# Reflection on developing university quality culture

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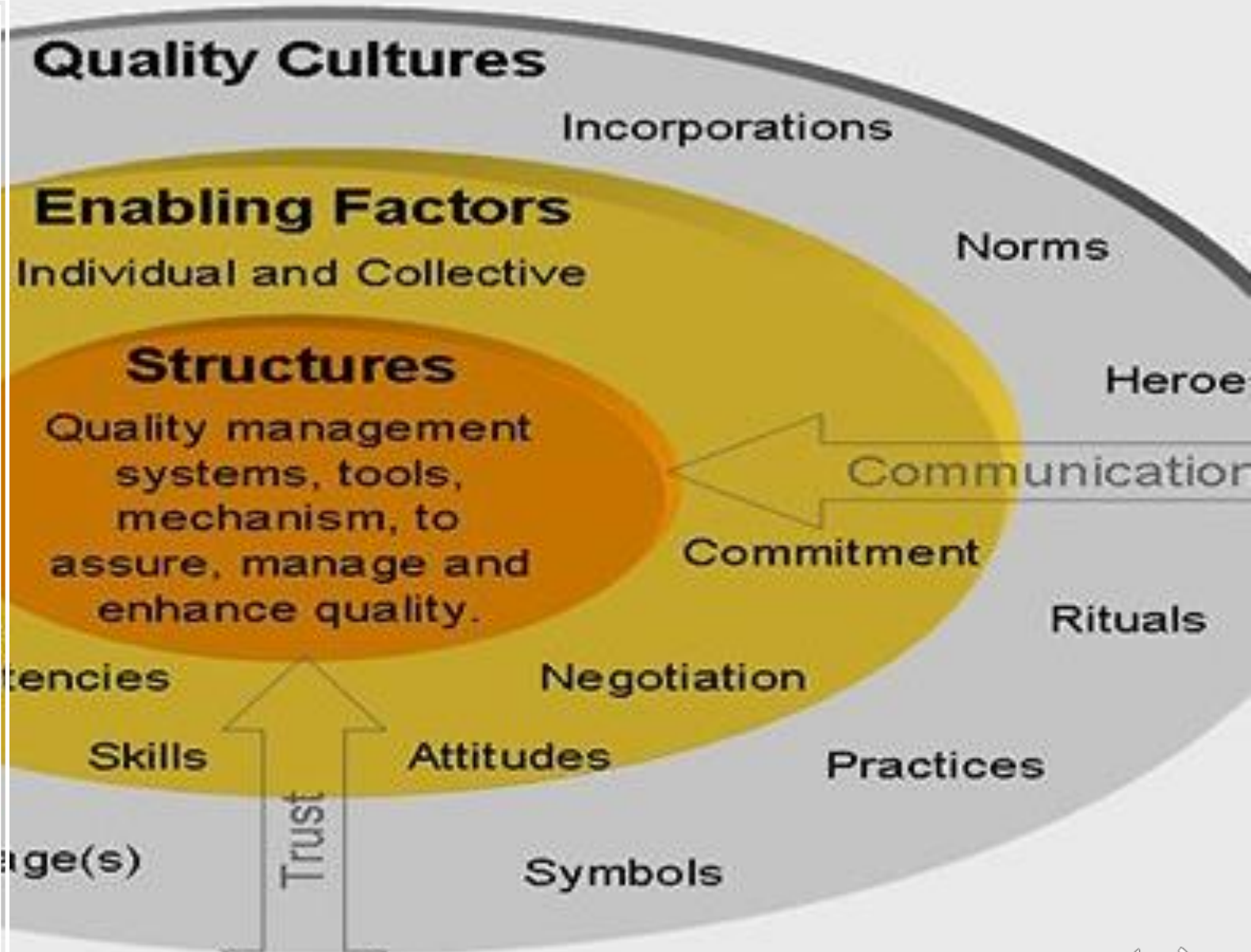
March 2017

Accra Ghana

# Something about me

- Quality Culture Project
- EUA Institutional Evaluation Programme
- ENQA
- National Reviewer in 4 countries
- Towards a QAA in Lebanon
- European QA Forum
- EU SHARE – QA in SE Asia

# Organisational Context

## Developing university quality culture – overview

- Quality Culture is not quality assurance
- Involvement of stakeholders
- Information
- Improving teaching and learning
- Standards and guidelines

## Quality Cultures

### Enabling Factors
Individual and Collective

### Structures
Quality management systems, tools, mechanism, to assure, manage and enhance quality.

Incorporations

Norms

Heroe

Communication

Commitment

Rituals

Negotiation

Practices

Skills

Attitudes

Trust

Language(s)

Symbols

Values

Knowledge

Patterns

Stories

Quality

Competencies

Ehlers, U.-D. (2009): **Understanding Quality Culture**. In: International Journal for Quality Assurance in Education. Emerald

Ehlers, U. D. (2009): **Understanding Quality Culture**. In: International

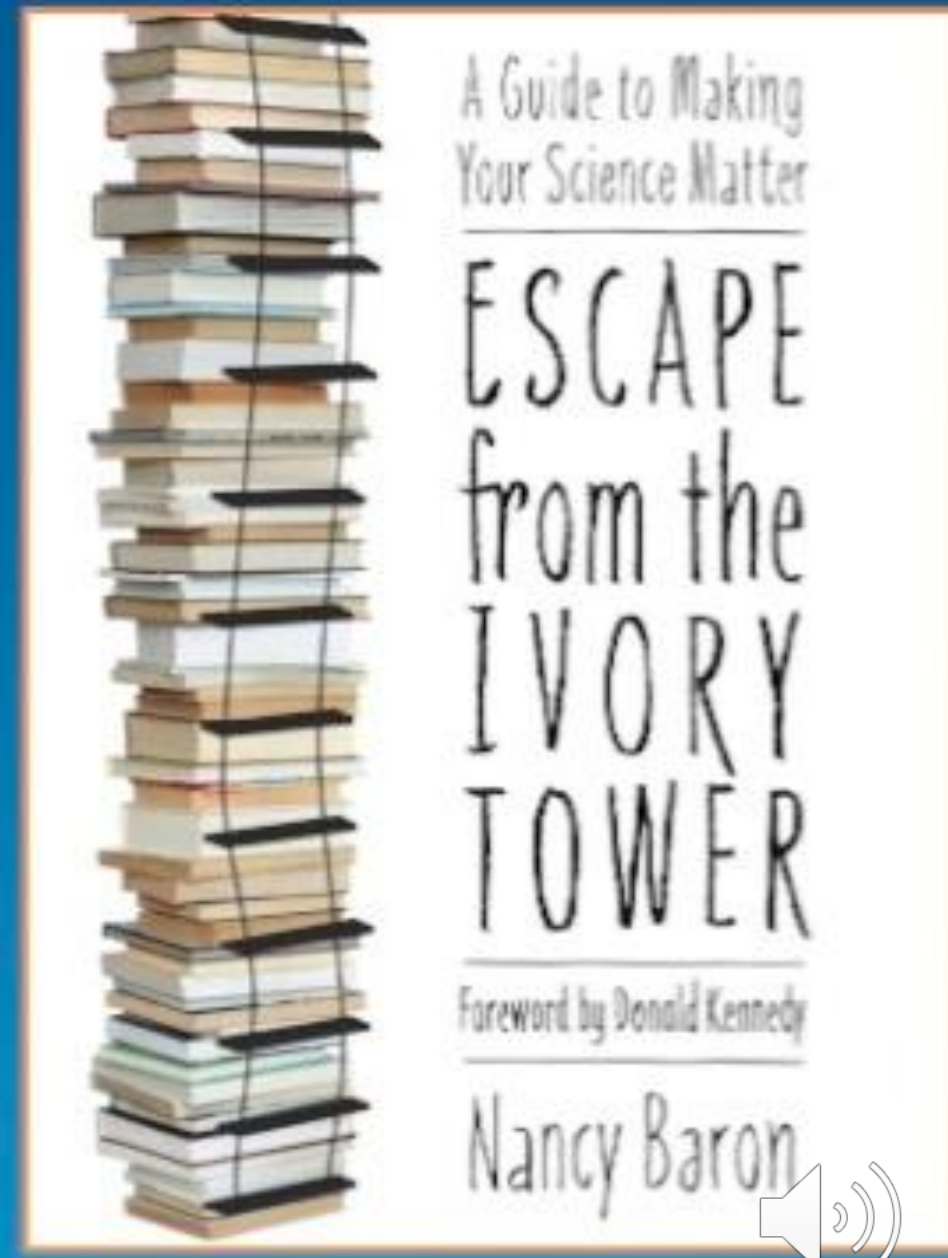# Quality Culture is not quality assurance

- Quality assurance supports the development of a quality culture (ESG 2015)

- It is crucial to distinguish quality culture from quality assurance processes, which are part of the structural element. (EUA 2010)

- Culture Quality is defined as an organisational culture characterised by a cultural/psychological element on the one hand, and a structural/managerial element on the other. (EUA 2006)

- Quality Culture is the development of, and compliance with, processes of internal quality assurance" (Harvey, 2009)

# Involvement of stakeholders

- Stakeholders include teachers, managers, support staff, students, alumni, employers, professional bodies, experts

- Involvement takes many forms including Steering Groups, Advisory Boards, Representation in decision making forums, providing feedback, advising on policy

- Stakeholder involvement connects the key constituencies of the university and ground the university in reality



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# Information

- Better evidence based information for decision making

- Better information for students = better choice

- Systematically described to enable comparison

- Collected for a purpose

- Focused on outcomes

- Linked to strategy and mission

- Is an aid to decision making

# Improving teaching and learning

- Focus on output not input

- Learning outcomes are the building blocks of higher education reform

- Constructive Alignment – LOLA

- Student workload

- Accessible to students

- Measured by student achievement and stakeholder satisfaction

- Stakeholder involvement in design and monitoring

- Curriculum must be responsive to change

# Standards and guidelines

- QA is a process not an event

- External guidelines may be in conflict with each other

- Financial constraints

- External reviewers focus on improvement not merely compliance

- Don't leave QA to the QA experts

- Building a quality culture demands a concerted collective effort, renewed on a daily basis
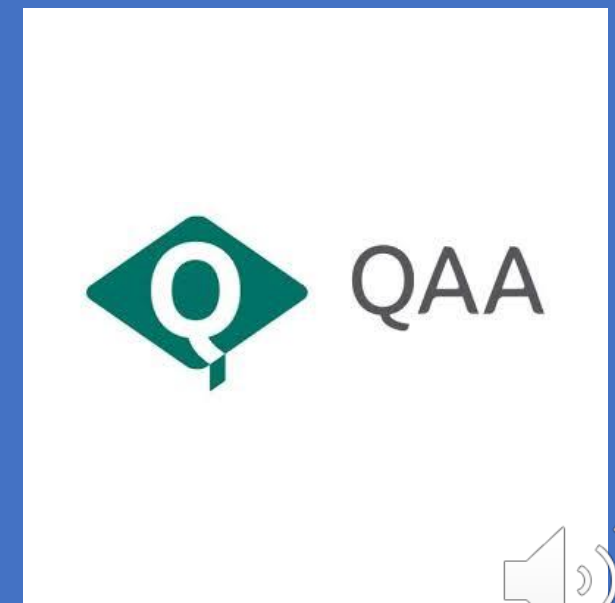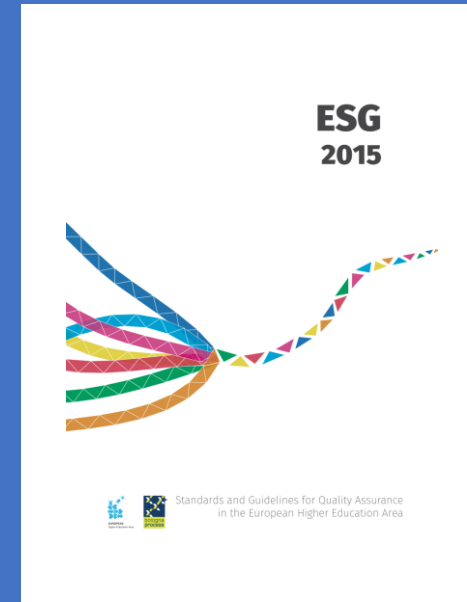
# Thank you and see you in June

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