

# Quality Assurance Framework (QAF) for OLSHS: Integrating the AR Whole Learner Model and PAASCU Standards

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**Abstract:** This paper presents the development of the Quality Assurance Framework (QAF) of Our Lady of the Sacred Heart School (OLSHS), designed through the integration of the Augustinian Recollect (AR) Whole Learner Model and the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) standards. Anchored in national quality benchmarks and values-based education, the QAF promotes holistic learner formation through a structured whole school–whole learner approach, aligned with the principles of continuous improvement.

**Keywords:** *Quality Assurance Framework (QAF); AR Whole Learner Model; PAASCU Standards; Catholic Education; Holistic Formation; Continuous Improvement; Whole School–Whole Learner Approach; Philippine Accreditation.*

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## I. INTRODUCTION

In the pursuit of educational excellence and learner formation, quality assurance systems in Philippine basic education are increasingly challenged to go beyond compliance. The integration of formative, values-oriented models with outcome-based standards provides a promising path forward. The OLSHS Quality Assurance Framework (QAF) responds to this by aligning the AR Whole Learner Model (Caranzo, 2022) with the PAASCU standards, creating a comprehensive system for both academic excellence and personal development.

Rooted in the Pedagogy of St. Augustine, which emphasizes interiority, transformation, and truth-seeking, the framework advances a whole school–whole learner philosophy where every institutional function contributes to nurturing a values-oriented, competent, and socially responsible Filipino learner. While aligned with national

quality assurance goals, this framework remains contextual and mission-driven, not yet expanding to international accreditation. It reflects OLSHS's commitment to continuous improvement anchored in Gospel values and Filipino identity.

## II. METHODOLOGY

### ➤ *The Development of the QAF Involved a Three-Step Process:*

Conceptual Alignment – The AR Whole Learner Framework (Caranzo, 2022) was used as the formation base. It integrates six Filipino Whole Learner facets with six AR Learner Attributes. These were aligned to the eight PAASCU areas of evaluation, which are themselves mapped to the Plan Do-Check-Act (PDCA) cycle.

### ➤ *Stakeholder Engagement*

Workshops were conducted with school leaders, faculty, and QA committees to ensure alignment with

institutional identity, national policy expectations, and learner formation goals. Feedback loops were integrated into system design.

#### ➤ Visual Framework Design

A circular framework diagram was created to integrate the AR Whole Learner values with the PDCA cycle and PAASCU areas. The updated visual includes a circular PDCA cycle and the correct quadrant assignment of the eight PAASCU areas. See Figure 1 below.

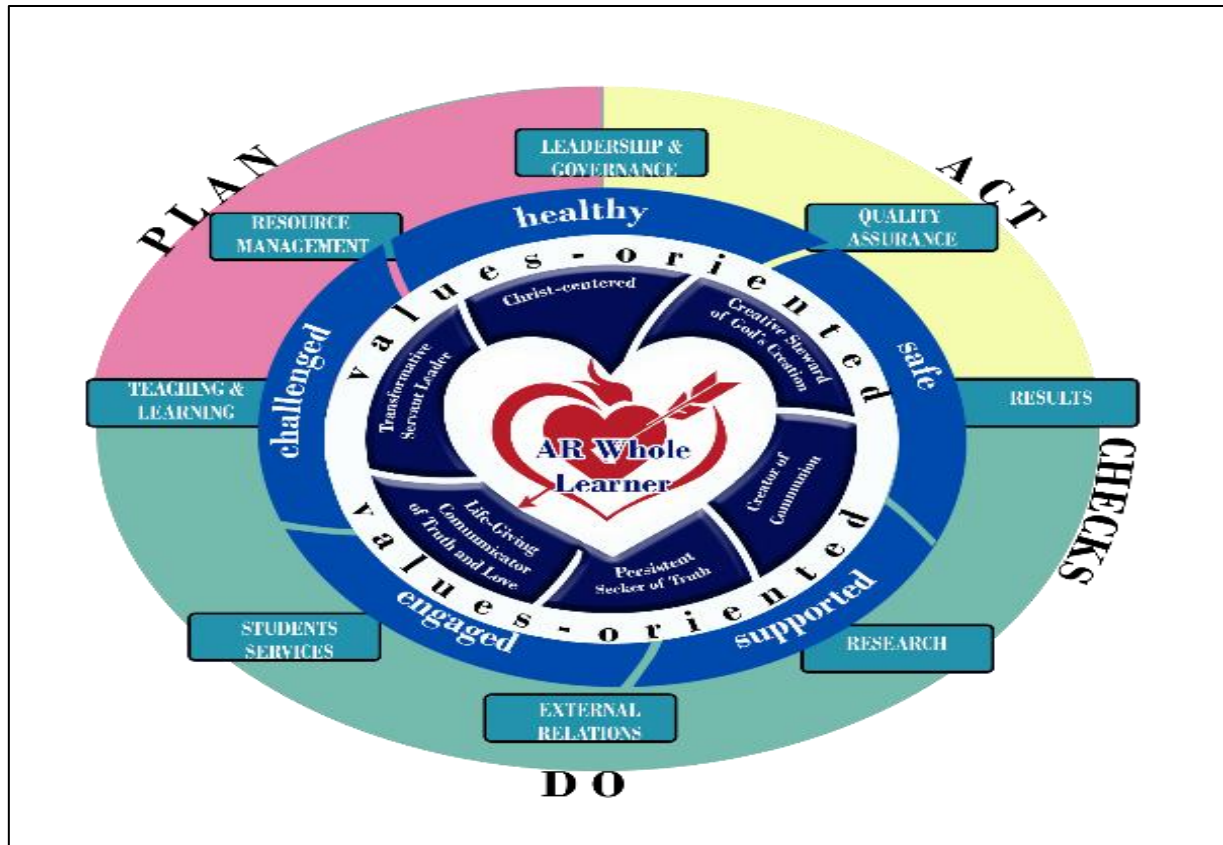


Fig 1 OLSHS Quality Assurance Framework Integrating PDCA, PAASCU Areas, and AR Whole Learner Model.

### III. RESULTS

The resulting QAF Version 2 includes the following key components: QA Policy, QA System, QA Standards, QA Cycle, QA Tools, and QA Governance. Each PAASCU area is mapped onto a PDCA quadrant without altering the official eight-area structure. The ACT quadrant is represented by Quality Assurance (Area 2), while Research remains correctly classified under DO. This ensures both conceptual and visual balance.

### IV. DISCUSSION

The Quality Assurance Framework (QAF) developed for Our Lady of the Sacred Heart School (OLSHS) is anchored on the integration of the AR Whole Learner Model and the PAASCU 8 Areas of quality assurance. This integration brings together values-based Catholic formation and systematic institutional assessment, forming a unique structure for holistic school transformation.

At the heart of this framework is the AR Whole Learner Model, a locally developed and published formation paradigm that emphasizes the whole learner (Caranzo, 2022). This

model aligns seamlessly with the PAASCU's updated standards, which assess institutions across eight interconnected areas: Leadership & Governance, Quality Assurance System, Resource Management, Teaching-Learning, Student Services, External Relations, Research, and Results.

➤ *The QAF is Operationalized using the PDCA (Plan-Do-Check -Act) cycle, a Recognized Methodology in ISO 9001:2015 Quality Management Systems. In the Adapted Framework:*

- Plan involves strategic actions in Leadership & Governance, Quality Assurance System, and Resource Management, ensuring that direction setting, resource allocation, and systemic monitoring are in place.
- Do refers to the implementation phase, where Teaching & Learning, Student Services, External Relations, and Research are carried out as key deliverables that directly impact learners.
- Check includes the gathering and analysis of performance Results, ensuring that outputs and outcomes are measured based on the school's goals and standards.

- Act is reflected through periodic reviews, audits, and stakeholder feedback mechanisms under the QA System, leading to informed decisions and revisions for continuous quality enhancement. This cyclical process reinforces evidence-based decision making and sustainability in quality assurance. The integration avoids duplicating functions across areas but instead synchronizes leadership direction, learner development, and institutional effectiveness.

## V. CONCLUSION AND RECOMMENDATION

The OLSHS Quality Assurance Framework is a dynamic system that unites Gospel-centered learner formation with standards-based assurance. The use of the PDCA model, in conjunction with PAASCU's national standards and the AR Whole Learner model, positions OLSHS for sustained growth.

It is recommended that similar institutions adopt a values-oriented QA framework that maintains integrity to formation while ensuring measurable quality outcomes.

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