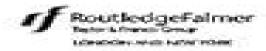
Quality Assurance in Higher Education The UK Experience Since 1992

Roger Brown



Quality Assurance In Higher Education The Uk Experience Since 1992

Joëlle Fanghanel

Quality Assurance In Higher Education The Uk Experience Since 1992:

Quality Assurance in Higher Education Roger Brown, 2004-02-19 Along with funding quality assurance has become one of the major issues in higher education today This text provides an analytical account of the changes to quality assurance of UK universities and colleges from 1992 to 2003 It documents the shift from institutional self regulation to increased involvement of the state and examines the accompanying debate about the purposes forms and ownership of quality assurance as well as a wider consideration of the best means of regulating professional activities All the key developments and issues of quality assurance are covered including the background to the current debates the evolution of the post 1992 regime the role of the Higher Education Quality Council HEQC changes to assessment and the creation of a single system the formation and likely evolution of the Quality Assurance Agency QAA Roger Brown writes with an authority derived from his varied experiences in quality assurance He argues that the external quality regime to date has provided poor value for money and draws from the lessons learnt during the 1990s to assess the conditions required for effective regulation Quality Assurance in Higher Education Don F. Westerheijden, Bjorn Stensaker, Maria Joao Rosa, 2007-09-04 By bringing together leading experts on quality assurance in higher education from seven countries from Europe the USA and South Africa this volume intends to go several steps further than most publications on quality assurance First it brings together views from micro to macro levels in the multi actor space showing how quality assurance impacts the higher education system throughout Second it links quality assurance solidly to issues of regulation translation rather than mechanical implementation and transformation instead of being only focused on quality assurance as a single policy instrument Third it uses this broad range of research insights to criticize current practices explaining for instance why sometimes people have difficulty in tracing any concrete effects of all initiatives taken in this area Finally the book offers proposals for better focusing quality assurance in the future to address institutional challenges better The general purpose of the book then is to give an engaged academic reflection on how quality assurance is embedded in higher education and in a dynamic way to assess its impacts and potential improvements

Quality Assurance in Higher Education in Eastern and Southern Africa Peter Neema-Abooki,2021-08-23 This book examines the critical aspect of quality assurance maintenance of competitive standards in African higher education It explores both the micro and macro levels of continental African higher education regulatory authorities and analyses different institutional regional and national practices for moving towards continental quality assurance approaches Contributed to by scholars across Eastern and Southern Africa the book considers conceptual practical epistemological and policy dimensions of quality and quality assurance especially in relation to higher education in Africa It therefore draws on research and local expertise to open up debate about how to assure and enhance the quality of higher education providing a comprehensive review of eight countries and considers societal challenges It aims to satisfy the need of more thoughtful and critical works on African education as produced by African educators The uniqueness of this book lies in integrating both the

theoretical and practical dimensions of quality to devise appropriate strategies for ensuring quality and standards in higher education in continental Africa and beyond This authoritative book advocates for a timely discussion around the provision of good quality higher education and research in African universities and will be of great interest to academics policy makers researchers and post graduate students in the fields of higher education comparative education and African studies

Quality Assurance in an International Higher Education Area Andrea Bernhard, 2011-11-10 Rethinking the purpose and the aim of higher education has led to new and alternative ways to assure the quality of different higher education systems In the case studies of six OECD countries Andrea Bernhard exemplifies the ongoing trends and changes of guality assurance systems along peer reviewed country reports and interviews with national and international experts The comparative analysis is based on international descriptive discursive and analytical aspects concentrating on the theoretical concepts of massification diversification privatisation and internationalisation The author highlights the leading trend towards quality assurance within an international higher education area and provides recommendations to establish a functioning quality assurance system within the observed higher education systems and beyond their borders This book is valuable reading for academics practitioners and policy makers in the field of higher education **Quality Assurance in Higher Education** David Lim, 2020-07-24 This title was first published in 2001 Universities in developing countries have followed their counterparts in developed countries and adopted quality assurance to improve the quality of their activities This text examines the wisdom of such a move when many of the conditions necessary for its success are not present It concludes that quality assurance can be useful in developing countries because it shows how a university s seemingly disparate activities are related to one another to serve a common goal and how the quality of these can best be improved by using an integrated approach Quality assurance also provides more focus and direction to the work of the traditional university system However it must be modified to suit the conditions prevailing in developing countries by being simple in design modest in expectations and realistic in requirements The Governance of British Higher Education Ted Tapper, 2007-05-05 How has the system of governance changed Do British higher education institutions still exercise autonomous control over their development as was widely believed to be the case but a few years ago These questions are pursued through a three pronged strategy Firstly to examine the institutional changes which have occurred since the 1988 Education Reform and the emergence of the funding council model of governance In particular we want to know how the various institutional actors the higher education institutions the government departments and the funding councils interact with one another to shape policy outcomes Secondly to explore the political context within which these institutional actors have to work This means examining the role of the political parties policy networks and the parliamentary forces all of which have a major stake in influencing the direction of higher education policy. This section of the book incorporates the move towards political devolution in the United Kingdom and examines what is different and what is similar about higher education

policy making in Scotland and Wales in comparison to England Thirdly the book observes the process of policy making and change in relation to critical issues the funding of higher education the research assessment exercises the quality assurance regime and the widening participation agenda In effect it examines policy making in action **Ouality Assurance and Institutional Transformation** Shuiyun Liu, 2016-05-03 This book illustrates the higher education guality assurance system and its impact on institutional transformation in China It starts by describing the higher education system in China and its quality assessment schemes It discusses in detail the Quality Assessment of Undergraduate Education QAUE and the Subject Evaluation two of the most influential external quality assessment schemes which are conducted on the institutional and subject levels respectively In the second part of this book QAUE is taken as an example for the impact analysis Using case studies it explores the impact of the QAUE on various dimensions of quality provisions in universities with different statuses and presents the views of various stakeholders Based on the empirical findings from the Chinese schemes and the theories on organizational change and the mechanism of external quality assessment it proposes a model to describe how quality assessment interacts with the evaluated universities and causes them to change **Higher Education Management and** Operational Research Gary Bell, Jon Warwick, Peter Galbraith, 2013-02-11 Higher Education in the UK operates in a rapidly changing and highly complex environment Universities need to adapt quickly to this environment and managers must begin to explore new angles and approaches in addressing the challenges they are now facing This book offers a tool box of metaphors and associative Operational Research OR approaches Metaphors are a powerful way of seeing but also a way of not seeing Furthermore the OR discipline has significantly evolved over the last 30 years which has led to the emergence of three distinctive intellectual areas namely Hard OR Soft OR and Methodological Pluralism OR Drawing on these intellectual areas and on the experience of educational and OR practitioners the book highlights the use of various OR approaches to a variety of complex and uncertain problems encountered in higher education management. The book aims to explore new perspectives in HE management thinking and to describe and illustrate the use of OR methodologies methods and techniques in helping HE managers to make informed management decisions Leadership and Management of Quality in Higher Education Chenicheri Sid Nair, Len Webster, Patricie Mertova, 2010-08-12 This book provides a range of case studies concerning the leadership and management of quality development in higher education It captures the experiences of senior administrators and managers to the complexity of problems that quality development involves The authors draw attention to the human centred approach to quality as they argue that in any activity there is a need to take account of human values and attitudes Experiences from experts in the field Guide to resources that are utilized in the higher education industry Auditors perceptions Research Handbook on Quality, Performance and Accountability in Higher Education Ellen Hazelkorn, Hamish Coates, Alexander C. McCormick, 2018-07-27 As higher education becomes a key determinant for economic competitiveness institutions face increasing pressure to demonstrate their fitness to meet the needs of society and

individuals Blending innovative research with richly contextualised examples this unique Research Handbook provides authoritative insights from around the globe on how best to understand assess and improve quality performance and Handbook of Quality Assurance for University Teaching Roger Ellis, Elaine accountability in higher education Hogard, 2018-07-03 This practical and authoritative handbook provides a comprehensive overview of the issues and approaches to assuring quality in university teaching Including contributions from major international figures the book contains a wealth of ideas and practical advice to help universities commit to guality in teaching and offers insights into how the topics raised can be directly applied. The book initially identifies some of the key issues surrounding the topic such as the evidence based identification of teaching quality the training of university lecturers and faculty external and internal quality assurance the tension between professional autonomy and governmental regulation and the involvement of students in developing quality It then moves on to present ideas and initiatives to address these problems tackling the subject through four sections Assuring Quality questioning what quality assurance means and how it might be practised Identifying Quality examining what knowledge exists at present and how it might be further researched Developing Quality investigating the development of staff through teacher training and appraisal Case Studies of Quality Assurance reviewing six case studies of quality assurance in a range of contrasting subjects including the professional subjects of Medicine Nursing and Teacher Training which are also addressed systemically in the first section Full of practical advice Handbook of Quality Assurance for University Teaching is an invaluable and unique resource for Faculty Subject Leaders University Administrators and Quality International Perspectives on the Governance of Higher Education Jeroen Huisman, 2009-03-28 Essential Assessors reading for policy makers institutional leaders managers advisors and scholars in the field of higher education The Governance of Higher Education analyzes how higher education systems of governance have evolved in recent years An authoritative overview that questions why some systems of governance have persisted while others have experienced patterns of change it further looks at how governments shape the policy making process in higher education in an effort to Academic Working Lives Lynne Gornall, Caryn Cook, Lyn Daunton, Jane secure particular policy outcomes Salisbury, Brychan Thomas, 2014-01-30 Provides a fine grained multidisciplinary multi context and inclusive set of approaches to the challenges and complexities within contemporary academic working lives **Dimensions of Marketisation in** Higher Education Peter John, Joëlle Fanghanel, 2015-11-06 Dimensions of Marketisation in Higher Education is a critical analysis of the various dimensions of marketisation in a global context exploring governance policy financial ethical and pedagogical aspects Bringing together a selection of influential authors who draw on the work of Roger Brown the book is a timely examination of the impact that policies regulating cost entry and practices in higher education can have on universities students and academics This book explores the tensions and dilemmas marketisation brings into the educational environment for academic leaders managers and students arguing that they can be managed through rebalancing the

relation between the market and the educational dimensions Key topics include The economics of higher education Students in a marketised environment Regulating a marketised sector Marketisation and higher education pedagogies Universities futures Unveiling nuanced and multifaceted perspectives and providing readers with collective and forward thinking critical analyses Dimensions of Marketisation in Higher Education will be an authoritative reference book on policy and practice appealing to higher education leaders managers and scholars worldwide **International Handbook of Higher Education** James J.F. Forest, Philip G. Altbach, 2008-01-18 This book provides a central authoritative source of reference on the most essential topics of higher education The International Handbook of Higher Education combines a rich diversity of scholarly perspectives with a wide range of internationally derived descriptions and analyses Chapters in the first volume cover central themes in the study of higher education while contributors to the second volume focuses on contemporary higher education issues within specific countries or regions Together these volumes provide a centralized easily accessible vet scholarly source of information Making Policy in British Higher Education 1945-2011 Michael Shattock, 2012-10-16 Every Mike Shattock book on higher education is worth keeping and re reading Making Policy in British Higher Education 1945 2011 is a great story very readable and full of wry humour It is also a profoundly informative work that explains the policy and politics of higher education better than anything else that is available Professor Simon Marginson Centre for the Study of Higher Education University of Melbourne Australia As expected Michael Shattock's mastery of the history of higher education policy making in the UK is evident in every page the temptation is to say every paragraph This is a demanding analysis It is packed precise judicious and immensely informed As a narrative about how policy making occurs in the long run how to read the relevant archival and other documents closely and how to avoid the easy generalizations arising from ideological partis pris this study is an instant classic Sheldon Rothblatt Professor of History Emeritus University of California Berkeley USA In the last 30 years Britain has experimented with some of the most innovative higher education policies including academic quality assurance research assessment income contingent loan financing tuition policy information for students and other efforts to stimulate competitive market forces In this highly enlightening meticulously researched and fascinating history university administrator and scholar Michael Shattock examines the individuals and financial policy drivers that have shaped British higher education from World War II to the present day and explores the impacts of these policies on the university sector David D Dill Professor Emeritus of Public Policy University of North Carolina at Chapel Hill USA Michael Shattock's important new book could not be better timed. He offers a detailed nuanced and above all intelligent account of policy making in British higher education over the past 60 years This book reminds us that novelty is more often in the eye of the beholder than the historical record It also warns us that those who have forgotten past events are often fated to relive them and that second or third time round is rarely an improvement Peter Scott Professor of Higher Education Studies Institute of Education University of London UK This book aims to provide an authoritative account of the evolution of

policy in British higher education drawing extensively on previously untapped archival sources It offers a comprehensive analysis of the policy drivers since 1945 and up to 2011 and of the extent to which even in the so called golden age of university autonomy in the immediate post War period the development of British higher education policy was closely integrated with government policies In particular it highlights how the role of the Treasury in determining the resource base for the expansion of student numbers is key to understanding many of the shifts in policy that occurred This close engagement with government coupled with the historical acceptance of institutional autonomy defines the distinctiveness of the British higher education system as compared with other countries What the book also shows however is that policy was rarely driven directly by Ministers but emerged out of inter relationships between the Treasury the responsible Department the intermediary bodies the higher education representative bodies and the research communities The policy process was interactive rather than directed The conclusions offer a new interpretation of the development of British higher education

Quality and the Academic Library Jeremy Atkinson, 2016-02-24 Quality and the Academic Library Reviewing Assessing and Enhancing Service Provision provides an in depth review and analysis of quality management and service quality in academic libraries All aspects of quality are considered in the book including quality assessment quality review and quality enhancement An overview of quality management and service quality concepts principles and methods leads to a detailed consideration of how they have been applied in universities and their libraries A case study approach is used with different perspectives provided from the different stakeholders involved in the quality processes All contributors adopt a critical reflection approach reflecting on the implications impact and significance of the activities undertaken and the conclusions that can be drawn for future developments The book concludes with an overall reflection on quality management and service quality in academic libraries with a final analysis of priorities for the future Presents a holistic view of the subject looking at reviews of academic library services quality assurance and assessment quality enhancement and service quality Provides perspectives from authors with different experiences and responsibilities including those responsible for initiating and managing quality processes in higher education Includes case studies where the authors not only describe the quality processes used but also seek to review and reflect on their success limitations and the impact of their work some time after the event Seeks to be current comprehensive and reflective by including the results of surveys interviews from senior Higher Education in the Twenty-First Century Abdulla Y. Al-Hawai, Wajeeh librarians on quality in academic libraries Elali, E.H. Twizell, 2008-08-04 The skills creativity and research developed through higher education are major factors in any society s success in creating jobs and advancing prosperity Universities and colleges play a vital r le in expanding opportunity and promoting social justice The papers in this book reflect the main objective of a conference held in June 2007 Students and universities Great Britain: Parliament: House of Commons: Innovation, Universities, Science and at Ahlia Skills Committee, 2009-08-02 Incorporating HC 370 Quality Assessment and Enhancement in Higher Education in

Africa Peter Neema-Abooki,2022-12-16 This book explores quality assessment and enhancement in higher education in Africa to illustrate the need to develop quality practices in measuring effective education and continually search for permanent improvement The book demonstrates that technological and socio economic trends innovations and inventions of the twenty first century demand that additional attention be placed upon education for national regional and international development Since conventions for quality assessment and enhancement need to be defined and systematic structures constructed to develop quality practices the book shows how quality in higher education within Africa has been established and advanced to provide a framework for monitoring auditing and reviewing assessment and enhancement Though the book considers African complexities and diversity it incorporates global trends and utilises an international focus that enables readers to devise appropriate strategies for developing and enhancing quality and standards in higher education in both continental Africa and beyond Illustrating why quality assessment and enhancement should be embraced in all aspects including inputs processes outputs and outcomes in educational settings globally this book will be of interest to policymakers and scholars in the fields of Higher Education Quality and Global Studies African Education African Studies and Management and Administration Leadership and Professional Development Studies

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