



**Ministry of Education, Youth and Sport**

Accreditation Committee of Cambodia (ACC)



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# Accreditation in HE in Cambodia: The Revision of External Quality Assessment

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# 1. Brief on ACC

## Establishment:

- The establishment of the quality assurance system has reflected the implementation of the rectangular strategies and the government's policies in order to enhance the quality of higher education and to integrate Cambodia into the ASEAN, regional and global communities;
- ACC was founded in 2003, which was under the leadership of the Office of the Council of the Ministers;
- ACC was integrated into the Ministry of Education, Youth and Sport in 2013.

# 1. Brief on ACC (cont.)

## Main Role:

- ACC is the only public institution responsible for providing the accreditation to HEIs in Cambodia in order to enhance the quality of higher education through a standards-based approach.

## Organizational Structure:

- ACC members were appointed in early 2016
  - 3 permanent members from MoEYS
  - 12 appointed members from various stakeholders.
- Secretariat General of ACC
  - Secretary General, Deputy Secretary General
  - 5 departments.

# 1. Brief on ACC (cont.)

## Things done so far:

- Revised the National Standards for Institutional Accreditation (January 2015);
- Revised the Guidelines for Institutional Accreditation (March 2016);
- Conducted a pilot assessment on 11 HEIs;
- Recruited and trained new external assessors;
- Trained HEIs on how to conduct self assessment and SAR writing;
- Trained assessment team's coordinators and technical assistants.

# 2. Accreditation Procedure and Approach

<b>Objectives</b>	<ul style="list-style-type: none"><li>• Continuous quality improvement;</li><li>• Focus on the output (student employability);</li><li>• Diagnostic assessment;</li><li>• Informed information (for HEIs and public).</li></ul>
<b>Methods</b>	<ul style="list-style-type: none"><li>• Standard/evidence-based approach;</li><li>• External assessment team (independent local and regional assessors)</li><li>• Self-assessment reports and document analysis;</li><li>• Site visit and Exit meeting;</li><li>• Rating Scale (1-5);</li><li>• Recommendations;</li><li>• Consultation with the assessed HEI on findings before submitting the report to ACC Committee;</li><li>• Assessment Report is publicized;</li><li>• Grievance mechanism;</li><li>• Midterm Review.</li></ul>
<b>Scope</b>	<ul style="list-style-type: none"><li>• Accreditation is compulsory;</li><li>• Institutional Level;</li><li>• Both Public and Private HEIs;</li><li>• Main and Branches of same HEI will be assessed separately, but will receive combined result with average score and detail score for each branch.</li></ul>
<b>Accreditation Status</b>	<ul style="list-style-type: none"><li>• Full Accreditation (5 years with a midterm review);</li><li>• Provisional Accreditation (3 years);</li><li>• Candidacy Status (2 years)</li></ul>

## A. Assessment Procedures

The Assessment for Institutional Accreditation is the evidence-based assessment using the National Standards, Guidelines for Institutional Accreditation and Team of External Assessors .

### Assessment Team

- 1 ACC Senior External Assessor : Team Leader
- 4-7 ACC External Assessors : Assessors
- 1 Senior Officer of ACC Secretariat General : Coordinator
- 1 Officer of ACC Secretariat General : Technical Assistant

### Assessment Procedures

- Pre Site Visit
- Site Visit
- Post Site Visit

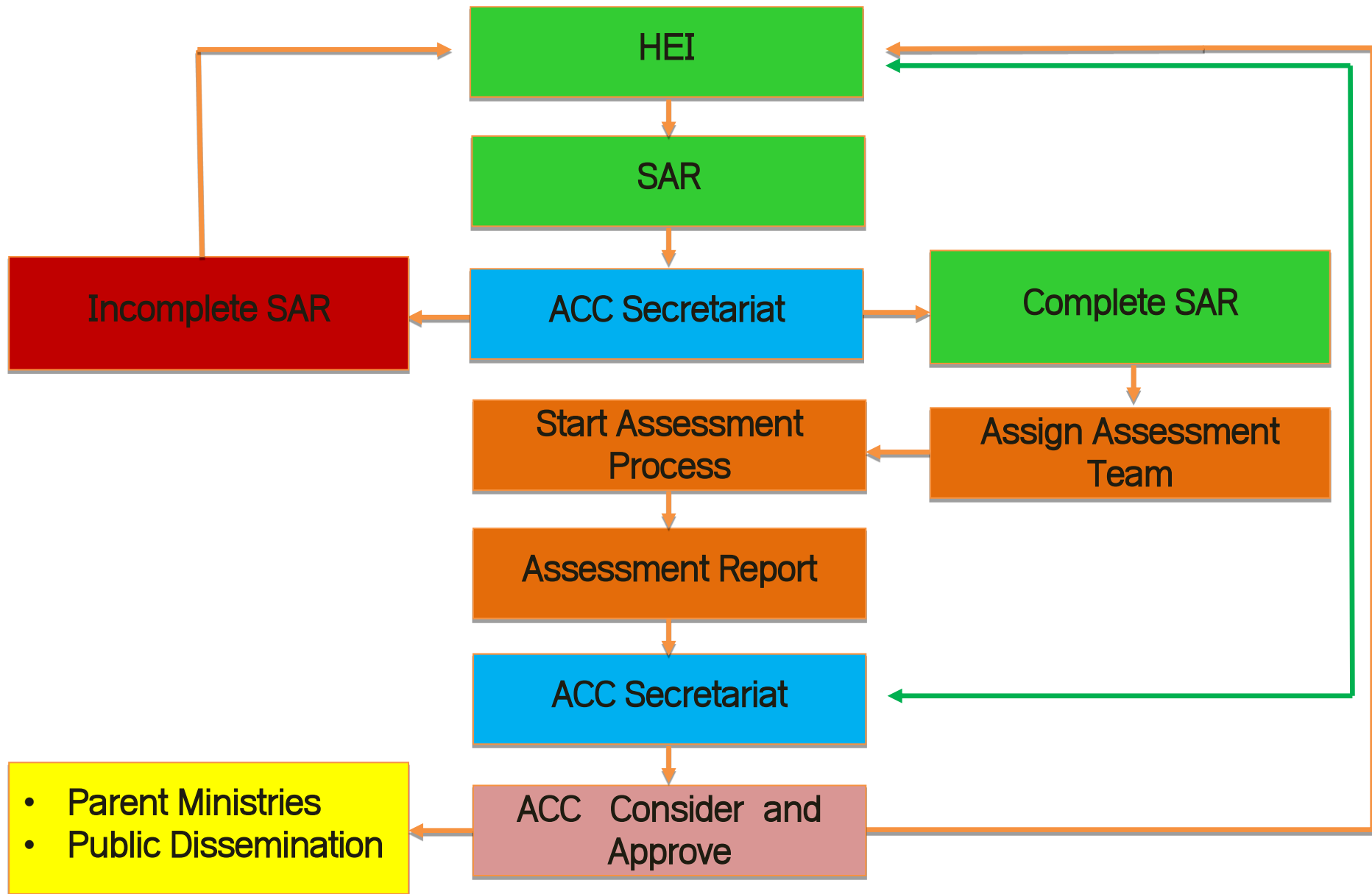
## B. Assessment Methods

The team can use various assessment methods to find the strengths, weaknesses of HEIs and to provide recommendations for improvement. However, to be a consistent evaluation, assessors shall use the following assessment tools:

1. The Rating Scale for Each Indicator
2. Rating Scale for Each Standard
3. The Average for Each Standard
4. Average Score for all Standards
5. Accreditation Status



## C. Diagram of the Accreditation Process



# 3. National Standards

No.	Standards	Main Purposes
1	<b>Vision, Missions and Goals</b> (3 indicators)	HEI clearly defines its vision, mission and educational goals.
2	<b>Governance and Management</b> (6 indicators)	HEI has a good governance and management system.
3	<b>Academic Staff</b> (11 indicators)	HEI has adequate and competent academic staff both teaching and supporting staff.
4	<b>Academic Program</b> (7 indicators)	HEI achieves and maintains the quality of its academic programs.
5	<b>Student Service</b> (13 indicators)	HEI provides good quality of student services that contributes to their cultural, social, moral, intellectual, and physical development.
6	<b>Learning Resources</b> (14 indicators)	HEI's learning resources and services are adequate and appropriate for the degree programs offered.
7	<b>Physical Resources</b> (6 indicators)	HEI has a physical capacity to serve its mission, academic programs and activities.
8	<b>Financial Resources</b> (7 indicators)	HEI has financial stability to accomplish its mission and to ensure the sustainability of its operation, academic programs and services.
9	<b>Internal Quality Assurance</b> (6 indicators)	HEI is committed to continuous quality improvement .

# A. Interrelation of Each Standard

**Strategic Plan  
(Vision, Missions and Goal)**

INPUT	PROCESS	OUTPUT	OUTCOME & IMPACT
<p data-bbox="65 476 492 552"><b>Academic Staff</b></p> <p data-bbox="65 605 492 681"><b>Academic Program</b></p> <p data-bbox="65 733 492 809"><b>Student Services</b></p> <p data-bbox="65 862 492 938"><b>Learning Resources</b></p> <p data-bbox="65 991 492 1066"><b>Physical Resources</b></p> <p data-bbox="65 1119 492 1195"><b>Financial Resources</b></p>	<p data-bbox="533 476 937 609"><b>Governance &amp; Management</b></p> <ul data-bbox="548 634 921 909" style="list-style-type: none"><li data-bbox="548 634 921 738">• <b>Controlling System</b></li><li data-bbox="548 748 921 909">• <b>Review and Evaluation for Improvement</b></li></ul> <p data-bbox="533 1005 937 1138"><b>Internal Quality Assurance</b></p>	<p data-bbox="981 476 1385 666"><b>Quality of Services and Academic Programs</b></p> <p data-bbox="981 705 1385 895"><b>HEI's Objectives and Goals been Acheived</b></p>	<p data-bbox="1429 476 1862 666"><b>HEI's Vision and Missions been Acheived</b></p> <p data-bbox="1429 705 1862 938"><b>Compitenced Humane Resource (meeting society's needs)</b></p> <p data-bbox="1429 976 1862 1095"><b>Trust from Stakeholders</b></p>

## B. Standard 4 and NQF in Academic Program Development

No.	Indicators	Evidence
1.	.....	
2.	The curriculum complies with national policies and <a href="#">national qualification framework</a> and responds to the needs of society.	<ul style="list-style-type: none"> <li>• Reports such as needs-analysis of the job market, tracer studies, curriculum evaluations and policy analysis.</li> </ul>
3.	Each subject in the curriculum has a well-written syllabus based on textbooks, reference books, websites and other teaching and learning materials.	<ul style="list-style-type: none"> <li>• Course outline for each subject in the curriculum indicating course description and objectives and student learning outcomes;</li> <li>• References, websites, other teaching and learning materials.</li> </ul>
4.	.....	<ul style="list-style-type: none"> <li>• .....</li> </ul>
5.	<a href="#">All academic programs have student learning outcomes expressed as knowledge, skills and/or attitudes.</a>	<ul style="list-style-type: none"> <li>• Student learning outcomes of academic programs;</li> <li>• Reference to the National Qualifications Framework;</li> <li>• Provision of adequate balance between theory and practice, given programmatic and institutional goals.</li> </ul>
6.	Assessment of student learning is conducted through various means and based upon clearly stated and explicit criteria.	<ul style="list-style-type: none"> <li>• Principles, procedures and methods of student assessment focusing on learning outcomes</li> <li>• Student assessment methods;</li> <li>• Student handbook;</li> <li>• Modes of dissemination of assessment results of students' performance;</li> </ul>
7.	.....	<ul style="list-style-type: none"> <li>• .....</li> </ul>

# 4. Challenges

- Qualitative-based and evidence-based assessment tools are new concept for both HEIs and assessors;
- There is a lack of trust on quality assurance system among implementers and relevant stakeholders;
- The assessment results have not been fully used in developing policies by ministries, development partners and other institutions;
- The culture of quality assurance has not yet been embedded in the Cambodian higher education context.
- ACC should be getting reports from DHE on newly licensed institutions, new programs, new branch campuses, or deletions that could affect the accredited status of an HEI; however, there is no communication between these two MoEYS units.

# 5. Solution and Future Plan

- Develop communicating strategy to communicate with HEIs, Assessors, other government Ministries and public, providing general and specific information about the work and activities of ACC along with general information about accreditation and QA;
- Continue to provide professional development to HEIs, helping them develop IQA system and prepare for the accreditation;
- Establish data-base systems for storing accreditation results and assessor profiles;
- Continue to enhance capacity of assessors and ACC staff;
- Conduct pilot assessments on 36 HEIs to identifying strengths and weaknesses, and their actual implementation of quality assurance based on the National Standards and Accreditation Guidelines.

## 5. Solution and Future Plan (cont)

- Initiate conversation with DHE to begin an open dialogue and to further communication and cooperation and partnership to build a strong higher education community in Cambodia. It is also important to develop mechanisms to share information and data so that each knows the actions of the other. At a minimum, DHE to share when approvals are given for new institutions, new programs and any significant changes to institutions and ACC to inform DHE on institutional problems and irregularities.



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THANK YOU !



# Qs and As

