



# ***QUALITY ENHANCEMENT IN HIGHER EDUCATION***

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- At the end of this presentation you should be able to differentiate what is meant by :
  - Academic Quality Assurance
  - Continuous Quality Improvement in Higher Education
  - Self-Review/ Assessment
  - Internal Audit

# ***ACADEMIC QUALITY ASSURANCE***

# *Quality Assurance*

- All those planned and systematic actions- policies, attitudes, actions and procedures necessary to provide adequate confidence that quality is being maintained and enhanced and that the products and services meet the specified quality standards.

# *Quality Assurance in Higher Education*

- The totality of systems, resources and information devoted to maintaining and improving the quality and standards of teaching, scholarship and research, and of students' learning experience

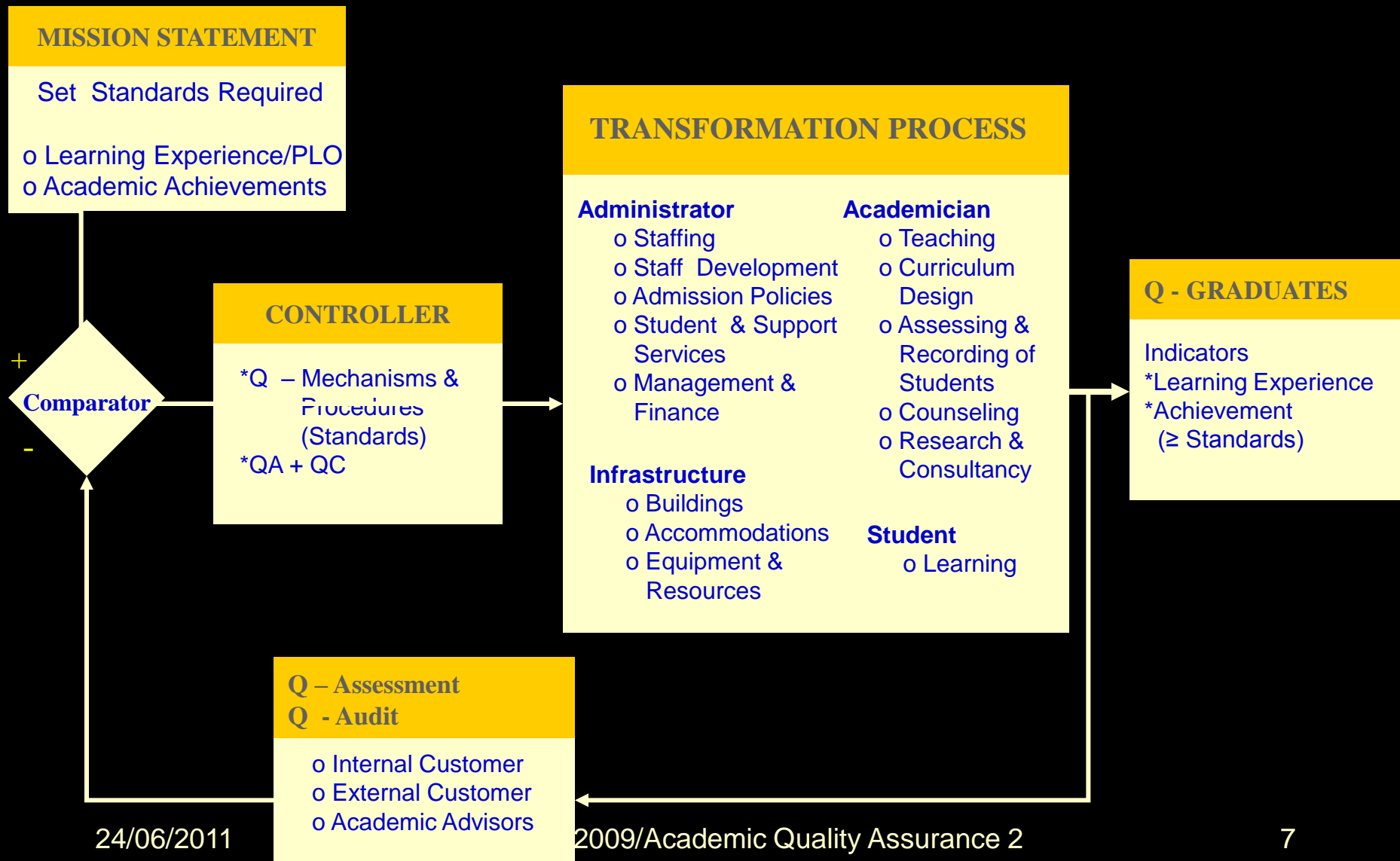
-QAAUK

## *Quality Learning – A Pattern for a QA System*

- Application of ISO 9000 (BS 5750) within IHL
  - **Emphasis is on QC of supporting and administrative functions**
  - **However, teaching effectiveness, assessment of student learning outcomes and course design neglected**
- Principle of QL; teaching task (or enabling of learning) is central and crucial should receive top priority

Carpenter, C. J. “Quality Learning in Engineering – a Pattern for a QA System”, 1994, Australasian JEE.

# CONTINUOUS QUALITY IMPROVEMENT SYSTEM IN HIGHER EDUCATION



# **1. ASPECTS OF AQA**

- **CURRICULUM**
- **T & L ENVIRONMENT & RESOURCES**
- **QUALITY OF TEACHING**
- **PROGRAM ORGANIZATION & MONITORING**
- **STUDENT SUPPORT**
- **OUTCOME & Q.C.**



## ***2. CURRICULUM***

### **2.1. AIMS, EDU OBJECTIVES & LEARNING OUTCOME**

- **EXPLICIT & KNOWN TO ALL**
- **CORRESPONDS TO CUSTOMERS NEEDS**
- **APPROPRIATE BALANCE:**
  - **SPECIALIST CONTENT**
  - **GENERAL CONCEPTUAL SKILLS**
  - **PERSONAL TRANSFERABLE SKILLS**

## **2.2. DESIGN & REVIEW**

- **IMAGINATIVELY DESIGNED & PERIODICALLY REVIEWED**
- **ALTERNATIVE CURRICULUM MODES APL, WBL, e-L, DL etc**
- **LIAISON WITH INDUSTRIES & PROFESSIONAL BODIES**

# **3. ENVIRONMENT & RESOURCES**

## **3.1. TEACHING & LEARNING ENVIRONMENT**

- **CONDUCTIVE TO LEARNING**
- **PHYSICAL FACILITIES ARE SUFFICIENT, APPROPRIATE & WELL MAINTAINED**

## **3.2. LEARNING RESOURCES**

- **SUFFICIENT & UP-TO-DATE & FUNCTIONAL**
- **LIBRARY, AV, COMPUTER ARE ADEQUATE**

### **3.3. STAFF RESOURCES**

- **SUFFICIENT, QUALIFIED, EXPERIENCED, APPROPRIATE**
- **SUPPORTING STAFF ADEQUATE & EFFECTIVELY DEPLOYED**
- **DEVELOPMENT PROGRAMS APPROPRIATE**
- **ACADEMIC STAFF ACTIVE IN RESEARCH AND SCHOLARSHIP**

## **4. QUALITY OF TEACHING**

- ❖ **BASED ON EXPLICIT COURSE OBJECTIVES & LO**
- ❖ **METHODOLOGY : VARIED, INNOVATIVE, APPROPRIATE**
- ❖ **WELL PLANNED & EFFECTIVELY EXECUTED (INCLUDING USE OF AIDS)**
- ❖ **PACE IS APPROPRIATE**
- ❖ **STUDENT CENTRED**
  - **ENCOURAGE INDEPENDENT LEARNING ( PBL)**
  - **DEVELOPMENT OF GENERIC SKILLS (COMPUTER, COMMUNICATION & TEAMWORK)**
  - **CONCERN FOR “DEEP” TOTAL LEARNING EXPERIENCE**

# **5. PROG. ORGANISATION & MANAGEMENT**

## **5.1. PROGRAM ORGANISATION**

- **EFFECTIVELY ORGANISED & MANAGED**
- **TEACHING PROGRAM CLEARLY ARTICULATED & REGULARLY MONITORED**
- **COURSE WORK & ASSESSMENT SYSTEMATICALLY SCHEDULED & CO-ORDINATED**
- **FEEDBACK OBTAINED, ANALYSED & ACTED UPON.**

## **5.2. ASSESSMENT OF STUDENT'S LEARNING OUTCOMES & MONITORING**

- **BASED ON COURSE LEARNING OUTCOMES  
CLEAR & KNOWN TO ALL,  
RANGE OF METHODS USED .....SUITABLE**
- **STANDARDS APPLIED ARE EXPLICIT &  
CONSISTENT, SCHEMES ARE VALID & RELIABLE**
- **PROGRESS RECORDED & MONITORED, FEEDBACK  
TO STUDENTS & CORRECTIVE ACTION TAKEN**

# **6. STUDENT SUPPORT**

## **6.1. ACADEMIC GUIDANCE & COUNSELING**

- **NEED IS RECOGNISED & PROVIDED (ACADEMIC ADVISOR/TUTORS, PEER ADVISOR, COUNSELOR)**
- **SUPPORT FOR HANDICAPPED (PHYSICALLY OR LEARNING DIFFICULTIES)**
- **INFORMATION & ADVICE FOR POTENTIAL STUDENTS**
- **STAFF SHOW CONCERNED FOR THE WELL BEING OF STUDENTS - EMPATHY**
- **STUDENTS PREPARED FOR NEXT STAGE OF STUDY OR EMPLOYMENT**



## **6.2. STUDENTS PLACEMENT IN PRACTICAL/ INDUSTRIAL/CLINICAL TRAINING**

- **CHOICE OF PLACEMENTS MATCH LEARNING NEEDS**
- **STUDENTS, TUTORS, TRAINING OFFICERS WELL BRIEFED ON PLACEMENTS, LEARNING REQUIREMENTS & PURPOSE OF PLACEMENT, DIPLOMA & DEGREE REQUIREMENTS**
- **LEARNING PROGRAMME, AIMS, OBJECTIVES & OUTCOMES SHOULD BE SPECIFIED & AGREED BY ALL**
- **STUDENTS GIVEN QUALITY SUPPORT & HAVE ACCESS TO CONSTRUCTIVE CRITICISM**
- **ASSESSMENT & REPORTING WELL ORGANISED.**

# **7. OUTCOME & QUALITY CONTROL ISSUES**

## **7.1. STUDENTS WORK**

### **❖ COURSE WORK**

- REGULARLY SET & ASSESSED**
- REFLECTS CURRICULAR AIMS, PEO & CLO**

### **❖ STUDENTS PERFORMANCE & ATTITUDES**

- INDICATE SUCCESSFULL LEARNING EXPERIENCE**
- EVIDENCE OF IN-DEPTH LEARNING**

## **7.2. OUTPUT, OUTCOMES & QC**

- **PI REGULARLY USED TO ASSESS ACHIEVEMENTS**
- **RESULTS MONITORED & ANALYSED**
- **QC AT PROGRAM, COURSE/ SUBJECT LEVEL  
CONSISTENT & COHERENCE**
- **Q POLICIES/STRATEGIES CONSISTENTLY APPLIED  
& REVIEWED**
- **COMMITMENT TO EXCELLENCE IN T&L**

# ***SELF-REVIEW / ASSESSMENT***

- ***ANNUAL PROGRAM MONITORING***
- ***PERIODICAL REVIEW / ASSESSMENT***

# ***ANNUAL PROGRAM MONITORING REPORT***

# 1. INTRODUCTION

- AQA → cts. self improvement.
- Analyse previous year program performance
  - identify strengths & weaknesses
    - ascertain weaknesses identified in earlier years have been addressed
    - strengths improved/maintained

# 2. ASPECTS TO BE MONITORED

## 2.1 CURRICULUM, CLO/SYLLABUS

- Program aims, objectives (PEO) & learning outcome (PLO) statement
  - It's relationship with department, faculty & University's mission.
- Overall assessment of achievements of aims/PEO/PLO for the year
- Syllabus (CLO) changes made/planned relevance to aims/PEO/PLO

## **2.2 QUALITY OF TEACHING & STUDENT ACHIEVEMENT AND PROGRESS**

- **Effectiveness of program delivery via observation & assessment ←summary of, and response to views of students, external examiner, employers, graduates & professional bodies.**
- **Progression rate & final degree classification based on student intake.**
- **Assessment of graduate success in employment & further study.**



## **2.3 STAFF AND STAFF DEVELOPMENT**

- **Changes in staffing – made/planned ← relevance to program aims/objective/ LO**
- **Initiatives for staff development & induction.**
  - **Scholarship & research support**
  - **Improving link with industry.**

## **2.4 ACADEMIC RESOURCES**

- **Adequacy and effectiveness of facilities**

- **Library**

- **IT**

- **Audio visual aids**

- **Laboratories**

- **Equipment**

**in meeting with program aims/objectives/LO**

## **2.5 STUDENT INTAKE AND SUPPORT SYSTEM**

- **Summary of application/entry profiles**
- **Matches program aims/ objectives/LO?**
- **Adequacy of student support systems?**
  - **academic advising**
  - **counseling**
  - **recreation (sports, cultural etc)**
  - **accommodation**
  - **medical**

## **2.6 ACADEMIC MANAGEMENT AND QUALITY CONTROL**

- **Departmental role in managing & monitoring program content delivery/assessment.**

## **2.7 FUTURE STRATEGY**

- An overview of planned changes to the program
- Delivery and a summary of actions being undertaken to identified problems

## **2.8 ISSUES ARISING**

- Progress in dealing with issues identified in previous year.

# APPENDICES

- **Course Statistics**
  - **Entry profile**
  - **Pass & probation rates**
  - **Drop - out/dismissal rates**
  - **Degree Classifications?**
  - **First career destinations**
  
- **Student Questionnaires**
  - **Aggregate & mean score for each question**
  
- **External Examiner Report**
  - **Copies of report/s**
  - **Any substantive response made**

# ***PERIODICAL SELF- REVIEW PROCESS***

- **SCRUTINY OF ALL DOCUMENTS**
  - **PROGRAM INFORMATION**
  - **PROGRAM EDU OBJECTIVES & LEARNING OUTCOMES**
  - **SYLLABI/COURSE LEARNING OUTCOMES**
  - **EXTERNAL EXAMINERS REPORT**
  - **PANEL OF ADVISORS REPORTS/MINUTES OF MEETINGS**
- **ANALYSIS OF DOCUMENTS BY REVIEWERS**
- **TEAM MEETING**

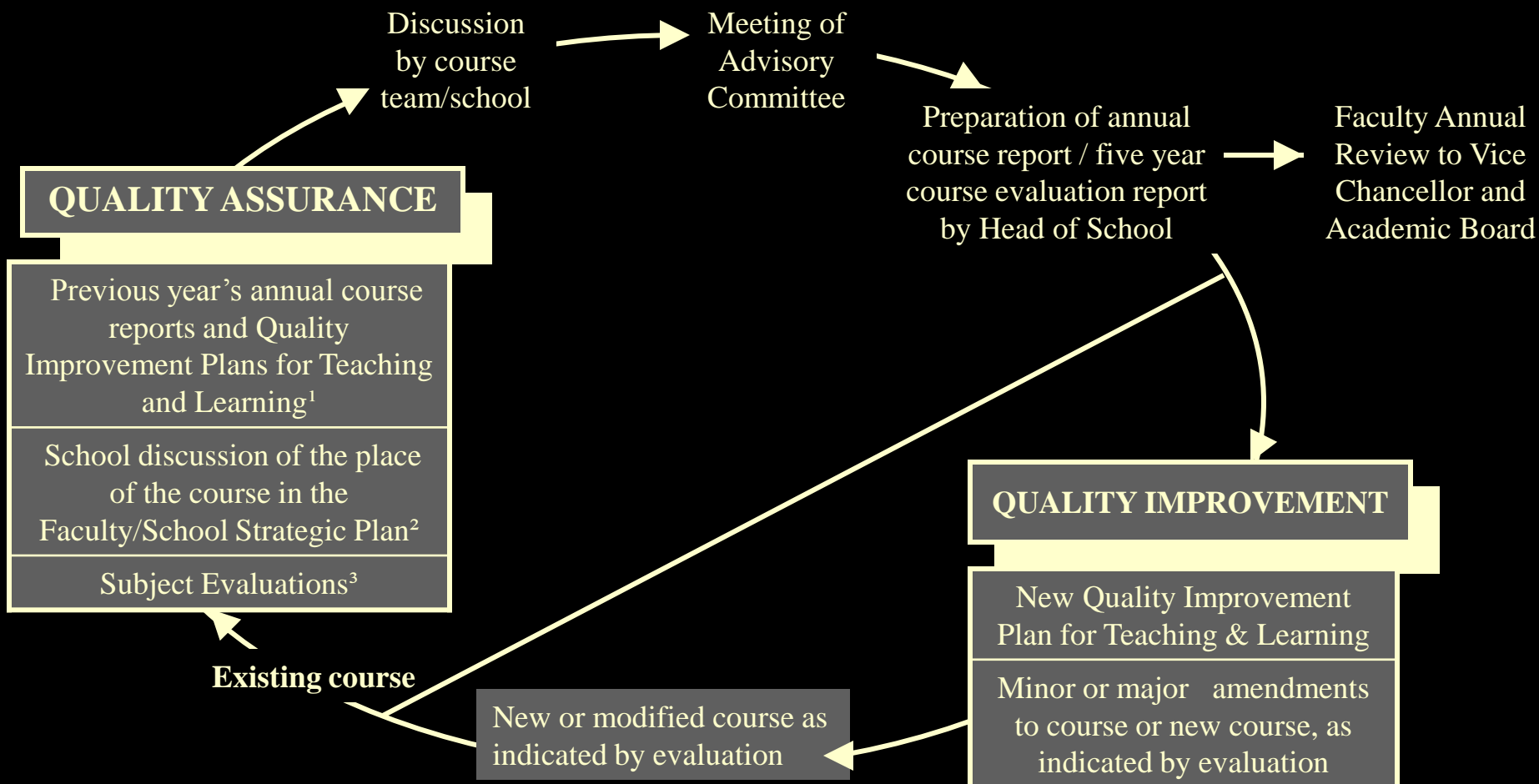
## ***Cont.***

- **REVIEW**
  - **OBSERVATION OF TEACHING**
  - **VIEWING OF FACILITIES**
  - **DISCUSSION WITH STAFF INDIVIDUALLY**
  - **DISCUSSION WITH STUDENTS INDIVIDUALLY/SMALL GROUPS**
  - **SCRUTINY OF STUDENT WORK**
    - **NOTES**
    - **ASSIGNMENTS**
    - **QUIZES/TESTS/SUMMATIVE ASSESSMENT**
    - **PAST EXAM BOOKS**
    - **LAB./STUDIO/KITCHEN & SIMILAR REPORTS**
- **EVALUATION MEETING**
- **PRODUCE SELF REVIEW REPORT**



*Figure 2*

*Quality Improvement Cycle – Annual Course Report / Five-Year Course Evaluation*



1. For the annual report, only the previous year's QIPTL need be reviewed
2. Required for a five-year course evaluation
3. For a five-year course evaluation, all subjects should have been evaluated and considered in the evaluation of the course. For annual course reports, only subject evaluation completed in the previous year need be considered.
4. Normally major amendment would result from five-year evaluation.

# *QUALITY AUDIT*

- A systematic and independent examination to determine whether quality activities and related results comply with planned arrangements and whether these arrangements are implemented effectively and are suitable to achieve the desired objectives

BS 4778

# ***INTERNAL AUDIT***

- **UNIVERSITY FORMS AUDIT TEAM**
- **SCRUTINISES SELF REVIEW REPORT**
- **VERIFY THE DATA IN SRR**
- **ASCERTAIN AQA PROCEDURES are COMPLIED & EFFECTIVELY IMPLEMENTED**
- **ANALYSE STRENGTHS, WEAKNESSES and OPPORTUNITIES**
- **MAKE SEPARATE REPORT**

# ***THE ROLE OF THE ACADEMIC AUDITORS***

- **SCRUTINISE DEPARTMENT SELF-REVIEW**
- **INVESTIGATE SPECIFIC AREAS AS AGREED WITH TEAM LEADER**
- **PRODUCE RECORD OF EVIDENCE**
- **PRODUCE SPECIALIST REPORT**
  - **TEACHING OBSERVED**
  - **MEETINGS ATTENDED**
  - **FACILITIES VIEWED**
  - **STUDENTS WORK EXAMINED**
- **COMMENT ON COLLATED 'DRAFT' REPORT**
- **PARTICIPATE IN ANY FURTHER DISCUSSION**

***THE END***