The Next Decade for Asian Higher Education and Research and its Impact on the Bologna Process and European Universities

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• Introduction
• ASEAN University Network – Quality Assurance (AUN-QA)
  – Background and History
  – Activity of AUN-QA
  – Characteristics of AUN-QA
• Bologna Process
• Asian Higher Education and Research and Bologna Process
• Conclusion
The changing education landscape

- Government budgetary constraints
- Rapid expansion of higher education enrolments worldwide
- Growing diversity of student base
- Labour market changes
- Technology - demand and supply
- Broader economic and policy changes
- Increased recognition of value of skills
- Rapid expansion of higher education enrollments

**Tertiary Education: Gross Enrollment Ratio, Global Comparison 1970-1999**
• Background
  – Established in Nov. 1995
  – 7 member universities in 10 countries of ASEAN
    Brunei  Myanmar  Philippines  Singapore
    Thailand  Vietnam  Cambodia  Indonesia
    Laos  Malaysia
• AUN activities within ASEAN
  – ASEAN studies program
  – Student and faculty exchange program
  – Scholarships program
  – Information networking
  – Collaborative research
  – AUN-QA
  – ASEAN executive development program
  – ASEAN graduate business/economics program
• AUN with dialogue partners
  – ASEAN – Korea
  – ASEAN – EU (European Union)
  – ASEAN – Japan
  – ASEAN – India
  – ASEAN – China
  – ASEAN – Russia
• AUN – QA

  – Initiative in Nov. 2000 at Chulalongkorn University, Bangkok, Thailand

  ➢ Appoint CQO (Chief Quality Officer) from each member university
  ➢ Establish system of common QA criteria
  ➢ Mutual collaboration and information exchange
  ➢ Encourage good practices for QA
  ➢ Facilitate auditing and assessment
  ➢ Mutual consultation on any differences or disputes
  ➢ Seek further and deeper engagement with ASEAN dialogue partners
• AUN – QA Manual
  – AUN – QA policy and common criteria
  – Teaching and learning
  – HRD and ethics
  – Research and service
  – QA system and assessment
QUALITY ASSURANCE SYSTEM IN HIGHER EDUCATION

Internal Quality Assurance
- Monitoring
- Evaluation
- Improvement

External Quality Assurance
- Benchmarking
- Audit assessment

Accreditation

Source: AUN – QA, 2007
Internal Quality Assurance

Monitoring Instruments
- Student Progress
- Pass Rates
- Feedback from the labour market
- Research Performance

Evaluation Instruments
- Student Evaluation
- Course + Curriculum Evaluation
- Research Evaluation
- Service Evaluation

Special QA Processes
- Assurance Student Assessments
- Assurance Quality Staff
- Quality Assurance Facilities
- Quality Assurance Student Support

Specific QA Instruments
- SWOT Analysis
- Inter-Collegial Audits
- Information System
- Quality Handbook

Follow up

Source: AUN – QA, 2007
Quality Model for an External Quality Assurance System

Source: AUN – QA, 2007
• Road map for AUN-QA
  – Workshop 1 at Malaysia (4/2001)
    ➢ AUN-QA policy and common criteria
  – Workshop 2 at Thailand (10/2001)
    ➢ Benchmarking procedures: QA system
  – Workshop 3 at Myanmar (3/2002)
    ➢ QA practice for teaching best, learning best
  – Workshop 4 at Indonesia (10/2002)
    ➢ QA practice for research, service, ethics and HRD
  – Workshop 5 at Brunei (3/2003)
    ➢ AUN-QA assessment procedure
• Workshop 1 (at Malaysia)
  – AUN member universities shall continuously strive to improve the implementation of a Quality Assurance system
  – AUN member universities shall institute a Quality Assurance exchange and training program, of which the framework and implementation be collectively agreed upon by the respective CQOs of member universities
  – The CQOs of member universities shall formulate a plan by which the Quality Assurance system of member universities could be enhanced and commonly recognized by AUN
  – AUN member universities shall welcome cross-external audits using commonly agreed upon auditing instruments to facilitate global recognition and benchmarking of member universities
  – The quality criteria of the core activities of AUN member universities teaching/learning, research and services) shall be the foundation of any audit instruments formulated by AUN
• AUN QA common criteria
  – Criterion 1 on QA system
  – Criterion 2 on teaching/learning
  – Criterion 3 on research
  – Criterion 4 on services
  – Criterion 5 on ethics
  – Criterion 6 on HRD
Workshop 2 (at Thailand)

Agreement on

- AUN-QA benchmarking (or QA-system) - Each member university shall develop its own QA system documentation
• Workshop 3 (at Myanmar)
  – Agreement on
    ➢ AUN-QA list of courses and programs for credit transfer in teaching and learning
    ➢ AUN-QA glossary (46 terms listed)
• Workshop 4 (at Indonesia)
  – Agreement on
    - Research, services, ethics and HRD for AUN-QA Practices
  – Follow-up: 3 reminders from the 3rd workshop on AUN-QA for CQOs
    - List of QA documentation
    - AUN-QA glossary (list of terms/definitions)
    - List of courses and programs on teaching-learning for AUN members (credit transfer)
• Workshop 5 (at Brunei)
  – Agreement on
    • AUN – QA Guideline
    • Internal and external assessment
• Workshop 6 (at Singapore)
  – Agreement on
    ➢ Program assessment practice for teaching-learning
    ➢ Research-service assessment practice
ASEAN UNIVERSITY NETWORK
QUALITY - ASSURANCE

MANUAL FOR THE IMPLEMENTATION
OF THE GUIDELINES
• Workshop 7 (at Thailand)
  – Agreement on
    ➢ Internal quality assessment at the institutional and programme levels
• Workshop 8 (at Malaysia)
  – Agreement on
    ➢ Actual quality assessment at programme level
• Next step forward
  – Further workshops will be held in ASEAN for assessment practice and improvement to strengthen QA in HE
• AUN – QA to global collaboration
  – AUN + EU network
  – AUN + other networks to: Global – QA network
• Enrolment in higher education in Asia and the Pacific Region (1970-1990)
• Rapid expansion
  – Implications
    ➢ Inability of governments to keep up
    ➢ Privatization
    ➢ Corporatization of public universities
    ➢ Equity concerns: scholarships, loans, taxation schemes
    ➢ Quality concerns: standards vs. local needs
• **New forms of knowledge**
  – The new learning society demands new configurations of knowledge

  - Learning needs have changed; but curricula have not
  - Danger of teaching for a world that may no longer exist
  - Curricula supply driven, not demand driven
  - Fundamental reorganization of programs not around academic disciplines but around global issues
  - Jacques Delors: 4 pillars of learning; currently the weakest of which is learning to live together
  - Implications: pedagogy, technology, calendaring, teacher configurations, etc.
• New forms of knowledge
  – New definitions of quality; accreditation
    ➢ Assessing quality; the evolving nature of accreditation
    ➢ Quality teaching – academic freedom, the challenges to the professoriate and tenure
    ➢ Quality research – publications, research facilities, exchange programs
    ➢ Quality service – outreach programs, service to community, service to larger society
• New delivery mechanisms
  – New mechanisms must suit new clientele
    ➢ Students and individuals have greater demands from a competitive, globalized, and still unfolding knowledge society
    ➢ Universities must cater to this learning society. Its clientele is no longer just early adults pre-work secondary school graduates; it must serve learning needs of individuals of all ages in a knowledge society
    ➢ Even in undergraduate degree programs, students are:
      o Older
      o More discriminating
      o Think and learn differently, ergo musts be taught differently
• Internationalization
  – Student exchanges, brain drain
  – International convention on recognition of degrees
    ➢ Student and faculty mobility increasing dramatically
    ➢ Greater mobility of labour: need for mutual recognition of degrees
    ➢ Portability of degrees, protection of students and employers, coherence of recognition procedures, role of international associations and agencies
    ➢ Cross-border education:
      o The range of importers and exporters of cross-border education
      o A rapidly growing phenomenon
Asian Students Abroad

- Asia: 36%
- N. America: 40%
- Europe: 23%
- Other regions: 1%
• East Asia’s regional cooperation efforts in higher education
  – 1956: Association of Southeast Asian Institutions of Higher Learning
  – 1980s: UNESCO Asia Pacific Regional Bureau for Education
  – 1965: Southeast Asian Ministers of Education (SEAMEO)
  – 1985: Regional Institute for Higher Education Development (RIHED)
  – 1975, 1989: ASEAN committee on education
  – 1993: APEC related – University mobility in Asia and the Pacific
  – 1995: ASEAN University Network (AUN)
  – 1999-2002: East Asian vision and study groups
  – 2003: ASEAN+3 Group on facilitation and promotion of exchange of people and human resource development
  – 2005: Network of East Asian studies (NEAS)
  – 2003, 2006: Northeast Asia tripartite cooperation
  – 2006: 1st SEAMEO+ASEAN education ministers meeting
  – 2008: 1st ASEM Ministerial on education and qualifications
• Higher education – Mechanisms/Instruments
  – HE to build awareness of Europe in Asia to enable commerce to develop, enhance European FDI, and partner in tackling global issues
  – Asia-Link (set up in 2002) is an Asia-wide programme (South Asia, Southeast Asia, China) strengthen human resources and promote networking between higher education institutions in Europe and Asia
  – ASEAN - EU University Network Programme focused on ASEAN members
  – ASEF (Asia-Europe Foundation) - ASEM partners – develop cultural exchanges
• ASEAN-EU universities network programme (AUNP network initiatives)
  – 1 million Euro funding
  – Asian-EU rectors conferences (sustainable development, borderless higher education)
  – Roundtables (quality assurance, credit transfer systems)
  – Technical assistance missions (credit transfer, quality assurance)
  – Follow-up meetings
**COMPARING EUROPE AND EAST ASIA IN HIGHER EDUCATION**

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<tr>
<th>Issue</th>
<th>Europe</th>
<th>East Asia</th>
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| Main policy frameworks | • Erasmus programs  
• Bologna Process  
• Both processes advancing at ministerial level | • East Asia Vision/Study Group reports  
• ASEAN+3 group on facilitation and promotion of exchange of people and human resource development  
• SEAMEO+ASEAN ministerial  
• Northeast Asian ministerial development |
| Content                | Aiming at structural homogenization in a global context               | Very weak efforts in creating East Asian identities                        |
| Student exchange       | Aiming at 3 million Erasmus by 2013                                   | • Autonomously growing in Northeast Asia  
• Very incipient exchanges in ASEAN                                         |
| Faculty exchange       | Tens of thousands                                                    | Very limited                                                              |
| Academic associations  | Many                                                                   | Very limited                                                              |
| Research connections   | Yes                                                                    | Very limited                                                              |
| Overall external linkages | Important                                                              | Crucial                                                                   |
| OVERALL ASSESSMENT     | ADVANCED REGIONALISM                                                  | INCIPIENT REGIONALISM                                                     |
CONCLUSION

• Interconnected and interdependent world
• “Higher education common space in Southeast Asia” is about
  – Ensuring our education systems relate to other education systems around the world
  – Maintaining individual characteristics
  – Facilitating connections
  – Creating a conducive environment grow

• Critical success factors will include
  – Government commitment
  – Common standards/processes for quality assurance
  – Commonly understood and agreed recognition and credit transfer process
  – Broad stakeholder participation
• Issues for discussion
  – What are the advantages/disadvantages of cooperation with HE institutions outside Europe?
  – Which obstacles exist and how do we overcome these?
  – Diversity and autonomy – will conformity with Bologna reduce international diversity?
School peddles fake RMIT degree

Straits Times 17 June 2009

Students spend thousands only to find they wasted their time and money. Senior Writer Sandra Davie reports

The RMIT degree certificate on the left is a genuine one, while the one on the right is a fake. Besides fake RMIT degrees, Brooker also peddled bachelor of business degrees from Brookes University, which students said they were told was based in Truro city in Cornwall, in the UK.
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Thank You!