



# Challenges facing universities to satisfy national and international quality assurance systems

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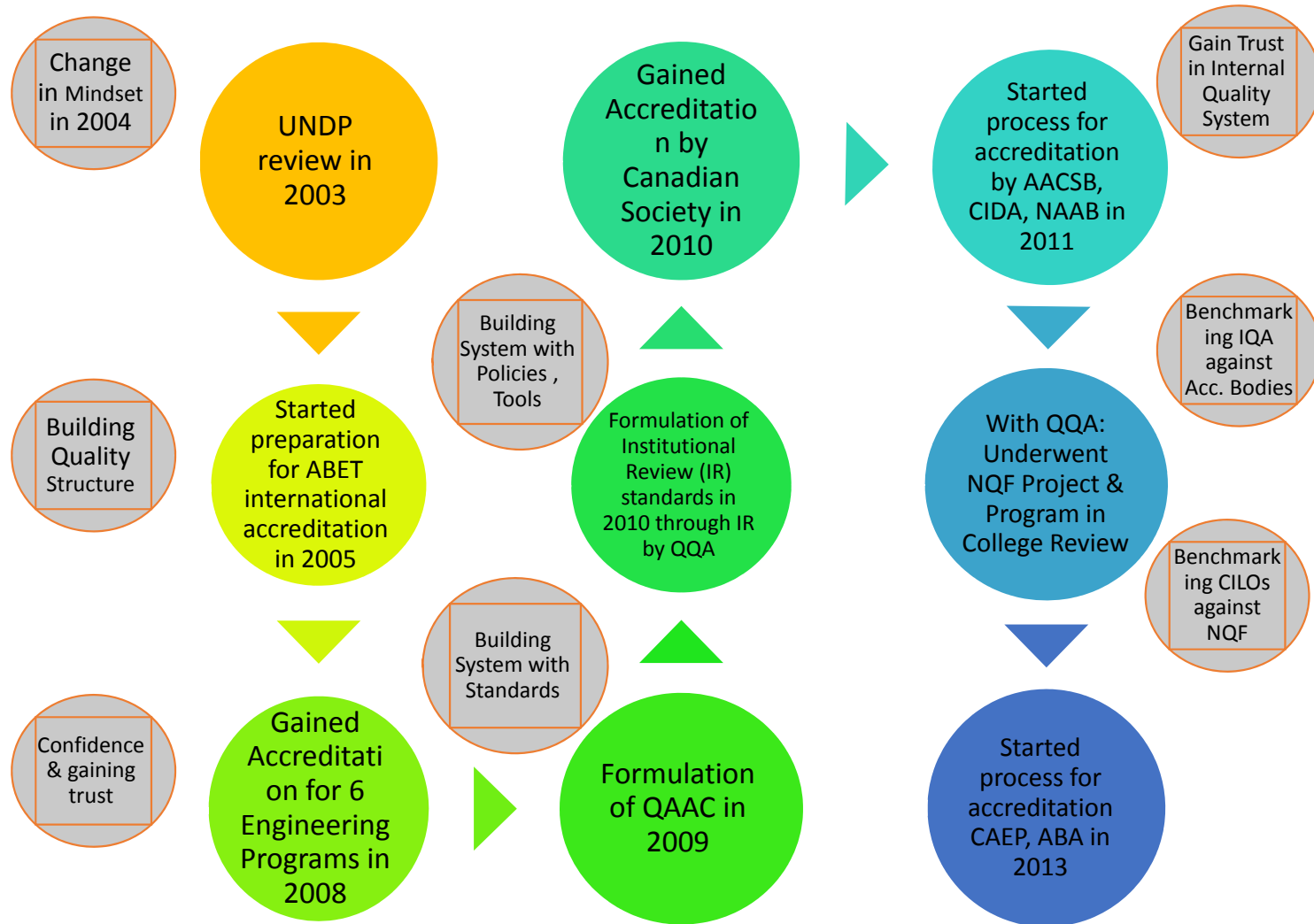
**IATC Certified Trainer – Training experience for more than 1000 hours of training experience -**

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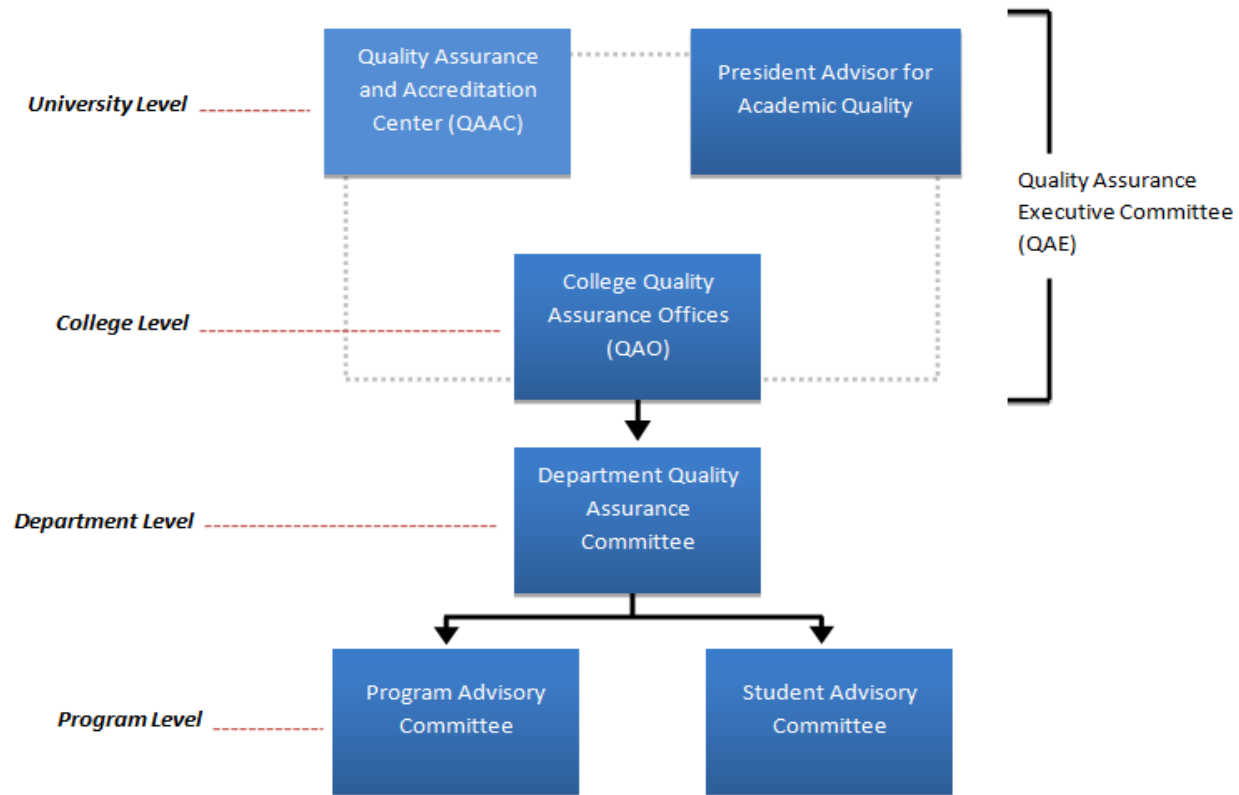
## Purpose of this paper

- The purpose of this paper is to highlight the challenges that face universities in facing national and international quality assurance systems.

# Quality History at University of Bahrain

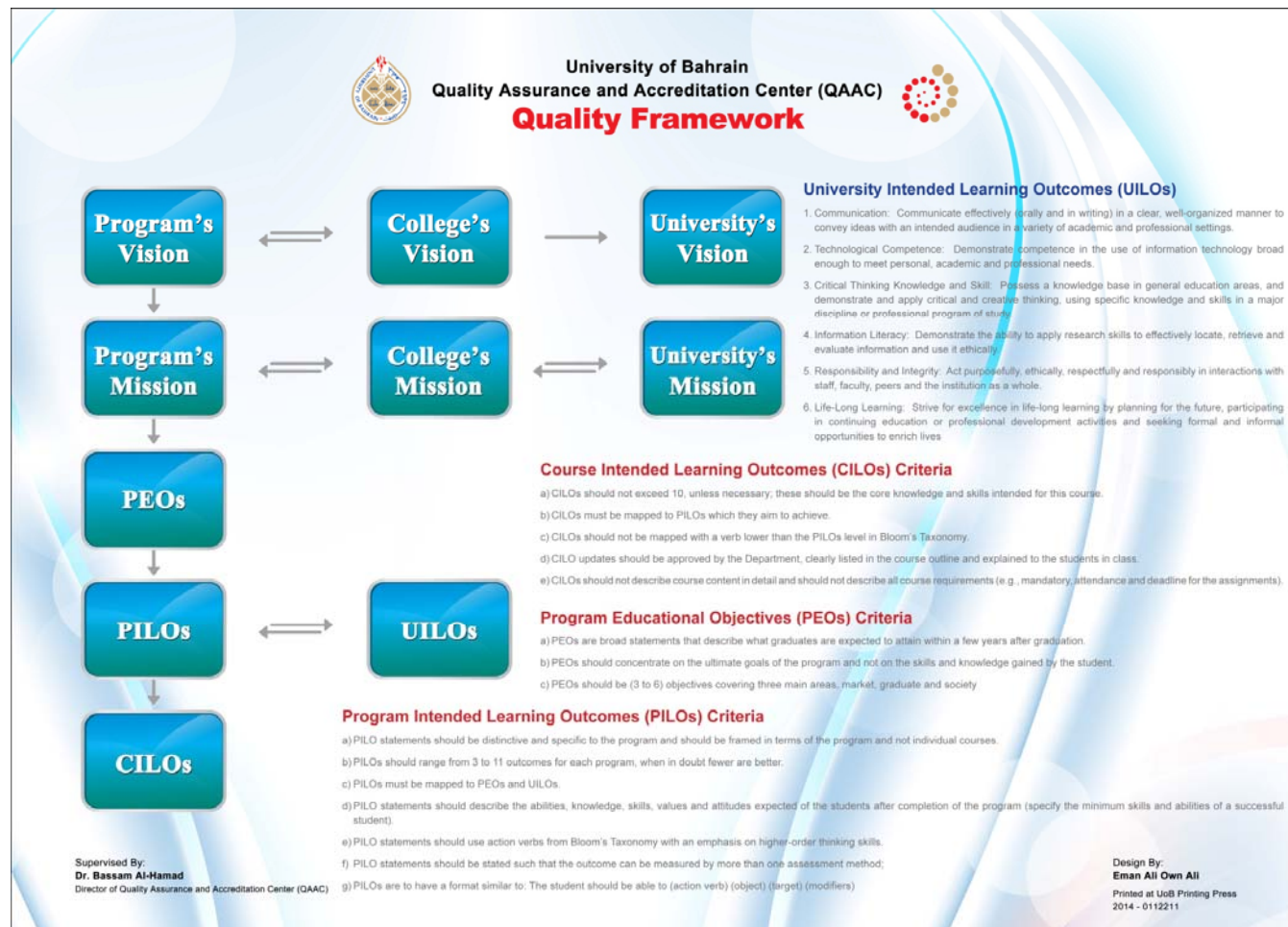


# Internal Quality Assurance Structure

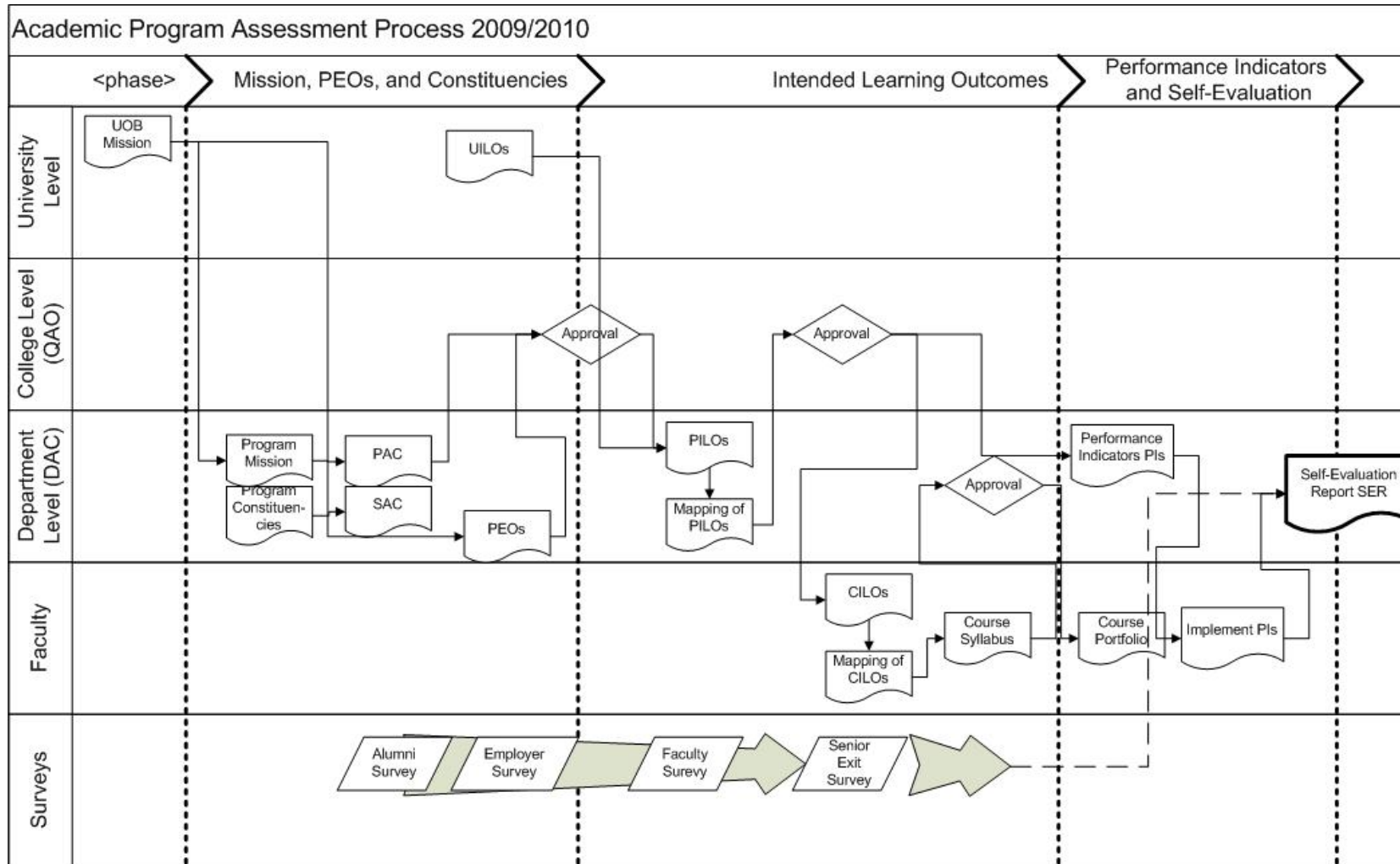


Source: Quality Assurance and Accreditation Centre, 2016

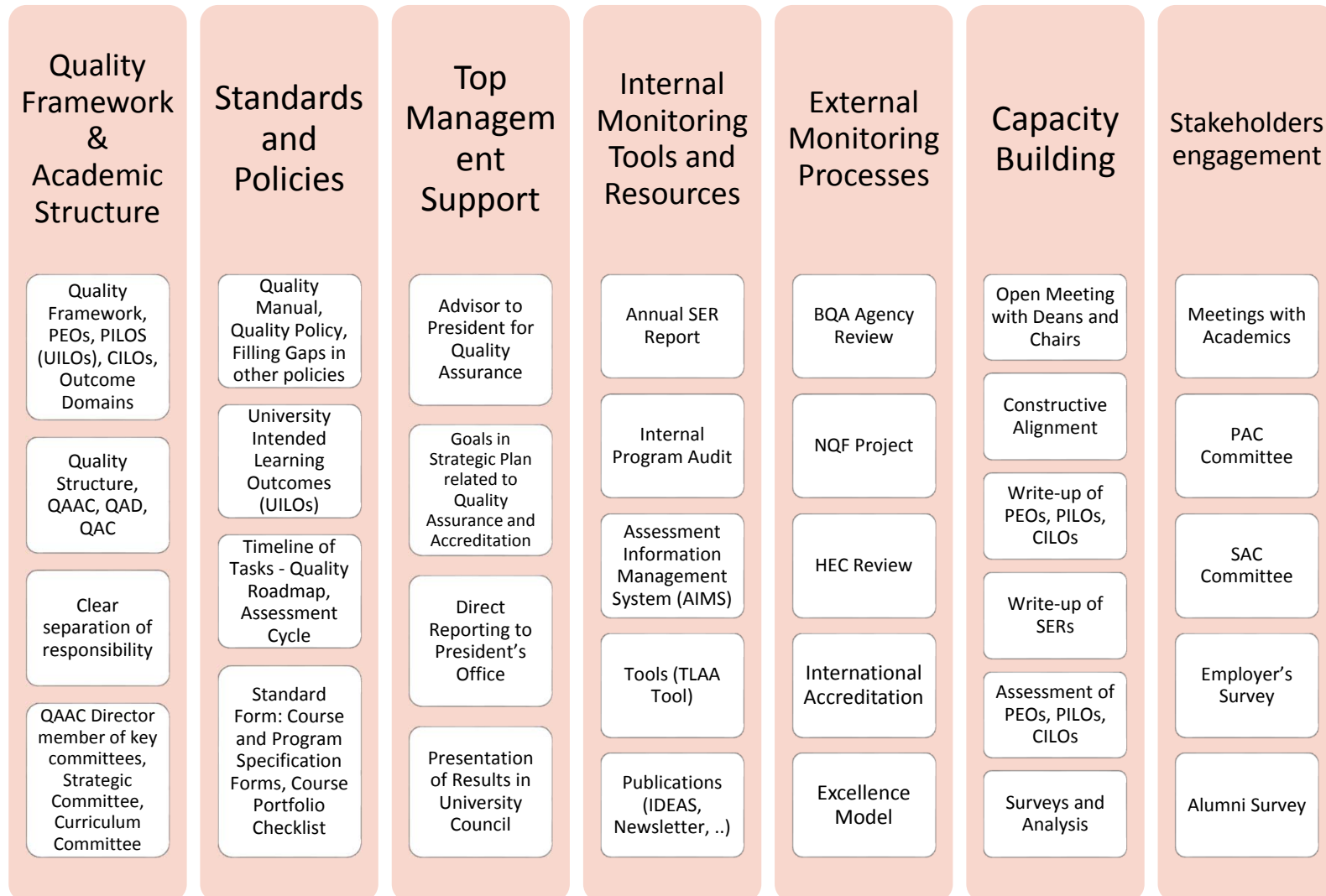
# Program Quality Framework



# Program Assessment Process



# Key Success/Driving Factors



# Research Methodology

- The questionnaire was distributed to all staff members within the university, covering about 800 faculty members and 1000 administrative staff members. The number of respondents for the academic staff was 191 academic members, and 204 administrative staff members, which means that the sample population covers 24% of the academic staff, and 20.4% of the administrative staff members.
- Interviews and Focus groups included key questions to measure the effectiveness of the IQA tools on teaching and learning, employability and management.



# Survey results

Table 1 – Overall effect of Teaching and Learning instruments on areas in Teaching and Learning

Teaching and Learning instruments	Course Evaluation	Program Evaluation	Teachers' Supervision	Program Self-Evaluation	Program Monitoring	Assessment of Workload	Weight Average	Standard Deviation
% of who are involved	97	80	57	78	57	66		
Coherence of the study programs	80	89	73	93	94	73	84	9.63
Content coverage of the courses	81	89	76	94	95	71	84	9.87
Content coverage of the study programs	79	89	74	94	94	71	84	10.17
Teaching performance	84	90	78	92	92	70	85	8.89
Students' assessment system	78	86	76	90	92	71	82	8.40
Learning conditions	78	88	78	91	93	72	83	8.48
Average for effect on T&L	<b><u>80</u></b>	<b><u>89</u></b>	<b><u>76</u></b>	<b><u>92</u></b>	<b><u>93</u></b>	<b><u>71</u></b>		
Standard Deviation	2.28	1.38	2.04	1.63	1.21	1.03		

## Survey results

Table 2 – Overall effect of Employability instruments on areas in Teaching and Learning

Employability Instruments	Graduate Trace Studies	Employer's Satisfaction Surveys	Involvement of External Stakeholders	Job Market Analysis	Assessment of Student Competencies	Weight Average	Standard Deviation
% of who are involved	34	33	34	22	45		
Coherence of the study programs	88	79	96	96	83	88	7.64
Content coverage of the courses	89	77	96	96	86	88	7.92
Content coverage of the study programs	89	74	96	96	86	88	9.07
Teaching performance	84	72	86	89	82	82	6.47
Students' assessment system	77	70	80	89	84	80	7.18
Learning conditions	86	76	86	85	79	82	4.62
Average for effect on T&L	<b><u>86</u></b>	<b><u>75</u></b>	<b><u>90</u></b>	<b><u>92</u></b>	<b><u>83</u></b>		
Standard Deviation	4.59	3.33	6.93	4.79	2.66		

## Interview results

- The VPs and Deans of College of Health Sciences (CHS) stated the IQA system ensures a closed loop process, that acts as a system, starting from a continuous collection of data, and implementation of improvements, followed by impact assessment, and so on, on to the next cycle.
- The vice-presidents and deans stated that the effectiveness of the university's IQA system and the quality of the programs was enhanced through international accreditation/review bodies (ABET, NAAB, CIDA, AACSB, WHO, CAEP, ABA, Canadian Society, NIE).

## Focus Group results

- The focus groups were in agreement as to the positive effect of external quality assurance in improving and supporting the university's internal quality assurance. ETQA's role, in areas such as institutional review and programme accreditation, was viewed very positively by the university's leaders, as was the role of international accreditation.
- Further reviews by ETQA in specific, and HEC, enhanced the IQA system, especially to what is related to governance, and the standardization of the level of the courses and the programs.

# Challenges

- The focus groups stated that the amount of data that is to be collected and analysed for the review process, is very tiring.
- The Dean of IT that the college underwent reviews for the renewal of the International Accreditation by ABET, program in college review by BQA and the placement of the programs on the NQF, in 2 years.
- The College of Business went through the international accreditation, and through program reviews by ETQA, and through NQF placement within a range of two to three years.
- The Director of QAAC mentioned that the review by ETQA was a key for enhancement, which is also in agreement with the Deans and the VPs, however he stated that the enhancement was generic and not strategically affecting the direction of the program.

# CAEP standards

## **Accreditation Standards**

Standard 1: Content and Pedagogical Knowledge

Standard 2: Clinical Partnerships and Practice

Standard 3: Candidate Quality, Recruitment, and Selectivity

Standard 4: Program Impact

Standard 5: Provider Quality Assurance and Continuous Improvement

# ABET standards

## Chemical Engineering Programs

### **Lead Society: American Institute of Chemical Engineers**

These program criteria apply to engineering programs that include “chemical,” “biochemical,” “biomolecular,” or similar modifiers in their titles.

#### **1. Curriculum**

The curriculum must provide a thorough grounding in the basic sciences including chemistry, physics, and/or biology, with some content at an advanced level, as appropriate to the objectives of the program. The curriculum must include the engineering application of these basic sciences to the design, analysis, and control of chemical, physical, and/or biological processes, including the hazards associated with these processes.

# Challenges ...

- The Head of the departments from various colleges stated that the effort to prepare a Self-Evaluation report is a good practice, but doing it twice or three times for the same reason makes it a concern, and could have a drawback effect on the effectiveness of the program.
- At another dimension, it is to be noted that there is no integration of program and institutional reviews between the EQTA and HEC. For example, the College of Health Sciences was reviewed twice by EQTA and HEC in July, 2012. Efforts of coordination are been organized, but not yet integrated.
- In addition, it is to be brought into consideration that programs gaining full confidence through program reviews by either EQTA or HEC, should also go through the qualification placement on NQF. The programs that gain full confidence, are still required to submit for the qualification placement.

# Challenges ...

- The VPs, Deans and Director of QAAC are worried that EQA agencies are causing some hindrance to
  - the exposure to international networks,
  - drawbacks in the quality of the programs, where requirement and not quality is satisfied.
- Both interview and survey results showed the academic and administrative staff found that there is an overall workload due to implementation of IQA system. Sustainability is jeopardized.
- All reviews and audits by the three mentioned EQA agencies have a span time of 5 to 6 years, which are followed by continuous annual visits, to follow-up on recommendations.



# Conclusions

- The IQA system is supported by the EQA system, and both are effective in enhancing the quality of the programs
- The IQA system ease the process of EQA agencies in developing/reviewing the university.
- External Conditional factors that enhance the IQA system are the BQA reviews, HEC reviews, and international accreditation processes.
- Maturity of the IQA system
- Integration of national EQA bodies, BQA and HEC
- NQF considerations for BQA review
- Considerations/encouragements for international accreditation
- Direct advice/direction from specialized profession/accreditation bodies
- Building a system rather than reviewing the system
- Requirement is satisfied and not the quality (e.g. feedback, moderation)
- Sustainable systems should depend on IQA systems in addition to EQA systems (ownership, improvement rather than a control layer, compliance to external standards)

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