

# EXTERNAL QUALITY ASSURANCE 2017

Single subject study



# SUBJECT OVERVIEW

This subject covers key elements of international approaches to Quality Assurance in tertiary education.

It gives participants knowledge and insight in areas such as:

- Quality Assurance for higher education;
- External Quality Assurance roles and responsibilities;
- Networks of external Quality Assurance agencies;
- Standards applied by external Quality Assurance agencies;
- Emerging challenges for external Quality Assurance agencies.

## — Learning outcomes

On completion, participants should be able to understand:

- National Quality Assurance systems and the role of agencies;
- The generic functions of external Quality Assurance and the different ways in which agencies discharge their roles and responsibilities;
- Significant international networks, national member networks and their role in finding solutions to problems posed by cross-border and distance education providers;
- The meaning of 'minimum standards' in contrast with standards that change behaviours;
- The many challenges that have emerged in tertiary education and the role of agencies in dealing with them.

## — Subject facilitator

### Mr Tom Phillips

Fellow, LH Martin Institute.



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.



# SUBJECT DETAILS

## — Teaching dates and contact hours

This subject is taught over the period: 17 July to 10 September 2017.

The total number of contact hours over this period is 23.5. These include four compulsory discussion board tasks and attendance at three webinars that are held at set times.

Outside of these times students are expected to organise their own study schedule; the recommended total number of study hours for this subject is 120.

Compulsory webinar dates and times will be announced shortly.

## — Delivery modes

This subject is delivered entirely online. Participants can choose to undertake either the non-assessed or assessed mode.

### Non-assessed mode

Participants undertake and finish the compulsory components only, made up of four discussion board tasks and three webinars.

### Assessed mode

Participants first undertake and finish the compulsory components, i.e. the four discussion board tasks and three webinars held at set times. They must then submit a 3000-word essay at the end of the subject.

Participants who successfully complete this mode gain 12.5 credit points, which will be credited towards one of our Masters or Graduate Certificate courses. Please contact us if you would like more information about how this articulation process works.

## — Fees

**Non-assessed mode:** A\$3,200

**Assessed mode:** A\$3,992

Fees include course materials but does not include text books (if applicable).

## — How to apply

The documents you will be required to provide include:

- Copies of testamurs and transcripts of all degrees listed in the application
- Your CV
- Documentation showing how you have met the English language proficiency standards if you have English as a second language or the language of instruction of previous degrees was other than English.

**Note:** limit of 1.5 MB per document

## — More information and contact person

Detailed information on the subject is available in the University of Melbourne handbook:

▶ <https://handbook.unimelb.edu.au/view/current/MGMT90117>

Find out more information about this subject or request an information pack by contacting:

**Dina Uzhegova**

✉ [dina.uzhegova@unimelb.edu.au](mailto:dina.uzhegova@unimelb.edu.au)

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# ABOUT THE LH MARTIN INSTITUTE

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The LH Martin Institute for Tertiary Education Leadership and Management was established in 2007 with the vision to create a nationally and internationally recognised hub of teaching and research on tertiary education leadership and management. Our mission is to develop more effective governance as well as leadership and management

capacity in tertiary sector institutions so that they may fulfill their missions more successfully. We do this by providing an integrated set of research, programs, events and projects tailored to the needs of the sector's academic and professional leaders. The LH Martin Institute is based at the Melbourne Centre for the Study of Higher Education.

## — Find out more

 [lhmartinstitute.edu.au](http://lhmartinstitute.edu.au)

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# ABOUT THE MELBOURNE CENTRE FOR THE STUDY OF HIGHER EDUCATION

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The Melbourne Centre for the Study of Higher Education, or Melbourne CSHE, conducts research and development in the fields of higher education teaching and learning, research, engagement and leadership and management.

We aim to deliver quality and innovation in each of these fields through our signature research themes, distinctive projects, practical professional development programs and special events. The Centre is part of The University of Melbourne.

## — Find out more

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