QUALITY

ASSURANCE

IN HIGHER EDUCATION

The UK Experience since 1992

Roger Brown

Quality Assurance In Higher Education The Uk Experience Since 199

Saunders, Murray,Trowler, Paul,Bamber, Veronica

Quality Assurance In Higher Education The Uk Experience Since 199:

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   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 prpvision 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 quality 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 **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 **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 yet scholarly source of information **The Palgrave International Handbook of Higher Education Policy and Governance** Jeroen Huisman,Harry de Boer,David D. Dill,Manuel Souto-Otero,2016-04-29 This state of the art reference collection addresses the major themes theories and key concepts related to higher education policy and governance on an international scale in one accessible volume Mapping the field and showcasing current research and theorizations from diverse perspectives and authoritative scholars this essential guide will assist readers in navigating the myriad concepts and themes involved in higher education policy and governance research and practice Split into two sections the first explores a range of policy concepts theories and methods including governance models policy instruments institutionalism and organizational change new public management and multi level governance The second section addresses salient themes suchas institutional governance funding quality employability accountability university rankings widening participation gender inequalities technology student involvement and the role of higher education in society Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of education education policy sociology social and public policy political science and for leadership **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   **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

Public Policy for Academic Quality David D. Dill,Maarja Beerkens,2010-04-12 Over the last decade the structure of higher education in most countries has undergone significant change brought about by social demands for expanded access technological developments and market forces In this period of change the traditional concerns with access and cost have been supplemented by a new concern with academic quality As a consequence new public policies on academic quality and new forms of academic quality assurance have rapidly emerged and swiftly migrated across continents and around the globe The growing public debate about academic quality assurance within and across countries however has not always been well informed by analyses of the strengths and weaknesses of these new policy instruments The Public Policy for Academic Quality Research Program PPAQ was designed to provide systematic analyses of innovative external quality assurance policies around the world This volume presents the fourteen analyses of national policies on academic quality assurance conducted as part of the PPAQ Research Program utilizing the knowledge of informed international scholars Each policy analysis examines the policy goals implementation problems and impacts of these newly developed national quality assurance instruments The book concludes with an assessment of the lessons learned from these collected policy analyses and outlines the framework conditions that appear essential for assuring academic standards in the university sector *The Role of External Examining in Higher Education* Enakshi Sengupta,Patrick Blessinger,Andrew Ssemwanga,Barbara Cozza,2021-05-17 This book considers external examination examples in academia across the world With chapters that cover examples of mitigating disadvantage and creating opportunities without compromising the quality assurance process the authors examine how universities are engaged in safeguarding procedures at the same time as enhancing quality standards *EBOOK: Reshaping the University: New Relationships between Research, Scholarship and Teaching* Ronald Barnett,2005-09-16 What is the emerging shape of the University Are there spaces for present activities to be practised anew or even for new activities If these questions have force they show that the metaphors of shapes and spaces can be helpful in understanding the contemporary university Research teaching and scholarship remain the dominant activities in universities and so it is their relationships that form the main concerns of this volume Are these activities pulling apart from each other Or might these activities be brought more together in illuminating ways Is there space to redesign these activities so that they shed light on each other Is there room for yet other purposes In this volume a distinguished set of scholars engage with these pertinent but challenging issues Ideas are offered and evidence is marshalled of practices that suggest a re shaping of the University may be possible Reshaping the University appeals to those who are interested in the future of universities including students researchers managers and policy makers It also addresses global issues and it will therefore interest the higher education community worldwide Contributors Ronald Barnett David Dill Carol Bond Lewis Elton Mick Healey Mark Hughes Rajani Naidoo Mark Olssen Bruce Macfarlane Kathleen Nolan Jan Parker Michael Peters Alison Phipps Jane Robertson Peter Scott Stephen Rowland **EBOOK: Improving Teaching and Learning in Higher Education: A Whole**

Institution Approach Vaneeta D'Andrea,David Gosling,2005-08-16 What are the aims of higher education What are the strategies necessary for institutional improvement How might the student experience be improved The emergence of the discourse around learning and teaching is one of the more remarkable phenomena of the last decade in higher education Increasingly universities are being required to pay greater attention to improving teaching and enhancing student learning This book will help universities and colleges achieve these goals through an approach to institutional change that is well founded on both research and practical experience By placing learning at the centre of organizational change this book challenges many of the current assumptions about management of teaching supporting students the separation of research and teaching the use of information technology and quality systems It demonstrates how trust can be restored within higher education while advancing the need for change based on principles of equity and academic values for students and teachers alike Improving Teaching and Learning in Higher Education is key reading for anyone interested in the development of teaching and learning in higher education as well as policy makers **Stepping up to the Second Year at University** Clare Milsom,Martyn Stewart,Mantz Yorke,Elena Zaitseva,2014-11-20 Programmes in higher education tend to focus attention on the student s first year because of concerns about student transition and retention and on their final year because of student exiting for their future careers The middle year s of programmes receive relatively little attention which can often lead to a slump in student development at a crucial point in their studies Stepping up to the Second Year at University provides practical advice that can be implemented by staff throughout higher education institutions Rather than providing a set of prescriptions to be slavishly implemented it prompts practitioners to think constructively about curriculum design and delivery and about maximising student potential within the context of their particular institution Amongst the questions asked in this book are In what way do students perceptions of their experience shift as they progress through the first two years of study How do psychological factors bear on student engagement and performance in the second year What in the second year curriculum might need greater attention How can the analysis of institutional data help This book builds on critiques existing international research on the mid years experience and also features evidence from a significant new research project from Liverpool John Moores University provides a number of starting points for institutions enhancement activities as they seek to make the experience of their students as rewarding as possible It is a must read for institutional managers of higher academic programmes higher education practitioners and anyone interested in the development of teaching at higher education level Assessment Matters In Higher Education Brown, Sally,Glasner, Angela,1999-02-01 Assessment really does matter in higher education Internationally academics and those who support them are seeking better ways to assess students recognizing that diverse methods are available which may solve many of the problems associated with the evaluation of learning Assessment Matters in Higher Education provides both theoretical perspectives and pragmatic advice on how to conduct effective assessment It draws clearly on both relevant research and on its contributors

practical first hand experience warts and all It asks for example how can assessment methods best become an integral part of learning what strategies can be used to make assessment fairer more consistent and more efficient how effective are innovative approaches to assessment and in what contexts do they prosper to what extent can students become involved in their own assessment how can we best assess learning in professional practice contexts This is an important resource for all academics and academic managers involved in assessing their students **Facilitating Work-Based Learning** Ruth Helyer,2015-10-06 Work based learning routes are a versatile and innovative way to gain higher education qualifications This book reflects that flexibility and prepares tutors for helping work based students learn in a variety of ways at both undergraduate and postgraduate level Offering practical information and advice the book covers the major aspects of work based learning which include Accreditation of prior learning APL Work based projects Learning agreements Relevant innovative assessment methods Quality assurance and enhancement mechanisms How technology can be utilised as a learning tool Featuring activities case studies and useful hints and tips informed by a range of international scholars it s the ideal companion for tutors of work based learning students **Reconceptualising Evaluation In Higher Education: The Practice Turn** Saunders, Murray,Trowler, Paul,Bamber, Veronica,2011-05-01 This book evaluates the impact of projects to improve teaching and learning in Higher Education focusing on evaluative practice **A Handbook for Teaching and Learning in Higher Education** Heather Fry,Steve Ketteridge,Stephanie Marshall,2003-12-16 The Handbook is sensitive to the competing demands of teaching research and scholarship and academic management Against the contexts the book focuses on developing professional academic skills for teaching Dealing with the rapid expansion of the use of technology in higher education and widening student diversity the fully updated and expanded edition includes new material on for example e learning lecturing to large groups formative and summative assessment and supervising research students

EBOOK: Reconceptualising Evaluation in Higher Education: The Practice Turn Murray Saunders,Paul Trowler,Veronica Bamber,2011-05-16 A considerable amount of money is invested in an ongoing basis on large scale projects to enhance the quality of teaching and learning within the higher education sector Examples from the UK include the Teaching Quality Enhancement Fund and the creation of CELTS Centres for Excellence in Learning and Teaching Similar initiatives can be found in most other Westernized countries These projects and other smaller institutional projects require evaluation but the higher education sector has not conceptualized such evaluation work and therefore the opportunity to understand the value of such projects is frequently missed Reconceptualising Evaluative Practices in HE aims to aid understanding drawing on a set of evaluative practices from the UK and internationally to foster understanding which will be of genuine value and relevance to higher education over an indefinite period of time

Quality Assurance In Higher Education The Uk Experience Since 199 Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Quality Assurance In Higher Education The Uk Experience Since 199**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we shall delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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