

**Documentation of the  
INTERNATIONAL WORKSHOP AND SEMINAR ON  
QUALITY ASSURANCE AND ACCREDITATION  
Enhancing Information and  
Building Up Networks of Future Cooperation**

Yogyakarta, July 15-19, 2002

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## Preface

by CHEPMS-GMU

Quality assurance for higher education has been one of the main issues in developing the higher education system over the last decade, both in developing economic and high-income economic countries. Taking into account the cultural and historical context of a country, quality assurance should among others contribute to:

- 1 a clear understanding of the mission and vision, goals and aims of a higher education institute: How do they compare with the mission and vision, goals and aims of comparative institutions? How do they fit in with the national needs? How do they fit in with international development?;
- 1 the adequacy of the input (students, staff, resources, infrastructure) for the core activities of the institution as well as for the academic and professional requirements: How effective and efficient is the institution?;
- 1 the adequacy of both the primary process of teaching and learning (quality of the programmes) and the quality of research, if a research institute is concerned;
- 1 the adequacy of the output (learning outcomes), taking into account the knowledge, skills and attitude of the graduates and the requirements of the stakeholders and
- 1 the adequacy of the internal quality assurance mechanism.

Summarising, one may say that quality assurance should answer the following questions:

- 1 Is the higher education institution doing the right things?
- 1 Is it doing the right things in the right way?
- 1 Does it achieve what it wants to achieve?<sup>1</sup>

Recognizing the importance of quality assurance, Capacity Building International, Germany (InWent) and the Association of Universities and Other Higher Education Institutions in Germany (HRK) initiated a *Workshop and Seminar on Quality Assurance and Accreditation: Enhancing Information and Building Up Networks of Future Cooperation*. The main themes the workshop and seminar focused on were:

- (i) Policy development and basic principles of quality assurance
- (ii) Internal quality assurance, and
- (iii) External quality assurance.

In implementing the workshop and seminar, InWent/DSE and HRK co-operated with the Centre for Higher Education Planning and Management Studies (CHEPMS) of Gadjah Mada University.

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<sup>1</sup> See among others:

- 1 Kells, H.R. 1995. Responding to ambiguity: a critique of the World Bank's analysis of quality assurance. Responsiveness and equity. In: Buchert, E. and King, K., 1995. Learning from experience: Policy and practice in aid to higher education. CESO Paperback No. 24.
- 1 Vroeijenstijn, A.I., Improvement and accountability: Navigating between Scylla and Charybdis. Guide for External Quality Assessment in Higher Education. Jessica Kingsley Publishers 1995.

Workshop and seminar were held in Yogyakarta on July 15-19, 2002. The number of *workshop* participants was limited to 32, mainly from state universities, but also from selected private universities as well as universities and higher education institutions of the Asia region and of Europe. Participation in the *seminar* was open to representatives from state and private universities from all over the country. Since the workshop was scheduled earlier than the seminar, participants of workshop were invited to act as facilitators in the seminar, particularly in the parallel sessions. Altogether, about 150 participants attended the workshop and seminar in Yogyakarta.

Further inquiries regarding workshop and seminar can be addressed to InWEnt, HRK and CHEPMS-GMU.

Yogyakarta, 8 November 2002

Team CHEPMS-GMU

## **Preface** **by InWEnt/DSE and HRK**

In a joint initiative Gadjah Mada University, Capacity Building International, Germany (InWEnt – formerly DSE) and the Association of Universities and Other Higher Education Institutions in Germany (HRK) organised the workshop/seminar on *Quality Assurance in Higher Education: Enhancing Information and Building Up Networks of Future Cooperation*. As indicated by its title, one main objective in organising this workshop and seminar was to provide a platform for a truly international discussion on the various aspects of quality assurance. Challenges that universities are facing today are largely similar, despite different frameworks for higher education. Along with decreasing budgets allocated to higher education in many countries, responsibility for the quality of higher education is being shifted from the state to the individual institutions. Against the background of growing autonomy for state institutions of higher education including more flexible budgeting and personnel management, effective mechanisms of quality assurance are needed.

Giving European higher education institutions a competitive edge in the evolving global educational market and increasing student and staff mobility are two important goals in the process of harmonizing educational structures in Europe. This process is reflected in the 1999 Bologna Declaration of the European ministers in charge of higher education. The promotion of European cooperation in quality assurance with a view to developing comparable criteria and methodologies is one of its central objectives.

Recognizing the crucial importance of quality assurance in a global market for higher education, the idea of a workshop and seminar on state-of-the-art quality assurance came about. At a national level, HRK's *Project Quality Assurance* provides a central information and communication platform for all issues concerning quality assurance in higher education. Working together with quality assurance agencies, networks and associations, Project Q promotes and supports quality development in universities and other higher education institutions.

At the same time, InWEnt/DSE has gathered know-how on quality management in projects worldwide. The main focus of InWEnt/DSE's efforts is to promote the relevance of study programmes and research for a countries development mainly via inclusion of stakeholders in the discussion about quality criteria. InWEnt/DSE has been in cooperation with GMU and the Board of Higher Education since the mid nineties. They have supported a series of similar seminars and workshops in Yogyakarta. The main stronghold of this cooperation effort has been the possibility to draw on the more than a dozen members of GMU's CHEPMS who have participated in UNISTAFF, the two months' intensive university staff development programme of the Institute for Sociocultural Studies (ISOS) of the University of Kassel, InWEnt/DSE, and the German Academic Exchange Service (DAAD).

We are pleased that the idea for a joint initiative led to a workshop cum seminar together with colleagues from Indonesia, Thailand, the Netherlands and Germany. We especially welcomed the participation of our colleagues of DAAD and the German Agency for Technical Cooperation (GTZ), two organizations which in the future might play an even more important role in supporting higher education quality management efforts in South East Asia. The workshop and seminar provided an excellent opportunity to exchange ideas and information, views and opinions. One direct result of our meeting was the idea for a quality assurance network that will provide us with an opportunity to continue our exchange beyond the boundaries of this gathering.

We are confident that we can continue our fruitful cooperation in the years to come and we hope that this publication will prove to be helpful for readers interested in the topics discussed.

Bonn, 22 November 2002

Marijke Wahlers, HRK and Christoph Hansert, InWEnt/DSE

# 1. EXECUTIVE SUMMARY

## 1.1 Introduction

The Indonesian higher education system is currently undergoing large-scale reform in which management control of higher education institutions is gradually being transferred from the Ministry of Education to the universities themselves. This new system has not been fully implemented yet. The four premiere universities – University of Indonesia, Gadjah Mada University, Bandung Institute of Technology and Bogor Agricultural University – have entered the project phase, serving as “guinea pigs” in the so-called autonomy project. It is estimated that the universities will need another five to ten years to become fully autonomous. Furthermore, it is expected that within the next five years around fifteen other universities will join in the effort to become autonomous.

The new paradigm for Indonesian higher education is based on five pillars, i.e. quality, autonomy, accountability, accreditation and evaluation. As part of the new paradigm, autonomy is to go hand in hand with an increased focus on accountability. As the state loosens its grip, universities are to become responsible for their own quality and character. Quality assurance procedures, such as internal and external evaluation as well as accreditation are to be new instruments in promoting and increasing quality of teaching and research at Indonesian higher education institutions.

Universities are expected to play a leading role for society as a whole by providing moral leadership, and promoting accountability as well as transparency to the public. An important goal in the process is to establish a dialogue between higher education institutions and their stakeholders, i.e. students, parents, business and the local community. In this way the goal is furthering the relevance of university outcome.

The UGM-InWEnt-HRK workshop and seminar were held a critical point in time. In the shift from state-control to self-government the implementation of a quality assurance system is seen as crucial for the survival of higher education institutions within national and global competition.

## 1.2 Basic Principles of Quality Assurance

Statements and discussions during the workshop and seminar made clear that it is important to take into account some basic ideas and principles of quality assurance before designing a quality assurance system:

- 1 Quality and quality assurance should be in the first place the responsibility of the individual higher education institutions, although other stakeholders, such as the government, have to play their own role.
- 1 Quality assurance has different dimensions: The internal quality assurance at the institutional level, the external assessment of the core activities of an institution, the striving for improvement and accountability and finally accreditation. These dimensions should always be considered in correlation with each other.
- 1 Autonomy and accountability are two sides of the same coin. Autonomy is necessary for a

well functioning quality assurance system. However, autonomy implies accountability for quality.<sup>2</sup>

- 1 While participants agreed that there is no objective definition of quality and that quality is always "in the eye of the beholder"<sup>3</sup>, there was some discussion as to whether quality assurance requires national and international standards. It appears that standard criteria on a minimal level needs to be defined in order to guarantee quality. Even if not all institutions can be judged by the same set of criteria, a threshold level seems to be the prerequisite of quality assurance. Moreover, on the global market internationally recognized minimum standards will be required to enable graduates to move between universities worldwide and to enter international job markets. The shift towards self-governed higher education institutions worldwide will emphasize the need for a fresh approach on the recognition of academic degrees between countries to support student mobility.
- 1 The discussion about criteria and standards is closely related to the issue of quality as *fitness for purpose and fitness of purpose*. Considering the developments in Europe, one can see a change from *fitness for purpose to fitness of purpose*. Before the movement for a European higher education arena and the discussion on accreditation started, the mission of the institutions and the goals and aims of the individual programmes were the starting point for assessment. The basic question for the assessment of an institution was whether the institution was able to achieve their self-formulated goals and aims. In the light of internationalisation, however, not only the process, but also the "product", i.e. the learning outcomes are of crucial importance. Therefore the quality of graduates is also part of the assessment. This implies that Indonesian higher education institutions, on the one hand, might have to look at the quality of education within its own cultural and historical context, but on the other hand also may have to measure quality of output in the light of internationalisation. So for quality assurance there probably would be an emphasis both on the process and on the output.

### 1.3 Internal Quality Assurance

Quality assurance may be defined as continuous attention towards quality. The basic condition is a well functioning system of internal quality assurance. In the presentations during the workshop and seminar some examples have of internal quality assurance procedures have been given (Technische Universität Darmstadt and Gadjah Mada University).

Most institutions represented during the workshop had just established a new unit responsible for quality promotion and assurance. However, it became apparent during the discussions that most units were still in the planning phase and that only very few universities had already introduced concrete procedures of quality assurance. Gadjah Mada University, which has started its quality assurance project in 2002, plays a leading role in promoting the introduction of quality assurance procedures at universities nationwide. Here, GMU places the focus of its activities on education, not research, i.e. the teaching and learning process, and curricula and staff development. During the first step, the quality team meets with all departments to get an overview of study programmes.

Low staff commitment and the lack of a "quality culture" were reported as major obstacles in the

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<sup>2</sup> See among others Viceijerstijn, A.I., *Improvement and accountability: Navigating between Scylla and Charybdis. Guide for External Quality Assessment in Higher Education*. Jessica Kingsley Publishers 1995

<sup>3</sup> *Ibidem*

process. Lack of commitment is surely connected to the low salary of university staff, which forces most employees to look for additional sources of income. The obvious negative effect on the quality of teaching and research is hard to counteract. A lump-sum budget might enable universities to increase the salary of teachers by shifting items in the budget. However, the experience at private higher education institutions leaves room for mild optimism only.

Due to a lack of interest and, even more importantly, a lack of financial and human resources, universities are not always in a position to develop individual mission statements adjusted to the profile of their institution. Typically, study programmes do not mirror the needs of the local community but are mere clones of study programmes nationwide.

Summarising the discussion one can say that:

- 1 internal quality assurance is and should be an activity of all staff members in an institution and not only an activity of the central administration.
- 1 one has to solve the question of how to convince staff members about the importance of quality assurance and of how to create a greater quality awareness?
- 1 quality assurance is time consuming and costly. One has to find possibilities, which do not overload the institution as a whole and the individual staff members.
- 1 it is important for Indonesian institutions to implement internal quality assurance procedures. This has to be done in such a way that all staff members can endorse it. One might start simple and try to create quality awareness first.
- 1 based on experiences at Technische Universität Darmstadt, it is advisable to start with the "strongest departments" of an institution when introducing measures of quality assurance.

#### **1.4 External Quality Assurance**

The presentations, showing current developments in Europe and Thailand, stressed the importance of external quality assessment (EQA). The main functions of EQA should be:

- 1 to help institutions to improve their quality and
- 1 to provide accountability regarding quality to the stakeholders.

External quality assessment will be in the first instance an assessment of the quality in the light of *fitness for purpose*. However, the EQA might be finished with accreditation. Accreditation can be defined as a formal decision based on an overall assessment of the higher education institution or its core activities, showing that the institution or its core activities meet a certain threshold quality and certain threshold requirements. The core problem is who is setting the standards and who is checking the standards.

In the discussion, it was hinted at the specific problem of the role of the professional bodies in external quality assurance. Quality assurance in professional programmes is an area of potential conflict between professional educators and professional regulatory bodies. Although both, professional bodies and tertiary institutions have derived mutual benefits from the placement of professional education in tertiary institutions, there are many complex negotiations between professional bodies and tertiary institutions. The professions attempt to exercise their control over the license to practice, while tertiary institutions wish to develop course breadth, intellectual

challenge, and the critical ability of students within professional education. The matter of professional accreditation is a topic of debate. Although the purpose of monitoring by professional bodies should lie in the protection of the public by assuring the quality of programmes and graduates, some of these bodies also act to define territory and to protect employment, status, and income.

Another topic of concern was the role of the National Accreditation Council and the Board of Higher Education in quality assurance. Accreditation and evaluation/selection have different end objectives, and therefore it is considered necessary to have both by design. Accreditation functions principally as a mechanism to establish a minimum acceptable quality, whereas evaluation under a competitive scheme is focussing far more in-depth on institutional capacity and managing quality improvement programmes. To lighten the burden of the institutions, however, co-operation in the field of external quality assessment should be enhanced.

A question discussed during the workshop was whether external quality assessment and accreditation should be carried out at the institutional or the programme level. In the opinion of the participants, accreditation should aim at assessment at the programme level (subject area) in the beginning. Successively, when both, an internal quality assurance system and an external quality assessment system have been well established, the attention might change towards institutional accreditation.

## **1.5 Follow-Up**

During the workshop and seminar concrete follow-up activities have been discussed. The following has been agreed upon:

- 1 The workshop/seminar participants have set up a network for quality assurance, which will provide a platform to exchange information and to co-operate on quality assurance issues. The network will function as a multiplier of information as well as a "window" to the international arena. Gadjah Mada University has agreed to establish an internet platform for the network along with the documentation of the workshop and seminar.
- 1 From the above-mentioned network, a consortium of universities has agreed to share experiences and to try to develop a manual for internal self-evaluation of higher education institutions.
- 1 The National Accreditation Board and the Board of Higher Education have agreed to develop a joint evaluation form as well as a manual for external evaluation. A joint model form will help to establish a discussion on national standard criteria for evaluation. Furthermore, the National Accreditation Board has agreed to hold a workshop together with representatives of higher education institutions and the accreditation bodies as a follow-up on how to make self-evaluation reports easier.
- 1 The Asian University Network for Quality Assurance, which was established in the year 2000, will be an important partner in promoting quality awareness in Asian countries. Chulalongkorn University in Bangkok, which is leading the network, is offering courses to train potential quality assurance staff at universities.

## **1.6 Conclusion**

The UGM-InWENT-HRK workshop and seminar were held at a time of reform for the higher education system of Indonesia. In the shift from state-control to self-government the implementation of quality assurance measures is crucial for the survival of higher education institutions within national and global competition. This timely workshop and seminar intended to promote quality awareness among university staff concerned with the introduction of quality assurance procedures at their home institution with a wealth of models and suggestions for implementing quality assurance procedures. The workshop and seminar offered the possibility to exchange information and experiences and contributed to enhancing quality awareness. Participants of the workshop and seminar are expected to act as multipliers in their own institutions. Here the newly established network for quality assurance at Indonesian higher education institutions will play an important role.



## **2. WORKSHOP PRESENTATIONS**

### **2.1 Objectives of Workshop and Seminar**

The workshop and seminar aimed at presenting a platform for experts to exchange information nationally as well as internationally on how systems of quality assurance are developed and set up, how evaluation is carried out and how networks for quality assurance can be established. For the workshop, three main topics were chosen:

- (a) Policy Development and Basic Principles of Quality Assurance,
- (b) Internal Quality Assurance, and
- (c) External Quality Assurance.

For the main presentations, resource persons from Indonesian higher education institutions with experience in quality assurance and accreditation were invited. Experts from Germany, the Netherlands and Thailand acted as international resource persons. On the Indonesian side, the Directorate General of Higher Education (DGHE), the Board of Higher Education (BHE) and the National Board of Accreditation (NBA) were additionally invited. All are institutional bodies of the Minister of National Education of the Republic of Indonesia.

The invited speakers shared their experiences in the plenary sessions of the workshop while in the parallel discussion sessions, participants were able to discuss the contributions and develop their own system of quality assurance applicable to their respective institution. The same method was used in the seminar, with workshop participants acting as facilitators.

Outside the main workshop and seminar programme, participants had an opportunity to explore their ideas concerning the development of quality assurance procedures as well as the mechanism and procedures of accreditation with the resource people in a series of informal meetings, receptions, dinners and including, among others attending the traditional Ramayana Dance performed outdoors.

### **2.2 Policy Development and Basic Principles of Quality Assurance**

#### **2.2.1 Quality Assurance in the Higher Education Strategy**

Bagyo Y. Moeliodihardjo, Board of Higher Education

In his presentation, Bagyo Y. Moeliodihardjo stressed that quality, autonomy, accountability, accreditation, and evaluation are the five pillars of the new paradigm for Indonesian higher education. The higher education system is currently undergoing a large-scale reform in which management control of higher education institutions is gradually being transferred from the Ministry of Education to the universities themselves. The new system has not been fully implemented yet. The four big universities – University of Indonesia, Gadjah Mada University, Bandung Institute of Technology and Bogor Agricultural University – have entered the project phase, serving as “guinea pigs” in the so-called autonomy project.

The universities will need an estimated five to ten years to become fully autonomous. He proposed that within the next five years about fifteen other universities should also join in the effort to become autonomous. While autonomy includes the management of a lump-sum budget and the raising of third-party funds, the Director General promised that the state would still fulfill its responsibility by funding the public universities.

As part of the new paradigm, autonomy is to go hand in hand with an increased focus on accountability. As the state loosens its grip, universities are to become responsible for their own quality and character. Quality assurance procedures, such as internal and external evaluation as well as accreditation are to be new tools in promoting and increasing quality of teaching and research at Indonesian higher education institutions. Here the universities are to play a leading role for society as a whole by providing moral leadership, and promoting accountability as well as transparency to the public. An important goal in the process is to establish a dialogue between higher education institutions and their stakeholders, i.e. students, parents, business and the local community.

Under the national strategy (KPPT-JP 2002-2010) that is currently being developed, the role of the government will be shifted from regulating to facilitating and enabling the institutions. Each institution is responsible for its organizational health, whilst the government is responsible for the organizational health of the entire system. In this way, the government is still responsible for protecting the public welfare. Although autonomy provides more flexibility to institutions for generating their own funds, the government is still responsible to fulfil its constitutional responsibility of providing subsidies and investment through various performance-based funding schemes.

In order to balance the government's demand for accountability of the universities, the institutions need to be granted a sufficient level of autonomy, i.e. university autonomy and academic freedom.

In the context of quality in higher education – due to a wide diversity of mission, environmental context, challenges, and stage of development – a national benchmark for quality has to be carefully studied and assessed to be feasibly developed and implemented.

As mentioned before, two of the five pillars in the new paradigm are evaluation and accreditation. These pillars reflect the quality assurance measures implemented in the national strategy. Evaluation may be seen as a quality assurance measure that has to be implemented internally, within the organization, whereas accreditation might be seen as the equivalent of public accountability. A quality assurance system should be internally motivated rather than being externally enforced upon the higher education institutions by means of a regulatory framework.

### **2.2.2 Quality Assurance in Europe: Background and State of the Art**

Drs. Ton Vroeijenstijn, Association of Universities in the Netherlands (VSNU)

Ton Vroeijenstijn's contribution started with a short history of the development of quality assurance and external quality assessment in Europe. Before 1985, European universities did not have a tradition of external quality assessment (with the exception of professional accreditation in the UK). At the end of the 20<sup>th</sup> century, however, most countries in Europe had introduced a system of external quality assessment.

Looking at the current developments in quality assurance in Europe, a big change is noticeable. While in the last decades of the past century, quality assurance agencies in Europe did not like to use the word accreditation; nowadays accreditation has become a hot topic in such discussions. The Bologna Declaration of 1999 led to a big change in quality assurance of higher education in Europe. To make European higher education more attractive and competitive compared to other parts of the world, 29 Ministers of Education decided upon a number of measures to make the higher education system more transparent. By introduc-

ing two main cycles, the Bachelor and the Master degree, a system of easily readable and comparable degrees shall be developed. Here, quality assurance plays a key role. One of the consequences of this process is the transformation of nationally oriented quality assurance systems into systems with a European dimension.

Until 1999, most quality assurance systems in Europe were aimed at improvement and accountability. The approach in external quality assessment was "fitness for purpose". This meant that the mission of the institution and the goals and aims of the programmes (subject areas) were taken as the starting point for assessment. The system was not standard-oriented. The main question was: "Is the institution able to achieve the formulated goals?"

The 1999 Bologna Declaration set new requirements for quality assurance. For the sake of easily readable degrees and equivalence of programmes, the need to not only look at the *fitness for purpose*, but to also assess the *fitness of purpose* emerged. This meant a shift towards criterion-based assessment. Although neither the Bologna Declaration nor the Prague Communiqué, as a follow-up of Bologna, mention accreditation in any way, in many countries there is now a lively discussion about the use of an accreditation system.

While so far, most quality assurance agencies in Europe were set up to meet national needs, the necessity to meet international needs has emerged. A European dimension in quality assurance is needed. Accreditation in fact signifies a quality label with a value on the European market, showing that programmes meet certain threshold requirements.

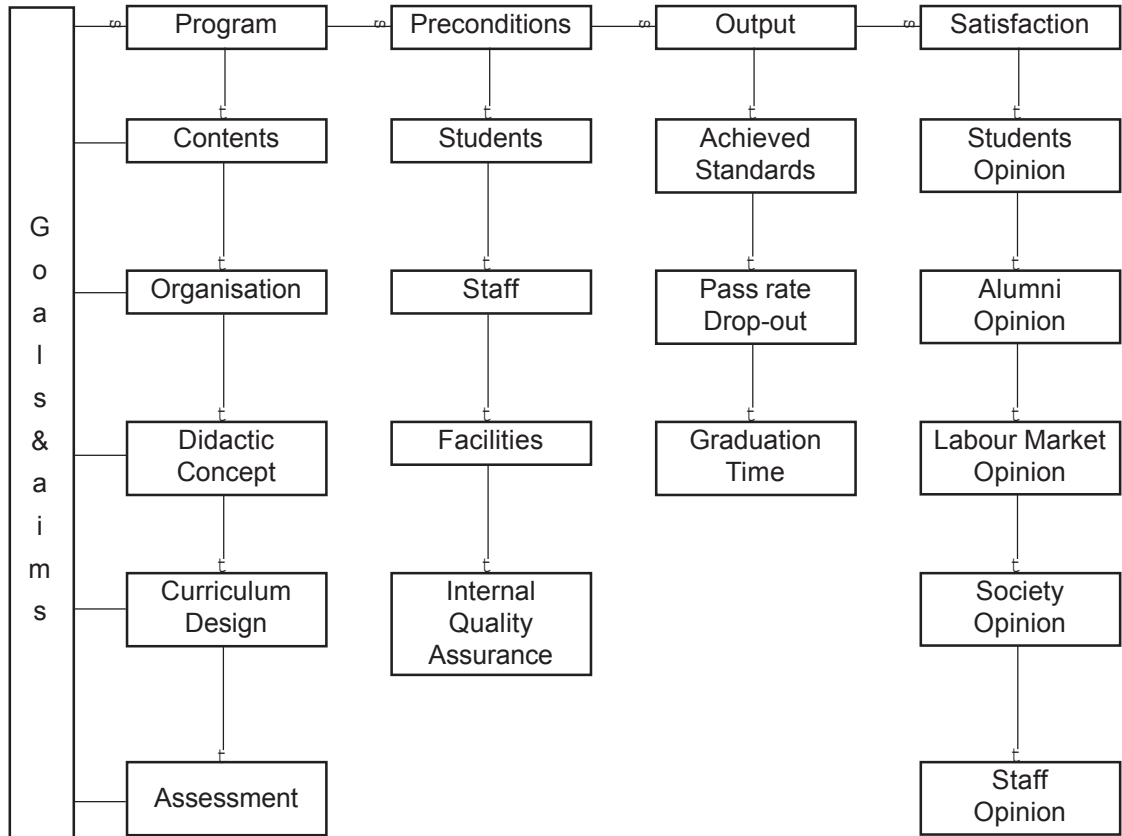
To make quality assurance in Europe more transparent, comparable and equivalent and to assure the value of the quality label, it will be necessarily to develop:

- 1 Descriptors for Bachelor and Master programmes (BaMa-descriptors)  
One of the aims of the Bologna process is that a student may complete the Bachelor degree in one country, attain a masters degree in another country and do his/her doctorate in a third country. Thus, it is necessary to agree upon the level of a Bachelors and Masters degree. This implies that the descriptors discriminate clearly between Bachelors and Masters degrees and that they are equivalent within the European Higher Education area. A first step towards common descriptors has been achieved with the so-called Dublin descriptors in the framework of the Joint Quality Initiative, in which experts from about twelve European countries are currently participating.
- 1 Benchmark standards for the subject areas  
As the BaMa descriptors provide information at a highly abstract level only, it is necessary to complement the descriptors with standards for each subject area. This can only be done by experts in the field. Good examples are the benchmark standards as formulated by the QAA in the UK or the outcome of the so-called Tuning Project. Benchmark standards are not to be regarded as objective standards fixed for higher education in general, but indeed as a benchmark for one's own standards, to see how far one meets internationally accepted standards. Benchmark standards are points of reference. Every quality assurance system should have a good procedure for benchmarking its own learning outcomes.
- 1 A benchmark quality model  
Every country has its own quality assessment system, based on national needs. Al-

though there are differences, these systems also have a lot in common. If the quality label (= accreditation) is effective, it will be necessary to assess quality in a comparable way. Therefore, it is important to use a basic quality model. Based on an analysis of several manuals and protocols in use for external quality assessment of programmes, the following basic model might be developed. It could be a good starting point for discussion.<sup>4</sup>

1 An accreditation framework

If the quality label is expected to have European value, the criteria for providing



Quality model for educational activities

<sup>4</sup> The explanation of the model can be found in Vroeijenstijn, A.I., Manual for self evaluation at programme level, 3rd draft May 2001. If interested to receive it, one might send an e-mail to Vroeijenstijn@vsn.nl

accreditation should be clear. The quality label should have an intrinsic value. This means that there should be a general accepted idea about basic quality.

It will take time before all European countries agree upon the BaMA descriptors, the benchmark standards, the quality model and the accreditation framework. However, in the mean time, this might have an impact on the development of quality assurance in Indonesia. Although one has to start with national needs, it is important to take the international dimension and international developments into account as far as possible. This means taking into account what was said about the developments in Europe and considering its possible implications for Indonesia.

### **2.2.3 Quality Assurance Policy in Thailand**

Prof. Damrong Thawesaengskulthai, Chulalongkorn University Thailand

Chulalongkorn University (CU) as a higher education institution has realized that quality is important and CU tries to achieve high quality. The objectives of the implementation of quality assurance procedures for Chulalongkorn University are the following:

- 1 to attain academic excellence and a global acceptance;
- 1 to build a quality assurance system for each activity within a CU-QA standard;
- 1 to play a leading role in coordinating quality assurance activities; and
- 1 to initiate cooperation through the Quality Assurance Alliance Board.

In order to achieve these objectives, CU has six strategies, namely:

- 1 to invite universities from within Thailand or from overseas to join the Quality Assurance Alliance Board Committee;
- 1 to form agreements on mutual recognition of quality assurance systems;
- 1 to establish an external auditing programme of QA for alliance universities for continuous improvement;
- 1 to set up exchangeable QA activities such as internal and external auditing;
- 1 to strengthen our power of protection from unexpected crises; and
- 1 to arrange national and international conferences on various QA topics.

CU's policies for quality assurance are:

- 1 to encourage institutional units to develop their own quality assurance procedures in accordance with the National Educational Act of 1999 and in conformity with the CU Bill;
- 1 to develop a QA Standard as a guideline and award certificates to individual institutions;
- 1 to encourage internal and external assessment;
- 1 to encourage exchangeable procedures at national and international levels within the QA Alliance; and
- 1 to ensure that every unit succeeds in fulfilling the QA standards by 2002.

Quality means a standard set of criteria that fulfil the expectations of the university and the stakeholders. University QA criteria shall include the areas of teaching & learning, research, administration & supporting services, academic services, student affairs, finance & budgeting and audit/assessment. Chulalongkorn University has a standard for quality assurance: It comprises the criteria which are called 9++, i.e. they conform with the nine aspects of the Thai national QA standards while the ++ refers to additional standards of the university

itself as well as international criteria for quality assurance.

## **2.3 Internal Quality Assurance**

### **2.3.1 Quality Assurance in Gadjah Mada University: Concept and Implementation**

Toni Atyanto Dharoko, Gadjah Mada University

Gadjah Mada University (GMU) has about 55,000 students and an average new enrolment of more than 10,000 students per year. This complicates the academic management. Students enrol in undergraduate and graduate programmes, in over 18 faculties. GMU has 2,344 academic staff and 2,260 administrative support-staff to run its academic programmes. In 2002, Gadjah Mada University committed itself to introducing quality assurance procedures, focussing on the teaching and learning process.

The implementation of quality assurance procedures in GMU has been designed as an integral part of continuous quality improvement. It was designed to be acceptable and workable for all study programmes. Three major components determine the concept of the organization of quality assurance procedures. A quality standard can be achieved by strong commitment at all levels, by clear and informative documentation, a clear organization and clear procedures. Quality assurance should cover the areas of "Tri Darma Perguruan Tinggi" which are education, research and services. This principle should be emphasized in the input, process and output that are directed to the desired outcomes. Besides the internal quality assurance system as an internal effort for continuous quality improvement, the National Accreditation Board plays an important role.

Quality assurance is a challenging and an expensive process, therefore it must be backed up with long-term commitment and be supported on all levels. Procedures for implementing quality assurance should always be clear, understandable and simple. The most important aspect of all quality assurance procedures is not the final report, but mainly the process of quality assurance itself. Evaluation becomes an important aspect of internal quality assurance and should stimulate interaction and communication among staff and students based on the sharing of ideas, opinions, experiences, expectations, opportunities and obstacles.

### **2.3.2 Internal Quality Assurance at TU Darmstadt**

Prof. Dr.-Ing. Johann-Dietrich Wörner, Technische Universität Darmstadt, Germany

Within the last 10 years a quality management system has been established at Technische Universität Darmstadt (TUD), consisting of the following actions:

- 1 Internal action at the departmental level;
- 1 External action at the departmental level in co-operation with TU Karlsruhe, University of Kaiserslautern und ETH Zürich;
- 1 Benchmarking on a national scale with several German universities of technology;
- 1 Ad-hoc benchmarking on a European scale with ten European universities of technology; and
- 1 Accreditation activities.

In regard to the first item, a university-wide action plan was introduced some ten years ago. All departments had to write a report about their internal procedures and activities to en-

hance the quality, especially in teaching. The report had to cover several predetermined subjects and could be expanded by departmental decision. The report had to represent the viewpoints of different groups, i.e. professors, students und assistants. After its completion the report had to be officially confirmed by the department. The next step was to discuss it either in the academic senate or another respective committee. This internal report was the first basic step towards an external quality management system.

The internal evaluation is understood as an instrument of quality enhancement rather than just quality control. Therefore, it is important to point out weaknesses and to define counteractions rather than trying to demonstrate strong aspects of the study programmes. The above-mentioned actions have been introduced very successfully at TUD, especially with respect to the target of quality enhancement.

### **2.3.3 Staff Development and Quality Assurance at Universities**

Wisjnu Martani, Gadjah Mada University

Based on a system approach, one may distinguish three elements in the teaching-learning process in higher education: input, process and output. The quality of the process depends on the curriculum, the staff-student ratio and the quality of the staff. Staff quality is mostly seen as the number of academic staff that earned a Masters or PhD degree. In order to assure quality, however, it is not sufficient to increase the number of staff with higher academic degrees. Staff members also have to develop a mastery in teaching and learning. Based on that assumption, staff development is needed. Through staff development, staff members will develop their capacity in teaching and learning, in research, public services, managerial skills, and in turn impact the quality of a higher education institution.

### **2.3.4 Organizational and Staff Development in Quality Assurance Cooperation ISOS-DSE-DAAD**

Prof. Dr. Michael Fremerey, Director of ISOS, University of Kassel, Germany

Competition regarding funds, markets, qualified students and staff has triggered a world-wide debate on quality in higher education. This has taken on the character of a "quality disease". In view of deviating definitions of quality, a consensus on how to assure quality or even how to improve quality is most unlikely to be achieved. Any scheme of quality assurance or improvement must necessarily be selective and thus imperfect. There are different dimensions of quality. The three approaches are the evolutionary approach, the constructivist approach and the managerial approach. A combination of these three approaches has been adopted in the preparation of the UNISTAFF programme of ISOS, University of Kassel, Germany.

The University Staff Development Program has three main modules:

- 1 The module *Organization Development* consists of organizational dynamics in team work, the “learning team”, images of organizations, management of change, and quality management. In this module participants will trigger their function as part of an organization, and learn how to achieve and manage quality.
- 1 The module *Teaching and Learning* comprises innovation in teaching and learning, student-teacher interaction, organizing quality in teaching and learning, and quality assurance in teaching and learning.
- 1 The third module is concerned with *research management*. Some topics included in this module are: Research in academic work, scientometrics, research management, and participatory action research. It can be clearly seen that the UNISTAFF program is very useful for developing the knowledge of staff members in higher education institutions, for increasing their capability. Science and technology will be conducted more smoothly, and in turn, this will support quality.

The UNISTAFF evaluation of the 1994-1999 courses has proved that the course is very successful in preparing participants for leadership roles in their respective organizations. Many participants have risen to positions as senior advisors – formally or informally – of university administration supporting their reform efforts. In some case they even have been elected rectors or vice rector.

UNISTAFF’s outreach activities, co-organized by ISOS and InWENT/DSE, in Central America, Iran, the Philippines, and East Africa together with high-level dialogue events in Germany in cooperation with HRK have been crucial to further institutional reforms and exchange of good practices in quality management around the world.

## **2.4 External Quality Assurance**

### **2.4.1 A Framework for Quality Assessment**

Prof. Dr. M.K. Tadjudin, National Accreditation Board, Indonesia

There are many concepts concerning quality. Ishikawa defined quality as achieving customer satisfaction. It can be formulated that customer satisfaction equals quality offered equals customer expectation. A quality assurance system is a system, which declares, executes and fulfils its promises, and strives for continuous quality improvement.

Quality assurance procedures include evaluation or review, audit, assessment, and accreditation. There is a distinction between quality audit and management audit. A quality audit is particularly concerned with procedures and processes assuring quality, implicitly assuming that quality will be delivered if all procedures are in place. In addition to the afore-mentioned aspects, a management audit takes further aspects of general management, policy, and policy making into consideration. Accreditation is a formal decision based on an overall assessment of an institution’s core activities, and will have consequences.

In the context of higher education, any effort for quality improvement should start with a self-evaluation exercise. Key areas assessed in the exercise include input (environmental,

instrumental, and raw), process (management and educational management), and output (quality of education, research, and public services). The assessment is carried out through desk evaluation, site visits, and evaluation by peers.

Aspects reviewed comprise appropriateness, adequacy, relevance, efficiency, sustainability, selectivity, productivity, effectiveness, and academic atmosphere. Quality is assured when the internal (leadership commitment, staff motivation, and institutional integrity) and external aspects of quality (stakeholder interest and value system) are in place.

The Indonesian accreditation system has an adequately strong legal basis, i.e. the Education Law, government regulations, and ministerial decrees. Currently there are 9,754 study programmes, which have completed the accreditation process.

#### **2.4.2 Quality Assurance in Germany: A Case Study**

Dr. Angelika Schade, German Accreditation Council, Germany

In Germany the Federal States (*Länder*) are responsible for the recognition and licensing of higher education institutions, i.e. the universities and universities of applied sciences (*Fachhochschulen*). Furthermore there are additional procedures exercised similar to what in other countries is known as institutional accreditation: The inclusion by the German Science Council (*Wissenschaftsrat*) of a higher education institution in the list for buildings and large equipment funding, the institutional accreditation of private higher education institutions by the *Wissenschaftsrat* and the admission to the Association of Universities and other Higher Education Institutions in Germany – *Hochschulrektorenkonferenz (HRK)*.

Higher education institutions and the *Länder* share responsibility for the content and organisation of studies and examinations as well as for the quality of higher education training. Consequently, standards for study courses and degrees as well as their mutual recognition have been guaranteed for a long time by framework specifications for studies and examinations (*Rahmenprüfungsordnungen*), which were jointly determined by the *Länder* and the higher education institutions. Experience has shown that the enactment of these framework examination regulations has proven to be an extraordinarily ponderous procedure, often taking many years and producing results which, at the time when they finally came to be adopted, had already been overtaken by new developments and therefore proved to be counterproductive, especially with regard to study opportunities competing in the international market.

The need to follow international developments and growing quality assurance awareness called for a change of paradigm. Based on the recommendations of *HRK* and *Wissenschaftsrat*, work has been proceeding since the mid-1990s on introducing coordinated evaluation procedures for teaching with the goal of increasing transparency, strengthening institutional responsibility, supporting higher education institutions in the introduction of systematic quality-promoting measures as well as advancing the profile, image and competitiveness of German higher education.

Since the beginning of 1998 the HRK executes a national programme to enhance the exchange of information and experience in the field of quality improvement measures in Ger-

man higher education – the Quality Assurance Project – across the Federal States. Moreover, during the last few years evaluation agencies have been established on regional level. Besides the above-mentioned activities, departments in many higher education institutions have started evaluation initiatives using different approaches and different perspectives.

With the amendments to the German Framework Act for Higher Education (HRG) of 1998, which opened up Germany's higher education system for the implementation of developments and realisations acquired at a European level, Germany's higher education institutions were given the opportunity, initially for a test phase, to introduce degree courses leading to the general internationally recognised academic degrees, namely Bachelors and Masters degrees. This process specifically aims to raise the flexibility of the range of study opportunities offered, improve the international compatibility of German degrees, and thus increase student mobility and demand among international students for study places in Germany.

The introduction of two-cycle, differentiated degree courses equipped with a highly adaptable and very flexible content and time structure so as to allow the institutions to better meet the various and constantly changing demands of science and education, of professional practice and of the students, called for quicker and more flexible procedures for quality assurance than those that have previously been in place. In order also to be able to provide the higher education institutions with the necessary freedoms required for the implementation of higher education reforms, the past system of detailed state control was revoked. For example, the detailed provisions relating to framework examination regulations were dropped and accreditation as a new means of quality assurance was introduced. Accreditation aims to guarantee the national and international recognition of (academic) degrees and, at the same time, to provide higher education institutions, students and employers with a reliable guide to the quality of study programmes and degree courses.

### **2.4.3 External Assessment in Funding Mechanism**

Prof. Dr. M. Makin Ibnu Hadjar, Board of Higher Education, Indonesia

Continuous quality of higher education can be achieved by implementing the four pillars, i.e. autonomy, accountability, accreditation, and evaluation, formulated in the new paradigm concept. The corollary of autonomy is accountability, thus universities must be accountable for their quality. Quality assurance plays an essential role in the materialization of university accountability for quality.

In principle, quality assurance has an endogenous motivation. However, its actualisation can be speeded up. And indeed, the Directorate General of Higher Education has been making efforts in accelerating this internal motivation. Financial support through competition is believed to be a powerful and effective means to encourage universities in conducting quality assurance that, in turn, will result in continuous quality.

Good competition needs a credible proposal review and selection process. The Board of Higher Education through its Education Council has proven that the process conducted has been objective, transparent, and without conflict of interest.

After a brief introduction about the new paradigm, the presentation outlined and discussed instruments, i.e. pioneer higher education development projects used in its implementation, good practices in review and selection processes as well as the implementation of periodical monitoring and evaluation activities, and approaches to formulas used in performance-based funding mechanism.

### **3. OUTCOMES OF THE DISCUSSION AND FOLLOW-UP**



After the plenary presentations, the individual topics were discussed in small groups. Lead-ins for the discussions were the presentations as well as some questions formulated beforehand. The following summary is based on the outcomes of the group discussions. The primary topics of the workshop/seminar provide the format for the summary.

### 3.1 General Framework

**Global environment.** In entering the 21<sup>st</sup> century, a global economy characterised by the movement to a market-oriented economic structures will continue. Transformation to a service-oriented economy combined with a more intensive application of high technology is a focus of development. Knowledge becomes a key factor in the development of the global economy.

**Role of higher education.** Higher education has a central role in the creation of the intellectual capacity on which knowledge production and utilization depend. The promotion of lifelong learning practices are more and more becoming a must for updating one's knowledge and skills. At the same time, new types of higher education institutions and new forms of competition appear, forcing traditional institutions to change their modes of operation and way of delivering. Higher education institutions should take advantage of opportunities offered by the new information and communication technologies. Therefore, challenges for higher education development are not only to construct knowledge economies but also to respond to the needs of a democratic society.

**The new paradigm.** In facing the challenges of the globalisation era, the government of Indonesia, cq: Directorate General of Higher Education (DGHE) introduced a new concept of higher education management, namely The New Paradigm, in 1994. The main philosophical background for the paradigm is that universities are expected to provide moral leadership in supporting national development. The new paradigm is based on five pillars, i.e. quality, autonomy, accountability, accreditation and evaluation and has been used as a national strategy in Indonesian higher education since 1995. Different implementation schemes are required for each level of the management hierarchy, i.e. the central authority, universities, academic units within each institution, and individuals.

**Autonomy and accountability.** Each country has a unique tradition, a particular environment as well as specific issues. However, the common feature in order to face global challenges is the need to reform higher education. Issues such as a limited national budget allocated for higher education, decentralization of organization and administration and increasing independence from the central government by introducing the concepts of autonomy and accountability have become the focus of attention for governments in higher education reform. Within this concept, autonomy is the prerequisite for universities in order to act as a moral force in society, while accountability reflects the credibility of a university in using public funds. Therefore, autonomy and accountability are considered to be two sides of the same coin, generally regarded as a basic consideration in the reform process. Structural adjustments in administration and organization, academic direction and funding mechanisms are the main focus in implementing the reform.

The four most established universities, University of Indonesia (UI), Bogor Agricultural University (IPB), Gadjah Mada University (UGM) and Institute of Technology of Bandung (ITB), have the reputation and potential to become a moral force in society. The government has invited them to submit a plan for autonomy. It has been realized that the implementation of a new public management policy will be more difficult and complex in other universities. Establishing a new university has to become easier and simpler. However, the objective of the adjustment is not merely a structural one. It has a much larger mandate: preparing the universities to become a moral force.

**Evaluation and accreditation.** Evaluation and accreditation are the main elements of a quality assurance system. Evaluation reflects the quality assurance system implemented inside the institution. Accreditation on the other hand reflects the external element and concerns public accountability since an external party assesses the performance of the institution. The implementation of quality assurance procedures therefore primarily depends on the internal motivation of the higher education institution and should not be forced upon them.

In a healthy higher education institution, a quality assurance system is imbedded within its standard practices. If one applies a similar system to the university management, universal standards will be the first choice, rather than measuring the quality of graduates. The opinion has been expressed that the development of a yardstick to measure the quality of graduates falls under the auspices of professional associations, representing the stakeholders and employers. However, this will not always be the case. Also the university has a responsibility for the quality of its graduates and has the duty to assess quality, in order to know whether it fulfils the requirements of the profession.

As far as Indonesia is concerned, earlier pilots such as the Development of Undergraduate Education (DUE), Quality of Undergraduate Education (QUE), DUE-Like and Technological and Professional Skills Development Sector (TPSD) projects could provide extremely valuable lessons in the process of developing a guideline for a good quality assurance system.

### 3.2 Quality Improvement and Quality Assurance

**Policy and Development.** Learning from the policy and development of quality assurance in Europe and Thailand, it can be highlighted that accountability has to reflect the quality of higher education products. The state has a responsibility to its citizens to assess the capacity of its higher education system. Institutions have to respond to the substantial changes that are likely to come in the future. To prepare for these changes, it is advisable that the government asks several fundamental questions about the state's higher education system as a whole, not only about particular institutions or their organization.

- a. What does the nation and society need and what does it expect of its colleges and universities, both public and private?
- b. What factors (economic, demographic, technological, etc.) are likely to influence future needs and expectations?
- c. How well does the current performance of colleges and universities meet state and public needs and expectations? (gaps in program offering, accessibility, quality, etc.)
- d. Is there a gap between higher education performance and societal needs and what options are available to remedy the situation?

**External quality assurance.** Quality assurance in professional programs is an area of potential conflict between professional educators and professional regulatory bodies. Although both professional bodies and tertiary institutions have derived mutual benefits from the placement of professional education in tertiary institutions, there are many complex organisations between professional bodies and tertiary institutions. The professional attempt to exercise their control

over the license to practice, while tertiary institutions wish to develop course breadth, intellectual challenge, and the critical ability of students within professional education. The matter of professional accreditation is a topic of debate. Although the original purpose of monitoring by professional bodies is the protection of the public by assuring the quality of programmes and graduates, some of these bodies also act to define territory and to protect employment, status, and incomes.<sup>1</sup> Watson<sup>2</sup> identified five areas of diverging views between tertiary institutions and professional bodies, i.e. entry requirements, cohort progression/identity, inculcating culture, exit standards, and labour supply.

Accreditation aims at quality assurance through external review and accountability to the society. It has three main functions:

- 1 assurance of quality of institutions and programmes,
- 1 improvement of institutions and programmes that already meet basic standards through increased focus on goals and achievements and
- 1 public certification of the quality of an institution or programme, enabling programmes or institutions to receive public funds, meet legal requirements for licensure, and provide, in part, a basis for decisions about the transfer of credits.

Therefore an accreditation body should not only act as an external assessment agency but also as a quality assurance agency for the maintenance of acceptable quality standards, both in teaching and in research, commensurate with an institution's agreed role and mission. Besides carrying out quality assurance and assessment work, an agency also has the tasks of benchmarking and conducting studies needed for developing and maintaining a qualification framework.

The responsibility for quality and quality assurance of academic activities should primarily rest with the institutions themselves. Institutions should be committed to work on continuous improvement of teaching and research as well as achieve the highest standards of research and service appropriate to its role and mission. However, an independent external quality assessment body has an important role to play in assuring the quality of education provision.

Reviews of the management of institutions, supported by public funds, should also be performed in order to assure quality and value for money. The objectives of these reviews should be to support institutions in enhancing the quality of management, focussing on the effectiveness of an institution's resource allocation, planning, and financial processes, to ensure that the devolved funds are managed appropriately. Management reviews should also promote the sharing of experiences and best practices, as well as self-assessment and self-improvement by the institutions in the areas of internal resource allocation, planning and financial processes relative to the institutions' academic plans and objectives. In order to encourage continuous quality improvement, the level of provision of resources needs to be bundled with the results of the review. Such policy should be consistently applied.

The new paradigm for higher education management that has been introduced by DGHE, i.e. quality improvement through granting of further autonomy, demanding greater accountability, self-evaluation, and accreditation is part of a strategy to improve higher education in Indonesia. The establishment of the National Accreditation Board for Higher Education (BAN-PT) in 1994 is part of the implementation of the new paradigm. Out of 6010 S-1 study programmes more than

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<sup>5</sup> Dill, W. R., 1998. Specialized accreditation: An idea whose time has come? *Orgone ? Change*, 30:18 – 25.

<sup>6</sup> Watson, D., 1992. The changing shape of professional education, in *Developing Professional Education*, Society for Research into Higher Education, edited by H. Bines & D. Watson, Open University Press, Buckingham.

4,000 have been reviewed, along with 355 S-2 study programmes. Still waiting to be reviewed are around 4,000 diploma programmes (D-3).

The main constraints in developing a national quality assurance system are of a structural and financial nature. At present the BAN-PT is a functional organization, which impedes possibilities for developing linkages and raising funds. Preparing the National Board of Accreditation to take greater responsibility in order to develop a more transparent accreditation process and mechanism should be considered.

The assessment and enhancement of quality should start with and actively involve the teaching and research staff, given their central role in the activities of higher education institutions. Self-monitoring and self-evaluation procedures should be established.

Quality assessment is essential in searching for solutions that will enhance the quality of higher education. It is important that quality assessment is not carried out with only financial issues in mind. Neither should aspects related mainly to the overall performance of higher education institutions be predominant, which lend themselves more easily to quantitative measurement in the form of quality indicators.

Although attention should be paid to academic freedom and institutional autonomy, those principles should not be invoked in order to militate against necessary changes or as a cover of narrowly interpreted corporatist attitudes and abuse of privileges that in the long run can have a negative effect on the functioning of higher education. Quality assurance, including continuous and rigorous internal self-evaluation as well as external assessment, has been chosen as one of the four main thrusts at the Confederation of European Union Rectors' Conference in preparation of the Bologna declaration.<sup>7</sup>

The accreditation process should start out as a programme assessment method. Once a quality assurance and assessment system has been well established, institutions that already have an internal quality assurance and assessment system in place might be given a self-accrediting status, i.e. they undergo institutional accreditation only. Even so, periodical teaching and learning quality reviews to focus attention on teaching and learning, assisting institutions to improve teaching and learning quality, should be performed in all institutions.

Quality assurance in the academic professions lies within the responsibility of the National Accreditation Board and the professional associations. The universities and professional associations should establish standards for education in general and competencies in particular. The National Accreditation Board in co-operation with the professional associations should accredit study programs, while the professional associations should determine competencies for entry into the professions. Licensing for practice in a profession should be done by the respective government agencies in co-operation with the professional associations.

Since Indonesia is a very large country, the establishment of regional accreditation agencies, subject to accreditation by the national board, may be necessary in the future (see the example of the Accreditation Council in Germany). Funding for this body would come from government for fixed costs as well as research and development cost (R & D cost) while the institutions would have to pay an accreditation fee for the actual accreditation.

**Internal quality assurance.** Knowledge is the true basis of higher education. Its production through research, its transmission via teaching, and its acquisition and use by students are the core of higher education. The social mission of higher education depends on the quality of this knowledge. Hence excellence must remain the prime objective of any institution of higher education. If institutions wish to retain their role as critics and servants of society, they must guarantee

excellence in the knowledge and training they impart. If this quality exists, relevance will logically follow.

The quality of incoming students represents an immense problem as the quality of incoming students in higher education depends largely on the aptitude and motivation of those leaving secondary education. Hence there is a need also to examine the interface between higher and secondary education.

The quality of physical and academic infrastructure of higher education is important for its teaching, research and service functions, as well as for the academic atmosphere. Capital investment in infrastructure, from campus access roads, to information highways should be seen as public works forming an integral part of the overall efforts towards modernization of the economy-linked infrastructure.

Each higher education institution should or has to have a system as such that is accountable, demonstrated by a high degree of efficiency of its operation, quality and relevance of its output. Therefore, in order to ensure quality, each higher education institution needs to develop its own internal quality assurance system. The issue of quality assurance, however, is relatively new in the context of Indonesian higher education, and continuous quality improvement can be used as the basic motivation in developing and applying quality assurance.

The basic requirement for developing and implementing internal quality assurance is a strong commitment of all members of the higher education institution, especially among the highest-ranking officers. It can start with capacity building of staff who can then in turn start with the implementation of a quality assurance system through various activities, such as convincing and encouraging other staff members, making them aware of the importance and benefits of quality improvement and quality assurance and teaching them how to assure the quality.

The next step in the process is to encourage faculties and administration at all levels to conduct self-evaluation, followed by the formulation of a quality improvement plan. Here networking and benchmarking are important. A common problem to be faced with innovation is resistance within the community to change existing conditions or systems. This is why the implementation of a quality assurance system should ideally start with simple, acceptable and workable activities.

### **3.3 Follow-Up**

During the workshop and seminar some concrete follow-up activities have been discussed. The following has been agreed upon:

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<sup>7</sup> Confederation of European Union Rectors' Conference and the Association of European Universities, CEUR-AEU, 1999. Trends in learning structures in higher education: project report prepared for the Bologna Conference, June 18-19, 1999, Confederation of European Union Rectors' Conference.

- 1 The workshop/seminar participants have set up a network for quality assurance, which will provide a platform to exchange information and to co-operate on quality assurance issues. This will support the individual participant's task to introduce quality assurance procedures at his or her home institution against the resistance that is to be expected from various parts of the university. The network will function as a multiplier of information as well as a "window" to the international arena. Gadjah Mada University has agreed to establish an internet platform for the network together with the documentation of workshop and seminar.



Speakers of the network are:

For the Eastern region:

Ir. Robert Molenaar, MS., Ph.D.  
Head of the Department of Agricultural Technology  
Sam Ratulangi University  
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For the central region:

Dr. Sahid Susanto / Dr. Wayan T Artama  
CHEPMS (PS-PMPT)  
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For the Western region:

Dr. Ir. Rujito A. Suwignyo, M.Agr.  
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Marijke Wahlers, M.A.

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- 1 From the above-mentioned network, a consortium of universities has agreed to share experiences and to try to develop a manual for internal self-evaluation of higher education institutions.
- 1 The National Accreditation Board and the Board of Higher Education have agreed to develop a joint evaluation form as well as a manual for external evaluation. This joint effort will be a big step forward in reaching the burden of universities, which are suffering under the constant need of producing self-evaluation reports for project applications as well as accreditation procedures. A joint model form will help to establish a discussion on national standard criteria for evaluation. Furthermore, the National Accreditation Board has agreed to hold a workshop together with representatives of higher education institutions and the accreditation bodies as a follow-up on how to make self-evaluation reports easier.
- 1 The Asian University Network for Quality Assurance, which was established in the year 2000, will be an important partner in promoting quality awareness in Asian countries. Chulalongkorn University in Bangkok, which is leading the network, is offering courses to train potential quality assurance staff at universities. GTZ and InWEnt are planning to support this network in 2003.
- 1 DAAD, GTZ, HRK, and the German Accreditation Council are planning to continue their cooperation in higher education quality management in Indonesia. The University of Kassel and other German universities plan to offer new specialized English speaking Master's and Ph.D. programmes in University Management and Educational Management starting in 2003.

## 4. WORKSHOP AND SEMINAR PROGRAMME

### 4.1 Workshop Time Schedule

DAY ONE (Monday, July 15, 2002)		
Time	Materials	Speakers
	<b>Policy Development and Basic Principles of Quality Assurance</b>	
08.30 – 09.00	<b>Opening Ceremony</b>  <b>Opening Remarks</b>	Report from the Chairperson of the Organizing Committee: <b>Dr. Wayan T. Artama</b> Welcome Speech: <b>Prof. Dr. Sofian Effendi, MPIA</b> <b>Rector of Gadjah Mada University</b>  Welcome Speech: <b>Marijke Wahlers, M.A.</b> <b>representing HRK and InWEnt</b>
09.00 – 09.30	<b>Speaker 1:</b> <i>Quality Assurance in the Higher Education Strategy</i>	Board of Higher Education: <b>Bagyo Y. Moeliodihardjo, M. Sc.</b>
09.30 – 10.00	<b>Speaker 2:</b> <i>Quality Assurance in Europe: Background and State of the Art</i>	Association of Universities in the Netherlands (VSNU): <b>Ton Vroeijenstijn</b>
10.00 – 10.30	Question and Answer Session	
10.30 – 11.00	Coffee break	
11.00 – 11.30	<b>Speaker 3:</b> <i>Quality Assurance in Thailand, Case of Chulalongkorn University</i>	Chulalongkorn University, Thailand: <b>Prof. Damrong Thaweseangkulthai</b>
11.30 – 11.45	Question and Answer Session	
11.45 – 13.00	Lunch break	
	Parallel Discussions Facilitator Group A: Ton Vroeijenstijn Facilitator Group B: Bagyo Y. Moeliodihardjo, M. Sc.	
13.00 – 15.00	<b>Workshop Group A and B: Session I</b>	
15.00 – 15.30	Coffee break	
15.30 – 18.00	<b>Workshop Group A and B: Session II</b>	

## DAY TWO (Tuesday, July 16, 2002)

Time	Materials	Speakers
	<b>Internal Quality Assurance at Higher Education Institutions</b>	
09.00 – 09.30	<b>Speaker 4:</b> <i>Internal Quality Assurance at Gadjah Mada University</i>	Gadjah Mada University: <b>Dr. Ir. Toni Atyanto Dharoko, M.Phil.</b>
09.30 – 10.00	<b>Speaker 5:</b> <i>Internal Quality Assurance at Technical University Darmstadt</i>	President of Technische Universität Darmstadt, Germany: <b>Prof. Dr.-Ing. Johann-Dietrich Wörner</b>
10.00 – 10.30	Question and Answer Session	
10.30 – 11.00	Coffee break	
11.00 – 11.30	<b>Speaker 6:</b> <i>Staff Development and Quality Assurance at Universities</i>	ISOS Alumni at Center for Higher Education Planning and Management Studies, GMU: <b>Dra. Wisjnu Martani, SU</b>
11.30 – 11.45	Question and Answer Session	
11.45 – 13.00	Lunch break	
	Parallel Discussions Facilitator Group A: Bagyo Y. Moeliodihardjo, M. Sc. Facilitator Group B: Ton Vroeijenstijn	
13.00 – 15.00	<b>Workshop Group A and B: Session I</b>	
15.00 – 15.30	Coffee break	
10.30 – 11.00	<b>Workshop Group A and B: Session II</b>	

## DAY THREE (Wednesday, July 17, 2002)

Time	Materials	Speakers
	<b>Methods and Principles of External Quality Assurance</b>	
09.00 – 09.30	<b>Speaker 7:</b> <i>Framework for Quality Assessment</i>	National Accreditation Board: <b>Prof. Dr. MK. Tadjudin</b>
09.30 – 10.00	<b>Speaker 8:</b> <i>Quality Assurance in Germany: A Case Study</i>	German Accreditation Council / HRK: <b>Dr. Angelika Schade</b>
10.00 – 10.30	Question and Answer Session	
10.30 – 11.00	Coffee break	
11.00 – 11.30	<b>Speaker 9:</b> <i>External Assessment and Funding Mechanisms</i>	Board of Higher Education: <b>Dr. Moch. Makin Ibnu Hadjar, M.Sc., Apt</b>
11.30 – 11.45	Question and Answer Session	
11.45 – 13.00	Lunch break	
	Parallel Discussions Facilitators Group A: Dr. Moch. Makin Ibnu Hadjar, M.Sc., Apt and Ton Vroeijenstijn Facilitators Group B: Bagyo Y. Moeliodihardjo, M.Sc and Prof. Dr. Michael Fremerey	
13.00 – 15.00	<b>Workshop Group A and B: Session I</b>	
15.00 – 15.30	Coffee break	
15.30 – 18.00	<b>Workshop Group A and B: Session II</b>	



## 4.2 Seminar Time Schedule

<b>DAY ONE (Thursday, July 18, 2002)</b>		
<b>Time</b>	<b>Materials</b>	<b>Speakers</b>
08.30 – 09.00	<b>Opening Ceremony</b>	Report from the Chairperson of the Organizing Committee: <b>Dr. Wayan T. Artama</b>
	<b>Opening Remarks</b>	Representing HRK and InWEnt: <b>Marijke Wahlers, M.A.</b>  Assistance to the Vice Rector for Academic Affairs and Quality Control, Gadjah Mada University: <b>Dr. Ir. Toni Atyanto Dharoko, M.Phil.</b>
	<b>Plenary Session</b>	
09.00 – 10.00	<b>Keynote Address</b>	Director General of Higher Education: <b>Prof. Dr. Satryo Sumantri Brodjonegoro</b>
10.00 – 10.30	Coffee break	
10.30 – 12.30	<b>Speaker 1:</b> <i>Recent Trends in Quality Assurance in Europe</i>	Association of Universities in the Netherlands (VSNU): <b>Ton Vroeijsenstijn</b>
	<b>Speaker 2:</b> <i>Internal Quality Assurance at Technical University Darmstadt</i>	President of Technische Universität Darmstadt, Germany: <b>Prof. Dr.-Ing. Johann-Dietrich Wörner</b>
	<b>Speaker 3:</b> <i>The Role of Organizational and Staff Development in Quality Assurance, Cooperation ISOS-DSE-DAAD</i>	Institute for Socio-cultural and Socio-economic Studies (ISOS), University of Kassel: <b>Prof. Dr. Michael Fremerey</b>
12.30 – 13.30	Lunch break	
13.30 – 14.30	<b>Speaker 4:</b> <i>Framework for Quality Assessment</i>	National Accreditation Board: <b>Prof. Dr. MK. Tadjudin</b>
	<b>Speaker 5:</b> <i>Quality Assurance in Germany: A Case Study</i>	German Accreditation Council / HRK: <b>Dr. Angelika Schade</b>
14.30 – 15.00	Coffee break	
15.00 – 17.00	<b>Brief Presentation of Workshop Results and Closing Panel Discussion:</b>	
	Prof. Dr.-Ing. Axel Hunger	University of Duisburg & DAAD
	Andrea Schultze	DAAD, Germany
	Prof. Damrong Thaweseangskulthai	Chulalongkorn University, Thailand
	Marijke Wahlers, M.A.	German Rectors' Conference (HRK)
	Prof. Dr. Moch. Makin Ibnu Hadjar, M.Sc., Apt	Board of Higher Education & GMU
	Prof. Dr. MK. Tadjudin	National Accreditation Board
	Dr. Ir. Toni Atyanto Dharoko, M.Phil	Gadjah Mada University
	Dr. Wolfgang von Richter	GTZ, Germany

## DAY TWO (Friday, July 19, 2002)

Time	Materials	Speakers
	<b>Parallel workshops</b>	
	<b>Group A: National Policy, Recent Trends und Principles</b>	
08.00 – 08.30	Report from three-day workshop	
08.30 – 09.30	Discussion Session I	
	<b>Group B: Internal Quality Assurance</b>	
08.00 – 08.30	Report from three-day workshop	
08.30 – 09.30	Discussion Session I	
	<b>Group C: External Quality Assurance</b>	
08.00 – 08.30	Report from three-day workshop	
08.30 – 09.30	Discussion Session I	
09.30 – 10.00	Coffee break	
	<b>Group A: National Policy, Recent Trends und Principles</b>	
10.00 – 11.30	Discussion Session II	
	<b>Group B: Internal Quality Assurance</b>	
10.00 – 11.30	Discussion Session II	
	<b>Group C: External Quality Assurance</b>	
10.00 – 11.30	Discussion Session II	
11.30 – 13.30	Friday praying and lunch	
	<b>Group A: National Policy, Recent Trends und Principles</b>	
13.30 – 15.30	Discussion Session III	
	<b>Group B: Internal Quality Assurance</b>	
13.30 – 15.30	Discussion Session III	
	<b>Group C: External Quality Assurance</b>	
13.30 – 15.30	Discussion Session III	
15.30 – 16.00	Coffee break	
	<b>Plenary Session</b>	
16.00 – 16.30	Report from the three groups	
16.30 – 17.00	Conclusion by Steering Committee	

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## 6. THE ORGANISERS IN BRIEF

### 6.1 Capacity Building International, Germany (InWEnt)

Capacity Building International, Germany is a new organization established through the merger of Carl Duisberg Gesellschaft (CDG) and the German Foundation for International Development (DSE). InWEnt – Internationale Weiterbildung und Entwicklung gemeinnützige GmbH (Capacity Building International, Germany) is an organization for international human resource development, advanced training and dialogue. Established in the year 2002 through a merger of Carl Duisberg Gesellschaft e.V. and the German Foundation for International Development, it can draw on decades of experience that both organizations have gained in the field of international cooperation. Its international training and dialogue programs are directed at experts, managers and decision-makers from business and industry, politics, public administration and civil society from all around the world.

With its trainings, exchange and dialogue programs offered to 35,000 people every year InWEnt is *the* major joint initiative for worldwide training and cooperation of the Federal Government, the federal states and the private sector. At its head offices in Bonn and Cologne and its more than 30 offices throughout Germany and abroad the organization has about 900 employees on its payroll and administers a budget of roughly 130 million Euros. The Federal Government is its main partner and the Federal Ministry for Economic Cooperation and Development the main commissioning body.

The business fields of InWEnt are:

- 1 Advanced training of experts and managers from developing countries,
- 1 International professional qualification of young professionals, experts and managers from Germany, other industrialized economies and transition countries,
- 1 International exchange of experience and dialogue,
- 1 Policy dialogue with international organizations,
- 1 Development-related education and information activities in Germany,
- 1 Provide cooperation opportunities with German experts.

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## 6.2 Hochschulrektorenkonferenz (HRK)

The *Hochschulrektorenkonferenz* (HRK) or Association of Universities and Other Higher Education Institutions in Germany is the voluntary association of universities and other higher education institutions in the Federal Republic of Germany. It was founded in 1949 as the West German Rectors' Conference (WRK). On 5 November 1990 the Western German Rectors' Conference welcomed as members the first group of higher education institutions from the five new federal states (*Länder*) and the former East Berlin. Simultaneously it changed its name to *Hochschulrektorenkonferenz* (HRK).

At present, the membership of the Hochschulrektorenkonferenz comprises 262 institutions. Members include universities, technical universities, teacher training colleges, *Fachhochschulen* (universities of applied sciences), schools of art/design and music, most of the schools of theology run by the Protestant and Catholic churches in all 16 federal states, and the two universities of the armed forces.

Within HRK, member institutions co-operate on all issues relating to the fulfilment of their tasks in research, teaching and study, continuing education, the transfer of technology and knowledge, international co-operation and self-administration.

The major objectives of the HRK are:

- 1 to formulate common positions on higher education policy issues;
- 1 to coordinate different institutional interests in order to ensure the necessary homogeneity, free movement, and permeability vis-à-vis regional and structural differences within the system of higher education;
- 1 to advise the government in the executive, administrative and legislative branches at both the federal and state level;
- 1 to inform the general public on all issues of higher education;
- 1 to provide member institutions and all interested parties with information on development in higher education in Germany and abroad;
- 1 to coordinate the international contacts of German higher education institutions, including the cooperation with rectors' conferences of other countries as well as with international and supranational organizations.

The process of opinion and decision-making within HRK requires a continuous feedback from all its member institutions resulting in recommendations and resolutions. Thus, the HRK strives to give voice to the interests of higher education in public discussion. The decision-making bodies of the HRK are the Plenary Assembly, the Senate, the Executive Board, and the President.

Further information on HRK can be found on our homepage: [www.hrk.de](http://www.hrk.de). The HRK database on all German higher education institutions, their study programmes, international cooperation agreements and more information can be reviewed at [www.higher-education-compass.de](http://www.higher-education-compass.de)

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### **6.3 Center for Higher Education Planning and Management Studies (CHEPMS)**

The Center for Higher Education Planning and Management Studies (CHEPMS) is one of the research/study centers at Gadjah Mada University. CHEPMS-GMU has five divisions:

- a. Education Planning, which focuses on the education and study of a university's plan for physical facility and landscape development;
- b. Education Management, which emphasizes the development of education management directed towards quality assurance;
- c. Education Research, which emphasizes research on solving higher education problems;
- d. Education Facilities, focusing on developing the hardware and software for higher education; and
- e. The German - Indonesian Academic Network and Training (GIANT).

#### **Vision of CHEPMS**

The new phenomena emerging in the global community recently brought significant changes, especially in terms of social, economic, cultural, scientific and technological aspects. These changes, directly or indirectly, influence the university's performance. On the one side, the university needs to make changes in the academic infrastructure that is accepted by the global scientific community, and on the other side, the university is also a product of its local cultural context. It has a responsibility to maintain the academic culture and traditions as well as to contribute to national development. The university should be able to balance its functions.

In an effort to this balance, the university needs to make changes in its plans and management. The management changes will provide opportunities for institution revitalisation, in order to increase the quality and relevancy of the development of community needs and the usage of the resources.

In this context, CHEPMS-GMU states its vision to participate in enhancing and developing the capability of the university to accept the changes in planning and management to achieve a competitive advantage without sacrificing its culture.

#### **Goals**

The goals of CHEPMS-GMU are:

- a. to develop the university's plans and management using multidisciplinary approaches from various studies, related to quality, effectiveness, efficiency, and accountability of the university;
- b. to serve the community needs, by professionally solving the educational plans and management problems which are considered to inhibit the education through research services, consultation , or other services;
- c. to collaborate with related institutions in the same country and abroad through research, seminars, workshops, training, information exchange or other form of cooperation.

## Programmes

### A. Short-term Programmes

1. Conducting a Training Need Assessment and Workshop to prepare the Training Programme of Change Management in University through University Staff Career Development, working with InWEnt and ISOS, University of Kassel, Germany.
2. Participating in the International Conference on Managing Change in Universities, Bonn, Germany, August 2000 sponsored by DSE, Germany.
3. Conducting longitudinal action research on Institutional Management of Higher Education: A Training Program for Planners and Managers, working with JICA.
4. Conducting the Development of Basic Subject Practical Models for Physics, Chemistry and Biology's, working with the Directorate PSA, DGHE, and the Ministry of National Education.
5. Developing a University Orientation Development Program for new college students, the substitution of P4
6. Providing consultation services in Semi-QUE Fiscal Year 2000-2001 programs development, working with DGHE, Department of National Education.
7. Organizing workshop and seminar on QUALITY ASSURANCE AND ACCREDITATION: Enhancing Information and Building Up Networks of Future Cooperation, in cooperation with InWEnt and HRK, Yogyakarta July 15-19, 2002.

### B. Long-term Programmes

1. Developing knowledge related to higher education management through studies and research.
2. Developing studies related to higher education physical planning for academic purposes or infrastructure through studies and research.
3. Developing higher education landscape plan models.
4. Developing higher education management models.
5. Increasing the linkage and collaboration with institutions in the country or abroad, in conjunction with developing higher educational planning and management.
6. Developing a regular training programme in Institutional Management of Higher Education, A Training Program for Planners and Managers.
7. Developing a regular training programme in Change Management in Universities through University Staff Career Development.
8. Developing Laboratory Modules on Basic courses, Physics, Chemistry and Biology, as the formal Laboratory modules of higher education in Indonesia.
9. Developing a regular training program in university landscape plans.

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