INTERNAL QUALITY ASSURANCE: THE KEY TO ENHANCE THE QUALITY OF HIGHER EDUCATION

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QA and IQA in HEIs

- QA in HEIs = stakeholder confidence: provision fulfills expectations

- QA covering all the policies, processes and actions to maintain and enhance quality of HEIs (Lewis, 2009)

- IQA = indispensably reviewing QA practices to ensure that standards of education, scholarship and infrastructure are being maintained

IQA from a HEI perspective

- Main features of the IQA system at DAU

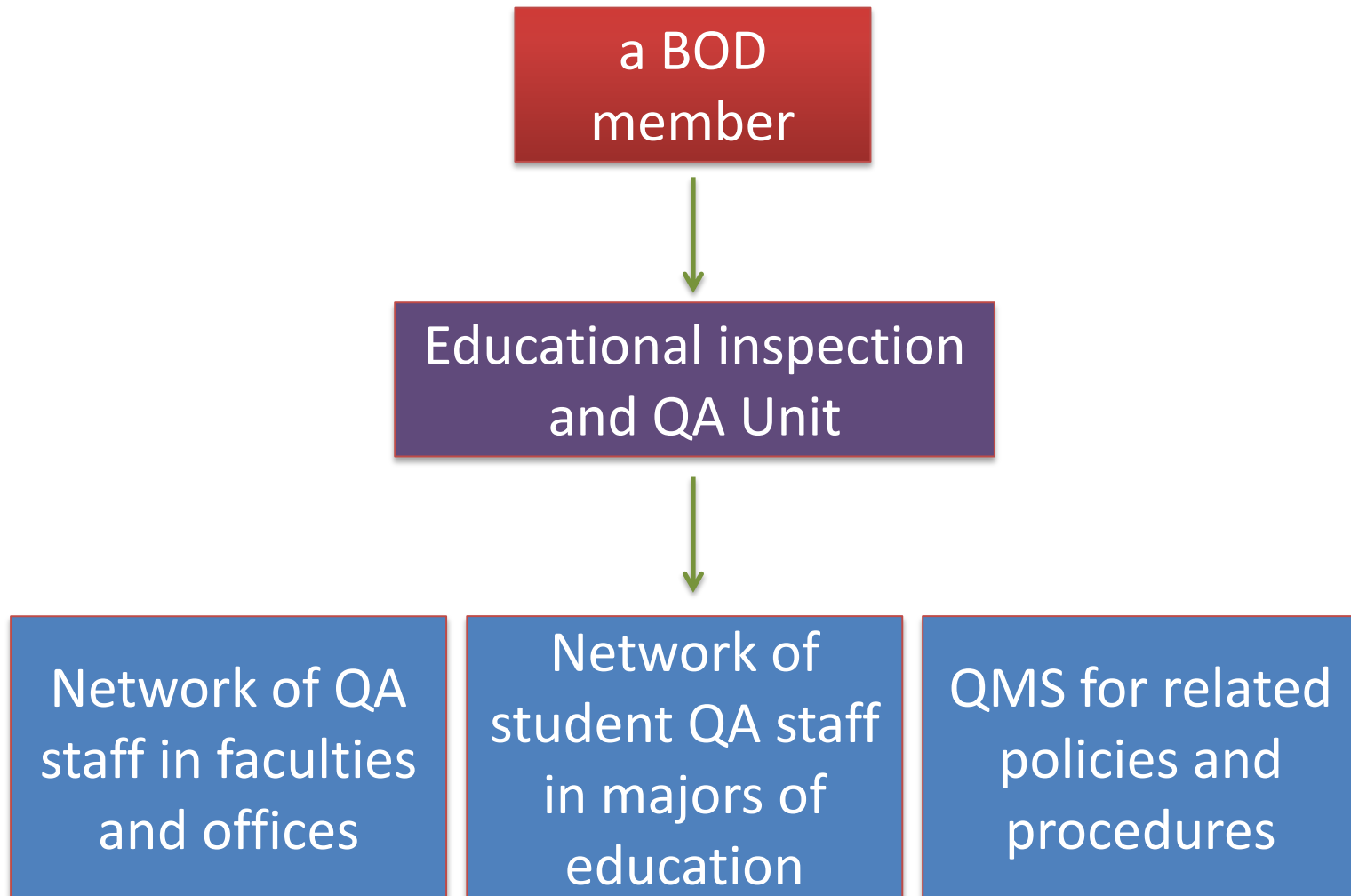- Examples, outcomes and benefits

- Conclusions

DAU – Facts

- newly-established private university

- 300 full-time teachers

- teaching and training activities across 5 faculties and 11 specialized offices

- 12 professional disciplines at tertiary and 5 disciplines at college level; most students majoring in Architecture, Urban Planning, Construction Engineering

IQA activities at DAU

- IQA = developing an effective QMS + implementing QA activities

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a BOD member
        │
        ▼
Educational inspection and QA Unit
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| Network of QA staff in faculties and offices | Network of student QA staff in majors of education | QMS for related policies and procedures |

Quality Management System (QMS)

Monitoring instruments	Evaluation instruments	Evaluation processes

Academics performance	Students' progress	Curriculum/ courses
Non-academic performance	Facilities/ Infrastructure	Stakeholders' feedback

Quality culture
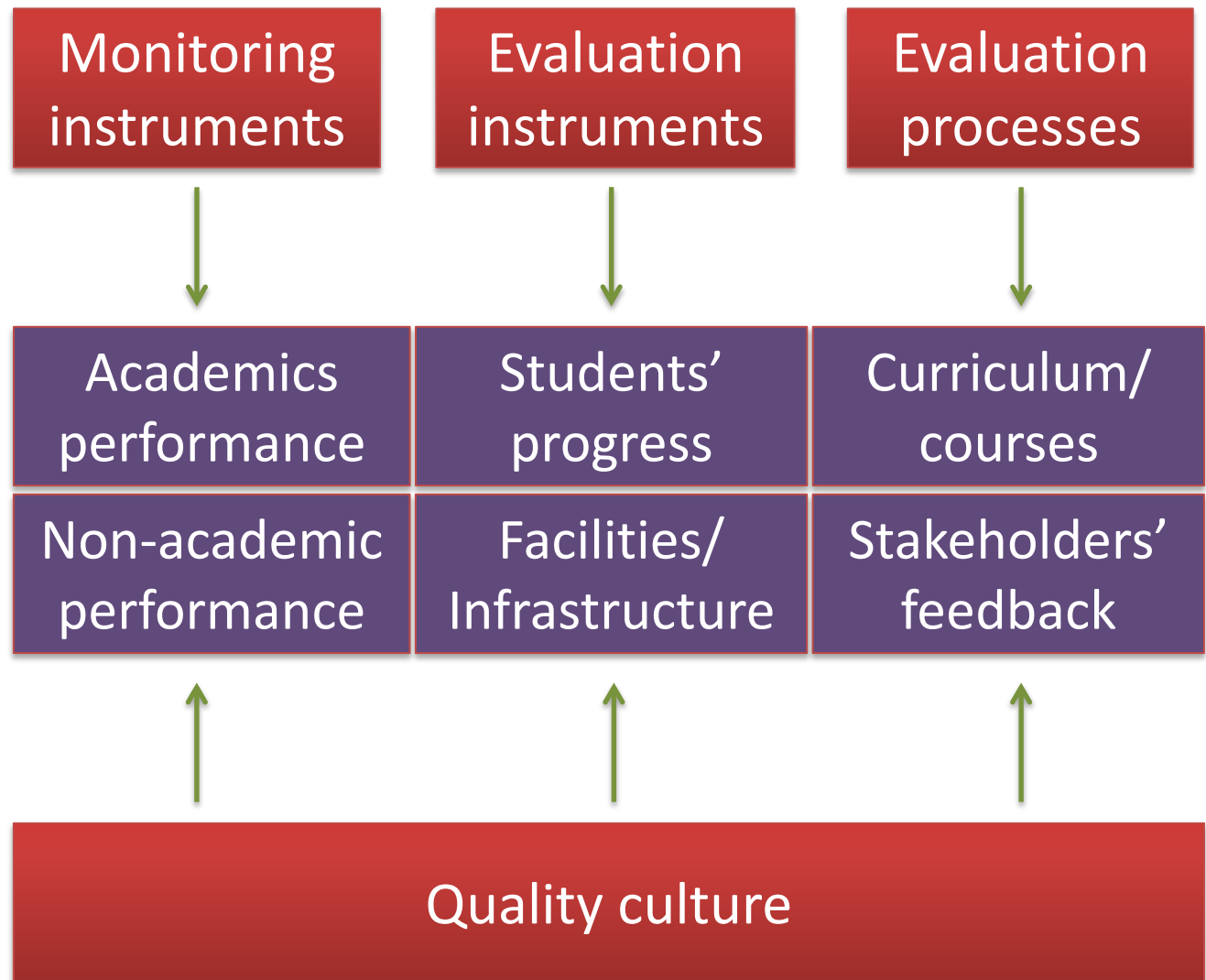
1. QA of lecturers' performance

Criteria	Standards
Evaluation processes	(Staff Assessment Guideline: 6 standards) methodological preparation; portfolios; accountability; promotion of critical thinking; fairness in assessment; advisory and consultation ability
Evaluation instruments	4-scale Student Online Feedback System: 16 standards; 10-scale in-class observation
Monitoring instrumen	Class-time tracking system; teaching portfolios

DA NANG ARCHITECTURE UNIVERSITY

STUDENT FEEDBACK FORM ON TEACHING PERFORMANCE

Subject name: Subject code:

Major: Date of giving feedback:

Name of lecturer:

Please indicate your satisfaction on the teaching performance by selecting your own option for each criteria.

*1 unsatisfactory   2 satisfactory   3 good   4 excellent*

CRITERIA	Please tick where appropriare			
	1	2	3	4
I. Implementation of teaching and learning activities in accordance to course pro-forma				
1 Goals, objectives, learning outcomes and key contents of the lessons are specified.				
2 Presentation or illustration of knowledge is delivered logically and clearly				
3 Suitable teaching methods, critical thinking and centeredness are employed.				
II. Teaching materials and class contact-hours.				
4 Course description, timetables, coursebooks, materials, and visual aids are available beforehand.				
5 Lists of further reading and references are provided.				

Student Online Feedback System

No.	Everage mark	Rank	Follow up
1	3,60 - 4,00	Excellent	Modelling, passing on experience to colleagues in the faculty and across the university
2	3,20 - 3,59	Good	Passing on experience to colleagues; further improving teaching activities
3	2,50 - 3,19	Satisfactory	Further improving teaching/ researching activities
4	2,00 - 2,49	Marginal	Timely planning for reviewing and improving professional abilities
5	< 2,00	Unsatisfactory	Urgently planning for reviewing and improving professional abilities
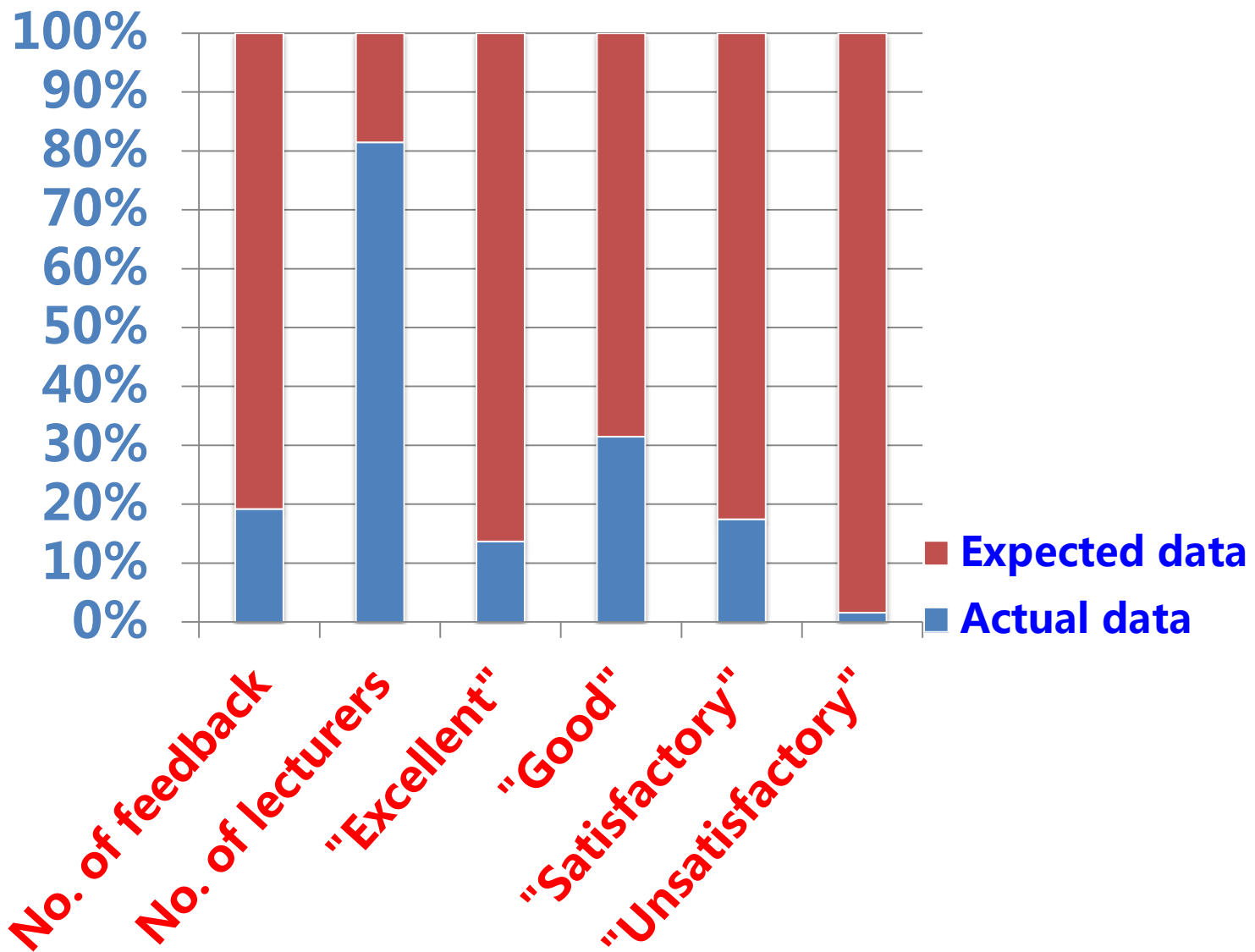
2. QA of managers and technical staff's performance

✦ **Evaluating management staff performance**

- corresponding to assigned roles and responsibilities

✦ **Evaluating technical staff performance**

- human resources in science labs and workshops

- in-service observation during practicum and experiments; practical tests; surveys and students' feedback

3. QA of training programs and training activities

✦ QA of training programs

- evaluating quality of training programs according to exit requirements
- collecting alumni's feedback
- collecting employers' feedback

✦ QA of training activities

- an independent testing service managed by the QA Unit

MINISTRY OF EDUCATION AND TRAINING
DA NANG ARCHITECTURE UNIVERSITY

**EMPLOYER FEEDBACK SURVEY FORM
ON THE TRAINING QUALITY AT DA NANG
ARCHITECTURE UNIVERSITY**

Date: ....../ ....../ 20......

Da Nang Architecture University (D.A.U) is seeking your feedback on the training provided by D.A.U. Your feedback will play an important role in developing the quality of training at our organization. Some quantitative data will reported for regulatory purposes. Please leave the box blank if the statement does not apply.
Your Name Or Your Business Name (Optional)

_____

Please tick where appropriate
1. Type of organization:
   □ State-owned   □ Joint Stock Co.   □ LTD
   □ 100% Foreign Invested   □ NGO   □ Others: _____

2. Field of operation:

- □ Education
- □ Commerce
- □ Agriculture
- □ Applied Arts
- □ Law
- □ Others ....

- □ Archiecture
- □ Medicine
- □ Electricity
- □ Construction
- □ Music

- □ Engineering
- □ ICT
- □ Banking/ Finance
- □ Hospitality

6. Knowledge, Skills, Specialist Knowledge

4	3	2	1		1	2	3	4
4	3	2	1	6.1. Communication skills	1	2	3	4
4	3	2	1	- Speaking	1	2	3	4
4	3	2	1	- Writing	1	2	3	4
4	3	2	1	- Listening	1	2	3	4
4	3	2	1	6.2. Professional expertise	1	2	3	4
4	3	2	1	6.3. Critical thinking	1	2	3	4
4	3	2	1	6.4. Research ability	1	2	3	4

4. QA of students' academic progress

✦ QA of students' academic progress

- • entry requirement
- • course information
- • social policies for students
- • students' social life
- • reporting students' performance
- • employment opportunities

5. QA of facilities and budgets

✦ QA of facilities

- university's campus, classrooms, lecture halls, workshops, libraries, dormitories and playing field

✦ QA of budgets

- a yearly transparent and detailed fiscal plan; increasing allocation of budget for QA and other activities

6. Developing the culture of quality

✦ Culture of quality = all stakeholders involved

✦ Student-centeredness at all the stages and processes of education and training

✦ IQA ownership and responsibilities shared among faculties and offices across the university

✦ A hierarchical management across the university

✦ Constructive feedback and evaluation from external QA bodies for IQA activities of the institution.

Outcomes, Benefits and Challenges

✦ Outcomes and Benefits

- Department management and teachers are interested and find the QA process useful

- Quality enhancement in departments and offices

✦ Challenges

- QA= ranking or improvement?

- Demanding QA criteria >< Overloaded curriculums, study space, teacher/ student ratio, working space for academics, laboratory for teaching and research

- Financial constraints

Conclusion

- QMS needing to undergo constant reviews
- QMS needing to go in line with effective implementation of QA activities

Thank you for your attention!