

# **Quality Assurance in Higher Education**

**Through Institutional Quality Assurance Cell (IQAC)**  
**For**  
**Newly recruited faculty members of DIU**

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**Date: 4<sup>th</sup> May 2017**

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# Outcome of Workshop

- ▶ **To learn about IQAC and its activities including the capacity building of the faculty members.**
- ▶ **To make the awareness about the importance of quality education in tertiary level.**

**We are what we repeatedly do.  
Excellence, then, is not act but a habit**

**Aristotle**

# IQAC & NAC

- ▶ **Institutional Quality Assurance Cell (IQAC) 31 Public and 38 Private Universities under IQAC**
- ▶ **National Accreditation Council (NAC)**

# Coverage Areas of Quality education

- ▶ **Overview Global QA**
- ▶ **Teaching and Learning Process**
- ▶ **Outcome Based Education**
- ▶ **Curriculum Design and Delivery**
- ▶ **Research and Publications**
- ▶ **Internationalization**
- ▶ **Governance & Higher Educational Challenges**
- ▶ **Other Significant QA Areas - Students Support Service, Faculty Development and Innovation and Entrepreneurism and Industry Connect**
- ▶ **Quality Assurance & Measurement**
- ▶ **Writing an Audit Report**

# **INTRODUCTION TO QUALITY ASSURANCE**

The background features abstract, overlapping green geometric shapes in various shades, including light lime green, medium green, and dark forest green. These shapes are primarily located on the right side of the slide, with some extending towards the left. The overall design is clean and modern.

# Quality in Higher Education

## What is Quality?

- ❖ As a part of the quality debate in higher education, the concept of quality is highly disputed. Moreover it is often used by stakeholders in order to legitimate their **specific vision or interests**.
- ❖ *"Quality .... you know what it is, yet you don't know what it is. ... If no one knows what it is then for all practical purposes it doesn't exist at all. But for all practical purposes it does exist".*
- ❖ *"You can't define it, but you know it when you see it."*

G.D. Doherty. *Developing Quality Systems in Education*



# Five Approaches in Considering Quality

1. **Quality as exceptional (highest standards)**
2. **Quality as confronting (Challenging) to standards**
3. **Quality as fitness for purpose**
4. **Quality as effectiveness in achieving institutional goals**
5. **Quality as meeting customers' stated or implied needs.**

**(Green, D. 1994 *What is quality in higher education?*  
OUP)**

# Meaning of Quality: Who Defines?

- ❖ The meaning given to quality is not only a matter of underlying conception.
- ❖ It is also very much a matter of **who defines it** and in what interest.
- ❖ Is it the **academics** themselves, **students**, **government** and its agencies, **professional** bodies or **employers**?

Quality is...

**Invisible when GOOD**

**Impossible to ignore when BAD**



# QA Taglines and Quotes

- ▶ **"Fit for purpose",** the product should be suitable for the intended purpose; and **"Right first time",** mistakes should be eliminated.
- ▶ **"If you have not documented it you have not done it"**
- ▶ **"Quality is never an accident.** It is always the result of high intention, sincere effort, intelligent direction, and skilful execution. It represents **the wise choice of many alternatives."** Willa A. Foster
- ▶ **If you're doing something the same way you have been doing it for ten years, the chances are you are doing it wrong."** Charles F. Kettering
- ▶ **Even if you're on the right track, you'll get run over if you just sit there."** Will Rogers

# Quality Education

- ▶ **Education** - key to the growth, development and success of a nation.
- ▶ **Quality higher education system** sets the pulse for all levels of education.
- ▶ **Current Global Challenges (in a nutshell):** access, equity, **quality education** and sufficiency of training in STEM, **meeting labour market demands**, **capacity building**, managing for-profit private institution ...

# Some Statements on QA

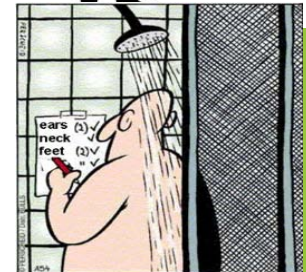
QA is not a science, but common sense

Instruments are important, but the right attitude is much more important

- QA is the responsibility of everybody
- QA should be part of the overall policy and management

# Current Global QA Systems

1. **Non-existence – ‘head in the sand syndrome’**
2. **HEIs obtains licence to operate.**
3. **Quality Control – Tick the box system, ‘One size fit all’... Do what I ask you.**
4. **Quality Assurance – HEIs review own processes to sustain a culture of **continuous quality improvement**. ‘Measured to fit’ approach.**



# Quality Control ⇒ Quality Assurance ⇒ Quality Enhancement

## Quality Control

The mechanisms, **processes**, techniques and activities necessary to ascertain whether a specified standard or requirement is being achieved. **Checking** performance indicators, including examination results, number of publications, staff appraisal data.

## Quality Assurance

**Review procedures** designed to safeguard academic standards and promote learning opportunities for students of acceptable quality.

## Quality Enhancement

Taking deliberate steps to bring about continual improvement in the effectiveness of **the learning experience of students**.



# Internal **Quality Assurance (IQA)**

**IQA** refers to each institution's or program's policies and mechanisms for ensuring that it is fulfilling its own purposes as well as the standards that apply to higher education in general or to the profession or discipline in particular.

**IQAC:** Institutional Quality Assurance Cell is internal quality assurance body of university

# Few Important Notes to Start With IQAC

- **QA is not a rocket science.**
- **QA is a destination but not an end point.**
- **QA must be internally driven rather than an obligation.**
- **QA is the responsibility of everybody.**
- **QA should be part of the overall policy management.**
- **Instruments are important, but the right attitude is much more important.**

# Self Assessment is a Cyclic Process



# Stakeholders

- Students
- Academic Staffs
- Non Academic Staffs
- Alumni
- Employer

# SA Criteria (9) and Standards (67)

- **Governance (13)**
- **Curriculum Content Design & Review (5) - OBTL)**
- **Student Admission, Progress and Achievements (9)**
- **Physical Facilities (2)**
- **Teaching - Learning and Assessment (9)**
- **Student Support Services (8)**
- **Staff and Facilities (16)**
- **Research and Extension (4)**
- **Process Management & Continuous Improvement (3)**

# Examples of Criteria and Standard

- ▶ **Standard 1-1:** Mission and objectives are defined in accordance with QA requirements and external reference standards.
- ▶ **Standard 1-4:** Intended learning outcomes must satisfy the mission and objectives of the program and as well as institution
- ▶ **Standard 2-1:** University must have a well-defined procedure to design and review the curriculum of academic programs periodically.
- ▶ **Standard 2-5:** Designed curriculum must satisfy the mission and defined graduate profile.

# Responsibilities of IQAC

- ▶ **Take all initiatives to conduct self-assessment**
- ▶ **Provide Administrative and Financial Support to Carry Out The Self-assessment exercise**
- ▶ **Coordinate and Facilitate External Review Process**
- ▶ **Preserve and forward the SAR and External Peer Review report to the QAU, UGC.**

# Challenges

- ▶ Inevitable but not welcoming
- ▶ There isn't a country in the world where initiating a quality assurance program hasn't provoked anxiety or conflict
- ▶ Establish an QA environment across institutional boundaries
- ▶ Gain trust from all sectors that the process offers benefits to all
- ▶ Create a space where the discussion is ongoing



# Concluding Remarks for IQAC

- ▶ SA enables Entity/ Universities to **improve quality** and **respond effectively** to market needs.
- ▶ SA requires **dedication and commitment** from faculty members and University Administration.
- ▶ SA must be the **part of academic culture** to ensure and enhance academic quality
- ▶ SA of a program is the first step in the process of **external quality assurance & accreditation**.

# External Quality Assurance

**EQA** refers to the actions of an external body, which may be a QAA or another body different from the institution, which assesses its operation or that of its programs in order to determine whether it is meeting the standards that have been agreed on.

**QAACB**: Quality Assurance & Accreditation Council of Bangladesh (yet to be formed)

# World Trend

- The US has the oldest tradition of external evaluations of universities dating to the beginning of the last century
- At the beginning of 1990s, fewer than half of the European countries had national quality assurance programs
- By 2003, almost every European country had a quality assurance program implemented and operating
- In 2010 there are very few countries that are not developing national programs for quality assurance in higher education

# Global Lessons Learned

- ▶ A national QA body is necessary
- ▶ QA of HE should not be segregated by sector, level, types, etc.
- ▶ QA with the 'fit for purpose' mode is the more transparent model. Quality Control model does not build capacity but promotes compliance
- ▶ **Internationalisation** of HE depends on the presence of an effective QA system
- ▶ QA is a unifying factor as it produces increased collaboration particularly in research and publications

# Quality in brief...

**Quality does not happen by accident:  
it has to be planned**

**Quality is not a goal:  
Survival is not Compulsory**

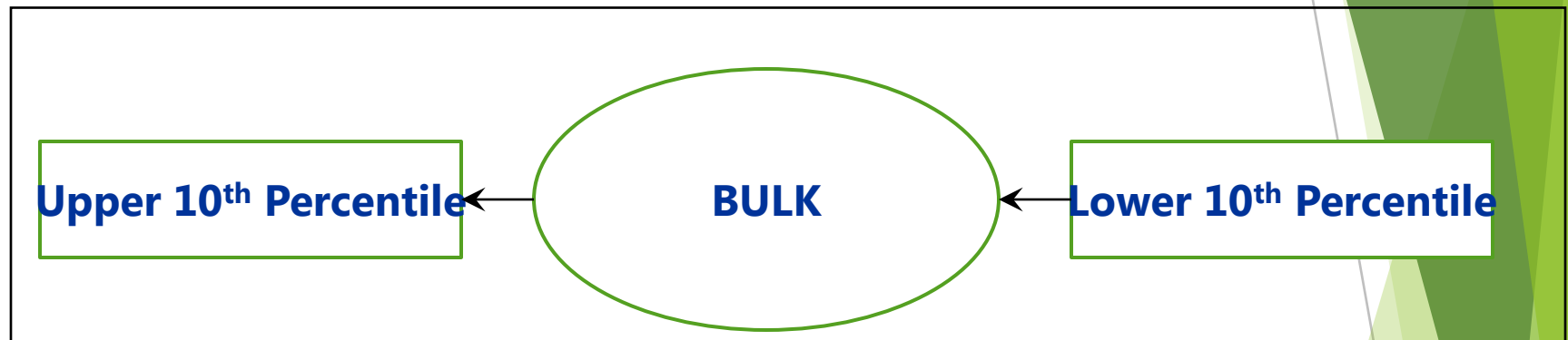
**Quality is not any single thing:  
It is an aura, an atmosphere, an  
overpowering feeling that the institution  
is doing everything with excellence or  
at an acceptable level**

**Continuing  
Improvement**



# Continuous Quality Improvement

- CQI = running to be stationary?
- Quality Grouping: In which group do we belong?



↓  
**Running Hard to Remain  
In the Group**



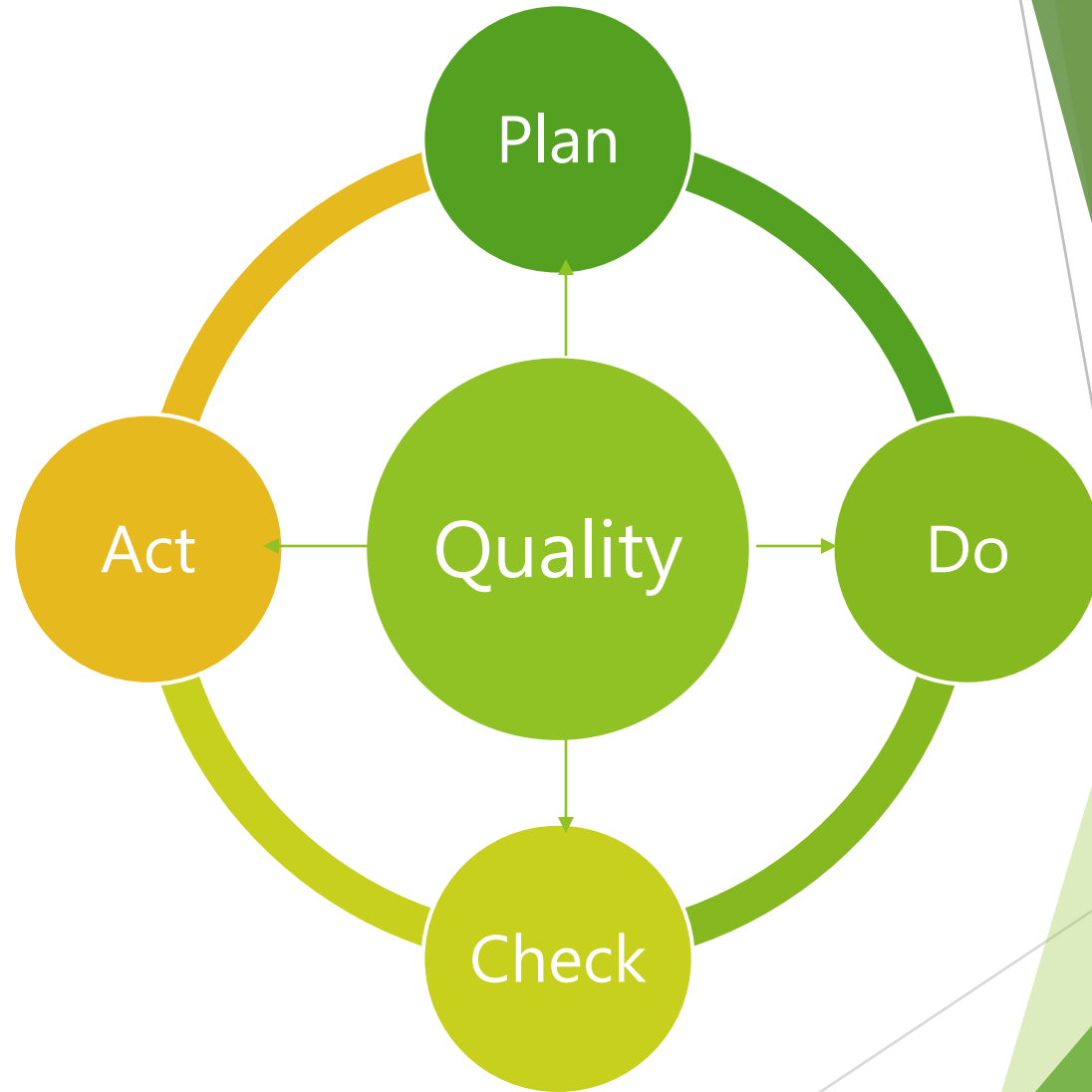
↓  
**Running Harder to Join  
Those Who are Ahead**



↓  
**Running Hard to Survive**



# Quality Cycle



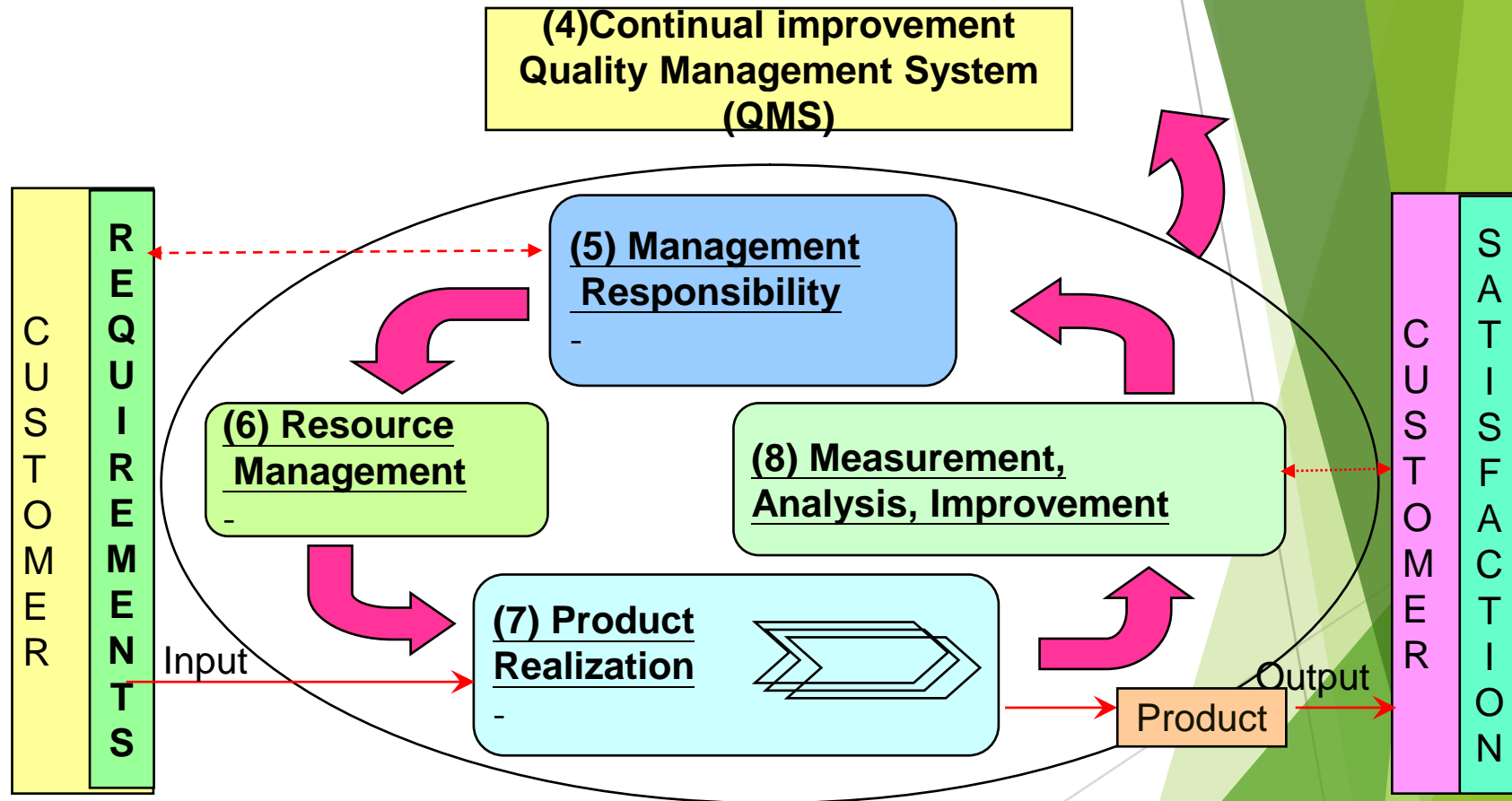
# Need for QA

- 1) **With reference to any country, discuss and identify the following:**
  - ▶ **the current QA system**
  - ▶ **the need for a QA system**
  - ▶ **the mechanisms utilised**
  - ▶ **challenges to QA**
  
- 2) Using the International Quality Standard diagram provided in following slide as a guide, create a Quality Standard Diagram for Bangladesh.



# International Quality Standards as per ISO

**ISO 9001:2008** is the standard that provides a set of standardized requirements for a quality management system



# Quality Culture



Quality is achieved through self assessment.



Self assessment forms the basis for external assessment



External Assessment promotes Continuous Quality Improvement and Quality Enhancement

# Conclusion

- ▶ **Quality = skill Graduate + Employability**
  - ▶ Quality is negotiated (depends on the institutional perspectives) – QA personnel must learn to work with inter-sectoral partners and develop a more flexible approach to quality (**quality assurance** and not quality control).
  - ▶ QA is a continuous process
  - ▶ QA is about improvement not punishment, or provocation.
  - ▶ QA must take into consideration international benchmarks and global good.
- **It is a journey NOT a destination.**



# References:

- ▶ Perceptions of the Qualities of a Model Teacher in the Minds of Newly Recruited Teachers at a Private University, Daffodil International University Journal of Business and Economics, Vol. 9, No. 1, PP 43-51 June, 2015.
- ▶ Question Analysis With Bloom's Taxonomy: A Study On The Department Of Business, Daffodil International University Journal of Business and Economics, Vol. 10, No. 1, PP 152-159 June, 2016.
- ▶ **IQAC website:** <http://iqac.daffodilvarsity.edu.bd/index.php>



Thank you!

# Question/Answer

# Appendices:

