

A Road Map to Quality

Handbook for Quality Assurance in Higher Education

Volume 4:

The implementation of a Quality Assurance System



The Inter-University Council For East Africa

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A statement from the Chairman of IUCEA Governing Board

To be written by IUCEA

*Prof. T.S.A .Mbwette –
Chairman, Governing Board, Inter-University Council for East Africa.*

Introduction

This volume is part of the handbook *A Road map to Quality*. The handbook is one of the outcomes of the workshop *Supporting a Regional Quality Assurance Initiative in East Africa*, organised by the IUCEA, together with DAAD in June 2006. The discussions during the two days showed clearly the need for Quality assurance in East Africa. Quality assurance may have different definitions but the basic idea is that Higher Education must convince all stakeholders that they are doing their utmost best to prepare young people to fit in their communities and to lead productive lives.

In the framework of the *Regional Quality Assurance Initiative*, IUCEA with support of DAAD, had organized a course for the QA-coordinators at the universities in East Africa. In the mean time there was decided to organize a self-assessment exercise in selected universities in Kenya, Tanzania and Uganda. The self-assessment would be followed by an external assessment. Using the experiences of the first round, IUCEA and DAAD organize a second course for QA-coordinators in 2008/2009 and start a second pilot project for self-assessment and external assessment in a other group of selected universities.

The IUCEA handbook “*A Road Map to Quality*” is published in 5 volumes. Each of the volume aims at a specific topic and a specific target group. Although each volume can be used independently, they form all an integral part of the handbook. The handbook contains the following volumes:

- Volume 1 *Guidelines for Self- assessment at program level* aims at the faculty/department offering an instrument to learn more about the quality of the programs at offer by means of an effective self assessment at program level
- Volume 2: *Guidelines for external program assessment* explains the procedures and processes for an external assessment at program level. The specific target group is the external expert team, but also the faculty/department to be assessed.
- Volume 3: *Guidelines for Self-assessment at institutional level* aims especially at the central management of an institution and offers an instrument to discover more about the quality of the institution
- Volume 4: *The implementation of a Quality Assurance system* aims at all level of an institution, but is especially useful for the Quality Assurance coordinators for the development and installation of an Internal Quality Assurance system
- Volume 5: *External Quality Assurance in East Africa* provide the reader with background information about the state-of-the-art in external quality assurance in East Africa and discuss the role of the regulatory bodies in the light of international developments.

The handbook *A Road Map to Quality* aims to support the universities in East Africa in:

- Implementing good practices for quality assurance
- Applying the standards and criteria, as formulated by competent authorities

- Developing an adequate IQA system that fits international developments
- Discovering their own quality by offering self-assessment instruments for IQA, the teaching/learning process, and for some institutional aspects

The handbook or parts of it can be downloaded from the website of the IUCEA. Hardcopies can be ordered at the IUCEA.

The current volume *Implementation of a Quality Assurance system* offers guidelines for the realization of a quality assurance system in the university.

The volume is written in a broad and general approach. However, the tool has to be adapted to the specific situation of the university and to the specific situation of the faculty/department.

The content is based on experiences and good practices all over the world. Universities should look at what is going on internationally, while developing quality assurance mechanism. At the same time, universities can not neglect the developments in the region and in the different countries. The most important materials that are taken into account are the documents prepared by the national councils or commissions for Higher Education:

- In Kenya this is the “*Handbook on processes, standards and Guidelines for Quality Assurance*” from the Commission for Higher Education ;
- In Tanzania it is the document titled “*Quality Assurance and Accreditation System for Institutions and Programs of Higher Education*” from Tanzania Commission for Universities.
- In Uganda, it is “*the Quality Assurance Framework for Uganda Universities*” from the National Council for Higher Education

Another document that is integrated in the handbook is the so-called Entebbe matrix. The mentioned documents are on the CD attached to this volume.

Section 1 provides the reader with some ideas about quality and quality assurance, while section 2 contains the tool for a successful analysis of the state-of-the-art of the Internal Quality assurance system in the institution.

1 Quality Assurance in Higher Education

1.1 What is Quality Assurance

Nowadays, so much attention is paid to quality that people might think that quality is an invention of the last decades. One may have the impression that Higher Education had no notion of quality before 1985. But of course this is not true. Attention to quality is not new: it has always been part of the academic tradition. It is the outside world that now emphasises the need for explicit attention to quality. Several reasons can be given for Quality Assurance:

- All academics want to train graduates who meet the needs of society. We all like to deliver a "product" that is wanted. We all like to be proud of our graduates.
- The labour market expects higher education institutions to provide the students with adequate knowledge, skills and attitude important for the right job fulfilment.
- Internationalisation of the profession and a world that is becoming a global village brings us greater competition than before. A university not only has to compete inside the country, but also with other countries, not only in East Africa but also with higher education in the US and the EU. Globalisation not only has negative aspects, but also positive ones. It offers our graduates the opportunity to enter the world market, but under the condition that the degree qualifications have quality.
- There is need for "consumer protection": our students and their parents are spending a lot of time in and money on their education. Therefore, they have the right to receive a quality education,
- In the 1950s and 1960s, the nature of higher education especially in the developed countries has observed significant changes. The elite university changed into an institute of mass higher education. More and more students were being enrolled in higher education, and so creating pressure on national budgets. Expenditure per student became much lower, but the government had to assure society that this did not endanger quality. This problem was aggravated by economic recessions. On behalf of society, governments wanted a better insight into the costs and benefits of higher education. Higher education, in their view, cost too much or was not efficient enough.
- The relationship between higher education and society changed. Society became increasingly interested in higher education. Also the relationship between higher education and the labour market became a topic for discussion. Some disciplines, e.g. social sciences, psychology and history, had a lot of students, but few available jobs. Other disciplines like engineering often had a shortage of students, and society could use more graduates. Such a situation caused pressure on higher education to steer the student flow in the desired direction.
- Quality has become increasingly important for higher education institutions, because of the question as to whether it is still possible to deliver the same quality within the given frameworks.

- One can talk of a 'quality gap': on the one hand, governments are striving to increase the numbers of enrolling students (higher education for as many as possible); on the other hand, we see a continuous decrease in investments. Higher education institutions have to do more with less money. But at the same time quality is expected to be maintained or to improve.
- Student exchange and international cooperation require insight into quality. There has always been an exchange of students between countries, but with the world becoming a global village, it has become increasingly clear that it is very important to know about the quality at the other institutions. Questions to be asked, are: '*Can I recognise this curriculum ?*' or '*Is this program good enough?*'

In the early days universities and academic staff did pay attention to quality, but this was often done in an unstructured way. Nowadays, Quality Assurance must be structured. But what do we mean by Quality Assurance? The National Council for Higher Education of Uganda defines Quality Assurance as *The mechanism put in place to guarantee that the education is 'fit for purpose,' i.e., is good. Every higher education must have appropriate and effective internal structures and mechanisms for monitoring its quality control procedures to ensure quality assurance*¹.

The Commission for Higher Education of Kenya defines Quality Assurance as: *"The means by which an institution can guarantee that the standards and quality of its educational provisions are being maintained and/or enhanced. It is the means through which an institution confirms that conditions are in place for students to achieve standards set by the institution."*²

In the glossary at the website of INQAAHE, Assurance of quality in higher education is described as a process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirements.³

Quality assurance (or quality management) may be described as the systematic, structured and continuous attention to quality in terms of maintaining and improving quality. Continuous quality care is a *sine qua non* for quality assurance⁴

One of the tools in quality assurance is *quality assessment*. By quality assessment we mean *every structured activity that leads to a verdict on the quality of the institution as a whole or one of the core activities: the teaching/learning process, research or community outreach*. It might be based on self-assessment or based on the assessment by external experts.

¹ NCHE, *Quality Assurance Framework for Uganda Universities*, October 2006.

² CHE, *Commission for Higher Education handbook*, compiled by R.A. Odengo, draft 2006.

³ Harvey, L., 2004–6, *Analytic Quality Glossary*, Quality Research International, <http://www.qualityresearchinternational.com/glossary/>

⁴ Vroeijenstijn, A.I (1995), *Improvement and Accountability: Navigating between Scylla and Charybdis*, London, Jessica Kingsley Publishers

There is no real difference between assessment, evaluation and review. These terms are seen as interchangeable.

Higher Education has developed its own approach to Quality Assurance during a period of intensive quality assurance, (see figure 1).

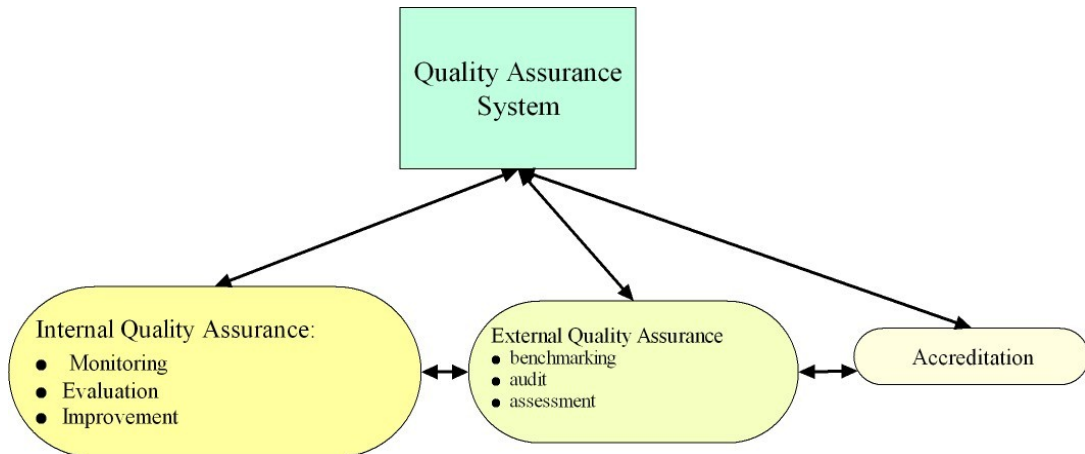


Figure 1 The quality assurance system in HE

The Quality Assurance system in Higher education has internal and external elements

- The internal quality assurance, including monitoring instruments, evaluation instruments and activities aiming at improvement.
- External quality assessment, including benchmark activities, external audit or external quality assessment
- A specific element in the Quality assurance system is accreditation. Accreditation is the coping stone of the QA system

1.2 Higher Education and the application of the ISO-standards

Talking about quality assurance in Higher Education, the question coming in mind is why Higher Education has developed its own specific quality assurance model and not applies the ISO-standards. Some countries are trying to apply ISO. In Kenya there is a covenant between the Ministry of Education and the universities that they will apply the ISO-standards and follow the ISO model.

Of course, higher education may learn from industry, but as already said, quality and the quest for quality in higher education cannot be compared with quality and the quest for quality in industry. A university is not a cookie factory.

When we talk about the quality of a product or the quality of a service, the definition often used is the satisfaction of the client. The client has certain expectations about the product or service and wants "value for money".

While quality, in general, is already a difficult concept in itself, quality in higher education is much more confusing, because in Higher Education it is not always clear what the "product" is and who the "client" is. Is the "graduate" the "product" that we offer society and the labour market? Or is the graduate-to-be, the student, our "client" and the program that we offer the "product"? We must conclude that a university has a multiple client and a multiple product system. Of course some of the aspects and standards used by ISO are applicable to Higher Education. But a difficulty for applying ISO in Higher Education is that ISO is much more about procedures and processes, while in higher education we like to catch both the *quality of the process* and *the quality of the product*. Applying the ISO standard, we cannot assess the real content and outcome quality.

Internal Quality Assurance (IQA)

Quality is primarily the responsibility of the higher education institution itself. Although the government has a special responsibility regarding quality assurance in many countries, it is the university (and especially its staff and students) that is responsible for providing and assuring quality. Therefore, it is important that each university develops an efficient Internal Quality Assurance (IQA) system. There is no one model that fits all. It is up to the university to decide what model fits it best. However, there are some basic conditions that have to be met. Of course, experiences at other universities may also be used in developing an IQA system equipped with the basic elements for monitoring, evaluation and improvement. At least the IQA system should cover the Deming cycle: plan, do, check and act (PDCA) (see Figure 2).

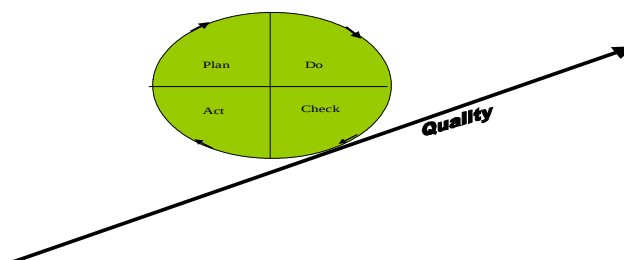


Figure 2: Deming Cycle (PDCA)

External Quality Assurance and accreditation

A Quality Assurance system not only has an internal aspect. External elements also exist. External assessment (See Volume 2 of this handbook)

is an important instrument. A university is also accountable to the outside world. The taxpayers must be convinced of our quality. Accreditation is an important accountability instrument with which we can verify our quality. The United States of America already has a long tradition in this field but the rest of the world adopted this concept only a few years ago.

There are many interpretations of accreditation and there are different views on it. There is no general definition endorsed by everybody. A general accepted description is: *Accreditation is a formal decision, based on evaluation of past performance, indicating that certain standards, certain minimum requirements are met.* Sometimes, accreditation is seen as a bureaucratic process that tries to control higher education, but accreditation may have also positive effects, because it:

- Provides us with a quality label that we can use in competition;
- Offers opportunities for benchmarking
- Delivers feedback on the self-assessment.

Accreditation is never an end in itself, but should rather serve higher education.

1.3 Towards an Internal Quality Assurance (IQA) system

One of the aims of the IUCEA-DAAD project is to help the universities to introduce an Internal Quality Assurance (IQA)-system. Looking at the developments in the region, we see that the universities are ~~in-at~~ different stages of development ~~in this respect~~. Some of them are still in the ~~initial~~ phase of development and have many problems and many obstacles to ~~face~~. ~~The following are Among those~~ among ~~the~~ obstacles ~~the following can be mentioned~~ being encountered:

- Lack of quality ~~assurance~~ ~~assurance~~-awareness
- Resistance against ~~innovations~~
- Resistance of staff because they feel threatened
- There is not enough knowledge ~~on quality assurance~~ available in the university. Training is needed.
- There is resistance because ~~it-quality assurance~~ is time consuming and ~~money consuming~~ ~~costly~~ ("We have other things to do").
- It is difficult to define what quality is; the QA indicators are not always clear;
- The purpose and the added value are not always clear
- Lack of clear communication between the staff and the institutions management

To overcome the problems it is important to:

- Understand clearly what IQA means;
- Know the available instruments;
- Know about the requirements set for an IQA system

- Design the system very clearly and to formulate the strategy to introduce it
- Tune the system to external developments.

An Internal Quality Assurance system (IQA system) is a system aiming at setting up, maintaining and improving the quality and standards of teaching, scholarship (student learning experience), research, and service to community.

The overall objective is to continuously promote and improve the quality of the core activities and the institution as a whole

If we like to assure our quality, it is necessary to establish a structured quality assurance system that makes it possible to monitor our quality, to evaluate our quality and to improve the quality. There is no single approach or system that is applicable to all universities. Each university has to build its own system.

However, when developing an IQA system, there are some basic conditions that have to be taken into account. These are as follows:

- It should be kept as simple as possible;
- It should not be a bureaucratic process;
- It should have the support of management and staff;
- There must be a right balance between a centralised and decentralised approach;
- Effective instruments should be used;
- The internal quality assurance system must be tuned to national and international developments.

Internal Quality assurance has a pivotal position in the framework of accreditation. Therefore, in some cases there are requirements formulated for an IQA-system, like is-as done by the ASEAN Universities Network⁵ and by the European Association for Quality Assurance (ENQA)⁶. Those requirements are not only applicable for the Asian universities or European Universities, but also for the African universities. The requirements can be summarized as follows:

⁵ AUN (ASEAN University Network Quality Assurance), *Manual for the implementation of the Guidelines*, Bangkok 2007. The aims of AUN are equivalent to the aims of the IUCEA

⁶ ENQA (2005), *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, Helsinki, 2005

1. Policy and procedures for IQA

An institution ~~should~~ ~~have~~s a clear policy and associated procedures for the assurance of the quality and standards of their programs and awards. The university ~~should~~ commits itself explicitly to the development of quality culture and quality awareness. To achieve this, the university develops and implements a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They ~~should~~ also include a role for students and other stakeholders.

2. A monitoring system

An institution ~~should~~ ~~have~~s a structured monitoring system to collect information about the quality of its activities. At least the monitoring system should include:

- Student evaluations
- A student progress system
- ~~Structur~~~~reda~~l feedback from the labour market
- ~~Structur~~~~reda~~l feedback from the alumni

3. Periodic review of the core activities (~~education~~~~teaching and learning~~, research and community services)

An institution ~~should~~ ~~have~~s formal mechanisms for periodic review or evaluation of the core activities: The programs and degrees, the research activities (if applicable) and community service.

4. Quality assurance of ~~the~~ student assessment

An institution ~~has~~ ~~should~~ ~~have~~ clear procedures to assure the assessment of students. Students ~~are~~~~are~~ assessed using published criteria, regulations and procedures, which are applied consistently. There are clear procedures to assure the quality of the examinations

5. Quality assurance of teaching staff

An institution ~~has~~ ~~should~~ ~~have~~ ways of satisfying ~~themselves~~ ~~itself~~ that ~~the~~ staff ~~members~~ ~~is~~ ~~are~~ qualified and competent to conduct the core activities of the institution: ~~Education~~~~teaching and learning~~, research and community services.

6. Quality assurance of facilities

An institution should have clear procedures to ensure that the quality of the facilities, needed for student learning are adequate and appropriate for each program offered.

7. Quality assurance of the student support

An institution ~~should~~ ~~have~~ ~~s~~ a clear procedures to assure the quality of the student support and student counselling.

8. Self assessment

An institution conducts regularly ~~self assess of its core activities as a whole,~~ ~~but~~ ~~at~~ least ~~once~~ every 5 years, ~~a self-assessment of its core activities and of the institution as a whole~~ to learn about the strengths and weaknesses. This self-assessment will lead to a quality ~~improvement~~ plan.

9. Internal audit

A self-assessment might be part of the external quality assessment/accreditation process and the self-assessment report as an input for the external review team. If the self-assessment is not connected to the EQA, the institution is expected to organise an audit, based on the self evaluation report.

10. Information systems

An institution should ensure that it collects, analyzes and uses relevant information for the effective management of their core activities.

11. Public information

An institution should regularly publish up-to-date, impartial and objective information, both quantitative and qualitative, about the programs and awards that it is offering.

12. A Quality assurance handbook

An institution should have a QA handbook, where all regulations, processes and procedures concerning Quality Assurance are documented. All people concerned (i.e. stakeholders) should publicly know the existence and contents of this handbook.

1.4 An analysis model ~~for~~ the Internal Quality Assurance system

Although there is no Internal Quality Assurance system that fits all universities, common good practice shows that it is possible to develop an analysis model for a well functioning QA-system. We can distinctly identify the following elements:

- *Monitoring instruments*

The monitoring instruments are needed to keep track of our performance and developments. This is why we have to collect data about:

- The student progress
- [Dropout and pass rates](#) ~~Pass rates and dropout rates~~
- Feedback labour market and alumni
- Research performance

As long as the data are in line with the targets we have set, there is no reason to worry. If there are deviations, it might be necessary to take action and analyse the situation.

- *Evaluation instruments*

Evaluation instruments that a university can use are:

- *Student evaluation*. A university should carry out student evaluations. In fact this should be a regular activity in the institution to learn what students think about the program, the staff, the [form-delivery methods of lecturing](#) etc.

- *Course and curriculum evaluation.* Although the students will evaluate the course during the student evaluation, there might also be a need to include other stakeholders.
- *Research evaluation* An institution should have a mechanism to evaluate the quality of research by staff members whether funded internally or externally and ensure that researchers have opportunities to disseminate the research findings and to have the same peer review.
- *Community Service evaluation.* An institution should have a system to regular review of the community outreach. The institution should regularly evaluate if it achieving what it wants to achieve in community service.

Evaluation ~~as such~~ does not make sense if there are no actions to enhance the quality and to overcome the shortcomings. Therefore, it is necessary to have opportunities for staff development and staff training.

- *Specific QA-processes*

There are some specific QA processes within the scope of IQA that are important for assuring the quality of some activities:

- quality assurance of the student assessments
- ~~assurance of the quality of the staff~~ quality assurance of the staff
- quality assurance of the facilities
- quality assurance of student support.

- *Specific instruments for IQA.*

There are some specific instruments for Internal Quality Assurance:

- *Self-assessment or SWOT-analysis.* This might be at institutional level or at the level of the core activities. Self-assessment is a powerful instrument for discovering our quality and finding an answer to the following questions:

~~-~~ Are we doing the right things?

~~-~~ Are we doing the right things in the right way?

~~-~~ Are we achieving our goals?

~~These is~~ instrument will be used once every five or six years. ~~It~~ They will ~~mostly~~ be combined with external assessment or accreditation.

- *Inter-collegial assessment*

If there is no formal accreditation, the instrument of *inter-collegial assessment* may be applied.

- ~~Furthermore,~~ an adequate information management system is indispensable.

- Finally, the presence of a *QA handbook* should ~~shows~~ the maturity of the IQA system.

Figure 3 ~~tries to visualize~~ illustrate the above mentioned instruments. The model contains all the elements of an Internal Quality Assurance system

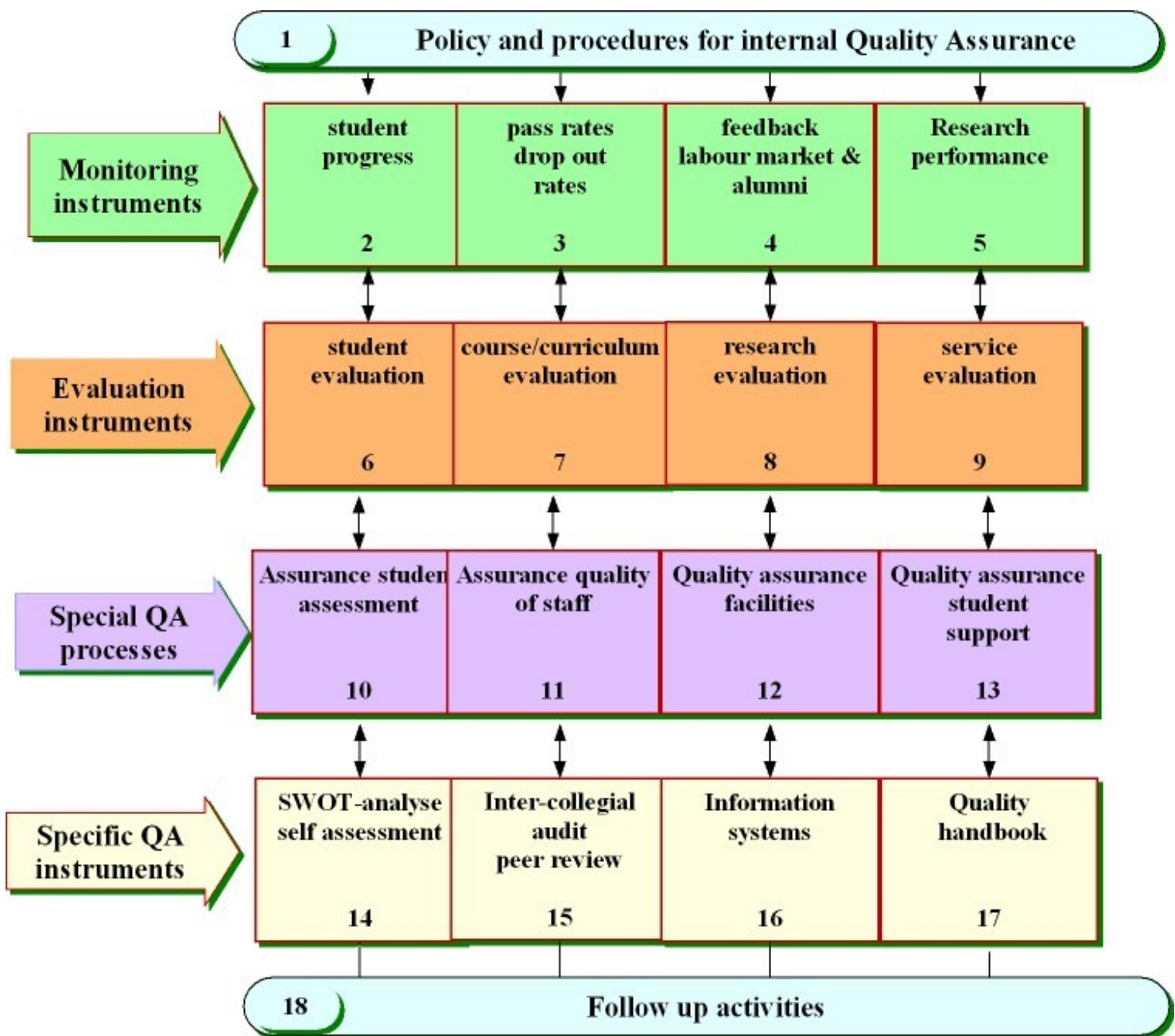
1.5 Harmonization of the QA system

The aim of the IUCEA-DAAD project is not only promoting the introduction of an IQA system inside the universities, but also promoting the *harmonization* of the QA system in the country and in the region by applying some general accepted guidelines. This does not mean that all universities and all countries are expected to have the same system and the same approach. **Harmonization is not the same as uniformity.** It is a big challenge for the region with all the cultural, political and historical differences to strive for harmonization, while keeping the differences.

Harmonization means that the basics in Quality Assurance we are applying are equivalent, but each university and each country can add its own specific needs and instruments. There are several reasons for harmonization of Quality Assurance:

- Considering developments internationally and within the region, it is important that university degrees in one country are recognized in other countries. The basic quest for such recognition is the need to know more about the quality and how such quality is assured.
- Regarding student mobility we need to know the quality of the curricula in other institutions. It helps greatly when we know how the quality is assessed and assured.
- Internationalisation of the profession and globalisation offers our graduates a broader perspective for a job. Condition: the quality of our graduate should be known and acceptable.

Harmonization of the QA system does not only concern Internal Quality Assurance, but also the external element, especially Accreditation. Kenya, Tanzania and Uganda have their own approach and are in different stage of developments. Of course, for the development of Accreditation, the national, social and political context has to be taken into account. However, it will be at least necessary to develop equivalent systems with equivalent standards, processes and procedures. **More about the development of accreditation can be found in Volume 5 of the handbook.**



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Figure 3: Analysis model for the self-assessment of the IQA system

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2 Self-assessment of the IQA system

An efficient Internal Quality Assurance (IQA) system is necessary to assure our quality. To learn about the quality of the IQA system, the university has to organise a SWOT analysis or self-assessment. This chapter shows how to conduct such a self-assessment. The guidelines and included criteria are based on international experience and good practice⁷. The guidelines given for the self-assessment of the IQA system should not be seen as a

⁷ The guidelines are, among others, based on the AUN-QA guidelines (AUN, 2007) and on the publication *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, (ENQA, Helsinki, 2005)

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Harmonization of the QA-system does not only concern Internal Quality Assurance, but also the external element, especially Accreditation. Kenya, Tanzania and Uganda have their own approach and are in different stages of development. Of course, for the development of accreditation, the national, social and political context have to be taken into account. However, it will be at least necessary to develop equivalent systems with equivalent standards, processes and procedures. More about the development of accreditation can be found in Volume 5 of the handbook.

2 Self-assessment of the IQA system

An efficient Internal Quality Assurance (IQA) system is necessary to assure our quality. To learn about the quality of the IQA system, the university has to organise a SWOT analysis or self-assessment. This chapter shows how to conduct such a self-assessment. The guidelines and included criteria are based on international experience and good practice⁷. The guidelines given for the self-assessment of the IQA system should not be seen as a

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Figure 3: Analysis model for the self-assessment of the IQA system

1.6 Harmonization of the QA system

The aim of the IUCEA-DAAD project is to not only promote the introduction of an IQA-system inside the universities, but also promoting the harmonization of the QA system in the country and in the region by applying some general accepted guidelines. This does not mean that all universities and all countries are expected to have the same system and the same approach. **Harmonization is not the same as uniformity.** It is a big challenge for the region with all the cultural, political and historical differences to strive for harmonization, while keeping the differences.

Harmonization means that the basics in Quality Assurance we are applying are equivalent, but each university and each country can add its own specific needs and instruments. There are several reasons for harmonization of Quality Assurance:

- Considering developments internationally and within the region, it is important that university degrees in one country are recognized in other countries. The basic quest for such recognition is the need to know more about the quality and how such quality is assured.
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Looking for evidence

- Does the university use student evaluations in a structured manner?
- Who is responsible for the evaluations?
- What is done with the outcome of the evaluations? Are there any examples of [thesehis evaluations](#) contributing to improvements?
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7. Course and curriculum evaluation

- An institution has formal mechanisms for the periodic review or evaluation of the courses and the curriculum

Explanation

The confidence of students and other stakeholders in higher education is more likely to be established and maintained through effective quality assurance activities which ensure that programs are well designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency. The quality assurance of programs and the degrees awarded is expected to include:

- development and publication of explicit intended learning outcomes;
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Does the university carry out:

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8. Research- evaluation

- The institution; with a task in research has a system for regular review of research

outcomes.

Explanation

Research assessment is important to learn about the quality of the research efforts of an institution.

Looking for evidence

- *Does the institution involve the outside body in research assessment by an outside body?*
- *Is the research of the institution assessed when applying for grants?*
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9. Service evaluation

- *The institution has a system for regular review of the community outreach.*

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A university is not only responsible for ~~training academics~~ teaching and learning and doing research. It is also responsible for serving the society. This will differ from country to country. Consultancy involves a broad range of activities. In general, the term consultancy covers the provision of professional advice or services to an external party for a fee or other non-monetary consideration.

It is important to evaluate regularly if the institutions is achieving what it ~~is~~ wants to achieve ~~with~~ with-from the community outreach services. Therefore an evaluation system is important.

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- *Does the university evaluate the role it is playing in the local, national and international community?*
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SPECIFIC QA PROCESSES (CELL 10 -13)

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- The institution; with a task in research has a system for regular review of research

outcomes.

Explanation

Research assessment is important to learn about the quality of the research efforts of an institution.

Looking for evidence

- *Does the institution involve the outside body in research assessment by an outside body?*
- *Is the research of the institution assessed when applying for grants?*
- *Does the institution organise research assessment at a regular basis?*

9. Service evaluation

- *The institution has a system for regular review of the community outreach.*

Explanation

A university is not only responsible for ~~training academics~~ teaching and learning and doing research. It is also responsible for serving the society. This will differ from country to country. Consultancy involves a broad range of activities. In general, the term consultancy covers the provision of professional advice or services to an external party for a fee or other non-monetary consideration.

It is important to evaluate regularly if the institutions is achieving what it ~~wants~~ to achieve ~~with~~ from the community outreach services. Therefore an evaluation system is important.

Looking for evidence

- *Does the university evaluate the role it is playing in the local, national and international community?*
- *Are the non-profit activities of the university evaluated?*

SPECIFIC QA PROCESSES (CELL 10 -13)

10. Qquality assurance of the ~~st~~udent assessment

- *An institution has clear procedures to assure the assessment of students.*
- *Students are assessed on the basis of published criteria, regulations and procedures that are applied consistently.*
- *There are clear procedures to assure the quality of the examinations.*
- *There is an appeals procedure.*

Explanation

Students are the first to judge the quality of teaching and learning. They experience the delivery method. They have an opinion about the facilities. Of course, the information given by students has to be counterbalanced by other opinions. Nevertheless, the university is expected to carry out student evaluations and to use the outcomes for improvement.

Looking for evidence

- Does the university use student evaluations in a structured manner?
- Who is responsible for the evaluations?
- What is done with the outcome of the evaluations? Are there any examples of [thesehis evaluations](#) contributing to improvements?
- What is the input of the students who [are members of the internal quality assurance sit on the committees involved in the internal quality assurance process?](#)

7. Course and curriculum evaluation

- An institution has formal mechanisms for the periodic review or evaluation of the courses and the curriculum

Explanation

The confidence of students and other stakeholders in higher education is more likely to be established and maintained through effective quality assurance activities which ensure that programs are well designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency. The quality assurance of programs and the degrees awarded is expected to include:

- development and publication of explicit intended learning outcomes;
- careful attention to curriculum and program design and content;
- specific needs for different modes of delivery (e.g. full-time, part-time, distance-learning, e-learning) and types of higher education (e.g. academic, vocational, professional);
- availability of appropriate learning resources;
- formal program approval procedures by a body other than that teaching the program;-
- regular periodic reviews of programs (including external panel members).

Looking for evidence

Does the university carry out:

- Course evaluation, including the above-mentioned aspects?
- Curriculum evaluation, including the above-mentioned [aspects](#)?

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