

The Roles of National Quality Assurance Agencies on Development of Qualification Framework in Asia and the Impacts on Student Mobility - A Lesson Learned by Taiwan

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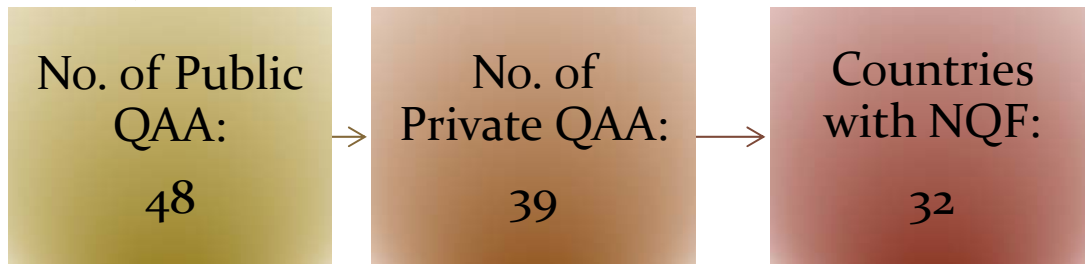
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Introduction

- Higher education expansion in Asia
- Increased global and regional student mobility due to economic growth
- Quality of qualifications and regional qualifications reference frameworks
- Connection between quality assurance and qualification framework

Overall View of the Asia Pacific Region Higher Education and QA System



Ambitions for international recruitment

Selected international student recruitment targets



720,000 onshore enrolments by 2025

Australia



450,000 international students by 2022

Canada



500,000 international students by 2020

China



Increase international student intake by 20% (amounting to 470,000 based on current levels)

France



350,000 inbound internationally mobile students by 2020

Germany



300,000 international students by 2020

Japan



143,000 international students by 2025

New Zealand



58,000 foreign students by 2019

Taiwan



250,000 international students by 2025

Malaysia



200,000 foreign students by 2023

South Korea



44,000 foreign students by 2019/20

Ireland

Recognition of an Oversea Qualification

- Concerning diversity in educational systems and type of cross-border mobility, “a formal acknowledgement of a foreign credential” is even more complicated” (UNESCO Bangkok, 2013)
- a foreign qualification will be accepted only if it has **no substantial difference from a local degree** after being reviewed by recognition body.

Quality assurance

- quality assurance is defined as “a process of establishing stakeholder confidence that provision (input, process and outcomes) fulfills expectations or measures up to **threshold minimum requirements**” (INQAAHE, 2018).
- quality assurance (QA) mechanisms of varied types based on a range of purposes and processes
 - auditing, accreditation, evaluation, ranking, benchmarking
- with internal and external dimensions
 - self assessment / onsite visit / peer review
- **Quality assurance is often associated with an educational policy by the government**
- serve as a quality gatekeeper of **local providers and programs**
- **More than 100 countries with 250 QA agencies around the world**

Qualification Framework

- “Qualification Framework” is defined
 - as an **educational system structure**, which has a series of instrumental regulatory logics, such as **inclusion of all types of higher education providers, developing national standards for all level of education in terms of learning outcomes** (Jarvis, 2014).
 - “makes **hierarchical distinctions between qualifications** and categorize them by level”, in which learners **can earn credits and accumulate all skills and knowledge in different learning periods and paths** (Hanf & HIPPACH-SCHNEIDER, 2005, p.9)
- Currently, there are **six** regional Qualification Reference Framework with more than **150** jurisdictions involved in the development and implementation of NQFs.

Table 1: Description of 6 regional qualification frameworks

Name of Framework	Est.	Level	Domains	Countries
The European qualifications framework	2008	8	Knowledge, skill, autonomy and responsibilities	European Union (EU) Member States: Belgium, Bulgaria, the Czech Republic, Denmark, Germany, Estonia, France, Ireland, Greece, Spain, Croatia, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Hungary, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Finland, Sweden and the UK Not members of the EU: Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Iceland, Kosovo, Liechtenstein, Montenegro, Norway, Serbia, Switzerland and Turkey (39)
The Pacific qualifications framework	2011	10	Knowledge, skill, application and autonomy	Cook Islands, Micronesia, Fiji, Kiribati, Nauru, Niue, Marshall Islands, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu and Tokelau (15)
Southern African Development Community regional qualifications framework	2011	10	Knowledge, skill, autonomy and responsibilities	Angola, Botswana, the Democratic Republic of the Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe (15)
The Gulf qualifications framework	2014	10	Knowledge, skill, autonomy and responsibilities, Role in context Self-development	Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates (UAE) (6)
The ASEAN qualifications reference framework	2016	8	Knowledge, skill, application and responsibilities	Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam (10)
The Caricom qualifications framework	2017	10	Knowledge and understanding; application and practice; communication, numeracy and ICT; life skills; autonomy, accountability and working with others.	Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Lucia, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago (15)

Functions of Qualifications Frameworks

- as a policy instrument
 - demonstrate a further manifestation of **government intervention** under neoliberalism
 - education system reform in order to connect educational pathways flexibly within the national systems
- lifelong learning objective
- act as a quick reference guide on the recognition of foreign qualifications
- economic growth, social equity and sustainability should be embedded

Development and Models of QF in Asia

- 33 nations in Asia have developed national qualification framework. There remain 19 states without the system.
- In general, all ASEAN countries developed qualification frameworks, including Malaysia, Indonesia, Thailand, Cambodia, etc.
- In contrast, East Asian nations did not develop qualification framework yet, such as Japan, Taiwan.
- Four types
 - Enabling, Strong, Complete but not yet Unified, and Partial Frameworks

Development of national qualifications frameworks of ASEAN states

	Malaysia	Thailand	Indonesia	Philippines	Brunei	Vietnam	Cambodia
organization responsible	Malaysian Qualifications Agency (2007) LAN 1997	Office of National Education Standards and Assessments 2000	Badan Kualifikasi Nasional (pending) 2013? NAAHE 1994	Commission on Higher Education	Brunei National Accreditation Council	MOLISA/ MOET/ world bank	National Training board
Qualifications Framework	Malaysian Qualifications Framework	Thai Qualifications Framework	Indonesian National Qualifications Framework	Philippines Qualifications Framework	Brunei National Qualifications Framework	Vietnam National Qualifications Framework	Cambodian Qualifications Framework
Sector coverage	3 -Skills TVET Academic	Higher education	4- Education, Industry, Prior learning, Professional certifications	3- Basic education TVET Higher education	2- School, TVET Higher education	Basic education, TVET and higher education	TVET and higher education
Key Features	Levels, level LO descriptors, credits (academic load), pathways, sectors,	Levels, LO descriptors, credits	Levels for formal and non formal education, work related, credits, pathways, professional titles	Level, LO descriptors, credits	Levels, credits, Level LO descriptors	Levels	Levels for formal and non- formal
Levels	8	6	9	8	8	8	8
Learning /competencies domains	8 domains	5 domains Ethical and Moral Development, Knowledge ,Cognitive Skills Interpersonal Skills and Responsibility, Analytical and Communication Skills	5 domains Science, knowledge, know-how, skills ,affection,& competency	5 domains Thinking, behavioral, academic, technical, ethical- defined by disciplines, community of scholars/industry	5 domains knowledge and understanding, applied knowledge and understanding, generic cognitive skills, communication, ICT and numeracy skills, autonomy, accountability and teamwork	---	5 domains Knowledge, cognitive skills; interpersonal skills and responsibility; Communication, Information Technology & Numerical Skills; psychomotor skills;
Developmental model	Enabling	Partial	Strong	Complete but not yet Unified	Strong	Strong	Strong

Comparison between QA and QF

	QA	QF
Nature	Governmental / quasi-governmental	Governmental
Function / Roles	Policy instrument	Policy instrument
Context	Local	Regional / global
Focus	Learning outcomes based / self enhancement / fitness for purpose	Learning outcomes based / compliance / standardization
Approach	External review	Documentation review
beneficiary	Universities	Individual
Impact	University governance and management	Talent mobility and lifelong learning

Taiwan Context

- Without Qualification Framework but **having a well-structured qualification system** from elementary school to post secondary
- **National QA system was established in 2005**
 - **Higher education Evaluation & Accreditation Council (HEEACT) was founded by MOE and all universities and colleges**
 - Undertake mandatory institutional and program accreditations
 - Self accreditation policy launched in 2012
 - 4 self-funded professional accreditors
- **HEEACT and MQA signed Mutual Recognition in 2012**
- HEEACT was commissioned by MOE to conduct a pilot study on Development of Taiwan Qualification Framework under NEW Southbound policy

Research Questions

- What are the roles of Asian quality assurance agencies in qualification framework development?
- What are the challenges for qualification framework implementation from Asian quality assurance agencies' perspectives?
- What would quality assurance and qualification framework affect student mobility in Asia?
- What are the major concerns in developing Taiwan national qualification framework?

Methodology

- Online survey over 10 Asian quality assurance agencies
- Two international focus groups
- One national focus groups
- Field trips



Major findings

- Engagement of QA agencies in qualification framework development and implementation in Asia
- Taiwan's practice

Engagement of QA agencies

- There are three models of QA engagement in QF
 - Convergence model
 - MQA
 - Divergence model
 - BAN PT/ Thailand
 - Separatist approach (No role)
 - Taiwan and Japan
- **Enhancement of students' learning outcomes and employability** is the main reason for QA engagement
- Working with varying stakeholders is the most challenging QA agencies as QF developer

Taiwan Practice

- **Recognition of prior learning** in different levels of education is the main purpose of qualification framework development
- Taiwan qualification Framework would be able to **facilitate talent mobility**
- Taiwan Qualification Framework needs to be **inclusive, transparent and systematic**
- **Postsecondary education** could be focus of the initial development of TWQF with three domains, **knowledge, skills and competencies** in compliance with ASEAN qualification reference framework
- **Engagement of varying stakeholders** is necessary
- **From Partial model to Enabling model**

Discussions

- Convergence or Divergence model ?
- Partiality, inclusiveness and transparency would characterize Taiwan Qualification Framework
- Would NQF lead to an isomorphism phenomenon?

Conclusion


- Triangulation among regional qualification frameworks, governments and quality assurance agencies has been developed
- Assessment of educational outcomes is core for QA and QF
- A global qualification framework?


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graph TD; A[Quality Assurance Agencies] --> B[Regional qualification reference work]; B --> C[National regulatory framework]; C --> A;
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Quality Assurance Agencies

Regional qualification reference work

National regulatory framework



Thank you for your attention
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