

# 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 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

