



MELBOURNE GRADUATE
SCHOOL OF EDUCATION

LH Martin Institute

For Higher Education Leadership and Management

Graduate Certificate in Quality Assurance Program Outline 2012



The LH Martin Institute is Australia's national tertiary education leadership and management institute, established with the support of the Australian Government and based at the University of Melbourne.

www.lhmartininstitute.edu.au

Graduate Certificate in Quality Assurance

Overview

In recent decades, tertiary education has seen a massive increase in external and internal quality assurance (QA) activity around the world. Dozens of new QA agencies are being formed and reformed as universities and colleges grow in size, number and diversity. A new profession is emerging to meet the demands of QA - one that requires structured academic programs to educate QA practitioners, stimulate research and inform new initiatives. Developed in close collaboration with the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the Graduate Certificate in Quality Assurance is a University of Melbourne award that addresses these issues.

Unlike most education and training for the QA profession, which is in the form of short courses and isolated workshops, the GCQA is a comprehensive academic program for the training and professional development of QA professionals.

Suitable for

Practising quality assurance professionals and individuals who wish to play a role in quality assurance in tertiary education contexts. In particular:

- Staff of existing or emerging external quality agencies (EQAs) needing education in the basic structures and implications of quality assurance, for development, innovation and improvement
- Board/Commission members of EQAs
- Evaluators/reviewers associated with EQAs
- Staff of quality assurance units within educational institutions
- Administrators, academic staff, trustees and governors of educational institutions that are establishing or improving their internal QA systems, or needing to understand systems of external quality assurance and accreditation
- Individuals seeking to enter the field of quality assurance.

Features of the program

Participants undertaking this program can expect:

- A fully on-line program developed according to current state of the art on-line teaching, supported by extensive program resources.
- Integrated learning via theory, case studies, moderated discussion boards, webinars, virtual teamwork and work-based assignments.
- Scope to choose assignments aligned with personal development and career aspirations.
- An updated curriculum.

Learning Outcomes

Successful participants will have acquired:

- Well-informed perspectives on the issues and challenges for tertiary education systems and institutions, with a particular emphasis on the role of QA in a dynamic sector.
- An ability to apply the knowledge and skills gained in this program to engage more confidently and effectively in the tasks of leading people, influencing policy, and implementing QA policies and processes at both the system and the institutional level.

INQAAHE endorsement

Developed in close collaboration with the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) the GCQA is a University of Melbourne award, endorsed by INQAAHE for professional recognition internationally.



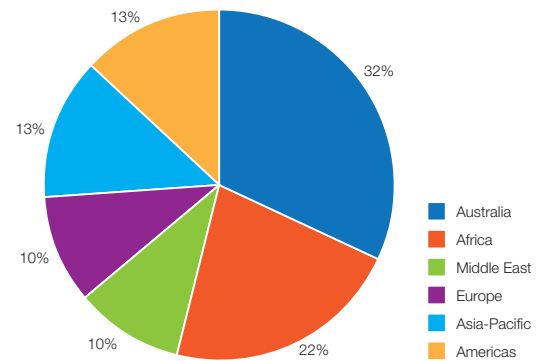
Participant Profile

Since its launch in 2010 the Program has attracted participants from 23 countries, including:

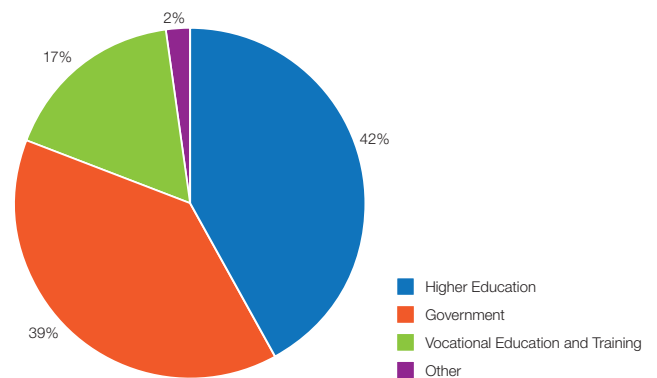
- Australia
- Barbados
- Ghana
- Guyana
- Hong Kong
- Ireland
- Kenya
- Malta
- Namibia
- Oman
- Pakistan
- Papua New Guinea
- Portugal
- Saudi Arabia
- Seychelles
- Singapore
- South Africa
- The Netherlands
- Trinidad & Tobago
- United Arab Emirates
- USA
- Vanuatu

Participants also worked in various sectors like higher education, government and vocational training. The graphs show the make-up of participants so far based on region and organisation type.

Participants by Region



Participants by Organisation Type



“

[The discussion board contributions] offered deep insight on the relevance and impact of different quality standards in diverse contexts around the globe... The GCQA is a highly rewarding program professionally and will significantly influence my career growth. ”

*Dr Baburajan Panthayil Krishnan, Quality Assurance Coordinator,
Higher Technology College, United Arab Emirates and GCQA Alumnus.*

GCQA Program Outline 2012

GCQA units 2012

To complete the program, participants need to gain 50 credit points, by undertaking:

- Two compulsory units:
Tertiary Education Policy and Management (25 points, semester 1)
External Quality Assurance (12.5 points, semester 2).
- Plus one of two elective units:
Operating an External Quality Agency
Maintaining Quality within Institutions (12.5 points, semester 2).

Compulsory Foundation Unit – Tertiary Education Policy and Management

This unit has three main themes, explored by comparing tertiary systems internationally:

The Nature of the Tertiary Education Organisation

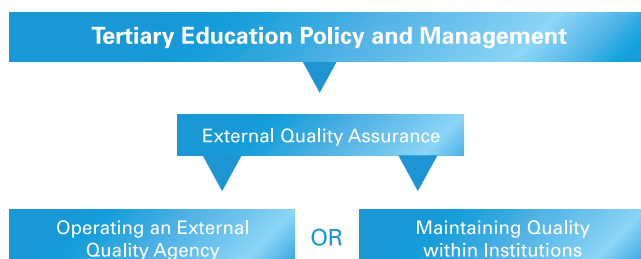
How are tertiary sector institutions different from other types of organisations? What are the implications for this in the context of management and leadership?

Comparative Tertiary Education Policy Studies

How have different tertiary education systems and institutions met the pressures and dynamics of contemporary societies?

Management and Leadership in Tertiary Education

How do managers balance competing demands, multiple values and distributed authority in tertiary sector settings?



Compulsory QA Unit – External Quality Assurance

This unit explores the different approaches to QA internationally through five themes:

Quality Assurance for Higher Education

In this course the concept of quality is not treated as an absolute. It is shaped by variables that define quality in specific contexts – national, economic, political, and institutional. A variety of frameworks may be used to set standards and measure quality through processes that we know as quality assurance. Here the focus here is on national QA systems and the roles of QA agencies, rather than the internal QA systems that most institutions have established.

External Quality Assurance – Roles and Responsibilities

Central to this theme are the generic functions of external quality assurance (EQA) and the different ways in which EQA agencies discharge their roles and responsibilities. We will consider examples that relate both to QA at the institutional level and the program level, with emphasis on their complementary role.

Networks of External Quality Agencies

Quality assurance practitioners in higher education have formed associations that can play a vital role in terms of information exchange, problem-solving, QA policy formation, and mutual support. This theme deals with the significant international networks, their national member networks, and their role in finding solutions to the problems occasioned by cross-border and distance education providers.

Standards Applied by External Quality Assurance Agencies

EQA agencies are concerned with 'standards', particularly whether and how a given approach will work when applied to higher education institutions. We will examine the meaning of "minimum standards", in contrast with standards that change behaviors. An important concept is that of policy objectives for EQA standards, ranging from compliance, to varying degrees of "assurance", and then to ongoing autonomous improvement.



External Quality Assurance Agencies – Emerging Challenges

The final theme discusses the many challenges that have emerged in higher education over the past two decades and the role of EQA agencies in dealing with them. They include: the globalisation of education, the trend to privatization in education, new technologies, the growth of ‘degree mills’ that sell bogus or sub-standard qualifications – and their patronage of spurious accreditation agencies. At the same time, QA agencies are in the midst of a long-standing debate regarding the quality of education, its relevance, cost, and benefits. Perhaps the question becomes “what is quality, and when we find out can we afford it”?

Elective Unit – Operating an External Quality Agency

This unit deals with aspects of operating an external QA agency. The focus is on the practical aspects of providing services that ensure quality of programs or institutions through accreditation or quality review and improvement strategies.

Five aspects are discussed:

Structures and Management.

The establishment of a QA agency requires decisions on the basic functions and the scope and range of activities to fulfill the agency role in audit, review or accreditation. Organizational structures must be put in place and QA methodologies developed in consultation with the higher education sector. Establishing the reputation of a new agency as credible and accountable to stakeholders is essential.

Methods of Review and Accreditation

In choosing a QA framework for the agency, some follow the ‘fitness-for-purpose’ definition of quality while other agencies emphasise use of pre-determined sets of standards for assessing institutions and programs. The foundation of any QA process is the self-assessment prepared by the higher education institution and agencies need to provide guidance in this regard. Another important aspect of an agency’s work is the use of review team reports for agency decision-making on QA outcomes in a fair, consistent and transparent way.

Reviewers’ Roles and Training

The quality of review teams depends on recruitment of reviewers and training them in preparation for serving on teams. The module discusses the range of roles undertaken by reviewers, the profiles of effective reviewers and ways of recruiting them. The training of reviewers is also covered with examples of different approaches to training.

Site Visits

The site visit is conducted by a review team and may last for several days, depending on the complexity of the institution or program being examined. The primary purpose is to explore the information in the self-assessment document and collect further evidence on which a team assessment may be based. The site visit is preceded by substantial preparation including planning meetings and the construction of schedules and interviewee lists.

Preparation of the Report

The purpose, substance and style of reports varies according to the QA framework being used. An important area for attention is the construction of argument to demonstrate the evidence used to draw review team conclusions on an institution or program. Different strategies may be used for compiling reports such as the leader of the team taking responsibility, or an agency staff member being responsible for drafting in collaboration with the team.

Elective Unit – Maintaining Quality within Institutions

This unit takes an insider view of quality in institutions and explores how universities and colleges can take responsibility for building and maintaining quality. Four topics are discussed as follows.

Context and Approach

International and national contexts for institutional quality including social, political, economic and technology changes. The institutional context including values, policy, governance and management. Institutional approach to quality in terms of a quality cycle.

The Quality Cycle: Planning and Acting

The bases for a planning architecture and process including long term vision, medium term strategic plans and shorter term operational plans considered at different operational and activity levels. Acting to implement plans including most common areas and responsibilities for action.

The Quality Cycle: Evaluating and Improving

Evaluation as long term, summative and externally engaged review and monitoring, with short time frames, for formative and internal purposes and including business intelligence systems. The demonstration of improvement in institutional key performance indicators and time series data.

External Reference: Benchmarking and Quality Agencies

The difference between information comparison and benchmarking, choosing comparators and partners and the move towards standards. The institutional response and how to prepare for external quality agency audits.

“

The GCQA program has provided me with exposure to various aspects of higher education quality assurance practices across the globe...The practical work we did helped a great deal. I am seeing the rewards of this now as I conduct similar work in my job on a daily basis. ”

*Emmanuel Duku, Assistant Secretary (Administration)
National Accreditation Board, Ghana and GCQA Alumnus.*

Profile of Facilitators



Associate Professor Leo Goedegebuure is Deputy Director of the LH Martin Institute for Higher Education Leadership and Management and active in the field of higher education policy research and management. Prior to his move to Australia (University of New England, Centre for Higher Education Management and Policy), Leo was Executive Director of the Center for Higher Education Policy Studies (CHEPS), at the University of Twente, Netherlands.

His research interests are in the areas of governance and management, both at the systems and institutional level; system dynamics including large scale restructuring policies; university-industry relationships; and institutional mergers. He is auditor for the Hong Kong Quality Assurance Council and has been a member and rapporteur for the OECD tertiary education review of New Zealand.



Dr Geoff Sharrock is Program Director at the LH Martin Institute for Higher Education Leadership and Management. With extensive experience in public administration, private consulting and management education, Geoff's research interests and publications focus on tertiary sector policy, strategy, culture, leadership and management.

He has worked as an adviser on the 'Growing Esteem' strategy development project at the University of Melbourne and project manager on the Baker-IDI medical research institute merger.



Associate Professor Hamish Coates is with the LH Martin Institute for Higher Education Leadership and Management and also leads higher education research at the Australian Council for Educational Research.

His research interests include large-scale educational evaluation, tertiary education policy, learner engagement, leadership, quality assurance, and assessment methodology. He has been a consultant to the World Bank and OECD and has held visiting fellowships at the University of Michigan and UNESCO's International Institute for Educational Planning.



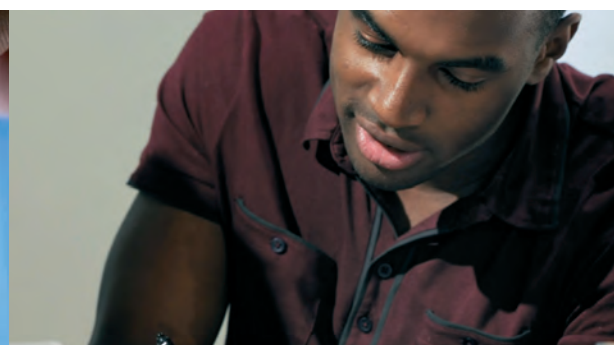
Dr Chinh Nguyen is Academic Programs Support Officer at the LH Martin Institute for Higher Education Leadership and Management. Chinh's doctoral research focused on the discursive and electronic construction of Australian universities and international students' perceptions of university websites. Chinh's research interests focus on organisational discourse, discursive identity, strategy and change.



Dr Jeanette Baird is Executive Director of the Australian Universities Quality Agency (AUQA). Her background is in higher education and public sector management. Jeanette has facilitated numerous training workshops on higher education quality assurance, presented at national and international meetings, and taken part on reviews of overseas universities. Among other activities, she took a lead role in a 2007-08 AUQA project for the establishment of a higher education quality assurance agency for the Kingdom of Bahrain. In 2008, she was chair of the Steering Group that developed the Good Practice Principles for English Language Proficiency for International Students in Australian Universities. Her current research interests are in higher education quality assurance, governance, and risk management.



Tom Phillips is Director of Soutenir Ltd, an international consulting and project services company. His experience in and around higher education spans 40 years in institutions, educational and professional organisations, and consultancy, dealing with diverse topics — student recruitment, admissions, and advising; research on student retention and performance; international student affairs and exchange; self-assessment, accreditation and quality management; and more recently, EU-funded capacity-building projects in quality assurance. Tom's special interests relate to the comparability of quality assurance (QA) and accreditation systems; development of standards, evaluation criteria, and processes; quality assurance policy; the role of QA agencies as surrogates of government; and the behavioral context of accreditation.



Application Details – Eligibility, Fees and Scholarships

Entry requirements

Candidates for the GCQA are expected to have:

- An undergraduate degree or equivalent
- At least two years of relevant work experience
- Current employment in the sector, and employer support to attend the program.

English language requirements

All applicants must meet the English language requirements of the University of Melbourne to be eligible for the program.

These can be met in a number of ways, outlined at: <http://futurestudents.unimelb.edu.au/admissions/entry-requirements/language-requirements>

The IELTS and TOEFL requirements are:

- IELTS (Academic English only): overall 7.0, with written 7.0 and no band less than 6.0.
- TOEFL (paper-based test): 600 + TWE 5.0
- TOEFL (computer-based test): 250 + 5.0 essay rating
- TOEFL (internet-based test): 100 + written score of 24 and no band less than 21.

The test must be taken no more than 24 months prior to application and the score must be achieved from a single test report.

Fees

The 2012 fee for the full 50 points GCQA program is \$11,680.

Fee includes access to all online resources, but excludes text books.

Scholarships

INQAAHE provides six scholarships worth US\$ 5,000 each for candidates who satisfy their eligibility criteria. Please visit the INQAAHE website for further information: www.inqaahe.org.

How to apply

Visit the LH Martin Institute website for application details: www.lhmartininstitute.edu.au

Application closing date:

Applications close on **Monday, 5 December 2011**.

“

I found the course very useful in gaining much greater understanding of the policy and regulatory context of QA in higher education, not just in Australia, but in other parts of the world...I was able to use real work issues and explore them in greater depth as part of the assignments for the course. ”

*Janet Beard, Director (Integrated Administration),
The University of Melbourne and GCQA Alumnus*

About the Melbourne Graduate School of Education

The University of Melbourne has a 150-year history of academic excellence. One of the world's top universities, it is a hub for scholarly inquiry and research innovation.

In 2008 the University adopted a graduate school model of education, aligning with leading institutions in the US and Europe. The Melbourne Graduate School of Education is recognised as one of Australia's leading schools of education. The School's 16 research centres and groups are at the cutting edge of current concerns in education, locally and internationally. They continue to be influential in shaping education policy, systems and practice, both within Australia and abroad.

Further Information

For more information regarding this Program please contact Associate Professor Leo Goedegebuure at leo.g@unimelb.edu.au or call the LH Martin Institute.

Detailed information regarding the full range of LH Martin Institute programs is available on the website: www.lhmartininstitute.edu.au



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Statement On Privacy Policy

When dealing with personal or health information about individuals, the University of Melbourne is obliged to comply with the Information Privacy Act 2000 and the Health Records Act 2001. For further information refer to: www.unimelb.edu.au/unisec/privacy/privacypolicy.html

About the LH Martin Institute

Tertiary education is a complex and rapidly changing environment in which to lead and manage. A strong understanding of its unique structure and complex policy environment is crucial to the success of your institution.

The LH Martin Institute for Higher Education Leadership and Management has been established by the Australian Government to enhance tertiary education in Australia and New Zealand by providing a suite of programs and activities focused on institutional management and leadership within this sector. We are committed to developing the knowledge and skills of both current and aspiring leaders to ensure they meet their personal and organisational goals.

Our activities include postgraduate award programs, executive education programs, conferences, public seminars, research and consulting projects.

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LH Martin Institute

For Higher Education Leadership and Management

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For further information refer to: www.unimelb.edu.au/Statutes

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