

Quality Assurance - An instrument to collect past results or a tool to streamline the future

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(I.) INTRODUCTION

... IN A NUTSHELL

- topic: *Quality Assurance - An instrument to collect past results or a tool to streamline the future (?)*;
- with an emphasis on the **collection and processing of data and information for evaluations**,
- leads to the need for awareness raising on Quality Assurance/Quality Management within the institution, information of the public and the creation of a *quality culture*, in which everyone is comfortable with providing/sharing information, feedback and data.

(I.) INTRODUCTION

development of STRATEGY

development of POLICIES/PROCEDURES

and awareness raising/QUALITY CULTURE

...with the
GOAL
to

**... enhance quality within the
institution and
TRUST AMONGST
STAKEHOLDERS**

(II.) EVALUATIONS

...scope of evaluations

OBJECTS of evaluation: teaching staff, student support services; infrastructure (library, IT service) , learning resources, learning outcomes, international office, alumni service, quality assurance office, career centre, etc.

Quality assurance and improvement **MEASURES**:

- course evaluation questionnaires for students;
- class-room visits by colleagues (peer review);
- support service evaluation questionnaires for students and teaching staff;
- feedback questionnaires for alumni and members of the labour market;
- external peer review evaluations;
- ...

(II.) EVALUATIONS

...gathering of information for evaluation

We need..

- ✓ sufficient data
- ✓ reliable data (correct figures, updated information, honest feedback ...)
- ✓ procedures/infrastructure and know-how to collect, store and process data.

(II.) EVALUATIONS

...feeds into quality management and strategic planning

Given good pre-conditions (sufficient/reliable information) evaluations can:

- act like a map for the institution,
- assist in management control,
- help to inform staff/students/public (transparency),
- help to secure financial resources.

(II.) EVALUATIONS/USE OF DATA

...barriers to data collection

- The word evaluation has a **negative image** as it subsumes key word such as: *procedures, performance requirements, monitoring, assessment...*

Challenges:

- procedures take up a significant amount of time,
- there is often a fear to be evaluated/fear to fail which leads to a fear of sharing data/information
- many people dread to judge the performance of colleagues/teachers (e.g. peer reviews, students evaluating the teacher etc.)
- often the attitude that „knowledge is power“ is predominant , which leads to a reluctance to share/publish data/results
- sometimes results are simply unpopular for publication
- ...

(II.) EVALUATIONS/USE OF DATA

...how to meet the challenges

- provide sufficient *additional resources* (in staff and time)
- include **all units** to be evaluated (teaching/research units, student services, library, administrative units etc.)
- include **all levels** of staff/management and students into the design of strategies/policies
- creating an atmosphere where people are **allowed to make mistakes** and learn from them
- **transparency** (who collects/processes the data, how is it stored/processed, how will the results be used, etc. ...?)
- Raise **awareness** on the importance of evaluations for the quality of education and hence the future of the institution
- ...

... for strategy and policy development :

- What are the **objects** of evaluation (past and future: e.g. focus on teaching and learning, research, both ... ?)
- Evaluation **periods** (how often can and should evaluations take place ...?)
- **Responsibilities** (who needs to be involved in the preparation of evaluations, in the implementation, the processing of data/information, who is responsible for distribution of information within the institution/informing the public ... ?)
- Gathering and processing of **data** (define the target group, what kind of IT systems are needed for the storing and processing of the collected data ... ?)
- **Results/recommendations**/strategic planning (what does the schedule for the next 1-3 years look like, in the long term...?)
- **Follow-up** (what will be included in the follow-up on evaluations, what will be the next steps/consequences...?)

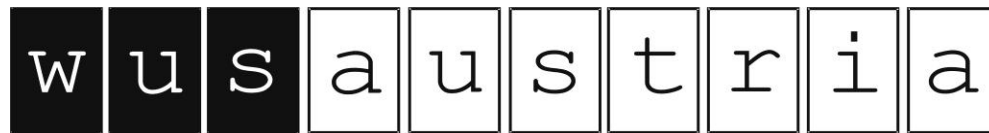
(III.) SUMMARY



Highlight the use of evaluations and the collection/processing of past results as the **BASIS** for strategic planning and shaping the **FUTURE** of the institution in order to create an environment/quality culture in which QA is appreciated as something **positive and constructive**.

With regards to the development of a QA strategy this means that the framework which is created with regards to evaluations (feedback system, quality culture/learning opportunities within the institution) represents the pre-condition for the implementation of the strategies and policies in the future.

Thank you for your attention!



right to education

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