



**PROMOTING TRANSPARENCY AND  
ACCOUNTABILITY IN MANAGEMENT  
OF TERTIARY INSTITUTIONS TO MEET  
MTDP3 ASPIRATIONS**

In general, transparency and accountability in higher education takes a diversity of forms, such as licensing, audits, accreditation programs, funding allocation mechanisms, and oversight structures. With the globalization of the higher education system, traditional approaches have given way to the 'new public management'(NPM) paradigm. The idea of transparency & accountability moves 'from compliance with rules to the production of results' (Burke 2005, cited from FrøLich 2010).

# TRANSPARENCY & ACCOUNTABILITY REQUIREMENTS

Today the higher education leaders must at the same time satisfy the competing demands of several groups of stakeholders, including society at large, government, employers, alumni, teachers, and students and their parents. Transparency & accountability requirements have thus grown to include such concerns as:

- the extent to which access is offered evenly to all groups in society (**equity**);
- standards of teaching and research (**quality**);
- the degree to which graduates receive an education that meets labor-market needs (**relevance**);
- the contribution of the higher education sector to local and/or national economic development (**sometimes called the “third mission”**);
- the values conveyed by tertiary education institutions (e.g., **citizenship and nation building**);
- the manner in which public resources are employed (**internal efficiency**); and
- the financial capacity of the tertiary education system to grow while maintaining high standards (**sustainability**).



Transparency & accountability in the management of Tertiary Institutions are not just about catching the crooks, it is about having the right institutional and structural procedures to ensure that we prevent the manifestation of bad behavior.

## **PIP – PROJECTS: PROJECT MANAGEMENT GUIDEBOOK**

This Guidebook provides a practical approach to what many consider a complex process in projects planning, implementation and reporting: the management of projects. This Guidebook is designed to simplify the management processes required to manage a project successfully from end to end. It defines Project Management in simple terms and provides HEIs with all of the documentation tools required to make their project a success (57 templates).

# **NATIONAL STANDARDS FOR HIGHER EDUCATION INSTITUTIONAL REGISTRATION**

- 1. The institution is committed to honesty and integrity in higher education.**
- 2. The institution is guided by clearly stated purposes and is appropriately planned.**
- 3. The institution has sufficient, secured financial resources for establishment and ongoing financial sustainability of its operations.**
- 4. The institution has effective governance mechanisms.**
- 5. The institution has appropriate management structures, processes and policies, including academic policies.**
- 6. The institution's programmes, teaching and assessment are adequate to achieve the expected student learning outcomes.**

**7. The institution's teaching and administrative personnel are appropriate in number, qualifications, experience and skill.**

**8. The institution's students have access to appropriate levels of social, welfare and academic support services.**

**9. The institution has effective processes to provide, maintain and modernize learning resources.**

**10. The institution demonstrates a commitment to equity goals and strong engagement with stakeholders.**

**Standards 11 and 12 are specifically for Universities:**

**11. The university awards its own qualifications in at least two fields of study and offers programmes from entry level to postgraduate studies.**

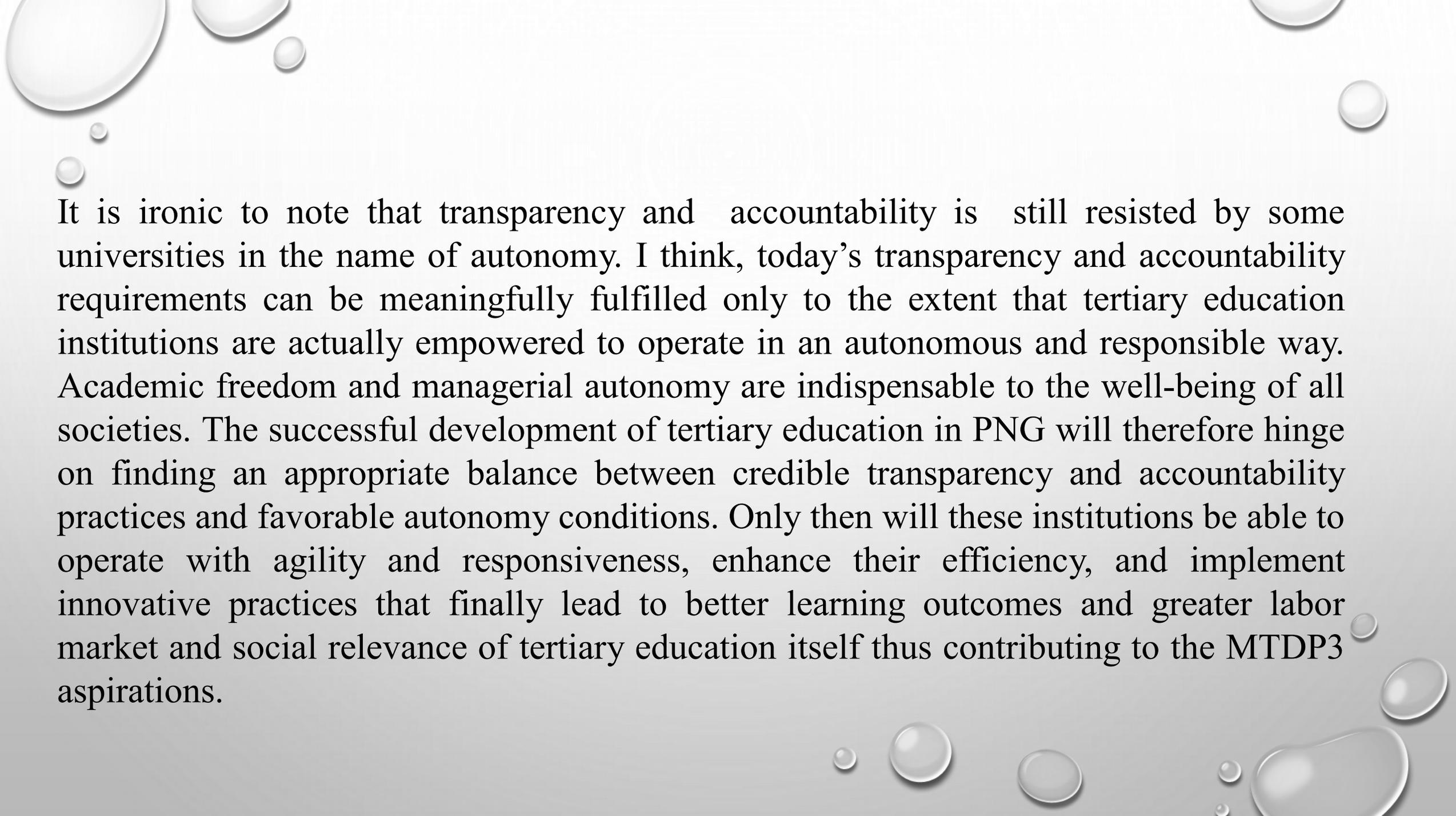
**12. The university's staff must undertake research leading to the generation of new knowledge**

# **NATIONAL STANDARDS FOR HIGHER EDUCATION PROGRAM ACCREDITATION**

- 1. The programme and outcomes are consistent with the Papua New Guinea National Qualifications Framework (PNGNQF).**
- 2. The programme is well-designed.**
- 3. Programme resourcing and information are adequate.**
- 4. Teaching and learning are of high quality.**
- 5. Admission criteria are appropriate.**
- 6. Assessment is effective and expected student learning outcomes are achieved.**
- 7. Programme monitoring, review, updating and termination are appropriately managed.**

# PAPUA NEW GUINEA NATIONAL QUALIFICATIONS FRAMEWORK

Qualification Level	Minimum and Indicative Maximum Volume of Learning	Expected Number of Full Time Years	TVET Registered by NTC or NDoE	AWARDS HIGHER EDUCATION Registered and Accredited by DHERST	Typical Certifying Authorities	
10	1200 - 1600 HRS	3+		DOCTORATE	Universities	
9	1200 - 1600 HRS	1		MASTER DEGREE	Universities, HEIs	Master Degree in Progress
8	1200 - 1600 HRS PGD (600 – 800 HRS for Post Graduate Certificate)	1 (0.5 for Post Graduate Certificate)		POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE	Universities, HEIs	
8	1200 - 1600 HRS	1		BACHELOR HONOURS	Universities, HEIs	
7	1200 - 1600 HRS	1		BACHELOR	Universities, HEIs,	Bachelor Degree in Progress
6	1200 - 1600 HRS	1	ADDIP	ADVANCED DIPLOMA/ ASSOCIATE DEGREE	RTOs, Universities, HEIs, NDOE	
5	1200 - 1600 HRS	1	DIP	DIPLOMA	RTOs, Universities, HEIs, NDOE	
4	400 - 2400 HRS	Up to 2	CERT 4	CERTIFICATE	RTOs, Universities, HEIs, NDOE	School Certificates
3	400 – 2400 HRS	Up to 2	CERT 3		RTOs, NDOE	
2	400 – 1200 HRS	3-6 months	CERT 2		RTOs, NDOE	
1	400 – 1200 HRS	3-6 months	CERT 1		RTOs, NDOE	
13 Years of General Education					NDoE	



It is ironic to note that transparency and accountability is still resisted by some universities in the name of autonomy. I think, today's transparency and accountability requirements can be meaningfully fulfilled only to the extent that tertiary education institutions are actually empowered to operate in an autonomous and responsible way. Academic freedom and managerial autonomy are indispensable to the well-being of all societies. The successful development of tertiary education in PNG will therefore hinge on finding an appropriate balance between credible transparency and accountability practices and favorable autonomy conditions. Only then will these institutions be able to operate with agility and responsiveness, enhance their efficiency, and implement innovative practices that finally lead to better learning outcomes and greater labor market and social relevance of tertiary education itself thus contributing to the MTDP3 aspirations.

*“Not everything that counts can be measured,  
not everything that can be counted is meaningful.”*

Einstein

Thank you



**DHERST**