QUALITY ASSURANCE IN HIGHER EDUCATION

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PRESENTATION PLAN

- Introduction
- Quality Assurance: Definition, Need, Concept, Mechanism
- Quality Enhancement Cells Definition, Role
- Assessment of HE Programs: Definition, Need, Elements, Objectives, Desired Outcomes, Criteria, Benefits, Procedure
- Challenges in Quality Assurance Process
- Conclusion
INTRODUCTION

Although some universities of Pakistan are included in top universities of the world by QS but, in general, quality of higher education in Pakistan seriously lacks international compatibility and competitiveness.

Gaps in various aspects of educational quality call for an intensely focused approach to assure / enhance the quality of education as well as research in our universities.
### Distribution of the 84 Universities by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Universities</th>
<th>Share in Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey</td>
<td>47</td>
<td>56.6</td>
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<tr>
<td>Iran</td>
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<td>12.0</td>
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<tr>
<td>Egypt</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Lebanon</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Kuwait</td>
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<td>1.2</td>
</tr>
<tr>
<td>Algeria</td>
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## ARTICLES PUBLISHED IN OIC COUNTRIES 2007

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Articles Published by Universities</th>
<th>Articles per Publishing Universities</th>
<th>Total citations Received</th>
<th>Citations per article</th>
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<tbody>
<tr>
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<td>11,520</td>
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<td>Egypt</td>
<td>7,056</td>
<td>470</td>
<td>7,302</td>
<td>1.03</td>
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<td>Malaysia</td>
<td>3,665</td>
<td>407</td>
<td>4,075</td>
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<td>KSA</td>
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<td>272</td>
<td>1,968</td>
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<td>Algeria</td>
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<td>UAE</td>
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<td>1.07</td>
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<td>Harvard</td>
<td>44,411</td>
<td>517,932</td>
<td>12</td>
<td></td>
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<tr>
<td>Cambridge</td>
<td>28,037</td>
<td>222,741</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Others include Denmark, Finland, Austria, Hong Kong (each 5), Norway, Brazil, South Africa (each 4), Taiwan, India, Ireland, New Zealand, Hungary (each 3), Singapore, Russia, Poland, Greece (each 2), Argentina, Mexico, Czech Republic, Chile, Portugal (each 1).
Universities of 41 Countries include 36 Universities from Islamic Countries including 04 from Pakistan
CHALLENGE AND RESPONSE

Challenge:

QA in HE is a global challenge which demands enhancing the Quality of HE on viable and sustainable basis

Pakistani Response:

QAA established under HEC ordinance 2002

NQAC established in 2003 – Advisory Body

QECs established in 10(+20)(+15)(+24) Public & 17 Private sector Universities
QUALITY ENHANCEMENT CELLS

- QECs are the Quality Assurance Units developed at the universities to put a focused attention on Quality Assurance aspect of Higher Education.

- QECs will be operated by the universities for execution of QA policies designed by QAA with uniformity of pace and standards.

- These cell will (develop and) implement the measures of Quality Assurance with promise of Quality Enhancement to meet International standards of Higher Education.
QUALITY ASSURANCE IN HIGHER EDUCATION
QUALITY IN EDUCATION

- Quality is the means through which an institution can guarantee with confidence and certainty, that the standards of its educational provision are being maintained and enhanced

(Quality Assurance Agency, UK)
QUALITY ASSURANCE IN HE

**Definition**
Assurance of quality in higher education is a process of establishing stakeholders’ confidence that provision (input, process and outcomes) fulfills expectations or measures up to threshold minimum requirements.

**Scope**
QA is all-embracing term covering all the policies, processes, and actions through which quality of HE is maintained, developed and enhanced.

*Quality Assurance cannot happen automatically or accidentally – It has to be planned.*
Factors triggering the need for QA include:

- Intense competition between universities
- Increasingly higher expectations of employers
- Global pressures emphasizing the significance of quality education
- Increasing emphasis of the government and the regulatory bodies (such as HEC) on quality of education
- Internationalization of Education
- Recognition of our degrees at world level, and above all
- Moral Obligation to give the best possible education to our OWN students
INGREDIENTS OF QUALITY IN HIGHER EDUCATION

- It is the outcome of interaction of
  - Quality of faculty and students
  - Infrastructure facilities
  - Research and learning environment
  - Strategic planning
  - Assessment procedures
  - Market forces
MAJOR QUESTIONS TO BE ADDRESSED REGARDING QA

- What are we doing in (e.g.) teaching and research?
- Why is it being done?
- How well is it being done?
- Is it in line with national and international requirements?
- How could we improve what is being done?

Quality assurance is not any single thing but an aura, --- an atmosphere, --- an overpowering feeling that "THE INSTITUTION IS DOING EVERYTHING WITH EXCELLENCE"

QA is the OWN responsibility of the institution
IMPLEMENTING THE QUALITY CONCEPT

Prioritization of projects and activities across the university structure

Foremost priority obviously goes to academic activity, wherein quality enhancement initiatives should focus on:

- Curriculum development
- Improvement in delivery methods
- Faculty training and development
- Appropriate use of technology
- Effective stakeholders’ orientation of academic programs, and
- Enhancing the quality of R&D programs of the university
DIVERSE METHODS FOR ASSESSING QUALITY

- Peer Review
- Inspection
- Experts’ judgements
- Criterion (or standards) – based judgements
- Compliance models
- Quantitative models
- Self-regulatory models
- Threshold models
- Excellence models
- Hybrid Models
CONTINUOUS IMPROVEMENT OF QUALITY

- Grouping of Institutions for Continuing Improvement

- Being in a particular group means running to be stationary

- Quality improvement / enhancement means either transferring to a higher group or improving position in the same group
HEC QUALITY ASSURANCE MECHANISM

- Self Assessment of Programs
- University Internal Review
- External Review
SELF ASSESSMENT OF PROGRAMS
SELF ASSESSMENT OF PROGRAMS

Self assessment is an exercise conducted by the institution / department *itself* to assess whether its program(s) meet their educational objectives and outcomes with the purpose to improve quality of program(s) and enhance students’ learning.

Self Assessment Report makes the basis of all future reviews / audits
OBJECTIVES OF SELF ASSESSMENT

- Verify that the existing programs meet their objectives and institutional goals.
- Provide feedback for quality assurance of academic programs.
- Improve and maintain academic standards
- Enhance students’ learning.
ELEMENTS OF ASSESSMENT

- Purpose identification
- Outcomes identification
- Measurements and evaluation design
- Data collection
- Analysis and evaluation
- Decision-making regarding actions to be taken
ASSESSMENT MODEL

**Inputs**
- Students
- Curriculum
- Faculty
- Laboratories, Computing & Library Facilities
- Processes
- Institutional Facilities
- Institutional Support

**Processing & Delivery**

**Output**
- Graduates - that perform
- Outcomes - that achieve educational objectives

**Assessment / Feedback**
DESIRED OUTCOMES OF SELF ASSESSMENT

- To be proactive than reactive
- Systematize the process of assessment
- To be current with the changes in the respective fields
- Assist in preparing good professionals of tomorrow
- Initiate improvements to achieve academic excellence
BENEFITS OF SELF ASSESSMENT

Self Assessment will:

- Provide feedback (from students, faculty, employers and alumni) and will enable universities to improve quality and respond effectively to market needs.
- Imply dedication from faculty members and commitment from university administration.
- Establish measurable objectives and evaluate their outcomes to assess if programs meet the educational objectives.
- Facilitate to enhance learning (quality)
CRITERIA FOR ASSESSMENT

Each criterion has:

- An intent: a statement of requirements to be met.
- Several standards: they describe how the intents are minimally met

The criteria and standards are detailed in *HEC self Assessment Manual*
# CRITERIA AND STANDARDS

<table>
<thead>
<tr>
<th>Crit No.</th>
<th>Description</th>
<th>No. of Stds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program mission, objectives and outcomes</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Curriculum design and organization</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Laboratories and computing facilities</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Student support and guidance</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Process control</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Faculty</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Institutional facilities</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Institutional support</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Research, Development &amp; Innovation</td>
<td>4</td>
</tr>
</tbody>
</table>
SA Procedure specifies the process of initiating, conducting, and implementing the assessment.

The QEC is responsible for planning, coordinating and following up on the self-assessment (SA) activities.

Following procedure is suggested:
QEC initiates SA process through the office of VC / Rector

Department forms the PT that will be responsible for preparing SAR

Department submits SAR to QEC thro’ Dean. QEC reviews the Document

Legend:
SA: Self Assessment
SAR: SA Report
PT: Program Team
AT: Assessment Team
VC / Rector forms the AT in consultation with the QEC

QEC plans and schedules AT’s visit in coordination with the relevant department

AT conducts assessment, submits a report and presents its findings in an exit meeting of QEC, Dean, PT and faculty members
Department submits Assessment Results Implementation Plan Summary to QEC

QEC submits an executive summary on the AT findings to the Rector / VC

Follow up of the implementation plan by QEC and submission of Progress Report to Rector / VC
COMPOSITION AND ROLE OF PROGRAM TEAMS

Program Team is formed by the HoD and comprises two or three faculty members from within the department.

The main role of program team is to collect and record information/data related to an on-going program in a department, as per the requirements of Self Assessment Manual, and prepare Self Assessment Report.

PT have to get various proformae filled to complete the Report.
## SELF ASSESSMENT PROFORMAE

<table>
<thead>
<tr>
<th>Proforma No</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students Course Evaluation Questionnaire</td>
</tr>
<tr>
<td>2</td>
<td>Faculty Course review Report</td>
</tr>
<tr>
<td>3</td>
<td>Survey of Graduate Students</td>
</tr>
<tr>
<td>4</td>
<td>Research Students Progress Review Form</td>
</tr>
<tr>
<td>5</td>
<td>Faculty Survey</td>
</tr>
<tr>
<td>6</td>
<td>Survey of Department Offering Ph D Progs</td>
</tr>
<tr>
<td>7</td>
<td>Survey of Alumni</td>
</tr>
<tr>
<td>8</td>
<td>Survey of Employers</td>
</tr>
<tr>
<td>9</td>
<td>Faculty Résumé</td>
</tr>
<tr>
<td>10</td>
<td>Teachers Evaluation Form</td>
</tr>
</tbody>
</table>
RESPONSIBILITIES OF PT

- Compiling the report by responding to each criteria/standards given in the SA manual and integrating the collected information / feedback
- Collecting relevant data on faculty, students, libraries, laboratories and infrastructure
- Getting SA Performae filled by faculty, students, alumni and employers
- Writing summaries of feedback received through Performae.
- Analyzing the feedback and drawing conclusions
- Writing a foreword giving brief history of the program, particulars of the PT, date of starting / finalizing report writing
- The report may be signed by the convener / chairperson of the program team
FORMATION AND ROLE OF ASSESSMENT TEAM

- Assessment Team (AT) is formed by Vice Chancellor on the recommendation of QEC

- AT is required to:
  - evaluate Self Assessment Report prepared by the PT (*Rubric Evaluation*)
  - conduct assessment, submit a report and present its findings in an exit meeting of Head QEC, Dean, HoD, PT and faculty members
RESPONSIBILITIES OF AT

- Check completeness of the SAR as per SA manual
- Look at the comprehensiveness / relevance of responses to various criteria and standards
- Verify the data / information given in SAR
- Confirm the summaries made by the PT
- Review the conclusions drawn by the PT from the feedback proformae.
- List down the findings from the assessment exercise
- Write down the AT report
RESPONSIBILITIES OF AT (Cont’d)

- Template for AT report:
  - List of the AT members
  - Period for which AT worked for writing the report
  - Comments on completeness / comprehensiveness of the report
  - Authenticity of the data
  - Remarks on adequacy of the summaries of feedbacks
  - Comments on the conclusions drawn by PT on the basis of various feedbacks

- Summary of the findings of AT including strong and weak areas

- Carry out rubric evaluation of SAR

- Present the report in an Exit Meeting
DESIRED SKILLS OF PT AND AT MEMBERS

Members of the Program and Assessment Teams should:

- Demonstrate commitment to the principles of quality in HE and the policies set by HEC
- Exhibit an enquiring disposition
- Have power of analysis and realistic judgment
- Possess the ability to work in teams
- Know time management skills

Cont’d
DESIRED SKILLS OF PT AND AT MEMBERS (Cont’d)

- Carry experience of organization and management, particularly in relation to teaching and learning matters
- Have high standards of oral and written communication skills
- Be self motivated and willing to work for quality improvement
ACCREDITATION BODIES REQUIRING SELF ASSESSMENT

- Accreditation Board of Engineering & Technology (ABET), PEC, OAC
- QA Agencies (QAA UK, AUQA etc.)
- Association to Advance Collegiate Schools of Business (ACCSB)
- Computer Science Accreditation Board (CSAB)
- National Quality Award Criteria for Educational Excellence
- European Foundation for Quality Management (EFQM)
- ISO QMS (With Education Guidelines)

The core requirement of all these bodies is Self-Assessment of Programs by Institutions/Departments
CHALLENGES IN QA PROCESS

- General Resistivity of department faculty members
  - Extra burden of additional work; collection and analysis of data and preparation of SAR
  - Fear of self exposure / accountability

- Limitations of Program / Assessment Teams due to:
  - Time Constraint
  - Lack of Incentives for the PTs and ATs
  - Lack of resources (human, financial)

- Lack of Alumni and Employers’ feedback culture in the universities and the society
CHALLENGES IN QA PROCESS

- Half hearted or no cooperation of faculty in:
  - Supporting the senior staff in assessment process
  - Collection of requisite information / analysis of data
  - Exposing the weak areas of own department / program

- Lack of administrative / financial support to QECs by the institutions

- Hurdles by associations / unions

- Lack of faculty’s/students’ interest in providing realistic feedback

- Irrelevant / ambiguous questions in the proformae
CONCLUSION

- Quality Assurance is the own responsibility of HEIs

- Improvement in education quality is an uphill task; which can only be accomplished with whole-hearted efforts of all concerned, in the academic as well as administrative spheres

- QA and its enhancement can be achieved only with the strong resolve & support from administration of institutions and sincere / dedicated efforts and cooperation of faculty members

Final Word:

- For Administration: Over-night results not possible
- For Quality Practitioners: Be patient but consistent, you can do it!!!
Thank You

Questions / Comments ?