

## Overview

- **Meaning, scope, and relevance**
- **Governance and organizational structures**
- **The role of internal QA units**
- **International best practices**
- **Ideas for implementing and enhancing**

## Quality

- **Has no static definition**
- **There is no consensus**
- **Evolves over time**
- **Is multi-dimensional**
- **Involves all aspects of academic life**

Source: 1998 World Conference on Higher Education

## Definition of Quality

- Meeting standards
- Threshold
- Fit for purpose
- Zero tolerance
- Value for money
- Enhancement and improvement,
- Excellence
- ...

## Quality Assurance

- Intended for improvement and accountability
- Includes policies, procedures and actions

## Quality Assurance

- **What characteristics of institutional work are of greatest value and why?**
- **What constitutes academic performance at the highest level?**
- **How can such performance be recognized and measured?**

## RANEPA's Guiding Principles

- **Life-long learning**
- **Individual approach (What does it mean)**
- **Internationalization**
- **Use of new educational technologies**
- **Competency-based education**
- **Leader in research and development**

## **Assumptions of Effective QA Practices**

### **Institution**

- **Has formal, approved, transparent QA policy**
- **Is compliant with regulations of the jurisdiction/licensing bodies**
- **Will follow-up on QA related recommendations**
- **Has procedures for systematic review of QA policies *AND* processes**

### **Lesson 1:**

**Guiding principles must be defined *AND* linked with quality indicators.**

## Typical Cluster of Indicators

- Governance, planning, management
- Finance and infrastructure
- Programs and curricula
- Learning experiences (teaching, learning, assessment)
- Student support
- Faculty and staff
- Research and consultancy
- Service and community outreach
- Internationalization

## Range of Indicators

**INPUT**

**PROCESS**

**OUTPUT**

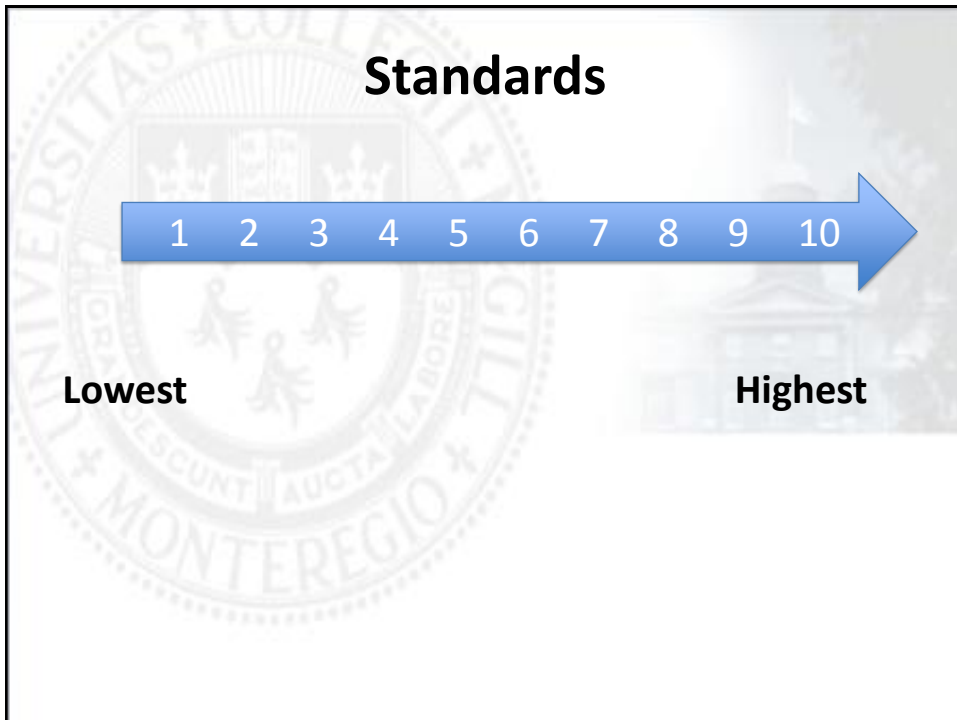
**OUTCOME**

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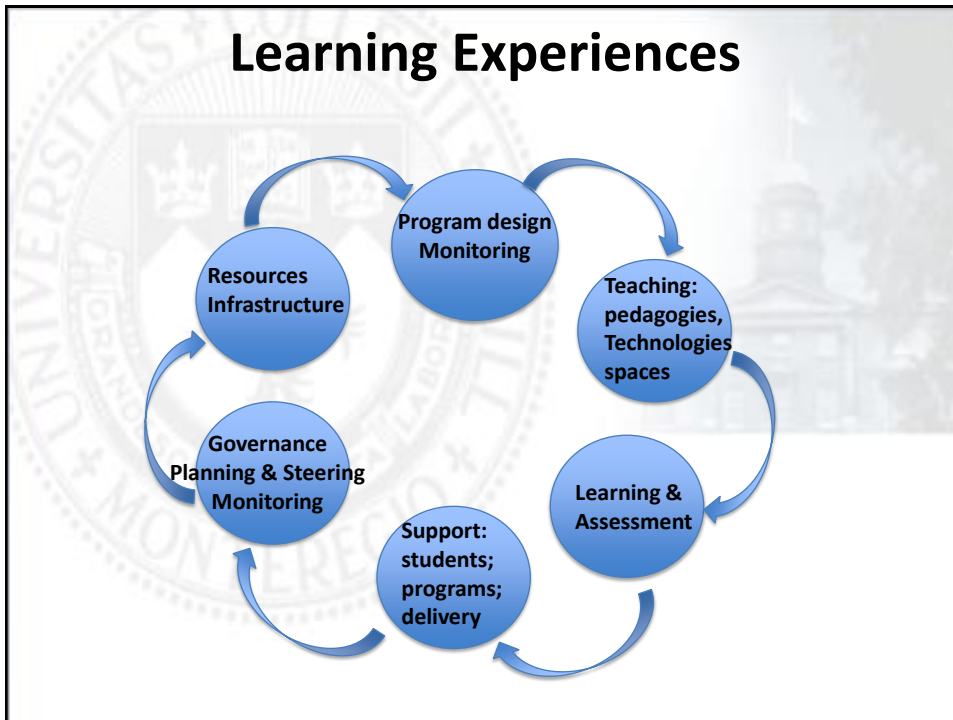
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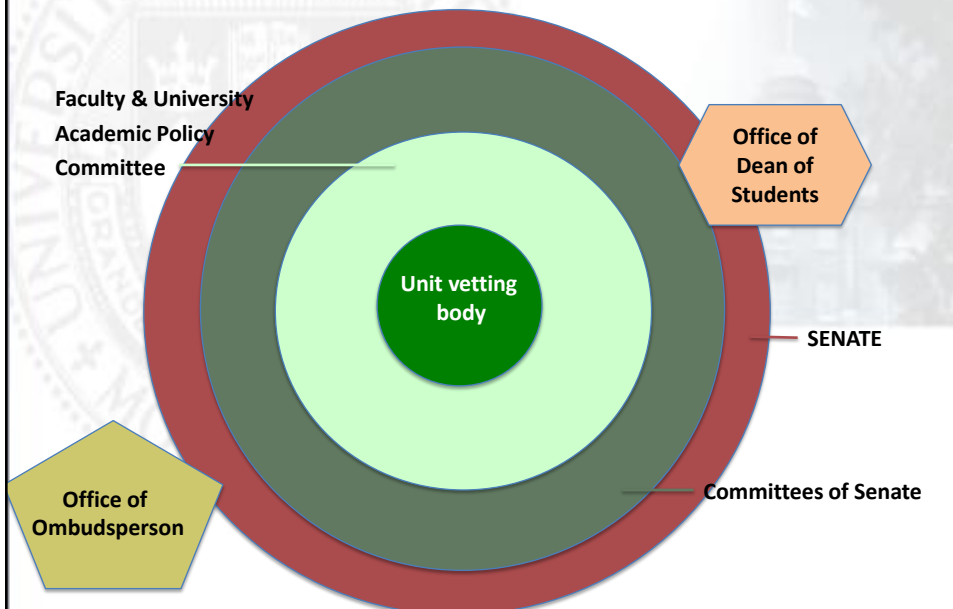
### Institutional Policies: Program Design and Delivery

- Number of contact hours
- Flexible curriculum (credit system, ECTS, ...)
- Expected competencies and assessment
- Relevance of skills and knowledge acquired
- Alignment of teaching with desired outcomes
- Active student engagement

## Institutional Policies: Program design and delivery

- Exposure to a range of academic experiences
- Appropriate use of resources
- Academic integrity
- Feedback from students
- Accommodations for students with disabilities/other needs
- Progress and timely completion of degree

## Institutional Structures for Program QA



## **Lesson 2:**

**Quality education requires a quality performing system.**

17

## **QA Mechanisms**

- **Explicit elaboration of rights and responsibilities of academics and students**
- **Annual reporting**
- **Performance-based rewarding**

## QA Mechanisms

- Internal academic audits ([cyclical reviews](#), ISO, TQM, ..)
- [Accreditation by professional & licensing bodies](#)
- [Graduate and alumni surveys](#)
- [Benchmarking](#)

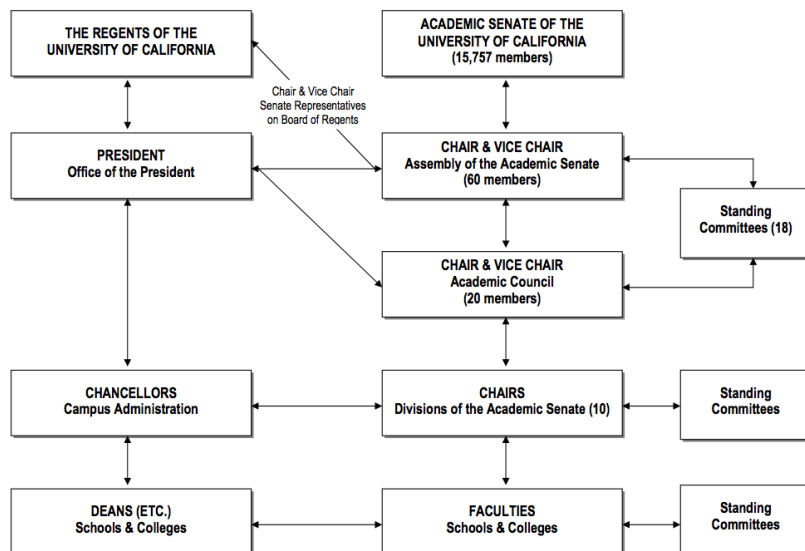
## Governance and Organizational Structures of QA in a Multi-Campus Context

- Centralized, decentralized, mixed
- Governance style
- Degree of coordination across system
- Degree of control and autonomy
- Same or different standards of performance

## California System

- 10 campuses
- 220,000 students
- 170,000 faculty and staff
- 1.5 million living alumni
- System wide academic senate

## UC Governance



Source: <http://www.universityofcalifornia.edu/senate/resources/as.org.0907.pdf>



## Université catholique de Louvain

- Centralized administration
- Vice rectors by administrative task (HR, Student Affairs)
- Vice rectors by sector
  - Social Sciences
  - Science and Technology
  - Health Sciences

## Belgian Agence pour l'Evaluation de la Qualité de l'Enseignement Supérieur

- System-wide subject area QA

Source: [http://www.aeqes.be/english\\_about\\_us.cfm](http://www.aeqes.be/english_about_us.cfm)

## System-wide Subject Area QA

Source: <http://www.aeqes.be/documents/Analyse%20transversale%20sciences%20po%20-%20VF%20-%20MEP.pdf>

## Formative Role of Internal QA Units

- **Building capacity**
  - **Academic leaders**
    - **CONVEY vision --QA processes, best practices, indicators and standards**
  - **Peer reviewer development**
    - **General aspects; Audit process; Higher education context**
  - **How to compile relevant data, maintain databases; prepare self-study**

## **Formative Role of Internal QA Units**

- **Coordinating development of competencies, criteria, standards, & measures**
- **Developing operational manuals (how to)**
- **Assisting units in learning about QA and adopting relevant activities**

## **Formative Role of Internal QA Units**

- **Promoting culture of quality**
- **Preparing units for accreditation by external bodies**
- **Translating recommendations generated by the QA process into concrete actions**
- **Providing or organizing developmental support**

## **Administrative Role of Internal QA Units**

- **Coordinating with accreditation bodies for**
  - **External review activities**
  - **Inviting reviewers**
  - **Attending to logistics**
  - **Planning meetings**

**Lesson 3:**  
**Considerable learning is required for high quality performance.**

## International Best Practices in QA

- Canada's faculty & educational development structures
- Australia's Melbourne University
- Nordic countries' regional cooperation
- USA's variations in accreditation and QA
- UK's process of self assessment and reinvention

## Canadian Teaching and Learning Centres

## Australia's Transparency

- **Public audit reports**

## Melbourne Educational Principles

- **Atmosphere of intellectual excitement**
- **Intensive research culture permeating all teaching and learning activities**
- **Vibrant and embracing social context**
- **International & culturally diverse curriculum and learning community**
- **Explicit concern and support for individual development**
- **Clear academic expectations and standards**
- **Learning cycles of experimentation, feedback and assessment**
- **Premium quality learning resources and technologies**
- **An adaptive curriculum**

Source: [http://www.cshe.unimelb.edu.au/resources\\_teach/framework\\_teach/docs/9principles.pdf](http://www.cshe.unimelb.edu.au/resources_teach/framework_teach/docs/9principles.pdf)

## Nordic Countries Collaboration

**CREATE JOINT UNDERSTANDING OF DIFFERENT  
NORDIC VIEWPOINTS ON ISSUES RELATED TO QA**

Source: <http://www.nokut.no/en/noqa/About-NOQA/>

## USA Accreditation and QA System

- **Autonomous**
- **Private and self-financing**
- **Size**
  - **2008–2009, >760 paid full- and part- time staff and 19,000 volunteers**
- **Range in type**
  - **Regional**
  - **National, faith related**
  - **National career-related**
  - **Programmatic**
- **Articulation between different systems**

Source: <http://www.chea.org/>

## QAA's Ability to Evolve

Established in 1997

- Centralized
- Micro-managed
- Subject review based
- Hugely expensive

2003- Shift to institutional audit

2011- Additional responsibility to provide educational oversight for private providers.

Sources: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/IntroQAA.pdf>  
[http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/REO\\_handbook.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/REO_handbook.pdf)

## Which model for the RANEPAs system?

- **Credibility**
- **Effectiveness**
- **Legal clarity**
- **Promoting good practice**
- **Formative and summative capacity**
- **Role of professional bodies**
- **Degree of bureaucracy**
- **Cost**

## **Lesson 4**

**One size does not fit all.**

41

## **Best model depends on....**

- **QA framework**
- **Level of readiness**
- **Standards**
- **Support mechanisms**
- **Participation**
- **Size**
- **Consequences**

## Potential Challenges

- **Monitoring educational outcomes**
- **From input to output quality indicators**
- **Type of QA framework**
- **External QA mechanisms**
- **Accountability, autonomy, bureaucracy**
- **Resistance to change**
- **Credible change agents**
- **Financial and human resources to facilitate improvement**

## Summary

### **Quality assurance:**

- **Promotes institutional development**
- **Requires accepting and embracing a culture of quality**
- **Pertains to all elements of the system**
- **Can be achieved in different ways to accommodate contextual differences but standards must be comparable beyond the local context**
- **Is a well developed area and offers considerable international experience and expertise**

## RANEPA's Case: Discussion Question

QA POLICY	QA INDICATORS	CLUSTER OF INDICATORS?
Exists    N    Y    ?	Indicators specified    N    Y>	?????
Formally approved  N    Y    ?	Standards specified    N    Y>	?????
Transparent (you and others know what the policy is)    N    Y    ?		?????

## What should be the steps going forward?

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## Going Forward

- **Solid grasp of the concept of QA**
- **Accepting the urgency for change**
- **Systematic and objective analysis of system**
  - **Regulations and framework**
  - **Policies**
  - **Practices**
- **Careful consideration of local context and its affordances and limitations**
- **Taking into account the time it takes to build capacity**
- **Learning from international experiences**
  - **Joining appropriate organizations**
  - **Seeking expert advice**