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ASIA-PACIFIC QUALITY NETWORK

APQN Quality Awards
Celebrating A Decade of Quality Movement

On recommendation of the International Jury,
the Board of Asia Pacific Quality Network (APQN)
is pleased to declare
**Accrediting Agency of Charactered Colleges and
Universities in the Philippines**
as the winner of APQN Quality Award 2016

in the category of

Strengthening Quality Assurance as a Profession

APQN congratulates

(AACCUP)

for demonstrating a good practice that has potential of
adaptation among APQN Members.

Nadi, Fiji Islands
26 May 2016

Dr. Jagannath Patil
President, APQN

Boundaries for a Quality Region

CMO 46

Section 8. **Any internal QA system begins with the HEI's identity and enters a quality cycle of planning, implementation, review and enhancement which is applied to 1) the HEI's capacity to translate VMG into desired learning outcomes, 2) establish the proper learning environment, 3) review against performance indicators and standards defined in the assessment system, and 4) enhance programs and systems.**

CMO 46

Section 11. The changing realities spurred globalization underscore the shift in contemporary international education discourse from education to lifelong learning and from education as transmission of expert knowledge to education as building learner competencies – including learning to learn.

The goal of lifelong learning since 1996 has thus focused on "retraining and learning new skills / competencies that would enable individuals to cope with the demands of a rapidly changing workplace" and a complex, interdependent world.

CMO 46

Section 16. CHED adopts 2 different approaches to outcomes-based evaluation of programs and institutions :

- A direct assessment of educational outcomes, with evaluation of the individual programs that lead to those outcomes, largely measured against the policies, standards and guidelines of the discipline
- An audit of the quality systems of an institution to determine whether these are sufficiently robust and effective to ensure that all programs are well designed to deliver appropriate outcomes.

CMO 46

Section 25. There are 3 types of HEIs according to vertical classification, which results from both program and instituional quality outcomes:
- **Autonomous HEIs**
- **Deregulated HEIs**
- **Regulated HEIs**

Section 25. The long-term goal is to have the majority implementing as established internal quality assurance system and undergoing institutional assembly preferably using a standard type-based instrument, such as the one derived from ISA, which can be used by accrediting agencies and CHED.

Output of the CHED – AACCUP contract of 2014

- One instrument on institutional accreditation

- 42 instruments on program accreditation

- One guideline in preparing the OB program performance profile

- One guideline in preparing the institutional portfolio

Ten Areas (Standards/KRA) in all Program Accreditation Instruments:

Area I - Vision, Mission, Goals, and Objectives

Area II - Faculty

Area III - Curriculum and Instruction

Area IV - Support to Students

Area V - Research

Area VI - Extension and Community Involvement

Area VII - Library

Area VIII - Physical Plant and Facilities

Area IX - Laboratories

Area X - Administration

How do you correlate the learning outcomes with the V/M/G and objectives of the institution?

What are the measures for learning outcomes?

How do you relate faculty with curriculum and instructions?

There are nine (9) Areas (Standard/ KRAs) in Institutional Accreditation

Area I   - Governance and Management

Area II   - Teaching, Learning and Evaluation

Area III   -   Faculty and Staff

Area IV   -   Research

Area V   - Extension, Consultancy and Linkages

Area VI   -   Support to Students

Area VII -   Library

Area VIII - Infrastructure and Other Learning Resources

Area IX   - Quality Assurance Culture

Does the HEI 1) have the capacity to translate VMG into desired learning outcomes, 2) establish the proper learning environment, 3) review against performance indicators and standards defined in the assessment system, and 4) enhance programs and systems?

Does the HEI have a lifelong learning culture? CMO46 Sec 11

Does the HEI ensure that all programs are well designed to deliver appropriate outcomes?

How does the HEI measure the learning outcomes?

The Philippine Qualifications Framework (PQF)

and **the ASEAN Qualifications Reference Framework (AQRF) to which the Philippines has subscribed to**

The PQF
Republic Act 10968

Objectives

1.to adopt national standards and levels of learning outcomes of education;

1.to support the development and maintenance of pathways and equivalencies that enable access to qualifications and to assist individuals to move easily and readily between the different education and training sectors and between these sectors and the labor market; and

1.to align domestic qualification standards with the international qualifications framework thereby enhancing recognition of the value and comparability of Philippine qualifications and supporting the mobility of Filipino students and workers

The PQF
Republic Act 10968

Section 8. Framework and Level Descriptors – The PQF shall incorporate the qualifications level descriptors defined in terms of knowledge, skills and values, application and degree of independence.

The PQF- National Coordinating Council shall make detailed descriptors for each qualification level following the principles of lifelong learning and the recognition of prior learning from previous informal experience, while incorporating the learning standards in basic education, competency standards of training regulations, and the policies and standards of higher education academic programs.

The AQRF

- **common reference framework, functioning as a translation device to enable comparisons of qualifications across AMS.**

- **addresses education and training sectors and the wider objective of promoting lifelong learning. In the AQRF, education sector is defined in a broad sense as incorporating informal, non-formal and formal learning.**

- **Based on broad level descriptors which include eight levels of complexity of learning outcomes**

- **Level descriptors in 2 domains :**
  - o **Knowledge and skills**
  - o **Application and responsibility**

- **Use learning outcomes as the metric for the hierarchy**

PQF Referencing to AQRF

Referencing Criterion 3

The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualifications system are transparent
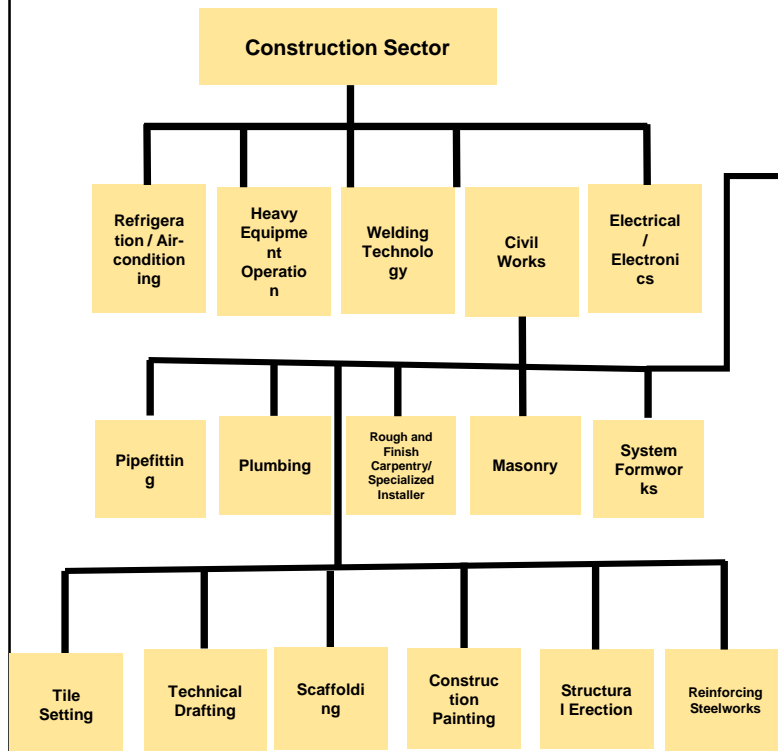
Overview to Referencing in Criterion 3

- The qualifications that exist in the country are described in terms of education provision in the country and how they are located in the PQF.

- Allocating specific qualifications to a PQF level bring meaning to the PQF level for citizens and, through the referencing process, to the AQRF level. It is therefore critically important for the referencing process that how a qualification is located at a PQF level is described in full and examples are provided to illustrate how the rules governing the process are applied.

- The PQF level of all major qualifications need to be evident in the report.

- The purpose of this criterion is to make clear to people outside the country how a qualification is allocated to a PQF level.

- Need to transparently describe the procedures for classifying qualifications in order to justify the decisions and to provide evidence.

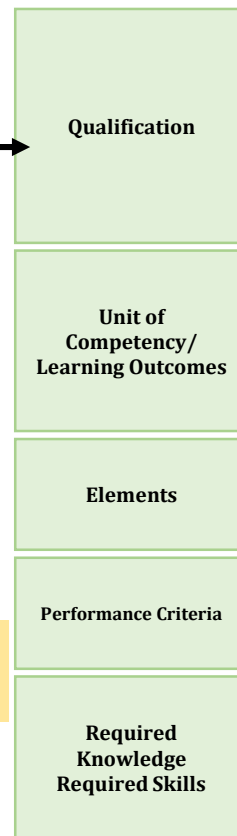# Allocating a Qualification to a Level

The Level Alignment Matrix (LAM)

Name of Qualification _____

Qualification Reference Number _____

PQF Level VI

L O	Domain K/S		Domain Application and Degree of Independence					
	Broad/ coherent knowledge and skills in field of study for professional work	Broad/ coherent knowledge and skills in field of study for lifelong learning	Apply K/S in a specialized discipline	Can do creative work in specialized discipline	Can do research in a specialized discipline	Can do furthe study in specialized discipline	Can substantially do independent work	Can work in a team
LO 1	PI 1.1 -PI 1.4	PI 1.4 -PI 1.6	PI 2.1 - PI 2.5	PI 3.1 - PI 3.2	PI 3.3 - 3.6	PI 3.7 – 3..8	PI 5.1 - PI 5.4	PI 4.1 - PI 4.2
LO 2								
LO 3								

The Philippine Qualifications Register (PhQuaR)

The PhQuaR (1)

3.Scope

The PhQuaR shall include all qualifications that:

•have been developed as Programs and Standards Guidelines and issued by the Commission on Higher Education through a CHED Memorandum Order as well as qualifications that have been officially authorized/acknowledged by the CHED en banc.for the private autonomous institutions as defined in CMO 19 S. 2016 and CMO 46 S of 2012, the University of the Philippines and the State Universities and Colleges as madated by their charters.

•have been developed as Training Regulations and issued by the Technical Education and Skills Development Authority through a Board Resolution as well as WTR qualifications that have been officially authorized / acknowledged by the appropriate Regional Director of TESDA

The PhQuaR (2)

- have been developed as Table of Specifications for the License for Professional Practice officially issued by the various Board of Examiners of the Professional Regulations Commission

- have been developed by the CAAP in accordance Philippine Civil Aviation Regulations (PCAR), Part II which covers the regulated qualifications for pilots and mechanics adopted by the CAAP thru a Board Resolution No. 2011-025 dated April 11, 2011.

- have been developed by the STCW Office of MARINA listed in Annex I of the STCW Circular 2018-02 dated April 20, 2018 in accordance with the International Maritime Organization (IMO) on Standards of Training, Certification & Watchkeeping for Seafarers (STCW).

The PhQuaR

Procedure for Listing, Delisting and Updating of Qualifications in the PhQuaR (1)

STEP 1: CHED-OPS, TESDA-QSO, PRC- TTD officially submit to the QRegistrar (Technical Working Group Head) the formal request for inclusion of the Program Standards and Guidelines (PSG) and other authorized higher education qualifications, Training Regulations (TR)and other WTR registered programs or Table of Specifications (TOS) for professional licenses in the PhQuaR with the following evidences:

For Higher Education

•CHED Memorandum Order of the PSG or the CEB authorization / acknowledgement for a non-PSG program

•Evidence of submission and publication of the CMO in the Official Gazette

•Matrix on the Alignment of Learning Outcomes to the PQF Descriptors

The PhQuaR

Procedure for Listing, Delisting and Updating of Qualifications in the PhQuaR (2)

For Professional Practice

- Table of Specifications

- Resolution of the PRC approving the TOS

- Matrix of Alignment of the TOS to the PSG and the PQF level descriptors

For TVET

- Training Regulations duly promulgated by the TESDA Board

- Evidence of submission and publication of the TR in the Official Gazette

- Matrix of Alignment of Learning Outcomes to the PQF Descriptors

4 key processes covered by quality assurance in Referencing Criterion 6

(1) the registration of education and training providers,
(2) supervision of assessment systems that lead to the award of a qualification,
(3) accreditation of qualifications,
(4) regulation of the issuance of certificates.