

INSTITUTE OF EDUCATION MANAGEMENT WORKSHOP

Topic: **Quality Assurance in Tertiary Institutions**

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Presenter: Dr. Justice Mensah, DAPQA-UCC

OUTLINE OF PRESENTATION

- Background
- Quality Issues in Tertiary Education Institutions
- The Quality Concept
- The Quality Management System
- Monitoring and Evaluation of Quality
- The DAPQA-UCC Model
- Some issues to consider by Colleges of Education
- Anticipated Challenges

BACKGROUND

- **Tertiary Education Institutions (TEIs) or Higher Education Institutions (HEIs):** Educational Institutions above the secondary educational level (e.g. Universities, Polytechnics, and Colleges of Education)
- **Importance of Tertiary Education Institutions:** For critical quality manpower needs for sustainable development
- **Role Expectation of TEI:** To provide quality educational services that meet the expectations of all key stakeholders, particularly the labour market and students.
- **Response and Issues :** HEI are fulfilling their institutional mission and mandate to a large extent, but they are confronted with some quality issues

QUALITY ISSUES IN HIGHER EDUCATION INSTITUTIONS

1. Commodification/Massification - increase in student intake resulting from higher demand for tertiary education
2. Distance Education and Online Learning
3. Proliferation of Private Tertiary Institutions
4. Competitive Job Market
5. Dwindling Resources For Tertiary Institutions – Public Funding
6. Infrastructural deficit (e.g., Lecture Halls, ICT/Internet)
7. Qualifications of some lecturers

QUALITY ISSUES IN TEI CONT'D

8. Accreditation
9. Academic fraud in different forms (Cheating, falsification of certificates, plagiarism and other forms of research and publication misconducts (Alabi and Mba, 2012))

Concern by (AAU), UNESCO and World Bank and advocacy for entrenching quality assurance in African higher institutions.

The obligatory implications of the External Pressure for Government of Ghana, GTEC and the Tertiary Institution in Ghana to establish QA systems in the TEIs

QUALITY AS A CONCEPT

- Five major approaches to the definition of quality ((Evans and Lindsay, 1999).
 1. **The transcendent approach;** quality is something that is intuitively understood but nearly impossible to communicate. You just know it when you see it
 2. **The product-based approach;** quality is found in the components and attributes of a product. It implies that the higher the amounts of its characteristics, the higher its quality
 3. **The user-based approach:** Fitness for intended purpose or use: Based on the presumption that quality is determined by what a customer wants: If the customer is satisfied, the product good quality.
 4. **The manufacturing-based approach:** the desirable outcome of engineering and manufacturing practice: if the product conforms to design specifications, it good quality
 5. **Value-based approaches :** if the product is perceived as providing good value for the price, its good quality.



THE CUSTOMER-DRIVEN APPROACH TO QUALITY

- **Customer-driven definition of quality** - meeting or exceeding customer expectations
- **Customer:** the recipient or beneficiary of the outputs of work efforts or the purchaser of products (good services. (Foster, 2007) — It can be a person, a unit, a department, or an entire organization/institution.
- Customers have wants, wishes, opinions, perceptions, and desires which are often referred to as the voice of the customer.
- **Note:** The voice of the customer(s)/ stakeholders matters in quality assurance and quality management

MANAGING QUALITY (THE TQM APPROACH)

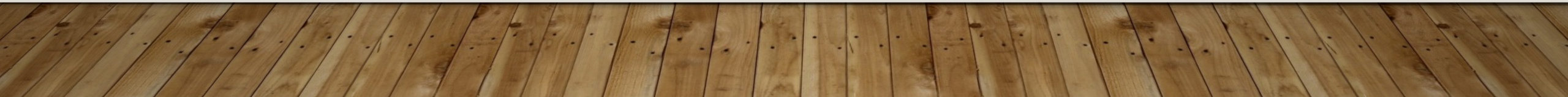
- **Three main levels/approaches**
- **Quality Control (QC):** Quality control focuses on the process of delivering the product or service with the intent of eliminating problems that might result in defects. [Has a narrower focus than quality assurance]
- **Quality Assurance (QA):** focusses on planned or systematic processes to provide confidence that a product or service will satisfy given needs.
- **Total Quality Management (TQM):** the totality of functions involved in the achievement of quality and continuous quality improvement (includes quality assurance and quality control). [ASQ Statistics Division, *Glossary & Tables for Statistical Quality Control*, 1983]
- TQM emphasizes involvement of all relevant resources and continuous improvement

QUALITY MANAGEMENT SYSTEM(QMS)

- QMS: a system that defines the set of policies, processes and procedures required for planning and execution of the core business of the institution to meet customer/stakeholder requirements

Basic Principles for effective operation of the QMS

- The QMS should be in compliance with the mission, vision, strategic goals and objectives of the College/university
- It should be in compliance with its declared quality policy and strategic focus of the institution
- Personnel (academic and administrative and support staff) and students should be encouraged to see the quality processes as part of their fundamental responsibilities.



QUALITY MANAGEMENT SYSTEM CONT'D

- Processes should be managed in accordance with institutional values and goals.
- The principles, definitions, and job descriptions for the processes should be in written form and be implemented as codified.
- Performance indicators should be defined, monitored and evaluated using internal and external institutional M&E processes
- PDCA or PDSA loops should be iterated repeatedly for contiguous improvement institution wide in all processes.
- The success of a QA system is closely related to institutional leadership and quality culture.
- Management and employee commitment, accountability and a deep sense of responsibility are the starting point for developing the appropriate quality culture.
- Participation, empowerment, communication, training and development are key.

MONITORING AND EVALUATION OF THE QUALITY SYSTEM

The institution decides what its mission, vision, policies, goals, strategic plan, core values are. The M&E evaluation processes should reflect how the Institution is working towards these.

The key questions that need to be asked include:

1. What is the institution trying to do?
2. How is the institution trying to do it?
3. How does the institution know it works?
4. How does the institution change in order to improve?

Continuous Improvement through PDCA or PDSA

- P = Plan
- D = Do
- C/S = Check/Study
- A = Act

THE UCC-DAPQA MODEL

- DAPQA established in 2003 and reorganized in 2006
- DAPQA is under the Office of the Vice-Chancellor
- DAPQA is responsible for coordinating the planning and monitoring of academic programmes in the University and is also the University wide body responsible for spearheading the quality assurance mechanism of the university including all sections and the various mechanisms designed to maintain higher performance standards.

THE UCC-DAPQA MODEL CONT'D

Some Activities that Undertaken by DAPQA

- Students Appraisal of Teaching and Courses
- Examinations
- Lecture Monitoring
- Monitoring of Part-time Lecturers
- Accreditation
- Student Internship Programmes
- Tracer Studies
- Peer-to-Peer Review
- Monitoring Sanitation Facilities
- State of Lecture Theatres

SOME ISSUES TO BE CONSIDERED BY COLLEGES OF EDUCATION

- Teaching, Research and Extension/Community Services
- Infrastructural Support Services (Municipal Services, Halls of Residence, Lecture Halls, Library, ICT/Internet, Sports and Recreation etc.)
- Administrative and Support Services
- Admission and Completion of Students
- Conduct of Quizzes and Examinations
- Internationalization
- Tracer Studies
- Peer Review

SOME ANTICIPATED CHALLENGES

- Resistance to change (Unco-operative attitude of stakeholders)
- Funding and logistics
- Staffing (qualified staff; i.e. with requisite QA background)
- Management's response to QA issues
- Documentation (policies, strategic plan, quality manual, QA bulletin, M&E tools/instrument/checklists)
- Conduct of tracer studies
- Accreditation of academic programmes
- Overlaps and duplication of functions

END OF PRESENTATION

THANK YOU FOR YOUR ATTENTION