

THE WORK OF THE MUST QA OFFICE AND FACULTY/ SCHOOL/DEPARTMENT OFFICES

QUALITY ASSURANCE OFFICE



MISSION OF THE QA OFFICE

- To ensure the highest quality learning, teaching, research and administration in the university through the development, implementation and continuous improvement of quality, quality improvement and quality enhancement in the university, and to ensure that the highest quality systems and procedures to achieve these operate.
- These serve the University's vision of becoming a pre-eminent institution of higher learning and research, and promoting the development of ethical, rounded and skilled graduates who contribute towards the development of the local and global community.
- The QA Office is an office, not a committee.

PRINCIPLES FOR THE QA OFFICE

- As a supported and facilitated process in the university, quality assurance and enhancement (QAE) is developmental and is part of the university's strategy for ensuring the highest quality learning, teaching, research and academic operations and standards of the university.
- QAE is collaborative and cooperative.
- QAE is empowering and involves all areas of the university, parties and stakeholders.
- QAE is ongoing and part of the university's strategies for continuous improvement and excellence.
- QAE is designed to meet internal and external approval, accreditation and recognition requirements.
- QAE is designed to promote institutional and public confidence in the academic standards of the university.
- QAE is transparent, systematic, rigorous and equitable.

RESPONSIBILITIES OF THE QA OFFICE

- To promote and implement quality-related strategic

WHAT WILL THE QA OFFICE DO FOR ME?

- Place its staff in the Central Office and also in the Faculties, for daily ongoing contact, to handle queries and to work with Faculties on quality assurance and enhancement (QAE), and quality development (QD), and how to do them.
- Indicate whom Faculty members can approach in connection with answering queries about QAE, QD and reviews.
- Liaise between Learning and Teaching Committee, Panel Review Committees and Faculties.
- Explain how policies and practices of QAE operate in practice.
- Arrange and provide training and support for Faculties for review and QD.
- Support and advise the Faculties in their preparations for QAE, annual review, Faculty Review, Program Review, program approval/ amendment/withdrawal.

WHAT WILL THE QA OFFICE DO FOR ME?

- Supply Faculties with required pro-formas for QAE and approvals, and advise on how to complete them and what data are needed.
- Provide templates and guidance on their use, for Faculties to use in their preparation for QAE.
- Assist Faculties in the compilation and completion of required documentation and self-evaluation reports for reviews.
- Advise Faculties on planning for QAE and reviews.
- Answer queries about QA and QD in the Faculties and the university.
- Provide reports to the university as required.
- Review draft self-evaluation documents and provide feedback to Faculties on these.
- Compile a university handbook on QA
- Collect faculty information for institutional accreditation
- Advise the university about resource needs for quality QAE.
- Provide public information about QAE in the university.
- Support initiatives in the university for QAE.

WHAT WILL THE QA OFFICERS IN THE FACULTY DO FOR ME?

- Handle queries and work with Faculties on QA and Quality Development (QD), and how to do them.
- Supply Faculties with required pro-formas and advise on how to complete them and what data are needed.
- Assist Faculties in the completion of required documentation from and to the Centre/university, such as pro-formas, e.g. by collecting data.
- Collect and compile data for the completion of documentation for quality assurance and enhancement (QAE).
- Pass on to the central QA Office any queries, concerns and problems from the Faculties, and report back as necessary.

INFORMATION *FROM* THE CENTRE

1. THE FRAMEWORK FOR QA:

❖ THE QA SYSTEM:

- Principles of QA**
- Purposes of QA**
- Benefits of QA**
- Review Panels**

❖ THE QA PROCESS:

- Before the Review**
- During the Review**
- Outcomes of QA**
- Identification of areas for intervention**

INFORMATION *FROM* THE CENTRE

THE REVIEW SCHEDULE AND CONTENTS:

- **Structure of the review schedule**
- **Contents of the review schedule:**
 - ☉ **Effectiveness of the Faculty/Program**
 - ☉ **Achievements of the students**
 - ☉ **Quality of education provided by the Faculty/Program**
 - ☉ **Leadership and management of the Faculty/Program**

- ❖ **QUALITY ASSURANCE:**
 - **Code of conduct for Panel Review members**
 - **Quality standard for Review and the work of Panel Review members**
 - **Complaints procedures**

INFORMATION *FROM* THE CENTRE

INFORMATION REQUIRED:

- **Name, address, contact details**
- **Dean**
- **Dates of Panel Review Visit**
- **Students on roll:**
 - ☉ **Gender**
 - ☉ **Age**
 - ☉ **Year**
 - ☉ **Program**
 - ☉ **Ethnicity**
 - ☉ **Mother tongue**
 - ☉ **Special needs**
- **Student: faculty ratio**

INFORMATION *FROM* THE CENTRE

INFORMATION REQUIRED:

- **Students' attainment levels (on entry to the university and during their program)**
- **Study plan**
- **Details of the curriculum and how it is planned, organized and arranged**
- **How many full-time and part-time faculty are employed, and for what courses/duties?**

INFORMATION *FROM* THE CENTRE

Introductory letter to include:

- (a) Dates and times of the Review Visit;**
- (b) Who the Chair of the Review Panel will be;**
- (c) Purposes and conduct of the Review (very brief);**
- (d) List of documents, data and completed pro-formas required from the Faculty before and during the visit;**
- (e) Request for a secure room in the Faculty;**
- (f) Request for the room to be available at all times;**
- (g) Some indication of what the Review Panel may be doing during the visit;**
- (h) Summary of all the enclosures.**

WHAT THE REVIEW PANEL MUST HAVE FINALISED BEFORE THE VISIT

Indication of *each* Review Panel member's work, and covering times for:

- (a) Classroom observations (where appropriate);
- (b) Interviewing staff/students/stakeholders;
- (c) Administering questionnaires/surveys etc. (e.g. to staff/students/senior staff);
- (d) Looking at documents and students' work;
- (e) Tour of the Faculty;
- (f) Introductory and final meetings;
- (g) Questions to be put to all interviewees;

INFORMATION TO THE CENTRE

INFORMATION REQUIRED:

- **How many faculty were appointed during the previous two years?**
- **How many faculty left during the previous two years?**
- **How many permanent (full-time and part-time) posts are currently filled/unfilled?**
- **What is the gender make-up of the faculty?**
- **What is the organizational structure of the Faculty/Program, together with faculty's responsibilities?**

INFORMATION TO THE CENTRE

How the Faculty/Program informs itself of how well it is performing (staff and students):

- a. overall**
- b. by program**
- c. by gender**
- d. by age group**
- e. by forms**
- f. by ethnicity**
- g. by student ability**
- h. by value added**
- i. by attendance**
- j. by socio-economic background**
- k. by birthdate**
- l. by student characteristics**

INFORMATION TO THE CENTRE

**How effective are the Faculty's/
Program's procedures for gathering
and using:**

- ❖ **Attendance data**
- ❖ **Value added data over time**
- ❖ **Student progress data**
- ❖ **Procedures for tracking student progress
and value-added, individually and by
groups**

HOW EFFECTIVE ARE THE FACULTY'S PROGRAM'S PROCEDURES FOR . . .

- 1. Making comparisons with previous best performance, and judgements**
- 2. Judging performance against benchmarks and targets**
- 3. Setting targets and benchmarks**