



Quality Assurance in Higher Education

Introduction to QA & Higher Education

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Course contents

- **Introduction to QA and Higher Education (This session)**
- **Accreditation**
- **Self-assessment**



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Course agenda

Suggested (to be personalized for every edition)

- **4 modules of 4 hours**
- **Exercise with self assessment of 1 study program**
- **Module 1 to 3**
 - Dialogic teaching
 - Final test with multiple choices
- **Module 4**
 - Test corrections
 - Analysis of the self assessment of the study program
 - Final discussion about the module

Part 1 - Introduction to QA and Higher Education

- **Learning outcomes**
- On completion of this part of the course, attendants are expected to be able to:
 1. Evaluate the principles of quality assessment and to explain how these principles can be applied in Higher Education Institution (HEI).
 2. Identify the key motivations for the quality assessment in HEI.
 3. Lead and explain international models for quality assurance into institutional context.

Table of Contents

- Concepts of Higher Education
- The missions of higher education
- The functions of Higher Education
- Concepts of Quality
- Defining Quality
- Quality Management in Higher Education
- Quality Management Issues in Higher Education
- Why worry about Quality in Higher Education
- How can Quality be Assessed
- Models of Quality Assessment
- International Practices



1. Concepts of Higher Education

According to Ronald Barnett (1992), there are 4 predominant concepts of higher education:

- ▶ Higher education as the production of qualified human resources.
- ▶ Higher education as training for a research career
- ▶ Higher education as the efficient management of teaching provision
- ▶ Higher education as a matter of extending life chances

2. The missions of higher education

- To serve the human person and society.
- To make a key contribution in:
 - Opening up and highlighting new paths to a better future for society and the individual,
 - Give direction and shape to that future.
- Solving of major global, regional and local problems such as:
 - Poverty, hunger, illiteracy, social exclusion,
 - The exacerbation of inequalities at international and national levels,
 - The widening of the gap between industrialized and developing countries, and protection of the environment.

2. The missions of higher education

■ Traditional mission:

- maintaining, increasing and diffusing knowledge through research and intellectual creation,
- Teaching and spreading knowledge in various ways.
- It concerns science and technology and the social and human sciences and implies taking account of the needs of society and its economic, social and cultural development as well as of major world trends foreseeable for the years ahead.
- It includes the task of developing endogenous capacities for acquiring and applying existing knowledge and creating new knowledge.



2. The missions of higher education

- **Higher education most important mission in society**
 - Cultural mission
 - Ethical mission
- **Higher education is required to preserve and assert**
 - cultural identity,
 - promote the propagation and creation of cultural values,
 - protect and encourage cultural diversity
 - participate actively in the development of intercultural understanding and harmony and the mutual enrichment of cultures.
 - The transmission of cultural values, which is bound up with ethical considerations, should permeate all courses in higher education.

2. The missions of higher education

- Implementation of lifelong learning for all,
- To become an essential element and driving force in such education and,
- To change and transform itself.

Higher education has a great responsibility in regard to the whole of the education system and educational activities in society.





3. The functions of Higher Education

- To prepare students for research and teaching.
- To provide highly specialized training courses adapted to the needs of economic and social life
- To be open to all, so as to cater to the many aspects of lifelong education in the widest sense
- To promote international cooperation through internationalization of research, technology, networking, and free movement of persons and scientific ideas.

UNESCO International Commission on Education in the 21st century report titled “Learning : The Treasure Within”



4. Concepts of Quality

- Origin
 - Latin word qualis meaning “What Kind of”
- Quality is a much-debated term
- It has a variety of meaning and connotations



4. Concepts of Quality

The British Higher Education Council admitted that quality is difficult to define but concluded that “quality is the central mystery of British higher education – a mystery in all the variants of meaning and nuance of which the word is capable.”



4. Concepts of Quality

The United States Higher Education Council stated that no single workable definition of quality is possible and also concluded that the best approach is to look for characteristics or indicators which are valued by those whose needs the institution is seeking to meet.





4. Concepts of Quality

“Quality is not perfection. It is improving your previous best and showing that you are at the leading edge in most aspects.”



4. Concepts of Quality



is a degree of excellence or relative

goodness, and so quality is not excellence per se but it

refers to an ascending degree of excellence – perhaps

low quality, moderate quality and high quality.





4. Concepts of Quality

The concept of quality includes a set of



against which things, situations or institutions are evaluated in order to determine the degree of quality that they possess.





4. Concepts of Quality



is the declaration of a commitment aimed at giving confidence to one's intended clients, customers or public.





4. Concepts of Quality



is demonstrated by a system of principles and practices arranged logically to achieve certain predetermined quality goals or objectives.



4. Concepts of Quality - 1

“ The total composite product and service characteristics of marketing, engineering, manufacture and maintenance through which the product and service in use will meet the expectation by the customer” _ Feigenbaum, the first man to write a book with “Total Quality” in the title.

4. Concepts of Quality - 2

- “Conformance to the requirements” _ Crosby, an American consultant famous in the 1980s.
- “Degree to which a set of inherent characteristics fulfils requirements” _ ISO (EN) 9000:2000 Quality Management Systems – Fundamentals and vocabulary.

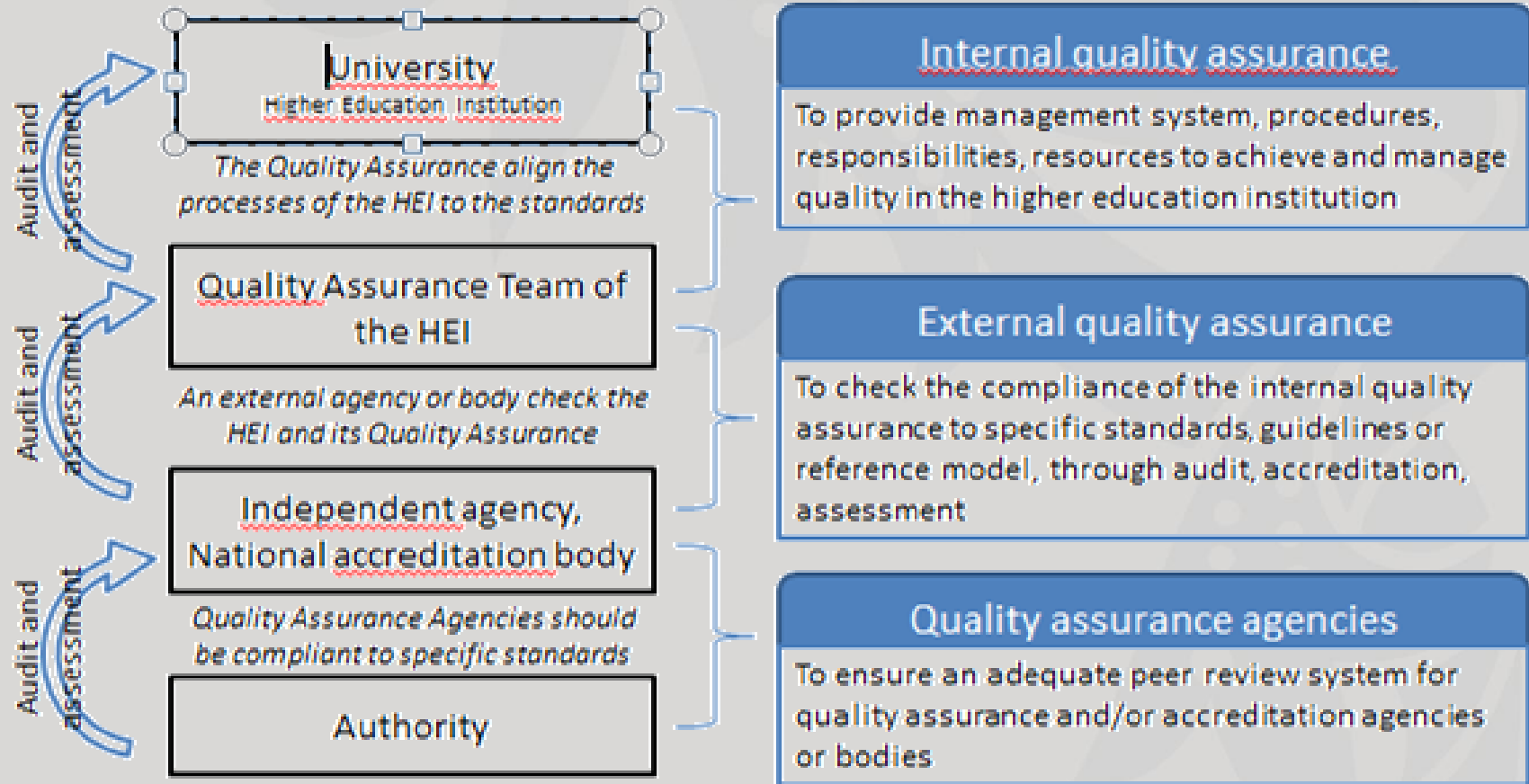
5. Defining Quality

- “Fitness for purpose or Use” – JURAN, an early doyen of Quality Management
- “The Quality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs “–BS4778:1987 (ISO 8402, 1986) Quality vocabulary: Part 1, International Terms.

5. Defining Quality

- “The totality of features and characteristics of a product or service that bears on its ability to satisfy given needs” _ The American National Standards Institute (ANSI) and the American Society for Quality (ASQ) quality terminology 1978.
- “Quality should be aimed at the needs of the Consumer, present and future” (Deming)

6. Quality Management in Higher Education



6. Quality Management in Higher Education

The Great Debate

- Quality and excellence have always been a keen concern for educators in higher education
- Confusion with the terminology
 - quality management,
 - quality assurance,
 - quality improvement,
 - quality control and
 - quality assessment
- International definition & Adoption
 - Different terms & approach
- Trends
 - Convergence
 - Principles of what an institution should be like that is effectively engaged in improvement of quality.



6. Quality Management in Higher Education

- Even where specific approaches for the development of improved quality exist, interchanging of best practices continues to help quality agencies and councils refine their processes and expectations.
- In practice quality improvement in a higher education institution is concerned with an ongoing cycle of agreeing on a set of standards and/or goals, gathering relevant information, evaluating feedback and ensuring the implementation of change.

6. Quality Management in Higher Education

A higher education institution involved in a strong and effective quality improvement process will be characterized by the following:

- a) An institutional culture that is open to constructive evaluation and to change.
- b) A high level of satisfaction from students, employees and external customers.
- c) Institution-wide embracing of the concept of quality improvement, including a commitment to participate in institutional improvement and growth.



6. Quality Management in Higher Education

A higher education institution involved in a strong and effective quality improvement process will be characterized by the following:

- d) Evidence of ongoing measurable improvement in institutional performance in agreed areas of need.
- e) Open communication within and between different areas of operation.
- f) Self-confidence of the institution in its ability to manage its own future, and evidence of its success in doing so, particularly in relation to any external accreditation bodies

7. Quality Management Issues in Higher Education

Framework for development of quality improvement processes

- External Bodies used standards to evaluate an Institution (Old practice)
- Internal quality management complements external accreditation expectations (Today practice)
- More importance is attached to an Institution's ability to manage its own quality
 - Identify own strengths
 - Identify areas for improvement
 - Develop strategy to bring necessary changes (Changes must be evidenced by outcomes)

7. Quality Management Issues in Higher Education

Framework for development of quality improvement processes.

- External accreditation Bodies help institution
 - Guide the internal processes
 - Provides assistance in developing guidelines of accepted standard
 - Monitor the institution effectiveness in responding to these guidelines.

7. Quality Management Issues in Higher Education

- Quality management decisions
 - Quality objectives should be linked to the institutional strategic plan
 - Strategic planning and quality management look at different aspects of the present and future of a higher education institution.
 - Effective coordination between the two will strengthen the higher education institution and avoid unnecessary duplication of effort.

7. Quality Management Issues in Higher Education

Quality improvement will be most successful if the higher education institution culture is:

- Open to change and improvement
- Transparent operations
- Openness,
- Responsiveness
- Creative

These characteristics form the bases of the ideal culture for quality improvement in higher education institutions.



7. Quality Management Issues in Higher Education

A quality management plan of a higher education institution should be comprehensive

- Moves beyond the area of academic quality.
- Should be concerned with
 - the physical campus,
 - the quality of student life,
 - the attitudes of faculty and staff,
 - the satisfaction levels of faculty and staff,
 - the interaction with external constituencies
 - the service to external constituencies.

7. Quality Management Issues in Higher Education

A quality management plan needs to be supported by accurate factual information:

- HEI should have a regular process in place to gather factual and quantifiable data about institutional quality.
- The individuals leading on quality management need to inform the necessary individuals or groups of what information they need on a regular basis
- Need to take advice back on what may or may not be possible or objective.

7. Quality Management Issues in Higher Education

Quality management procedures should be concerned with:

- Formative and summative evaluation
- Finding the correct balance between them for institutional quality improvement
 - Evaluation lead to summative evaluation (Final Judgement on a situation)
 - A summative conclusion that identifies areas of concern should result in major recommendations for change and improvement.
 - A formative evaluation, on the other hand, is feedback that leads to re-evaluation and change in a situation where immediate changes are possible and may correct identified issues of concern.



7. Quality Management Issues in Higher Education

- Senior Administration responsibility
- Quality improvement cycle
- Excessive formalization in the implementation of the quality improvement process

7. Quality Management Issues in Higher Education

Senior Administration responsibility:

- Total Commitment
 - Ensuring that a strong quality management plan is both in place and operating effectively is the responsibility of senior administration.
- Managing the process of quality improvement is the responsibility of all faculty and staff.
- Complex Structure
- Unique structure
 - Structure adopted by an institution will vary, dependent on other institutional structures



7. Quality Management Issues in Higher Education

The quality improvement cycle

- Continuous process
- Starts with
 - Evaluation of the present
 - Sets goals for the future
 - implementation
 - Evaluation of implementation
 - Conclusion / Feedback
 - Starts again

7. Quality Management Issues in Higher Education

Implementation of the quality improvement process

- **Avoid bureaucracy**
- **Avoid excessive formalization**

if the process is effectively coordinated and if the ideals are fully integrated into institutional culture, quality improvement will enhance the institutional experience for all concerned members and parties



8. Why worry about Quality in Higher Education

- **Competition:**
 - ▶ With globalization, the environment will be seized by competition.
- **Customer satisfaction**
 - ▶ HE stakeholders are now highly conscious of their rights or getting value for their money and time spent.
- **Maintaining Standards:**
 - ▶ In order to maintain standards HEIs should consciously make efforts to improve Quality of the educational provision and facilities





8. Why worry about Quality in Higher Education

- **Accountability:**
 - Concern of Quality will ensure accountability of the funds utilized and inform the stakeholders about taking appropriate decisions.
- **Improve employee morale**
 - If a quality system is in place, the internal process would be systematic leading to employee high morale and motivation.
- **Credibility and prestige:**
 - If the HEI is concerned about Quality, it will bring in credibility because of consistency leading to brand value.



12. How can Quality be Assessed

A. Evaluation

- A. Systematic appraisal and highlighting of value or the comparison against objectives and targets.
- B. Measurement of performance against a set of criterion.
- C. Internal evaluation
 - a. Administrative b. Students c. Lecturers d. Other staff.
- D. External evaluation
 - A. Specialized external body that collects data, information and evidence about an institution or a program in order to make a statement about its quality. External evaluation is normally carried out by a team of external experts, peers or inspectors.

12. How can Quality be Assessed

B. Accreditation :

The word accreditation means to prove something creditable and publicly acknowledge its worth in relation to external criteria. Accreditation usually refers either to an official approval of HEIs and their programs or the awarding of different quality labels to HEIs and their programs.



12. How can Quality be Assessed

C. Auditing

A process or review of an institution or program to determine if its curriculum, staff, and infrastructure meet its stated aims and objectives. An audit focuses on accountability of institutions and programs (CHEA Glossary)

D. Benchmarking

Benchmarking is the process of helping compare inputs, processes, and outputs either between HEIs or within an institution.



13. Models of Quality Assessment

1. The Malcolm Baldrige National Quality Award (USA) criteria for performance excellence.

- Leadership
- Strategic Planning
- Student, stakeholder, and market focus
- Measurement, analysis and knowledge management
- Workforce focus
- Process management
- Results



13. Models of Quality Assessment

2. ISO 9000

based on eight quality principles

- ▶ Customer focus
- ▶ Leadership
- ▶ Involvement of people
- ▶ Process approach
- ▶ System approach to management
- ▶ Continuous improvement
- ▶ Fact-based decision making
- ▶ Mutually beneficial supplier relationship



13. Models of Quality Assessment

3. Six Sigma Methodology

- ▶ Define: Select projects, set goals and targets, identify the cost of poor quality, prepare the team, develop process maps
- ▶ Measure: Develop measurement tools, standards, and collect data
- ▶ Analyze: Cause and effect diagrams, critical thinking, use statistical tools.
- ▶ Improve: Brainstorm on the cause, develop solution alternatives, probability of success, cost, time to execute
- ▶ Control: Implement the new initiative and put appropriate control in place to give signal of negative developments

13. Models of Quality Assessment

4. TQM

The five underlying concepts of TQM are the following:

- ▶ A clear customer focus
- ▶ Continuous improvement
- ▶ Quality assurance of internal processes
- ▶ Process Orientation
- ▶ Prevention instead of inspection to achieve quality

13. Models of Quality Assessment

5. ABET Model

ABET (Accreditation Board for Engineering and Technology) is recognized by CHEA for accreditation of college and university level programs in applied sciences, computing, engineering and technology.

ABET quality criteria are the following:

- ▶ Students
- ▶ Program educational objectives
- ▶ Student outcome
- ▶ Continuous Improvement
- ▶ Curriculum
- ▶ Faculty
- ▶ Facilities
- ▶ Institutional support



13. Models of Quality Assessment



6. Standards from European Quality Assurance Agency

- the Bologna Process
- ENKA - European Network for Quality Assurance in Higher Education (ENQA) developed an agreed set of standards, procedures and guidelines on quality assurance.
- The standards and guidelines for quality assurance in the European Higher Education Area are in three parts:
 - Part 1: Standards and guidelines for internal quality assurance
 - Part 2: Standards and guidelines for external quality assurance
 - Part 3: Standards and guidelines for quality assurance agencies



13. Models of Quality Assessment

7. ENQA standard for Higher Education

Principles:

- Higher education institutions have primary responsibility for the quality of their provision and their assurance
- Quality assurance responds to the diversity of higher education systems, institutions, programs and students
- Quality assurance supports the development of a quality culture
- Quality assurance takes into account the needs and expectations of students, stakeholders and society.

13. Models of Quality Assessment

8. ENQA standard for Higher Education

1. Policy for quality assurance
2. Design and approval of programs
3. Student-centered learning, teaching and assessment
4. Student admission, progression, recognition and certification
5. Teaching staff
6. Learning resources and student support
7. Information management
8. Public information
9. On-going monitoring and periodic review of programs
10. Cyclical external quality assurance

13. Models of Quality Assessment

1. Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

13. Models of Quality Assessment

2. Design and approval of programs

- a. Institutions should have processes for the design and approval of their programs.
- b. The programs should be designed to meet the objectives set for them, including the intended learning outcomes.
- c. The qualification resulting from a program should be clearly specified and communicated
- d. The qualification should refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

13. Models of Quality Assessment

3. Student-centered learning, teaching and assessment

Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

13. Models of Quality Assessment



4. Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.



13. Models of Quality Assessment

5. Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

13. Models of Quality Assessment

6. Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

13. Models of Quality Assessment

7. Information management

Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs and other activities.

13. Models of Quality Assessment



8. Public information

Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.



13. Models of Quality Assessment



1. On-going monitoring and periodic review of programs

Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

Draft revised ESG endorsed by the Bologna Follow-Up Group on 19 September 2014.
Subject to approval by the Ministerial Conference in Yerevan, on 14-15 May 2015.



13. Models of Quality Assessment

9. Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

14. International Practices

- USA : In the United States, quality assurance in higher education is done through the accreditation process, which ensures that education providers meet, and maintain, minimum standards of quality and integrity regarding academics, administration and related services. The accreditation in the US is an ongoing process based on self-study, peer review, site visit, action by accrediting organization, and ongoing external review.
- UK : The Quality Assurance Agency (QAA) is the centralized independent body funded by subscription from universities and colleges of higher education in the UK. In the UK , quality assurance is done primarily through institutional audit and subject reviews



14. International Practices

- Australia : Universities and higher education institutions in Australia are self-accrediting bodies. They typically have in place a system of formal, cyclical reviews involving external assessors, for evaluation of programs and organizational units.
- European Union : Quality assurance in higher education within the European Union is an issue of top priority. In 1999, the European Ministers of Education committed to establish the European Higher Education Area by 2010, which is referred as the Bologna Declaration. The Declaration encourages cooperation in quality assurance of higher education institutions in the European Union to develop comparable criteria and methodologies. It envisages a common system of credit transfer and mobility of students and teachers across European countries.





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Congratulations for completing the 1st part of the Quality Assurance Course



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