QUALITY ASSURANCE AND ACCREDITATION OF OPEN AND DISTANCE & TRANSNATIONAL EDUCATION PROGRAMS IN THE PHILIPPINES

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OUTLINE OF PRESENTATION

Part 1. Context
• CHED
  CHED Technical Panel of Experts

Part 2: PSGs on Open and Distance Learning
• PSGs on Transnational Education

Part 3: Quality Assurance and Accreditation
• Internal Quality Assurance
• External Quality Assurance

Part 4. Issues and Challenges in OLDE and TNE
THE COMMISSION ON HIGHER EDUCATION

- Created by law, RA 7722 in 1994
- A highest policy making body of the government in higher education
- It has the mandate to oversee both public and private higher education institutions, including those established by the local government authorities
- Under the law, CHED has to create Technical Panel per discipline.
- It has tasked the technical panel to aide in policy development and maintain quality of programs of higher education institutions
The Technical Panel of CHED on Open Distance and Transnational Education

- Chairman, UP Open University Chancellor, Dr. Grace Alfonso
- Dr. Ethel Agnes P. Valenzuela, SEAMEO
- Dr. Alvin Culaba, De La Salle University (DLSU)
- Dr. Belen Tangco, University of Sto Tomas (UST)
- Dr. Nina Calaca, Philippine e-Learning Society/University of Sto Tomas
- Ms. Lilian Reventar, Philippine Society for Business in Education
ACTIVITIES AND PROGRAMS OF CHED TECH PANEL

- Drafting and finalizing the CHED Policies, Standards and Guidelines on Transnational Education
- Visiting universities applying for TNE and Distance Education in the Philippines and overseas
- Developing the Philippine Guidebook on Transnational Education with the technical assistance of the British Council
- Conducting public hearing on the latest Philippine Law on Open and Distance Learning (RA 10650)
This Law is called **Open and Distance Learning Act**

**Rationale:** Philippines aim to expand and further democratize access to quality tertiary education through the promotion and application of open learning as a philosophy of access to educational services, and the use of distance education as an appropriate, efficient and effective system of delivering quality higher and technical educational services in the country.
(a) Learner Centeredness – ODL programs shall focus on the needs of the learner and the goal of facilitating independent learning;

(b) Quality and Relevant Programs – ODL programs shall be equivalent in challenges and depth to conventional classroom or traditional programs in nonconventional delivery;

(c) Transparency to Guide Informed Choice – ODL implementers shall make information about their programs, particularly on the curriculum and delivery system, instructional materials development, delivery mode/strategies, student support services, and other relevant information available to accrediting bodies, academic peers, regulators and students. Updated information shall he made accessible through such media as the internet;

(d) Peer Review – A review by experts in ODL to determine the acceptability of the course or subject shall be institutionalized following the criteria set by the CHED and/or the TESDA, as applicable;

(e) Public Responsibility and Accountability – Implementers shall heed the public impact of ODL programs and shall always exercise due diligence in avoiding harm to program stakeholders, especially students. Consumer protection, in particular, shall be a priority because of the high value that Filipinos put on education; and

(f) Quality and Continuous Improvement – An HEI or post-secondary school shall embed in its program framework the proactive needs assessment of students and stakeholders in terms of the ODL program planning, implementation and evaluation. The interaction of students’ needs, interests and perceptions, faculty interests and skills/technology available and Filipino culture should be carefully examined, explored and monitored to continuously improve all aspects of development and delivery.
The curricular offerings using ODL mode shall ensure that the learning outcomes are clearly articulated in terms of competencies, skills and behavioral attributes and conform to the respective policies, standards and guidelines for ODL set by the CHED and/or the TESDA, as applicable.

There shall be a defined set of courses or subjects and/or examinations, and/or special projects and activities, the completion of which shall be required for graduation from the higher education degree program or technical-vocational program, and which shall be equivalent to those under the conventional mode of instruction. The following shall also be considered:
(a) That the content, context and conduct of examination shall be determined by the HEIs or post-secondary schools offering the ODL program;

(b) The concerned HEIs or post-secondary schools shall formulate and implement a mechanism to monitor the academic progress of the students;

(c) The curricular offerings using ODL shall conform to respective policies, standards and guidelines for ODL of the CHED and/or the TESDA, as applicable;

(d) Practicum or on-the-job trainings shall be observed for courses that require the same;
The ODL programs may be delivered using information and communications technology and other approaches, such as the following:

- (a) Print – textbooks, study guides, workbooks, course syllabi, correspondence feedback and other print formats;
- (b) Audio-Visual – radio, audio cassettes, slides, film, videotapes, television, telephone, fax, audio-conferencing and video-conferencing;
- (c) Electronic/Computer Technology and Virtual Classrooms – internet, CD-ROM, electronic mail, e-bulletin boards, podcasts, m-learning, i-lectures, e-learning or online learning management systems; and
- (d) Face-to-Face Sessions – conducted in learning and study centers.
On-going revision of PSG on TNE (last version was in 2008)

Changes is due to fast-changing higher education environment and the presence of a new law on ODEL

Highlights of the new PSG
- Inbound
- Outbound programs
- Level of accreditation requirements
- Teaching and learning materials
- Student services
- Violations and transitory provisions
NEW TNE POLICY

- General Objectives
- Categories of TNE for the purposes of these PSGs
- Scope: inbound and outbound TNE
- General Implementing Guidelines, including Quality Assurance Procedures
  - Inbound TNE conducted by Foreign Higher Education Providers (FHEPs)
  - Outbound TNE conducted by Philippine Higher Education Institutions (PHEIs)
- Specific Implementing Guidelines, including Quality Assurance Procedures
- Registration Guidelines and Procedures
- Announcements on TNE
- Revocation of Authority to Operate TNE
QUALITY ASSURANCE IN TNE
(DRAFT VERSION AS OF NOV 23)
QUALITY ASSURANCE IN TNE

- **Registration/accreditation/recognition** status: its legal standing in its country of origin and other countries in which it conducts business as well as the recognition of its qualifications including those delivered through TNE

- **Academic reputation** in academic communities;

- **Qualifications and/or experience of academic staff** in regard to teaching and research, when tutoring/academic support is provided by the offshore partner;

- **Quality of student support services and quality and accessibility of learning, support including ICT infrastructure** and facilities, library, computing services, bandwidth available, meeting rooms, virtual learning environment, and learning management system.

- **Institutional and national quality assurance procedures for TNE** to which they are subject including published standards and reports.
QUALITY ASSURANCE IN THE PHILIPPINES

Internal
- HEIs own policy
- Individual QA team/process

External
- CHED TP RQAT
- Accrediting Bodies/Agencies
QA REQUIREMENTS IN OLDE/TNE

- CHED Recognition of the program applied for
- Level III accreditation for the program or an equivalent qualification
- CHED ‘Center of Excellence’ or ‘Center of Development’ status for the program
- Autonomous status for the institution
- ISO certification or equivalent accreditation from an international audit body or agency
<table>
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<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<td>Level I applicant status: for programmes which have undergone a preliminary survey visit and are certified by the FAAP as being capable of acquiring an accredited status within two years;</td>
<td>Level II accredited status: for programmes which have been granted accredited status by any of the member agencies of the FAAP and whose status is certified by the latter;</td>
<td>Level III accredited status: for programmes which have at least been reaccredited and have met additional requirements based on criteria/guidelines set by FAAP;</td>
<td>Level IV accredited status: institutions which have distinguished themselves in a broad area of academic disciplines and enjoy prestige and authority comparable to that of international universities.</td>
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BENEFITS OF ACCREDITATION

- **Level I** - partial administrative deregulation.

- **Level II** – full administrative deregulation, financial deregulation in terms of setting tuition and other fees, partial curricular autonomy, authority to graduate students without prior approval of CHED and without need for Special Orders, priority funding assistance, priority for government subsidy for faculty development, right to use on its publications or advertisements the word “ACCREDITED”, and limited visitation/inspection and/or supervision by CHED.

- **Level III** – all the benefits for Level II and full curricular deregulation.

- **Level IV** – all the benefits for Levels II and III, award of grants/subsidies from the CHED’s Higher Education Development Fund (HEDF), and grant of charter or full autonomy.
PROCESS FLOW FOR APPLYING TNE (QA PROCESS)

THE PROCEDURE DETAILS IN PROCESSING AUTHORITY TO OPERATE TRANSNATIONAL EDUCATION

FHEP/PHEI submits complete application documents duly authenticated to CHEDRO

CHEDRO transmits application documents to OPSD

OPSD acknowledges receipt of application documents from CHEDRO

OPSD conducts documentary analysis to determine completeness & compliance with documentary requirements

If complete

OPSD transmits results of documentary analysis to CHEDRO

CHEDRO notifies FHEP/PHEI of non-compliance/deficiencies

FHEP/PHEI submits compliance documents

If complete

OPSD transmits notification of non-compliance/deficiencies to FHEP/PHEI

If not complete

CHEDRO notifies OPSD that application cannot be given due course

OPSD notifies CHEDRO that application cannot be given due course

CHEDRO transmits OPSD communication to FHEP/PHEI

OPSD through TPTNEDE & concerned TP for discipline applied for conducts interview of institution’s representatives & conducts inspection as needed

OPSD through EO submits recommendations to ManCom/CEB

ManCom/CEB deliberates

CEB makes final decision

If approved

CEB through the Chairperson issues Certificate of Authority to Operate

If disapproved

OPSD through EO notifies CHEDRO of disapproval and transmits to FHEP/PHEI
ISSUES AND CHALLENGES
OLDE

- Quality of materials
- Mode of delivery
- Political interference
- Borderless surveillance
- Monitoring and evaluation
- Political will of TP and CHED
THANK YOU