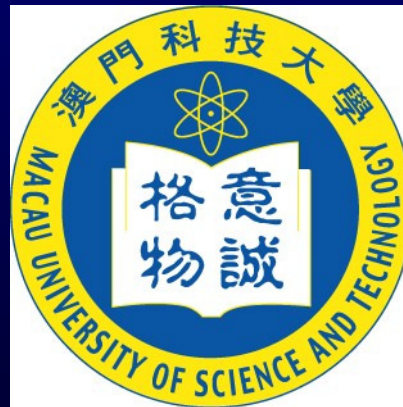


WHAT IS QUALITY ASSURANCE AND HOW DOES IT AFFECT ME?

QUALITY ASSURANCE OFFICE



PLAN OF THE PRESENTATION

NATURE AND PURPOSES OF QA

BENEFITS OF QA

QUESTIONS IN/ELEMENTS OF QA

PLANNING/TIMELINES FOR QA

TRAINING REQUIREMENTS

SELF-EVALUATION AND REVIEW

WHAT IS QUALITY ASSURANCE?

- A rigorous, systematic, objective, impartial, expert-based examination, evaluation and self-evaluation of how effectively a university, Faculty, department, school or program is working, as part of continuous improvement in the ongoing pursuit of higher levels of achievement and quality, and for action planning.

PURPOSES OF QA

- Improvement and continuous development;
- Ensuring consistently high standards;
- Accountability;
- Accreditation;
- Monitoring, review and of Faculty/Program;
- Provision of information on how well university, Faculty and program policies are working;
- Value for money/return on investment;
- Provision of information to all stakeholders;

KEY PURPOSES OF QA

- Comparing universities/Faculties;
- Public awareness and consumer choice (e.g. for student recruitment);
- Promote excellence, creativity and diversity;
- Foster collegiality and networking within and between HE institutions;
- Nurture best practice informed by research to promote all-round development;
- Catalyze university development;
- Control of Faculties/curricula/assessment.

BENEFITS FROM QUALITY ASSURANCE

- Identify strengths and weaknesses
- Know where to intervene to make effective and sustainable, continuous improvements
- Receive feedback and take action as a consequence
- Set collective priorities
- Disseminate good practice
- Develop and implement action planning
- Monitor, evaluate and improve self, each other, students, teaching, learning and achievement in the university
- Meet intended learning outcomes
- Develop a systematic, rigorous mindset towards, and way of looking at, planning, delivering, evaluating and reflecting on work, and to do this methodically, collaboratively and collegially
- Address needs for ongoing professional development and enhance professionalism through regulation, self-regulation, and self-organized development;

BENEFITS FROM QUALITY ASSURANCE

- Improve the quality of the work, the staff and students, the learning and achievement of the intended outcomes of the work;
- Ensure that the processes for quality exist in the university/Faculty, that they are operating effectively, and are impacting on the quality of the work undertaken;
- Identify needs and resources;
- Ensure that the intended features of the work of the university/Faculty are being achieved;
- Enhance the reputation of the institution;
- Serve accountability and accreditation requirements;
- Formulate, clarify and articulate mission, vision, goals, objectives and its relation to those elsewhere in the university for university alignment to be met;

BENEFITS FROM QUALITY ASSURANCE

- Cultivate and conduct evidence-based decision-making and leadership;
- Develop collaborative and collegial practices and improve morale;
- Identify the unique and/or distinctive features and strengths of the university/Faculty/program;
- Understand the processes that led to the outcomes, so that these can be improved where necessary;
- Identify areas of common interest in the university/Faculty, to link individuals or entire Faculties with relevant resources on- and off-campus;
- Meet external demands for demonstrating quality, quality assurance and quality enhancement;
- Identify where the work in practice is, and is not, matched to its declared intentions;

BENEFITS FROM QUALITY ASSURANCE

- Enhance communication, improve morale and a sense of working towards a common aim of the best performance and operation of the work in the university/Faculty;
- Identify, from stakeholders' views, where programs and courses might be developed, which courses are most helpful, and what additions could be made to render the courses and program more useful for a range of purposes;
- Compile thorough and complete documentation of the work undertaken, to serve induction purposes of new staff;
- Link to other universities and institutions of higher education through contacts with external examiners and the resources and contacts that they bring.

PRINCIPLES FOR QA

- Development- and process-driven, rooted in evidence and transparent
- Flexible and tailored to individual Faculties/programs
- An integral part of internal development, facilitated by external agents
- A positive learning experience for all parties, being supportive and dynamic rather than narrowly mechanistic and prescriptive
- A separate and independent process to development support

QUALITY ASSURANCE IS . . .

- based on the principle of continuous improvement;
- based on the principle that evaluation and self-evaluation, both internal and external, are ongoing and serve improvement;
- constructive and formative;
- evaluative and descriptive;
- evidence-based and data-driven;
- a collaborative exercise;
- based on transparent criteria for planning and evaluating the work of the university;
- intended to bring consensus;
- intended to examine and disseminate best practice in the work of the university.

BEST FEATURES OF QA MODEL

- ✓ Brings improvement, consistency and excellence
- ✓ Transparent and public
- ✓ Impartial and independent
- ✓ Evidence-based and everything documented
- ✓ Opens up university and Faculties
- ✓ Renders university/Faculty publicly accountable
- ✓ Builds on, and leads to, development planning and action planning
- ✓ Uses comprehensive data streams
- ✓ Comprehensive coverage and focus
- ✓ Leads to action to remedy weaknesses

QUALITY

EXCELLENCE

TRANSFORMATION

**CONSISTENCY/
RELIABILITY**

**MEETING
OBJECTIVES**

VALUE-ADDED

**CONFORMANCE TO
SPECIFICATIONS**

**FITNESS *FOR*
PURPOSE**

**FITNESS *OF*
PURPOSE**



**MEETING CONSUMERS'/
STAKEHOLDERS'
NEEDS & REQUIREMENTS**



QUALITY ENHANCEMENT

- The act of taking planned steps to bring about continuous improvement in the quality, effectiveness and efficiency of the learning experiences of students.

QUALITY ASSURANCE QUESTIONS

- How high is the desired and actual quality of the education and research given and received?
- How do we know?
- How can the desired and actual quality be improved?

QUALITY ASSURANCE QUESTIONS

1. What does the university/Faculty/program say it is doing and values about the education/learning/research?
2. What *procedures* does the university/Faculty/program have for planning, monitoring, reviewing, developing what it says it does and values about its work?
3. What *processes* does the university/Faculty/program have for planning, monitoring, reviewing, developing what it says it does and values about its work?
4. How does the university/Faculty/program know and inform itself and stakeholders if these procedures and processes are *working/being used*?
5. Are the procedures and processes in place, operating and *effective* in meeting the university/Faculty/Program stated mission, values, purposes, policies, self-evaluation contents and criteria for the effectiveness of its work?
6. How does the university/Faculty/program *inform itself and stakeholders* about the procedures and processes for planning, monitoring, reviewing, developing what it says it does and values about its work?

QUALITY ASSURANCE QUESTIONS

7. How does the university/Faculty/program inform itself/stakeholders about how these procedures and processes for its work are effective in terms of *outcomes* and *quality* (i.e. impact analysis)?
8. How high is the quality of the work and its elements?
9. What benchmarks and benchmarking does the university/Faculty/ program operate?
10. How has the university/Faculty/program *improved* its quality over time, and how do we know?
11. What recommendations can be made for needed *interventions and developments*?
12. How and where can the quality be improved and enhanced, by *whom* and in what *time frames*?

Models of QA

⇒ Compliance models

Standardized

Centralized

Prescribed

Imposed

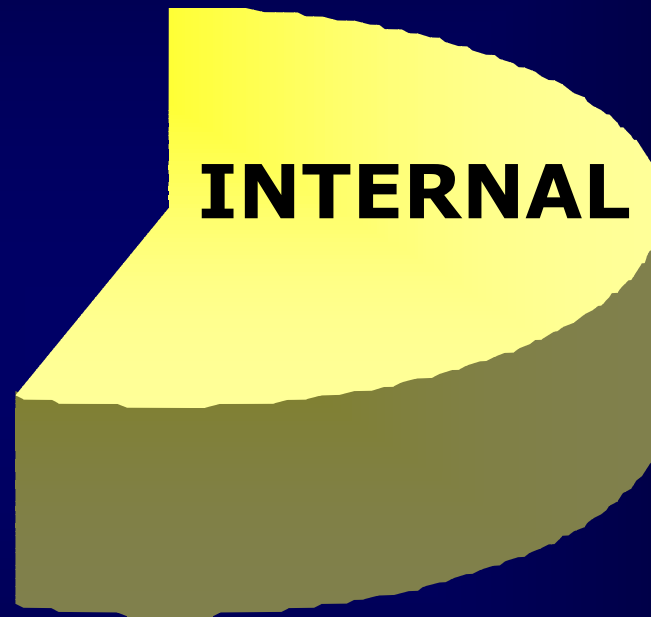
Responsive

Individualistic

Developmental

⇒ Developmental models

PARTIES INVOLVED IN QA



All stages of QA

Different parties

ORGANIZATIONAL STRUCTURE FOR QA

LEARNING AND TEACHING COMMITTEE

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graph TD; LTC[LEARNING AND TEACHING COMMITTEE] --> FPRP[FACULTY/PROGRAM REVIEW PANEL]; LTC --> QAO[QUALITY ASSURANCE OFFICE]; FPRP --- J1[ ]; QAO --- J1; J1 --> FRWG[FACULTY REVIEW WORKING GROUP]; J1 --> PRWG[PROGRAM REVIEW WORKING GROUP];
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The diagram is an organizational chart for Quality Assurance (QA). At the top is the 'LEARNING AND TEACHING COMMITTEE'. Two lines descend from it to 'FACULTY/PROGRAM REVIEW PANEL' and 'QUALITY ASSURANCE OFFICE'. A vertical line connects these two boxes, and from its midpoint, two lines descend to 'FACULTY REVIEW WORKING GROUP' and 'PROGRAM REVIEW WORKING GROUP'.

**FACULTY/
PROGRAM REVIEW
PANEL**

**QUALITY
ASSURANCE
OFFICE**

**FACULTY REVIEW
WORKING GROUP**

**PROGRAM REVIEW
WORKING GROUP**

<i>Time before, during and after review visit</i>	<i>Activity</i>
7 months	
6 months	
2 months	
1 month	
0 (review visit)	
1 week	
1 month	

Contents of support for preparation of Faculty			
Contents of support for preparation for reviewers			
Tasks for the Faculty (including necessary documentation)			
Tasks for the review panel (including necessary documentation)			
Tasks for the QA office (including necessary documentation)			
	Pre-review	During the review	Post-review

PRE-PANEL VISIT (REVIEW PANEL)

1. Appoint Review Panel
2. Notify Dean of review and visit
3. Review Panel meets
4. Notice sent of documents to be received
5. Receive self-evaluation report
6. Review Panel meets
7. Review Panel visits Faculty
8. Preparation of Review report

PRE-VISIT (FACULTY/PROGRAM)

1. Appoint working group to plan self-evaluation report and plan for review
2. Prepare self-evaluation report
3. Approve self-evaluation report
4. Prepare for visit
5. Submit self-evaluation report
6. Complete all required pro-formas

SUPPORT ISSUES FOR QA

- 1. Resources:** Human, financial, facilities, administrative
- 2. Expertise:** Training/preparation for academic and administrative staff
- 3. Time and Workloads:** Academic and administrative staff
- 4. Roles and Tasks:** QA office, Deans, academic and administrative staff, Review Team
- 5. Preparation of Documents:** QA Office and Faculties
- 6. Report Preparation and Writing:** Faculties and Review Panel

TRAINING REQUIREMENTS FOR QA

REVIEW PANEL

- **Dissemination of requirements**
- **How to prepare for review**
- **Internal/external documentation preparation**
- **Trial review**
- **How to self-manage review panels**
- **Website development for review**

FACULTY

- **Workshops for key parties to explain the review process**
- **Completing all the pre-visit documents and other documentation**

DURING-REVIEW (REVIEW PANEL)

1. Audits of data and procedures
2. Interviews with stakeholders
3. Non-participant observation of Faculty/Program operations
4. Review Panel meeting
5. Oral report on Review to the Dean

DURING-REVIEW (FACULTY)

1. Be available at all times
2. Supply any and all required and requested documentation
3. Provide support for Review Panel
4. Monitor work of the Review Panel

TRAINING REQUIREMENTS FOR QA

REVIEW PANEL

- Accuracy and reliability
- Consistency of focus/judgement
- Connoisseurship and perspicacity
- Report writing
- Teamwork and leadership
- Observations/interviewing
- Interpersonal skills
- Ability to use data collection instruments
- Knowledge base and expertise

FACULTY

- Know what is required
- How to respond
- How to organize Review Panel monitoring
- Procedures to follow if significant events occur
- Personal management

POST-REVIEW (REVIEW PANEL)

- Informal oral report from Chair of Review Panel
- Draft final report
- Requests by Chair of Review Panel for further clarification from the Faculty
- Draft report sent to Faculty
- Receive Faculty response to draft report
- Writing and publication of final report
- Receive formal response to final report
- Receive, discuss and approve Faculty's Action Plan
- Review Panel disbands

POST-REVIEW (FACULTY)

1. Supply additional information on request
2. Review and comment on draft of final report
3. Publish formal response to the published final report
4. Prepare Action Plan to address recommendations in the final report
5. Gain approval of Action Plan from Review Panel
6. Provide 6-monthly progress report to Learning and Teaching Committee on the implementation of Action Plan

TRAINING REQUIREMENTS AFTER REVIEW VISIT

REVIEW PANEL

- **Negotiation**
- **Follow-up consultations**
- **Report-writing (samples)**
- **Procedures to support Faculties/Programs/support systems)**
- **Judging Action Plans and giving feedback**

FACULTY

- **Developing and writing Action Plans**
- **Report writing**
- **Negotiations**
- **Responding to reports**

CONTENTS OF A SELF-EVALUATION REPORT

- **Basic information** about the Faculty/Programs/Research
- **Leadership and Management** of the Faculty
- **Details of Faculty** (e.g. curricula, teaching, learning, assessment, research, supervision, resources, staff development, student outcomes and standards, Faculty evaluation, community liaison)
- **Students** (e.g. admission, profiles, target groups, support, services, feedback, representation, quality)
- **Academic staff** (e.g. staffing, credentials, match to work, professional development, careers, research)
- **Quality assurance system** (e.g. mechanisms, development, monitoring and outcomes)
- **Strategic/development planning**
- **General assessment and recommendations** (e.g. strengths and weaknesses, recommendations for improvement, overall conclusions)
- **Appendices**

A SUMMARY FACULTY PANEL REVIEW REPORT

- **Overall evaluation**
 - The Faculty's main strengths and weaknesses
- **Strengths, weaknesses, suggestions for development:**
 - Aims and desired learning outcomes
 - Curricula
 - Learning and teaching
 - Assessment and examinations
 - Standards achieved
 - Quality of programs
 - Leadership and management
 - Professional development
 - Quality assurance
 - Strategic planning and action planning
- **Recommendations for improvements needed**
 - The most important things the Faculty do to improve
- **Concluding remarks**