



**SR. KAAHWA MARIA GORETTI (DST), PhD.**  
**School of Education;**

**Department of Curriculum Pedagogy & Technological Studies Senior  
Lecturer; Curriculum Specialist; President of UUQAF  
Teacher Trainer; Ag. Quality Assurance Director;  
National Trainer; NCHE Monitor**

**[kaahwa.goretti@yahoo.com](mailto:kaahwa.goretti@yahoo.com)**

**+256 772 342 820**

# **Quality assurance monitoring and evaluation systems in higher institutions of learning (hil).**

- **How does Quality Assurance Officers ensure that their service delivery meets or exceeds the expectations of their customers and stakeholders?**

# Presentation Overview

- **Introduction**
- **Concept of quality in Higher Institution of Learning (HIL)**
- **Why is Quality an issue in HIL?**
- **Defining main concepts**
- **QA Systems**
- **Aspects to monitor**
- **Monitoring Tools**
- **Monitoring frameworks; Conclusion**

# INTRODUCTION

“Quality is Never an Accident it is always a Result of Intelligent Effort”

- **A reputation for quality is essential for the future of any institution of higher education.**
- **All employees should have a shared dedication towards quality in all its functions.**
- **However there must be stewards of this activity.**

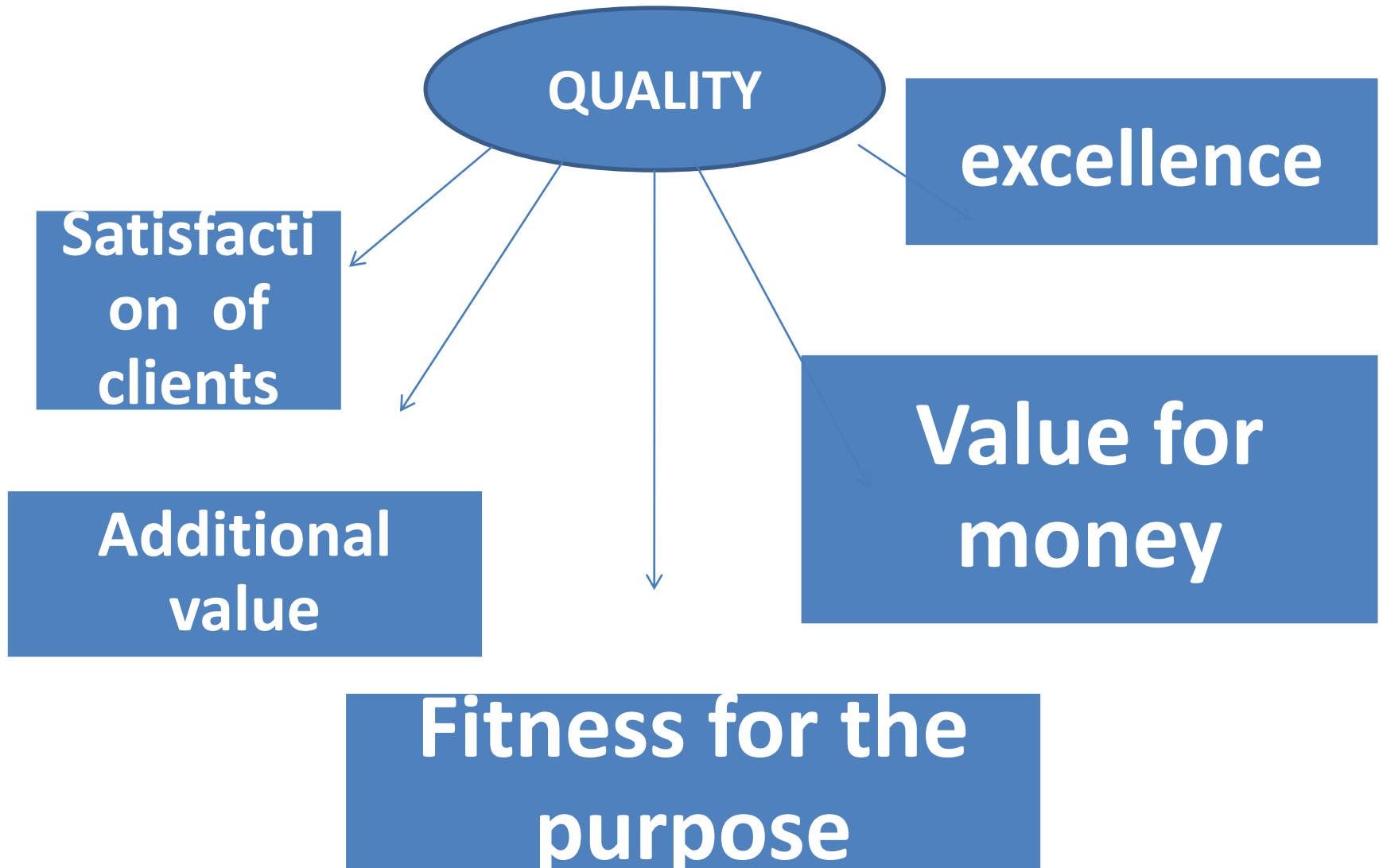
# Introduction

- **Quality cannot be improve if it is not measured.**
- **To measure Quality one has to Define Quality Goal/Vision, objectives and all the processes;**
- **Understand why Quality is needed;**
- **What is overall vision for Quality;**
- **understand Quality Dimensions.**

# CONCEPT OF QUALITY IN HIGHER EDUCATION

- ❑ The concept of Quality in HIL is subject to different interpretations, because it is often used by different stakeholders to legitimize their specific vision and interests.
- ❑ It is not easy to grasp the interaction of inputs, the processes, and what exactly determines the output.
- ❑ It is not always clear what the *product* is, and who the *client* is (*unlike in manufacturing, where the product is known and can be made uniform*).
  - Is the *graduate* the *product* offered to *society* and *labour market*? Or
  - Is the *student* the *client* and the *programme* the *product*?

# THE CONCEPT OF QUALITY ASSURANCE



# WHAT IS QUALITY ASSURANCE?

- *“The means by which an institution can guarantee that the standards and quality of its educational provisions are being maintained and/or enhanced.*
- *It is the means through which an institution confirms that conditions are in place for students to achieve standards set by the institution.” (Handbook on the Processes for QA in Higher Education in Kenya, 2008)*

**WHY IS QUALITY AN ISSUE IN HIL**  
**Mushrooming Universities; a lot**  
**of competition; massification of**  
**HE; Declining Standards; Mobility**  
**of both Students and Lecturers;**  
**Globalization and**  
**Internationalization;**  
**Commercialization of education;**  
**hence a call for better Quality**  
**Education in HIL.**

# What is Monitoring & Evaluation

- **Monitoring** is an ongoing process by which stakeholders obtain regular feedback on the progress being made towards goals and objectives. Monitoring is an important source of information for program evaluation.
- **Evaluation** is the systematic collection of information to make judgments, improve systems' effectiveness and/ or generate knowledge/ information to inform decisions about future improvements or policy-formulation.”

# The difference between Monitoring and Evaluation

- **Monitoring is about tracking the progress of activities in real-time while**
- **Evaluation is about assessing the overall impact and effectiveness .**
- **NB. M&E are both helpful for future planning, decision-making, and policy-development.**

# **What are Quality Assurance Systems?**

**Quality Assurance Systems (QASs)** are sets of processes, controls, inputs , outputs and procedures that an Institution puts in place to ensure the quality of their products or services satisfy their stakeholders.

# CONCEPT OF QUALITY IN HIGHER EDUCATION

- Educating large numbers of people to a high standards, providing employment and disseminating knowledge is considered as the main objectives of today's higher education sector.

# Aspects of Monitoring & Evaluating a Quality Assurance Systems:

- 1 Define quality standards;**
- 2 Implement quality control;**
- 3 Evaluate quality performance;**
- 4 Communicate quality results;**
- 5 Learn from quality feedback;**
- 6 Adapt to quality changes;**

# Aspects of Monitoring & Evaluating a Quality Assurance Systems:

**7. The right culture;**

**8. The existence of explicit standards of good performance;**

**9. An information system that allows each professional and programme to compare their performance with that of others and with the explicit standards;**

**10. An authority to take action if a quality problems are identified;**

**11. The clear lines of responsibility in managing the process of quality assurance itself.**

# Aspects of Monitoring & Evaluating a Quality Assurance Systems:

**12. Equity and access:** the extent to which people are able to receive a service on the basis of need, mindful of factors such as socioeconomic factors, ethnicity, age, impairment or gender;

**13. Safety:** the extent to which harm is kept to a minimum;

**14. Efficiency:** the extent to which a service gives the greatest possible benefit for the resources used;

**15. Effectiveness:** the extent to which a service achieves an expected and measurable benefit.

# Areas to be Monitored and Evaluated:

- **Quality of programmes and courses**
- **Quality of academic staff**
- **Quality of teaching and learning**
- **Quality in student assessment: Internal & External moderation**
- **Quality in support services**
- **Quality of resources and facilities**
- **Quality of research & innovations**
- **Quality program review process**

# Areas to be Monitored and Evaluated:

- **Sufficiency of Educational Facilities**
- **Research Policy and Research Budget**
- **Institutional Financial Management**
- **The University and Community engagement**
- **Research and Publications.**
- **The Quality Assurance Unit: Whether in place and if it is operationalized. The QA unit is to the university what NCHE is to the Nation.**

## Areas to be Monitored and Evaluated:

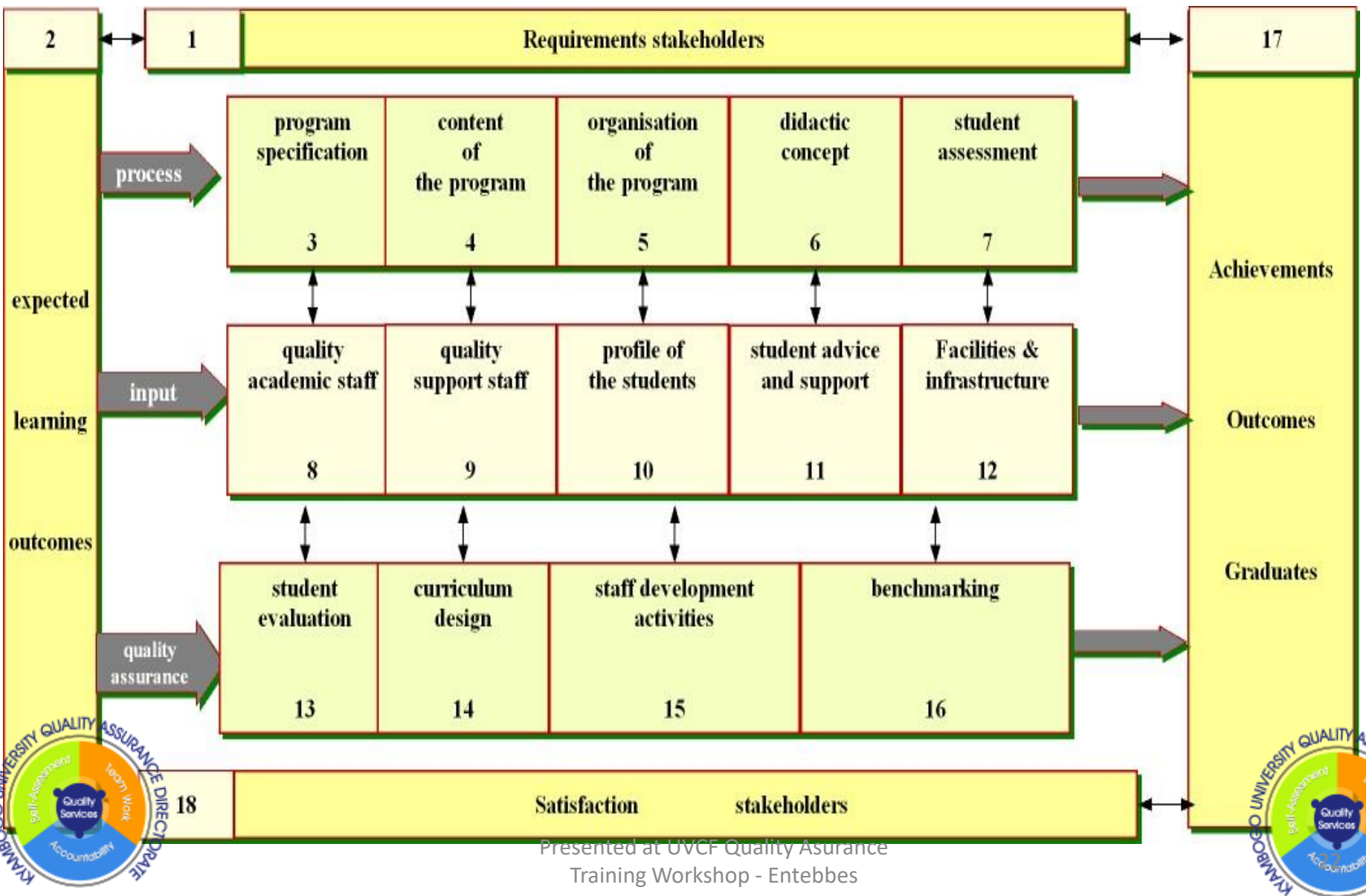
- Institutional audits are the core of the NCHE institutional quality assurance framework.
- The process for internal and external institutional audits is well documented.
- NCHE , at regular intervals, undertakes external audits (monitoring) to assess the capacity of institutions for quality management taking into account their missions, goals, and objectives.
- The main objective is to ensure continuous quality improvement by the institution.

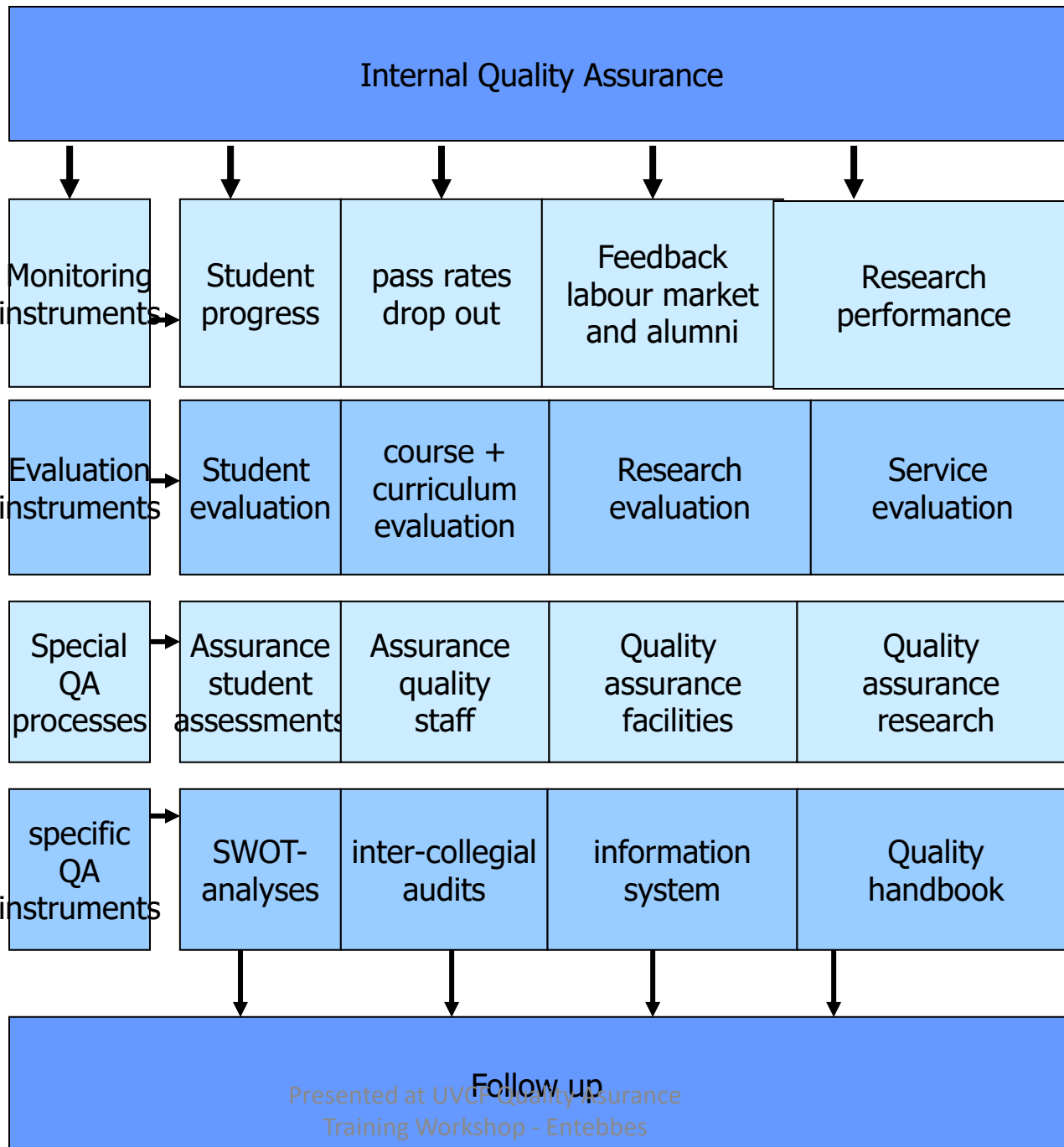
# Monitoring Methodology

**The tools helps to follow up the progress, improvements and results:**

- Questionnaires; Performance measurements frameworks; File toolbars; Survey-data collection and analytics; Stakeholders engagement; Report-writing, presentation and sharing; Language support; Data-collection and analysis; and story telling.
- **NB. The tools provide insights, enabled informed decision-making, and ensure accountability.**

# QUALITY ASSURANCE: Monitoring/Evaluation QA Tool QA





# CONCLUSIONS & REFLECTIONS

- **From the QA monitoring and evaluation reports, it is clear that it is to assist in managing an institution so that every system, every process, and procedure is carried out right, first time, and every time.**

# **CONCLUSION ON QUALITY**

**Absolute Quality does not exist**

**There is no fixed definition of Quality**

**There could be as many views as the stakeholders**

**Each stakeholder may only be focusing on only one aspect or just a few**

**Faced with multiple stakeholders making different demands, sometimes contradictory, what must a higher education institution do?**

# QA DIRECTORATE

- **Quality assurance is the only measure for survival for any Institution at this era** (Kariam, 2011)..

# QA= Patience, Consistence hard work & accountability



Prese  
Asura