How we think of Quality Assurance in Higher Education in Asia and Pacific?

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Overview of Results from the Pre-conference Survey

Quality Assurance of Higher Education?

Student?
## Overview of Results from the Pre-conference Survey

### Quality Assurance of Higher Education?

<table>
<thead>
<tr>
<th>K-12</th>
<th>Higher Education</th>
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<tbody>
<tr>
<td>Students first</td>
<td>Education &amp; Research</td>
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<tr>
<td>Teacher Training (on/offline)</td>
<td>Training?</td>
</tr>
<tr>
<td>Study group (Teaching skill)</td>
<td>Academic society (research)</td>
</tr>
<tr>
<td>Learning outcome</td>
<td>Learning outcome?</td>
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</table>

**Regional conference on Quality Assurance of Higher Education in Asia-Pacific, 15-16 June, 2017, Shenzhen, China**
Quality Assurance in Higher Education?

Training?
Internal QA mechanism
Culture

Learning outcome?
External QA mechanism
• Evaluation
• Accreditation
NQF

Overview of Results from the Pre-conference Survey
Participants’ Background

Who are we?

- nearly **40** UNESCO Member States
- approximately **100** international participants
Overview of Results from the Pre-conference Survey

Participants’ Background

Who participated in Pre-survey?

- Government official: 30
- QA practitioner: 28
- University staff: 22
- Representative from international and national professional bodies: 13
- Student: 9
- International organizations: 6
- NGOs: 4
- Other higher education stakeholders: 8

Answer: 61
In your institution or local context, to what extent have QA initiatives led to improved quality of teaching and learning processes?

- To a Great Extent: 33%
- Somewhat: 49%
- Very Little: 13%
- Not at All: 2%
- Other: 3%

Answer: 63
I am committed to promoting equitable and increased access to quality higher education and research, with due attention to QA.

Quality education and improving learning outcomes requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress.

The provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important.

ICTs must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.

We call for the establishment of transparent QA measures of online learning that support reliable, valid and credible assessment.

The Asia-Pacific region is on track to ensure equal access for all women and men to affordable and quality tertiary education, including university by the year 2030.

Answer: 68
Result of Pre-Survey

The Asia-Pacific Region is on track to ensure **equal access for all women and men** to affordable and **quality tertiary education**, including university by the year **2030**: 75% (Strongly) Agree

On current trends, the world will achieve:

- Universal upper secondary education in **2084**

This means the world would be **half a century late** for the 2030 SDG deadline.

Overview of Results from the Pre-conference Survey

Result of Pre-Survey

Top three most urgent issues to deal with for QA in AP

- External QA mechanisms: 23%
- Internal QA mechanisms: 25%
- Building a culture of quality within HEIs: 53%
- Bridging the links between internal and the external QA processes: 49%
- NQFs and exploring connections with QA, credential recognition, and students’ mobility: 72%
- QA of private higher education institutions: 23%
- QA of qualifications obtained through non-traditional modes: 30%
- International cooperation and regional harmonization efforts in Asia-Pacific and worldwide: 38%
- Other: 5%

Answer: 61
Result of Pre-Survey

Problems related to QA in your context

- QA agency for external mechanism
  - Institutional **credibility** (quality of assessors & Criteria)
  - Diverse QA agencies with **different criteria sets**
  - No flexibility with too detailed prescription
  - Disbelief of QA agencies’ independence
  - Academic **autonomy vs accountability**
  - Impacts on institutions’ life

- Lack of good governance, leadership, **staff & finance**
- Lack of Quality Culture & Awareness

Answer: 55
Overview of Results from the Pre-conference Survey

Result of Pre-Survey

**Problems related to QA in your context**

- Lack of innovative practices in QA & hard to transform best practices into local scenario
- How to measure learning outcomes
- Fake Qualifications, Not accredited HEIs, Mismatch of Teaching and Industry, Recognition of foreign qualification, QA of non traditional learning, Implementation of NQF...

Answer: 55
Beneficial training/resource related to QA for your professional development

- **Monitoring & Evaluation**: index system, programs, student outcomes, teaching & learning...
- **Administration** of QA agency
- **How to build and run effective IQA**
- QA in NQF, QA of online learning, Risk-based quality assurance, National policy of QA, management of QA database, effective stakeholder engagement strategies...

Answer: 49
suggestions for the future of QA initiatives in AP

- “Sharing best practices” & continuous capacity building for professional development in QA
  - How? Networking, exchanging staffs & students, more meetings, using ICT methods, establishing a pool of experts...
  - respect the QA practices of another countries.

- Focusing on building internal quality culture in HEIs
- Strong relationship between internal & external QA bodies
- Trust building among stakeholders, transparency in QA mechanisms

Answer: 49
Overview of Results from the Pre-conference Survey

Result of Pre-Survey

Questions during the consultations

• Case of countries & Agencies
  - How to ensure QA in HEI? (esp. for low quality HEI)
  - How to obtain students involvement in QA activities?
  - Non-traditional learning (MOOC, online, distance education)

• UNESCO’s intervention? : training, capacity building...

Answer :33
Overview of Results from the Pre-conference Survey

Role of UNESCO

SDG4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”
Overview of Results from the Pre-conference Survey

Role of UNESCO

- Laboratory of Ideas
- Knowledge Sharing
- Capacity Building
- Analysis & Monitoring
- Standards Setting
Overview of Results from the Pre-conference Survey

Thank you!

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