

# Fundamentals of Quality Assurance

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## *A Conference Program*

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# *Quality Assurance*

**Is a General Term which  
Includes a Range of Evaluation  
Activity in Higher Education:**

- **Assessment**
- **Audit**
- **Accreditation**



# *Accreditation*

**Attests to the Quality  
Determined Upon An External  
Review of an Institution  
(Or A Program)  
Which Meets Certain Standards  
(Criteria for Evaluation)  
for A Designated Period of Time**



# *Global Practice In Accreditation*

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- 1. DEVELOPMENT OF STANDARDS**
- 2. SELF-EVALUATION**
- 3. EXTERNAL REVIEW**
- 4. ACCREDITATION DECISION**



# *QUALITY ASSURANCE*

- **Defines Higher Education**
- **Assists In Reform Efforts**
- **Provides A Structure For Educational Improvement**
- **Helps Plan For The Future**
- **Maximizes Communication Across Higher Education**
- **Assists Users To Make Good Decisions (Students, Staff, Funders, Government, Etc.)**



## **USES OF ACCREDITATION**

### **By Government:**

- To Define Higher Education Country-wide
- To Assure Quality Higher Education For The Citizenry
- To Assure A Quality Labor Force
- To Determine Which Institutions And Programs Receive Public Funding
- To Accept Into Civil Service Only Those Graduated From Accredited Institutions
- To Determine Which Institutions Receive Research Funding

### **By Students:**

- To Assist In Selecting An Institution For Study
- To Ensure Transfer Between Accredited Institutions
- To Ensure Admission At The Graduate Level In A Different Institution From Undergraduate Degree



## **USES OF ACCREDITATION**

### **By Students (cont.):**

- To Assist In Employment, Particularly In Government And In The Professions

### **By Employers:**

- To Assure Qualified Employees

### **By Funding Organizations:**

- To Determine Eligible Institutions

### **By Institutions Of Higher Education:**

- To Improve Institutional Information And Data
- To Enhance Institutional Planning
- To Determine Membership In Certain Organizations
- To Facilitate Transfer Schemes
- To Assure A Qualified Student Body



*Top 3 Necessary  
Ingredients of Accreditation  
Decision Making*

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1. Independence
2. Independence
3. Independence



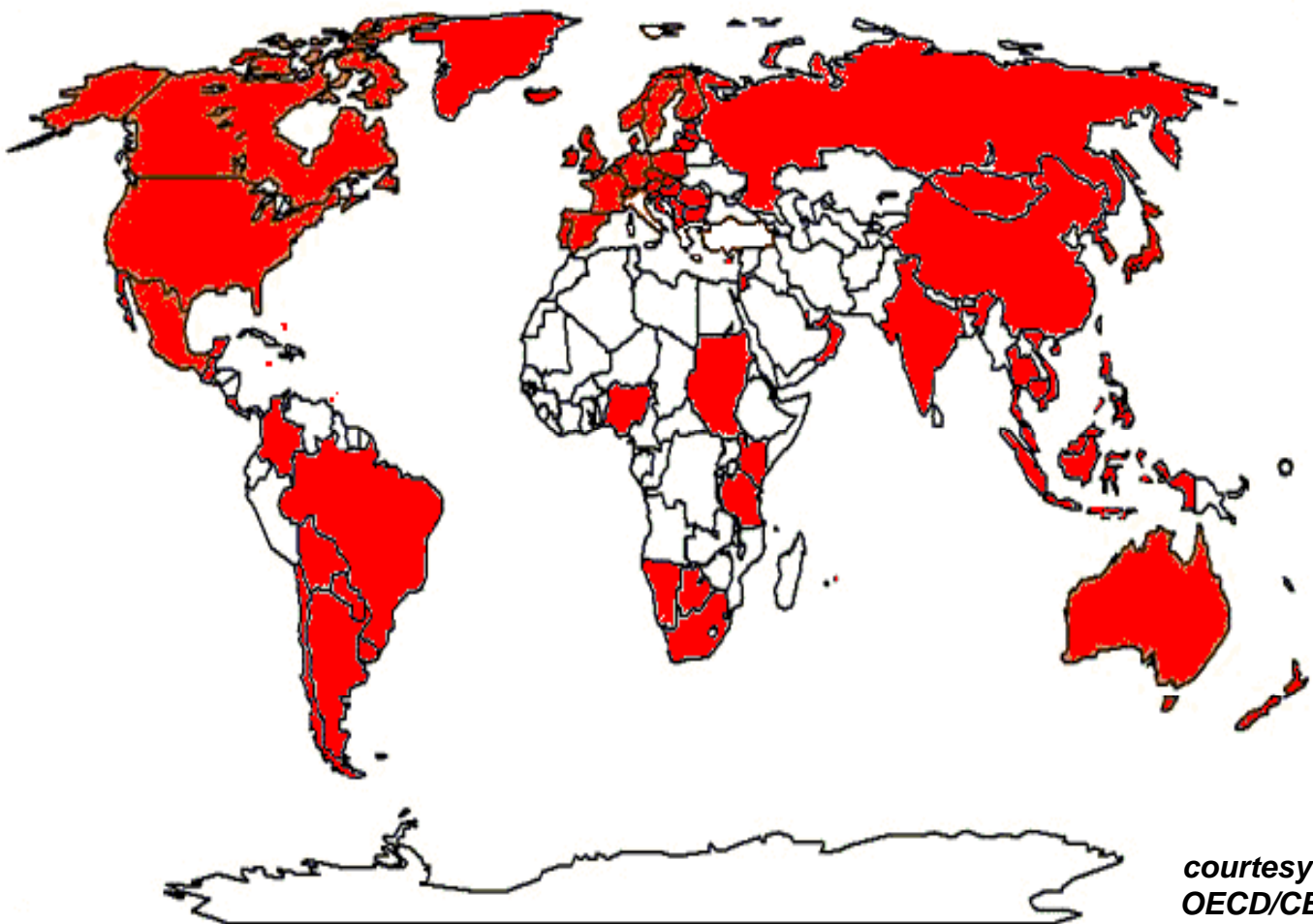


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## *National Quality Assurance Agencies: A Global View*

The scope and status of agencies vary,  
depending on countries.

The list is not exhaustive, especially where there  
are rapidly growing movements as governments  
face pressing needs to establish a quality  
assurance agency.



*courtesy of  
OECD/CERI*



# *Types Of National Organization Of Accreditation*

*(All Have Institutional  
Involvement At Every Level)*

- Centralized Governmental
- Quasi-governmental (Paid For By Government, Owned By Institutions)
- Independent And Non-Governmental
- Combined Governmental And Independent



# *What Institutions Are Quality Assured?*

**All Degree Granting Institutions  
of Higher Education:**

- **State Funded**
- **People's Founded**
- **Private**
- **Foreign**



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# *Dual Purposes of Accreditation*

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- **Assessment**
- **Improvement**



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# *Types of Accreditation*

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- **Institutional**
- **Programmatic**



# *Institutional Accreditation*

**Attests To The Quality Of An  
Institution Of Higher Education  
As A Whole, Including:**

- **Mission**
- **Governance And Management**
- **Academic Program**
- **Teaching Staff (Faculty)**
- **Learning Resources**
- **Students**
- **Student Services**
- **Financial Resources**
- **Physical Resources**



## **PROGRAM ACCREDITATION** **CHARACTERISTICS**

**Discrete Standards**

**Joint Educators-Practitioners**

**Professional Expectations**

**Educational Program Review:**

- **Teaching Staff**
- **Course Structure**
- **Learning And Assessment**
- **Facilities And Support**
- **Quality Assurance  
(Continuous)**
- **Faculty Development**



## **Self Study**

- (1) Mission and Goals?**
- (2) Appropriate and Timely?**
- (3) Are all Institutional Activities Consistent With the Mission?**
- (4) Are Program Goals and Objectives Congruent With Activities Designed To Achieve Them?**
- (5) Is There Solid Evidence That They Are Being Achieved?**
- (6) Are There Adequate Human, Physical And Fiscal Resources Now? For The Future?**





# *Main Questions*

- 1. What are you trying to do?**
- 2. Why are you trying to do it?**
- 3. How are you trying to do it?**
- 4. Why are you doing it that way?**
- 5. Why do you think that is the best way of doing it?**
- 6. How do you know it works?**
- 7. How do you improve it?**



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## ***SITE VISITORS (SUBJECT SPECIALISTS)***

- Credible (Nationally Or Internationally Recognized)
- Without Conflicts Of Interest
- Flexible And Empathetic To Different Educational Contexts
- Fair And Objective
- Advisory And Consultative



## **Role of External Review**

To Visit Institution Of Program Once Self-Study Is Done To Afford Third Party Assurance That The Institution/Program Has Responded To The Standards And Is Indeed Doing What It Claims:

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### **On- Site Visit:**

- Governing Body
- Chief Management
- Academic:
  - Department and Faculty Heads
  - Cross-section Teaching Staff
- Students:
  - Cross-section Students
  - Student Services
- Learning Resources
  - Library
  - Laboratories
  - Education Technology
- Physical Facility
- Financial Management



# *Objectives of Training*

- **Socialization To Process**
- **Develop Collegiality**
- **Provide Forum for  
Continuing Interpretation  
of Standards**
- **Provide Continuity in  
Interpretation and  
Application of Standards**



## **Content of Training**

### **a. Context (national, regional, global)**

### **b. Site Visit**

- **Pre-Visit contact with institution**
- **Role of Chair**
- **Specific team assignments**
- **Do's and Don't's**
  - **Conflicts of interest**
  - **Confidentiality**
  - **Subjective and objective judgment**
  - **Data gathering (interview techniques)**
  - **Role of consulting**
  - **When to call the Secretariat**
  - **Exit interview**
- **Writing the report**
- **Making recommendations to national q.a. body**



## **RESPONSIBILITIES OF NATIONAL ACCREDITATION BODY**

- Develop Standards Of Quality In Consultation With Institutions
- Develop And Update Policy Manuals Of Accreditation For National Body And Institutional Use
- Develop Registry Of External Reviewers (Peer Evaluators)
- Schedule External Reviews Of Institutions
- Maintain Records Of Accreditation Activity
- Maintain National Database Of Comparative Institutional Data
- Conduct Training Programs:
  - National Commission
  - Institutions (Self-Evaluation)
  - External Reviewers
- Coordinate Specialized Committees for Professional Education (Engineering, Medicine, Business, Etc.)
- Cooperate With Regional And International Quality Assurance Bodies
- Publicize Quality Assurance Decisions
- Evaluate And Renew Accrediting Process



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## *Regional QA Organizations*

- ENQA, ECA – EUROPE
- CCA – CENTRAL AMERICA
- APQN – ASIA PACIFIC
- AAAC – CANADA
- ASPA, CHEA, IRAC – USA



## Transnational Policy Development

**World Bank** – *Funding Activity for Capacity Building in Quality Assurance*

[http://www1.worldbank.org/education/tertiary/documents/strengthening\\_wb\\_support\\_in\\_eap.pdf](http://www1.worldbank.org/education/tertiary/documents/strengthening_wb_support_in_eap.pdf)

**INQAAHE** – *Principles of Good Practices*  
([www.inqaahe.org](http://www.inqaahe.org))

**UNESCO – OECD** – *Guidelines on Cross Border Quality Higher Education*

OECD

[http://www.oecd.org/document/52/0,2340,en\\_2649\\_34549\\_29343796\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/52/0,2340,en_2649_34549_29343796_1_1_1_1,00.html)

UNESCO

[http://portal.unesco.org/education/en/ev.php-URL\\_ID=29228&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=29228&URL_DO=DO_TOPIC&URL_SECTION=201.html)