

INTERNAL & EXTERNAL QUALITY ASSURANCE

Nice to Have or Must Have



Professor DP

Swinburne Sarawak

19 Aug 2015

20

MINUTES

[1 min] *“Quality” – a difficult concept*

[2 min] *Achieving quality – in practice*

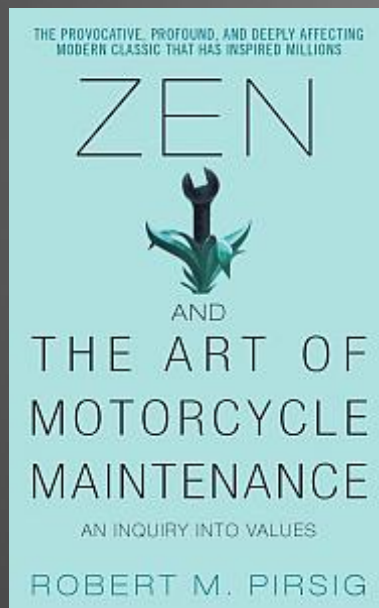
[4 min] *Institutional context*

[7 min] *Quality practices @ Swinburne*

[6 min] *Further reflections*

“Quality” – a difficult concept

PIRSIG (2006)



“You want to know how to paint a perfect painting? It's easy. Make yourself perfect and then just paint naturally.”

Self-portrait by Rembrandt

Dutch painter, 17th Century



QUESTION

HOW TO
ACHIEVE
“QUALITY” IN
PRACTICE?


SYSTEMATIC ANSWER

1. DEFINE THE
ELEMENTS OF
QUALITY

2. ACHIEVE
EACH ELEMENT

3. PUT IT ALL
TOGETHER

Institutional Context – *International Branch University*

- Swinburne Melbourne  Swinburne Sarawak
- Self-accrediting university in Australia & Malaysia
- Doubly regulated – i.e., TEQSA/AQF & MQA/MQF
- Double professional accreditations – e.g., EA & BEM
- Quality concept – **Graduate attributes** & Key generic skills
- Course learning outcomes – Course/program level
- Unit learning outcomes – Unit/subject level
- QEA Procedures – Quality & Equivalency Assurance (Unit level)

Swinburne graduate attributes ...

SWINBURNE
GRADUATE
ATTRIBUTES

THESE
ATTRIBUTES
DEFINE
EDUCATION
QUALITY AT
SWINBURNE

Swinburne teaching programs assist all its graduates to be:

- *Capable* in their chosen professional, vocational, or study areas
- *Entrepreneurial* in contributing to innovation and development within their business, workplace, or community
- *Effective and ethical* in work and community situations
- *Adaptable* and able to manage change, and
- *Aware* of local and international environments in which they will be contributing (e.g., socio-cultural, economic, natural)

“Internal” & “external” ...

UNITS

QUALITY &
EQUIVALENCY
ASSURANCE

COURSES

COURSE
APPROVAL

COURSE ACCRED.

PROFESSIONAL
ACCRED.

INSTITUTION

RE-REGISTRATION
RE-ACCRED.

Internal Quality Assurance

Internal Roles & Systems

Quality management roles (Director @Sarawak & @Melbourne)

Academic Practice Committee (@Sarawak)

Unit Panel (convenor, lecturer, tutors, members, moderator)

QEA Procedures (Units – Initial, Outcome, Standard)

Online QEA Monitoring System (QMon) ▶

Various student satisfaction surveys (e.g., SFT, SFU)

QEA Report (Template) ▶

Full Course Accreditation Report (based on Part D of MQA-02) ▶

Let's go to "external" ...

UNITS

QUALITY &
EQUIVALENCY
ASSURANCE

COURSES

COURSE
APPROVAL

COURSE ACCRED.

PROFESSIONAL
ACCRED.

INSTITUTION

RE-REGISTRATION
RE-ACCRED.

External Quality Assurance

External Inputs Required

Course approval/reaccred. (Course Advisory Committee)

Professional accreditation (e.g., engineering)

Institutional re-registration/re-accreditation

TEQSA (Higher Education Standards Framework)

MQA (Code of Practice for Institutional Audit)

Further reflections ...

FURTHER REFLECTIONS

ON

SYSTEMATIC APPROACH TO EDUCATION QUALITY

1. *“Best practice” & “next practice”*
2. *“Audit culture” & “quality culture”*
3. *Quality focus in research courses*
4. *Need for continuous review*



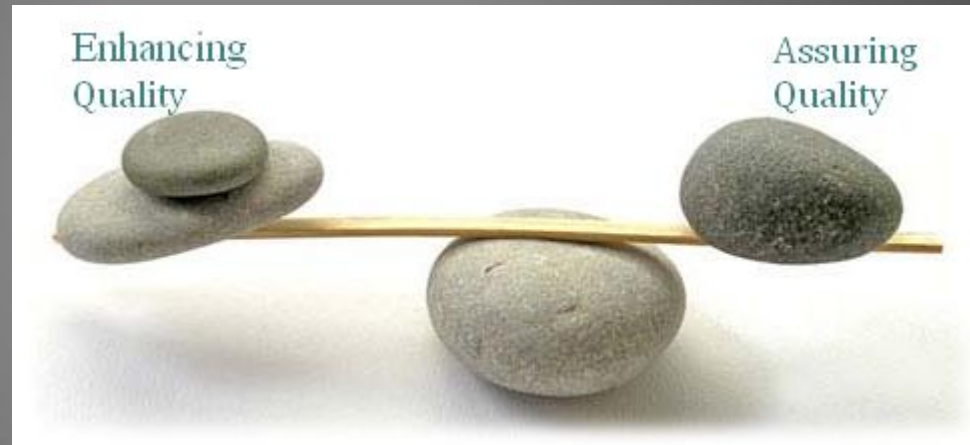
**Malaysian Higher Education Institutions
Quality Assurance Network (MyQAN)**

1

BEST
PRACTICE

&

NEXT
PRACTICE



Assuring Quality – meeting standards, *best practices*
→ requires predictability, *compliance* with standard

Enhancing Quality – setting standards, *next practices*
→ requires *constructive deviation* from the standard

2

AUDIT
CULTURE

&

QUALITY
CULTURE

Audit Cultures

Anthropological studies in
accountability, ethics and
the academy

Edited by Marilyn Strathern

European Association of Social Anthropologists



Chapter 2

Coercive accountability

The rise of audit culture in
higher education

Cris Shore and Susan Wright

One of the questions raised in the introduction to this volume is how one recognizes epochal change, particularly when one is in the midst of it. The rise of what some authors have termed 'audit culture', and the rapid and relentless spread of coercive technologies of accountability into higher education is a case in point. Few processes have had such a profound impact in re-shaping academics' conditions of work and conditions of thought since the post-war expansion of the university sector in Britain, yet this major transformation remains curiously under-researched and un-theorized. If, as anthropologists argue, culture is constantly being invented and re-invented, nowhere is this becoming more evident than in the milieu in which most anthropologists themselves operate: the university sector.

This chapter focuses on the rise of technologies of audit and accountability and their transfer from the financial domain to the public sector, particularly higher education. But why does something as seemingly mundane as a 'technology transfer' merit the grand term 'epochal cultural change'? The French philosopher Foucault provides ample evidence of ways in which seemingly dull, routine and bureaucratic practices often have profound effects on

3

QUALITY
FOCUS IN
RESEARCH
COURSES

RESEARCH
STUDENTS

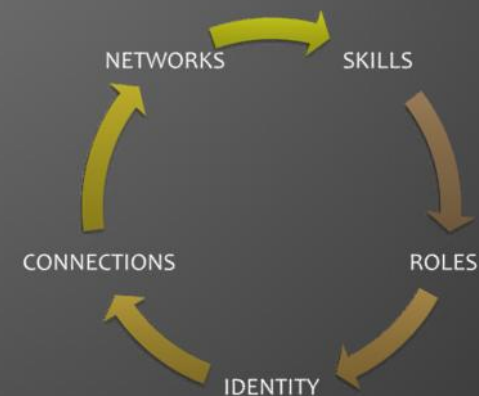


FUTURE
EDUCATORS

Education and development of researchers

Besides working on a project, they also need to . . .

- Acquire the skills necessary for a researcher career
- Play relevant roles in academia and beyond?
- Develop researcher/educator identity?
- Form connections across disciplines and sectors?
- Join and develop networks?



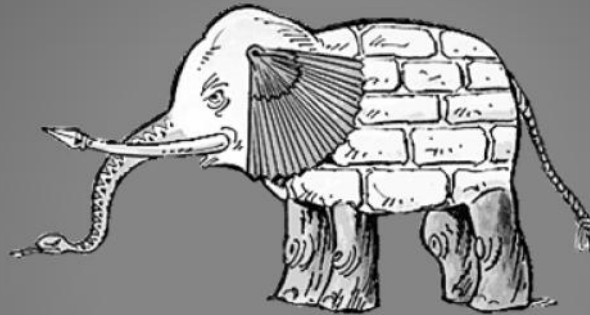
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NEED FOR
CONTINUOUS
REVIEW

SYSTEMATIC
APPROACH

NEEDS

SYSTEMIC
REVIEW



“Quality” – a difficult concept

- *Education quality is a moving target*
- *There are many interpretations of education quality*
- *It is a complex idea – multidimensional and contextual*
- *Still, a “systematic” approach is needed*
- *Success is never guaranteed*
- *Besides, there may be unintended consequences*
- *Quality systems need continuous review from a systemic angle*



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