



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF BUDGET AND MANAGEMENT
Boncodin Hall, General Solano Street, San Miguel, Manila

DEC 20 2018

PRESIDENT EDGARDO E. TULIN
Visayas State University (VSU)
Visca, Baybay City, Leyte

Dear **President Tulin**:

This pertains to the request of the VSU that its **Institutional Accreditation – Level III Re-Accredited Status (April 16, 2017 to April 15, 2022) conferred by the Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. (AACCUP)** be considered as equivalent to the certification/registration to total quality management (TQM) system for the grant of the FY 2018 Performance-Based Bonus (PBB), pursuant to ***Administrative Order (AO) No. 25 Inter-Agency Task Force (IATF) Memorandum Circular (MC) No. 2018-1¹***.

Item 6.3 of AO 25 IATF MC 2018-1 requires as Support to Operation target the ***certification/recertification of the quality management system (QMS) for at least one (1) core process or frontline service***, which must be issued by any of the certification bodies (CBs) accredited by the International Accreditation Forum (IAF) members. Preferably, the CB is accredited by the Philippine Accreditation Bureau under the Department of Trade and Industry, which is the Philippine Accreditation Body of the IAF.

The ***ISO 9001:2015 QMS equivalent certifications/attestations granted by similar internationally recognized bodies*** promoting TQM shall also be considered, e.g. *Philippine Quality Award, ISO/IEC 17025, ISO 17020 and Qmentum Accreditation Canada*. The certification must be valid until December 31, 2018 or a later date, and must be posted in the agency Transparency Seal (TS) webpage not later than December 31, 2018.

Consistent therewith, **item 4.1 of Government Quality Management Committee (GQMC) MC 2018-1²** dated August 17, 2018 provides that as declared in the Joint ISO/IAF Communiqué dated September 15, 2017, all ISO 9001:2008 QMS certificates will expire and no longer valid by September 15, 2018. Thereafter, the Agency QMS shall be under the ISO 9001:2015 version.

¹ *Guidelines on the Grant of the Performance-Based Bonus for Fiscal Year 2018 under Executive Order No. 80 s. 2012 and Executive Order No. 201 s.2016 dated May 28, 2018*

² *Guidelines on the Validation of the ISO 9001:2015 Quality Management System (QMS) Certification as a Requirement for the Grant of the FY 2018 Performance-Based Bonus*

To level up the establishment of QMS aligned to ISO 9001 Standard in government as required in the past four (4) PBB cycles, **only a valid ISO 9001:2015 QMS certificate is required** for the PBB 2018 grant. As mentioned earlier, in addition, **certifications/registrations/awards to similar standards relating to TQM**, e.g., *Philippine Quality Award*, *ISO/IEC 17025*, *ISO 17020*, and *Qmentum Accreditation Canada* could be considered in the entitlement to the FY 2018 PBB.

As highlighted in the **CHED's Handbook on Typology, Outcomes-based Education, and Institutional Sustainability Assessment**, the Commission is adopting an *outcomes-based approach to assessment* (including monitoring and evaluation) because of its potential "to greatly increase both the effectiveness of the QA system, and the quality, efficiency, and effectiveness of higher education." Moreover, there is a need to demonstrate that the achievement of outcomes matches international norms.

The PQF was designed to make our system more aligned with these norms, including *ASEAN Qualifications Reference Framework*, *Washington Accord* for engineering, *Seoul Accord* for information technology, *Canberra Accord* for architecture; and the *Seaman's Training Certification Watchkeeping* for maritime.

The **Part II** of the aforementioned handbook discussed the horizontal and vertical typologies. It started with the discussion on what quality is premised in said typologies:

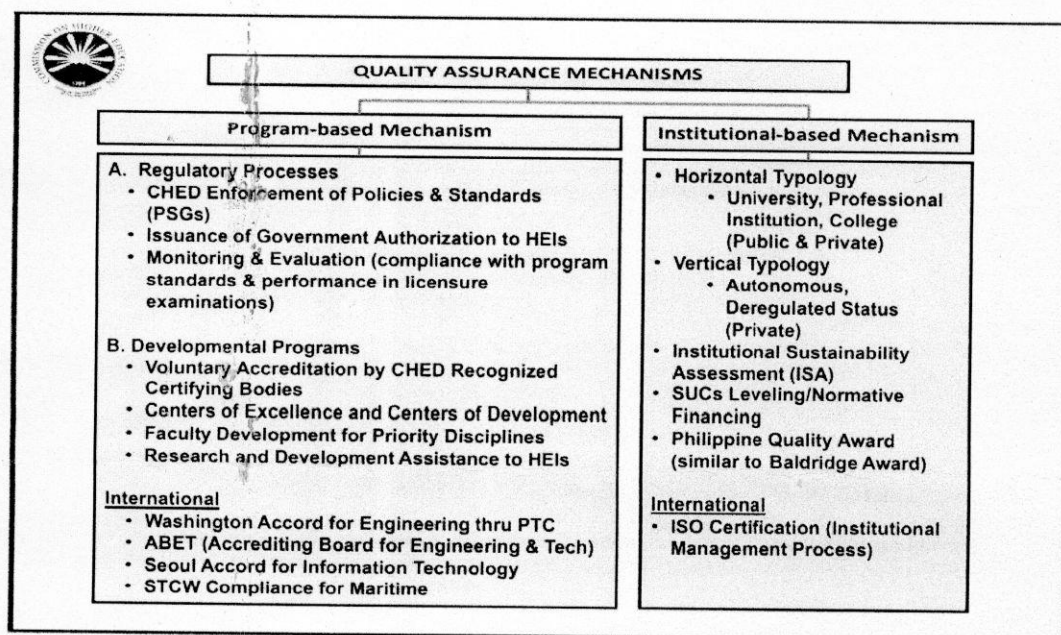
1. Alignment and consistency of the learning environment with the HEI's vision, mission and goals;
2. Demonstration of exceptional learning and service outcomes; and
3. Development of a culture of quality.

The **first element** is related to the horizontal type of the HEI while the **last two** are related to the level of *program excellence* and *institutional quality*, as defined hereunder:

- **Program Excellence** is manifested through accreditation, centers of excellence and development, and international certification.
- **Institutional Quality** is manifested through **institutional accreditation**, institutional sustainability assessment, or other evidences in the **areas of governance and management**; quality of teaching and learning; quality of professional exposure, research, and creative work; support for students; and relations with the community.

Furthermore, the maturity of the HEI's internal QA system can be seen in the institutionalization and documentation of systems or processes in the HEI, the extent of the implementation of these systems or processes, and the quality outcomes that contribute to program excellence.

The QA mechanisms for program-based and institutional-based are summarized as follows:



From a presentation entitled "Philippine QA Mechanisms" presented on June 16, 2017 in Shenzhen, China (UNESCO Education Center)

On the other hand, **accreditation** is a process of assessing and upgrading the quality of higher educational programs through self-evaluation and peer judgment. It leads to the grant of accredited status by an accrediting agency and provides public recognition and information on educational quality. There are two (2) types of accreditation, to wit:

- **Program Accreditation** – evaluation of individual programs of HEI; and
- **Institutional Accreditation** – evaluation of the **whole educational institution** of which the guidelines and standards shall be formulated in collaboration with the existing federations/networks of accrediting agencies to be approved by CHED.³

As defined under the **guidelines for the implementation of CMO 46**, **accreditation bodies** are agencies that assess the quality of educational institutions based on a set of criteria, measured through surveys and onsite reviews by experienced accreditors.

The following accreditation bodies are recognized⁴ by the CHED:

Federation of Accrediting Agency of the Philippines:

- Philippine Accrediting Association of Schools, Colleges and Universities
- Philippine Association of Colleges and Universities Commission on Accreditation
- Association of Christian Schools, Colleges and Universities – Accrediting Agencies, Inc.

³ CHED Memorandum Order No. 01, s.2005 entitled "Revised Policies and Guidelines on Voluntary Accreditation in Aid of Quality and Excellence in Higher Education"

⁴ Ibid.

National Network of Quality Assurance Agencies, Inc. (NNQAA):

- *Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. (AACCUP)*
- Association of Local Colleges and Universities Commission on Accreditation, Inc.

As the name suggest, the local accreditation body for the SUCs is the AACCUP which is a non-profit, non-stock corporation composed of **111 SUC members**. The accreditation for QA in state HEIs and programs is both a mission and mandate of the AACCUP. The AACCUP is a member of the NNQAA⁵, Asia-Pacific Quality Network (APQN)⁶, Council for Higher Education Accreditation (CHEA) International Quality Group (CIQG)⁷ and International Network for Quality Assurance Agencies in Higher Education (INQAAHE)⁸.

The **accreditation process**⁹ passes through different stages/activities:

1. **Application** - an educational institution files its application to undergo accreditation with AACCUP.
2. **Institutional Self-survey** - upon approval of the application, the applicant institution will be required to make an internal assessment by its internal accreditors to determine the program's readiness for external review.
3. **Preliminary Survey Visit**- the evaluation of the program for the first time by external accreditors. Passing the assessment entitles the program to be awarded a **Candidate status** valid for two (2) years.
4. **1st (Formal) Survey Visit**- the evaluation of the program which has attained Candidate status, and if it has attained a higher level of quality, is awarded a **Level I Accredited status**, good for three (3) years.
5. **2nd Survey Visit**- involves the evaluation of an accredited program, and if it has passed the standards set at a higher level of quality than the immediately preceding survey visit, may qualify the program to an award of **Level II Re-accredited status**, good for five (5) years.
6. **3rd Survey Visit**- the accreditation stage conducted after a program has enjoyed a Level II Re-accredited status for five (5) years. Passing a higher level standard of quality entitles the program to apply for **Level III**. The program is then evaluated and must excel in four (4) areas, namely: 1) *instruction* and 2) *extension*, which are mandatory; and two (2) more

⁵ Composed of the Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. and Association of Local Colleges and Universities Commission on Accreditation, Inc.

⁶ The APQN is a non-profit, non-government network "to enhance the quality of higher education in Asia and the Pacific region that contains over half the world's population, through strengthening the work of the QAAs and extending the cooperation between them" for its ultimate goal of "Dissolving Boundaries for a Quality Region" according to its Constitution. Retrieved from <http://www.apqn.org/images/Brochure.pdf> on December 6, 2018.

⁷ The CIQG is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations serves as a valuable forum for colleges, universities, accrediting and quality assurance bodies, governments, associations, businesses, foundations and individuals worldwide to address the issues, challenges and opportunities, all focused on academic quality. Retrieved from <https://www.chea.org/ciqg-brochure> on December 6, 2018.

⁸ The INQAAHE is a world-wide association of organizations active in the theory and practice of quality assurance in higher education. The great majority of its members are quality assurance agencies that operate in many different ways, although the Network also welcomes other organizations (as associate members) and individuals (as affiliates) that have an interest in quality assurance in Higher Education. Retrieved from <http://www.inqaahe.org/sites/default/files/INQAAHE-Constitution-2018.pdf> on December 6, 2018.

⁹ Retrieved from <http://www.aaccupqa.org.ph/index.php/aaccup-accreditation/the-conduct-of-accreditation> on December 6, 2018.

areas to be chosen from among *research, performance in licensure examination, faculty development, and linkages*.

7. **4th Survey Visit-** is a higher level which if hurdled, may entitle the institution to an **institutional accreditation status**.

The following are the standards/key result areas in the program and institutional accreditation:¹⁰

Program-level	Institutional-level
1. Mission, vision, goals and objectives	1. Governance and Management
2. Faculty	2. Teaching, Learning and Evaluation
3. Curriculum and Instruction	3. Faculty and Staff
4. Support to Students	4. Research
5. Research	5. Extension, Consultancy and Linkages
6. Extension and Community Involvement	6. Support to Students
7. Library	7. Library
8. Physical Plant and Facilities	8. Infrastructure and Other Learning Resources
9. Laboratories	9. Quality Assurance Culture
10. Administration	

Based on the cumulative data on the accreditation status of the assessed institutions¹¹ (1992-2017), as certified by the NNQAA, the following are the SUCs which have been accredited by the AACCUP:

Institution	Level of Accreditation Status	Duration of Validity of Accreditation Status
1. Visayas State University	Level III Re-accredited	April 16, 2017 to April 15, 2022
2. Central Luzon State University	Level II Re-accredited	August 1, 2011 to July 31, 2016
3. Central Mindanao University	Level II Re-accredited	August 16, 2017 to August 15, 2022
4. Tarlac State University	Level II Re-accredited	December 16, 2017 to December 15, 2022
5. Pampanga State Agricultural University	Level II Re-accredited	December 16, 2017 to December 15, 2022
6. Tarlac Agricultural University	Level I Accredited	December 1, 2015 to November 30, 2020
7. Mariano Marcos State University	Level I Accredited	December 1, 2014 to November 30, 2018

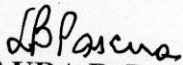
After a thorough evaluation, the **AACCUP institutional accreditation** of the VSU is deemed **comparable to the attainment of an ISO QMS certification**, as well as other similar TQM certification/recognition/awards, as it defines the quality assurance and level of education and training of an higher education institution (HEI). Hence, subject request of the VSU is **favorably considered**.

¹⁰ Retrieved from <http://www.aaccupqa.org.ph/index.php/aaccup-accreditation/the-outcomes-based-quality-assurance> on December 6, 2018.

¹¹ Retrieved from <http://www.aaccupqa.org.ph/index.php/about-aaccup/institutional-members> on December 6, 2018.

With all the commendable initiatives of the VSU to continually improve its management systems and delivery of high quality of education services, may we also encourage the uploading of all relevant award or certificates obtained by the University in its TS webpage.

Very truly yours,



LAURA B. PASCUA

DBM Undersecretary and

Chairperson of the AO 25 Technical Working Group

U 

cc: **Ms. Maria Rosario A. Ablan**

Program Manager

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