

# Chapter 2

## Regional Quality Assurance System for Higher Education in Southeast Asia

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### 2.1 Introduction

The higher education population is greater than ever before. The UNESCO Global Education Digest 2009 reported that more than 150 million students belong to higher educational institutions. This number grew by 150 % during the year 2000 and is five times greater than in 1970. Although there is some variation between areas and nations, the higher education population has grown globally in both developed and developing countries (UNESCO Institute for Statistics, 2009).

In addition, the number of overseas students has also been increasing. More than a million students studied at overseas institutions of higher education in the early 1990s, and this number rose to two million in the 2000s. It is expected that by 2025, there will be seven million overseas students (Bohem, Davis, & Pearce, 2002).

However, education beyond borders sometimes causes many problems. The quality of education within a country reflects that country's social system and culture, foreign students are sometimes dissatisfied with the quality of education abroad, and/or some institutions intentionally offer a poor-quality service for foreign students. We still need to discuss whether national regulations or support are absolutely necessary for education or should be a temporary measure during the liberalization of educational service. In the meantime, however, we need regulations and quality assurance measures to avoid the problems of cross-border education directly disadvantaging students.

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## 2.2 Higher Education and the General Agreement on Trade in Services

We suggest that one reason for the changes in the higher education market is that the education market has become an object of liberalization through the discussion of the General Agreement on Trade in Services (GATS).

The creation of the GATS was one of the landmark achievements of the Uruguay Round, the results of which came into force in January 1995. The GATS was inspired by essentially the same objectives as its counterpart in merchandise trade, the General Agreement on Tariffs and Trade (GATT): creating a credible and reliable system of international trade rules; ensuring fair and equitable treatment of all participants (principle of nondiscrimination); stimulating economic activity through guaranteed policy bindings; and promoting trade and development through progressive liberalization.

Since the GATS was created in 1995, there has been international pressure towards the liberalization of higher education all over the world. Among other effects, the GATS reinforces commercially driven rationales in the internationalization of higher education and introduces trade rules and disciplines in the regulation of the sector. Higher education is considered to be the global product (Knight, 2003).

## 2.3 Developing Cross-Border Education

Enrolment in higher education has experienced explosive growth across Asia over the last 20 years, the result of school participation rates, increasing demand of the society and economy for specialised human resources, and the perceived importance of advanced education in subsequent life opportunities (Varghese et al., 2014).

As the number of students who belong to higher educational institutions increase globally, the number of overseas students is also increasing. Until recently, overseas students from Asian countries tended to study at higher education institutions in English-speaking countries such as the UK, Canada, Australia, and New Zealand. Traditionally, overseas study meant that a student in one country would move beyond national boundaries to live and attend university and attain an academic degree or skills (Yamada, 2008).

Currently, the overseas study programs have diversified. New programs are known as cross-border education or transnational education has developed in Western countries. For example, Australia is a leading country in the development of transnational education, which involves the education of students located outside Australia by Australian institutions. In 2012, there were 323,612 international students studying in Australian higher education institutions. Of these, 82,468 were enrolled at campuses outside Australia and a further 25,552 were distance education students. These 108,020 transnational students represent 33.4 % of all higher education international students (Department of Education, Australia, 2014). In the UK, 65.2 % of 135 institutions offer 1,534 transnational programs, and operate 43.6 % of transnational programs in Asia. On the other hand, the USA has focused on managing branch campuses

overseas (Drew et al., 2008). In 2009, the USA operated 78 branch campuses, almost half (48 %) of the 162 branch campuses around the world (Becker, 2010).

UNESCO/OECD (2005) defines the meaning of cross-border education as follows:

Cross-border higher education includes higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders. Cross-border higher education may include higher education by public/private and not-for-profit/for-profit providers. It encompasses a wide range of modalities, in a continuum from face-to-face (taking various forms such as students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning).

Cross-border education can take three forms: (1) student/academic mobility; (2) program mobility; and (3) institution mobility (Knight, 2003; Naidoo, 2006).

Knight noted that cross-border mobility of programmes can be described as “the movement of individual education/training courses and programmes across national borders through face-to-face or distance learning models or a combination thereof” and classified six types of transnational education as follows (Knight, 2007):

1. Franchise

An arrangement whereby a provider in source Country A authorizes a provider in Country B to deliver its course/programme/service in Country B or other countries. The qualification is awarded by provider in Country A. Arrangements for teaching, management, assessment, profit-sharing, awarding of credit/qualification and so on are customized for each franchise arrangement and must comply with national regulations (if they exist) in Country B.

2. Twinning

A situation where a provider in source Country A collaborates with a provider located in Country B to develop an articulation system that allows students to take course credits in Country B and/or source Country A. Only one qualification is awarded by provider in source Country A. Arrangements for twinning programmes and awarding of degree usually comply with national regulations of the provider the source Country A.

3. Double/Joint degree

An arrangement whereby providers in different countries collaborate to offer a programme for which students receive qualifications from both providers, or a joint award from the collaborating partners. Arrangements for programme provision and criteria for awarding the qualifications are customized for each collaborative initiative in accordance with national regulations in each country.

4. Articulation

Various types of articulation arrangements between providers situated in different countries permit students to gain credit for courses/ programmes offered by all of the collaborating providers. This allows students to gain credit for work done with a provider other than the provider awarding the qualification.

5. Validation

Validation arrangements between providers in different countries allow Provider B in receiving country to award the qualification of Provider A in source country. In some cases, the source country provider may not offer these courses or awards themselves, which may raise questions about quality.

**Table 2.1** Program mobility in higher education of Southeast Asia, 2006 (Macaranas, 2010)

|                                   | Cambodia | Malaysia | Laos | Philippines | Indonesia | Singapore | Thailand | Vietnam |
|-----------------------------------|----------|----------|------|-------------|-----------|-----------|----------|---------|
| Franchise                         |          | ✓        |      | ✓           |           |           |          |         |
| Twinning                          |          | ✓        |      | ✓           |           | ✓         | ✓        |         |
| Double/Joint Degree               |          | ✓        |      | ✓           | ✓         | ✓         | ✓        | ✓       |
| Articulation                      | ✓        | ✓        | ✓    |             |           |           |          |         |
| Validation                        | ✓        | ✓        |      | ✓           | ✓         | ✓         | ✓        | ✓       |
| E-learning/<br>Distance education | ✓        | ✓        |      | ✓           | ✓         | ✓         | ✓        | ✓       |

#### 6. Virtual/Distance:

Arrangements where providers deliver courses/programmes to students in different countries through distance and online modes. This may include some face-to-face support for students through domestic study or support centres.

Now, the Asia-Pacific Region stands at the forefront of cross-border education (Yi, 2011). Macaranas (2010) examined the cross-border education managed in Asia. Table 2.1 shows the program mobility in Southeast Asia.

Asian countries that promote higher educational reform began to accept overseas students from both within and outside Asia. In Southeast Asia, the higher education market has expanded rapidly. The competitive situation among higher educational institutions has prompted Asian universities to move aggressively into the region to recruit more students. These transformations of the higher educational market have had substantial effects on the formulation of quality assurance models and qualifications.

## 2.4 The Meaning of Quality Assurance for Higher Education

International human mobility has a meaningful connection with the quality of universities. If a student with a particular educational background moves to another country, they need to retain the same level of educational quality. Cross-border movement of students and the commodification of higher education require cross-border compatibility, and this in turn requires that the quality of higher education be standardized at a national level.

Accreditation is the main tool used to measure the quality of education. The higher education system of each country has a quality assurance system based on the country's own history and tradition. The accreditation system is considered to be the most effective method of standardizing the quality assurance system of each country (Hata, 2009).

In the USA, the accreditation system uses the unique characteristic of an outcome evaluation system to accept many overseas students. This accreditation system could be globalized to enhance cross-border connection.

In Europe, two programs promote the cross-border mobility of students, faculties, and researchers; ERASMUS aims to establish a network of European universities,

and the Bologna Process aims to create a European Higher Education Area (EHEA), based on international cooperation and academic exchange being attractive to European students and staff, as well as those from other parts of the world. Hence, European countries share common values of the quality assurance system, such as the accreditation system in the region (see also Chap. 1 for details).

A vocational certificate is necessary to compare qualifications beyond the border. The knowledge, skills, and ability learned in bachelor's or master's programs should be certified by the educational program, degree, and vocational certificate. Such an outcome evaluation has been trialed in Australia (Horii, 2012).

These trends in the USA and Europe have prompted Asian countries to establish a regional quality assurance system. In this chapter, the development of regional quality assurance systems for higher education in Asia is examined.

## **2.5 Regional Quality Assurance System for Higher Education in Southeast Asia**

As a result of globalization and economic growth, the number of enrolments in higher educational institutions is increasing in Asian countries. The number of overseas students is also increasing. Traditionally Southeast Asian countries have sent excellent students, who are candidates for government leadership, to the USA, the UK, and Australia with official scholarships. Recently, economic growth in Asia has enabled younger students to study in English-speaking countries at their own expense.

In the late 1990s, Australian and UK universities set up branch campuses in Malaysia and Vietnam. For example, four universities from Australia and the UK, including Monash University, opened branch campuses in Malaysia, and a branch campus of the Royal Melbourne Institute of Technology of Australia was opened in Vietnam (Umemiya, 2008).

In addition, the educational programs offered by overseas universities have diversified to include degree programs, franchise-like lectures, twinning programs, double degrees, and connected programs. It is important to consider the meaning of such programs to assure the quality of a degree or a lecture (Kitamura & Sugimura, 2012).

In Singapore and Malaysia, the level of higher education has improved remarkably in recent years. Universities in both countries have accepted many students from Association of Southeast Asian Nations (ASEAN) countries in a positive manner. For example, overseas students at the National University of Singapore made up 22 % of all undergraduate students and 70 % of all graduate students in 2006. In Malaysia, universities have promoted the acceptance of overseas students since the late 1990s. As a result, there are more than 30,000 overseas students at Malaysian universities, and about 8,400 of those are from ASEAN countries.

The Malaysia–Indonesia–Thailand Student Mobility Program, an exchange program, was launched in 2010. This program is a joint governmental project with credit transfers and recognition of credit between universities. Vietnam joined the program in 2012, and the program name was changed to the ASEAN International Mobility for Students Programme (AIMS). In 2013, the Philippines, Brunei, and

Japan also joined. The academic areas, as of 2013, are hospitality and tourism, agriculture, language, culture, international business, food science, technology, engineering, and economics. By September 2011, more than 300 students had joined the program (Umemiya, 2008).

As noted above, educational opportunities for students in Southeast Asian countries have increased. Before the higher educational reform in the 1990s, only some students were able to receive tertiary education. In the 1990s, many Asian countries were able to reform their own higher educational systems in view of the globalization and liberalization of higher education. As a result, the number of students and institutions is increasing. However, the increasing number of higher educational institutions is associated with a decrease in higher education quality, and there has been growing recognition of the necessity to build a regional quality assurance system.

## **2.6 Regional Quality Assurance System for Higher Education in Asia**

In this section, several global or regional quality assurance systems are described.

### ***2.6.1 International Network for Quality Assurance Agencies in Higher Education (INQAAHE)***

As noted in the Part II “country report” of this book, a quality assurance system for higher education has already been established in each country. In this article, regional accreditation system trends are examined. At the global level, the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) was established in 1991 as a worldwide association with over 200 organizations active in the theory and practice of quality assurance in higher education.

The purposes of the INQAAHE are to:

1. Create, collect, and disseminate information on current and developing theory and practice in the assessment, improvement, and maintenance of quality in higher education;
2. Undertake or commission research in areas relevant to quality in higher education;
3. Express the collective views of its members on matters relevant to quality in higher education through contacts with international bodies and by other means;
4. Promote the theory and practice of the improvement of quality in higher education;
5. Provide advice and expertise to assist existing and emerging quality assurance agencies;
6. Facilitate links between quality assurance agencies and support networks of quality assurance agencies;
7. Assist members to determine the standards of institutions operating across national borders and facilitate better-informed international recognition of qualifications;

8. Assist in the development and use of credit transfer and credit accumulation schemes to enhance the mobility of students between institutions (within and across national borders);
9. Enable members to be alert to improper quality assurance practices and organizations; and
10. Organize, on request, reviews of the operation of members.

### **2.6.2 Asia-Pacific Quality Network (APQN)**

The regional alliance for quality assurance in Asia, the Asia-Pacific Quality Network (APQN), was launched in 2003. Its mission is “to enhance the quality of higher education in Asia and the Pacific region through strengthening the work of quality assurance agencies and extending the cooperation between them ([Asia-Pacific Quality Network](#)).”

A significant project of the APQN was the publication of the UNESCO-APQN Toolkit: Regulating the quality of cross-border education in 2006. This publication complements the Guidelines for quality provision in cross-border higher education published by OECD and UNESCO (UNESCO/OECD, 2005). The Toolkit explains the support plan for the regulation of quality assurance in cross-border education.

There are four main policy objectives in the guidelines:

1. Students/learners should be protected from the risks of misinformation, low-quality provision, and qualifications of limited validity;
2. Qualifications should be readable and transparent in order to increase their international validity and portability. Reliable and user-friendly information sources should facilitate this;
3. Recognition procedures should be transparent, coherent, fair, and reliable and impose as little burden as possible to mobile professionals; and
4. National quality assurance and accreditation agencies need to intensify their international cooperation in order to increase mutual understanding.

## **2.7 ASEAN University Network (AUN)**

The ASEAN University Network (AUN) has promoted regional quality assurance activities in recent years. Since 1998, the AUN has focused on quality assurance for higher education in the region (Table 2.2).

The AUN was established in 1995 with an agreement signed by the ministers of the 10 ASEAN countries responsible for higher education. The academic network initially consisted of the top 17 universities in Southeast Asia. The 4th ASEAN Summit in 1992 called for ASEAN member countries to help hasten the solidarity and development of a regional identity through the promotion of human resource development so as to further strengthen the existing network of leading universities and institutions of higher learning in the region. This led to the establishment of the AUN in November 1995. The original members were 11 universities from six

**Table 2.2** Current list of AUN member universities

| Country           | Name of Institution                                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Brunei Darussalam | Universiti Brunei Darussalam                                                                                                               |
| Cambodia          | Royal University of Phnom Penh<br>Royal University of Law and Economics                                                                    |
| Indonesia         | Universitas Indonesia<br>Universitas Gadjah Mada<br>Institut Teknologi Bandung<br>Universitas Airlangga                                    |
| Laos              | National University of Laos                                                                                                                |
| Malaysia          | Universiti Malaya<br>Universiti Sains Malaysia<br>Universiti Kebangsaan Malaysia<br>Universiti Utara Malaysia<br>Universiti Putra Malaysia |
| Myanmar           | University of Yangon<br>University of Mandalay<br>Yangon Institute of Economic                                                             |
| Philippines       | Ateneo de Manila University<br>De La Salle University<br>University of the Philippines                                                     |
| Singapore         | National University of Singapore<br>Nanyang Technological University<br>Singapore Management University                                    |
| Thailand          | Burapha University<br>Chulalongkorn University<br>Mahidol University<br>Chiang Mai University<br>Prince of Songkla University              |
| Vietnam           | Vietnam National University, Hanoi<br>Vietnam National University,<br>Ho Chi Minh City<br>Can Tho University                               |

countries. By 2013, this had increased to 21 universities from 10 countries, as shown below ([ASEAN University Network](#), see Table 2.2).

The main objective of the AUN is to strengthen the existing network of cooperation among leading universities in the ASEAN region. This is done by promoting cooperation and solidarity among ASEAN scholars and academics, developing academic and professional human resources, and promoting information dissemination within the ASEAN academic community. There are three types of AUN activities; meetings and conferences, faculty exchanges, and student exchanges (Tan, 2012).

### 2.7.1 AUN-QA Actual Quality Assessment

Since 2000, the AUN has highlighted the importance of higher education cooperation, particularly “Quality Education toward Quality Assurance” in the ASEAN region. With the collaboration and technical assistance of the European Union (EU),



German Academic Exchange Services (DAAD), German Rectors Conference (HRK), and European Association for Quality Assurance in Higher Education (ENQA), the AUN Quality Assurance (AUN-QA) system was developed and successfully implemented, receiving recognition not only in the ASEAN region and Asia but also in East Africa and Europe.

This system started with quality assessment at program level to ensure the development and production of high-quality graduates in the ASEAN region, particularly in the professional disciplines under the Mutual Recognition Agreement (MRA), to mobilize a qualified workforce across the region to support ASEAN Community Building.

In 1998, it mooted the AUN-QA network, which aimed to develop the QA mechanism to uplift and enhance higher education standards among its members.

With strong and active international collaborations between various partners, the AUN-QA network is fully committed to the continuous development of the Guidelines and Manuals for Institutional Quality Assurance in responding to the needs of ASEAN higher education institutions. There are four quality assurance publications, as outlined in Table 2.3.

The AUN-QA system has now been utilized in more than 40 assessments in the ASEAN region. In this regard, the AUN-QA also actively collaborates with other partners in the region, such as the ASEAN Quality Assurance Network (AQAN) and the SEAMEO Regional Centre for Higher Education and Development (SEAMEO-RIHED) through the signing of the Tripartite Partnership Statement to improve quality assurance in the higher education field. With these successes, the AUN-QA recognized the need to go a step further by developing “Institutional Quality Assurance” in the ASEAN region. The rationale behind this move is that now that most of the higher education institutions in the region have achieved their respective national quality assurance systems, it is time to move beyond the national system and integrate the regional standard.

2.7.2 AUN-QA Actual Quality Assessment at Program Level

AUN-QA started in 1998. The objective is as follows:

AUN-QA has been fine-tuning the AUN-QA System to support, enhance, and sustain the level of quality assurance practiced by the higher education institutions in ASEAN. This is where QA practices are shared, tested, evaluated, and improved.

On completion of the AUN-QA Actual Assessment, a university qualified with any certification status can use the relevant AUN-QA logo and certificates within

Table 2.3 AUN guidelines and manuals

| Publication year | Title of publication                                      |
|------------------|-----------------------------------------------------------|
| 2004             | AUN-QA Guidelines                                         |
| 2006             | AUN-QA Manual                                             |
| 2009             | IAI-QA Training Manual                                    |
| 2011             | Guide to AUN Actual Quality Assessment at Programme Level |

the validity period. The AUN-QA logo and certificates can only be used on corporate materials, brochures, publicity materials, the Web site, and the premises of the awarded university. The logo and certificate must be used as one entity, and no distortions or modifications are allowed.

In Southeast Asia, the AUN has led quality assurance activities at the regional level. Actual Quality Assessments are expected to be performed 24 times, on 60 programs, by December 2013 (See the [Appendix](#) of this chapter).

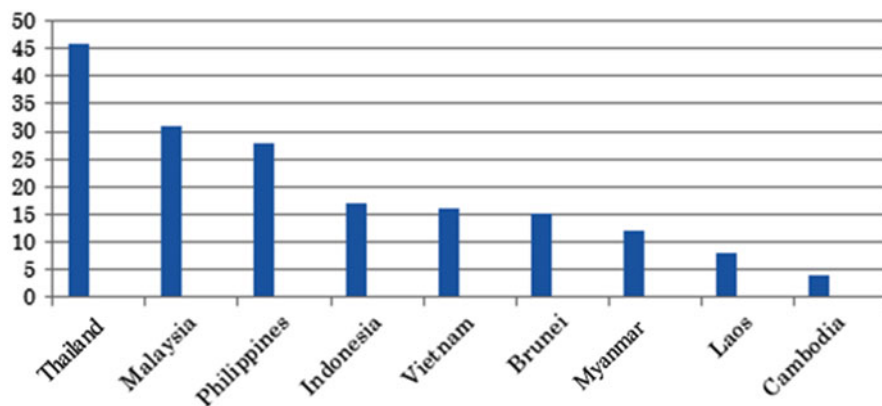
Umemiya (2008) pointed out that a notable characteristic of the AUN-QA activities is that six of the more advanced ASEAN countries with more experience and resources in quality assurance, namely Singapore, Malaysia, Thailand, Indonesia, the Philippines, and Brunei, have been providing assistance to four of the less developed and experienced partner countries, namely, Cambodia, Laos, Myanmar, and Vietnam.

## 2.8 Conclusion

This chapter examines the current trends in the regional quality assurance system for higher education in Asia. In conclusion, some problems are clarified.

Each Southeast Asian country has tried to develop a domestic quality assurance mechanism, but the stages of development vary widely. Indonesia, Thailand, the Philippines, Malaysia, and Singapore have already established their quality assurance systems for higher education, while Cambodia, Myanmar, and Laos have yet to complete their systems (Kitamura & Sugimura, 2012). This wide variation is considered to be primarily due to the enrolments in higher education institutions. The enrolment numbers vary quite widely among nations (Fig. 2.1). These differences are barriers to the development of a common framework for quality assurance.

In Southeast Asia, the AUN has implemented regional accreditation at the program level. Although this is still a trial model and has limited participation by the top universities in the region, it is a very meaningful achievement. We need to carefully observe how the situation develops in the future.



**Fig. 2.1** Enrolment ratio for higher educational institutions in Southeast Asia (2005) (UNESCO Institute of Statistics)

## Appendix: List of Actual Quality Assessments at Program Level (ASEAN University Network)

| Activity                               | Programs                                                                                                                                                                               | Host, country                                          | Timing              |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------|
| The 1st AUN Actual Quality Assessment  | <ul style="list-style-type: none"> <li>Biochemical Engineering</li> <li>Computer Aided Design and Manufacture Engineering</li> </ul>                                                   | University of Malaya, Malaysia                         | 12–14 December 2007 |
| The 2nd AUN Actual Quality Assessment  | <ul style="list-style-type: none"> <li>Applied Economics</li> <li>Chemical Engineering</li> </ul>                                                                                      | De La Salle University, the Philippines                | 11–13 August 2008   |
| The 3rd AUN Actual Quality Assessment  | <ul style="list-style-type: none"> <li>Mechanical Engineering</li> <li>Civil Engineering</li> </ul>                                                                                    | Universitas Indonesia, Indonesia                       | 10–12 December 2008 |
| The 4th AUN Actual Quality Assessment  | <ul style="list-style-type: none"> <li>Physics</li> <li>Pharmaceutical Science and Technology</li> </ul>                                                                               | Institut Teknologi Bandung, Indonesia                  | 14–17 December 2008 |
| The 5th AUN Actual Quality Assessment  | <ul style="list-style-type: none"> <li>Pharmaceutical Science</li> <li>Chemistry</li> <li>Medical Education</li> </ul>                                                                 | Universitas Gadjah Mada, Indonesia                     | 4–15 October 2009   |
| The 6th AUN Actual Quality Assessment  | <ul style="list-style-type: none"> <li>Information Technology</li> </ul>                                                                                                               | Vietnam National University, Hanoi, Vietnam            | 7–9 December 2009   |
| The 7th AUN Actual Quality Assessment  | <ul style="list-style-type: none"> <li>Computer Science &amp; Engineering Program</li> <li>Information Technology Program</li> <li>Electronic and Telecommunication Program</li> </ul> | Vietnam National University, Ho Chi Minh City, Vietnam | 10–12 December 2009 |
| The 8th AUN Actual Quality Assessment  | <ul style="list-style-type: none"> <li>Architecture</li> <li>Electrical Engineering</li> <li>Chemical Engineering</li> <li>Metallurgy and Material Engineering</li> </ul>              | Universitas Indonesia, Indonesia                       | 12–14 October 2010  |
| The 9th AUN Actual Quality Assessment  | <ul style="list-style-type: none"> <li>Chemistry</li> <li>Literature</li> <li>Psychology</li> </ul>                                                                                    | De La Salle University, the Philippines                | 22–24 November 2010 |
| The 10th AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>International Economics</li> </ul>                                                                                                              | Vietnam National University, Hanoi, Vietnam            | 6–8 December 2010   |
| The 11th AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>Biology</li> <li>Geology Engineering</li> <li>Civil and Environmental Engineering</li> </ul>                                                    | Universitas Gadjah Mada, Indonesia                     | 19–21 June 2011     |

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| Activity                               | Programs                                                                                                                                                                                                                                                            | Host, country                                          | Timing              |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------|
| The 12th AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>• Bachelor of Science in Applied Corporate Management</li> <li>• Bachelor of Science in Computer Science with Specialization in Software Technology</li> <li>• Bachelor of Science in Physics</li> </ul>                     | De La Salle University, the Philippines                | 7–9 November 2011   |
| The 13th AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>• Biotechnology</li> <li>• Manufacturing Engineering</li> <li>• Vietnamese Studies (University of Technology)</li> </ul>                                                                                                     | Vietnam National University, Ho Chi Minh City, Vietnam | 5–8 December 2011   |
| The 14th AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>• Bachelor of Science in Chemistry</li> <li>• Bachelor of Arts in English Teacher Education</li> </ul>                                                                                                                       | Vietnam National University, Hanoi, Vietnam            | 3–5 May 2012        |
| The 15th AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Management</li> </ul>                                                                                                                                                                                 | Universitas Indonesia, Indonesia                       | 9–11 October 2012   |
| The 16th AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>• Bachelor of Business Administration</li> </ul>                                                                                                                                                                             | Vietnam National University, Ho Chi Minh City, Vietnam | 12–14 December 2012 |
| The 17th AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>• Agronomy and Horticulture</li> <li>• Plant Protection</li> <li>• Aquaculture</li> </ul>                                                                                                                                    |                                                        |                     |
| The 18th AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>• Department of Agronomy and Horticulture, Faculty of Agriculture</li> <li>• Department of Plant Protection, Faculty of Agriculture</li> <li>• Department of Aquaculture, Faculty of Fisheries and Marine Science</li> </ul> | Bogor Agricultural University, Indonesia               | 22–24 January 2013  |
| The 19th AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>• Bachelor of Science in Mathematics</li> <li>• Bachelor of Science in Biology</li> </ul>                                                                                                                                    | Vietnam National University, Hanoi, Vietnam            | 23–25 May 2013      |
| The 20th AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>• English</li> <li>• Dentistry</li> <li>• Animal Science and Industry</li> <li>• Legal Science</li> </ul>                                                                                                                    | Universitas Gadjadara, Indonesia                       | 24–26 October 2013  |
| The 21st AUN Actual Quality Assessment | <ul style="list-style-type: none"> <li>• Medical Program</li> </ul>                                                                                                                                                                                                 | Universitas Airlangga, Indonesia                       | 29–31 October 2013  |

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| Activity                                     | Programs                                                                                                                                                                                                                                                                                                                                                                                                              | Host, country                                     | Timing                    |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------|
| The 22nd AUN<br>Actual Quality<br>Assessment | <ul style="list-style-type: none"> <li>• Bachelor of Arts in International Studies, Department of International Studies</li> <li>• Bachelor of Science in Mathematics with specialization in Business Application</li> <li>• Bachelor of Science in Statistics, major in Actuarial Science, Department of Mathematics</li> <li>• Bachelor of Science in Civil Engineering, Department of Civil Engineering</li> </ul> | De La Salle<br>University, the<br>Philippines     | 11–13<br>November<br>2013 |
| The 23rd AUN<br>Actual Quality<br>Assessment | <ul style="list-style-type: none"> <li>• Accounting, Faculty of Economics</li> <li>• Industrial Engineering, Faculty of Engineering</li> <li>• Psychology, Faculty of Psychology</li> </ul>                                                                                                                                                                                                                           | Universitas<br>Indonesia,<br>Indonesia            | 26–28<br>November<br>2013 |
| The 24th AUN<br>Actual Quality<br>Assessment | <ul style="list-style-type: none"> <li>• Master of Arts in English Linguistics</li> <li>• Bachelor of Arts in Linguistics</li> </ul>                                                                                                                                                                                                                                                                                  | Vietnam National<br>University,<br>Hanoi, Vietnam | 17–19<br>December<br>2013 |

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