

Quality Assurance in Higher Education/ Environmental Responsibility

1. Quality & Quality Assurance
 - a) Objectives
 - b) Levels of Operation
 - c) Principles
2. Environmental Aspects
3. Economy and Ecology

Quality

1. Ideal Values in Higher Education
2. Fitness for Purpose
3. Consumer's Satisfaction

Attribute of Quality (AAHE)

- **Quality begins with an organizational culture that values:**
 1. High expectations
 2. Respect for diverse talents and learning styles
 3. Emphasis on early years of study
- **A quality curriculum requires:**
 4. Coherence learning
 5. Synthesizing experiences
 6. Ongoing practice of learned skills
 7. Integrating education and experience
- **Quality instruction build in:**
 8. Active learning
 9. Assessment and prompt feedback
 10. Adequate time on task
 11. Out-of-class contact with faculty

1. Objectives

- To contribute, in conjunction with environment, to the promotion of high quality and standards in teaching and learning
- To provide students, staff, employers and policy-makers with reliable and consistent information about quality and standards at higher education institutions
- To ensure that programmes are needed where quality or standards in terms of environment are unsatisfactory, as a basis for ensuring action to improve them
- To provide one means of securing accountability for the use of public funds received by HEIs fully or partially in case of autonomy
- Strengthening interaction between academia and world of work

Principles

- Meeting public information needs, serve stakeholders, students with up-date information
- Recognising the responsibility to operate robust internal mechanisms for setting, maintaining and reviewing quality and standards
- Securing the greatest value from the resources used
- Promoting the active function of the quality and quality of standards (Gestalt)

Information set

- Students recruitment, progression and employment, drawing on national performance indicators and benchmarks
- Students feedback information about their experiences
- Programme specifications (modular schemes
- Institution's programmes and strategies to promote internal quality of teaching and learning
- Results of accreditation reviews by professionals, if any

Accreditation

(Stakeholders: Public and private sector/potential employers, students, scholars, parents, communities)

- Identification of the quality in general and quality of standards and improving quality
- Comparable standards of different institutions of higher education
- Accountability/Legitimacy and Justification
- Social Control (symbolic level)

Tracer Studies

- Quality Assurance – External Authoritarian pressure – Internal Need for Change (Staff Level)
 1. Quality Assurance and Environment
 2. Co-evolution of Ecology and Ecology in Curriculum
 3. Stabilities
 31. Resource Stability
 32. Environmental stability
 33. Social Stability

Strategies

1. Formulating the objectives and principles of quality assurance
2. The implementation of an audit-model (approving, monitoring and reviewing the quality and standards through internal procedures)
3. Collection and publication of information in three areas (teaching, learning, curriculum and evaluation; organization and management and employment and work)
4. Quality enhancement by introducing new courses in employment techniques, labour and market situation

Why Environment?

- Need for Change (External pressure)
- Need for Research on Sustainability
- Research Plan
- Methodological Issues
 - Survey on Pollution
 - Survey on Energy
 - Survey on Future Strategies
 - Supply of Courses on Environment and Sustainability
 - Model of Investigation

Resource Stability

- Renewable Energy
- Not renewable Energy

Environmental Stability

- Pollution
- Externalities
 - Specific
 - general

Social Stability

- Use of Energy
- Debate on Industrial/Developing Countries

Strategies

- Sufficiency
- Efficiency
- Consistency

