

REPORT ON

The Training Program for IQAC Directors and Additional Directors by Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)

In two Parts – Part-I: **Journal on the order of Business of Training Program**, and
Part-II: **Communiqué on the Trainees' Learning Outcome**

Manila, the Philippines, April 5-16, 2015

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Journal on the order of Business of Training Program

Introduction

Institutional Quality Assurance (IQA) is indispensable for improvement of teaching-learning, research and administration of any academic institution. Establishment of Institutional Quality Assurance Cells (IQACs) at the public and private universities would promote the QA culture to ensure quality in education. To this end, the IQACs have already been established in 13 universities (10 public and 3 private) under an administrative order of the university authority in concurrence of the University Grants Commission of Bangladesh (UGC). For the initial period of three years, the IQACs have been established with the financial assistance from the HEQEP (Higher Education Quality Enhancement Project) of the Ministry of Education. However, the IQACs shall become a permanent organ of the universities and their operations will be sustained and maintained under the revenue budget of the universities. In order to begin the operational activities of the IQACs it was felt necessary to organize a training-cum-workshop on the Institutional Quality Assurance (IQA) for the IQAC Directors and Additional Directors in an institute suitable for providing participatory training on the Institutional quality assurance. In order to materialize this a training-cum-workshop on the IQA was organized by Quality Assurance Unit (QAU) of the University Grants Commission (UGC) of Bangladesh and hosted by the PAASCU (The Philippine Accrediting Association of Schools, Colleges and Universities), Manila. The 12 days training-cum-workshop was organized between 5th to 16th of April 2015. A total of 17 participants – 16 university teachers and a representative of QAU of UGC participated at the training workshop.

Prior To the Commencement, PAACSU Highlighted the Objectives and Learning Outcomes of the Training Program

Objectives

- Introduce the participants to the theoretical concepts of quality and quality assurance.

- Equip the participants with the required knowledge and skills to design and implement an internal quality assurance system in own university of the participants.
- Enable the participants to analyze own university and determine their roles and responsibilities in setting up the IQA unit.
- Develop the ability of the participants to carry out questionnaires and evaluations and apply appropriate techniques to establish a quality loop within the HEI.
- Formulate an Action Plan which will serve as a road map towards establishing the IQA unit in their own universities.

Learning Outcomes

At the end of the training workshop the participants would be able to:

- Explain the different concepts of quality in higher education.
- Differentiate between external and internal quality assurance systems.
- Define quality for their own universities, considering its context, culture and tradition.
- Design a structure for setting up an internal quality assurance unit in their own universities.
- Describe their roles in quality assurance and their corresponding duties and responsibilities.
- Formulate an Action Plan and draw a Road Map towards the establishment and implementation of the QA unit in their own universities.

TRAINING PROGRAM ITENARY & SCHEDULE

Date	Time	Topics/Activities
April 5, Sunday	Arrival of Participants	Check into Hotel Rest Day
April 6, Monday	9:00 – 9:30	Welcome Remarks Orientation and Discussion of Expectations
	9:30 – 10:00	What is Quality?
	10:00 – 10:30	Snacks

Date	Time	Topics/Activities
	10:30 – 12:00	Role Playing
	12:00nn – 1:30	Lunch
	1:30 – 2:30	Group Reports and Synthesis
	2:30 – 3:30	Major Approaches to Quality Assurance
	3:30 – 4:00	Snacks
	4:00 – 5:00	Group Work
April 7, Tuesday	9:00 – 10:00	Quality Dimensions & Framework
	10:00 – 10:30	Snacks
	10:30 – 12:00	Activity: Analyze your organization using the Quality Model
	12:00nn – 1:30	Lunch
	1:30 – 3:00	Presentations
	3:00 – 3:30	Snacks
	3:30 – 5:00	Continuation of Presentations/Synthesis
April 8, Wednesday	9:00 a.m. – 5:00 pm	Visit to Angeles University Foundation Angeles City, Pampanga
April 9, Thursday	9:00 – 10:00	Processing of Experiences
	10:00 – 10:30	Snacks
	10:30- 12:00	Quality Models for Higher Education
	12:00nn – 1:30	Lunch
	1:30 – 3:00	Case Study: IQA in a University
	3:00 – 3:30	Snacks
	3:30 – 5:00	Discussions/Synthesis
April 10, Friday	9:00 a.m. – 5:00 pm	Visit to De La Salle University- Dasmariñas
April 11, Saturday	9:00 – 10:00	Processing of Experiences
	10:00 – 10:30	Snacks
	10:30 – 12:00	How to Prepare an Action Plan for Establishing an IQA Unit
	12:00nn – 1:30	Lunch
	1:30 – 3:00	Presentation of Outputs
	3:00 – 3:30	Snacks
	3:30 – 5:00	Synthesis and Lessons Learned
April 12, Sunday		FREE DAY
April 13, Monday	9:00 – 10:00	Setting Up QA Structures in the University
	10:00 – 10:30	Snacks
	10:00 – 12:00	Case Study
	12:00nn – 1:30	Lunch
	1:30 – 5:00	Visit to the University of the Philippines - Manila Campus
April 14,	9:00 – 10:00	Issues and Challenges in Setting Up QA Units in HEIs

Date	Time	Topics/Activities
Tuesday	10:00 – 10:30	Snacks
	10:30 - 12:00	Roles and Responsibilities of QA Officers
	12:00nn – 1:30	Lunch
	1:30 – 3:00	Individual Work: Finalize Action Plans for Setting Up QA Unit
	3:00 – 3:30	Snacks
	3:30 – 5:00	Individual Action Plan Presentations
April 15, Wednesday	9:00 – 12:00	Continuation of Presentations Closing Ceremonies and Awarding of Certificates
	12:00 Noon	Farewell Lunch
April 16, Thursday	Departure of Participants	Check-out

ACCOMMODATION AND TRAINING-CUM-WORKSHOP VENUE

Century Park Hotel

599 P. Ocampo Street

1004 Malate, Manila

The Philippines

A COMMENTARY ON THE TRAINING PROGRAM

05/04/2015: Monday

Arrival of the participants in Manila and Checking in at the Century Park Hotel.

Day-1 (06/04/2015): Tuesday

- Registration
- Welcome address by Dr. Ramon L. Arcadio, Vice-President, PAASCU Board of Directors
- Orientation to the workshop

Dr. Cocepacion V. Pijano, Executive Director, PAASCU elaborately discussed and explained the (i) evolution and journey of PAASCU and (ii) overview of the quality assurance and accreditation in the Philippines. Especially the process of accreditation by the PAASCU was explained in a systematic way. The Quality Assurance System in the Philippines as well the Federation of Accrediting Agencies of the Philippines

(FAAP) were also explained. The Quality Assurance System in the Philippines is administered by:

- 1) Commission on Higher Education (CHED)
- 2) Federation of Accrediting Agencies for the Philippines (FAAP)
- 3) National Network for Quality Assurance Agencies (NNQAA)
- 4) Accrediting Agencies (for both Public Sector and Private Sector)

✓ **Public Sector Accrediting Agencies**

- Accrediting Agency of Chartered Colleges and Universities of the Philippines, Inc. (AACCUPI)
- Association of Local Colleges and Universities Commission on Accreditation (ALCUCA)

✓ **Private Sector Accrediting Agencies**

- Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)
- Association of Christian Schools, Colleges and Universities Accrediting Agency, Inc. (ACSCU-AAI)

- 5) Professional Regulation Commission

The concept of accreditation was clearly stated; characteristics of accreditation, stages of accreditation, PAASCU's accreditation process and areas to be evaluated at the time of accreditation have been explicitly stated. Types of accreditation and accreditation levels based on CHED Memo Order No. 1, s. 2005 have also been highlighted. Apart from granting accreditation to the Schools, Colleges and Universities PAASCU also acts as a Cross-Border External Quality Assurance Body. So far PAASCU has accredited the following overseas universities:

1. American International University-Bangladesh, Dhaka, Bangladesh
2. Oceania University of Medicine, Australia, New Zealand, USA and Samoa
3. Universitas of GadjahMada, Yogyakarta, Indonesia
4. Philippine School (Bahrain), Kingdom of Bahrain
5. Royal University of Phnom Penh, Cambodia

One of the most important aspects covered on first day was Quality Matters: (i) The Internal Quality Assurance (IQA), and (ii) External Quality Assurance (EQA). The elements of the Quality Assurance have been explained diagrammatically. The detailed mechanisms and processes of both the IQA and EQA were discussed. The stages of External Quality Assurance (EQA), key players in QA, role of the EQA, and the role of the institution also came for in depth discussion.

The day's work was rounded up with case studies presentation of different universities of Bangladesh, Fruitful, constructive and participatory discussion were held after the presentation of the case studies.

Day-2 (07/04/2015): Tuesday

The 2nd day's workshop started with Dr. Herminia D. Torres, Member, PAASCU Board of Directors who spoke on *Quality Dimensions and Framework*. Dr. Torres spoke on the parameters used by the (i) PAASCU, Manila, The Philippines, (ii) NAAC, India, (iii) MQA, Malaysia, and (iv) UNESCO Study Group. Learning objectives, core purposes of undergraduate education, defining quality in terms of outcomes, factors influencing the pursuit of quality were addressed with concrete and useful examples.

After the presentation the participants were divided into different groups and were asked to analyze their respective universities using the Quality Model as stated in the presentation. Each of the groups was assigned to state the mission statements of their own universities, pin-point the expected outcomes, constitute the inputs and explain the processes in terms of the Quality Model.

Day-3 (08/04/2015): Wednesday

Visit to Angeles University Foundation (AUF) was arranged. Dr. Joseph E. L. Angeles, President, AUF welcomed and addressed the participants while Dr. Emmanuel Y. Angeles, Vice-Chancellor, AUF, described the various activities

including the QA and TQM (total Quality Management). The journey of the AUF towards Quality Assurance was critically explained by the President, AUF. Steps and procedures of the TQM (Total Quality Management) were stated in logical and befitting manner. At the AUF teachers' performance evaluations are regularly conducted. The President of the AUF always keeps an 'EYE' on daily basis and says 'HELLO' to as many employees possible as it is possible.

The discussion on various aspects of QA , TQM, and accreditation were followed by practical observation of different documentations and practical laboratories related to Quality Assurance. The AUF has well-organized and well-managed digitalized library for the students.

Day-4 (09/04/2015): Thursday

In the morning session, the participants were involved in the discussion on the lessons learned from the AUF on 08 April 2015. All the participants actively participated in the discussion and made individual contributions to make the discussion lively and effective.

After lunch, the participants were taken to The Ateneo de Manila University. Dr. Maria Celeste T. Gonzalez, Associate Dean of Graduate Programme narrated the short historical development of Loyola Schools and took us to a tour of the University. Dr. Gonzalez explained Institutional Accreditation as well as Program Accreditation to the participants. During the discussion on the Quality Assurance in the Loyola Schools, Ateneo de Manila University the following aspects and issues were addressed:

- a) Quality Framework
- b) Internal Quality Assurance (IQA): PDCA Cycle
- c) IQA Mechanism
- d) Quality Assurance Mechanisms of the Loyola Schools
- e) Quality Assurance Goals

The total number of students at Ateneo de Manila University is 10,000, while the number of full time teachers and part-time teachers are 400 and 350 respectively.

Day-5 (10/04/2015): Friday

PAASCU arranged an academic visit to the De La Salle University-Dasmaringas (DLSU-Dasmaringas) on 10 April 2015. The Director, IQA of DLSU-Dasmaringas addressed the workshop participants. There are 14,000 students and 1,000 teachers at the DLSU-Dasmaringas. At the outset the PDCA (Plan, Do, Check, and Act) cycle operated at the DLSU-Dasmaringas was elaborately explained. The discussion continued on the (i) Institutional Quality Assurance (IQA) Mechanisms in DLSU-Dasmaringas, (ii) Areas of priority in IQA, and (iii) Challenges involved in IQA. The presentation was followed by question-answer sessions, which was indeed very useful and gave us hands-on understanding the IQA system at DSL-Dasmaringas.

The visits to different laboratories and as well as observation on the filing procedures of the documents for each of aspects of IQA attracted the interests and eagerness of the participants. The organizers also managed to supply the sample copy of the documents to the participants, which will be useful for the participants to replicate in their own universities.

The day was ended with the visit of the following organizations:

- 1) University of the Philippine – Los Baños
- 2) International Rice Research Institute (IRRI), Los Baños

Day-6 (11/04/2015): Saturday

The day begun with the discussion on the lessons learned from the DLSU-Dasmaringas on 10 April 2015. All the participants actively participated in this discussion under the facilitation of Dr. Cocepion V. Pijano. Mr. Ricardo Palo of the Ateneo Graduate School of Business (AGSB), Ateneo de Manila University presented a comprehensive paper on, *In pursuits of Quality*. Mr. Palo talked about Curriculum Mapping and Setting up QA Structures in the university. After the presentation the participants were

divided into four groups and were asked to come up with the QA structures that may be established in their respective universities. Each and every group had to develop their own Quality Indicators for their own universities. The group work was presented followed by discussion led by Dr. Pijano. This created an enthusiastic, innovative and creative environment among the participants.

Day-7 (12/04/2015): Sunday

This was a free day. However, field visits to the University of the Philippines - Manila Campus was organized for the participants. The University of the Philippines - Manila Campus is the oldest campus in the country.

Day-8 (13/04/2015): Monday

The day was started with the paper on the Steering of Self-Survey Process. Mr. Ricardo Palo, Curriculum Director of the Ateneo Graduate School of Business, Rockwell Center, Makati City presented a paper on the Institutional Self-Survey Process. After presentation of this paper, the tools and self-Survey Questionnaires contained in the SA Manual developed by the QAU of the UGC, Bangladesh came under discussion. There was a lively and fruitful discussion and a good number of comments were made by the participants. After a threadbare discussion the participants were unanimous that the tools/questionnaires have to be customized based on socio-economic conditions of Bangladesh. It was also pointed out by a number of participants that the tools prepared by QAU of UGC are very exhaustive, elaborate and lengthy; there are many ambiguous as well as double-barreled questions, which definitely would create confusions among the respondents and the outcome is likely to be loaded with inaccuracies and having no statistical significance.

A paper on the roles and responsibilities of QA Officers (i.e. Director and Additional Directors of IQACs) were presented towards finalizing the Action Plans by the participants for Setting up IQAC back home at their own universities. This session was educative, participatory and lively and created interests and eagerness among the participants.

After the morning session was completed, the participants were taken to the office of the PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities). The participants got the unique opportunities to have a first hand knowledge about the activities and procedures of the accreditation administered by the PAASCU. It was possible for the participants to see the filing of the documents, correspondence made by the PAASCU with the institutions for intended accreditation. The Executive Director of PAASCU Dr. Pijano arranged to distribute some sample copies of the documents to the participants. She arranged to make photocopies of some documents for distribution among the participants. A tour of PAASCU office gave us an idea how organized a service oriented office could be. It was indeed a great opportunity for the participants to visit such an office and gain first-hand knowledge about documentation and dissemination. This was highly valued by the participants. The participants were quite impressed with the hospitality extended to them by all members of PACCSU and in particular the Executive Director of PAASCU Dr. Pijano was constantly explaining and monitoring our activities.

Day-9 (14/04/2015): Tuesday

The day commenced with a discussion on lessons learned on the previous day. The discussion was facilitated by Dr. Pijano, Executive Director, PAASCU.

After the discussion meeting, the participants were taken to visit:

- 1) St. Paul University
- 2) The University of the Philippines, Manila Campus

During the visit to St. Paul University, the participants had the opportunity to listen and learn about the TQM (Total Quality Management) and QMS (Quality Management System) of the university. The session was conducted by Dr. Pijano, Executive Director, PAASCU.

While visiting The University of the Philippines, Manila Campus, the Dean, Faculty of Medicine welcomed the participants. She presented a historical and a comprehensive picture about the Quality Assurance Mechanism (QAM) practiced at the University of the Philippines, Manila campus in general and at the Faculty of Medicine in particular. This was interactive and a long session where the participants asked many questions related to QA, and TQM. Since the Faculty of Medicine is an accredited institute of the PAASCU, the participants were very thrilled and showed their eagerness to know more about the steps, processes and constraints in connection with accreditation from the PAASCU.

Day-10 (15/04/2015): Wednesday

The day started with presentations by the participants on the Action Plan to be taken by them upon return to their own universities.

After the presentation, the session went for closing ceremonies and awarding of certificates to the participants. Father Antoino Samson, the Chairman, Board of Governors of PAACSU was the Chief guest. The closing ceremony was presided over by Dr. Concepcion V. Pijano, Executive Director of PAASCU. Other distinguished persons present were, Professor Dr. Abul Hashem, Member, UGC, Bangladesh, Professor Dr. Mesbah Uddin Ahmed, Head, QAU, UGC, Bangladesh and Professors Dr. Sanjoy Kumar Adhikary and Dr. S. M. Kabir, QA Specialists, QAU, UGC, Bangladesh. Dr. Herminia D. Torres, Member, PAASCU Board of Directors was also present. The participants expressed their views and opinions about the training-workshop. Professor Dr. Mohammad Yousuf Ali Mollah, Director IQAC of Dhaka University spoke on behalf of all the participants. Dr. Mollah thanked the organizer for overall management of the training-workshop, hospitality and helping the participants whenever they needed. Finally, the certificates were awarded to the participants.

In the evening the participants visited the office-cum residence of His Highness- the Ambassador of Bangladesh to the Philippines on occasion of "Pohela Bhoiskah"- the

Bangali new Year. The participants attended a cultural show organized by the expatriate Bangladeshi living in Manila which was followed by dinner. A pictorial presentation of the training program 6 through 15 April, 2015 are given in the Appendix.

16/04/2015: Thursday

All the participants left Manila for Singapore on way to Bangladesh. The Liaison officer of PAACSU Ms Joy Mabayan was coordinating our visit and the training-workshop from beginning to end. It was indeed a great opportunity for all of the participants to work with Joy. She was an extremely a nice person with all humility and never said 'NO' to our queries and demands. Needless to say other members of PAACSU were equally helpful.

Remarks

The training program for the Directors and Additional Directors of IQACs of 13 universities (10 public and 03 private) in Manila under by PAACSU was timely, well-thought of and a wise decision on the part of the Quality Assurance Unit of the UGC, Bangladesh. As the establishment of the IQACs is a novel endeavor in Bangladesh, it was quite logical to have a clear understanding of the various aspects of Quality Assurance (QA) – both IQA and EQA, Quality Mechanism, Self-Assessment (SA) Policy, Process, Procedures, Practices, Procedures and Feedback form stakeholders, Roles of the Directors and Additional Directors in attaining Quality Culture (QC) in the universities at the onset. It is certain that the objectives as well as the Intended Learning Outcomes (ILOs) set forth at the beginning of this Training Program have been fulfilled.

Quality Assurance Demystified

(A Communiqué on the Trainees' Learning Outcome)

Preamble

During the Manila IQAC Program, the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) trainers deliberated on topics of Quality Assurance through a series of Power Point Presentations (PPTs) and follow-up Question-Answer sessions. After each of these discourses, as a rule, we – the trainees were to take Exercise Works in randomized groups on the theme with a focus usually on Bangladesh.

We have had visits to 5 different Universities: both Public and Private. There, in addition to showing their Libraries, Laboratories, Classrooms, etc. they shared their 'Quality Assurance Journey to Accreditation' with us through PPTs and Question-Answer sessions. Some of the visited Universities also welcomed us to their Quality Assurance Office and allowed us to see their record keeping – Documentations and Filing scheme; they also permitted us to look at the Universities' Quality Assurance documents.

We also had an on-site call to the Secretariat of an Accreditation Council: PAASCU – the Manila IQAC Group Trainers – where we grasped the Organogram of a 20-personnel Office and had a glimpse of how it functioned in an approximately 2,500 sq. ft infrastructure. Through PAASCU's PPT and Question-Answer sitting, walking around in the office, talking to the desk-personnel, looking at their documents and even collecting copies of some of the documents for reference, we got a clear view of how an Accreditation Council worked.

This is a briefing based on the understanding that the Manila IQAC Team thus gathered on the Quality Assurance.

Introduction

Quality is a multi-dimensional concept; definitions of quality vary. Quality in Higher Education can be viewed as:

1. Quality as excellence – Higher Education Institutions (HEIs) reach a certain level of excellence not attained by most organizations.
2. Quality as a transformative agent – quality is linked with empowering and enhancing the students' ability to control their learning process.
3. Fitness for purpose – quality describes the extent to which the HEI is able to fulfill its mission.
4. Moving target – quality is perceived as an ever advancing aspiration for improvement.
5. Perfection – quality is linked to the process that aims at zero-defect.
6. Relevance vs Rigor – quality can be a choice between striving for goals most relevant to the nation and the needs of the time versus the rigor of process management.
7. Quality as value for money – quality is linked with efficiency and effectiveness at the lowest possible cost.
8. Quality can be seen as consumer satisfaction.

Quality Assurance

In the past twenty years, 'quality' and 'quality assurance' have become two of the most-used and most-discussed 'buzzwords' (LASKE et al., 2000) in international higher education, constituting a remarkably successful management fashion (STENSAKER, 2007). On the other hand, as Vroeijerstijn had already noted, almost two decades ago: "The concept of quality is not new: it has always been part of academic tradition. It is the outside world that now emphasizes the need for explicit attention to quality." (VROEI-JENSTIJN, 1995, p. 2).

Quality as a concept is different from quality as a mechanism (Harvey, 2006). As the term 'mechanism' refers to an object resembling a machine in form or function;

mechanism is the thing you do it with. Accordingly, one requires a tangible system of process – policy, procedures and practices to run the Quality Mechanism.

The quality mechanism processes of assessment, evaluation, audit or other forms of monitoring are quite separate from quality as a philosophy. For simplicity, these different types of quality processes are referred to as ‘quality assurance’. According to Harvey (2006), ‘The difference between quality and quality assurance is notionally analogous to that between the concept of intelligence and IQ tests, which measure intelligence. Quality assurance is about checking the quality of a process or outcomes. Purposes of quality assurance include compliance, control, accountability and improvement: quality is the conceptual tool through which these purposes are implemented. Implementation is via the quality assurance methodology.’

Therefore, Quality Assurance is a systematic collection of management and assessment processes, procedures and practices to monitor and enhance the performance. The Quality Assurance is an ongoing, continuous and structured process of evaluating and achieving, maintaining & enhancing the quality for a higher education system: institution or program.

Internal quality assurance (IQA)

IQA is the in-house QA – a system of mechanisms, process and procedures for quality assurance within the HEIs that make sure that the institution or programs are meeting standards and objectives. Systematic collection and documentation of administrative data, surveys on students, faculty and other stakeholders through internal quality assurance results in a self-assessment report. Internal Quality Assurance is influenced by the governing External Quality Assurance system of the country.

Internal Quality Assurance is a collective institutional expression for establishing a quality culture – shared values, beliefs, expectations and commitment to quality in order to avail the opportunity of HEIs’ performance enhancement.

IQA Mechanism refers to Institutional (i) structures, (ii) Policies, (iii) Procedures, (iv) Practices and (v) Documentations. It is the mechanism that HEIs have set in place to implement and monitor the institutional objectives/goals which would result in the improvement of their performance.

The process of IQA, in turn, is basically the progression of Planning, Implementation, Review, and Improvement Cycle. The IQA can be visualized as a dynamic system at all levels (Fig.1). It can also be seen as a PDCA Cycle (Fig. 2) of 1 to 5 years. The foremost Principle of IQA process is that – the ways of achieving objectives are decided on at the level in which they are meant for.

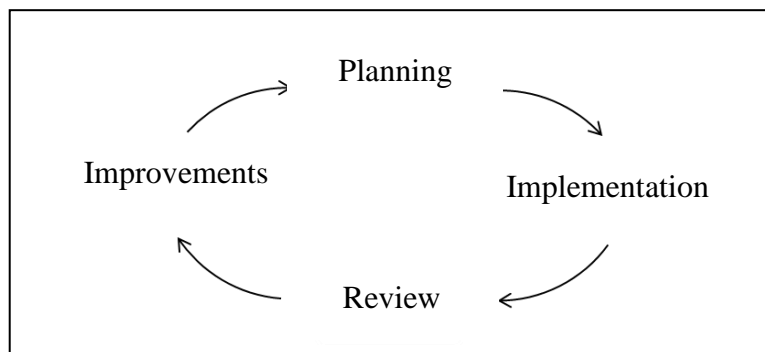


Fig. 1. Dynamic system of IQA processes occurring at all levels (modified after Gonzalez, 2015).

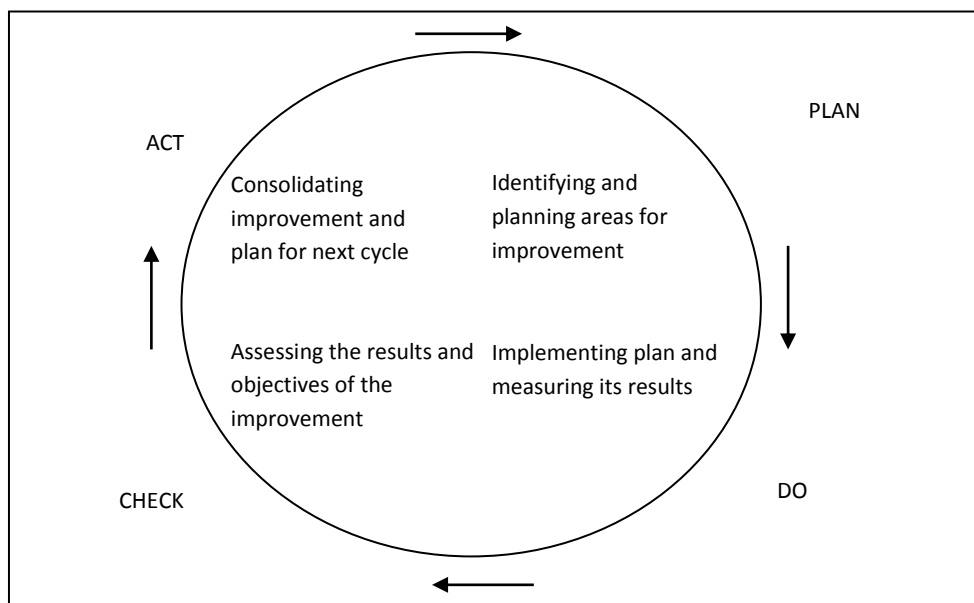


Fig. 2. IQA processes as a PDCA cycle (modified after Gonzalez, 2015).

The IQA is essentially a series of continual cycles of improvement and change over time through an intricate interplay of IQA Processes & Mechanisms (Fig. 3).

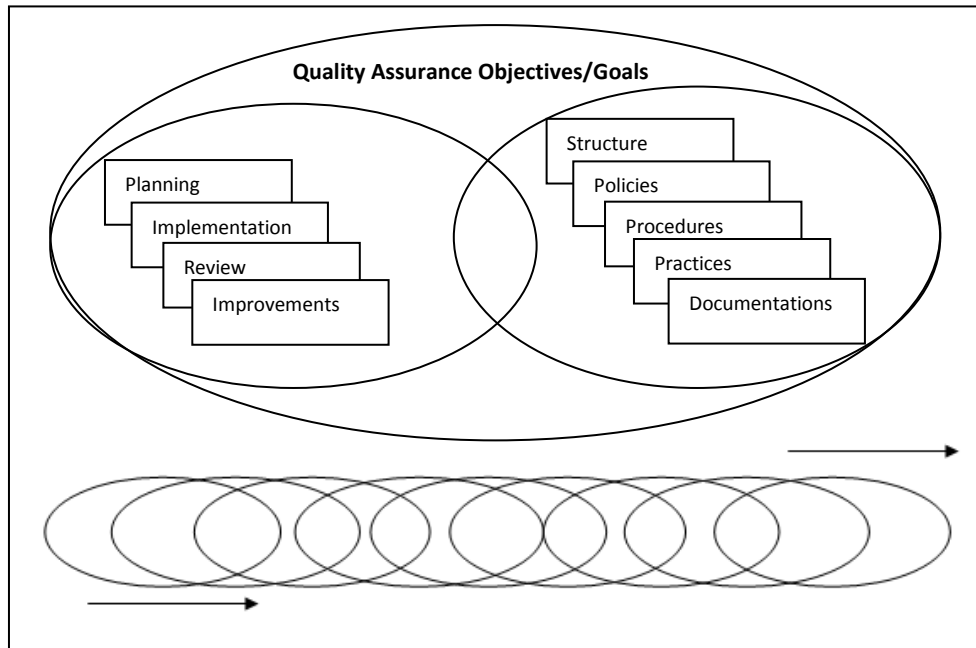


Fig. 3. Continual IQA Cycles of Processes & Mechanisms Interplay (modified after Gonzalez, 2015).

In determining the Quality Assurance objectives/goals, HEIs may have different priorities depending on their resources and the country’s culture and heritage. Table-1 shows a number of sets of Priority Areas of QA adapted by different countries along with one proposed for Bangladesh.

Table 1. Priority Areas of Quality Assurance.

Country	Philippines (Paascu)	India (Naac)	Malaysia (Nab/Qad)	Unesco Study Group	Bangladesh (Proposed by Manila IQAC Team)
Priority Areas	Vision, Mission and Goals	Curricular Aspects	Vision, Mission, Educational Goals and Learning Outcomes	Integrity and Mission	Governance, Leadership and Management
	Community Involvement	Teaching-Learning and Evaluation	Curriculum Design and Delivery	Governance and Management	Curriculum
	Faculty	Research, Consultancy and Extension	Student Selection and Support Services	Human Resources	Teaching-Learning and Evaluation
	Curriculum	Infrastructure and	Assessment of	Learning	Student Admission,

	and Instruction	Learning Resources	Students	Resources and Infrastructure	Support and Services
	Library	Student Support and Progression	Academic Staff	Financial Management	Faculty and Staff Recruitment, and Training
	Laboratories	Governance, Leadership and Management	Educational Resources	Student Profile and Support Services	Infrastructure and Learning Resources
	Facilities	Innovations and Best Practices	Program Monitoring and Review	Curricular Aspects	Research, Consultancy and Extension
	Student Services		Leadership and Governance and Administration	Teaching-Learning and Evaluation	
	Administration		Total Continual Quality Improvement	Research, Consultancy and Extension	
				Quality Assurance	

A typical single IQA cycle of improvement and change in Matrix Form in terms QA Priority Areas, Structure, Process & Procedure, and Quality Assurance Objectives/Goals can be shown in Table-2.

Table-2

Priority Ares	Structures	Processes & Procedures	Quality Assurance Objectives/Goals
Governance and Management	Syndicate, Academic Council, Registrar Office, Faculty Office, Controller's Office, PoE Office (C&D/ Planning Committee, Academic Committee, Chair, etc.),	Defining Mission-Vision and formulating Objectives/goals Formation of Subcommittees to watch over Priority Areas Preparing & Publishing Academic Calendar Monitoring Class Routine Record Keeping & Documentation data on the performance of the PoE	Available Published Academic Calendar Excellent program of studies Brilliant teaching Students' enhanced performance Execution of Class Routine Enhancement in the Priority Areas Available Documentation
Curriculum	Committee on Curriculum/ Committee of Courses of PoE, Faculty and Academic Council	Committee on Curriculum/ Committee of Courses of PoE develop Curriculum for undergraduate program Faculty scrutinize as per Faculty Academic Ordinance Academic Council approve Stakeholders' representation in the Committee on Curriculum/ Committee of Courses	Excellent program of studies Students' enhanced performance
Teaching-Learning and Evaluation	Academic Committee of PoE	Undergraduate Notice of Information Monitoring of students' grades Monitoring Teaching Performance Orientation programs for freshmen Academic advisement	Excellent program of studies Brilliant teaching Students' enhanced performance

Priority Ares	Structures	Processes & Procedures	Quality Assurance Objectives/Goals
	Academic Committee and Examination Committees of PoE and Controller's Office	Evaluation of student performance / Exam grades	Students' enhanced performance
Student Admission, Support & Services	University Admission Committee, Dean's Office and PoE Office	Written Admissions Tests of PoE Clusters Results published as a merit and two waiting lists First the merit, next waiting lists 1 & 2.	Meritorious students Admitted
	Controller's Office, Registrar Office, Faculty Office and PoE Office	Record Keeping & Monitoring of grades	Students' enhanced performance Student academic information Efficient management of student records
	Controller's Office, Registrar Office, Faculty Office, PoE Office, Student Welfare/Advisor's Office	Student Financial Aids	Students' enhanced performance
	Registrar Office Faculty Office and PoE Office	Facilitation of International student exchange programs	Excellent program of studies Students' academic formation
Faculty and Staff Recruitment, Training and Facilities	Syndicate, Statutory Selection Committee, Registrar Office, PoE Office (C&D / Planning Committee, Chair, etc.)	Faculty Recruitment requisition by PoE Advertisement in the National Newspapers by Registrar Office Interview by Selection Committee and recommendation Appointment by the Syndicate Study leave for the Faculty by Syndicate on recommendation by PoE Office Sabbatical for the Faculty by Syndicate on recommendation by PoE Office	Employment of Qualified Faculty Member Properly trained Faculty Member Necessary Breather for Faculty Member
	Syndicate, Registrar Office, PoE Office (C&D, Planning Committee, Chair, etc.)	Staff Recruitment requisition by PoE Office Advertisement in Newspapers by Registrar Office Written and/or Interview by Syndicated formed Selection Committee Appointment by syndicate on basis of Selection Committee recommendation Training Program by PoE Office	Employment of competent Non-academic Staff Trained Efficient Non-academic Staff
Infrastructure & Learning Resources	PoE Office (C&D / Planning Committee, Chair, etc.), Library Office, Faculty Office, P&D Office, Treasurer's Office	Procurement, Inventory Keeping and Maintenance of Lab Instrument, Equipment and Reagents Record Keeping and engage with the Library Administration in Updating the Book & Journal Resources pertaining program of studies Procurement, Inventory Keeping, Maintenance of Book & Journal Resources in the PoE Seminar Library Procurement, Inventory Keeping and	Excellent equipped laboratory Updated Adequate Book & Journal pertaining to PoE in the Central Library Updated Adequate Book & Journal in the PoE Seminar Library Adequate Furniture, Computer and other Office & Teaching-Learning digital & non-digital devices,

Priority Ares	Structures	Processes & Procedures	Quality Assurance Objectives/Goals
		Maintenance of Furniture, Computer and other Office & Teaching-Learning digital & non-digital devices and equipments. Procurement, Inventory Keeping and Maintenance of other assets	equipments, etc.
Research, Consultancy and Extension	Syndicate, Academic Council, Registrar Office, Faculty Office, PoE Office (C&D, Planning Committee, Chair, etc.)	Internal Research Fund allocated through Faculty Office Research link with other Institution External research fund for Individual faculty Collaboration link by PoE with industry, Business Consultancy by individual faculty with industry and business Extension program by PoE Community Outreach by PoE	Number of publication Number of patents Number of research link programs by PoE Number of collaboration programs with industry and business by PoE Number of consultancy by individual faculty with industry and business Number of Extension pro-am Number of community service program

Quality Assurance, ultimately, is a perpetual Self-Assessment exercise of performance enhancement through self regulation. A IQA Self-Assessment Model that is suitable for the HEI of Bangladesh is presented in Fig. 4.

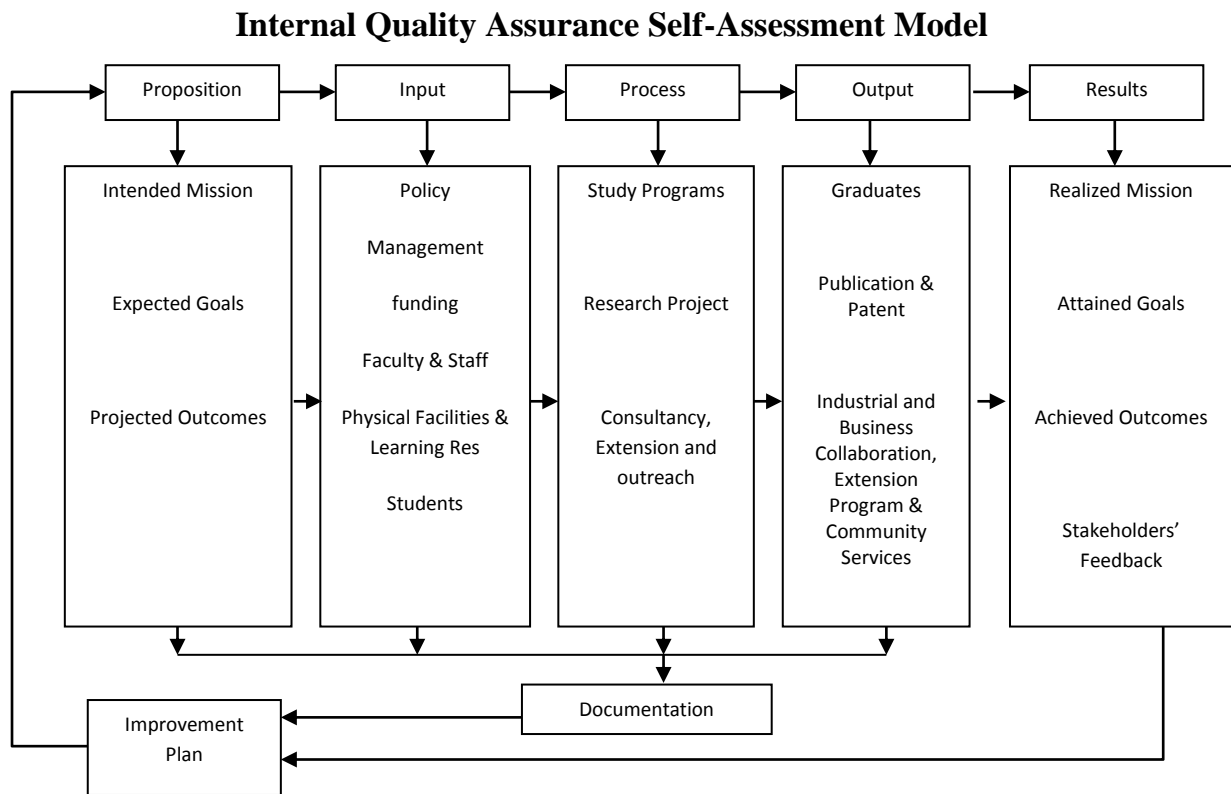


Fig. 4. IQA Self-Assessment Model.

IQA Documentation

It is done to provide the information that will enable the institution/program to know how it is doing. The information can then be used to plan, set targets, benchmark with others, and formulate programs for improvement/development. Documentation supplies the information needed to respond to questions or concerns raised by our stakeholders. It also facilitates the preparation of reports for internal/external assessment or accreditation. Content depends mainly on what data is available and workable by the report deadline. Data were obtained from the Offices of the Registrar, Controller's Office, Library Office, Faculty Office, POE Office, P&D Office, Treasure's Office, Provost's' Office, Student Advisor/Welfare Office, etc.; a historical data of 3 to 5 years is always helpful.

Stakeholders Feedback

In order to get the perception of the stakeholders: Faculty, Student, Employer, Alumni and Non-academic Staff, etc., collection of opinion and collected data analysis through a Questionnaire Survey is an essential QA requirement.

External Quality Assurance (EQA)

It is a process whereby a QA agency collects data, information and evidence about an institution or a program in order to evaluate its performance status. External QA is carried out by a team of external academic experts or peers.

EQA formulates the evaluation procedures and tools for IQA. IQA's self-assessment report prepared on the basis of these instruments is submitted to the EQA for evaluation.

The position of EQA in the Higher Education System of a country can be found in the National Quality Assurance Framework (Fig. 5).

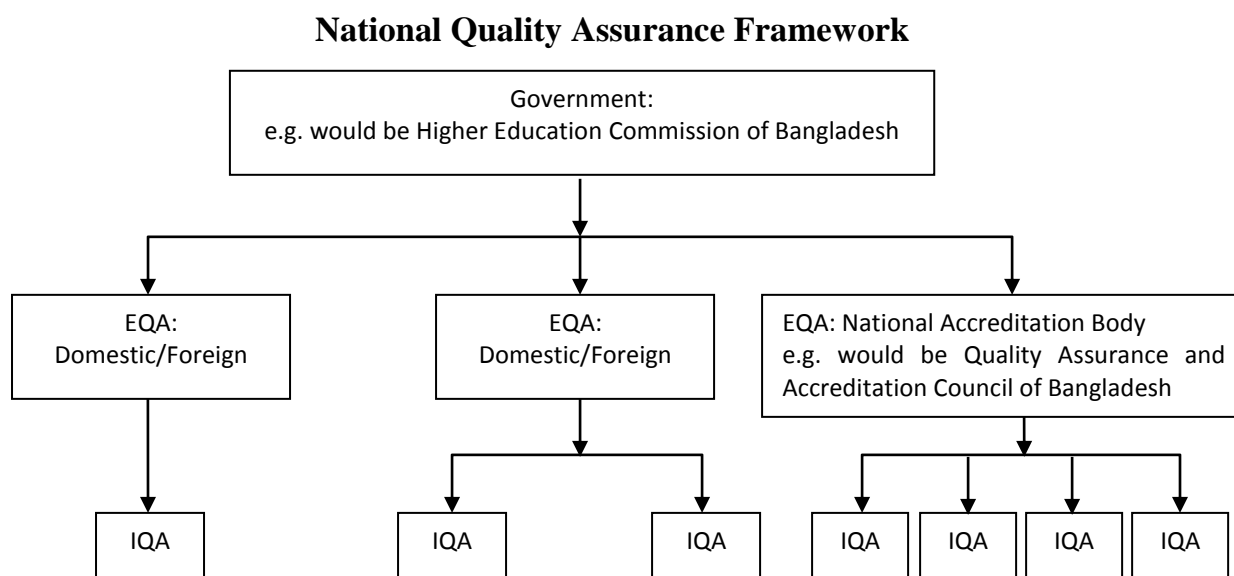


Fig. 5. Key players in the National Quality Assurance Framework.

Role of Government

The government legislates to regulate the HE system. It sets-up minimum standards for HEIs’ programs. The government also lay down requirements for the EQA(s), delineate scope and type of accreditation (e.g. public or private, program or institutional or both), qualification requisites for the EQA evaluators. Above all it provides consumer protection.

Role of the EQA

The EQA help the HEIs set up and develop their IQA system. It appraises the HEIs’ systems for their effectiveness in achieving expected objectives and goals. The EQA evaluates the quality of the HEIs according to some (national or international) standard or yardstick. The evaluation report by the EQA may be a basis for government funding, or for determining whether the HEIs can be permitted to offer specific programs. The EQA also checks the HEIs’ compliance with legal requirements. In general, it helps the HEI steer in the right direction, in terms of planning, scope or methods for the enhancement of quality by providing guidance.

Role of the Institution

In compliance with the government HE System legislation and as to the minimum standards for HEI's programs therein, the Vice-chancellor through Academic council and Syndicate of the University ushers in a quality culture by promulgating the commencement of IQA. The HEI through establishment of an Office, e.g. of Institutional Quality Assurance Cell creates, defines, and put IQA policies, processes and procedures in place. It develops a strategy for continuous quality improvement through involving the faculty, staff and student in a self-regulatory set up.

Interaction between IQA & EQA

The relationship and the interface between IQA & EQA are shown in Fig. 6.

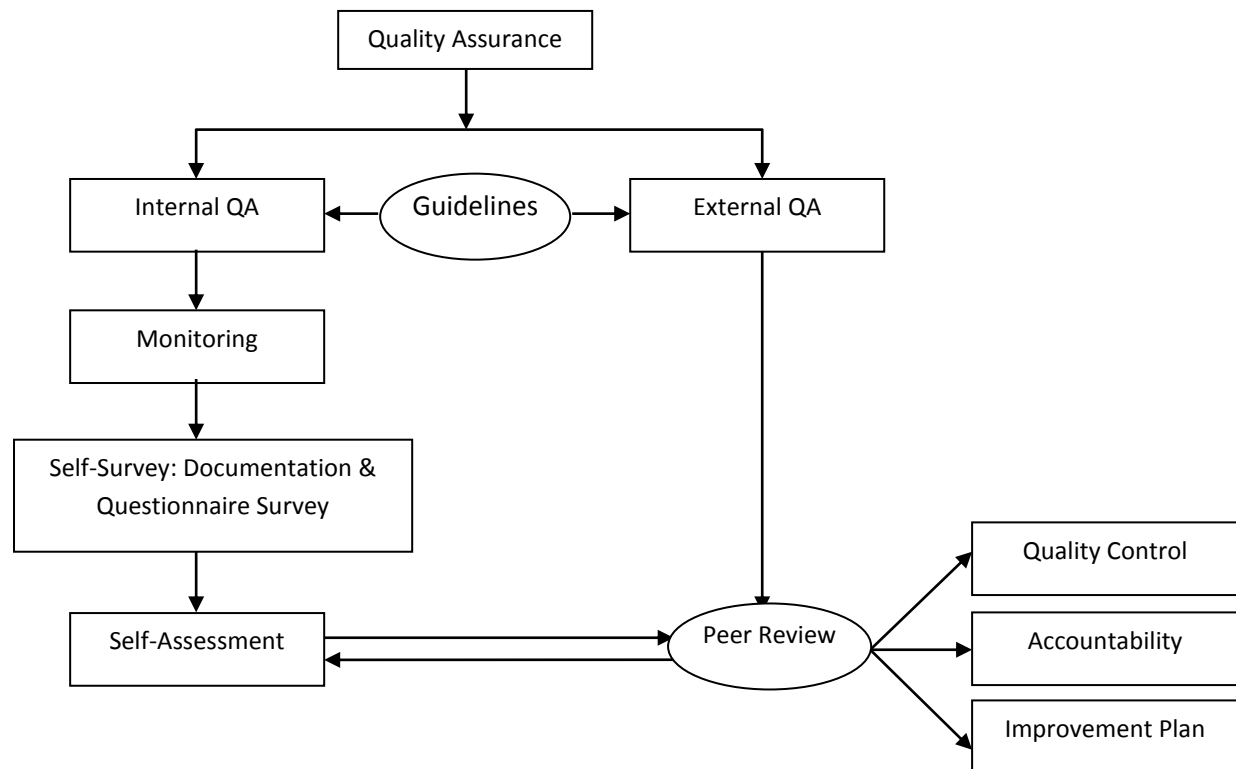


Fig. 6. Elements of Quality Assurance showing interface between IQA & EQA (Source: modified after Pijano, 2015).

Bangladesh Scenario

Quality Assurance Unit (QAU) as an EQA

QAU is the standing unit of Quality Assurance of the University Grants Commission (UGC). It has been assigned the responsibilities to act as a bridge between the latter and Institutional Quality Assurance Cells (IQACs) of the Universities by the UGC.

In absence of the national Higher Education Commission and its EQA (the national Accreditation Body) in this country, we tend to take the UGC to serve as an equivalent entity; however, the statutory limitations restrict the UGC to be one.

Status of IQACs

At the university level also, the IQAC projects have yet to go through the Academic Council of the respective universities – a quintessential statutory requirement as per the 1973 Acts of Dhaka University, Rajshahi University, etc.

QA Scorecard: Audit vs. Accreditation

Quality Assurance is, as we have seen, a means of self-regulation which concentrates on evaluation and the continuing quality of the HEI. It provides the structure for public accountability and a way to ensuring that the HEIs will continuously strive for upgrading and enhancing the quality of education and training they provide. Depending on whether the QA process focuses on an institution's own internal standards and goals and its success in meeting them, or the review process where the quality has threshold standards set externally outside the institution (national/international), we get internal Audit or fully-fledged Accreditation.

Audit

QA can be a measure of how well is the entity achieving its purposes. It starts from the goals and objectives of the entity (e.g. curriculum, staff, student, infrastructure, etc.), then checks the processes are in place to achieve the stated objectives, and finally investigates procedures and mechanisms for ensuring the QA by probing QA arrangements within the institution/program. In this review process of QA – the

primary focus is on accountability with standard set internally. This QA process is called Audit. Audit focuses on an institution's own standards and goals and its success in meeting them.

Accreditation

It is a planned systematic review process carried out at the behest of an institution or program to determine whether national/international standards are being met, maintained and enhanced. In this review process the quality has a point of reference set externally outside the institution. There are two types of Accreditation: (a) Institutional Accreditation that evaluates the institution as a whole, and (b) Program/Specialized Accreditation that deals with specific and professional programs of the HEI.

Accreditation is a voluntary process on the part of the HEI based on the principles of academic self-governance (PAASCU, 2012). It is also a review process under which and institution's/or program's quality, services and operations are examined through self-evaluation and external review by one's peers.

In terms of status, accreditation provides public notification that an institution or program meets commonly accepted standards of quality or excellence set forth by the accreditation organization granting the accreditation. Accreditation increases opportunities for public and private funding for the institution, faculty members and students. Above all it augments the HEI's credibility and reputation. Result of the accreditation process can also be a recognition or a license to operate within a limited period of time with discrete Yes/No decision or Approved/Not approved or Accredited/Not accredited Mark Up.

Accreditation reflects the quality by which an institution or program conducts its business. It speaks to a sense of public trust, as well as professional quality. Predictably, accreditation provides benefits to the various members of the educational community. For the student, accreditation provides assurance that the institution or

program, in which the student is enrolled or considering enrolling, is characterized by quality education; is engaged in continuous review and improvement of its class; meets nationally/internationally endorsed, established and accepted standards in the profession; and is accountable for achieving what it sets out to do. Accreditation status facilitates the transfer of course credits of students to a new HEI. It ultimately provides a promising professional future since most employers prefer job applicants who have received their education from a university with the appropriate accreditation status. For the faculty members, accreditation delivers a formal process for ongoing evaluation and improvement of program and faculty development outcomes. For the HEI, accreditation provides the stimulus for self-study and self-improvement, and enables institutions/programs to receive privileges that free them from various government regulation/supervision (i.e. deregulated status, autonomous status, etc.).

Since accreditation is a voluntary process, the HEIs need to apply to an EQA (national/ international) for accreditation based on their compliance with the EQA's accreditation criteria and standards. Logically, newly opened HEI cannot apply for accreditation; the international rule of thumb is that – only those who have (at least) graduated 2/3 batches students from a program or programs they offer can do so.

The accreditation process begins as soon as the HEI applies to the EQA for accreditation. The length of the process will depend on the HEI's capacity/capability to prepare itself for accreditation. To begin with the institutions/programs intending to apply for initial accreditation will have to see to it that they accomplish the EQA's forms through a comprehensive institutional self-evaluation and show evidence that they have complied with the EQA's standards and criteria. The flow chart of a typical EQA Body is shown in Fig. 7.

**Flow Chart of Level I-IV Certification for
Higher Education Institutions of Federation of Accrediting Agencies of the Philippines (FAAP)**

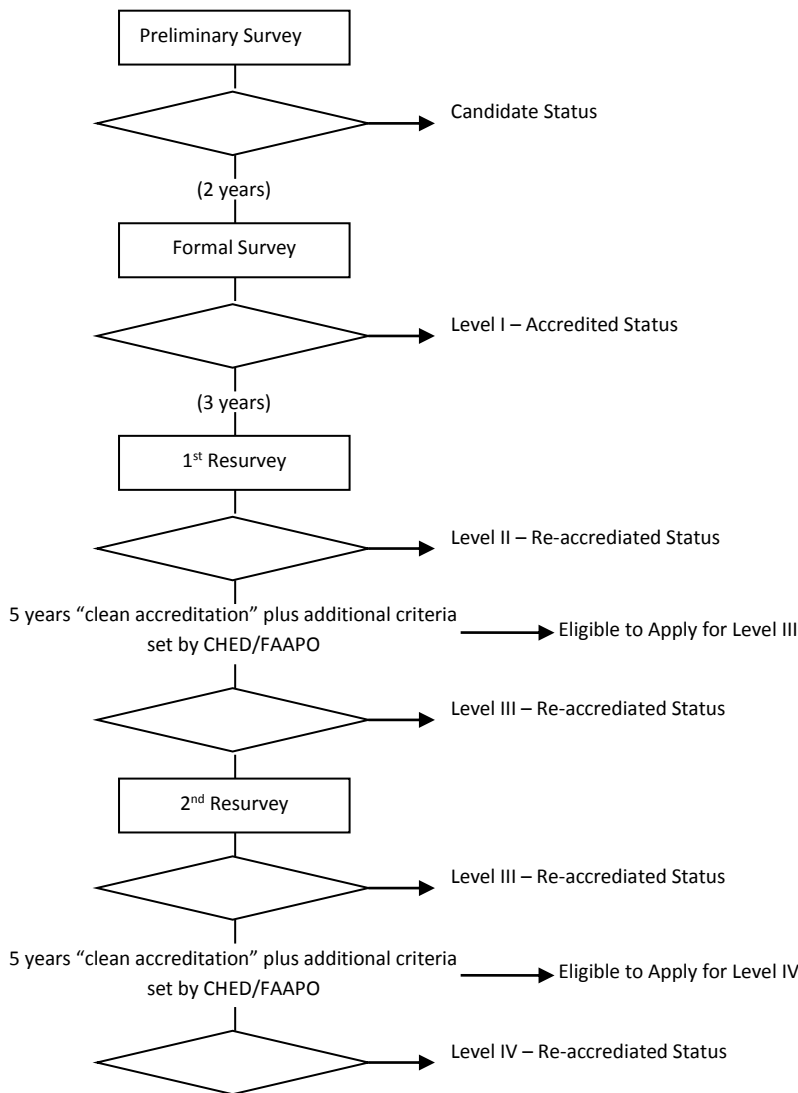


Fig. 7. The flow chart of a typical EQA Body.

End Notes

That’s briefly about it – what we learned on the Quality Assurance and Accreditation in Manila. And what little that we have added to our understanding of the Quality Assurance for Higher Education, we owed it to the good folks of the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) Training Team. We really are privileged to have been trained by one the best QA Experts in the world.

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