

# NIAD-QE University Quality Assurance Forum-2019

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Tokyo, Japan

## Presentation

on

“Quality Assurance of Higher Education in Times of Change”



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# OUTLINE

- Higher Education and Quality Assurance – A Glimpse of Changing times
- Internationalisation of Higher Education - Key Trends
- QA in Context of Higher education
- Contribution and impact of internationalisation of HE and QA: Way forward learning from QACHE Project
- The message from Bengaluru Statement 2016 on Next-Generation Quality Assurance of Higher Education
- Role Quality Assurance Agencies and examples (NAAC & NIAD-QE)
- Role of Quality Assurance Networks and examples
- Potential of India-Japan collaboration in Higher Education Quality
- Let's light a lamp with lamp for enlightening future generations

## CHANGING TIMES

### **Higher Education Expanding Rapidly Worldwide. Some Key Trends Include:**

- Growing International Mobility of Students.
- Internationalization of Higher Education.
- External QA gaining wider acceptance and reached almost all countries . Phenomenal growth in Asia and Latin America in just two decades.
- Disruptive technology and innovations like MOOCs, Micro credentials set to revolutionise HE scenario adding new, complex dimensions to internationalisation and posing greater challenges to quality assurance.
- Growing Craze of regional and global rankings.
- Increased role and expectations from national, regional and global QA bodies and networks.

## CHANGING TIMES

- Paradox of world reality- Technology and innovations bringing the world closer beyond boundaries on hand. While intolerance, discrimination and violence dividing the world in name of race, religion and origin.
- The global population of students who move to another country to study continues to rise, reaching almost 5 million in 2014 – more than double the 2.1 million internationally mobile students in 2000. 8 million students per year by 2025 (OECD).
- The most mobile students are from Asia, with China, India and South Korea.
- Increasing regional mobility: China-Japan-Korea, ASEAN, SAARC Countries, etc.,

## INTERNATIONALISATION OF HIGHER EDUCATION - KEY TRENDS

- Government strategies have continued to drive a range of international experiences.
- Russia provided \$133.3M funding for 3,000 Russian postgraduates to study overseas at some of the world's leading universities between 2014 and 2017.
- Germany is pushing new programme that aims for half of all degree students to experience study abroad by 2020.
- In the USA, the Institute of International Education launched a five-year programme, 'Generation Study Abroad', to double the number of students obtaining international experience during their degree from the present 295,000 (10% of the student population) to 600,000 by 2019.
- Massive Open Online Courses (MOOCs) have become one of the most high profile aspects of the use of technology in teaching in recent years, with 142 universities providing free courses open to all participants via Coursera and edX alone.

## INTERNATIONALIZATION OF HE - KEY TRENDS

- Most of South Africa's 23 universities offer some form of distance learning online, and with the number of university-age students across Africa predicted to double from 200 million to 400 million by 2045, online learning fills a gap in both opportunity and affordability.
- The European Commission has funded a new internet portal, Europeana, which gives students and researchers all over the world access to millions of books, paintings, films, museum objects and archival records drawn from libraries and archives across Europe.
- Japan has high numbers of international students from neighbouring countries, about 81% of international students in Japan come from other East Asian countries.
- Japan's drive to internationalize education has a different set of goals to those for Malaysia and Thailand, with Japanese reforms aiming to prepare Japanese graduates to better compete in a globalized workplace.

## QA IN HIGHER EDUCATION CONTEXT

Traditionally quality in higher education is responsibility of institutions themselves. Higher education and university systems exist from centuries while most EQAs are recent entities.

Yet, QAAs in most systems have occupied prime place as it is considered as powerful tool :

- To ensure accountability for public funding [welfare state]
- To secure trust and public guarantee about quality of offerings [legitimacy and currency]
- To protect students and stakeholders from dubious or substandard provisions [Watchdog]
- To provide stimulus for improvement and innovations [Facilitator]

## CONTRIBUTION AND IMPACT OF INTERNATIONALISATION OF HE ON QA- THE WAY FORWARD LEARNING FROM QACHE PROJECT.

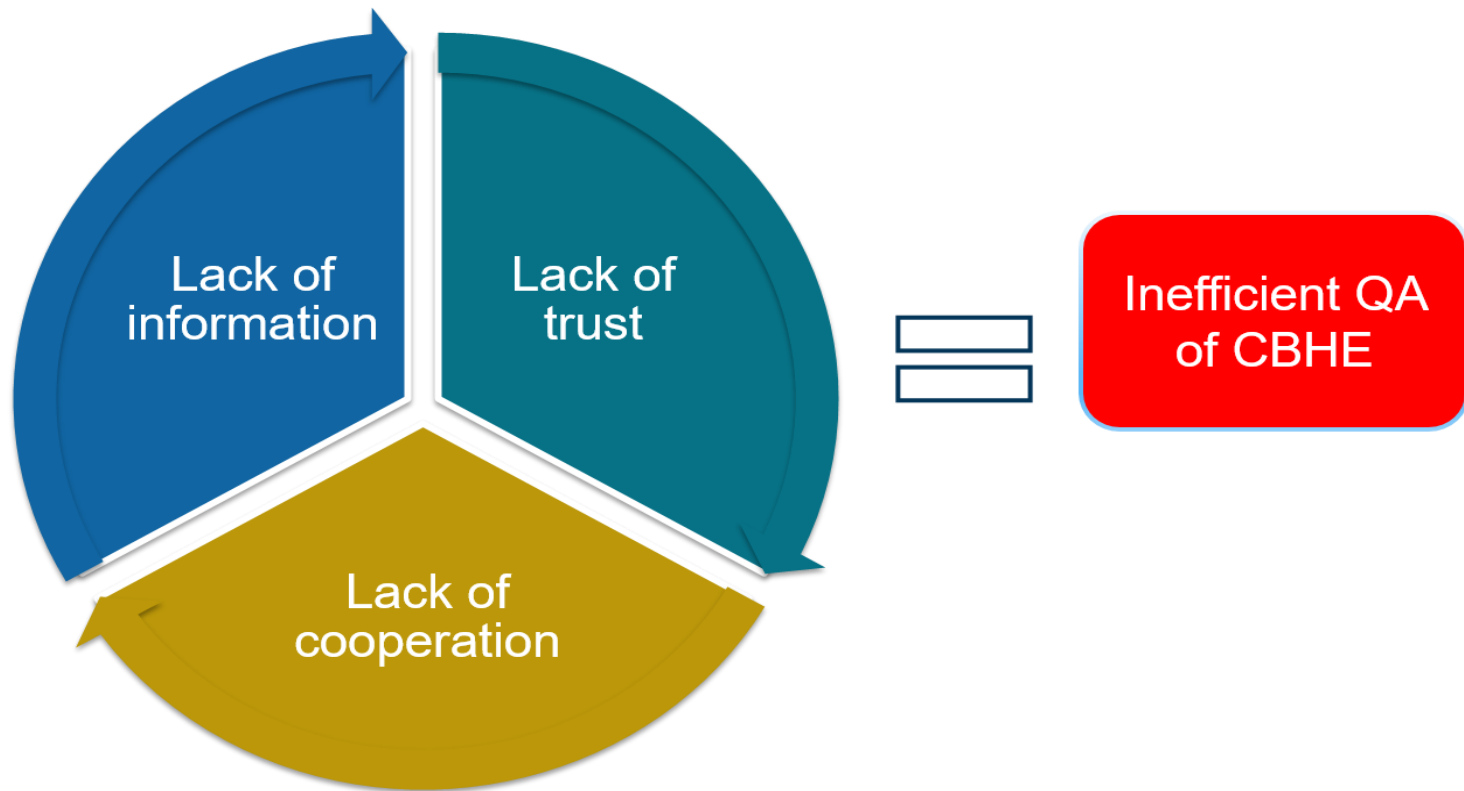
- Internationalization in all forms have posed great challenges in front of higher education and QA systems.
- An Erasmus Mundus Project entitled “Quality Assurance of Cross-border Higher Education” (QACHE) led by ENQA in which Asia Pacific Quality Network [APQN], ANQAHE and some leading QA agencies are partners revealed different ways QA of CBHE is being perceived and handled in Europe , Asia Pacific and Arab region.
- In Asia Pacific Survey we found that majority of the respondents [68%] agree that CBHE has a positive influence on the national system of HE in your country, in terms of academic standards, HE access, etc .
- However, concerns about comparability of degree, sovereignty issues and cultural gaps were also raised.



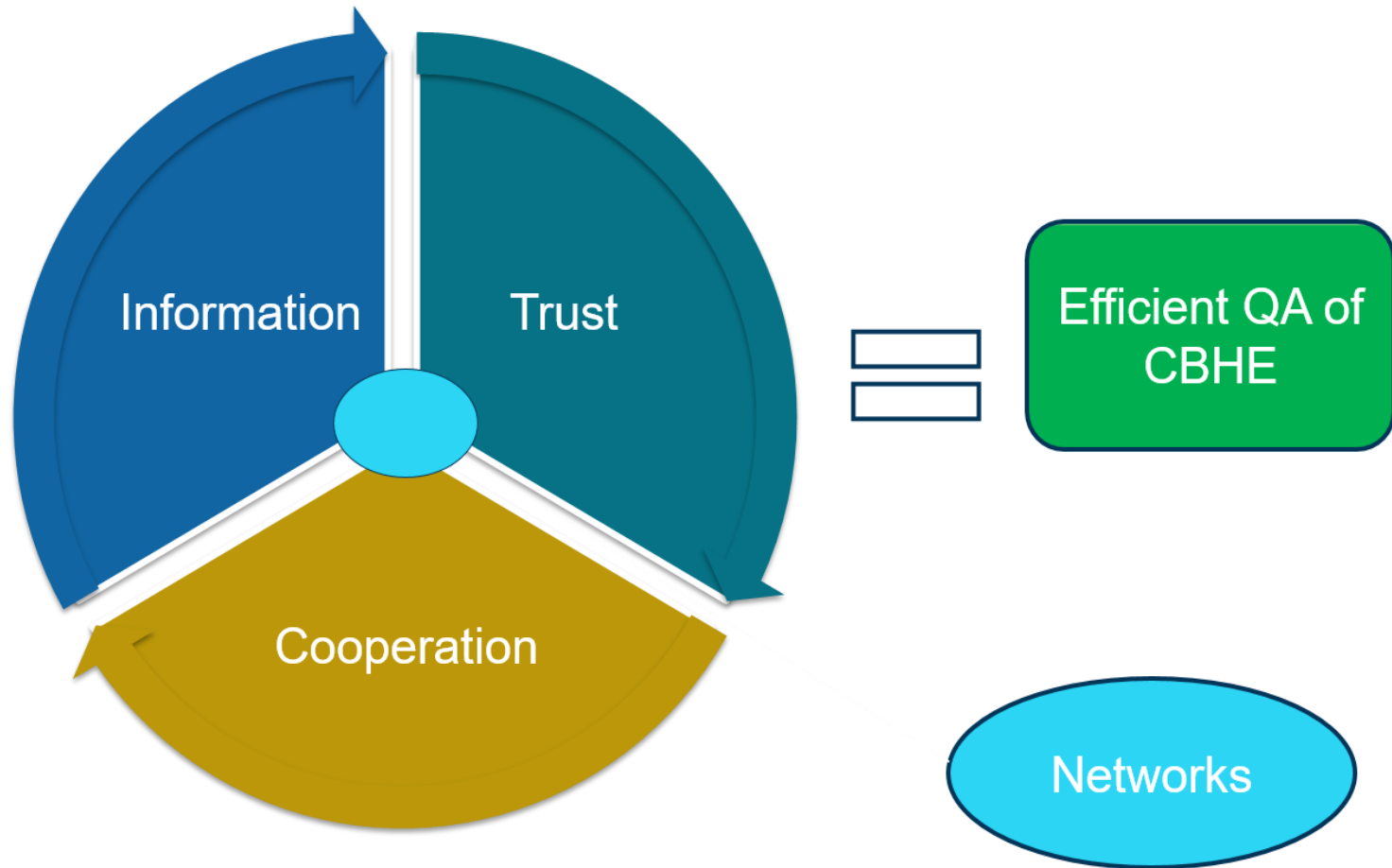
# FOUR KEY FINDINGS OF QACHE FROM ANALYSES OF SURVEYS FROM 3 REGIONS

- The sheer diversity of approaches and regulatory frameworks for inbound or outbound CBHE within and across the three investigated regions
- Lack of information about and knowledge of different agencies' approaches and national frameworks
- A “trust gap” between sending and receiving countries about the quality of CBHE, with receiving country being generally more skeptical than sending countries about the quality, and quality assurance, of incoming provision
- Low levels of cooperation amongst QA agencies in the quality assurance of CBHE

# IMAGE 1: QACHE VICIOUS CYCLE



## IMAGE 2: QACHE VIRTUOUS CYCLE



# THE FIVE PRINCIPLES EMERGING FROM QACHE PROJECT TOOLKIT –

- The first principle is about making information about national approaches to CBHE easily accessible.
- The second principle is about proactively engaging in information-sharing activities with counterpart agencies sharing CBHE provision.
- The third principle is about seeking to liaise with them whenever intending to quality assure CBHE provision.
- The fourth principle is about seeking ways in which to cooperate in the actual quality assurance of CBHE provision.
- The fifth principle is directed to regional networks of agencies, calling on them to play an enhanced role in the facilitation of information sharing and inter-agency cooperation

[Source - <http://www.enqa.eu/index.php/quality-assurance-of-cross-border-higher-education-qache/>]

# THE MESSAGE FROM BENGALURU STATEMENT 2016 ON NEXT-GENERATION QUALITY ASSURANCE OF HIGHER EDUCATION

- **Bengaluru Statement 2016 on Next-Generation Quality Assurance of Higher Education: A Shared Vision and Commitment for Fostering Partnership Beyond Borders**”, which was the culmination of the global summit organised by NAAC and APQN will be counted as the major landmark in the International history of higher education quality assurance.



## GLOBAL PARTNERS INCLUDED ORGANISATIONS SUCH AS THE FOLLOWING:

- Council for Higher Education Accreditation (**CHEA**) of **USA**
- European Association for Quality Assurance in Higher Education (**ENQA**)
- European Consortium for Accreditation in Higher Education (**ECA**)
- Arab Network for Quality Assurance in Higher Education (**ANQAHE**)
- ASEAN Quality Assurance Network (**AQAN**)
- Asia Pacific Quality Register (**APQR**)



CHEA – USA



ENQA – Europe



ECA – Europe



ANQAHE – Arab Region



AQAN - South East Asia



APQR – Asia Pacific

# Quality Assurance Agencies:



QAA - United Kingdom



TEQSA - Australia



QQA – Bahrain



TEC - Mauritius



MQA Malaysia



AACCUP - Philippines



HEEACT – Taiwan



NIAD-QE , Japan



## BENGALURU STATEMENT 2016 ON NEXT-GENERATION QUALITY ASSURANCE OF HIGHER EDUCATION

- Organised by National Assessment and Accreditation Council (NAAC), India and co-organised by Asia-Pacific Quality Network (APQN) in partnership with 16 leading Quality Assurance organisations including networks and QA agencies from Asia Pacific, Europe, America, Africa and Arab regions on 16-17 September 2016 at Bengaluru, India, re-affirming previous relevant commitments such as Nagoya Declaration on Higher Education for Sustainable Development-2014, Incheon Declaration-2015 “*Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*”.



## **THIS HISTORIC BENGALURU STATEMENT – 2016 EXPRESSED INTENT AND ASPIRATIONS FOR:**

- **Cooperation among quality assurance networks and organizations to dissolve boundaries for quality higher education.**
- **Endeavour to Foster Trust Beyond Borders in higher education quality assurance:**
- **Sharing global information resources.**
- **Promoting values and ethical practices in quality assurance.**
- **Sharing and promoting good practices.**
- **Strengthening of capacity building.**
- **Developing strategies and resources for next generation quality assurance in age of technology.**
- **Resource mobilisation for quality assurance.**
- **Strengthening professionalism in quality assurance.**

## BENGALURU STATEMENT 2016 .....

- Bengaluru Statement – 2016 has called upon quality assurance networks, organizations and stakeholders of higher education to join hands and commit to work together to enhance quality in higher education in service of students and society.
- NAAC, APQN and other partners have agreed to deliberate further on this statement and develop action plan by making specific commitments to deliver on the various issues raised for the benefit of quality in higher education.

## KEY LESSONS , REFLECTIONS AND IDEAS

- Internationalisation in HE is to be dealt with caution. As a measure of cooperation, capacity building and mobility, it could be boon but if not handled carefully can sow the seeds of neo-colonisation. So putting the students welfare and national interest first, could be a good strategy.
- Regional QA labels can be good alternative to international accreditation .
- Mutual recognition of QA decisions on accreditation of qualifications is good way forward to facilitate mobility
- National Associations, regional networks and global alliances can influence and shape the future of higher education locally and globally .
- Degree mills and accreditation mills are threat to society and affects good work of Universities and QA bodies. Zero tolerance policy by all stakeholders is need of the hour.

# EXAMPLES OF INITIATIVES BY AGENCIES

- “Enhancing Quality Assurance Management and Benchmarking strategies in Indian Universities” (EQUAM-BI)
- **OBJECTIVE** - Creating benchmarks through comparison and identification of good practice is not a new notion in higher education and the Indian partners recognise the experience and expertise that the European partners can bring to their assistance through this Project.
- **Expected Outcome-** 1)Partnering with leading EU institutions and organizations to nurture a sustainable benchmarking culture. 2)Creating capacity for improving quality of teaching-learning, research and innovation, academic leadership 3)Creating frameworks for ensuring successful and sustainable partnerships with institutions of higher education in Europe to promote internationalization



**Start: 15-10-2017 - End: 14-10-2020**



**Project Reference: 585779-EPP-1-2017-1-ES-EPPKA2-CBHE-JP**



**EU Grant: 704132 EUR**

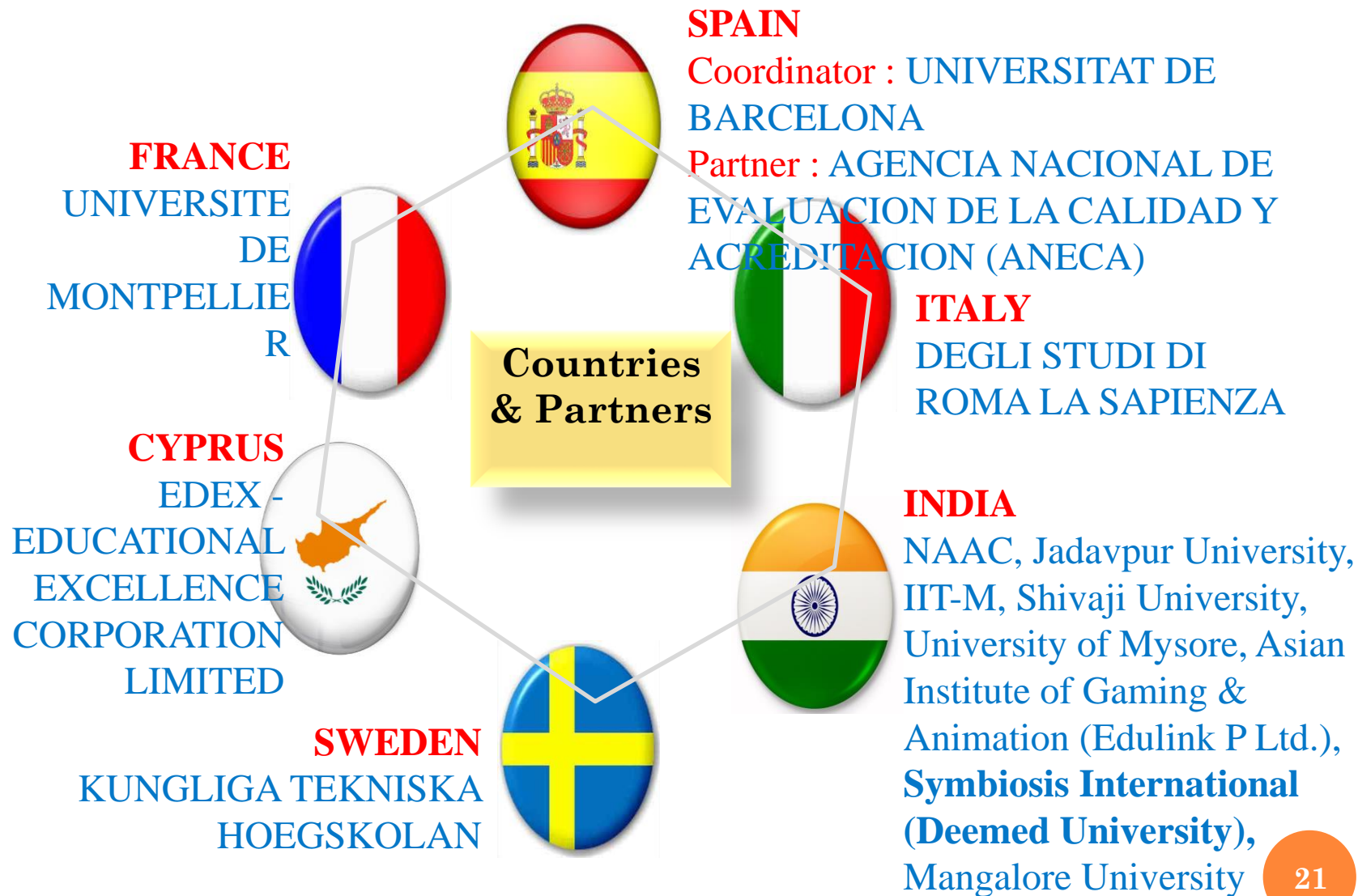
**Programme: Erasmus+**

**Key Action: Cooperation for innovation and the exchange of good practices**

**Action Type: Capacity Building in higher education**

# EQUAMBI

Enhancing Quality Assurance Management & Benchmarking Strategies in Indian Universities

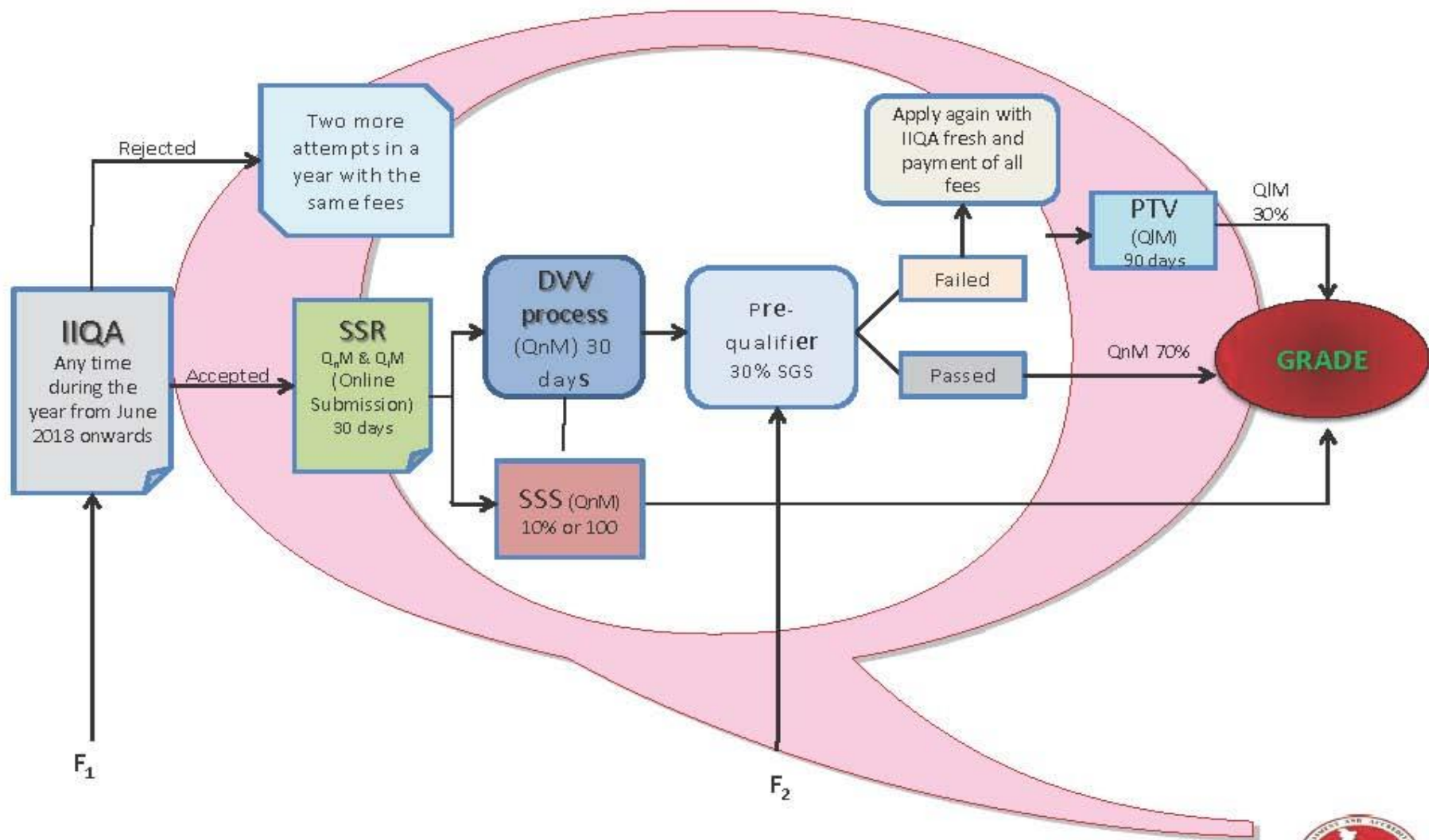


# REVISED ACCREDITATION FRAMEWORK OF NAAC

## KEY FEATURES OF REVISED ACCREDITATION FRAMEWORK

- ❖ A Paradigm shift in approach and philosophy.
- ❖ From qualitative peer judgments to data based quantitative indicator evaluation.
- ❖ System Generated scores(SGS) with combination of online evaluation(70%) and peer judgment (30%)
- ❖ Automated Evaluation Model with Increased objectivity & transparency.
- ❖ Significant difference in evaluation of Universities, Autonomous Colleges and Affiliated/Constituent Colleges.
- ❖ Introducing key indicators on Alumni engagement and Student satisfaction survey.
- ❖ Data validation by external professional agencies.
- ❖ Creating a culture of benchmark driven, databased accreditation.

# Process of Assessment and Accreditation





# COMPILATION OF GOOD PRACTICES (GPS) OF QUALITY ASSURANCE AGENCIES ACROSS THE GLOBE-A NAAC INITIATIVE WITH APQN SUPPORT

## Methodology-

- Status review of compilation of global practices in External Quality Assurance.
- Identification of areas/themes in which practices are to be compiled.
- Developing templates for survey questionnaires and formats of good practices.
- Validation of good practices through consultation, evidences and expert reviews.
- Developing a web based database of good practices and ensure its maintenance and updates.
- Publication of books on good practices on select themes in print and electronic media.
- Promotion of global good practices database on National and International platforms.



# NAAC'S GLOBAL YOGA ACCREDITATION INITIATIVE

The Global Yoga Accreditation Summit (GYAS), a joint undertaking of NAAC in conjunction with The Permanent Mission of India to the United Nations (UN), USA and The Asia Pacific Quality Network (APQN), is a historic initiative intended to bring various stakeholders from all over the world in the field of Yoga at the United Nations Headquarters, New York, USA.

Global Summit organized by NAAC on 26-27 April 2019 at the Headquarters of the United Nations paves the way forward for the New York ~ Bengaluru Vision Statement 2019 towards a Global Ecosystem in Yoga Higher Education through mainstreaming, collaboration and accreditation.

Exploring the co-ordination and co-operation among various recognition/accreditation bodies and networks of Yoga higher education around the world.



**Global experts during inaugural session at Global Summit Jointly organised by NAAC, PMI-UN & APQN at United Nations Headquarters, New York, USA.**

# NOTABLE INITIATIVES OF NIAD-QE , JAPAN

## **Japanese Colleges and University Portraits:**

- A voluntary independent activity developed by certified evaluation and accreditation organisations and other higher education related associations.
- Data portal for the publication and use of educational information on national, public and private universities and colleges on databases. Portraits began publishing information about education at universities and colleges in Japan in March 2015.

## **Dissemination of information on trends in Quality Assurance of Higher Education Overseas:**

- NIAD-QE gathers information on trends in quality assurance in higher education in other countries.
- Publishes the information gathered, including the information package, the international co-operation website, research reports, and NIAD-QE forums on quality assurance.
- A very valuable initiative useful to global QA community.

**APQN Terminological Alignment project led by Prof. Syun Tutiya, NIAD-QE.**

# ROLE OF QA NETWORKS

- Quality Assurance in higher education has national as well as international implications.
- Over the past few decades External Quality Assurance (EQA) has emerged as an important tool to ensure credibility of higher education institutions (HEIs) and programs for the purpose of international mobility.
- Mutual recognition of Quality Assurance (QA) decision among different countries is one of the major tools used by EQA agencies.
- Regional and international QA networks such as Asia Pacific Quality Network (APQN), European Network for Quality Assurance (ENQA), International Network for Quality Assurance Agencies in Higher Education (INQAAHE) are playing important role as facilitator of trust as well as exchange of good practices among EQAAs.
- The membership of regional and international QA networks is now considered critical requirement for establishing credential of EQAAs bodies which operate nationally as well as internationally.

# ROLE OF QA NETWORKS

- Moving beyond this informal recognition, there is emphasis on formal recognition of EQA bodies which seek to operate regionally or internationally.
- European Quality Assurance Register (EQAR) is the most prominent example where most of the European EQA bodies have undergone formal registration procedures.
- EQAR provided legitimate basis for cross border QA activities.
- Asia pacific Quality Register (APQR) is established as a stakeholder initiative in Asia Pacific region.
- Many of the international operators in QA are based in USA which are recognised by national recognition bodies like Council of Higher Education (CHEA) and/or USDE.

# ROLE OF QA NETWORKS

- Several unrecognised and dubious players acting as international/global QA agencies.
- Similar to degree mills, now we are faced with menace of accreditation mills.
- These two different trends have necessitated a need of formal regional as well as international mechanism of recognition of legitimate EQAAs.
- India is also on verge of launching multiple QA bodies regime.

# APQN QUALITY REGISTER (APQR) - JANUARY 2015



- APQR set up by APQN is a Register of external quality assurance agencies (EQAAs) that demonstrated certain thresholds of maturity.
- An independent external review by peers would be the backbone of the APQR.
- Primary purposes for establishing the APQR:
  - 1) Provide an inspirational target;
  - 2) Serve as a quality hallmark and qualification to accredit HEIs/programs;
  - 3) Provide a basis for mutual recognition of cross - border operations of EQAAs and HEIs;
  - 4) Offer a reference to global stakeholders on trustworthy external EQAAs in the Asia-Pacific Region.

# **APQN QUALITY REGISTER (APQR)**

**Review based on set of 11 criteria**

**As of now the following 5 QAAs are registered in APQR:**

- 1) Fiji Higher Education Commission(FHEC) based in Suva, Fiji;
- 2) Certification Association “Russian Register” (RR) based in Saint Petersburg, Russia;
- 3) National Centre for Public Accreditation (NCPA) based in Russia;
- 4) Indonesian Accreditation Agency for Higher Education in Health” (IAAHEH) based in Jakarta, Indonesia.
- 5) The Mongolian National Council for Education Accreditation (MNCEA), Mongolia.

**○ Another 4 QAAs are in various stages of application/review.**



# ASIA-PACIFIC QUALITY LABEL (APQL)



- APQL as regional/international accreditation was launched in January, 2014.
- The overall objective is to support, develop, improve and enhance excellent internationalization or student learning outcomes (SLOs) in higher education institutions (HEIs) and programs in the Asia-Pacific region.
- The criteria for the acquisition of APQL on accreditation of internationalization - 5 criteria in 12 indicators: 1) International Mission and policy; 2) Organization and administration; 3) International Mobility; 4) Student Support; and 5) Student Learning Outcomes (SLO).
- First University to get APQL on the accreditation of internationalization is Symbiosis International University, Pune from India.
- More Universities have expressed interest to earn APQN label for internationalisation.



# POTENTIALS OF INDO-JAPAN COLLABORATIONS IN HIGHER EDUCATION QUALITY ASSURANCE

- India and Japan friendship has a long history rooted in spiritual affinity and strong cultural and civilizational ties.
- shared values of belief in democracy, individual freedom and the rule of law. India is the largest democracy in Asia and Japan the most prosperous.
- The India-Japan Special Strategic and Global Partnership, firmly rooted in history and based on common values is the mainspring for advancing the two countries' shared strategic objectives and achieving peace, prosperity and progress to realize a better future for the people of the two countries.

*[Source: India-Japan Vision Statement 2018]*

# POTENTIALS OF INDO-JAPAN COLLABORATIONS IN HIGHER EDUCATION QUALITY ASSURANCE

- Special Strategic and Global Partnership.
- India-Japan MoU Agreements in areas ranging from connectivity, Investments, civil aviation, Japanese language training, disaster risk management, science and technology and sports.
- India has been ranked as one of the most attractive investment destination in the latest survey (2018) of Japanese manufacturing companies conducted by the Japan Bank for International Cooperation (JBIC).
- Japanese FDI into India has mainly been in Automobile, Electric equipment, Telecommunications, Chemical and Pharmaceutical sectors.

# POTENTIALS OF INDO-JAPAN COLLABORATIONS IN HIGHER EDUCATION QUALITY ASSURANCE

- As of October, 2017, there were 1,369 Japanese Companies registered in India. Indian Companies working in Japan now crossing more than 100.
- India-Japan Digital Partnership (IJDP) and Start-up Hub.
- India & Japan MoC on Technical Intern Training Program (TITP) in October 2017.
- India-Japan Science Council (IJPS)
- MoU signed in 2015 between Yoga Organisation of Japan and Quality Council of India (QCI) for the promotion of scheme for voluntary certification of Yoga.

# POTENTIALS OF INDO-JAPAN COLLABORATIONS IN HIGHER EDUCATION QUALITY ASSURANCE

- MoC for the expansion of Japanese language Education in India.
- Some MoUs have been signed between Indian and Japanese higher education institutions
- In the Times Higher Education Supplement's 2019 global rankings, 103 Japanese universities were listed among the world's top 1250. In top 200, there are two Japanese universities.
- Less than 50 Indian Universities figured in THES 2019 global rankings among 1250 and no universities found in top 200.

## QUALITY ASSURANCE IN INDIAN HIGHER EDUCATION SYSTEM

- Indian HE is known for its massiveness, stands next to China and United States a third largest HE system in the world with number of HEIs.
- As per AISHE report 2017-18, 903 Universities, 39050 Colleges and 10011 Stand Alone Institutions in India.
- Enrolment in higher education reached 36.6 million during 2017-18.
- Gross Enrolment Ratio (GER) in Higher Education is about 24%.
- By 2030, about 100 Million students may not find place in University, if expansion is not done.
- Islands of excellence and ocean of mediocrity.

# POTENTIALS OF INDO-JAPAN COLLABORATIONS IN HIGHER EDUCATION QUALITY ASSURANCE

- Demographic dividend of India with highest working age population and stagnated growth of above 18 youth in Japan can compliment each other.
- Some MoUs between Japanese and Indian HEIs exist, but this can grow substantially.
- Joint programmes, Student / Faculty exchanges, collaborative research projects with India fit into Internationalization strategy of Japan.
- Data / Resource sharing and quality benchmarking between Indian and Japanese Higher Education sector can be facilitated by QA Bodies.

# INDIA – JAPAN RELATIONS



*“Mutual trust and deep faith in the maturity of the India-Japan Special Strategic and Global Partnership today and the immense promise it holds for the future of the two countries as they jointly endeavour to build a more secure, peaceful and prosperous region and the world”.*



## IDEAS FOR THE FUTURE

Global resource sharing by HEIs, QA Networks, Regional associations and bodies like UNESCO with common agenda such as –

- Global information portal on HEIs and qualifications.(linking of country wise portals)
- Global Quality Assurance Register [GQAR] in higher education.
- Joint Initiative against degree and diploma mills.
- Strengthening of international co-operation through benchmarking and exchange of good practices.
- Emphasis on sharing values & fostering trust beyond borders.

*Let's light a lamp with lamp for enlightening future generations.*





**If you light a lamp  
for somebody, it  
will also brighten  
your path.**

- Buddha

# THANK YOU



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*\*views in this presentation are personal and do not reflect policies or opinions of any organisation*