	LEE/MATTHEW PAK SHING (MR)	EDUCATION OFFICER (ADMIN.)	VOCATIONAL TRAINING COUNCIL
HONG KONG, CHINA	LEE/ROGER (MR)	PRINCIPAL LECTURER	VOCATIONAL TRAINING COUNCIL
HONG KONG, CHINA	LEES/LEN (DR)	DIRECTOR, SCHOOL OF BUSINESS AND INFORMATION SYSTEMS	VOCATIONAL TRAINING COUNCIL
HONG KONG, CHINA	LEUNG/DEBORAH (MS)	DIRECTOR	CPA AUSTRALIA
HONG KONG, CHINA	LEUNG/MING CHU, MANDY (MS)	PRINCIPAL LECTURER	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (CHAI WAN)
HONG KONG, CHINA	LEUNG/WING FAI (DR)	ACADEMIC LECTURER	HONG KONG OF COLLEGE OF TECHNOLOGY
HONG KONG, CHINA	LEUNG/WING YAN, JEFF (MR)	DEPUTY SECRETAR-GENERAL (1)	UNIVERSITY GRANTS COMMITTEE
HONG KONG, CHINA	LEUNG/HIDY (MS)	EXECUTIVE OFFICER II, CHAI WAN CAMPUS	VOCATIONAL TRAINING COUNCIL
HONG KONG, CHINA	LI/ALAN (MR)	EXECUTIVE DIRECTOR	CLOTHING INDUSTRY TRAINING AUTHORITY
HONG KONG, CHINA	LI/KC (DR)	DIRECTOR OF EDUCATION	HONG KONG INSTITUTE OF MARKETING
HONG KONG, CHINA	LIM/DAVID (PROF)	DEPUTY EXECUTIVE DIRECTOR	VOCATIONAL TRAINING COUNCIL
HONG KONG, CHINA	LIU/HELEN (MS)	HEAD OF HONG KONG AFFAIRS	ACCA HONG KONG
HONG KONG, CHINA	LO/HING PO (DR)	HEAD OF DEPARTMENT OF MANAGEMENT SCIENCES	CITY UNIVERSITY OF HONG KONG
HONG KONG, CHINA	LOWAI LUK (DR)	ASSISTANT PROFESSOR	HONG KONG BAPTIST UNIVERSITY
HONG KONG, CHINA	LO/YUEN MAN, YVONNE (MS)	ASSISTANT PROFESSOR	HONG KONG BAPTIST UNIVERSITY
HONG KONG, CHINA	LO/OI LIN (MRS)	VICE PRINCIPAL	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (SHA TIN)

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Region	Name	Position	Organization
HONG KONG, CHINA	LO/MAN KEUNG, JACK (MR)	PROGRAMME DIRECTOR	HONG KONG POLYTECHNIC UNIVERSITY
HONG KONG, CHINA	LO/KING MAN (PROF)	DIRECTOR	THE HONG KONG ACADEMY FOR PERFORMING ARTS
HONG KONG, CHINA	LOW/NAM CHONG (DR)	PRINCIPAL LECTURER	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (CHAI WAN)
HONG KONG, CHINA	LU/LESLIE (MR)	DEPUTY HEAD, DEPARTMENT OF ARCHITECTURE	THE UNIVERSITY OF HONG KONG
HONG KONG, CHINA	LUI/REBECEA (MISS)	DEPUTY MANAGER	ASIA PACIFIC MANAGEMENT INSTITUTE
HONG KONG, CHINA	MIRANDA.S.L./CHIN (DR)	ARTISTIC DIRECTOR	MIRANDA CHIN DANCE COMPANY
HONG KONG, CHINA	MOK/HON FAI, JAMES (MR)	SUPERVISOR	THE HONG KONG FEDERATION OF YOUTH GROUPS
HONG KONG, CHINA	MORRIS/PAUL (PROF)	PRESIDENT	HONG KONG INSTITUTE OF EDUCATION
HONG KONG, CHINA	NG/KIN KEUNG (MR)	SENIOR LECTURER, DIVISION OF BUILDING SCIENCE AND TECHNOLOGY	CITY UNIVERSITY OF HONG KONG
HONG KONG, CHINA	NG/CHAK MAN (DR)	SENIOR LECTURER	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (CHAI WAN)
HONG KONG, CHINA	NG/YUK KWAN (MR)	HEAD OF PROGRAMME	HONG KONG OF COLLEGE OF TECHNOLOGY
HONG KONG, CHINA	NG/WAI CHU, DEBORAH (MS)	SENIOR QUALITY ASSURANCE OFFICER	THE UNIVERSITY OF HONG KONG SPACE
HONG KONG, CHINA	NG/JENNIFER (MS)	ASSOCIATE DIRECTOR	THE UNIVERSITY OF HONG KONG SPACE
HONG KONG, CHINA	NGAN/CHI WANG, LEO (DR)	ACTING HEAD OF DEPARTMENT OF COMPUTING/INFORMATION TECHNOLOGY	COLLEGE OF INFO-TECH
HONG KONG, CHINA	PANG/PING HUNG, PATRICK (MR)	ASSISTANT SECRETARY	EDUCATION AND MANPOWER BUREAU
HONG KONG, CHINA	POON/YUK KIU (MS)	PRINCIPAL LECTURER	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (CHAI WAN)
HONG KONG, CHINA	PUN/WING KUI (MR)	PRINCIPAL, TUEN MUN CAMPUS	VOCATIONAL TRAINING COUNCIL
HONG KONG, CHINA	REIGHTER/CHERYL (DR)	DIRECTOR	OHIO UNIVERSITY DEGREE PROGRAMME IN HONG KONG
HONG KONG, CHINA	RYAN/MICHAEL (DR)	CO-ORDINATOR, POSTGRADUATE STUDIES IN MUSIC (ASSOCIATE PROFESSOR)	HONG KONG BAPTIST UNIVERSITY
HONG KONG, CHINA	SHAH/AMAN (MR)	COORDINATOR OF QUALITY ASSURANCE	CITY UNIVERSITY OF HONG KONG
HONG KONG, CHINA	SHEN/SHIR MING (DR)	DEPUTY DIRECTOR	THE UNIVERSITY OF HONG KONG SPACE
HONG KONG, CHINA	SO/YING LUN (DR)	COLLEGE SENIOR LECTURER	HONG KONG POLYTECHNIC UNIVERSITY
HONG KONG, CHINA	SUEN/DANNY (MR)	DEPUTY MANAGER	ASIA PACIFIC MANAGEMENT INSTITUTE
HONG KONG, CHINA	SZE/SIDNEY (DR)	PRESIDENT	SOCIETY OF REGISTERED FINANCIAL PLANNERS
HONG KONG, CHINA	TAM/WING KWONG (MR)	SENIOR LECTURER	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (CHAI WAN)

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Region	Name	Position	Organization
HONG KONG, CHINA	TAM/CHIN WAN (DR)	DIRECTOR, SCHOOL OF PROFESSIONAL EDUCATION AND EXECUTIVE DEVELOPMENT	HONG KONG POLYTECHNIC UNIVERSITY
HONG KONG, CHINA	TONG/JAMES (DR)	PROGRAMME DIRECTOR	CARITAS BIANCHI COLLEGE OF CAREERS
HONG KONG, CHINA	TONG/LAI CHING, ADA (MISS)	CHIEF EXECUTIVE OFFICER	CIVIL SERVICE BUREAU
HONG KONG, CHINA	TSANG/SUI KEUNG, LAWRENCE (MR)	HEAD OF BUSINESS AND IT STUDIES	HONG KONG BAPTIST UNIVERSITY
HONG KONG, CHINA	TSANG/KWAI LING, RENEE (MRS)	SENIOR ASSISTANT REGISTRAR	THE UNIVERSITY OF HONG KONG
HONG KONG, CHINA	TSE/CHUNG FAI (MR)	SENIOR LECTURER	CITY UNIVERSITY OF HONG KONG
HONG KONG, CHINA	VAN KAPEL/ALICE (MS)	DIRECTOR OF MARKETING	MINDTHEME CONSULTING LIMITED
HONG KONG, CHINA	WAI/HENRY W.K. (MR)	REGISTRAR	THE UNIVERSITY OF HONG KONG
HONG KONG, CHINA	WAN/KANDITH (MS)	EXECUTIVE OFFICER (ACADEMIC SERVICES)	THE HONG KONG ACADEMY FOR PERFORMING ARTS
HONG KONG, CHINA	WONG/TAI HO (MR)	ACADEMIC SECRETARY	COLLEGE OF INFO-TECH
HONG KONG, CHINA	WONG/CASSANDRA (MS)	MANAGER	CPA AUSTRALIA
HONG KONG, CHINA	WONG/C.H., SIMON (MR)	DEAN, SCHOOL OF CONTINUING EDUCATION	HONG KONG BAPTIST UNIVERSITY
HONG KONG, CHINA	WONG/SIN YING (DR)	ACTING HEAD OF DEPARTMENT	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (CHAI WAN)
HONG KONG, CHINA	WONG/SELENE (MS)	HUMAN RESOURCES MANAGER (S&OD)	HOSPITAL AUTHORITY
HONG KONG, CHINA	WONG/HOI WAN, CHARMAINE (MISS)	DEPUTY SECRETARY-GENERAL (2)	UNIVERSITY GRANTS COMMITTEE
HONG KONG, CHINA	WU/WEIPING (DR)	DIRECTOR	CHINESE LANGUAGE CENTER
HONG KONG, CHINA	WYNANT/LARRY (PROF)	EXECUTIVE DIRECTOR	UNIVERSITY OF WESTERN ONTARIO RICHARD IVEY SCHOOL OF BUSINESS
HONG KONG, CHINA	YAN/HUI CHANG (MR)	MUSIC DIRECTOR	HONG KONG CHINESE ORCHESTRA LIMITED
HONG KONG, CHINA	YAU/DAVID (MR)	DIRECTOR	ACADEMY OF CONTINUING EDUCATION
HONG KONG, CHINA	YEUNG/PRISCILLA (MISS)	VICE-CHAIRMAN	YEW CHUNG EDUCATION FOUNDATION
HONG KONG, CHINA	YING/EVON (MS)	ACTING HEAD, DEPARTMENT OF BUSINESS AND MANAGEMENT	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (TSING YI)
HONG KONG, CHINA	YING/WONG BUN (MR)	PRINCIPAL ADVISER	THE MANAGEMENT DEVELOPMENT CENTRE OF HONG KONG
HONG KONG, CHINA	YIP/ANTHONY (MR)	PROGRAMME DIRECTOR	CARITAS BIANCHI COLLEGE OF CAREERS
HONG KONG, CHINA	YU/WAI HING, KITTY (MS)	ASSISTANT REGISTRAR, REGISTRY	THE CHINESE UNIVERSITY OF HONG KONG
HONG KONG, CHINA	YUEN/WEI CHICH (MR)	LECTURER	HONG KONG INSTITUTE OF VOCATIONAL EDUCATION (CHAI WAN)

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Region	Name	Position	Organization
IRAN	BAZARGAN/ABBAS (PROF)	EVALUATION CONSULTANT	UNIVERSITY OF TEHRAN
JAPAN	TAKAHIRO/SAITO (DR)	RESEARCH ASSOCIATE	NATIONAL INSTITUTION FOR ACADEMIC DEGREES, JAPAN
MACAU, CHINA	CHU/YIU ON (MR)	SENIOR TECHNICIAN, ADVISOR	UNIVERSITY OF MACAU
MACAU, CHINA	PANG/CHAP CHONG (MR)	HEAD OF ACADEMIC AFFAIRS BUREAU	UNIVERSITY OF MACAU
MAINLAND CHINA	王立生先生	中國國務院學位委員會辦公室綜合處處長	中國國務院學位委員會辦公室
MAINLAND CHINA	吳雲風教授	院長	暨南大學教育學院
MAINLAND CHINA	李亞東副教授	研究事務員	上海市教育評估院
MAINLAND CHINA	李海燕副研究員	副研究員	廣州大學教育學院
MAINLAND CHINA	陳羽白博士	處長	華南農業大學教務處
MAINLAND CHINA	黃群山博士	副院長	華南農業大學教務處
MAINLAND CHINA	劉洁生教授	處長	暨南大學教務處
MAINLAND CHINA	劉渝清女士	處長	暨南大學國際交流合作處
MAINLAND CHINA	鄭文杰教授	主任	暨南大學研究生部
MAINLAND CHINA	MS. CHEN ZHENG	VICE HEAD OF THE OFFICE OF UNDERGRADUATE EDUCATION AFFAIRS	TONGJI UNIVERSITY
MALAYSIA	ALI/MAIMUNAH (MISS)	ASSISTANT DIRECTOR	MINISTRY OF EDUCATION MALAYSIA
MALAYSIA	HASHIM/ZAKARIA (MR)	BOARD OF DIRECTOR	NATIONAL ACCREDITATION BOARD
MALAYSIA	HJ MOHD NOOR/NAJMI (MR)	SENIOR MANAGER	NATIONAL ACCREDITATION BOARD
MONGOLIA	DAGVADORJ/ CHULUUNTSETSEG (MS)	SPECIALIST ON PROGRAM ACCREDITATION, EXTERNAL RELATIONS	MONGOLIAN NATIONAL COUNCIL FOR HIGHER EDUCATION ACCREDITATION
NAMIBIA	ENGELBRECHT/MARDI (MS)	SENIOR HIGHER EDUCATION OFFICER	NAMIBIA QUALIFICATIONS AUTHORITY
NAMIBIA	GERTZE/FRANS (MR)	DEPUTY DIRECTOR	NAMIBIA QUALIFICATIONS AUTHORITY
NETHERLAND	WESTERHEIJDEN/DON F. (DR)	SENIOR RESEARCH ASSOCIATE	CHEPS, UNIVERSITY OF TWENTE
NEWZEALAND	IRWIN/ANGELA (MRS)	GROUP MANAGER, BOARD SERVICES AND AUDIT	NEW ZEALAND QUALIFICATIONS AUTHORITY
NORWAY	BJØRKLY/INGRID QING XU (MS)	NORWEGION ENIC/NARIC	NATIONAL ACADEMIC INFORMATION CENTRE
PHILIPPINES	CORPUS/MANUEL T. (DR)	EXECUTIVE DIRECTOR	ACCREDITING AGENCY OF CHARTERED COLLEGES AND UNIVERSITIES
PHILIPPINES	PIMENTEL/ROSARIO P. (DR)	PRESIDENT & CHAIRMAN OF THE BOARD OF TRUSTEES	ACCREDITING AGENCY OF CHARTERED COLLEGES AND UNIVERSITIES
TAIWAN	WANG/JEN HUONG, PETER (PROF. DR. iur)	PRESIDENT	NATIONAL UNIVERSITY OF KAOHSIUNG

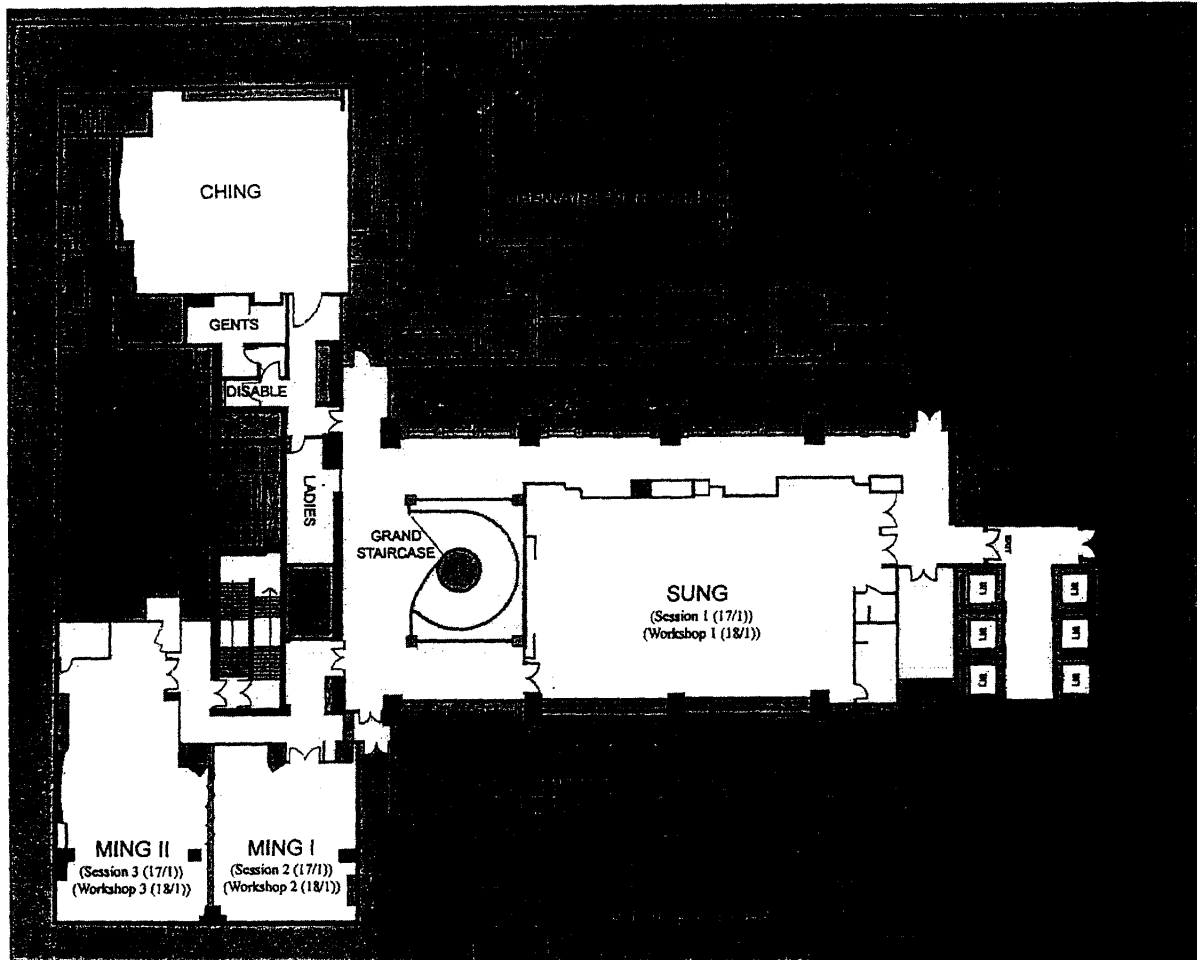
(excluding Speakers, Rapporteurs and Chairpersons of Plenary Sessions)

Region	Name	Position	Organization
THAILAND	JARIYAVIDYANONT/SAGOL (DR)	VICE PRESIDENT FOR ACADEMIC AFFAIRS	NATIONAL INSTITUTE OF DEVELOPMENT ADMINISTRATION (NIDA)
THAILAND	KERDVONGBUNDIT/ VARUNEE (DR)	ASSISTANT PROFESSOR	MAHIDOL UNIVERSITY
THAILAND	LIMNARARAT/SUNPASIT (ASSISTANT PROF.)	ASSOCIATE DEAN FOR ACADEMIC AND RESEARCH AFFAIRS	KING MOMKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG
THAILAND	NAKAPARNSIN/JURAI (ASSOCIATE PROF)	DEPUTY DEAN	MAHIDOL UNIVERSITY
THAILAND	PROMPAKDEE/BENJARAT (MRS)	EDUCATION OFFICER	MAHIDOL UNIVERSITY
THAILAND	SUKTHANA/YAOWALARK (ASSOCIATE PROF)	HEAD OF PROTOZOOLOGY DEPT	MAHIDOL UNIVERSITY
UK	BALDWIN/GRAHAM (PROF)	HEAD OF DEPARTMENT OF TOURISM AND LEISURE MANAGEMENT	UNIVERSITY OF CENTRAL LANCASHIRE
UK	BELL/LES (PROF)	DIRECTOR OF THE DOCTORATE OF EDUCATION PROGRAMME	UNIVERSITY OF LEICESTER
UK	GRIFFITHS/FRANK (MR)	DEPUTY VICE-CHANCELLOR	LEEDS METROPOLITAN UNIVERSITY
UK	KEHER/MARCELLA (MS)	HEAD OF FACULTY SUPPORT SERVICES	UNIVERSITY OF CENTRAL LANCASHIRE
UK	MURPHY/ANGELA (MS)	PRO-VICE CHANCELLOR	UNIVERSITY OF CENTRAL LANCASHIRE
UK	SMITH/RICHARD (MR)	PRINCIPAL LECTURER	LEEDS METROPOLITAN UNIVERSITY
UK	YIP/YAU JIM (PROF)	DIRECTOR OF SCHOOL OF COMPUTING AND MATHEMATICS	UNIVERSITY OF TEESSIDE
USA	LENN/MARJORIE (DR)	EXECUTIVE DIRECTOR	THE CENTER FOR QUALITY ASSURANCE IN INTERNATIONAL EDUCATION <i>Work Bank</i>
USA	WOLFF/RALPH (MR)	EXECUTIVE DIRECTOR	WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
VIETNAM	LONG/BANTH TIEN (PROF)	DIRECTOR, DEPT. HIGHER EDUCATION	MINISTRY OF EDUCATION AND TRAINING
VIETNAM	MINH/LE PHUOC (MR)	HEAD, HIGHER EDUCATION PROJECT CO-ORDINATION UNIT	MINISTRY OF EDUCATION AND TRAINING
VIETNAM	NINH/NGUYEN AN (DR)	HEAD, TEMPORARY BODY FOR ESTABLISHING DEPT OF TESTING AND ACCREDITATION	MINISTRY OF EDUCATION AND TRAINING
VIETNAM	THANH/PHAM XUAN (DR)	HEAD, DIVISION FOR HIGHER EDUCATION ACCREDITATION IN THE DEPARTMENT HIGHER EDUCATION	MINISTRY OF EDUCATION AND TRAINING
VIETNAM	THU/DO XUAN (PROF)	DIRECTOR, PERSONNEL DEPT	MINISTRY OF EDUCATION AND TRAINING

(as at 15 January 2003 5:00 pm)

(excluding Speakers, Rapporteurs and Chairpersons of Plenary Sessions)

International Network of
Quality Assurance Agencies in Higher Education
Asia Pacific Sub-network Forum
17 - 18 January 2003



4/F, Sheraton Hong Kong Hotel

Lunch Venues:

Oyster & Wine Bar, 18/F

● Ching Room, 4/F

附件二

各議題演講內容

International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

Asia Pacific Sub-Network Forum

17 – 18 January 2003, Sheraton Hong Kong Hotel, Hong Kong, China
Forum Programme

17 January 2003 (Friday)			
0830 Registration & Coffee			
0900 Welcome Address by Professor John C Y Leong, OBE, JP, Chairman of Hong Kong Council for Academic Accreditation (HKCAA)			
0910 Opening Address by Mr Philip K F Chok, JP, Deputy Secretary for Education and Manpower, Education and Manpower Bureau, Hong Kong Special Administrative Region			
0920 Theme 1: Import and Export of Higher Education: How to Sustain Quality			
	Session One (Sung Room): Assuring Quality of Non-local Courses – Hong Kong Experience <i>Professor John C.Y. Leong, OBE, JP</i> , Chairman of HKCAA	3 <i>Professor Dr. Mohamed Suleiman</i> , Chairman/Chief Executive, National Accreditation Board	Session Three (Ming Room II): Experience in the Philippines <i>Mrs Concepcion V. Pijana</i> , Executive Director, Philippine Accrediting Association of Schools, Colleges and Universities
1	Construction on the System of Quality Assurance for Chinese-Foreign Cooperative to Run a School in Shanghai (努力構建上海中外合作辦學質量保障體系) (in Putonghua) <i>Professor Jiang Yan Qiao</i> , Professor, Shanghai Municipal Educational Commission (Prepared together with Professor Jing Tong Kang and Professor Li Ya Dong, Shanghai Educational Evaluation Institute)	4 Thailand's Experience <i>Miss Porutip Kanjanavitayot</i> , Director of Higher Education Standards Bureau, Ministry of University Affairs	Experience in Australia <i>Ms Rhonda Herzl</i> , Manager, Educational Standards Branch, International Division, Commonwealth Department of Education, Science and Training
2	Rapporteur: Professor Fan Yiu Kwan, Director, Business Research Centre & Dean, School of Business, Hong Kong Baptist University, and Former HKCAA Council member	Rapporteur: Mr John Jennings, Director, New Zealand Universities Academic Audit Unit	Rapporteur: Mr Edmund Leung Kwong Ho, OBE, JP, Former Vice- Chairman of HKCAA and Past President of the Hong Kong Institution of Engineers
1030 Tea & Coffee			
1100 Plenary Session I (Theme 1) (Report Back from Parallel Sessions & Discussion) Chairperson: Professor Arun Ghanam, Chairman, National Assessment & Accreditation Council, India			
1200 Lunch			

1330	<p>Theme 2 - Mutual Recognition of Qualifications</p> <p>Session One (Sung Room): Hong Kong, China – The Hong Kong Perspective</p> <ol style="list-style-type: none"> 1. <i>Miss H.S. Hong</i>, Executive Director of HKCAA 2. <i>Mr Edmund Leung Kwong Ho, OBE, JP</i>, Former Vice-Chairman of HKCAA and Past President of the Hong Kong Institution of Engineers 3. <i>Ms Georgina Chan</i>, Director of Education Training, Hong Kong Society of Accountant 香港會計師公會 (立法局) <p>Rapporteur: Ms Andrea Hope, Associate Academic Vice-President, Hong Kong Shue Yan College</p>			<p>Session Two (Ming Room I): The Indian Context</p> <p><i>Professor Rajasekharan Pillai</i>, Director, National Assessment and Accreditation Council</p> <p>12</p> <p>The Indonesia Context</p> <p><i>Professor Dr M K Tjudjudin</i>, Chairman, National Accreditation Board for Higher Education, Indonesia</p> <p>13</p> <p>Rapporteur: Dr David Woodhouse, Executive Director, Australian Universities Quality Agency</p>	<p>Session Three (Ming RoomII): The Context of Thailand</p> <p><i>Dr Chaitavit Sujatanond</i>, Assistant Permanent Secretary for University Affairs, Ministry of University Affairs, Thailand</p> <p>Mutual Recognition – A Modest Proposal</p> <p><i>Professor Hiroshi Hokuma</i>, Senior Managing Director, Japanese University Accreditation Association</p> <p>Rapporteur: Professor Dr Mohamed Suleiman, Chairman/Chief Executive, National Accreditation Board, Malaysia</p>
1445	Tea & Coffee				
1515	Plenary Session II (Theme 2) (Report Back from Parallel Sessions & Discussion) Chairperson: Professor Wong Hoi Kwok, Professor, Department of Public & Social Administration, City University of Hong Kong and Former HKCAA Council member				
1630	End of Day One Programme				
1700	Departure from Sheraton Hong Kong Hotel for Aberdeen by coach				
1800	Dinner – Chinese Banquet (Jumbo Palace Floating Restaurant, Aberdeen, Hong Kong) (Optional)				

18 January 2003 (Saturday)			
0800	Registration & Coffee		
0830	Meeting: Formation of the Asia Pacific Sub-Network (Mainly for INQAAHE members. Other participants are also welcome.) Co-conveners: <i>Professor Arum Gnanam</i> , Chairman, National Assessment & Accreditation Council, India and <i>Miss W. S. Wong</i> , Executive Director of HKCAA		
1030	Tea & Coffee		
1045	Workshop 1 (Sung Room): 1. University Accreditation System in Korea 14. <i>Dr Hyun-Chong Lee</i> , Secretary General, Korean Council for University Education	Workshop 2 (Room Ming I): 1. How does Accreditation Work in New Zealand? 16 <i>Mr John Jennings</i> , Director, New Zealand Universities Academic Audit Unit (prepared together with Mr Michael Steer, Manager of Policy & Research, New Zealand Qualifications Authority)	Workshop 3(Room Ming II): 1. How does Accreditation Work in Australia? 18 <i>Dr David Woodhouse</i> , Executive Director, Australian Universities Quality Agency
	2. How does Accreditation Work in Hong Kong, China? 15 <i>Professor Danny Wong</i> , HKCAA Council member and Vice President (Academic), the Open University of Hong Kong & <i>Miss W. S. Wong</i> , Executive Director of HKCAA	2. How does Accreditation Work in Japan? 17 <i>Ms Saanae Maeda</i> , Associate Director, Japanese University Accreditation Association	2. How does Accreditation Work in India? 19 <i>Dr Anthony Stella</i> , Adviser, National Assessment and Accreditation Council, India
	Rapporteur: Professor Peter N Dobson, Jr, Associate Vice-President for Academic Affairs, Hong Kong University of Science and Technology, and HKCAA Council member	Rapporteur: Mrs Concepcion V. Pijano, Executive Director, Philippine Accrediting Association of Schools, Colleges and Universities	Rapporteur: Dr John Clark, Consultant, Yew Chung Education Foundation, Hong Kong
1200	Plenary Session III (Report Back from Parallel Sessions and Discussion) – Chairperson: Mr Martin Liao Cheung Kong, Council member of HKCAA		
1230	Closing Remarks – Mr Herbert Hui Ho Ming, Vice-Chairman of HKCAA, Professor Arum Gnanam, Chairman, National Assessment & Accreditation Council, India and Miss W. S. Wong, Executive Director of HKCAA		
1245	End of Forum		

27 January 2003
WSW/FL/BK/JC/pk

Professor John C Y Leong

附件二- 1

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Professor John C Y Leong, OBE, JP (梁智仁教授) is Chairman of the Hong Kong Council for Academic Accreditation. He joined the Council as Vice-Chairman in June 1996. He is also the Professor and Head of the Department of Orthopaedic Surgery at the University of Hong Kong. He was former Dean of the Faculty of Medicine (from 1985-1990) and Director of Postgraduate Medical Education and Training (1993-1999) of the University. Professor Leong is an orthopaedic surgeon. He is presently President of the Societe Internationale de Chirurgie Orthopedique et de Traumatologie (world orthopaedic association with 105 member nations). He is also former President of the Hong Kong College of Orthopaedic Association and the Western Pacific Orthopaedic Association. He takes part actively in community affairs, presently being Chairman of the Hospital Governing Committee of Castle Peak Hospital and member of some government advisory bodies.

In 2001, Professor Leong was appointed Fellow of the Hong Kong Polytechnic University. In the same year, he was conferred an Honorary Fellowship by the Royal College of Orthopaedic Surgeons of Thailand, and was elected to the Chinese Academy of Sciences.

Abstract of "Assuring Quality of Non-local Courses - the Hong Kong Experience" :

The importation of non-local courses has become pervasive in Hong Kong in the 1990s, reflecting a demand from individuals and employers for study opportunities in addition to existing local provision. The size of the non-local courses market is mammoth, involving an estimated HK\$1.6 billion dollars per annum. There are 893 registered non-local courses offered by non-local institutions in conjunction with local universities/colleges or local commercial partners with student enrolment between 20,000 and 25,000. This has prompted the need for a regulatory and monitoring regime.

Hong Kong's unique approach balances the free market principle, institutional autonomy and consumer protection. The 1997 Non-local Higher and Professional Education (Regulation) Ordinance requires all non-local courses to be registered or seek exemption before they can be legally offered. The Hong Kong Council for Academic Accreditation (HKCAA) is the designated advisor to the Registrar of non-local courses under this Ordinance. Using the criteria of comparability of the course in Hong Kong with its counterpart offered in the home country, the HKCAA has since 1997 assessed some 530 non-local courses seeking registration and over 700 post-registration Annual Returns furnished by non-local course operators.

This presentation discusses the regulatory framework for non-local courses in Hong Kong. The presentation goes on to give pointers on best practices in quality assurance in the offer of transnational education, in areas such as institutional policy, programme design and delivery, choice of collaborative partner, learning resources staff qualifications and teaching.

The conclusion offers suggestions for non-local institutions, local agents and importing and exporting countries to work together to uphold the quality of non-local courses through the development of a code of practice, voluntary accreditation and the adoption of quality culture. The Hong Kong experience while unique to the time and place may provide pointers to fruitful and constructive discussions on quality assurance in cross-border education programmes.

Professor Jiang Yan Qiao (江彥橋教授)

附件二- 2

Profile (unedited):

Professor Jiang Yan Qiao (江彥橋教授), Director of International Cooperation and Exchange of Shanghai Municipal Education Commission, China, got his Master degree of Higher Education from East China Normal University. Before the post, he had been the Dean of Studies of Shanghai Maritime University for several years. His main research interests include quality assurance for higher education, comparative studies of transnational education, human resource planning, etc.

The roles of International Cooperation and Exchange of Shanghai Municipal Education Commission include planning and design of the international exchange and cooperation for Shanghai education, receiving foreign education specialists, promoting students and teaching staff exchange, registering and supervision of collaborative program with foreign educational institution and school for expatriate children.

Abstract of Presentation (unedited):

With China's entry into WTO, Chinese-Foreign Cooperative To Run A School's (CFCTRAS) steps are speeding up. Because of this, we face the urgent realistic problem: How to assure these schools' quality? In this article, we evaluate the management current situation of CFCTRAS. According to the demands for the reform of Educational Management system and the internationalization of Higher Education in China, we draw on the experience of international Higher Education Quality Assurance, and change the traditional management methods solely controlled by government. Then we try to construct a system of quality assurance, combining educational administrative department's evaluation, and CFCTRAS' self-control, to promote CFCTRAS' sustainable development in Shanghai.

“高等教育质量保证机构国际网络”
亚太分区网络学术论坛发言稿

上海中外合作办学质量保证的实践与思考

上海市教育委员会 江彦桥
上海市教育评估院 金同康 李亚东

二〇〇三年一月十七日 香港

Constructing Quality Assurance System for Collaborative Programs with Foreign Education Institutions in Shanghai

Jiang Yanqiao

Shanghai Municipal Education Commission

Shanghai, China

Jin Tongkang & Li Yadong

Shanghai Educational Evaluation Institute

Shanghai, China

ABSTRACT:

With China's entry into WTO, Collaborative Programs with Foreign Education Institutions (CPFEL) steps are speeding up. Because of this, we face the urgent realistic problem: How to assure these schools' quality? In this article, evaluation is made for the management current situation of (CPFEL). According to the demands for the reform of Educational Management system and the internationalization of Higher Education in China, the experience of international Higher Education Quality Assurance is introduced, to change the traditional management methods solely controlled by government. Then try to construct a system of quality assurance, combining educational administrative department's examination and approval by law, social intermediary agency's control by evaluation, and (CPFEL)' self-control, to promote (CPFEL)' sustainable development in Shanghai.

AUTHORS:

Jiang Yanqiao, Director of International Cooperation and Exchange of Shanghai Municipal Education Commission, P.R.China. Main research interests: quality assurance for higher education; comparative studies of transnational education etc.

Jin Tongkang is a president & professor of Shanghai Educational Evaluation Institute. His research interests include Educational Administration and Educational Evaluation.

Li Yadong (MEd) is a vice professor of Shanghai Educational Evaluation Institute in the department of Research. His research interests include Educational Administration and Educational Evaluation.

上海中外合作办学质量保障的实践与思考

江彦桥 金同康 李亚东

内容摘要:

中国加入 WTO 之后, 中外合作办学呈现出加速发展的势头, 如何保障中外合作办学质量? 这是迫切需要解决的现实问题。本文在对上海中外合作办学管理现状进行评介的基础上, 按照推进中国教育管理体制改革的和高等教育国际化的要求, 借鉴国际高等教育质量保障的有益经验, 改变单纯依靠政府行政管理的传统做法, 试图构建起“教育行政部门依法审批、社会中介机构评估监控、合作办学机构自我制约”相结合的质量保障体系, 推进上海中外合作办学的健康发展。

一、上海中外合作办学发展现状

1、发展趋势

1991 年批准成立的上海法语培训中心, 是上海地区第一个中外合作办学项目。此后上海中外合作办学发展平稳, 以非学历成人教育为主, 外方合作者集中在澳大利亚、美国、新加坡等少数几个国家和地区。但 2000 年以后, 这种局势开始有所突破: 一方面合作办学的机构/项目数每年以翻番的速度迅速增长。2000 年批准的中外合作办学机构/项目增加到 21 个, 到 2001 年迅速增长到 41 个。2002 年申报的机构/项目有 102 个, 审批通过了 48 个。目前, 已获批准的中外合作办学机构/项目累计有 195 个。根据统计资料分析, 外方合作的国家或地区现有 19 个, 比较集中的是澳大利亚 (占 25%)、美国 (占 18%)、加拿大 (占 9%)。

目前, 上海中外合作办学机构/项目覆盖了高等学历教育、非学历成人教育、中等职业教育、普通高中教育和学前教育等除了义务教育阶段的所有教育层次。其中, 非学历教育 79 项, 高等学历教育占 63 项, 中职、中专教育占 46 项, 学前教育占 7 项。就各类机构/项目数的构成比例及其发展趋势而言, 多年来, 上海的中外合作办学一直是非学历成人教育项目占据主导地位, 但近两年高等学历教育项目的增长速度超过了非学历成人教育。高等学历教育项目数历史性地超过非学历成人教育项目, 标志着上海中外合作办学的教育层次重心开始上移。

2、作用与意义

近年来, 上海中外合作办学的发展很快, 对促进教育现代化、乃至对上海的经济

社会发展，起到了十分积极的作用。通过中外合作办学，一方面增加了上海教育的供给能力，合作办学直接吸收了一定数量的外资投入，不仅改善了办学条件，而且作为多渠道、多模式发展教育的一种办学形式，使上海教育供给的多样化与选择性成为可能，构建起办学新格局。特别是引进了一批新专业、新课程，促进了上海薄弱学科建设，缩小了与国外先进国家学科发展的差距；另一方面，也为我方学习和借鉴国外科学的教育管理经验提供了机会，使各类教育（尤其是高等教育）的发展有了全球参照系，促进了上海教育更好地融入到国际教育的大环境中去。以上海商业职业技术学院与澳大利亚悉尼 TAFE 学院合作举办国际商务专业学、高级会计专业为例，该院迅速消化吸收所引进的外方有关专业的课程标准、教学大纲、实训计划、考核方式等教育模式，重新整合了现有的专业计划，并以此为参照系研究和开发新的特色专业，探索适合我国国情的高等职业教育模式。

（三）存在的问题

外方合作者的资质不高。非学历成人教育项目中，教育培训类机构占据了一半以上的席位。在实施高等学历教育的合作项目中，外方合作者的资质相对比较高，90%以上是高等教育机构，但总体而言，国外名校所占的份额偏低。

合作专业过于集中。上海中外合作办学中同层次的专业设置过于集中，缺乏特色。商务类、外国语言培训类、计算机信息技术类、行政管理类等四类专业约占总量的75%。而引进高新技术类专业少，需要较多投入的工程技术类、医学类少。

少数办学机构营利心切，教学质量低下。少数办学机构“挂羊头，卖狗肉”，卖文凭的现象也有发生。如，美国某国际大学在上海以委托办学的非法形式，委托多家社会力量办学机构招收本科、MBA、DBA（工商管理博士）。该校成立于1999年，目前尚无一届本科毕业生。非法办学者隐瞒该校尚未在美国得到教育认证机构认证的事实，未经我教育主管部门批准，擅自在本市开展办学业务，给在读的学生造成了经济损失，也造成极坏的社会影响。

二、 上海保证中外合作办学质量已作的努力

1、规范和完善有关政策、法规。

在自主探索和国家法规条例指导下，上海对中外合作办学机构/项目的管理不断完善和规范。结合上海中外合作办学项目的实际发展情况，上海市人民政府早在1993年

12月26日即出台了《上海市境外机构和个人在沪合作办学管理办法》，对合作办学的具体所指、合作办学的申请、审批、运行、违规处罚等做出了基本规定。1994年2月1日，上海市人民政府教卫办、上海市人事局共同制定了《上海市国际合作办学人事管理暂行规定》，对合作办学机构（项目）中有关职工的招聘、辞退和辞职、工资和奖惩、劳动保险、福利待遇和待业保险、工作时间等提出了具体的要求。1995年2月6日，国家教委颁布《中外合作办学暂行规定》*，使上海中外合作办学机构（项目）的设置、运行、监督有了更强有力的法律依据。1997年1月23日，《国务院学位办关于加强中外合作办学活动中学位授予管理的通知》使上海在管理中外合作高等学历教育机构（项目）中有了更明确的尺度。

随着近年来中外合作办学中出现的一些新问题、新情况，上海市教委又在2000年7月提出了《关于做好中外合作办学工作的试行意见》，对合作双方的资质条件包括经费投入的最低限度、递交申报材料的相关证明、教学环节如学历教育中引进专业课程的比例等，提出了更加明确的要求，首先集中受理、专家评审组参与的审批制度。并采取了由市教委对中外合作办学的招生宣传广告进行审核，委托相关教育评估机构进行年审，在媒体公布有关结果等多种措施。《试行意见》的出台和实施，标志着上海市教育行政主管部门对中外合作办学机构（项目）实施管理的制度建设和实际运行进入了一个新的阶段。

目前，上海对中外合作办学的管理和监督，主要是由市教育行政部门具体负责的。在不断建立健全有关中外合作办学政策法规的基础上，借助实施有效的管理制度，以依法行政为主要手段，将“准入”审批与年度检查相结合，保证了上海中外合作办学的健康发展，维护了涉外教育市场的正常秩序。

2、实施评、审分离的审批制度。

* 根据国家教育委员会1995年2月颁布的《中外合作办学暂行规定》，“中外合作办学，是指外国法人组织、个人以及有关国际组织同中国具有法人资格的教育机构及其他社会组织，在中国境内合作举办以招收中国公民为主要对象的教育机构，实施教育、教学的活动。中外双方可以合作举办各级各类教育机构。但义务教育以及国家有特殊规定的教育、培训除外”。

根据《暂行规定》，申请举办实施高等学历教育的独立设置的合作办学机构，由国务院教育行政部门批准。申请举办实施各级各类非学历教育、培训的合作办学机构，由省、自治区、直辖市教育主管部门或国务院业务主管部门审批。申请合作举办幼儿园，由省、自治区、直辖市人民政府教育行政部门审批。

“县级以上地方人民政府教育行政部门负责本行政区域内合作办学机构的管理监督工作”。

改变以往随时受理为集中受理、审批分离，由教育评估院组织专家评议，共同把关（去年对 69 项申请的批准通过率约为 60%，今年正在审批的通过率将低于 50%）。集中受理的好处是更好地保证审批工作的公平、公正，减少随意性，提高其科学性。在审批评议指标体系中增加了外方资质、外方投入经费的权重，同时鼓励引进对上海经济发展急需专业如软件工程、环境设计、材料科学等，优先考虑引进经所在过权威认证机构认证的专业或学科。从 2000 年底起，实施了中外合作办学许可证制度。对取得合作办学批准书的中外合作办学机构，进行登记注册、颁发办学许可证，并要求在进行招生咨询等活动时亮证操作。具体审批的程序是：集中受理—专家审议—行政审批—签订承诺书—颁发办学许可证。

3. 推行年度检查。

从去年起，教育行政部门对取得办学许可证的中外合作办学机构（项目）实施年审，主要审查执行申报材料和承诺书中所列内容和条款，了解办学质量和资金流向等情况。主要程序是：自审—年审小组现场调查—年审报告—媒体公布。2002 年起实施年度审核制度。检查中发现，少数合作办学机构中方丧失控制权；或教学秩序混乱（含教材陈旧、问题教材等）；或财务严重混乱；或超越批准范围层次办学。为此，对其中 4 个机构/项目不予通过，8 个机构/项目限期整改。

4. 开展对跨国教育的比较研究。

上海正在研究的课题有：（1）上海市教育科学研究课题—中外合作办学质量评估指标体系研究；（2）跨国教育的质量评价与认证比较研究；（3）教育部委托课题—《《中外合作办学条例》实施办法》。其中对跨国教育评价的比较研究课题，比较了英国、美国、跨国教育全球联盟（GATE）、欧洲 EQUIS 以及香港地区对跨国教育的评价。

三、 构建上海中外合作办学质量保证体系的思考

1. 发展形势

大力发展中外合作办学，是上海以一流的教育支撑一流的城市的需要，也是建设国际化大都市的必然要求。中国加入 WTO 后，上海主动适应经济全球化的要求，对经济结构进行了战略性调整。在《上海市国民经济和社会发展第十个五年计划纲要》中，明确提出了以四大城市中心功能（国际经济、贸易、金融、航运）为核心和六大支柱产业（信息、金融、商贸、汽车、成套设备、房地产）为重点，发展四大新兴产业（生

物医学、新材料、环境保护、现代物流)的产业结构总体框架。可见,上海的社会发展急需引进国外优质的专业、课程和先进的教学管理经验,中外合作办学在上海有着广阔的市场。

2、管理策略

国务院《中外合作办学条例》即将出台,这将对中外合作办学的宏观管理提供了一个重要法律依据。其中,对中外合作办学也有明确的要求,并提出对营利性的培训项目实行分类管理等。但是,对中外合作办学的管理,我们不仅要依法管理,还要结合我国教育管理体制改革的需求,适应WTO有关条款的要求和有关国际惯例,创造性地建立必要的管理机制。这一方面对我国以往的教育行政管理提出挑战;另一方面,也要求我们与时俱进,大胆地进行开拓创新。

首先,在教育行政管理方面,要按WTO有关条款的要求,切实保证外方合作者的办学自主权。如,教育政策法规的制定和执行要公开、透明,要减少政府行政性审批,大力推行登记制。这些都要求教育行政部门改变过去把教育主权仅仅理解为一切都必须由我们自己包办的片面认识,加强协调与服务,建立和完善调研决策系统、宏观监测系统和支撑服务系统,实现从直接管理向宏观管理和间接管理的转变。

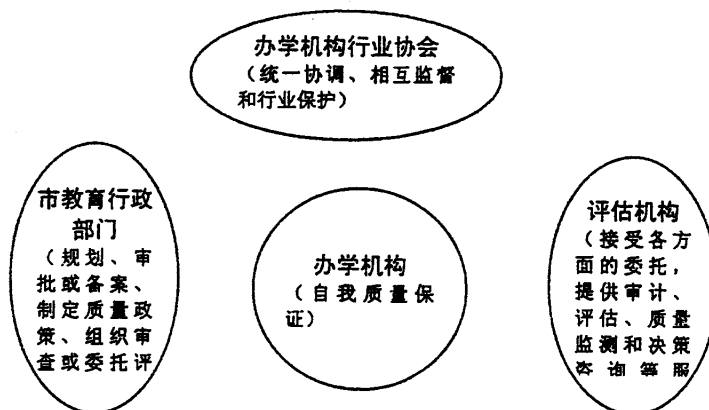
在与世界接轨方面,要树立“教育国际化”的观念。随着科技、经济全球化,特别是人才流动的全球化,不可避免地要给教育烙上国际化印迹。我们不能从狭隘的“本位主义”民族文化观出发故步自封,而必须强化国际意识、接纳多元文化、增进国际合作。其次,我国教育教学的质量标准也要具有国际可比性,教育管理也要适应国际惯例。自高等教育质量保障运动始发后,迅速成为了一种国际化运动,越来越多的国家(或地区)加入了“高等教育质量保障国际网络(INQAHE)”。尽管因国情不同,但一些质量标准得到越来越多的国家(或地区)认同,在质量保障机制上也显示出共同特征:“即国家通过立法、拨款资助建立或扶持一个独立的、自治的机构,由该机构以促进学校建立质量保证机制和自评为主要目的,制定标准、要求、计划,组织和培训同行专家对学校的专业、课程进行外部评估,利用评估报告和结果,保证和推动高等教育质量,为政府决策提供较为准确和科学的依据。”香港学术评审局“作为校外的一个评审机构,在提供评审服务之同时,亦以协助和促进校内质量保证系统为己任”,建立起内外相结合的高等教育质量保证体系和“非本地课程评审”的合作办学管理模式。这些都值得我们学习、借鉴。

在具体策略上,实行政府、社会、办学机构三方齐抓共管。要建立与社会主义市

市场经济体制相适应的中外合作办学管理体制，没有社会中介机构的参与不行。通过中介组织提供特殊服务进行沟通、协调等职能活动，可以促进政府与办学机构之间矛盾的相互转化和融合，从而保证中外合作办学的健康发展。当然，用人单位、新闻媒体、教育消费者等社会各界对中外合作办学质量的监督，也是不可或缺的。规范中外合作办学活动也离不开办学机构的自我制约。在对外开放的教育市场中，各办学机构（或利益群体）合作办学活动中，不可避免地存在着一定的矛盾。矛盾的解决可以政府进行干预，以协调和平衡各方权益，也需要办学机构加强中外合作办学的行业自律。特别是在政府下放权力、实行宏观管理之后，一方面各办学机构要建立自我质量保证体系，以自身的特色和高质量参与市场竞争；另一方面，也需要建立行业协会，实行统一协调和相互监督，维护整个系统的和谐与公平。

3、保证体系

如何进行上海中外合作办学的质量保障？借鉴国际高等教育质量保障的有益经验，改变单纯依靠政府对中外合作办学进行行政管理的传统做法，我们提出构建“教育行政部门依法审批、社会中介机构评估监控、合作办学机构自我制约”相结合的海中外合作办学质量保障体系。其基本思路是：政府对输入质量把关，社会中介机构进行结果质量监控，办学机构自我实行过程质量制约，三方面齐抓共管、分工负责，努力形成一种有利于宏观管理、社会监督、自主办学的有效运行机制（如下图所示）。



上海中外合作办学质量保障体系结构示意图

● 教育行政部门依法审批，实行宏观管理。加入 WTO 时我国政府作出了“允许中外合作办学，并允许外方可获得多数拥有权”的承诺。因此，政府对中外合作办学的管理，要考虑到与世界贸易组织的规则相衔接，而不能包揽一切。深化上海中外合作办学管理体制改革的首要任务，就是要分化政府部门的管理职权，实行“分工负责、

宏观管理”。市教育行政部门进行质量保障的主要职责有：（1）在市委市政府的指导下，成立上海市涉外教育领导小组，负责对全市中外合作办学的发展统一规划，统筹协调全市中外合作办学的管理工作；（2）根据国家有关政策法规并结合实际，制定《上海中外合作办学审批规程》，不断完善上海中外合作办学的政策法规和制度；（3）在“分级管理、分工负责”的原则下，依法组织有关学术评议机构对中外合作办学机构（项目）进行审议、准入审批、注册登记和备案，并负责颁发中外合作办学机构（项目）办学许可证；（4）负责组织制定引进国外专业、课程的指南和制定引进的条件与质量标准，组织对中外合作办学机构（项目）进行专项检查；（5）建立上海中外合作办学评估制度，委托社会中介机构进行质量评估与监控。

● 中介机构主动服务，加强申报评议、办学质量监测和社会监督。在政府转变职能过程中，上海诞生了一批教育评估中介机构（现有上海市教育评估院和 11 个区、县教育评估事务所），正为政府对各级各类学校进行宏观管理发挥着重要的作用。由于教育评估中介机构处于政府与办学机构之间，并保持独立的主体地位和价值中立，不仅能够发挥社会公证、监督的作用，也有利于在政府与办学机构之间沟通、协调，从而为中外合作办学的健康发展起到“调节器”和“减压阀”的作用。因此，在加强上海中外合作办学质量保障方面，社会中介评估机构也是不可或缺的依靠力量。一方面政府要建立中外合作办学评估制度，重视并善于利用社会中介机构（包括新闻媒体、学术团体、用人单位及其他利益群体）进行宏观管理；另一方面，社会中介机构特别是评估机构也要不失时机地主动争取政府部门评估委托，尽心竭力做好质量监测和社会监督工作。只有这样，才能将中外合作办学的质量和行为真正置于社会的监控之下。社会中介机构进行质量保障的主要职责是：（1）接受政府的委托，对申报的中外合作办学机构（项目）进行学术评议；（2）接受政府的委托，对中外合作办学机构（项目）进行年度审查，或者对办学机构的质量保证体系进行审计；（3）接受政府、办学机构和社会各界的委托，开展对中外合作办学机构（项目）的教学质量和社会声誉进行评估；（4）公布评估质量标准和审计、审查的内容和规程；（5）向社会公开发布有关审计、审查、评估的结果或报告，公布上海中外合作办学的状态信息。

● 办学机构进行自我保证，行业学会加强自律。政府在进一步扩大中外合作办学机构的办学自主权，办学机构如何质量的自我保证？在国际高等教育质量保障运动的推动下，各国高等学校进行内部质量保证的探索所积累的经验和做法值得借鉴。办学机构的进行自我质量保证的职责有：（1）自主制定发展规划，增强质量意识，明确

办学的质量方针和各项工作质量标准；(2) 建立并完善质量决策系统、组织指挥系统、管理制度系统、信息反馈系统和教学评价系统，加强对教学过程的评估与监控；(3) 建立必要的社会人才需求信息搜集以及毕业生的跟踪调查系统。另一方面在政府大力支持下，建立上海中外合作办学机构行业协会，加强行业内部的统一协调和相互监督。行业协会进行质量保障的主要职责是：(1) 对上海中外合作办学实行内部统一的规划；(2) 代表行业团体实施行业行政管理，维护本行业的利益；(3) 协调与政府、社会之间的矛盾，平衡各成员间的利益；(4) 制定行业质量标准，加强行业检查与监督。

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Dr Mohamed Suleiman

附件二- 3

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Dr Mohamed bin Suleiman, a Mathematician, began his studies at the University of Malaya and completed his doctorate at University of Manchester. He became Professor in 1990 and was sometime Head of Department, Faculty Dean and Deputy Vice Chancellor (Academic Affairs) of University Putra Malaysia (1994). He is a Director of several government and semi-government agencies. In July 1997, he was seconded to his current position at the National Accreditation Board (NAB) Malaysia as the Chairman/Chief Executive.

Abstract of "Import and Export of Higher Education: How to Sustain Quality - Experience in Malaysia" :

A brief narration of the history of Private Education in Malaysia and the advent of foreign academic programmes will be presented. These programmes will be classified and the merits and demerits of each group will be discussed. Finally, implications of these foreign programmes to the Malaysian education system and steps taken to ensure quality of education of these programmes will be highlighted.

Power Point Presentation:

[Prof Dr Mohamed Suleiman - Presentation-Prof-najimi.ppt](#)

**INQAAHE - ASIA PACIFIC
SUB-NETWORK FORUM**

(17-18 JANUARY 2003)

**-IMPORT & EXPORT OF HIGHER
EDUCATION
- HOW TO SUSTAIN QUALITY**

**“ ADVENT OF FOREIGN
ACADEMIC PROGRAMMES,
ITS IMPLICATIONS TO THE
MALAYSIAN EDUCATION
SYSTEM AND QUALITY
ASSURANCE MEASURES ”**

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- APPROVED EXAMINATION BOARD PROGRAMMES
- PROFESSIONAL/ CHARTERED BODY PROGRAMMES

Cont.

APPROVED EXAMINATION BOARD PROGRAMMES

- ABE [Association of Business Executive]
- LCCI [London Chamber of Commerce & Industry]
- City & Guilds
- Edexcel
- NCC [National Computing Centre]
- AIA [Association of International Accountants]
- IAM [Institute of Administrative Management]

Cont.

PROFESSIONAL/ CHARTERED BODY PROGRAMMES

- ACCA [Chartered Association of Certified Accountants]
- CAT (ACCA) [Certified Accounting Technician]
- CIMA [Chartered Institute of Management Accountants]
- CIM [Chartered Institute of Marketing]
- ICSA [Institute of Chartered Secretaries & Administration]

MERITS

- AFFORDIBILITY OF FOREIGN QUALIFICATIONS LOCALLY
- OPPORTUNITY FOR SPECIFIC SUBJECTS TO BE TAILORED TO LOCAL CONTEXT/ REQUIREMENTS
- MARKETABILITY/ EMPLOYABILITY
- CREDIT TRANSFERS/ ADVANCED STANDING VIA VALIDATION

DEMERITS

- **EXISTENCE IN 3RD WORLD COUNTRIES**
- **EASY ESTABLISHMENT**
 - e.g. - International Society of Business Administration (ISBA)
 - International Association of Business Executives (IABE)
 - Institute of Business Executives Malaysia (IBEM)
- **POOR QUALITY CONTROL**
- **SECURITY OF EXAMINATION BODIES.**
- **CURRICULUM NOT 'HOLISTIC'**
- **ENOUGH COURSES COMPARED TO STUDENTS.**

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- **SHORTER DURATION TO FINISH.**
- **UNFAIR ADVANTAGE THROUGH PROGRAMME NAMING.**
- **COMPULSORY SUBJECT AND SOCIAL SCIENCE REQUIREMENTS.**
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- **MULTIPLE AWARDS.**
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- **LOCAL INSTITUTION SUBJECTED TO RIGOROUS QA PROCESSES BUT NOT EXAMINATION BODIES**

IMPLICATIONS ON THE MALAYSIAN EDUCATION SYSTEM

POSITIVE IMPLICATIONS

- **PROVIDED EQUAL/ WIDER ACCESS TO EDUCATION**
- **SEEN AS A PATHWAY FOR LIFE LONG LEARNING**
- **SUPPORTED THE GROWTH OF PRIVATE INSTITUTIONS**

NEGATIVE IMPLICATIONS

- CREATION OF MULTI SYSTEMS
- FOREIGN INSTITUTIONS/
EXAMINATION BODIES CAN GAIN
ENTRY AND EXISTENCE
- DIFFICULTY/ CONSTRAINTS ON
QUALITY ASSURANCE
IMPLEMENTATION
- PHEIs DRIVEN BY COST vs QUALITY

STEPS TAKEN TO ENSURE QUALITY EDUCATIONS

- NO NEW EXAMINATION BODIES AFTER
1.1.2000
- CONDUCT PROGRAMMES THAT ARE IN
THE PARENT INSTITUTION.
- ACCEPTING ONLY THE 'COMPETITIVE
INSTITUTIONS' THAT HAVE NOT
BREACHED THE RULES.
- NO VALIDATED PROGRAMMES.
- ACTION MAY BE TAKEN ON NON-
REGISTERED PROVIDERS.

CONCLUSION

- **NEED FOR TIGHTER CONTROL**
- **MINIMISE EFFECTS OF MULTI SYSTEM.**
- **ENHANCE THE INTERNAL QUALITY SYSTEM.**

" THANK YOU "

Ms. Porntip Kanjananiyot

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(Where original of profile provided by speaker has been abridged, every effort has been made to retain the authors words. For original of the profile, please contact the speaker.)

Profile:

Ms Porntip Kanjananiyot, the Director of Bureau of Higher Education Standards at the Ministry of University Affairs has responsibility for the formulation of standard criteria for higher education and support for quality assurance in public and private higher education institutions. She is an assessor of Thailand Quality Award for the year 2002.

A graduate in Education of Chulalongkorn and Columbia Universities, her career has focused on international cooperation in education. From external relations officer at the Ministry of Education she rose to head the Foreign News Division at the Thai News Agency, and became Director of the International Cooperation Division at the Ministry of University Affairs. She was involved in setting up the Bangkok-based ASEAN University Network Secretariat, International Institute of Trade and Development and SEAMEO Regional Center for Higher Education and Development.

Abstract of "Import and Export of Higher Education: How to Sustain Quality from Thailand's Experience" :

As a developing country, Thailand has attached high priority to provide quality higher education to the mass for strong foundation of national development. The present practice sees the country import higher education through bilateral and multi-lateral cooperation. Attempts to export its education are confined to exchanges of staff and students worldwide, and further study for students in the neighboring countries. Both import and export of higher education are meant to strengthen quality and standards of the system and provision of education as well as to build capacity of people in the university circle through the creation of networking and learning environments, both physically and electronically.

Policies to heighten quality of higher education and partnerships are formulated by the Ministry of University Affairs, taking into consideration university autonomy and academic freedom. Integral into the higher education system is the implementation of internal and external quality assurance (IQA & EQA) in every institution with stakeholders coming into the picture. As regards private higher education, laws are enforced to govern the setting up and education offerings of Thai and foreign institutions. Increased efforts will have to be made to control quality of distance education as a consequence of technology advances and demand for higher education.

Future challenges lie in the fact that its higher education has to enter the education industry in which both domestic and international students of all ages and professions demand quality of services to meet their diverse needs. Sustainability of quality could only occur when QA culture is firmly founded with synergized efforts at the national and regional levels toward excellence.

Full Paper:

Introduction

As a developing country, Thailand has been through various stages of development to provide quality higher education. From basically import of education, the country has eventually gained strengths in academic and overall university management to incorporate the real needs of the country in correspondence with the changing world. It has continued to encourage all the institutions of higher learning to put in place quality assurance system to stimulate heightened quality of higher education provision.

This paper discusses the stages of development, related policies of the Ministry of University Affairs (MUA) on import and export of education, current efforts of the MUA on Internal Quality Assurance (IQA) and future directions.

Beginning of Thai Higher Education: Import-oriented

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The first medical school (Siriraj Hospital) was established as early as 1889 and Chulalongkorn University, the first university in Thailand in 1913. Nevertheless, it was only 30 years ago when the Thai universities were grouped under one ministry. Starting from then, the country has seen the development of unified policies. In terms of quality, standard criteria for degree programs from undergraduate, graduate diploma, higher graduate diploma to graduate levels have been set to ensure that minimum requirements to meet national standards are met.

During the first stage of higher education development, the direction was not so different from other developing countries where technical assistance was prominent in the picture. There was a heavy one-way flow of potential academics going to study abroad and one-way traffic of experts and educators from donor countries.

It is evident that the first stage of development was aimed to gain sufficient knowledge and create a pool of able academics for effective university operation. The import of education was the fastest way to learn of standards from more developed countries which had already taken stock of their experiences.

Second Stage of Higher Education: Import -and Export-friendly

Thailand's capabilities to provide higher education have increased to the level that institutions developed their own programs to better respond to the manpower needs and development directions of the country. This stage has demonstrated the country's higher education that suits the Thai socio-economic context and the success in pursuing areas of specialization that are the country's real strengths, for example, agriculture, biotechnology, nursing, tropical medicine etc. National identity together with ethical and moral values is apparent as an integral part of the higher education system. The private sector has also become an active partner in providing higher education. In fact, the number of private higher education institutions has grown rapidly to stand at 54 compared to 24 public universities at present. Business and industry sectors have also become closer partners of the higher education world.

Then came the impacts of globalization, technological advancement, and trade and investment liberalization which have led Thailand to play a more active role regionally and internationally. More Cooperation Within is witnessed, aiming to promote regional development and harmonious existence of neighboring countries so as to collectively cope with expected and unexpected changes in the region.

Consequently, the MUA's policy on regionalization and internationalization has been given high priority, regarding international cooperation in education as an effective means to enhance quality of higher education through the sharing of knowledge and experiences within the region and beyond. The MUA has actively worked with regional and international organizations like Unesco, Southeast Asian Ministers of Education Organization (SEAMEO), ASEAN University Network (AUN) as well as education-related agencies in countries worldwide.

The MUA considers it necessary to help create regional and international learning environments in universities so students and staff alike will be able to have better intercultural understanding, paving ways for them to function more fruitfully in the future of greater mobility of people in business and academic communities. Institutions of higher learning have stressed heightened emphasis on regional cooperation while keeping closely in touch with their western partner institutions.

According to the survey conducted by the National Statistical Office in October 2002, there were 4,339 foreign students in higher education institutions in Thailand. Most students came from China, Vietnam and Myanmar respectively. The first three most popular programs of study were business administration, science and engineering.

The MUA and universities have begun to promote Thai higher education in the Greater Mekong Subregion (GMS consisting of Cambodia, Lao PDR, Myanmar, Thailand, Vietnam, Yunnan's Province of China) and been able to create academic interactions in a more regular manner.

Sub-regionally, in 1998, the MUA, in collaboration with SEAMEO-RIHED (SEAMEO Regional Center for Higher Education and Development), hosted an informal meeting of GMS Higher Education Ministers. The meeting agreed to cooperate in areas of mutual interest e.g. agricultural education, distance education, higher education management, etc. The meeting was followed by the setup of a Greater Mekong Sub-region Higher Education Coordinating Task Force (HECTAF) under the coordination of SEAMEO-RIHED.

At the bilateral level, the MUA has started providing exchange grants since the year 2000 to the GMS members with a view to promoting a two-way flow of faculty and students.

As for the universities, closer cooperation is seen in forms of exchanges, collaborative degree programs, joint research and networking for sharing of knowledge and resources. Memoranda of Understanding and Agreements (over 2,000) have been signed. Exchanges of staff and students to undertake academic activities in their partner institutions overseas have gained popularity with the increasing equitable numbers of persons participating in the programs. International programs have increased from about 100 in 1992 to 465 at present. Collaborative degree programs have been offered, e.g. Engineering programs between Thammasat University and Nottingham University, UK; Master of Business Administration programs between Chulalongkorn University and Northwestern University, USA; Doctoral program in Human Resource Development between Burapha University and Victoria University, Australia; etc.

As part of the efforts to promote internationalization is the encouragement given to foreign higher institutions that have been established according to the laws of their respective countries and accredited/recognized by their public accreditation organizations or agencies concerned to provide education in Thailand. The establishment and educational provision of both Thai and foreign institutions have to be in pursuance of the Private Higher Education Institution Act to ensure quality for consumer protection. Foreign institutions receive support and incentives in the same manner as Thai private higher education.

It could be seen that this stage of import-and export-friendly has brought about closer cooperation in higher education on the basis of mutual understanding on the higher education systems and cultures of the Thai and partner agencies and institutions. Knowledge and resource sharing has allowed universities to realize better where they actually stand in the regional and international levels.

How to Sustain Quality

The MUA has assured the quality of higher education through quality control of the overall study programs with minimum requirements. The standard criteria have been set by leading experts of the country and revised periodically to ensure that they meet the international standards. All degree programs in both public and private higher education institutions, including those domestically developed and those in collaboration with foreign partners, have to meet these standard criteria before offering them in Thai institutions.

Nevertheless, quality control was seen far from sufficient in this increasingly complicated world. In 1996, the MUA announced its quality assurance policy and guiding directions. Despite many difficulties in the first phase of implementation, the Crisis in 1997 turned out to have positive impacts on the QA initiative. The academic circle then realized how much expectation the society had given to them. Moreover, QA efforts could produce concrete evidence for the public to have trust in and contribution to higher education and the national synergy for development.

The MUA has continued to play a key role in promoting QA in both public and private universities/institutions. It suggested that the internal quality assurance (IQA) system each university puts in place should consist of three components, namely, quality control, quality audit and quality assessment. The use of nine aspects of quality factors was also given, comprising philosophy, commitments and objectives; teaching & learning; student development activities; research; academic services; preservation of art and culture; administration and management; finance and budgeting; and QA system and mechanisms.

The ongoing efforts were even more concentrated after the establishment of the Office of the National Education Standards and Quality Assessment (ONESQA) as stated in the National Education Act of 1999. The MUA has since, positioned itself as promoter of IQA. Its role is to conduct research studies on relevant issues to support policy formulation, e.g. assessment of engineering programs using APEC Engineer Project as its benchmarks. In addition, it links universities with ONESQA and stimulates constant sharing of knowledge and experiences on QA within the country and with regional and international networks. Pilot projects are also conducted to explore novel ideas for the IQA enrichment and necessary support are provided to universities in areas found to be less strong upon request and following the external assessment exercises conducted by the ONESQA.

As for universities, they are responsible for the IQA in their respective institutions. The guidelines recommended by the MUA, taken into consideration university autonomy and academic freedom, only serve as a broad framework for

them to consider. Therefore, the whole community needs to learn more about themselves to identify their strengths and opportunities for improvement based on facts. Admittedly, such an exercise is painful for quite a number of faculty and university staff but the most accurate data and information is the best to rid any mirage to have a healthy start.

Indicators for their IQA have to well cover dimensions of input, process, output and outcome so as to ensure the quality of their graduates, academic products and services. By so doing, universities could decide on activities best fit their conditions. Taken for example, a bridging program for students to be better prepared for their undergraduate studies could be provided for Thai and foreign students, particularly in the English language to increase their proficiency. Likewise, for foreign students to be enrolled in the regular programs where the instruction is in Thai, a special program has to be offered well before the start of the degree programs as well. Each step of the implementation in this regard, will be more carefully crafted.

The IQA implementation has implanted a new culture of more sharing of ideas, experiences and resources across faculty and departmental walls within the same institutions. Their discussions beyond one's own discipline areas have got to be more and more productive, creating synergy for faculty and institutional development. Institutions having close cooperation with foreign partners enjoy the benefits of sharing and learning of each other's quality systems and benchmarks. Their consistent interactions with foreign partners have led some institutions to create their quality indicators that demonstrate levels of achievements in their networking and partnerships.

More concerns have now been given to the role of stakeholders in the system. The MUA has thus focused on the role of students to help strengthen QA activities within their respective institutions. This year, short training courses will be held for students from public and private universities to create their awareness about the QA efforts and their possible contribution to promote quality in their institutions. By having increased understanding, they should be able to play a part in providing feedback to teaching-learning process, student development activities, etc. This direct experience is a learning process that enables them to make appropriate decisions when selecting education-related services in the future.

Another group of stakeholders to have more involvement in the QA process is prospective employers of students. Closer links have been made with them from the planning to internship and post-recruitment process to ensure that the quality of graduates will match with the needs and changing needs of those in the world of work.

It should be stressed here that information and database system plays a very significant role in the overall endeavors. The progress made in each of the key quality indicators could reflect the actual development and areas of improvements. When such information is made public, a year-on-year comparison will not only mirror the performances of institutions, but also their eagerness to progress or their complacency. In addition, as other institutions and the public go through the reports given by the MUA and ONESQA, they start making their own comparisons. This pressure could be regarded as one of the ways to nicely stimulate our institutions to sustain their quality as well.

After almost six years of QA implementation, Thai institutions still need more time to learn and grow. With the inception of the ONESQA and the law requesting all the higher education institutions to submit their annual QA reports, we should see a good start of positive peer and public pressure. Our higher education communities would need to step up their collective efforts to set higher and more challenging benchmarks to show greater progress in their implementation. It is very much hoped that QA culture of continuous improvements will then be firmly embedded in all our institutions of higher learning. The attempts combined with strengthened regional and international cooperation will be a sound base for Thai higher education to facilitate mutual recognition of qualifications with partner universities and to improve its QA implementation to another stop of 'quality enhancement'.

Future Directions: Quality Control in Real and Virtual World of Higher Education

The present physical existence of universities combined with the high tide of e-higher education in numerous forms has already posed challenges to all of us to seek the proper balance that matches the needs and directions of our countries. Once the General Agreement in Trade in Services becomes fully effective, competitions in providing education services across the borderless world will be even more intense and stressful. Only those that are better

prepared to offer quality education, to show evidence of quality and to build confidence in the world community of their quality could stay on healthily in the higher education arena.

The MUA has attached a high priority to the quality control of distance and open learning. By middle of this year, we should see the policies governing provision of distance and open learning which will facilitate our next steps of action to promote quality of learning different from our familiar traditional ways of instruction. Quality indicators to assure learning outcomes of full-fledged distance education programs and e-learning as a supplement to regular learning and teaching have to be well-thought out and integrated into our existing QA implementation.

In time, Thai higher education will have to position itself differently, considering the increasing digital capabilities and affordability and importantly, the world trends. Like it or not, Thailand will unavoidably enter the education industry where import and export of education become part of the new era of higher education. Building confidence in one's own system and community is the best base for readiness preparation. The actions being taken emphasize the continuous call for clear evidence to provide to peer groups and the public with reports on their engagement and progress made in quality issues including their graduates, products and services.

At the national level, it has to gear more toward the concept of mass customization for its population who have diverse interest and levels of capabilities as well as desirable learning paths to serve their own purposes in life. Universities also become more unique and have clearer missions to serve different segments of the society both within the country and beyond. Quality indicators for IQA need to cater to these changes, containing those with ambitious aims toward excellence in areas specified by each university in concert with the national and regional directions.

Regional Role in Bringing Confidence in Higher Education Quality

Thailand could not and does not wish to stay in isolation. It continues to see itself working actively at the regional and international levels. Having strong partnerships and networking will enable our higher education institutions to be stronger academically while gaining experiences in opening up its country to send and receive students, faculty and education-related services. The complicated e-world comes faster than we could imagine and the MUA hopes to have strengthened educational links and collaboration with countries in the region to build increased confidence and trust in one another's quality systems and educational provision. The MUA welcomes similar forums like this sub-regional gathering and opportunities to have collaborative degree programs for enhanced quality of higher education. With our synergized efforts toward quality sustainability and excellence, our region will gradually be import- and export- ready. It will then bring about utmost benefits for our citizens who will enter the future e-world with genuine joy of getting higher education readily available and conducting life-long learning to improve their quality of life for national and regional prosperity.

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Mrs Concepcion V Pijano

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Ma Concepcion V Pijano an MA from Pace University, New York is Executive Director of the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU). She has extensive experience in accreditation and served as consultant in Cambodia, Indonesia, and Laos and conducted a Training Program for Ministry officials of Mongolia in the Philippines. She is the Department of Education's consultant for the Accreditation Program for Public Elementary Schools and the Philippine Council for Non Governmental Organizations, and works closely with the Commission on Higher Education.

Abstract of "Import and Export of Higher Education: How to Sustain Quality - Experience in the Philippines"

The Regulations for Private Schools in the Philippines mandates that all private educational institutions shall be established in accordance with law and be subject to reasonable supervision and recognition by the Commission on Higher Education (CHED). Educational institutions cannot undertake educational operations without the authorization of CHED. In many respects therefore, higher education in the Philippines, particularly private higher education is a closely regulated industry. It is from this perspective that this paper will examine the issues of internationalization and globalization and how it impacts on the Philippines Higher Education environment.

How will the Philippines respond to the commercialization of higher education as proposed by the World Trade Organization (WTO) and the General Agreement on Trade in Services (GATS)? The WTO has taken the initiative to ensure that the import and export of higher education is subject to rules and legal arrangements. How do we then as a country reconcile this growing commercialization vis-à-vis the need for academic institutions to respond to the national, regional and local imperatives of development? How do we achieve the balance between reaffirming our core educational mission and preserving the traditions of the academe amidst a sea change marked by commercialization and the values of the marketplace? These are difficult times as we try to navigate between warring ideologies.

One fundamental question, however, still remains: how do we ensure that in all our academic endeavors, mechanisms for quality assurance are maintained? The paper will seek to answer some of these critical questions and respond to the challenges ahead.

Full Paper:

Formal education as we know it in the Philippines has distinctly foreign roots. With the colonization of the country by Spain in 1521, came an elitist form of education primarily based in the convents and dispensed by Catholic nuns and friars. Four hundred years later, when America claimed the country as part of the booty in the war it won against Spain, it established a public school system that provided education to the general public.

Both colonizers left such strong legacies in the Philippines that a journalist visiting the country for the first time in the mid-Eighties, described Filipinos as having spent 400 years in a convent and 50 years in Hollywood. This description is not entirely inaccurate. Filipinos have a strong sense of tradition - particularly in our religious and social practices, but are uncommonly open to the lures of the outside world.

It could be said that because of our colonial history, we are the perfect market for globalization, which poses both an opportunity and a problem, as I will show in this paper.

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Colonial history of education

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Private higher education in the Philippines dates back to the 1600s when missionary religious orders came to its shores with the conquistadores to claim the islands "for God, for country and for gold"

Most of the institutions established by the religious orders offered higher education, mainly for the priesthood or for certain positions in the colonial administration. These sectarian institutions for higher education were the trailblazers in Philippines and have remained the pillars of higher education in the country to this day.

The Dominicans established the University of Sto Tomas (UST) on April 28, 1611 as a college for training future priests in the country. It was elevated to university status in 1645. The statutes and norms that governed its early existence were patterned after the University of Salamanca and the University of Mexico. UST is the oldest university in Asia, and is older than Harvard University. In terms of student population, it is the largest Catholic university in the world.

With the opening of the Suez Canal in 1869 and the consequent ease in travel and communications, Filipino students were able to go to Europe for professional and advanced studies. Ironically, it was the young Filipino expatriates sent to study in Europe who formed the core of the propaganda movement that led in the struggle of the Philippines to break away from Spanish rule.

In our convoluted and tragic history, the Filipinos' victory over Spain was snatched by the Americans who came to help the revolutionaries liberate the country from Spanish rule, but ended up becoming our new colonizers in 1898.

As soon as it established a civil government in the Philippines, the U.S. introduced a system of public education that was open to all. In 1901, the Department of Public Instruction was created which established public schools all over the land offering primary education with English as the medium of instruction.

To jumpstart the system, the United States shipped in schoolteachers from the mainland. Called Thomasites because they sailed into Manila on the USS Thomas, these volunteer teachers laid the foundation of the Philippine public school system.

In 1901, the Philippine Normal School was set up to train Filipino teachers. In 1903, an Act was passed by the Philippine Commission, which created a fund to send Filipinos to the United States to be educated as teachers, engineers, physicians and lawyers. The pensionados, as they came to be called, were required to return and serve in government for five years after they finished with their studies. In the next ten years, 209 Filipino men and women were educated under this program in American schools.

During the American regime, a large number of Filipinos were sent abroad for advanced education and training in the sciences and other disciplines.

This brief historical sketch shows that foreign influence is strong in Philippine education. In fact, the export and import of education, especially higher education, is a significant part of the development of the educational system in the country.

Higher education today

Today, higher education in the Philippines is a robust sector with 2,430,842 students enrolled in 1,466 colleges and universities, both public and private.

Higher education in the Philippines has its distinguishing characteristics. The Philippines is perhaps unique in the world for the high share of students enrolled in its private colleges and universities. About 88% of our educational institutions (1,293 out of 1,466) are privately owned and managed without subsidies from the government. In terms of enrollment, currently, two thirds of all students are enrolled in private institutions.

The Philippine Constitution acknowledges the complementary roles of public and private institutions in the educational system and mandates reasonable supervision and regulation of all educational institutions.

Prior to 1994, the supervision of tertiary schools was the responsibility of the Bureau of Higher Education, a division of the Department of Education Culture and Sports (DECS). With the passage of RA No. 7722 in 1994, an independent

government agency, the Commission on Higher Education (CHED) was created to exercise general supervision and control over all colleges and universities in the country. Higher education in the Philippines, particularly private higher education, is a closely regulated industry.

In addition to regulating higher education, the CHED is also responsible for developing policies to support quality improvement in the higher educational system. As a matter of policy, the CHED encourages institutions to seek accreditation and provides a number of incentives in the form of progressive deregulation, grants and subsidies to institutions with accredited programs.

Maintaining quality through accreditation

Accreditation is defined as a concept based on self-regulation, which focuses on evaluation and the continuing improvement of educational quality. As early as 1949, a joint congressional committee on education noted the potential of the accreditation process as an instrument to raise academic standards in the country and serve as a supplement to government regulation.

The voluntary accreditation system in the Philippines is patterned, with certain adaptations, on the American model of programmatic accreditation.

Private voluntary accreditation in the Philippines has a long political history with different entities actively involved in the accreditation process. The agencies that are relevant to this paper are: the Association of Christian Schools, Colleges and Universities Accrediting Agency Incorporated (ACSCU-AAI); the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU); the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA); and the Federation of Accrediting Agencies of the Philippines (FAAP).

The PAASCU was established in 1957 as a private voluntary organization to accredit academic programs. PAASCU served as the model for the development of the other two agencies - the PACUCOA established in 1973 and the ACSCU-AAI in 1976.

The Federation, FAAP, was established in 1977 with the three accrediting agencies for private schools as members. The purpose of the Federation is to coordinate standards and activities relative to accreditation. In 1979, the FAAP was officially recognized by the then Ministry of Education, Culture and Sports. In 1984, the Department assigned the FAAP to certify the accredited status granted by the three accrediting agencies. To date, there are 221 higher education institutions with 832 programs in various stages of the accreditation process.

In 1995, barely a year after it was established, the Commission on Higher Education released a memo entitled "Policies of Voluntary Accreditation in Aid of Quality and Excellence". This document governs the relationship between the government and the accrediting associations. The CHED Order outlines the government's policies vis-à-vis accreditation, and specifies four levels of accreditation, providing criteria and describing the benefits for each level.

As defined in the CHED Order, Level I gives applicant status to schools that have undergone a preliminary survey and are certified by FAAP as capable of acquiring accredited status within two years. The Order provides partial administrative deregulation for programs with level I status.

Institutions with programs accredited at Level II receive full administrative deregulation and partial curricular autonomy, including priority in funding assistance and subsidies for faculty development.

Programs with Level III accredited status are granted full curricular deregulation, including the privilege to offer distance education programs.

Level IV institutions are eligible for grants and subsidies from the Higher Education Development Fund and are granted full autonomy from government supervision and control. To date, there is only one institution in the country that has reached Level IV status -- De La Salle University.

Current developments in the international arena

The standard setting assiduously pursued by the CHED, is taking place in the midst of a creeping internationalization of higher education. Rapid developments in information and communications technology, trade liberalization and the increased mobility of people across national borders have contributed to the internationalization of higher education.

The Philippines has had a lot of experience in moving people, which is the first layer of internationalization of higher education. Academic exchange programs between Philippine and foreign universities have been increasing over the last two decades. The Philippines is also one of the preferred destinations of foreign students in Korea, Japan and Southeast Asia who want to learn English.

Only schools accredited by FAAP member agencies or with equivalent accreditation from the CHED and of the Bureau of Immigration are authorized to admit foreign students. This is one way to ensure the quality of the academic programs being offered to foreign students.

Some Philippine universities have forged international linkages and twinning programs with partner institutions abroad. A 1998 CHED survey revealed that 107 universities and colleges have on-going collaborative programs with 487 foreign institutions of higher learning in 28 countries. Linkages and twinning programs respond to various needs such as the enhancement of human resources, transfer of technology, institutional capacity building and research projects. .

On January 11, 2002, the CHED released a Memorandum on the Policies and Guidelines in the Implementation of International Linkages and Twinning Programs. The CHED saw the need to safeguard the integrity, quality and systematic implementation of international linkages and twinning programs between international and Philippine institutions for higher education. Only those classified as recognized and accredited are authorized to conduct and initiate linkages and twinning programs.

The next layer of internationalization is the movement of institutions, such as branch campuses, franchising and other arrangements of transnational higher education.

Article XIV, Section 4 of the Constitution of the Republic of the Philippines states that educational institutions in the country, other than those established by religious groups and mission boards, shall be owned solely by citizens of the Philippines or corporations or associations, at least 60% of the capital of which is owned by Filipino citizens. The Constitution clearly stipulates that control and administration of educational institutions shall be vested in citizens of the Philippines.

Some proposals of the World Trade Organization (WTO) and the General Agreement on Trade in Services (GATS) on higher education may run counter to the provisions of Philippine Constitution.

In response to globalization, changing foreign policies and the liberalization of trade in goods and services worldwide, the CHED prepared a draft document -- for discussion purposes -- on Policies and Guidelines on the Operation of Foreign Higher Education Providers (FHEP) in the Philippines. In the memo, the CHED maintained that it has the prerogative to determine and specify the modes of transnational education programs in the country. A significant provision of the proposed order states that only foreign higher education providers recognized by their respective governments as quality HE providers and accredited by a recognized accrediting body in the country of origin or its equivalent, may be given government authority to grant degrees.

The third layer of internationalization is moving content, knowledge and courseware. In 1995, the University of the Philippines established the Open University as an institutional arm, which operates within the system of the university and remains linked to its academic programs. The Open University reaches out to people who are not able to participate in classroom style education, utilizing distance and open learning modes.

Distance and open education are fast gaining acceptance within the Philippines. CHED Memorandum Order No. 35, series of 2000 on Updated Policies and Guidelines on Open Learning and Distance Education limits the privilege of dispensing distance and open education to accredited institutions with Level III status, including Centers of Excellence and

Development.

It must be noted that the CHED has taken pro-active measures to respond to the emerging issues brought about by globalization and internationalization in education. Accreditation is being used as an eligibility requirement for higher educational institutions interested in moving towards internationalization. This way, quality is assured.

The Peril and the Promise

The globalization and internationalization of education is, however, an issue that has not gone unnoticed by Filipino educators. The debate on its promise and its perils is vibrant and intense.

There are educators who welcome the movement of education in the country towards globalization and internationalization, seeing them as windows of opportunity opened up to Filipino students, breaking down barriers of time and space in a seamless world. Indeed, the opportunities offered by globalization are exciting, especially for young people who have become global citizens, by virtue of the advances in communication and the ease of travel in our shrinking world.

But there are those who approach globalization with caution, seeing it a two-edged sword bringing along with the opportunities it offers, veiled threats to our educational system and our society.

Besides the competition for students that they pose to our local schools, it is feared that foreign schools operating in the Philippines may not be sensitive to the needs of the country and its people.

For example, how would Western-based schools respond to the development agenda of a developing country like the Philippines? How do schools maintain their core educational mission and preserve the traditions of the academe amidst the sea change brought about by globalization and internationalization of education? As we create a generation of internationalists, are we neglecting to imbue in our youth the nationalism that is necessary for them to be productive citizens of the Philippines?

And educators worry about the effects of the added commercialization on education in a country like ours whose system of higher education is predominantly private.

These are difficult times for Philippine education in general, and institutions of higher education, in particular. Filipino educators must grapple with these issues as we navigate the admittedly exciting but decidedly treacherous waters of globalization and internationalization.

Dr Rhonda Henry

附件二- 6

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Dr Rhonda Henry has been branch manager since November 2002 of the Educational Standards Branch, within the International Group of the Department of Education, Science and Training (DEST). An Australian civil servant since 1977, she joined the education service in 1990 where she rose steadily to be manager, working at various departments bearing different names, in New South Wales, Northern Territory and Western Australia. Her spell at the Department of Industry, Science and Technology (DIST) in Canberra brought a stint as Counsellor in Indonesia (1997-99) to promote bilateral industry and science activities and oversee working groups attached to the Australia - Indonesia Ministerial Forum.

Abstract of "Import and Export of Higher Education: How to Sustain Quality - Experience in Australia":

Australia considers that the most effective way for it to operate as a major exporter of higher education services is to present its education services under the banner of a single Australian quality education brand, supported by a comprehensive range of quality assurance, accreditation and recognition arrangements. Australian universities, the Australian Government and Australian professional bodies have put arrangements in place to ensure that Australian higher education remains synonymous with quality. This paper will focus on these arrangements, including the AUQA, the Higher Education Protocols, the accreditation of programs leading to professional qualifications, the role of recognition conventions and the Diploma Supplement, and the development of mobility frameworks and mutual recognition arrangements for Australian-trained professionals. The Australian Government actively promotes the adoption of measures leading to greater transparency and improved international recognition for higher education qualifications. We hope that in this way both exporting and importing countries can have a better appreciation of each others' systems, the context of individual qualifications and the quality processes which assure their standing.

Full Paper:

Introduction: Australia as an Exporter and Importer of Higher Education

Australia is predominantly an exporter of higher education services. The General Agreement on Trade in Services (GATS) distinguishes four modes in which trade in services is conducted, and we can use these to characterise Australia's export of higher education. Mode 1, consumption abroad, is the most significant as it covers the many students who travel to Australia to undertake on-campus study, for either all or part of their degree program. Mode 2, commercial presence, is also relevant to Australia's export of higher education services, for example where universities establish off-shore operations. Such operations may also involve education services provided in Mode 4 (presence of natural persons), for example where Australian staff members deliver programs at off-shore campuses of Australian institutions. Finally, Mode 3, cross-border supply, appears to be of increasing importance for Australia's trade in education services, with programs undertaken on-line by students resident in another country.

Australia considers that the most effective way for it to operate as a major exporter of higher education services is to present its education services under the banner of a single Australian quality education brand. For this to be successful, however, it is necessary for this brand to be supported by a comprehensive range of quality assurance, accreditation and recognition arrangements. Australian universities, the Australian Government and Australian professional bodies have put such measures in place to ensure that their higher education brand remains synonymous with quality.

Australian universities are increasingly required to measure themselves against international standards, as anything less will not support their international competitiveness in the global economic environment. The Australian Government is actively promoting the adoption of measures leading to greater transparency and improved international recognition for higher education qualifications. We hope that in this way both exporting and importing countries can have a better appreciation of

each others systems, the context of individual qualifications and the quality processes which assure their standing. Australian professional bodies have also taken an active role in ensuring that the quality of Australian professional qualifications remains high, and (in partnership with the Australian Government) have been proactive in ensuring that their quality is transparent and well recognised in our region.

Australia is also, to a much lesser extent, an importer of higher education. Educational services are imported when programs are offered in Australia by overseas institutions, whether on-line or through a campus established in Australia. Educational services are also imported when Australian students travel overseas to study and then return to the Australian workforce with qualifications awarded by overseas institutions, although this has not traditionally been a major route to higher education for Australians. Through the document known as the Higher Education Protocols, Australia has put quality assurance arrangements in place to ensure that overseas higher education institutions seeking to establish campuses or full universities in Australia, must meet quality assurance arrangements which are fully comparable to those required of domestic providers.

This paper will focus on Australia's arrangements for maintaining quality in the export of higher education, including:

- the Australian Quality Assurance Framework, including the AUQA and the Higher Education Protocols;
- protection provided specifically for international students;
- the accreditation of programs leading to professional qualifications;
- the role of recognition conventions and the Diploma Supplement; and
- the development of mobility frameworks and mutual recognition arrangements for Australian-trained professionals.

The Australian Higher Education Quality Assurance Framework

The Australian Quality Assurance Framework for the higher education sector is a series of checks and balances, with responsibilities spread among a range of players. The following bodies contribute to the Australian Quality Assurance Framework for higher education:

Australia's universities and a small number of other higher education institutions have the authority to accredit their own programmes and have primary responsibility for their own academic standards and the internal quality assurance processes which underpin them;

the Australian Government protects the use of the title "university" in corporations law, funds the sector, and provides tools to measure and benchmark outcomes in teaching, learning and research;

the accreditation bodies of the six Australian States and two mainland Territories accredit higher education courses offered by non-self accrediting providers, authorise the operation of new universities in the States and Territories and approve the operation of overseas higher education institutions delivering courses in Australia;

the Australian Universities Quality Agency (AUQA) carries out periodic audits of the quality assurance arrangements of self-accrediting institutions, including their off-shore operations, and of State/Territory accreditation agencies; and

the Australian Qualifications Framework Advisory Board (AQFAB) ensures that a nationally consistent set of qualifications is issued in the schools, vocational education and higher education sectors and maintains national registers of accredited higher education providers.

Fundamentally, quality higher education is provided and assured by Australian universities themselves, through the students and staff they attract, the internal course development and approval processes they adopt, the teaching and learning experiences they provide, the assessment practices they apply, their research environment and performance and the effectiveness of their governance. University councils have the statutory responsibility for the academic and administrative

quality of university functioning.

The Australian Government is the prime public funding agency of the Australian higher education system, and has the capacity to set broad policy directions for the sector and impose quality reporting measures. Universities submit plans in the areas of quality assurance, research and research training, indigenous education and equity. These plans are a means of public accountability for the quality of Australia's universities.

The Australian Government also provides tools and incentives to universities to measure and benchmark outcomes in teaching and learning, research and management. For example, it recently funded development of a benchmarking manual of 67 benchmarks for continuous self-improvement within an institution. The manual introduces the concept of a balanced scorecard, encouraging universities to check their institution's vital signs to assess its overall health.

The Commonwealth also annually funds various surveys, including the Graduate Destination Survey and the Course Experience Questionnaire (CEQ) as well as the newer Postgraduate Research Experience Questionnaire, which measures research graduates' satisfaction. The Australian Government has also funded the development of a Graduate Skills Assessment, an instrument which tests generic graduate skills in areas such as problem solving, critical thinking and written communication. It also funds the Australian Universities Teaching Committee, which commissions projects with potential to enhance teaching and learning in universities, and manages the annual Australian Awards for University Teaching.

Another recent initiative to contribute to the quality of Australian higher education was the introduction of a National Code of Practice for providers of courses to international students in Australia. The requirements of the Code took effect from June 2001. This followed the quality and consumer assurance measures set out in the Education Services for Overseas Student (ESOS) Act 2000 and ESOS Regulations (2001), which are briefly discussed below.

The Australian Universities Quality Agency (AUQA)

The AUQA was endorsed by MCEETYA in March 2000 as an independent national body to monitor, audit and report on quality assurance in Australian higher education. The AUQA's focus is on ensuring that quality assurance systems are in place in universities. The AUQA conducted trial audits in 2001, and commenced its full audit programme in 2002, with institutions being audited on a 5-year rolling cycle. AUQA receives 50% of its operating funding from the Commonwealth Government. The AUQA's audits generally include visits to off-shore campuses of Australian universities as well as visits to off-shore partner organisations where appropriate. The audit process includes extensive interviews with university staff at all levels and students, both on-shore and off-shore.

The Higher Education Protocols

The responsibilities of the Australian States and Territories in respect of quality assurance in higher education were standardised in March 2000 by the National Protocols for Higher Education Approval Processes, which were endorsed by the Australian Education Ministers at that time. The Protocols ensure that consistent criteria and standards are applied across Australia to the recognition of new universities and the accreditation of higher education programs, the delivery arrangements for higher education programs where this involves other organisations (such as partner institutions off-shore), the operation of overseas higher education institutions in Australia, and the endorsement of higher education programs as suitable to be offered to overseas students.

Australian universities operating overseas campuses are expected to maintain standards at those campuses at least equivalent to those prevailing in Australia, in addition to meeting any specific requirements of overseas governments. Similarly, universities are also expected to assure the standards of courses provided through franchising and other arrangements in which the university is not directly delivering the course. In cases where an Australian university or other self-accrediting institution operates at a distant location, the governing body of that institution is responsible for quality assurance and is subject to audit by the Australian Universities Quality Agency.

Protection for International Students: the Education Services for Overseas Students (ESOS) Act

The interests of international students studying in Australia are protected by the Commonwealth Education Services for

Overseas Students Act (ESOS Act), which requires the compulsory registration of programs of study offered to overseas students studying on a student visa. Such programs must be offered at a standard equivalent to other programmes of a similar kind, facilities and services must be of an adequate standard, and the organisation providing the programme must demonstrate that it has the financial and other resources to ensure full and effective delivery of the programme. These arrangements are supported by the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students.

The Accreditation of Professional Education Programs

A significant number of international students come to Australia to take a program of study which leads to, or forms part of the requirements for, a professional qualification. The role of peak professional bodies in accrediting these programs is an essential part of Australia's maintenance of quality in its educational exports. Peak professional bodies play a significant role in maintaining standards of competency within their profession, and a close association between professional faculties and professional organisations is crucial for maintaining quality. The group of professions regulated by law includes the health-related professions, veterinary science and architecture. Professionals working in Australia in these fields must be registered with the State and Territory Registration Boards, and these bodies play a central role in accrediting the relevant higher education programs.

In the case of the self-regulating and unregulated professions, it is the professional associations which play the central role in accrediting higher education courses. To look at one example, accountancy, the two major accountancy organisations in Australia, the Australian Society of Certified Practising Accountants and the Institute of Chartered Accountants of Australia, jointly accredit Australian accounting degrees for admission purposes. Universities must submit a proposal for accreditation of specific degrees, and these are considered by the professional bodies' respective Education Committees for approval. In general the peak bodies aim to visit each university which offers programs in accountancy at least once every 5 years to review the accreditation status of the program, with more frequent visits in the early stages of a new program or in cases where the previous review has not been entirely satisfactory. In the latter case the university is given notice of areas which need attention and the program is reviewed again in 12 months, to ensure that any shortcomings have been rectified.

Recognition Conventions and the Diploma Supplement

With the degree of mobility of students and graduates which has now developed in our region, it is essential not only that the quality of the qualifications awarded be assured in the home system, but also that regional partners in higher education are confident in the quality of each others' systems and have a good understanding of the context of each others' qualifications. For this reason the Australian Government is taking an active role in the Asia-Pacific region, and more widely, to promote the international transparency and recognition of higher education qualifications, so that both exporting and importing countries can have a better appreciation of each others' systems, the context of individual qualifications and the quality processes which assure their standing.

The Australian Government has taken and is taking initiatives in our region to promote comprehensive and transparent recognition arrangements. Australia was one of the first nations to accept the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific, (the Regional Convention) which obligates signatory nations to recognise the studies, certificates, diplomas and degrees of students and researchers from any of the Contracting States, unless there is some compelling reason why this is not possible.

Australia has also recently ratified the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region (the Lisbon Recognition Convention). The Lisbon Recognition Convention aims to improve the international assessment and recognition of higher education qualifications and addresses international concerns arising from the internationalisation of higher education. Its central provision is that parties to the Convention either recognise or encourage higher education institutions to recognise the higher education qualifications conferred by a recognised higher education institution in another Party, unless a substantial difference can be shown between the qualification conferred and the corresponding qualification in Australia.

Australia also has an obligation under the Convention to promote the use of the Diploma Supplement by Australian higher education institutions. This document, which originated in Europe, is issued in addition to the degree document and makes

the qualification more transparent in an international context. It provides a description of the qualification, information on its level, the content of the program of study leading to the qualification, and an explanation of the function of the qualification (for example, whether the qualification admits the recipient to further study or registration as a professional). The Diploma Supplement also provides information on the status of the awarding institution (including whether the institution is private or public), identifies any franchising arrangements in the delivery of the program of study leading to the qualification, and identifies the general educational classification of the institution (for example, university or college of technical and vocational education).

Australia views the promotion of the Diploma Supplement – both within Australia and in our region – as an important part of its long-term strategic approach to developing an improved international understanding of the context of Australian higher education qualifications, thereby encouraging the development of greater confidence in their quality. For this reason DEST is currently undertaking a pilot project with a number of universities to develop examples of Diploma Supplements and investigate the implications for universities of issuing them. In the medium to long term, we hope to promote the widespread use of the Diploma Supplement in the Asia-Pacific region so that these benefits can be more widely shared.

Mobility Arrangements and Mutual Recognition Arrangements

Finally, Australia has taken the approach that it is crucial for Australian graduates to have their qualifications recognised as widely as possible internationally. Again, it is important not only that the value of the program of study they have undertaken be understood in Australia, but also in their home country or wherever they wish to use it, particularly in our region. For this reason Australia has promoted the development of professional mobility frameworks within APEC, first through the APEC Engineer project and currently through APEC Architect. The APEC Engineer registers list suitably qualified and experienced engineers who have been assessed according to agreed criteria, thus providing individuals with improved access to independent practice in all participating APEC economies. The APEC Architect project, which is now under way, aims to establish similar mobility arrangements for experienced architects in participating APEC economies.

One of the great advantages of these projects is that they have allowed the representatives of these professions within the APEC economies to become more familiar with and more confident of the standard of each others' education programs, professional requirements and quality assurance arrangements. This has directly facilitated bilateral mutual recognition arrangements as well as multilateral mobility frameworks.

Other mutual recognition arrangements have been undertaken separately but are complementary in nature. The Washington Accord is perhaps the best example. It was signed in 1989 and is an agreement between the bodies which accredit professional engineering degree programs in each of the signatory countries. It recognises the substantial equivalence of the programs accredited by those bodies, and recommends that graduates of such accredited programs be recognised by the other countries as having met the academic requirements for entry to the practice of engineering. (The other signatories are Canada, Hong Kong, Ireland, New Zealand, South Africa, the United Kingdom and the United States.) Arrangements such as the Washington Accord represent very effective ways of encouraging mobility while ensuring that quality is maintained in the profession concerned in each member country.

Conclusion

Some of those present at today's meeting may feel that this paper has strayed beyond the boundaries of the set topic – the maintenance of quality in the export and import of higher education – into the related field of the recognition of qualifications. I believe, however, that quality assurance arrangements are only completely successful if they are well understood by our education partners and facilitate the free movement of students and graduates in our region and beyond. Where the development of quality and recognition arrangements for the Asia-Pacific region is concerned, the way forward appears to lie in three essential elements:

the establishment of comprehensive and reliable national quality assurance arrangements;

the development of more internationally transparent higher education qualifications, through initiatives such as the Diploma Supplement; and

the more effective sharing of information about each others higher education arrangements, to provide the mutual confidence which is needed to allow the development of true educational and professional mobility in our region.

Ms W S Wong

附件二- 7

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Ms Wong Wai Sum (黃慧心女士) is the Executive Director of the Hong Kong Council for Academic Accreditation. Ms Wong has joined the Council since its inception. She has worked closely with the Council in developing various areas of work, including the more recent development in the accreditation of Associate Degrees.

Ms Wong is particularly active in developing links with higher education and accreditation authorities outside Hong Kong, including those on the Mainland and in Taiwan, and also with international bodies such as the International Network for Quality Assurance Agencies in Higher Education, of which Ms Wong is currently a Board member.

Ms Wong is also active in conducting research into topics of educational quality and quality assurance. One of her recent activities has been the contribution of a chapter in a book published by the HKCAA entitled "Global Perspectives on Quality in Higher Education".

Abstract of "Mutual Recognition of Qualifications - Experience in Hong Kong, China"

In light of the increasing globalization and rapid development of trans-national education, the issue of mutual recognition (MR) of qualification between countries has become even more pertinent than before. This paper begins with a brief discussion on the realization of MR at different levels - between governments, between institutions and between accrediting bodies. Focus is specifically shed on MR which takes place between accrediting bodies due to the internationalization of higher education in the last decade. Amid the two common approaches adopted at that level, the recognition of accrediting agencies through a supra-national body is regarded as a less straight-forward process that may give rise to some contentious issues. By critically examining the issues and the concomitant difficulties, the effectiveness of the latter approach in facilitating MR of qualifications is prudently reviewed. The conclusion offers suggestions on ways forward whereby international/regional organizations, such as the INQAAHE or the regional Sub-Network, and national governments can do to facilitate MR.

Full Paper

With increasing globalization, the movement of citizens across national boundaries for purpose of employment and further study, and the opening up of domestic markets to imported educational provisions, the issue of mutual recognition of qualifications between countries has become even more pertinent than before. But how easy is it to achieve mutual recognition (MR) between countries? What are the different routes which have been suggested to facilitate MR? And what are the problems/difficulties associated with each, and what are the implications of these different proposals? My brief discussion will address some of these questions.

Firstly, what does mutual recognition mean in actual practice? At one level, it can mean that the government of two countries extend mutual recognition to the institutions of one another and the qualifications awarded by these institutions. This can be done with relative ease if the considerations are dictated by politics or policies, but a lot more difficulty if the decision of recognition is to be supported by a full understanding of the educational system and standards of each other, unless there are already existing or historical affinities between the two systems. However, the greater actual difficulty lies in how this government-level recognition can be extended/accepted beyond government circles, by private employers and academic institutions. The same issues would pertain to other systems or levels of recognition. Given the pluralist nature of our societies, and the academic freedom of tertiary institutions, there is doubt whether any system of MR can have an all-embracing effect in society.

The second level of MR exists between academic institutions. This has been taking place between the institutions of many countries, most often on a one to one basis, involving the recognition of credits for the transfer of students. Increasingly

more of this is taking place, for instance in the case of Hong Kong where graduates from a sub-degree programme are arranged to articulate into the latter part of a degree programme in an overseas institution.

The third level of MR can take place between accrediting agencies. In fact this has currently become a focus of attention on the international scene. This form of recognition can be in two possible formats:-

(a) MR of two or more accrediting agencies and the respective institutions accredited by these agencies.

(b) Recognition of accrediting agencies by a supra-national authority, through an approval process or what has been proposed as a "world quality label". And deriving from this, recognition to be extended to institutions under the remit of the "approved" agencies.

There is less problem with approach (a), which is a more straight-forward mutual recognition process to be negotiated through reciprocal arrangement. With approach (b), the supra-national recognition approach, a lot of contentious issues have been raised. Let us examine some of the problems.

Firstly, the recognition or bestowment of a quality label on an accrediting agency pre-supposes that there is an accrediting system in most or all countries. However, this is not the case. It also pre-supposes that there is only one accrediting agency in any one country. But there are countries such as the US where there are at least six regional accrediting bodies, plus dozens of specialized accrediting bodies. Since the approval process of accrediting agencies by a supra-national body is a voluntary process, what implications will this have on institutions, if some of the accrediting bodies do not seek this so-called quality label?

Secondly, in some countries, accreditation is a voluntary process. Recognition of a particular accrediting agency might confer a mark of recognition on institutions which seek accreditation by this agency but excludes other institutions which do not seek this, but some of which might be equally well established and of comparable standards.

Thirdly, is it easy to agree on a set of criteria and standards for the approval/recognition of accrediting bodies? The mode of operation of an accrediting body is often bound up with the culture, norms and particularities of the educational systems which have given birth to the accrediting agency, and these are bound to differ among countries. The purposes of accreditation can also be different. Some accredit according to minimum threshold standards while others assess institutions according to the objectives and missions set by the institution itself. In some systems, the focus of accreditation is centred on processes and input of an institution, while in other systems the focus is on outcome. The requirements of accreditation can also be unique and particular to a society. For instance, an accrediting body may require that educational programmes should contain teachings in morals and political education. In another country, one of the accreditation criteria may be the requirement that institutions should have a policy for diversity/pluralism in its admission and appointment policies. One can see that many such criteria are inextricably intertwined with the norms and beliefs of each society.

Fourthly, as far as accreditation procedures are concerned, differences in traditions and culture may lead to different practices. Is it feasible or indeed desirable to have one perfect set of procedures? For instance, while it is considered desirable and acceptable in one system to release the reports of accreditation, in another society, this practice may be frowned upon as an intrusion into the privacy and autonomy of institutions. The requirement for the release of information pertaining to individual staff members may also receive different degrees of acceptability in different societies. Even within one system, it is not uncommon to find that accreditation criteria and procedures have various degrees of acceptability by different types of institutions. How much more difficult, therefore, to reach consensus across national boundaries on a common set of criteria for accrediting bodies.

If on the other hand, the criteria for the recognition of accrediting agencies are set in such a way as to accommodate a range of individual differences, then the criteria may in the end become so loose that almost all accrediting bodies would become admissible, thus defeating the original purpose of recognizing the well established and effective agencies.

Let me pause here and temper the above rather pessimistic outlook for MR - I am not saying that MR cannot be achieved - and in fact this has been achieved between some countries. But this is usually accomplished not only by an understanding or recognition of the accrediting bodies in each country alone, but also through a process or long processes of

mutual understanding of each other's educational system and educational standards, as well. That is why in countries with close proximity or cultural/historical affinities, such as in the European Community, it is often easier to achieve mutual recognition.

I shall mention one additional point, concerning the flourishing of cross-national education which has been contributing towards this call for mutual recognition. Ironically, however, this import and export of education poses difficulty for MR, in particular where an educational product is imported and delivered in another country, and where for various reasons, the product being delivered falls short of the quality which typifies the home product. Thus due to the difficulty of maintaining standards when education is delivered in an overseas territory, one more obstacle is created in the area of mutual recognition. Even if there is confidence in the educational standard of another country, it might not be possible to extend the same level of confidence to the programmes of study imported from that country and delivered in an offshore mode.

Fifthly, the recognition of accrediting agencies begs the question of standards. If the rules for assessing the agency relate only to the criteria and procedures adopted by the agency in its accreditation, one would have to make a quantum leap if judgments about the academic standards of institutions/or programmes accredited by the agency were to be inferred from those judgments about the agency and its processes. Even if there is information about the criteria adopted by the agency, how well do these criteria transport across national boundaries, criteria such as the definition of a degree, or a master's degree in terms of input, and output etc. Can any supra-national body purport to make a judgment about national standards in another country, merely through understanding the accrediting agency and how it works in that country? Or do we have to go further, and ask the supra-national body to become an accrediting agency and look at the actual standards applied in that particular country, in terms of outcomes, skills and competencies, or other denominations; and can we agree on all these? The question we are asking is: can mutual recognition take place without a consideration of standards?

Thus the conclusion I am getting to, is that, at the present stage, due to insufficiency in information-sharing between countries, due to differences in practices, differences in basis assumptions and core values, as well as national policies, we are still a far way from being able to rely upon the recognition of accreditation systems or accreditation agencies as the sole basis of mutual recognition of qualifications.

What an international or regional organization such as INQAAHE or the regional sub networks can do, is to promote

- firstly, good practices among quality assurance agencies which might lead to mutual recognition of quality assurance agencies.

- secondary, exchange of information about educational system, educational standards, and accreditation criteria, leading to a better understanding of standards of qualifications in other countries.

What the national governments can do to facilitate mutual recognition is

- institute effective quality assurance and accreditation systems and an understanding of this system, and

- institute a transparent system of qualifications and educational outcome, and promote international understanding of its educational system.

In this regard, Hong Kong has implemented an effective accreditation and quality assurance system since 1990. We are now starting with a plan to regularize academic/vocational qualifications through the establishment of a qualifications framework. Hopefully all these will facilitate mutual recognition of our qualifications in future.

In conclusion, therefore, we recognize the importance of moving towards common grounds and common good practices in our accreditation systems, as a basis for mutual recognition of qualifications. But this provides only one of the basis for recognition. An understanding of the educational systems and education standards of another country, and how these translate into the context of our own country, is an equally important consideration. One must emphasize that with the increased mobility of population, the recognition of qualifications from outside one's country has a significant impact upon our economy and the standard of our workforce. We should therefore work towards the goal of MR starting with individual systems, recognizing the principle that there are many factors which could affect the standard of qualifications,

and recognizing the over-arching principle that recognition should primarily be a national prerogative.

Mr Edmund Leung

附件二- 8

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Mr Edmund Leung Kwong Ho (梁廣灝先生), OBE, JP was Council Member (1996-1999) and Vice Chairman (1999-2001) of the HKCAA. He is an engineer and former Chairman of a global consulting engineering practice, Hyder Consulting Ltd, and President of The Hong Kong Institution of Engineers. He has been intimately involved in the qualification and mutual recognition processes for professional engineers and is on committees for academic institutions and Government committees related to energy, engineering and environment. He was a member of the Selection Committee for the Chief Executive of the Hong Kong Special Administrative Region in 1996, and is a member of the Election Committee of the Engineering Sub-sector.

Abstract of "Mutual Recognition of Qualifications - Hong Kong, China: The Hong Kong Perspective" :

For professional qualifications, the requirements are normally an accredited university degree in the relevant subjects plus postgraduate training with subsequent work experience applying his/her academic knowledge to real projects to professional levels.

This presentation focuses on the process of evaluation of the postgraduate training and subsequent achievement of professional experience, using the Hong Kong Institution of Engineers model as an example, and discusses the various criteria leading to an objective assessment of attainment of professional qualifications.

Full Paper:

It is my privilege and honour to be invited to share my experience in Mutual Recognition of Professional Qualifications with you, and my focus today is on Professional Qualifications of Engineers.

Back in my days on my run up to Presidency of The Hong Kong Institution of Engineers (HKIE), we saw the need to bring the qualifications standards of Hong Kong engineers to international level, not only to ensure that our professional engineers can continue to perform their professional duties and activities in Hong Kong and in other parts of the world to good international standards, but also to create a model for our motherland country to facilitate their future integration in the international arena. We are fortunate that the Basic Law, drafted for this unique Special Administrative Region of China, allows full independence of professional institutions in Hong Kong to set its own standard and to operate independently.

So, first of all, please let me briefly describe the history of HKIE.

We were incorporated by law in 1975, allowing us to be the only organization in Hong Kong to set qualification standards and to accept or reject engineers to join our Institution as professional engineers.

We have a link with the UK Institution of Civil Engineers which allows our professional engineers to obtain the title of Chartered Engineers - a title internationally recognized as a high quality professional engineer. As we proceeded to prepare for the change of sovereignty in 1997, it would not be appropriate, under the Basic Law, for professional engineering qualifications to be linked only to that of the United Kingdom. We therefore had to find a way to allow our standard to be independently recognized by a whole range of international institutions of engineers.

The theory was simple but the practice was difficult. For a small place of Hong Kong, albeit with intense activities in infrastructural development, for us to obtain international recognition, it will be necessary for us to raise and maintain our standards equal or higher than that internationally acceptable. Our entrance requirements must be equal or more stringent

<http://www.hkcaa.edu.hk/INOA/AHE/Mr%20Edmund%20Leung.html>

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than that in the UK, in Australia, in New Zealand, etc. Please note that I have not mentioned the USA, as the engineering associations in America are only Learned Societies and not Qualification Bodies.

May I use this slide to explain the functions of a Qualifying Body and a Learned Society. The former sets standards and the latter provide services to engineers.

It may be useful at this stage to explain the routes to obtain membership of HKIE. It comprises completion of a recognized Academic Qualification, an approved graduate training programme (or a longer period of general post-graduate experience) plus responsible experience of at least two years. The candidate will then be assessed by a Panel of Assessors by firstly an interview which will be of at least 45 minutes followed by essay writing on a topic proposed by the Assessors. The candidate is expected to write an essay in good English of a length of 1600 words within a fixed two hour period. The purpose of this is to test his/her competency to express himself/herself in English, an international language.

I have already touched on the need to bring the Hong Kong engineers to a standard equal or higher to that internationally recognized, so please accept that our route to membership is normally at the higher end of requirements. Having achieved this standard, we have proceeded to discuss with other internationally recognized engineering institutions to compare and eventually agree to mutual recognize our qualifications.

The English speaking nations and regions have agreed to a Washington Accord which allows each component region to accredit their own University Degrees and request other regions to accept this accreditation as acceptable by others. Periodic meetings were held at which the accepted members credentials were submitted for comparison. When both parties feel comfortable that admitted members have achieved a minimum accepted standard, a Mutual Recognition Agreement can then be executed. This Agreement is constantly updated to ensure the necessary standard is maintained.

At this point, at least 15 Institutions have signed Mutual Recognition Agreements with HKIE, confirming a recognized international standard of our members. This allows our Corporate Members of HKIE to be recognized in many parts of the world.

Looking into the future, HKIE have recently signed up to join the "Engineers Mobility Forum (EMF). This is an extension of the model of mutual recognition with experience requirements extended to seven years. This agreement establishes a register of professional engineers in many parts of the world which includes:

Australia, Canada, Hong Kong, Ireland, Japan, Korea, Malaysia, New Zealand, South Africa, United Kingdom and United States of America.

Please note that the EMF extends beyond the English speaking countries, which includes Japan and Korea, and is a landmark step beyond the established mutual recognition agreements. As this is a new venture, we are interested to see how successful and acceptable it will become. Our aim is to set an acceptable standard globally but take away unnecessary boundaries of countries and ethnic difference. Language difference is a deterrent at this stage but I am sure eventually we will be able to find a satisfactory way forward.

I hope the experience of HKIE may assist in our discussions today.

Ms Georgina Chan

附件二- 9

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Ms Georgina Chan (陳素珍女士), Director of Education & Training of the Hong Kong Society of Accountants (HKSA) is a graduate of Victoria University of Wellington, New Zealand, a chartered accountant and Fellow of the HKSA. Her brief includes Qualification Programme (QP), professional examinations and 13,500 students, and staff of the Hong Kong Association of Accounting Technicians, a body with 9,000 students, set up under the auspices of HKSA. She was responsible for drafting the accreditation policies, procedures and guidelines of the Accountancy Accreditation Board, for the accreditation of academic programmes and qualifications for admission to study the QP under the HKSA's graduate entry initiative of 1999. She has conducted numerous accreditation exercises for the Society and has been on a programme validation panel of the HKCAA.

Abstract of "Mutual Recognition of Qualifications – Hong Kong, China: The Hong Kong Perspective" :

1. Brief introduction of HKSA's role
2. HKSA's achievements on mutual recognition or reciprocal membership
3. How did we go about it?
 - Research and consultation
 - Setting out clear objectives
 - Benchmarking best practices
 - Programme Design
 - Implementation
 - Promotion
4. The Review Process
5. The Negotiation
6. Concluding Remarks

Power Point Presentation:

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Professor Rajasekharan Pillai

附件二-10

Profile (unedited):

Prof. V.N. Rajasekharan Pillai (b. 20 October 1949, at Chengannur, Kerala; M.Sc. 1971, PhD 1974) is the Director of the National Assessment and Accreditation Council (NAAC) (in the rank of Central University Vice-Chancellor) since April 2001. He has been the Vice-Chancellor of the Mahatma Gandhi University, Kottayam. Dr. Rajasekharan Pillai has 31 years of teaching, research, research guidance and administrative experience in the universities of Kerala, Calicut, Cochin and Mahatma Gandhi University. He is the Founder-Director of the School of Chemical Sciences and has been the Dean of Faculty of Science, Controller of Examinations, Director of College Development Council and Chief, Employment and Information Guidance Bureau of the Mahatma Gandhi University. He has held post-doctoral and visiting research positions in the Universities of Tübingen, Mainz and Lausanne. He is leading an internationally renowned research group in the area of biopolymers, particularly peptides. He has published extensively (about 200 refereed research publications in international journals) in this area and has guided the doctoral research of a large number of students (over 40) who occupy leading positions in academia, R&D, and industry in India and abroad. His research publications have received over 1500 citations during the last 10 years. Successfully executed a large number of sponsored research schemes of UGC, CSIR and DST. He has been involved in several national and international committees dealing with education, science, technology and culture. Widely traveled all over the world, Dr. Pillai has presented papers and given invited and plenary lectures in a large number of national/international conferences. He has hosted several national and international discussion meetings including Indian Academy of Sciences Annual Meeting and the Vice-Chancellors Conference. Prof. Pillai is an elected Fellow of the Indian Academy of Sciences and an Honorary Senior Fellow of the Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore. Recipient of Materials Research Society of India Lecture Award (1997) and Swadeshishastra Puraskar (1998). Chairman, convener & member of several national and international committees on science, education & technology. Convener and member of the search committees of Vice-Chancellors for Central and State universities. Chairman of Deemed universities committees & Accreditation teams. Under his leadership the NAAC has formulated an action plan for quality evaluation, sustenance and quality up gradation for the higher education institutions in the country, which has been accepted, and being implemented by all the State Governments. He was a member of the working group, which prepared the 10th Plan vision - documents for higher education.

Abstract of Presentation (unedited):

Indian Higher education system has a mammoth structure with over 300 universities, 14000 colleges, 10 Million students and .5 million teachers. The governance pattern consists of the central and State government structures and the various autonomous statutory commissions and Councils regulating the academic and administrative control. The Federal government is responsible for major policy formulations relating to higher education in the country. The State governments see to it that the regional context for the education is sustained without deviating from the national policies. Though the State Governments are the major providers and responsible for establishing and maintaining State universities and colleges through constitutional provision, in recent years the federal government takes increasing interest in evolving national perspectives and standards. This meaningful partnership between the states and the center was facilitated in 1976 by amendment of the Constitution making education as a concurrent subject. This implies that both the federal and state governments have joined responsibility in promoting education. The coordination between these two agencies is facilitated through a Central advisory Board of education in which all education Ministers of the states are also members.

The awards and qualifications of different State Universities and colleges are quite variable in many ways. Inter state migrations were limited because of these variations. Equivalence of the academic programmes was established as and when required at the institutional level through statutory committees. When the size of the higher education system gradually increased, these arrangements were found rather inadequate and a centralized mechanism was evolved by the Association of Indian universities (AIU).

Originally AIU issued certificates of equivalence based on a close scrutiny of the university and on the basis of data base gathered from institutions. As the volume of demands increased, all the member universities agreed formally to mutually recognize the awards of each other on a reciprocal basis. This agreement was based on the fact that AIU has stipulations and criteria for Universities to become its full members, including a mandatory team visit to assess the institution for eligibility. Neighbouring countries like Sri Lanka, Nepal, Bhutan etc. can also become associate members of the AIU fulfilling these criteria and enjoy the automatic recognition of their awards.

During recent years, the governmental efforts have brought in a lot of uniformity in the structure of academic qualifications, which has facilitated mutual recognition of degrees within the country. This could be readily configured into a National Qualifications Framework (NQF), ensuring academic and workforce mobility within the nation. However a national Qualifications Framework is yet to be evolved. There are also regional disparities within the country in the quality and standards of qualifications awarded, due to socio-cultural divergence. While there has been initially some reluctance to evolve and maintain the NQF, India is now convinced in having suitable mechanism to promote the quality of qualifications awarded. Quality concern is well articulated in the National Policy on Education (1986) and consequently the National Assessment and Accreditation Council (NAAC) was established in 1994 after a series of consultative discussions. In addition, there are about 30 specialty councils that ensure together the minimal threshold quality of the professional qualifications through appropriate recognition procedures. The NAAC has accredited about 300 institutions in the country. It is expected that 150 universities and 5000 colleges will complete their self evaluation and the assessment and accreditation process by the end of 2003. This quality assessment and accreditation procedure of NAAC will help the promotion of a quality equivalence which will ultimately lead to a national qualification framework which is acceptable internationally. The systematic efforts of NAAC, the state governments and the federal government for achieving this target of an NQF will be highlighted in the presentation.

Professor Dr M K Tadjudin

附件二-11

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Professor Muhammad Kamil Tadjudin, Chairman of the National Accreditation Board for Higher Education of Indonesia since 1999, is a geneticist and former Rector of the University of Indonesia (1994-98). He is a member of the South East Asian Ministers of Education Organization Center for Tropical Medicine and Public Health, UNESCO's International Bioethics Committee and the Scholarships Division of the Tokyo Foundation's International Advisory Council. He is a founding member of the Indonesian Societies for Andrology, the Study of Fertility, and Human Genetics.

Abstract of "Mutual Recognition of Qualifications in the context of Indonesia" :

The widespread and important internationalization of higher education, featuring student and staff mobility, academic co-operation and cross-border education makes cogent argument for a system of mutual recognition of first and resulting qualifications by both the sender and receiver for employment or further studies. Globalization makes mutual recognition of studies and qualifications beyond bi-partisan arrangements a necessity.

The road to mutual recognition is not easy. Europe, despite a more uniform higher education system than Asia and an early start, only agreed mutual recognition of qualifications at the Lisbon Convention, 1997. NARIC (Network of National Academic Recognition), is even more recent. In the Asia Pacific region, similar initiatives by UNESCO-PROAP faces problems in the differences in:

- (a) stage and level of development of higher education;
- (b) levels of understanding and awareness of accreditation and QA systems;
- (c) stages, policies, and priorities in establishing QA bodies;
- (d) political and economic systems; and
- (e) cultural and academic traditions.

In the establishment of any regional mutual recognition, mutual understanding, trust and confidence start with knowledge and understanding of what your partners are doing as well as trust and confidence that they are doing what they say they will do. To enable study of different systems, documentation in the region's lingua franca - English - is sine qua non. To this end, the National Accreditation Board for Higher Education in Indonesia (BAN-PT) is translating all accreditation documents into English.

Different stages of development also occur within a country, as in a developing country like Indonesia. To overcome this problem, the Indonesian accreditation process uses a ranking system, although it is not a standard practice, where D means not accredited; C is the minimum standard set by the Directorate General of Higher Education, B is above minimum national standard but not international and A is international quality.

An ambiance of mutual trust and understanding should be created by adoption of recognizable steps in quality assurance. They include promotion or development of:

- (a) national QA systems;
- (b) a regional clearing house to share information, experiences and lessons;
- (c) records of best practices; exchange standards and references;
- (d) regional benchmarking clubs among institutions;
- (e) a common National Qualification Framework for standardization of the different qualifications;
- (f) common indicators for quality and mutual recognition of QA agencies (QAA);
- (g) a map of higher education system within the region;
- (h) credit recognition and credit transfer schemes;

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- (i) mutual recognition of QAAs by exchange of methodology and reviewers, the convening of joint meetings of QAAs and the development of standards and good practices for QAAs; and
- (j) recognition of professional qualifications, subject to recognition by the respective professional associations and licensing agencies.

Full Paper:

Introduction

Higher education (HE) is considered as one of the most effective instruments for development especially human resources and social development. As the world becomes a global village HE becomes internationalized and co-operation in HE becomes a necessity. Internationalization has become a widespread and strategically important phenomenon in HE with activities consisting of student and staff mobility, inter-university co-operation in academic matters, to the establishment of university consortia or consortia in certain disciplines. There is also a significant increase in trans-national and cross-border education, which makes it very relevant to have a system for mutual recognition of qualifications.

Academic mobility and the free flow of labor

In academic mobility two parties are involved, i.e. the sending and the receiving party. However the sending party can also become a receiving party for the same case, when the student it sent returns home after finishing his/her studies. In the case mentioned above this means that first the sending party's prior qualifications must be recognized by the receiving party for further studies and second the second party's qualifications must also be recognized by the sending party when the students returns as a graduate and seeks work or enters into further studies in the home country.

Globalization also means the free flow of labors, especially of knowledge workers. For this purpose mutual recognition of studies, diplomas, and degrees is a necessity.

The road to mutual recognition

The road to mutual recognition is not an easy road. If we look at Europe, where the stage of development of higher education in the different countries is more uniform than in the Asian region, the process started since the mid 1980's. A convention on the recognition of qualifications in higher education in the European region was only held in 1997, i.e. the Lisbon Convention. A network for academic recognition in Europe was only recently established, i. e. NARIC (Network of National Academic Recognition).

In the Asia Pacific region, UNESCO-PROAP have also taken initiatives to promote academic mobility and mutual recognition of qualifications. The problems faced for mutual recognition in the region are:

1. Different stage and level of development of the higher education system in the different states in the region.
2. Different level of understanding and awareness of accreditation in particular and quality assurance systems in general.
3. Different stages, policies, and priorities in establishing quality assurance agencies.
4. Different political and economic systems (market economy, socialist system, transitional system, etc.)
5. Different cultural and academic traditions.

Steps to be taken to mutual recognition

The first steps for the establishment of any regional mutual recognition are:

1. Knowing and understanding what your partners are doing.
2. Trusting and confidence that your partners are doing what they say they will do.

This means that the first steps in establishing a mutual recognition system is to build mutual understanding, trust, and confidence. Understanding a system means to be able to study the documentation on which the system is established. As English is at present the lingua franca in the region, it is necessary for all partners in the system to have a copy of all their documentations in English. For this purpose the National Accreditation Board for Higher Education in Indonesia (BAN-PT) is in the process of translating all accreditation documents into English. Only when the partners understand and trust each other's system can more technical discussions take place.

Different stages of development do not occur between countries only, but also within a country, especially in developing countries like Indonesia. To overcome this problem, so that people knows the quality of programs offered, a ranking system was introduced in the Indonesian accreditation system. Ranking in accreditation is not a standard practice in accreditation. A four-tiered system of accreditation was introduced (A, B, C, and D), the lowest tier (D) meaning not accredited. The ranking is based on grading the components reviewed in the accreditation process. The "C" grade conforms to the minimal requirements as set by the Directorate General of Higher Education (DGHE), while the "A" grade is set to conform to international standards. The "B" grade is set to distinguish better programs, which are above the minimal national requirements but are still below international standards. The rank of a program should be taken into consideration when mutual recognition is discussed.

Other steps which should also be taken are:

1. Promoting the establishment of national quality assurance systems with the following common features:
 - a. Independency;
 - b. Accountability;
 - c. Transparency;
 - d. Professionalism.
2. Creation of a regional clearing house for:
 - a. Sharing of information, experiences, and lessons;
 - b. Collection of best practices;
 - c. Exchange of standards;
 - d. Exchange of references.
3. Promoting the establishment of benchmarking clubs among institutions within the region.
4. Promoting the development of a common National Qualification Framework for standardization of the different types of degrees and diplomas.
5. Promoting the development of common indicators for quality and for mutual recognition of quality assurance agencies (QAA).
6. Mapping the higher education system within the region.
7. Promoting credit recognition and credit transfer schemes.
8. Promoting the mutual recognition of QAAs by:
 - a. Exchange of methodology;
 - b. Exchange of reviewers;
 - c. Convening joint meetings of QAAs;
 - d. Develop standards and good practices for QAAs.

It should also be noted that recognition of certain qualifications especially professional qualifications (e.g. accountant, professional engineers, medical doctors, nurses, lawyers, etc.) are also subject to recognition by the respective professional associations and licensing agencies.

Epilogue

In the era of globalization, academic mobility and the free flow of labor make mutual recognition of qualifications important. An important step towards that goal is mutual recognition of accreditation results. To achieve this mutual understanding and trust building is an important first step. National accreditation agencies should make their system and methodology used internationally public. For this purpose the accreditation rules and regulations should also be made available in English. Regular meetings between national accreditation agencies and workshops on individual accreditation systems should be held to build mutual trust and understanding.

Dr Chantavit Sujatanond

(Where original of profile provided by speaker has been abridged, every effort has been made to retain the authors words. For original of the profile, please contact the speaker.)

Profile:

Dr Chantavit Sujatanond an alumnus of Michigan State University in Education, is Assistant Permanent Secretary for University Affairs, responsible for international cooperation and loans from the Asian Development Bank (ADB) for the establishment of seven centers of excellence. She was educational research officer at the office of the National Education Commission and worked on national committees relating to education, research and science and technology e.g. on industrial metrology, Thailand Research Fund, Thailand Productivity committee, etc. An award from the East-West Center in 1992 recognized her work in strengthening internationalization.

Abstract of “Mutual Recognition of Qualifications: The Context of Thailand” :

Thailand’s Ministry of University Affairs (MUA) has realized the importance of mutual recognition of qualifications as part of the internationalization efforts. A study on qualifications framework is being conducted to serve as a broad guideline for universities to design and provide their programs of study and support activities that ensure desirable graduates at the undergraduate and graduate levels. Another measure is the promotion of credit transfer among the Thai higher education institutions with the recent announcement on equivalence of learning performance, allowing learners within and out-of school systems to be able to enter university level. Such an attempt will nurture the culture of in-country mobility, which has been less attended to.

To further promote mutual recognition of qualifications, the MUA has initiated and facilitated consistent communication and cooperation with foreign institutions and agencies. It has also been active in encouraging greater mobility of faculty and students within and outside the ASEAN region, e.g. ASEAN University Network (AUN), University Mobility in Asia and the Pacific (UMAP), Asia link, etc. Policies to promote collaboration with partner institutions in providing higher education have been formulated. Support has been given in forms of exchange grants and scholarships, enabling institutions to have closer cooperation, increased number of exchanges and widened opportunities for information and knowledge sharing. All the efforts have built better understanding of Thai universities and their partners about educational systems, characteristics of degrees and diplomas and other related aspects, building confidence for further undertakings in mutual recognition of qualifications.

Full Paper:

Introduction

At present, higher education has to prepare people’s readiness for the world of ever-increasing mobility, both physical and virtual. Mutual recognition of qualifications has become a significant issue in various parts of the world. The development of internationalization programs, quality assurance systems, inter-institutional cooperation in education and research, and the creation of consortia from national to regional and international levels could be seen as part of the efforts contributing to this growing interest in mobility of students, university staff and professionals. Although internationalization has been one of the main emphases of Thai higher education policies since the past decade, the existing and new forces and tensions from globalization have constituted a dramatically different environment for the Ministry of University Affairs (MUA) and higher education institutions (HEIs). Globalization undoubtedly has led to various changes that are somehow interrelated and creating new forms of relations between key players concerned.

Thus, to understand its influence to higher education (HE) and HEIs in Thailand, this paper will, start from discussing definition of mutual recognition followed by issues relating to impacts of globalization on higher education. Finally, it will describe mechanisms and methodologies to build confidence for mutual recognition of qualifications in the context of Thailand.

Mutual Recognition

UNESCO has played an important role in higher education in Asia and the Pacific with the regional convention on mutual recognition of studies, diplomas and degrees in higher education as an instrument. This regional convention, officially adopted in Bangkok 1983, aims to promote mutual understanding of higher education systems through various exchange programs among universities from different countries, and establish quality assurance mechanisms so as to facilitate partnership building for mutual recognition of qualifications between institutions in the region.

It could be seen that this issue has been around in our region for quite some time. However, due to the differences in higher education systems and stages of development, countries need to understand each other better while building their institutional capabilities to be able to reach mutual recognition of qualifications at the regional and international levels.

The definition of mutual recognition as given by "Nicolaidis (1997)" seems to be quite simple to understand which reads as follows:

A contractual norm between governments whereby they agree to the transfer of regulatory authority from the host country (or jurisdiction) where a transaction takes place, to the home country (or jurisdiction) from which a product, a person, a service or firm originates. (Jurisdictions are generally sovereign states but they can also be sub-national units in federal entities).

He also adds the general principle is to recognize other people's regulatory systems as equivalent, compatible or at least acceptable.

Thus, permit me to adopt this definition to create our understanding that mutual recognition of qualifications is a contractual norm between governments or inter-universities that is recognized as "equivalent", "compatible", or at least "acceptable".

Impacts of Globalization and Internationalization on Higher Education

In the era of globalization, its process has and will continue to shape a different world we are familiar with. The existence of the World Trade Organization to facilitate trade and investment liberalization has added to the effects on our economic, business and social interactions. The physical and virtual mobility has blurred the national borders, calling for greater cooperation to ensure healthy coexistence of countries where people could enjoy the benefits of the advancement while retaining their own identities.

In higher education, we witness increasing cooperation between countries across borders; the rise of the network society, driven by technological innovation and information; and the forming of networking of people with common interest. Such an interdependence has made it necessary for the university community to gain from the positive consequences while making sure that they all join hands with their partners to collectively create routes to excellence according to the missions the society has entrusted them to perform.

Being well aware of such impacts and significantly the height of competition, our higher education policies therefore, stress the importance of massification of higher education; quality of graduates; management; the participation of private sector; and regionalization and internationalization. Our National Education Act of 1999 has called for reform in education to ensure that our citizens are able to access various forms and types of quality education which best suit their conditions, needs, interest and abilities. Traditional universities, alone will not be able to meet those new demands and so inter-university consortia and networks at all levels are encouraged to enhance knowledge sharing and continuous learning.

Mechanisms to Promote Increased Understanding of Mutual Recognition of Qualifications

At present, the Ministry of University Affairs (MUA) oversees 78 HEIs (24 public and 54 private). Within this year, we will see the amalgamation of three agencies involved in Thai education, namely the MUA, the Ministry of Education-MOE, and the Office of the National Education Commission- ONEC. The MUA will be changed into the Commission on Higher Education, supervising new members from the current MOE, comprising 41 Rajabhat Institutes, Rajamongala Institute of Technology with its 35 campuses nationwide, 10 community colleges, two Buddhist universities and

Pathumwan Institute of Technology. The scope of responsibility will be extended to cover all these institutions.

In connection with mutual recognition of qualifications, understanding among members of the institutions of higher learning and the new MUA will have to be enhanced. Since the MUA has been working closely with these members on quality assurance and is the main agency responsible for standards in higher education, the existing national and international mechanisms will allow the country to see formal, transparent and credible systems of quality assurance that help guarantee a successful future for Thai universities.

National Mechanisms

Quality Assurance

Thai higher education has had its quality control by setting up standard criteria to ensure minimum standards of degree programs (undergraduate, graduate diploma, higher graduate diploma, and graduate). It has stressed the international nature of the underlying philosophy of all the degree programs, e.g. the in-depth research for doctoral degree programs, which are universal in higher education circle.

The country has made another big step by encouraging universities to develop quality assurance (QA) system. On July 8, 1996, the MUA announced its quality assurance policy and guiding directions. The policy has stipulated that all universities improve and enhance their efforts for quality of instruction, research and academic learning environment. After the announcement of MUA's policy on QA, the MUA has taken concrete steps to promote the awareness of the universities/institutions of the importance of QA and ways to put in place internal QA system (quality control, quality audit and quality assessment) within their respective institutions.

After the promulgation of the Royal Decree of Establishment of the Office for National Education Standards and Quality Assessment (Public Organization) (ONESQA), it is clear that this Office is in charge of external assessment. The Office has been tasked to develop its system, set the framework, directions and methods that are in line with the quality assurance system of the educational institutions and the agencies to which such institutions are attached.

The MUA has assumed the role of promoting and facilitating the implementation of IQA systems by performing the following functions:

Making sure that institutions under its supervision establish a quality assurance system and that the IQA is regarded as part of educational administration, which must be a continuous process. An annual report will have to be sent to the MUA, providing information on the QA implementation and recommendations especially in relation to required support from the MUA.

Continuing to facilitate and support the QA implementation at the faculty and institutional levels.

Studying regional and international efforts on QA for the improvement of internal QA system.

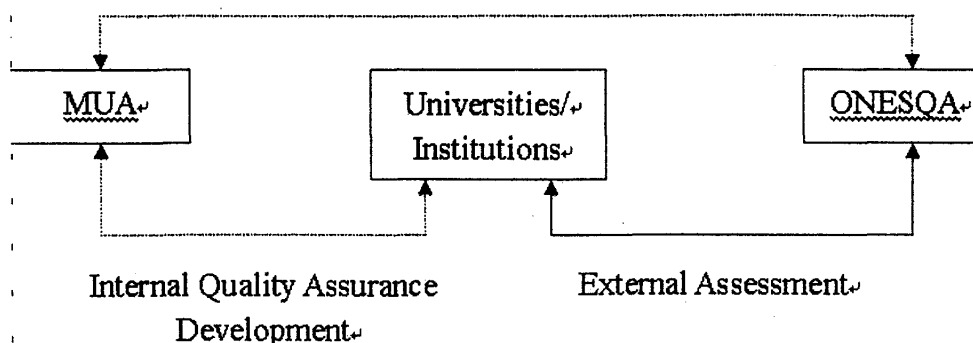
Conducting activities to promote awareness and to disseminate updated information.

Serving as a link between the ONESQA and higher education institutions as well as other concerned agencies.

Partnering with relevant national, regional and international bodies on QA.

The following chart shows the role of the MUA in relation to IQA and EQA.

Co-ordination/Information Dissemination



Relationship of the MUA, higher education institutions and the ONESQA

According to the National Education Act, all universities will be externally assessed every five years by the ONESQA. The IQA supported by MUA will allow all public and private institutions to be ready to get the external assessment. As the whole university system gears toward quality of administration, teaching and learning and related matters; the university community will be more and more comfortable with assessment and professional management.

National Qualifications Framework for Higher Education

Another effort being made by the MUA is a research project on development of a National Qualifications Framework for higher education. It is hoped that the results of the research will produce significant generic descriptors for graduates at the undergraduate and graduate levels. This should pave ways for our higher education institutions to have the same framework to consider when offering programs of study. It should facilitate smoother and greater mobility among Thai higher education institutions, as well as to pursue education collaboration and mutual recognition of academic qualifications with governments and partner institutions.

Equivalence of Work Experiences and Learning Performances

At the national level we have already set criteria for credit transfer, allowing inter-institutional agreements to be made, based upon such factors as the level, focus and orientation of the previous studies, content compatibility, and the equivalence between individual modules, competencies or subjects.

The MUA has taken one step further to recognize the value of prior learning from self learning or from work experiences. Though it is still in the initial stage of implementation, this attempt of equivalence will definitely support the massification of higher education and life-long learning.

International Mechanisms

During the past 15 years, the MUA has participated actively in regional and international forums as a means to support its internationalization process. Readiness preparation for the recognition of both educational and professional qualifications has been made by enhancing bilateral and multilateral relationships. The MUA has initiated and facilitated consistent communication and cooperation with foreign institutions and agencies. It has also encouraged greater mobility of faculty and students within and outside the ASEAN region, in particular ASEAN University Network (AUN) and University Mobility in Asia and the Pacific (UMAP).

Bilaterally, Thailand has set the policies to promote collaboration of partner institutions in providing higher education. The policies have been formulated while support has been given in forms of exchange grants and scholarships, allowing institutions, particularly those in the neighboring countries, to have closer cooperation, increased number of exchanges and widened opportunities for information and knowledge sharing.

Under the ASEAN framework, Thailand is host to the Secretariat of the ASEAN University Network which was established in 1977. Its members are from 17 universities in the 10 ASEAN Member Countries. The Network's Board of Trustees endorsed the Bangkok Accord on AUN-QA, which aims to promote the development of QA system as an instrument for maintaining, improving and enhancing teaching, research and the overall institutional academic standard of HEIs of Member Universities. The AUN has given importance to recognize and respect the differences among Member Universities in their organizations and environment, including cultural aspects as well as basic resources. In the spirit of collaboration, the Members have agreed to develop standard and mechanism for QA in HE, which could consequently lead to mutual recognition by Member Universities.

Chief Quality Officers (CQOs) have been appointed by each Member University to carry out relevant activities to achieve this purpose. They have already set the common quality criteria and benchmarking procedures, identify and encourage the implementation of good practices for QA in HE and continue mutual collaboration and information exchange through regular communication channels and sharing of information. In the near future, this grouping under the AUN should see individual members as well as external bodies being invited to undertake audit or assessment exercises in their partner universities.

In the Asia and the Pacific, the MUA has been involved in two main activities relating to the mutual recognition of qualifications. It has been member of UMAP (University Mobility in Asia and the Pacific) and started promoting staff and student exchanges since 1995. It has been one of the very first to join hands with Australia in conducting a pilot project on UCTS (UMAP Credit Transfer Scheme) which takes after UCTS, administered by the European Commission.

This is an important initiative, providing universities in the Asia-Pacific region with a mechanism by which they could translate the value and grade of courses which their students have undertaken when studying as exchange students at foreign universities into the programs taken at their home university. Universities participating in the Scheme have gained better understanding about the overall arrangements and more importantly, increased confidence in the quality assurance systems of their partners.

The other activity the MUA has taken part is the mobility of engineers and architects in APEC (Asia-Pacific Economic Cooperation). Much work needs to be done in-country to ensure that balanced flow of people in the two professions could work in the APEC region. By participating in the two projects, the MUA has learned a great deal and has become even closer with relevant professional bodies in the country to discuss possible ways to reduce barriers so as to have mutual recognition of qualifications in these two areas.

Challenges Ahead

Better understanding of institutions of higher learning all these years through quality assurance measures has allowed higher education systems to grow further. The QA implementation in the second cycle starting from August 2005 should see more challenging indicators, not only in the academic but also ethical and moral aspects. The country should also in the near future move forward to ratify the regional convention on mutual recognition of studies, diplomas and degrees in higher education which is currently ratified by 18 Member States in Asia and the Pacific.

In the borderless world with expansion of transnational HE, and of on-line education and virtual universities, Thai higher education has to stand ready to meet the challenges. Policies on distance and open learning are being formulated together with efforts to ensure quality control and recognition of degrees in distance education. The country is also directed toward a more integrated society where higher education is to be more closely linked with basic education and other development sectors which will shed lights on how universities should be managed to set and get learning outcomes that are contributive to the world of work.

Transferability of credits and recognition of qualifications will continue to be one of the main challenges the MUA and Thai universities have to work hand in hand with professional associations and organizations at the regional and international levels.

From Papers and Pledges to Practice: Thailand Plays a Part

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Many times in our history past, we have seen many fine ideas and promises go down the drain with few or no actions to realize our wishes and aspirations. Let us open up a new chapter of practical actions toward collective achievements and pride in mutual recognition in qualifications. Though much more synergy is yet to be exerted, the growing harmonization and integration of HE systems, degree structures and curricula among countries joining a common "HE area" will eventually create a more positive environment for both HEIs and national authorities alike. Thailand is ready to be a part of the HE community to develop a regional or international approach to QA and accreditation for the future of our peoples who are able to counterbalance the globalization of HE.

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Professor Hiroshi Hokama

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Professor Hiroshi Hokama, a Professor of Law at Chuo University in Tokyo, had been Dean of the Faculty of Law (1987-1991) and President of the University (1993-1999). At Japan University Accreditation Association (JUAA) he served as the chairman of the Accreditation Committee and has been Senior Managing Director since April 2002.

Abstract of "Mutual Recognition - A Modest Proposal" :

JUAA has only recently come to realize that its accreditation activities must be viewed in international context and that it has to commit itself to international collaboration and strengthen the commitment. This is a new challenge for JUAA, and it wishes earnestly to learn a great deal by participating in the Forum. As a novice in international domain, JUAA offers some modest proposals.

- (a) To establish collaborative relationship among quality assurance organizations in the region independent of the governments.
- (b) To start and continue dialogue in order to identify problems quality assurance organizations in the region are facing in common.
- (c) To make efforts collaboratively to develop common indicators of an appropriate process of quality evaluation and to disseminate good practices of self-study and external review.
- (d) To attain, with sufficient knowledge and understanding of the systems of higher education and quality assurance in the countries of the region and with confidence built among the quality assurance organizations, mutual recognition of studies, diplomas and degrees.

Full Paper:

At a session tomorrow, my colleague Ms. Sanae Maeda will talk about what Japan University Accreditation Association is and what it has been doing concerning accreditation of universities. I would like to confine myself to saying that we are a voluntary association of universities in Japan, incorporated, self-supporting and independent of our Government. I will call the Association JUAA hereafter.

I A Closed Market

Until recently JUAA has been mostly preoccupied with domestic problems. We have thought that Japanese higher education is a self-sufficient system without need to view in international context. Higher education institutions have been strictly regulated by laws and regulations of the National Government and the Japanese language is used in all institutions. In 1980s some American universities opened their branches in Japan but the Japanese Government did not approve them as universities because they did not meet the standards and criteria prescribed by the Japanese laws and regulations. Thus they could not attract sufficient number of students and most of them had to pull out soon. As JUAA accredits only those universities approved by the Government, there are no foreign institutions in Japan that have been accredited by the Association.

It can be said that the Japanese market has been closed to overseas institutions of higher education.

II Internationalization of Higher Education

Recently, however, higher education in Japan has been undergoing strong influence of internationalization.

First, students' mobility across national borders has grown to a great extent. Ten years ago, the number of foreign students

studying at Japanese universities was about 53,000. In 2002, the number amounts to almost 100,000 and about 80 per cent of them are students coming from Asian countries including China, Korea, Taiwan, etc. As to the Japanese students studying abroad, I cannot give you the exact number but it has certainly become very large.

Secondly, e-learning is becoming a reality also in Japan. A recent Japanese newspaper reports that MIT of the United States started last September to disseminate through Internet the contents of its teaching subjects all over the world and that in two months, MIT received 4,000 mails of access, the access from Japan being 8th in number. The newspaper says, the time has come that enables students to study abroad staying at home. An expert says that the language barrier in borderless e-learning will be removed soon when computer programs of translation will be developed and improved.

Thirdly, Japan is now under a strong pressure from abroad to open its higher education market. Recently eight member countries of WTO made a formal request to the Japanese Government to liberalize its rigid regulatory system of higher education. Responding to the heightened pace of internationalization, the Government has recently amended education laws as to lessen the stringent regulations of approval of universities. At the same time the Government has made it a public policy to help overseas institutions advance into higher education market in Japan. The Government's policy is changing from maintaining the strict system of prior entry regulation towards establishing an effective scheme of quality assurance. The amended education laws put all universities under legal obligation to go through evaluations by external quality assurance agencies recognized by the Government. These changes in law and policy will make it possible for an overseas institution to open its branch campus in Japan as an approved, degree awarding university and also for an overseas quality assurance agency to do its business in Japan as a recognized agency.

III JUAAs International Commitments

The trend of widespread internationalization has made JUAAs to realize that its accreditation activities must be viewed in international context. This is a new challenge to the Association and we are well aware that we have to learn a great deal from the experience of quality assurance agencies of other countries.

JUAAs joined INQAAHE in 1996. We have participated in several conferences and workshops held by INQAAHE and other international organizations. In July, 2002, in cooperation with INQAAHE, JUAAs held an international conference and symposium on "Quality Assurance of Internationally Viable Higher Education". The conference adopted "Tokyo Declaration", which states, among others, first, that it is important to enhance the international validity of the evaluations performed by the quality assurance agencies of each country, second, that there is a strong need for the establishment of a system for mutual recognition between countries of higher education institutions and programs, third, that international collaboration among quality assurance agencies around the world will be indispensable for actively promoting efforts towards the establishment of such a system of mutual recognition among agencies, fourth, that like in Europe, the need for the establishment of higher education quality assurance systems, including mutual recognition, is growing rapidly in the Asia-Pacific region as well and fifth, that JUAAs hopes to make international contributions within the framework of INQAAHE towards the establishment of quality assurance network in the region.

IV Towards Mutual Recognition

As the Tokyo Declaration states, JUAAs hopes to cooperate with quality assurance agencies in the region and contribute to the establishment of the region's quality assurance network.

As I understand it, the aim of collaboration will be to create a regional system in which students' credits can be transferred smoothly from one institution to another, diplomas and degrees of one institution will be recognized by another institution as equivalent of its own, and friendly and beneficial relationship will be developed among higher education institutions. Mutual recognition of professional qualifications may be a very difficult problem. In Japan, professionals such as attorneys-at-law, medical doctors, architects, etc. are qualified only after national examinations. This seems to be a problem going beyond the realm of quality assurance of higher education.

In order to achieve the aim above mentioned, there will have to be mutual recognition of quality assurance performed by quality assurance agencies of each country. In thinking of attaining a regional system of mutual recognition, all of us are aware that the region consists of countries with diverse cultures, religions and languages. The higher/tertiary educational

system itself may be quite different from country to country. The organization and methodology of quality assurance may vary a great deal. The diversity forces us to proceed with prudence but steadily.

For the purpose of promoting our efforts towards mutual recognition, I would like to offer a few modest proposals.

First, we will have to start with exchange of information. As I said earlier, JUAA has been mostly concerned with domestic problems. We do not have much information about the systems of higher education and quality assurance of the countries in the region. We do not know what are the qualifications for admission to higher education institutions, if higher education institutions have credit systems, how the credits are calculated and what are the qualifications for undergraduate and graduate degrees. We know little about how the quality assurance agencies are organized, what are the indicators of quality of higher education and how the evaluations are performed. I think a consensus of opinion among us holds that mutual recognition must be based upon the principle of equivalence. We will be able to reach the judgment of equivalence only by knowing and understanding the systems and processes of each country.

Secondly, we will have to build confidence among quality assurance agencies in the region. The credits, diplomas and degree will be recognized as equivalent because the quality of the institution is evaluated by quality assurance agency of the country. Confidence building among the agencies seems to be essential for attaining a system of mutual recognition. By visiting each other and observing the processes of evaluation and by holding workshops to discuss common problems, we will be able to come to rely fully on the evaluations of each agency. With confidence built, we can also collaborate with each other to improve the systems and processes of quality assurance of each country.

Thirdly, I wonder if the quality assurance agencies in the region could have an understanding in common as to the basic features of the process of quality assurance. I would like to suggest two points. One is that quality assurance activities must be independent of the Government. JUAA is wholly independent. In Japan, there is another agency evaluating national universities. Although they are an agency of Government, they are independent of the Government's direct control so far as the evaluation activities are concerned. In view of academic freedom and university autonomy, a system of quality assurance independent of the Government seems to be essential.

The other point is that evaluation by quality assurance agencies must be based upon self-study of the higher education institutions. This is also related to academic freedom and university autonomy. JUAA makes it its basic policy to pay due respect to the uniqueness and distinctive characteristics of each university and it does not impose, through its accreditation process, the model of a university that it considers ideal or even desirable.


The two points just suggested, one, a system of quality assurance independent of the Government and the other, quality evaluation based upon self-study of the institutions, may already be a reality in the countries of the region. If so, then we can proceed to discuss other important features of the process such as the principle of peer review, participation of stakeholders, etc.

Professor Arunugam Gnanam

(Where original of profile provided by speaker has been abridged, every effort has been made to retain the authors' words. For original of the profile, please contact the speaker.)

Profile:


Professor A Gnanam is the Chairman of the National Assessment and Accreditation Council (NAAC), India, and a member of the Board of INQAAHE. A leading plant molecular biologist, he has been the Vice Chancellor of three Indian universities. He was the president of the Association of Indian Universities and board member of London-based Association of Commonwealth Universities. He has been associated with the Commonwealth of Learning, is a member of the UNESCO Global Forum on Higher Education.



Quality Network in Asia Pacific

A. Gnanam, Chairman
National Assessment and Accreditation Council
(NAAC)
Bangalore, India

APQN-NAAC-India 1



Asia Pacific and European areas of HE: The Similarities...

- * Number of countries in the regions (about 35)
- * Changing socio-economic context and aspirations
- * Diversity in terms of language, relative strength of the educational system, variance in coverage
- * Inter country variance in economic development, language and culture their magnitude *contd..*

APQN-NAAC-India 2

Continuation..

- * Coping with 21st century demands with the medieval European higher education system and structure**
- * Few exporters and many importers of education**
- * Quality Assurance mechanisms in their formative stages**

APQN-NAAC-India


3

**Progress in the European Region:
Bologna Declaration**

- & Adoption of a system of easily readable and comparable degrees**
- & Implementation of Diploma supplement for employability and International competitiveness**
- & Adoption of a system essentially based on two main cycles, Undergraduate and graduate**
- & Establishment of a system of Credits**
- & Promotion of mobility-for students, teachers, researchers and staff-overcoming the existing obstacles**

APQN-NAAC-India

4



Continuation..

- Promotion of co-operation in Quality Assurance with comparable criteria and methodologies
- Promotion of European dimensions in HE in curricular development, inter-institutional co-operation, mobility schemes and integrated programs of study, training and research
- Pledge to implement with definite time frame and commitment
- Realistic ideals that can be relevant to any 'region'
- Backed with political will and support of Academia

APQN-NAAC-India

5



Applicable Common Approaches

- Transparent, readable and comparable degrees and diploma supplements
- System based on two main cycles - UG-PG
- Credit system for student mobility and flexible time frame
- Removing the traditional obstacles for mobility
- Well developed quality assurance systems
- Effective strategies for mutual recognition of qualifications

APQN-NAAC-India

6



Departure from the European Approach...

- **Traditional ways of Recognition: Equivalence, Recognition and Acceptance (NARIC, ENIC ways) at qualification, credit and course levels.**
- **Such specificity is not required for the Knowledge workers. General Quality Assurance of the qualifications gained should do.**
- **Admissions or appointments are not necessarily automatic with the outcomes of NARIC/ENIC. They can at best determine only eligibility.**
- **Lack of nodal agency or regional data base in AP**
- **Starting afresh - cost and time intensive**

APQN-NAAC-India

7



Alternative for Asia-Pacific

- * **Firm up NQA agencies to guarantee Quality with appropriate strategies**
- * **Recognize NQA Agencies in a multilateral fashion through common and comparable protocols and criteria**
- * **MR of NQA agencies within the region is the only feasible way of quality assurance for mobility**
- * **International education demands Quality education. It can be assured through National quality assurance systems.**

APQN-NAAC-India

8



Taking it Forward...

- ⌘ Mapping the system of HE and its trends in the region on a comparative basis
- ⌘ Ensuring wider participation of all the member countries in evolving common mutually recognisable system of HE
- ⌘ Working towards convergence of HE without infringing the national character
- ⌘ Mutual recognition of qualifications through MR of QAAs using the identified Indicators of Quality

APQN-NAAC-India

9



Continuation..

- ⌘ Identifying/establishing a single nodal agency to co-ordinate the efforts with support
- ⌘ Launching a few Pilot projects towards evolving common Indicators of Quality
- ⌘ Creating opportunities for the academics and policy makers to work together on tangible tasks rather than on diffused generalities
- ⌘ MR within APQN is the first step towards global recognition of QAAs of the region

APQN-NAAC-India

10

What should be done?

- **Committing to Networking**
 - Membership and levels
- **Purpose: Beyond MR**
- **Agenda in Phase-I:**
 - Sharing of information and expertise
 - Learning from each other
 - Assisting other QAAs that are in the formative stage
 - Developing a regional database
 - Pilot activities
- **Phase II: Convergence towards an AP model**
- **Ultimate Goal: Asia-Pacific Higher Education Space**



Thank You



Dr Hyun-Chong Lee

附件二-14

Profile (unedited):

Dr. Lee Hyun-chong graduated with a Ph. D degree at the Southern Illinois University in 1982. His primary area of interest in education researches are futurology of education, higher education, sociology of education, and professional continuing education fields.

Dr. Lee commenced his academic career as a research associate in Center for studies in Higher Education at the University of California.

From 1993-1998, Dr. Lee was an Executive Director at research institute of higher education, Korean Council for University Education.

Dr. Lee is also very active in national and international educational activities. He chaired UMAP (University Mobility in Asia and the Pacific) during 1998-2001. From 1997-2001, he was a president of Regional Convention on the recognition of Studies, Diplomas and Degrees in Higher Education UNESCO. Also, he chaired the 2nd World Convention on the recognition of studies, Diplomas and Degrees, Paris in 1998. From 1995-1997, he was an Advisory Committee in Federal Policy Assessment, Prime Minister's Office, Korea. He continues active higher education research and is on the board of several international journals.

He publishes 18 books and 230 articles.

In June 1998, it was announced that Dr. Lee had been appointed as Secretary General in Korean Council for University Education.

Abstract of Presentation (unedited):

University education in the 21st century can be featured to be borderless education, demander-oriented education and campusless education which pursues customer-centered feature, informatization, internationalization and specialization.

These changes mean that university education transcends the national border, campus and curriculum. In addition, advancement into knowledge-based society and internationalization and the expansion of informatization require the paradigm shift in university education.

Since its foundation in 1982, the Korean Council for University Education (KCUE) has conducted college evaluation according to the Law for Korean Council for University Education .

The university accreditation system (UAS), to obtain social recognition for the evaluated results of the educational quality in the nation's universities provided by implementing the evaluation systematically, is classified into two sectors: the institutional accreditation system (IAS) which evaluates a university as a whole, and the academic program accreditation system (AAS) that evaluates departments or fields of study. The implementation of the university accreditation system is carried out both for undergraduate and graduate level, KCUE has set all necessary standards and procedures of accreditations activities based upon the Evaluation committee's guidelines. The evaluation result is officially recognized by the University accreditation recognition committee and publicized in the news medias.

The first-phase of university accreditation has completed in year 2000. The aims of the first-phase accreditation were improving the excellence in education, efficiency of college management, accountability of universities education, autonomy in college education and facilitating the cooperativeness in order to enhance the educational conditions that meet changing social demands, and accomplishes development of universities by improving the finances of universities.

Currently the second-cycle university accreditation system are implemented. The first-phase evaluation is aimed at raising the general conditions of colleges' education to the minimum standard level of education, which was set up in the criteria of institutional evaluation and promoting the social responsibility of colleges including the operation of

academic affairs. Based on these achievements, the second-cycle accreditation now is implemented in a way that it may contribute to increasing the level of college education to an international level by complying with social demands, improving the overall quality of education and insuring substantiality in education.

The second-cycle university-accreditation system sets the criteria for evaluation, to enhance the excellences, efficiency, accountability, autonomy and cooperativeness, in the age of the informatization, globalization, and customer-oriented university paradigm, to meet the quality of university education to an international level by encouraging colleges to meet social demands and changes in the 21st century.

The results of institutional accreditation are used by the government as a valuable material and standard in making decisions about administrative and financial support to colleges.

Also, universities uses the results of accreditation to establish short and long-term development plans of colleges, design of college reform programs etc. Compilation of the college budget, planning of recruitment, validating credit for transfer students, quality judgment for new graduate students from other undergraduate schools, and motivation of staff for the development of the college are major outcomes of accreditation to be achieved.

The desirable directions and issues of the 2nd university accreditation system in terms of its purpose, function, evaluation standard and content, process and operation or management of evaluation are closely monitored every year by universities and governmental agencies in order to setting up better evaluation standards, procedure and operation, and procedure and method.

Danny Wong Shek Nam

附件二-15

(Where original of profile provided by speaker has been abridged, every effort has been made to retain the authors' words. For original of the profile, please contact the speaker.)

Profile:

Professor Danny Wong is Vice President (Academic) of the Open University of Hong Kong. Originally a mathematician, he completed his doctoral studies at Pennsylvania State University in Business Administration and is a fellow of Association of International Accountants. He has worked at several universities in Hong Kong and the United States. Professor Wong has published in a wide range of journals of software, mathematics, computer subjects and psychology. He is a member of the Hong Kong Council for Academic Accreditation.

Power Point Presentation:

[Prof Danny Wong - How Does Accreditation Work .ppt](#)

*Academic Accreditation for
Non-University Institutions*

Quality Assurance



*Presented by
Professor Danny Wong and Miss W S Wong
Hong Kong Council for Academic Accreditation*

*Hong Kong Council for
Academic Accreditation (HKCAA)*

A statutory body with a role to provide independent advice and accreditation service to the Government and other organizations, and to provide advice to the Government on the standard of education and qualifications, including degree, sub-degree, secondary and professional qualifications



What is Academic Accreditation

Academic Accreditation is defined in the Hong Kong Ordinance as “any evaluation, assessment or other activity to determine whether or not the academic standards of any institution of higher education are comparable with local and internationally recognized standards”.



Purpose of Academic Accreditation

To provide an independent, authoritative, and professional judgment on the suitability of an institution to offer educational provision at a particular level, and/or on the standard and quality of the educational programmes the institution conducts or proposes to conduct.



Process of Accreditation

For any initial accreditation, that is, for institutions which have not previously been accredited by the HKCAA, the accreditation process will normally comprise:

- Institutional Review
- Programme Validation



Institutional Review

Institutional Review is a process to determine whether the institution has the appropriate institutional structure and processes, and the appropriate academic environment, to conduct programme of study at a specific level and to maintain the standards of those programmes at the specific level.



Principal Issues to be Considered

- Corporate Governance and Institutional Structure
- Academic Decision-Making
- Programme Development and Design
- Academic Plans
- Academic Staff



Cont'd

Principal Issues to be Considered

- Staff Development and Scholarly Activity
- Students Admission
- Students Services
- Quality Assurance
- Resources



Programme Validation

Programme validation is a process whereby a proposed programme is examined against criteria related to academic standards and examined against the stated aims of the programme.



Principal Issues to be Considered

- Programme Management
- Programme Structure & Content
- Curriculum & Syllabi
- Admission
- Progression & Assessment



Cont'd

Principal Issues to be Considered

- Teaching & Learning
- Staffing
- Staff Development
- Facilities & Support
- Quality Assurance



Composition of HKCAA Panel

- Local Academics
- Non-local Academics
- Local industry experts and practitioners
- HKCAA Secretariat



Accreditation Outcome

- Approval
 - Conditions / Requirements
 - Recommendations
 - Years of Approval & Students Intake
- Non-approval



Monitoring

- Fulfillment of Conditions
- Fulfillment of Requirements
- Revalidation



Thank you



Ms W S Wong

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(Where original of profile provided by speaker has been abridged, every effort has been made to retain the authors words. For original of the profile, please contact the speaker.)

Profile:

Ms Wong Wai Sum (黃慧心女士) is the Executive Director of the Hong Kong Council for Academic Accreditation. Ms Wong has joined the Council since its inception. She has worked closely with the Council in developing various areas of work, including the more recent development in the accreditation of Associate Degrees.

Ms Wong is particularly active in developing links with higher education and accreditation authorities outside Hong Kong, including those on the Mainland and in Taiwan, and also with international bodies such as the International Network for Quality Assurance Agencies in Higher Education, of which Ms Wong is currently a Board member.

Ms Wong is also active in conducting research into topics of educational quality and quality assurance. One of her recent activities has been the contribution of a chapter in a book published by the HKCAA entitled "Global Perspectives on Quality in Higher Education

Mr John Jennings

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Mr John M Jennings, Director of the New Zealand Universities Academic Audit Unit in Wellington since 2002, is a musicologist (Universities of Canterbury, New Zealand and Sydney Australia) who has been Head of Music School, Arts Faculty Dean and Chairman of the Deans' Committee. He was briefly Canterbury's representative on the New Zealand Vice-Chancellors' Committee's national qualifications approval body. He had a leading role in developing Canterbury University's academic quality assurance processes and systems.

Abstract of "How accreditation works in New Zealand" :

(with assistance from Mr Michael Steer, Group Manager, Approvals, Accreditation & Audit, New Zealand Qualifications Authority)

Accreditation and registration of providers to offer programmes and courses of study leading to qualifications, approval of programmes and courses, and audit of the effectiveness of systems for monitoring and enhancing quality are undertaken by the New Zealand Qualifications Authority for all non-university providers, and by the New Zealand Vice-Chancellors Committee for universities. These two agencies operate under the authority of the Education Act 1989, and they delegate activities to appropriate approval and audit bodies. The aims, functions, roles and responsibilities of these agencies will be examined during the presentation.

Degrees, diplomas and certificates are offered by a large number of providers. There are 8 universities (43% of students), 21 polytechnics (31%), 4 colleges of education (4%), 3 wananga (Maori centres of tertiary learning) (4%) and 462 registered Private Training Establishments (18%) that receive government subsidy. As well there are about 400 registered privately funded Private Training Establishments and many hundreds of unregistered providers. The accreditation of institutions and the approval of programmes and courses undergo scrutiny by the appropriate agencies; criteria considered include the appropriateness of learning outcomes and the coherence of programmes, their relationship to the institution's Treaty of Waitangi objectives, the adequacy and appropriateness of delivery and learning methods, the adequacy of assessment and its alignment with learning outcomes, the acceptability of the programmes by academic, industrial, professional and other interest groups, the adequacy and appropriateness of regulations, the capacity of the institution to support sustained delivery of the programmes, and the provision of effective mechanisms for evaluation and review.

Full Paper:

Definitions

In New Zealand, the term 'accreditation' has a specific meaning within the context of quality assurance. Accreditation refers to the accreditation and registration of a provider to offer programmes and courses of study leading to qualifications. The two other activities associated with quality assurance are:

the approval of the programmes and courses leading to qualifications that are to be offered by a provider, and

the audit of the effectiveness of systems used by the provider for monitoring and enhancing academic quality.

Authority

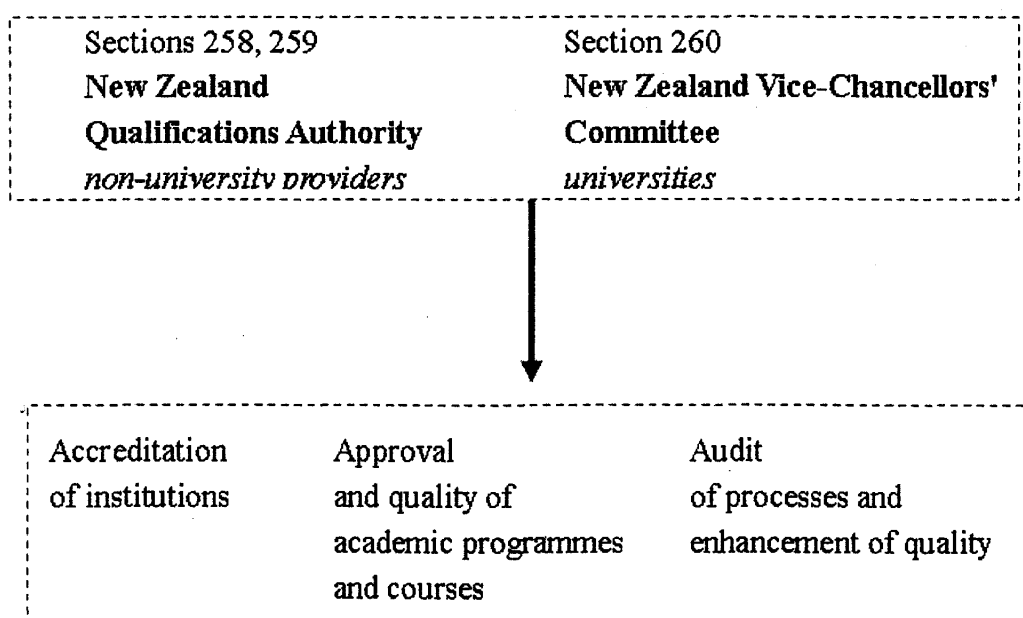
The authority for accreditation, approval and audit comes from the Education Act 1989. With respect to higher education - referred to as tertiary education, or post-secondary education, or post compulsory education - the Act established the New Zealand Qualifications Authority which has the responsibility of ensuring the quality of education and training provided by

all tertiary providers other than universities, and the quality of senior secondary school-level national certificates and diplomas including qualifications for entrance to the universities. The responsibility for the quality of education provided by universities is given to the New Zealand Vice-Chancellors' Committee established by the Universities Act 1961 which replaced the federal University of New Zealand with separate institutions.

The broad relationship of the Education Act to the New Zealand Qualifications Authority and New Zealand Vice-Chancellors' Committee may be represented as shown as in Figure 1.

Figure 1

Education Act 1989



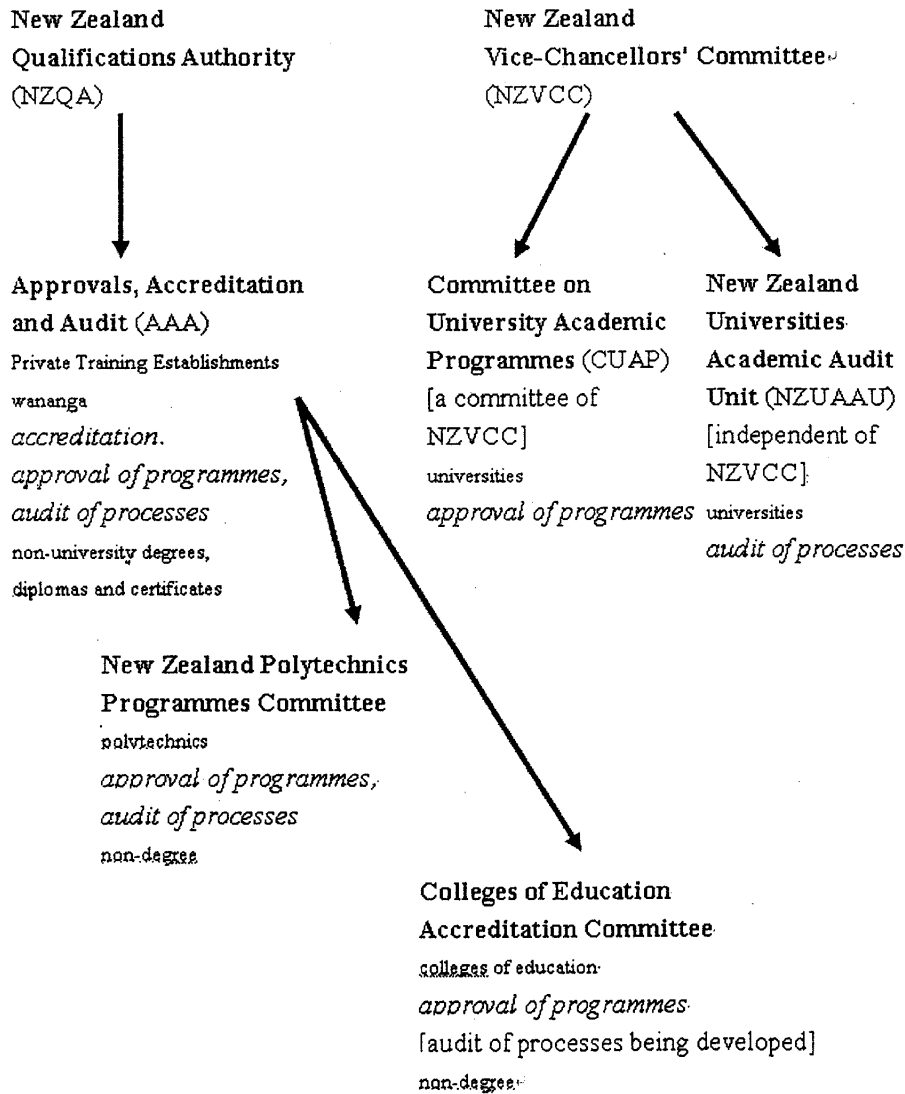
At the operational level, the New Zealand Qualifications Authority has an Approvals, Accreditation and Audit section (AAA) which carries out the three functions. With respect to approvals and audit at non-degree level, the AAA delegates that work to the New Zealand Polytechnics Programmes Committee in the case of polytechnic education, and the Colleges of Education Accreditation Committee in the case of Colleges of Education.

The New Zealand Vice-Chancellors' Committee has a Committee on University Academic Programmes (CUAP) which oversees the approval of new programmes and new subject areas and monitors the implementation of those programmes. The New Zealand Vice-Chancellors' Committee has set up an independent New Zealand Universities Academic Audit Unit to carry out independent audit.

The relationship and responsibilities may be represented as shown in Figure 2.

Figure 2

Responsibilities



Tertiary institutions

New Zealand, with a population of 3.8 million, supports a large number of tertiary institutions who provide education and training for about 290,000 students, as shown in Figure 3. (See the Appendix to this report for definitions of the various types of tertiary education providers.)

Figure 3.

Tertiary institutions

2001

Tertiary Education Institutions

[public] [government subsidy]

8	universities	125 668	43%
21	polytechnics	87 965	31%
4	colleges of education	10 884	4%
3	wananga	11 278	4%

Private Training Establishments

462	registered [government subsidy]	51 666	18%
c.400	unregistered [privately funded]	-	-
???	unregistered [privately funded]	-	-

The quality agencies

1 New Zealand Qualifications Authority

Various sections of the Education Act 1989 define the functions and responsibilities of the New Zealand Qualifications Authority.

Section 253 Functions of the Authority

Oversee the setting, monitoring and review of standards in senior secondary and post-school education and training.

Develop and administer a National Qualifications Framework for senior secondary and post-school education and training.

Establish, in consultation with the New Zealand Vice-Chancellors' Committee, policies and criteria for
- approval of courses of student and training (see the Appendix to this report for the 2003 revision of the criteria)
- accreditation of institutions.

Ensure assessment procedures that are fair, equitable, consistent and in keeping with the required standards.

Liaise with international agencies re recognition of overseas qualifications and international comparability of New Zealand qualifications.

Section 257 Entrance to universities

Administer the criteria, established in consultation with universities, for entrance or provisional entrance to universities.

Section 258 Approval of courses

Approval of courses of study or training proposed by an institution, government training establishment, registered establishments against criteria established under section 253.

Withdrawal of approval where there are reasonable and good grounds.

Section 259 Accreditation of institutions or private training as providers of approved courses

Accreditation to provide an approved course of study or training.

Withdraw approval on reasonable grounds.

Section 261 Only accredited institutions or establishments to provide approved courses

Section 261 Applications for consents by Authority

Applications to use protected terms of university, college of education, polytechnic (s.162(4)), degree, bachelor, master, doctor (s.254).

The quality assurance work of the New Zealand Qualifications Authority is carried out by the Approvals, Accreditation and Audit (AAA) section. The AAA is responsible for providing an external check of the quality of qualifications and courses, and it registers qualifications on the National Qualifications Framework - which comprises Unit Standards, Achievement Standards, National Certificates and National Diplomas.

The aims of the AAA are:

- to protect the interests of learners,
- to ensure learners have access to opportunities for life-long learning,
- to ensure qualifications available are meaningful and credible,
- to ensure qualifications are obtained in safe environments using appropriate teaching and assessment systems,
- to assure learners that NZQA-approved courses are well taught and nationally recognised.

As noted in Figure 2 above, with respect to qualifications other than degrees, the AAA delegates responsibilities for accreditation and audit of polytechnics to the New Zealand Polytechnics Programmes Committee (a committee of the Association of Polytechnics in New Zealand) and accreditation (and audit in the future?) of colleges of education to the Colleges of Education Accreditation Committee (a committee of the Association of Colleges of Education in New Zealand).

2 New Zealand Vice-Chancellors' Committee

One section of the Education Act 1989 defines the functions and responsibilities of the New Zealand Vice-Chancellors' Committee with respect to quality assurance - Section 260, Exercise of certain powers of Authority:

The powers in section 258 and section 259 in so far as they apply in relation to universities are exercised by the New Zealand Vice-Chancellors' Committee

The New Zealand Vice-Chancellors' Committee has its own Committee on University Academic Programmes (CUAP) whose functions are:

- setting up and applying inter-university course approval, accreditation and moderation procedures,
- granting/refusing approval under agreed procedures to new qualifications and courses of study, or significant changes to qualifications and courses,
- promoting the coherent and balanced development of courses of study, ensuring that the quality of course development is consonant with high academic standards,
- facilitating cross-crediting arrangements for students transferring between programmes and institutions.

3 New Zealand Universities Academic Audit Unit (NZUAAU)

The New Zealand Universities Academic Audit Unit (NZUAAU) was set up in 1993 by the New Zealand Vice-Chancellors' Committee as an independent body with the following terms of reference:

- to review systems for monitoring and enhancing academic quality and standards and ensure they are appropriate for achieving objectives,
- to comment on the extent procedures are applied effectively,
- to comment on the extent procedures reflect good practice in maintaining quality,
- to identify, devise, disseminate and commend good practice in regard to the maintenance and enhancement of academic standards,
- to assist universities improve educational quality,
- to advise the New Zealand Vice-Chancellors' Committee on quality assurance matters,

to interact with other national and international agencies and organisations engaged in quality assurance.

No links between quality assurance agencies and funding bodies

All programmes and courses seeking Government subsidy are required to be approved by the appropriate quality assurance agency, and that approval reported to the Ministry of Education. The Ministry approves Government funding; it is important to appreciate that it is not the quality assurance agency that approves funding. The responsibility of quality agencies is to ensure the quality of courses offered; quality agencies are NOT involved in:

 funding for education or training,
 decisions about the desirability, need or demand for particular courses of qualifications,
 assessment within institutions (other than some 'national' qualifications', especially for senior school students),
 general quality audit of schools (other than for senior secondary qualifications and qualifications and courses for mainly foreign students).

Liaison among quality agencies

Efforts are made to ensure a close liaison among the quality agencies responsible for quality in tertiary education in New Zealand.

The overarching body is the Inter-institutional Quality Assurance Bodies Consultative Group which includes representatives from:

- the New Zealand Qualifications Authority and those organisations responsible to the NZQA
- the Association of Polytechnics of New Zealand and its New Zealand Polytechnics Programmes Committee,
- the Association of Colleges of Education of New Zealand and its Colleges of Education Accreditation Committee
 Te Taihuhu o Nga Wananga
- the New Zealand Vice-Chancellors' Committee and its Committee on University Academic Programmes and the New Zealand Universities Academic Audit Unit.

The meetings are usually attended by representatives of the Ministry of Education (who advise the Minister of Education on policy in all areas of education) and the Tertiary Education Commission (who have the responsibility to operationalise tertiary education policy determined by the Minister and Ministry). This Consultative Group offers a forum for the exchange of views, the discussion of common concern, and for the setting up of small working groups to consider specific issues (such as the principles, objectives and strategies that should lie behind the credit of transfer among all institutions).

At a more operational level, liaison between the New Zealand Qualifications Authority and the New Zealand Vice-Chancellors' Committee and its Committee on University Programmes is achieved through the Joint Consultative Group at which matters such as university entrance are discussed.

The Audit Agency Group offers opportunities for those involved in audit - the Approval, Accreditation and Audit section of the New Zealand Qualifications Authority, the New Zealand Polytechnics Programmes Committee, the Colleges of Education Accreditation Committee and the New Zealand Universities Academic Audit Unit - to exchange policy documents and interact in such areas as auditor training.

Appendix

Tertiary education providers

Tertiary Education institutions

Section 162(4)(a) of the Education Act 1989 requires universities to have all the following characteristics and other Tertiary

Education Institutions to have one or more of the those characteristics.

They are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence.

Their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge.

They meet international standards of research and teaching.

They are a repository of knowledge and expertise.

They accept a role as critic and conscience of society.

Universities - offer students the highest level of academic endeavour and the opportunity to pursue individual disciplines from undergraduate level to advanced postgraduate study and research.

Polytechnics - traditionally specialised in vocational training, but their role has expanded to meet the increasingly diverse needs of learners and the economy, and may offer degrees and are involved in research particularly in applied and technological areas
or
Institutes of Technology

Colleges of Education - provide training and research related to early childhood, compulsory and post-compulsory education, and increasingly offer other programmes in addition to teacher education (such as business and social work programmes)

Wananga - Maori centres of tertiary learning, offering advanced study and research programmes where ahuatanga Maori (Maori tradition) and tikanga Maori (Maori custom) are an integral part of the programme

Private Training Establishments

- Private providers***
- have developed to meet a diverse range of needs for many different groups and in many locations in New Zealand
 - offer second-chance learning
 - offer specialised work-related programmes and many other foundation-type learning to help students make the transition to further tertiary study or employment
 - tend to offer employment-related courses in specialised fields such as hospitality, tourism, agriculture, electrotechnology and computing
 - provide most of the targeted training programmes funded by Skill New Zealand

Other providers

- Government Training Establishments**
- training for government employees (such as career services, child youth and family services, defence force training, police and fire service training)

- Other Tertiary Education providers**
- offer a service of national significance which cannot be funded solely through funding based on Equivalent Full-Time Students (such as professional legal studies, literacy, support for home tutor schemes, schools of music and dance)

Gazetted criteria for approval of programmes and courses
revised 2003

<i>Titles, aims, learning outcomes and coherence</i>	The adequacy and appropriateness of the title, aims, stated learning outcomes and coherence of the whole course
<i>Delivery and learning methods</i>	The adequacy and appropriateness of delivery and learning methods, for all modes of delivery, given the stated learning outcomes
<i>Assessment</i>	The adequacy of the means of ensuring that assessment procedures are fair, valid, consistent and appropriate given the stated learning outcomes
<i>Acceptability of the course</i>	The acceptability of the proposed course to the relevant academic, industrial, professional and other communities in terms of its stated aims and learning outcomes, nomenclature, content and structure
<i>Regulations</i>	The adequacy and appropriateness of the regulations that specify requirements for admission, credit for previous study, recognition of prior learning, course length and structure, integration of practical/work-based components, assessment procedures, and normal progression within a programme
<i>Resources</i>	The capacity of the organisation to support sustained delivery of the course in all delivery modes, with regard to appropriate academic staffing, teaching facilities, physical resources and support services
<i>Evaluation and review</i>	The adequacy and effectiveness of the provision for evaluation and review of courses; for monitoring the on-going relevance of learning outcomes, course delivery and course standards; for reviewing course regulations and content; for monitoring improvement following evaluation and review; and for determining whether the course shall continue to be offered

Ms Sanae Maeda

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Ms Sanae Maeda is an Associate Director of Division of Accreditation & Higher Education Studies, Japan University Accreditation Association (JUAA). Her main concern is the historical study on the origin of accreditation for Institutions of Higher Education in U.S.

Abstract of "How Accreditation Works in Japan" :

In Japan, establishment of a university is required by law to be approved by Ministry of Education of the National Government. The Ministry has secured, through the approval granting process, minimum level of the quality of universities. On the other hand, the Japan University Accreditation Association (JUAA) accredits approved universities in accordance with its own University Standard and assists them to improve. JUAA is not an establishment of Government. It is an independent organization of universities and it has been recognized as the sole organization for accreditation of university for fifty years since 1951.

But recently, the circumstances surrounding the quality assurance of higher education are changing. The new Governmental System for QA will start from 2004. The Government plans to put universities under legal obligation to go through evaluation by external organizations. The evaluating organizations will have to get Government's recognition.

JUAA considers that this change in the Government's policy is a good opportunity of the reform of itself. JUAA plans to revise its University Standard and improve the process and procedure of its accreditation.

Full Paper:

1 Approval and Accreditation

In Japan, the establishment of a university is required by law to be approved by Ministry of Education of the National Government. Setting-up of a new degree-awarding faculty or graduate school within a university after being approved must also be approved anew. For the granting of approval, law and regulations prescribe standards and criteria, some of which consist of quantified measures. Thus the Ministry has secured, through the approval granting process, minimum level of the quality of universities.

On the other hand, the Japan University Accreditation Association (JUAA) accredits approved universities in accordance with its own University Standard and assists them to improve.

2 Japan University Accreditation Association

Our Association is not an establishment of Government. It is a voluntary and self-supporting incorporated organization of universities in Japan. It was organized originally by 46 universities in 1947 in order to improve the quality of universities by self-improving efforts and mutual support of its members. JUAA now consists of 280 formal-member-universities. When we say a university, we mean a higher/tertiary institution which has four year course of education for bachelor's degree and approved by the Ministry of Education of the National Government. Many of the universities have graduate courses and research institutes, which we consider as components of the university.

There are three kinds of university in Japan. One is national university, which is established by the National Government. Next is what we call public university, which is created by local government and approved by the National Government. The third is private university.

There are 685 universities in all in Japan at present. Universities vary in their shapes and sizes from huge ones having 20 faculties with more than 50 thousand students to small ones such as a single-faculty university and a women's-only university. Of these, about 40 percent are the formal members of J U A A, the formal members being 41 national, 21 public and 218 private universities.

A university seeking the membership (the membership means the status of formal member) must apply for J U A A's accreditation and be accredited.

A member-university must go through J U A A's reaccreditation every seven years. (We have changed recently the rule of ten years to seven years. We are now in transition period.)

Thus, we have two categories of accreditation: One, initial accreditation and the other, subsequent reaccreditations.

J U A A's accreditation is modeled after the American system. It has the following characteristics:

The quality of a university is evaluated in the light of its own missions and objectives. Thus J U A A, through its accreditation process, does not aim at making universities fit into a certain mold of its own making. It pays due respect to the uniqueness and special characteristics of each university.

The quality of a university is evaluated in accordance with the University Standard, which J U A A adopted on its own. The provisions of the Standard are set out in general and abstract terms and they place emphasis on the missions and objectives of a university.

The quality of a university is evaluated on the basis of the self-study report submitted by the applicant-university.

J U A A's evaluation follows the principle of "peer review." The evaluators are recruited from among the teaching staff of the formal-member-universities.

In the decision of accreditation, J U A A usually offers advices and recommendations on matters that need improvement. In three years, the university must report to J U A A on the measures it has taken concerning the matters pointed out.

The current system of J U A A's accreditation and reaccreditation (based on the self-study) started in 1996. During the period of six years since, 87 universities have been accredited and granted membership; 95 universities have been reaccredited; in total, the number amounts to 182. I said earlier that J U A A consists of 280 formal-member-universities. Of these, 98 universities have not applied for reaccreditation yet. And also as I said earlier, there are 685 universities in all. No one knows how many of the non-member universities are willing to join J U A A.

But in Japan, due to continuing decrease in youth population, many universities have come to face difficult situation in attracting sufficient number of good students. In the circumstances of acute competition, universities are compelled to make every effort to enhance their quality for survival. J U A A foresees that applications for accreditation and reaccreditation will increase year by year. In 2001, J U A A processed 19 applications for accreditation and 18 for reaccreditation.

3. Growing Need for University Evaluation

Recently, there has been a growing need for effective university Evaluation in Japan for the following reasons:

(a) Universities are expected to allocate their resources selectively, through their own evaluation to priority research

subjects in order to strengthen their research functions so that they can rank among top-level universities worldwide.

(b) Since the decrease in the youth population has made it difficult for universities to survive, they have to work harder than ever to improve and expand their educational functions to achieve a higher quality of education, with the aim of offering diversified and distinctive educational programs.

(c) As the international standardization of qualifications for specialists is demanded, evaluation of educational programs aimed at achieving that goal is needed.

(d) The advancement of information technology has enabled higher education to cross national boundaries, requiring assurance of its quality.

(e) There is a need to fulfill their accountability.

4. Changes in Circumstances Surrounding University Evaluation

In view of the reasons described above, the national government has recently brought major changes to the circumstances surrounding university evaluation. Such major changes include the following:

(a) The evaluation of national universities by the National Institute for Academic Degrees (NIAD), a government agency, was set up.

The Ministry of Education, Culture, Sports, Science and Technology introduced a competition policy for national universities and initiated evaluation by NIAD of national universities in order to strengthen them. Subsequently, the government decided to make national universities independent administrative corporations and meanwhile requested its ministries to evaluate independent administrative corporations placed under their respective jurisdictions. Therefore, NIAD was forced to change the objectives of its evaluation to a certain extent. In 2000, it began evaluation of national universities on a trial basis.

(b) The national government launched the 21st Century Center of Excellence (COE) Program.

This program, which was launched in 2002, aims at reviewing and evaluating universities in order to develop certain universities as centers of scientific research through priority fund allocation.

Universities expect to gain a good reputation rather than funding by applying for this program.

(c) The national government plans to initiate a Recognition and Evaluation System, a new university evaluation system, in 2004.

In recent years, the government has emphasized its deregulation and competition policies. As part of such policies, the government has striven to relax standards for approval of establishment of universities. However, to maintain the quality of universities as the standards for approval were relaxed, the law provides that universities be required to go through third-party evaluation.

This Recognition and Evaluation System requires that:

(1) in accordance with a certain set of standards, the Minister of Education should recognize evaluation agencies that are suited to perform university evaluation; and

(2) universities must periodically go through evaluation by any of the evaluation agencies recognized by the Minister.

Standards for recognition are currently under consideration at the Ministry, and the cycle of evaluation remains to be made public.

This third change is expected to have the greatest impact on accreditation by JUAA (the Japan University Accreditation Association).

(d) The government plans to support notable educational programs in 2003.

This program will be implemented to review and evaluate universities with the aim of diversifying and revitalizing the entire higher education system in Japan through priority allocation of funds to notable educational programs. JUAA will actively promote the implementation of this program.

5. Reform of JUAA's University Accreditation System

Under the circumstances described above, JUAA began to reform its university accreditation system in order to further improve it. The major reforms include the following:

(a) Shortening of the cycle of re-accreditation from ten to seven years

Since 1996, JUAA has requested its member universities to go through re-accreditation once every ten years. In 2002, however, it decided that a cycle of ten years is too long from the viewpoint of quality assurance and therefore shortened it to seven years.

(b) Inclusion in the evaluators of third parties other than faculty members of member universities in order to increase

objectivity and transparency of accreditation.

Over a span of fifty years of accreditation, JUAA has maintained a system of peer review by faculty members of formal member universities. The reason was that it has attached importance to the advantages of the peer review system. In the society in general, however, there is the opinion that peer review is liable to become a lenient evaluation. Therefore, in order to meet the expectations of the society, JUAA decided to include in teams of evaluators third parties not related to universities. Starting in 2002, certified public accountants and lawyers have joined the evaluators. JUAA plans to invite active participation by such external experts in the future.

(c) Introduction of an appeal process into JUAA's accreditation system

In order to ensure objectivity and transparency of accreditation by JUAA, JUAA has established an Appeal Committee to deal with the appeals made by universities not accredited or re-accredited.

(d) Addition of a new accreditation item: Evaluation of university's finances

Past accreditation of universities by JUAA centered on their education and research. As universities continue to have difficulties in managing their operations, however, JUAA has determined that evaluation of university's finances is essential to ensure the quality of universities and has consequently decided to implement financial evaluation.

(e) Issuance of accreditation marks to accredited and re-accredited universities

JUAA has decided to issue "accreditation mark" to accredited and re-accredited universities as proof of their having a requisite level of quality. The term of accreditation will be clearly indicated in it.

6. Issues to Be Addressed with Respect to the Quality Assurance System in Japan

As explained above, JUAA is working hard to improve its university accreditation system; however, with the introduction by the government of the new Recognition and Evaluation System, the university evaluation system in Japan has become complicated.

Currently, evaluation agencies that are expected to be recognized by the Minister of Education, Culture, Sports, Science and Technology are the Japan University Accreditation Association and National Institute for Academic Degrees (NIAD); however, several other organizations of universities plan to establish evaluation agencies. Given the possibility of stock companies setting up evaluation agencies, the form of establishment for evaluation agencies is expected to vary.

It is also extremely diverse from the viewpoint of the evaluation method because NIAD's method is different from accreditation and because some of the evaluation agencies that will be established plan to accredit universities without using a membership system.

There is concern that viewed from overseas; the government's system for recognizing these types of various evaluation agencies basing on a single set of criteria applicable to all of these agencies may be difficult to understand. How the new Recognition and Evaluation System will be accepted by the academic community remains to be seen.

The policy of JUAA, however, is to firmly maintain its accreditation system in the future as in the past. Viewed from an international perspective of the quality assurance of universities, I think, the current membership accreditation system continues to be an excellent one even when a wide variety of evaluation agencies come into existence.

Dr David Woodhouse

附件二-18

(Where originals of profile and abstract of paper provided by speaker have been abridged, every effort has been made to retain the authors' words. For originals of the profile and abstract, please contact the speaker.)

Profile:

Dr David Woodhouse is Executive Director, Australian Universities Quality Agency (AUQA). He is a mathematician and computer scientist by training. He was the founding Director of the New Zealand Universities Academic Audit Unit and former Deputy Director of the Hong Kong Council for Academic Accreditation, and served two terms as President of International Network of Quality Assurance Agencies in Higher Education (INQAAHE). He is an evaluator for the Business Excellence Awards, and a reviewer for the Internationalization Quality Review programme of the OECD and European University Association. Locally, he is active in schools and teacher education.

Abstract of "Accreditation & Audit in Australia"

Most external quality assurance agencies use institutional self report, external review team set up, visits to institution, reports and agency decision; but the Australian context influences how we do it and explains distinctive needs and possibilities.

As a major exporter of higher education, the standard of Australian higher education and the absence of a national quality agency are constantly under scrutiny. Most universities (about 40) in the 8 states and federal territory (states henceforth) are established with federal funds under state legislation; there are some 100 other private tertiary institutions. The universities agreed to establish a quality agency and the 8 state agencies which accredit private institutions now operate under agreed protocols to ensure similar standards.

AUQA has a mandate from the states. Although its Directors are nominated by the education ministers and higher education institutions, it is a non-profit company with a high level of independence from government and institutions. It adopted the New Zealand audit model in preference to accreditation (USA) or assessment (UK). From periodic audits of QA at Australian universities, other self-accrediting institutions and state higher education accreditation bodies, it reports on QA procedures and processes, their impact on programme quality, the criteria for the accreditation of new universities, non-university higher education courses and the relative standards of the Australian higher education system, its QA processes and its international standing.

In its quality audit and investigations AUQA assumes that an auditee has explicit objectives which it tries to achieve by monitoring progress and acting on the findings. Auditors examine its processes and mechanisms, and the ways and means by which objectives are set and achieved. Procedures and methods vary with the auditee's system and character but its objectives and external objectives (Act, Regulation, legislation, protocols under which it is recognized), are central to the evaluation exercise.

In 2000 the nine states agreed the five National Protocols for Higher Education Approval Processes to ensure consistent criteria and standards across Australia on new universities, overseas institutions operating in Australia, accreditation agencies, operations through other organizations in Australia or abroad, and courses for overseas students.

AUQA audits the overseas operations of Australian universities. Its audit teams include lay and overseas members. The auditors are trained, and they meet annually. An AUQA staff member serves on each panel and AUQA emphasizes and assists with quality improvement. AUQA will also set up a web-based good practice database.

Full Paper

This presentation gives a brief outline of the context for and operation of the processes of accreditation and quality audit in HE in Australia. Further details may be found on the AUQA website (www.auqa.edu.au).

<http://www.hkcaa.edu.hk/INQAAHE/Dr%20David%20Woodhouse.html>

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2003/2/11

Two initial comments:

1. Most external quality assurance (EQA) agencies use some version of the same sequence of activities, namely:

- ° institutional self report,
- ° external review team,
- ° team visit to institution,
- ° team report,
- ° agency decision.

2. Despite this similarity, the details and precise consequences of the sequence vary between agencies and countries, because of the different national or regional context and culture. Therefore, I wish to begin by giving you some of the Australian context, so that you can see how that is influencing what we do and how we do it, and so you may understand how your needs and possibilities differ.

1. Significant relevant features of the Australian Higher Education Scene

- ° Major exporter of higher education
- ° Increasing international scepticism that only Australia of all the developed and many developing countries did not need a national quality agency
- ° Questions raised about standards of Australian higher education, giving rise to a need for further measures to refute the criticisms
- ° Australia is a federation of 8 states and territories (all will be referred to as states)
- ° Almost all universities are public (there are about 40 universities)
- ° Almost all the universities are established under state legislation but are mainly funded by the Federal government
- ° About 100 other institutions offer higher education. These are almost all private. Each is accredited by a state accrediting agency
- ° There are 8 state accrediting agencies
- ° There is concern about different standards being applied by different agencies
- ° Protocols have been agreed, and are being enacted in each state, on how these agencies will operate
- ° Universities are already held to account in many ways, through provision of data to the federal government, agreement of broad objectives with federal government, audits by state auditors-general (now extending far beyond financial issues etc.)
- ° The universities agreed that it would be appropriate to establish a quality agency

2. AUQA s mandate

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The nine ministers of education (8 states and the federal minister) routinely collaborate on various matters, and they agreed jointly to establish AUQA, as a not-for-profit limited company. AUQA's objectives, specified in its Constitution, are to

- ° arrange and manage a system of periodic audits of QA arrangements relating to the activities of Australian universities, other self-accrediting institutions (SAIs) and state and territory higher education accreditation bodies;
- ° monitor, review, analyse and provide public reports on QA arrangements in SAIs, and on processes and procedures of state and territory accreditation authorities, and on the impact of those processes on quality of programs;
- ° report on the criteria for the accreditation of new universities and non-university higher education courses as a result of information obtained during the audit of institutions and state and territory accreditation processes; and
- ° report on the relative standards of the Australian higher education system and its QA processes, including their international standing, as a result of information obtained during the audit process.

Members of the Board of Directors of AUQA are nominated by the federal and state ministers of education, the universities and the other higher education institutions.

Thus, AUQA's authority is derived from 9 governments, not just one government. This gives us a high level of independence from both government and institutions.

Objectives 1 and 2 make it clear that we are to carry out quality audits, not assessment (as in the UK) nor accreditation (as in the USA). As the establishment of AUQA was being contemplated, both the Australian Vice-Chancellors Committee (AVCC) and the federal government opted for the audit model, having noted with approval its operation by the New Zealand universities.

3 Quality Audit and AUQA's Investigations

Quality audit is defined by ISO as "a systematic and independent examination to determine whether activities and related results comply with planned arrangements and whether these arrangements are implemented effectively and are suitable to achieve objectives

AUQA's audits are based on the assumptions that an auditee has explicit objectives, which it genuinely wishes to achieve; that it acts in ways intended to achieve these objectives; that it periodically checks how close it is to achieving these objectives, and that it acts on the findings of these checks. Thus, AUQA's audits investigate the rigour and effectiveness of the organisation's performance monitoring against its plans. An audit panel's task is to assure itself that an auditee has in place processes and mechanisms that are relevant to the factors that are being audited, that these processes are effective in achieving the stated goals, and that an auditee is actively engaged in understanding its performance and is using this understanding to further improve its performance. AUQA also has an interest in the ways in which objectives are set and audit panels may discuss with the auditee the process by which particular objectives have been arrived at and the factors that have been taken into account in this process.

As each auditee will have systems that are relevant to its own objectives and character, the actual procedures used and the way they are implemented will vary from auditee to auditee. Amid this variety, AUQA's anchor point for drawing conclusions on quality is always the objectives of the auditee, together with any externally set objectives. For institutions such external objectives include those set out in the Act or Regulation under which the institution is recognised, other relevant legislation, and the National Protocols. Accreditation agency objectives include the Protocols and various other legislated requirements.

4 The National Protocols and Relationship to AUQA Audits

In March 2000, the nine ministers of education approved a set of five National Protocols for Higher Education Approval Processes. The purpose of setting out these Protocols was “to ensure consistent criteria and standards across Australia in such matters as the recognition of new universities, the operation of overseas higher education institutions in Australia, and the accreditation of higher education courses to be offered by non-self accrediting providers”. The Protocols are not set out in full here, but are available from the DEST website at www.dest.gov.au/highered/mceetya_cop.htm.

In auditing a university, AUQA has regard to whether the university’s objectives are consistent with the established criteria for a university (Protocol 1) and whether any operations through other organisations (whether in Australia or abroad) are consistent with the requirements of Protocol 4. In auditing an accreditation agency, AUQA has regard to whether the agency’s objectives take account of all the Protocols, particularly the criteria for accrediting HE courses in non self-accrediting institutions (Protocol 3). AUQA checks that the agency is using the Protocols when relevant and applying them appropriately.

Protocol 1: Criteria and processes for recognition of universities

If an institution wishes to be established as a university in Australia, it must seek accreditation by an agency under this Protocol. In auditing the accrediting agency, AUQA investigates and reports on:

the efficacy of the mechanisms used by the agency to protect the title university, and the agency’s practices in implementing them;

the adherence by the agency to the nationally agreed definition of an Australian university, and common criteria and processes for assessing applications; and

the appropriateness and effectiveness of procedures and practices followed in assessing individual applications, and the way in which these achieve or assist in achieving academic quality and standards in the institutions approved as universities.

AUQA expects to find that the universities it audits have objectives that are consistent with the establishment criteria for a university.

Protocol 2: Overseas higher education institutions seeking to operate in Australia

Responsibility for control of foreign institutions wishing to operate in Australia is explicitly specified by this Protocol as a task for accrediting agencies.

AUQA investigates and reports on:

the adoption by the agency of appropriate arrangements, consistent with the Protocols, for assessing the operation of overseas higher education institutions; and

the appropriateness and effectiveness of policy, procedures and practices followed in assessing individual applications, and the way in which these demonstrate that the course and delivery arrangements are comparable to those offered by accredited Australian providers.

Protocol 3: The accreditation of higher education courses to be offered by non self-accrediting providers

This is the core task of the state and territories accrediting agencies and their processes for QA are subject to audit by AUQA.

AUQA investigates and reports on:

the efficacy of the mechanisms used by the agency to protect the titles of higher education awards, and the agency's practices in implementing them;

the adherence by the agency to the nationally agreed definitions of Australian higher education awards, and common criteria and processes for assessing applications;

the appropriateness and effectiveness of policy, procedure and practices used in assessing individual applications, whether the agency is conducting an accreditation process solely for its own jurisdiction or acting as the receiving agency for a concurrent process; and

the way in which these procedures and practices achieve or assist in achieving appropriate academic quality and standards in the institutions approved to deliver courses leading to higher education awards.

Protocol 4: Delivery arrangements involving other organisations

Protocol 4 applies to delivery arrangements where a university is operating in a distant location under its own name, or operating through another organisation. The primary responsibility for this Protocol rests with AUQA, when it audits the relevant university. However, the Protocol reserves the right to each state to conduct specific reviews if for any reason (eg a negative report from AUQA) it were unhappy with the operation of a university within its jurisdiction. The Protocol explicitly states that standards at overseas campuses must be "at least equivalent to those provided in Australia

Thus, AUQA investigates and reports on:

the efficacy of action taken by the agency to implement this Protocol, including regulatory and/or policy responses; and

the appropriateness and effectiveness of any reviews conducted under this Protocol.

A gap in the Protocols is that the non-university HEIs are not explicitly controlled in terms of any operations they carry out through other organisations. This matter is being addressed.

Protocol 5: Endorsement of courses for overseas students

After a number of problematic events, some years ago, Australia has enacted stronger controls over courses intended for foreign students than for domestic students. In addition to all other requirements, courses for foreign students (whether in Australia or abroad) must receive individual endorsement by the accrediting agency in the state or territory where the university is based.

AUQA investigates and reports on:

the appropriateness and effectiveness of arrangements to ensure that the endorsement of higher education courses for overseas students is given only following the advice of the accreditation agency, including how the agency provides

advice in the case of universities and self-accrediting institutions involving an agent or distant delivery location or other special circumstances (para 5.5).

5. Aspects of AUQA's operation

- AUQA audits the overseas operations of Australian universities
- AUQA's audit teams include people from outside academia and from overseas
- Auditors are trained, and meet annually
- There is an AUQA staff member on each panel
- AUQA emphasises and assists with quality improvement
- AUQA will set up a web-based good practice database

Melbourne

Australia

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Addendum: AUQA's Mission, Values and Visions.

Mission

By means of quality audits of universities and accrediting agencies, and otherwise, AUQA will provide public assurance of the quality of Australia's universities and other institutions of higher education, and will assist in improving the academic quality of these institutions.

Values

AUQA will be

- ° Thorough: AUQA carries out all its audits as thoroughly as possible.
- ° Supportive: recognising institutional autonomy in setting objectives and implementing processes to achieve them, AUQA acts to facilitate and support this.
- ° Flexible: AUQA operates flexibly, in order to acknowledge and reinforce institutional diversity.
- ° Co-operative: recognising that the achievement of quality in any organisation depends on a commitment to quality within the organisation itself, AUQA operates as unobtrusively as is consistent with effectiveness and rigour.
- ° Collaborative: as a quality assurance agency, AUQA works collaboratively with the accrediting agencies (in

addition to its audit role with respect to these agencies).

- ° **Transparent:** AUQA's audit procedures, and its own quality assurance system, are open to public scrutiny.
- ° **Economical:** AUQA operates cost-effectively and keeps as low as possible the demands it places on institutions and agencies.
- ° **Open:** AUQA reports publicly and clearly on its findings in relation to institutions, agencies and the sector.

Vision, or Key Outcomes

- ° AUQA's judgements will be widely recognised as objective, fair, accurate, perceptive, rigorous and useful.

AUQA has established detailed and effective procedures for audit that include auditor appointment and training, extensive and thorough investigation, and consistent implementation.

- ° AUQA will work in partnership with institutions and accrediting agencies to add value to their activities.

AUQA audit is based on self-review, acknowledges the characteristics of the institution or agency being audited, and accepts comment from the auditee on the best way of expressing the audit findings

- ° AUQA's advice will be sought on matters related to quality assurance in higher education.

AUQA will carry out consulting activities, including workshops, publications, and advising, and will publish and maintain a database of good practice.

- ° AUQA will be recognised among its international peers as a leading quality assurance agency.

AUQA will build international links, to learn from and provide leadership to other agencies, and will work with other agencies to the benefit of Australian institutions.

The Values have broad acceptance in Australia, but do they travel well: ie do they have international validity?

Dr Anthony Stella

附件二-19

Profile (unedited):

Dr. Antony Stella is the Adviser of National Assessment and Accreditation Council (NAAC) of India, which is the national apex body established by the University Grants Commission of India as an autonomous body to assess and accredit all higher education institutions in the country and quality assure the transnational provisions. She joined NAAC in 1996 as its Deputy Adviser. As one of the first group of officers recruited for NAAC, she has been a part of all its developmental activities.

She has published in both educational technology and Assessment and Accreditation. She has more than 75 papers published in journals. She has authored seven books as the first author in six and co-author in one. Four of those books are on Assessment and Accreditation and the rest on education. She has also edited three books. She has written a Case Study about NAAC for UNESCO. She is the recipient of Shastri Indo-Canadian Faculty Research Award and Fulbright Post-doctoral Fellowship. She has visited many countries to present the country experience on quality assurance. As a Fulbright Scholar at the Center for Quality Assurance in International Education and the George Washington University she has analysed the Indo-US experience of Quality Assurance in Higher Education. As the project Director of the Impact of Accreditation on the System on Higher Education, supported by the Ministry of Human Resource Development of India, she is involved in a meta evaluation of the accreditation system of India.

Abstract of Presentation (unedited):

The accreditation experience of India may seem to be just eight years old. But it should be seen against the backdrop of the quality controls the Indian higher education system had for the past 150 years, most of them inherited from the British legacy. In independent India, the various regulations on minimum requirements for the establishment and expansion of institutions of higher education have been well in place for more than fifty years. The inspections and audits by the state governments, the affiliating function of the universities, the performance appraisal of universities by the University Grants Commission and the reviews by the funding agencies—all have contributed to ensuring “satisfactory functioning”. Inspection and certification by professional bodies, which is primarily a recognition or approval process, has also been in place for a long time.

The International Network of Quality Assurance Agencies in Higher Education (INQAAHE) defines accreditation by using the generic term “Quality Assurance”. If the built-in regulatory mechanisms are to be equated with the quality assurance mechanisms that serve similar purposes elsewhere, the Indian system of quality assurance may be said to be more than a century old. However, accreditation as an “explicit national external quality assurance mechanism” was initiated only in 1994 with the establishment of the National Assessment and Accreditation Council (NAAC) as an autonomous body. This makes the Indian system of accreditation unique in many ways and from the initial stages there was a consensus that such a mechanism should focus on excellence in standards rather than satisfactory functioning.

In line with the international trend, NAAC follows the combination of self-study and peer review. The process of institutional accreditation is built on seven criteria for assessment and has the higher education institution (HEI) itself as the primary beneficiary. The outcome in terms of a detailed report and an overall institutional grade is made public and it is valid up to five years. So far around 350 HEIs have been assessed by NAAC. The methodology for departmental accreditation has been evolved and will be launched soon.

The Impact Analysis done by NAAC indicates that the expected changes have happened in areas like articulating mission statements, institutionalising hitherto informal activities like collecting student feedback on their educational experience, strengthening extension activities, grievance redressal and initiating quality management procedures. Today most of the accredited institutions have Internal Quality Assurance Cells in place. Inter-institutional exchange of information on healthy practices and implementation of the relevant ones have transformed the attitude and functioning of HEIs. The impact accreditation has made on policy-making and funding decisions is also encouraging in many states. This paper explains these aspects - the salient features of NAAC’s process, the benefit to HEIs, and the impact of NAAC’s process on policy making and the funding related issues.