

From National to International: The Changing Role of QA Agency from the HEEACT's Experiences

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Outline

- Introduction
- Cross border higher education in Asia
- HEEACT's role since establishment
- HEEACT's changing role
- 2 international practices of HEEACT
- Challenges and conclusion

Introduction

- How to respond to highly global competitiveness Higher Education
 - Strategies of the university
- The key elements of internationalization:
Cross border education
 - Mobility of student, faculty, institutional and program
 - China has the largest number of students studying overseas

Introduction

- For non-English speaking countries especially Asian countries
 - have tried to attract more Chinese students by promoting English as the medium of instruction.
- This led to a demand by the government and HEIs to call for the help of international accreditations.

Introduction

- Respond to this need, QA services in Asia started to develop internationally and leading to the emergence of international accreditors.
- The main purpose of this paper
 - to introduce the current international accreditation of academic programs by accrediting body agency in Taiwan
 - the challenges that Asian accrediting agencies are facing.

Cross Border Higher Education In Asia

- Over the past decade, most Asian nations have developed their national QA systems.
- Asian national QA agencies are now being challenged to demonstrate that the quality of their own operations as well as international standards
 - the Association of Asian Nations University Network(ASEAN University Network, AUN) would be the good example.

Cross Border Higher Education In Asia

- ASEAN was established in 1987
 - by Indonesia, Malaysia, Philippines, Singapore , and Thailand
 - has expanded to include Brunei, Cambodia, Laos, Myanmar (Burma), and Vietnam
- The ASEAN started AUN from 1995
 - One of the most important project of AUN is established **AUN Quality Assurance Guideline** from 2004

Cross Border Higher Education In Asia

- However, most Asian countries do not have any international guidelines or principles for cross border education
- To conclude, the internationalization policies and practices in Asian countries needs to include QA dimension and element

HEEACT's Role Since Establishment

- Higher Education Evaluation & Accreditation Council of Taiwan, HEEACT
- Established jointed by the MOE and 153 higher education institutions in Taiwan on 2005
- HEEACT adapted U.S. model of accreditation featuring peer review and on-site visit in the process of university evaluation.

HEEACT's Role Since Establishment

- HEEACT has been conducted program accreditation project from 2006
 - 1st cycle (2006-2010)
 - 2nd cycle(2012-2016)
- Institutional accreditation from 2011
 - 1st cycle (2011)
 - 2nd cycle(2017-2018)

HEEACT's Role Since Establishment

- In the context of the decentralized HE system, the MOE launched the self-accrediting policy in 2013, so the number of accreditation activities by HEEACT has been decreased rapidly
- HEEACT either has to downsize by itself or to transform into an international accreditor.

HEEACT's Changing Role

- In February 8, 2017, the MOE announced the program evaluation of higher education will be changed from compulsory to voluntary
- In the critical times, HEEACT will continue its fundamental role as a QA agency, and transform towards a multifunctional set-up

HEEACT's Changing Role

- HEEACT's development strategies
 - Recognition body for the other accrediting bodies
 - Serve as the think tank for the government
 - Develop partnership with higher education providers
 - As an international QA network platform
- HEEACT initiated implemented international evaluation with Macao and Russia

International Accreditation With Musical Program of Macao Polytechnic Institute

- The first discussion in 2012
 - Macao has no accreditation agency
 - To promote continuous enhancement in academic quality
 - The evaluation framework has not completed the legislative assembly

International Accreditation With Musical Program of Macao Polytechnic Institute

- HEEACT has conducted
 - Bachelor of Arts in Musical program(Accredited, 201503)
 - Bachelor of Visual Art program(2016-)
 - Bachelor of Physical Education program(2016-)
- The evaluation is based on the concept of the HEEACT's second-cycle program evaluation
 - To improve their mechanisms for assessing student learning outcomes
 - To establish self-improvement mechanisms

International Accreditation With Musical Program of Macao Polytechnic Institute

- The standards
 - Goals, core competency, and curriculum
 - Teacher, teaching, and support system
 - Student, learning, and support system
 - Research, service, and support system
 - Self-analysis, improvement, and development
- The accreditation results
 - Accredited, conditionally accredited, or denied

Joint Accreditation With the National Centre for Public Accreditation of Russia

- The first joint accreditation collaboration in Taiwan
- Jointly accredit bachelor and master history programs for Far Eastern Federal University(Accredited, 201602)

Joint Accreditation With the National Centre for Public Accreditation of Russia

- HEEACT and NCPA developed the “Joint Guidelines for External Reviews of Educational Programmes”
 - Policies and procedures for QA
 - Approval, monitoring, and periodic review of educational programs
 - Assessment of student learning outcomes
 - QA of teaching staff
 - Learning resources and student support
 - Information systems for effective implementation of the educational program
 - Public information

Comparison of MPI and NCPA Cases

	MPI	NCPA
Model	International accreditation	Joint accreditation
Standards	HEEACT standards	HEEACT and NCPA joint standards
Panel	Taiwanese panel	Joint panel(2 from Taiwan, 3 from Russia)
Outcomes	Accreditation outcomes	Accreditation outcomes
Language	Chinese	Russia and English
Challenges	Local context/ reviewers' training	Language/ jointness

Challenges and Conclusion

- The explosion of cross border HE has led to the internationalization of QA, in accompanied with challenges, changes and chances
- In the globalized context, national accreditators should develop internationalization strategies

Challenges and Conclusion

- Owing to language barriers and lack of mutual recognition agreements, most national accreditors have rarely opportunities for undertaking international accreditation
- Therefore, both the NCPA of Russia and MPI of Macao by HEEACT are very valuable practices in Asia

Challenges and Conclusion

- There are big differences between the two cases, including standards, panel, language, etc.
- As a national accreditor HEEACT should be committed to the QA profession
 - Especially collaboration with foreign institution or agency, HEEACT needs to think more of how to strike get a balance between professionalism and flexibility

THANK YOU!