Challenges and Opportunities of Regional Accreditation of TVET Institutions

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Scope and Contents

- Introduction & Background of APACC
- Problems and Issues in TVET Sector
- Accreditation
- Principles and Functions of Accreditation

Accreditation Design and Implementation Process

Regional Accreditation System for TVET: The APACC Model
Ordeal of Management

Whatever we do is not enough. We just have to be DOING BETTER THAN THE BEST.

Quality Management

- Means that quality mindset is in everyone.
- Each person in the TVET institution from **top to bottom**, consistently delight its publics by providing the best output and/or product possible.
To attain quality management

- Deal with change. The occurrence of change is difficult to predict.
- Assume a positive outlook to change.
- CHANGE is a potential opportunity to encourage new thinking, creativity, innovative ideas continuous improvement.
- We must not only manage change but create change as well.

Introduction and Background of APACC

Colombo Plan, born in the 1950s as the first multi-lateral aid in Asia, gave birth to the Colombo Plan Staff College for Technician Education (CPSC) in 1973, as an autonomous specialized agency and CPSC in turn, conceived APACC (at her ripe age of 31)...thus it could be considered that APACC is a third generation child of the Colombo Plan organization of nations...
Initial Legal Framework

- **CPSC Corporate Plan (2003-2008)**, Goal 1, Strategy 1.2, “to facilitate capacity building to develop Accreditation and Certification System for the Asia Pacific Region in TET”.

CPSC, being an inter-governmental international organization, is in the best position to act as a regional accrediting body for TVET institutions.

In its desire to be the glue that would bind the member countries even closer together, CPSC proposed to establish a uniform protocol to evaluate TVET systems via the Asia Pacific Accreditation and Certification Commission (APACC).
It is strongly believed that the APACC will open the doors for TVET institutions in the member countries not only for quality improvement but also increase opportunities for cooperation and collaboration.

Problems and Issues in TVET Sector
What is GLOBALIZATION?

Globalization is a phenomenon that brings change of a global scale.

Globalization

• It is the process whereby the world’s people are becoming increasingly interconnected… cultural, economic, political, technological and environmental.
• An effect of globalization is convergence.
• Convergence is the tendency for everything to become more like everything else.
Seven Global Shifts

- New Era of Global Integration
- Emergence of a Global Platform for Work
- Highly Competitive Global Market
- Emerging Global Integration Enterprise
- World Evolving into Giant Services Economy
- Knowledge Economy Demand for Global Knowledge Professions
- Trend towards IT-based Business Process Outsourcing

Source: Alejandro Melchor III, IBM

TVET Situationer

Absence of Formal National System of Accreditation or Recognition for TVET institutions

Increasing Demand for Quality TVET Graduates

FOCUS: Importance and Need for broadly accepted accreditation framework, policy and procedures
TVET system is not fully geared to provide emerging market-oriented skills leaving many graduates unemployed after completing their training programs.

The TVET sector comprises a diverse mix of planned and unplanned training courses.

There is insufficient standardization of TVET courses such that courses with the same titles have different contents, duration and training strategies and methodologies.

There is inadequacy, if not absence, of coordination between training institutions and the industries;

The integration of “employability competencies” in the curriculum and in the training courses is lacking.
**Industry (Market) Concerns**

- Inadequate level of industrial training or apprenticeship in the TVET courses
- Most industrial training programs are informal;
- Failure on the part of industries to recognize the importance of training as a competitive strategy
- Decline in artisan training

**Target Groups (Learners) Emerging Problems**

- Training courses often take place outside of any clear employment framework
- Some programs are of too short duration to impact meaningfully in the job market
- Learning programs are not generally linked with workplace requirements
Target Groups (Learners)
Emerging Problems

- Basic education and training needs have not been linked to the development of applied employability competencies;
- Entrepreneurial training is frequently divorced from TVET courses;
- There is very little help provided to the learners to find employment after obtaining qualification.

The Need for Accreditation
Current Status of Accreditation in TVET Asia and the Pacific Region

The status of accreditation is not standardized and harmonized

The absence of formal accreditation system at the national level in some countries and the lack of education and training standards at regional level against which TVET institutions can use to benchmark, analyze and evaluate its own standards, functions/roles

Where there is an existing TVET accreditation system, the implementation has been hampered by limited institutional capacities, limited funding sources, lack of skilled human resources, and other logistics to sustain efforts

Current Status of TVET Accreditation in the Asia and the Pacific Region

Widely diversified and dis-unified nature of accreditation system in the region

Accreditation procedures, policies and decisions are contrasting

Such situation results to discrepancy or gap in labor markets
High Demand for Regional Accreditation and Certification

The need for a regional accreditation and certification was therefore imperative to solve problems of producing qualified workforce, to promote harmony of qualifications, and to promote mutual recognition of qualifications.

What is Accreditation?

Assessment of an organization’s compliance with pre-established performance standards.

A voluntary process linked to incentive systems and usually forms part of a more comprehensive quality improvement and assurance effort.

A useful management tool for continuous improvement.

Uses external review and assessment of compliance with standards, focusing on organizational rather than individual performance.

A formal recognition of a program or institution by an external body, on the basis of quality assessment.
Program Accreditation

Program accreditation focuses on a study program within an institution. Each program has its own distinctive definitions of eligibility and standards for accreditation.
Institutional Accreditation

Institutional accreditation focuses on the institution as a whole, giving attention not only to the overall educational program but to such areas as:

- Vision, Mission and Goals
- Governance and Administration
- Curriculum and Instruction
- Human Resources
- Physical and Financial Resources
- Information & Communication Technology
- Institution-Industry Linkages
- Outreach and Extension Services
- Stakeholders’ Satisfaction
- Continual Improvement and Research

Principles and Functions of Accreditation

Accreditation, being both a process and a result, focuses on the continuing improvement of educational quality.
The Art and Science of Accreditation

As a process, it is a form of review in which an accrediting body establishes sets of criteria and procedures to encourage high standards of quality education among its members.

As a result, it is a form of certification or formal status granted by a recognized and authorized accrediting agency to an educational institution as possessing certain standards of quality which are over and above those prescribed as minimum requirements for government recognition based upon an analysis of the merits of its educational operations.

Basic Principles

- Accreditation is voluntary
- Accreditation is based on accepted standards
- An accredited institute has effectively organized its human, financial and physical resources
- Accreditation provides opportunities for attaining standards above those prescribed as minimum requirements
- Accreditation is a realistic appraisal of each institution’s resources and its efficient utilization.
- Accreditation provides institutional growth through continuing self-evaluation followed by peer visitation.
Objectives

- to assist prospective students in identifying acceptable institutions;
- to assist institutions in determining the acceptability of transfer credits;
- to help to identify institutions and programs for the investment of public and private funds;
- to serve as one of the considerations for determining eligibility for any assistance;
- to involve faculty and staff in institutional evaluation and planning; and
- to create goals for improvement of weaker programs and stimulate institutional growth and development
Accredited Institutions

- periodic self-studies
- evaluations
- inspections

Regional Accreditation System for TVET: The APACC Model
Steps of Accreditation

Step 1. Development of Standards

Fundamental to the process of accreditation is agreement on a set of standards sponsored by a national accrediting body, which are applied evenly to all institutions or their programs in the country. These standards, whether institutional or program accreditation, generally follow the component list for institutional accreditation. The standards for program accreditation are more discreet given their specialization.

Step 2. Self-Evaluation

The institution or program undergoing the accreditation process is asked to respond to the standards in a written report. It is typical that several months are allowed for this process to assure that the self-evaluation includes as much of the community as possible (e.g., administrative and teaching staff, students, employers, etc.).
Steps of Accreditation

Step 3. External Review
A team of experts, representative of the national TVET community (and professional community in the case of program accreditation) review the self-evaluation report prepared by the institution as compared to the standards for accreditation and visit the institution/program for purposes of evaluating the extent to which the institution/program is doing what it says it is doing.

Steps of Accreditation

Step 4. Accreditation Decision
Based on the self-evaluation and the feedback of the external reviewers, a decision is reached by the national accreditation body as to whether the institution or program is: accredited, not accredited, or is on probation for a certain period of time during which improvements have to be made.

An institution or program which is denied accreditation can experience: the cessation of public or private funding; its graduates being unqualified to enter the profession; a loss of status in the national TVET community.
Processes of Accreditation

Application → Self-Survey → External Survey → Judgment

Certification

is the process of formally acknowledging achievement or compliance
Relationship of National with Regional Accreditation

Regional Accreditation

National Accreditation

Regional Accreditation in TVET

Global Competitiveness

Sustainability through QA

National and International Issues

Industry Market Concerns

Emerging Problems

Internationalization

Universalization

Transnationalization

TVET

Regional Accreditation
APACC accreditation is an internationally recognized sign of quality

Focus: TVET Sector Quality Prestige Awards

Characteristics of APACC Accreditation

- It is voluntary on the part of the TVET institution that may want to be accredited.
- It adopts the APACC accreditation criteria as defined in a Manual.
- It is a partnership endeavor between APACC and the applying institution.
- It is governed by openness and transparency.
- It is a form of regional regulation as a value-added dimension to augment self-regulation and/or national government regulations.
- It is aimed at continual improvement leading to excellence.
- It conducts external evaluations through APACC accreditors.
- It accredits the TVET institutions which are accredited by recognized accrediting bodies at the national or sub-regional level.
Criteria/Indicators for Evaluation

Criterion 1: Governance and Management
Criterion 2: Teaching and Learning
Criterion 3: Faculty and Staff
Criterion 4: Research and Development
Criterion 5: Extension, Consultancy and Linkages
Criterion 6: Resources
Criterion 7: Support to Students

Benefits of APACC Accreditation

Accredited institutions and stakeholders enjoy the following benefits:

Q uality and employable workforce in member countries through APACC coordination among its network of institutions, agencies and other stakeholders;

P art of a regional network of quality institutions that expand schooling and learning opportunities for students;

R eceiving institutions take note of whether or not the credits a student needs to transfer have been earned from an accredited institution.

E mployer confidence on the selection of employees coming from accredited institutions.

S tatus of Accreditation is important to employers when evaluating credentials of job applicants and when deciding to provide support for current employees seeking further education;
Benefits of APACC Accreditation

T ransferability of credits earned by a student among educational institutions.

I nternational recognition of the institutions’ quality, accountability, and public trust;

G reater workforce mobility and mutual recognition of qualifications in Asia and the Pacific region;

E ligibility and reliability of TVET institutions for funding support from donors and other lending agencies;

The System of Evaluation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighted Points</th>
</tr>
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<tbody>
<tr>
<td>I. Governance and Management</td>
<td>50</td>
</tr>
<tr>
<td>II. Teaching and Learning</td>
<td>120</td>
</tr>
<tr>
<td>III. Faculty and Staff</td>
<td>70</td>
</tr>
<tr>
<td>IV. Research and Development</td>
<td>50</td>
</tr>
<tr>
<td>V. Extension, Consultancy and Linkages</td>
<td>50</td>
</tr>
<tr>
<td>VI. Resources</td>
<td>110</td>
</tr>
<tr>
<td>VII. Support to Students</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
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</tbody>
</table>
APACC Framework for Accreditation

**MODELLING**
- Build Models of TEVT in the Asia Pacific

**BENCHMARKING**
- Conduct Benchmarking
  - Site and BEST
  - Criteria: Standards

**MEASUREMENT**
- Develop metrics of Assessment
  - Formulate Measurement Systems

**DESIGN INSTRUMENT**
- Accreditation Forms and Instruments

**ASSESSMENT**
- Self-Survey Instrument
  - Documentary
  - Site Visit

**AWARDS**
- Award the Level of Status of Accreditation

**REGIONAL STANDARDS SETTING**
- General Criteria/Principles
  - Specific Performance Indicators:
    - Quantitative/Qualitative
    - Policy Statements/Procedures
    - Best Practices

**REGULATIONS**
- Synchronize with Govt. Policy
  - Guidelines and Regulation

**RECOMMENDATIONS**
- Institute Regional Policy Recommendation

**INPUT FOCUS**
- Business Processes in TEVT

**PROCESS FOCUS**
- Accreditation Manual

**OUTPUT FOCUS**
- Policy Statements/Procedure Flow

**PERFORMANCE OUTCOMES**
- Best Practices

**INDICATORS**
- Quantitative/Qualitative

**RECOMMENDATIONS**
- Institute Regional Policy Recommendation

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**Memorandum of Agreement**

**1.0 PURPOSE**
We, the undersigned, enter into this voluntary Memorandum of Agreement (MOA) concerning the support to achieve the core competencies of Accreditation and Certification for Technical and Vocational Education and Training (TVET) in the Asia-Pacific Region, including the countries in cooperation with APACC.

**2.0 TERMS & CONDITIONS**
1. This MOA is entered into by the Asia-Pacific Accreditation and Certification Commission (APACC), an international umbrella organization for regional accreditation systems in TVET.
2. The MOA will be reviewed and updated periodically to ensure its relevance and effectiveness.

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**3.0 DEFINITIONS**
- Accreditation: A process by which an organization is evaluated against established standards and criteria.
Key Points of the Agreement

“Promote the objectives and goals of APACC as mechanism for undergoing self evaluation;

Identify TVET institutions to apply for accreditation and certification by APACC; and

Tap qualified local accreditors, in addition to NCAs from the MC, for training on APACC accreditation procedures.”

• Let TVET be at the top!

• Thank you for joining us in the advocacy of making TVET as the institution of first choice for learning!
# The System of Evaluation

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Points</th>
<th>Status Awarded</th>
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</thead>
<tbody>
<tr>
<td>I (Bronze)</td>
<td>301-400</td>
<td>Accredited for two years. Barely meets threshold of the standards with deficiencies which can be improved within a period of two years.</td>
</tr>
<tr>
<td>II (Silver)</td>
<td>401-450</td>
<td>Accredited for three years. Meets standards substantially above the threshold with minor deficiencies which can be improved within a period of one to two years.</td>
</tr>
<tr>
<td>III (Gold)</td>
<td>451-500</td>
<td>Accredited for four years. Meets standards substantially way above the threshold with minor deficiencies which can be improved within a period of six months to one year.</td>
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</table>
The System of Evaluation
THE INDICATORS OF QUALITY

- **Gold**
  - **Commendations** are expressions of the demonstrated strengths of the institution, e.g., it excels in providing adequately certain inputs.

- **Silver**
  - **Affirmations** are acknowledgements of adequacy of certain inputs or provisions, healthy practices being adopted, or promising or potential achievements, but have yet to be proven or demonstrated to be successful, to deserve a Commendation.

- **Bronze**
  - **Recommendations** are suggested measures to address or improve certain identifiable elements of weakness.

The APACC Team
### SUMMARY OF INSTITUTIONS

As of October 26, 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
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</thead>
<tbody>
<tr>
<td>No. of Applicant Institutions</td>
<td>99</td>
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<tr>
<td>No. of Accredited/Visited Institutions</td>
<td>42</td>
</tr>
<tr>
<td>No. of Pending Applications</td>
<td>57</td>
</tr>
</tbody>
</table>
APACC ACCREDITED INSTITUTIONS

Gold Level
- Politeknik Kota Bharu (Malaysia)
- Politeknik Sultan Azlan Shah (Malaysia)
- Politeknik Sultan Haji Ahmad Shah (Malaysia)
- Politeknik Seberang Perai (Malaysia)
- Politeknik Ungku Omar (Malaysia)
- Politeknik Ibrahim Sultan (Malaysia)
- Politeknik Sultan Salahuddin Abdul Aziz Shah (Malaysia)

Silver Level
- TESDA Women’s Center (Philippines)
- RTC-Korea Philippines Vocational Technical Center – Davao (Philippines)
- Quezon National Agricultural School (Philippines)
- Samar National School of Arts and Trades (Philippines)
- Puerto Princesa School of Arts and Trades (Philippines)
- Lupon School of Fisheries (Philippines)
- Institute of Technology (Mongolia)
- Institute of Engineering and Technology (Mongolia)
- School of Nursing (Mongolia)
APACC ACCREDITED INSTITUTIONS

**Bronze Level**
- Polytechnic College (Mongolia)
- Construction Technology Training Institute (Pakistan)
- Bogra Polytechnic College (Bangladesh)
- Rangpur Technical School and College (Bangladesh)
- Feni Computer Institute (Bangladesh)
- Dhaka Mohila Polytechnic Institute (Bangladesh)
- International Academy of Film and Television (Philippines)
- Kabasalan Institute of Technology (Philippines)
- Regional Training Center – Baguio (Philippines)
- Jacobo Z. Gonzales Memorial School of Arts and Trades (Philippines)
- Concepcion Vocational School (Philippines)
- Southern Isabela College of Arts and Trades (Philippines)
- Balicuatro College of Arts and Trades (Philippines)

**Bronze Level**
- Cagayan de Oro (Bugo) School of Arts and Trades (Philippines)
- Agusan del Sur School of Arts and Trades (Philippines)
- TESDA Regional Training Center – La Union (Philippines)
- Alcantara National Trade School (Philippines)
- Camarines Sur Institute of Fisheries and Marine Sciences (Philippines)
- New Lucena Polytechnic College (Philippines)
- Regional Training Center – Cebu (Philippines)
- General Santos National School of Arts and Trades (Philippines)
- Dipolog School of Fisheries (Philippines)
- Arteche National Agricultural School (Philippines)
- Carmelo C. Delos Cientos Sr. National Trade School (Philippines)
- Dumalag Vocational – Technical School (Philippines)
- Aparri Polytechnic Institute (Philippines)
THANK YOU VERY MUCH

Questions?