

Ethiopian Education Network to Support Agricultural Transformation

Education Quality Culture

EENSAT Project Open Course Ware



የኢትዮጵያ ክፍተኛ ትምህርት ሚኒስቴር
Ministry of Science and Higher Education - Ethiopia



ITC UNIVERSITY OF TWENTE.

Open Course Ware



Introduction & content

- What is a quality culture?
- Examples from ITC



What is quality?

- Different definitions:
 - Quality as fitness for purpose
 - Quality as compliance
 - Quality as customer satisfaction
 - Quality as excellence
 - Quality as value for money
 - Quality as transformation (process of changing the customer)
 - Quality as enhancement (process of changing the institution)
 - Quality as control



Research on quality culture

- Quality Culture Project 2002-2006, EUA (European University Association)
- Aim project: to identify how internal quality culture can be developed and embedded in institutions.
- European University Association. (2006). Quality culture in European universities: A bottom-up approach: Report on the three rounds of the quality culture project 2002–2006. Brussels: European University Association. Retrieved from http://www.eua.be/eua/jsp/en/upload/Quality_Culture_2002_2003.1150459570109.pdf
- Major outcomes and conclusions summarized in this presentation



What is a quality culture?

- Quality Assurance vs Quality culture
- Quality Assurance/Quality Control
 - technocratic and top-down approach
- Quality Culture
 - shared value and a collective responsibility for all members of an institution, including students and (administrative) staff.



A definition of quality culture:

- Quality culture refers to an organisational culture that intends to **enhance quality permanently** and is characterised by two distinct elements
 - a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality
 - a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts

Both elements must be linked through good communication, discussion and participatory processes at institutional level.



Quality Culture

Quality Management
Technocratic element

Tools and mechanisms to measure,
evaluate, assure, and enhance quality

Quality commitment
Cultural element

Individual level: personal commitment
to strive for quality

Collective level: individual attitudes
add up to culture

Communication
Participation
Trust

Top-down

Facilitate

Bottom-up



Development of a quality culture

- Requires an appropriate balance of
 - top-down aspects (leadership's role in introducing and promoting quality culture)
 - bottom-up aspects (having a grass-roots ownership of the process).
- Starting point of the development of a quality culture is the mission of the institution. A mission reflecting clear institutional priorities helps the institution to develop a strategy for quality culture and to embed it



Successful embedding of quality culture in an institution:

- Strategy
 - the institutional strategy can serve as a catalyst for quality culture and give it a strategic direction by embedding a definition of quality within it.
- Structures
 - providing appropriate structures within the organisation in order to facilitate and maintain the quality commitment of its members
- Senior leadership
 - setting the overall institutional strategy and coordinating its implementation, promoting and communicating quality culture, developing relations with the staff and monitoring quality.
- Academic and administrative staff
 - An active participation of staff members and giving them substantial responsibilities will increase their sense of ownership and will lead to positive changes and improvement
- Internal evaluation process and feedback loops (see next pages)
- Student involvement, External stakeholders
- Data collection and analysis
- **The carrot: staff development opportunities (options, time, budget, recognition)**



Challenges

- Ensure commitment and ownership of the quality process by academic and administrative staff
- Resistance to any change often caused by defending traditions
- Quality improvement is a continual process that does not have a defined end but must constantly strive towards better quality. Therefore, the lack of a clear end point makes it difficult to measure impact.



Internal evaluation process and feedback loops

5 conditions that ensure that internally driven evaluation procedures support and enhance quality culture include:

- Embed the evaluation process into a broader process of quality management and development. This is very important in order to avoid reducing evaluations to mere bureaucratic procedures aimed at compiling reports and numbers.
- Introducing transparent rules and procedures which are discussed and then clearly documented and communicated to the institutional community.
- Designing evaluations in such a way to encourage adherence to the spirit of quality that forms the foundation of the indicators instead to discourage mere compliance with evaluation criteria and indicators.
- Involving academic and administrative staff, students and external stakeholders in internal procedures.
- Implementing follow-up procedures linked to the outcomes of the evaluation. If there are no consequences to the evaluations – which usually require an effort by all individuals involved – staff and students will lose interest in these procedures and will not support them.



Break out

- Discussion/exchange with participants on Quality Culture
- What do they consider defines QC?
- How can QC be developed?
- How can QC be maintained?



Examples from ITC/NL

- Student engagement in EQC procedures
- Course evaluation Report
- Student involvement in EQC bodies

- Education Professor
- Stimulating Teacher Evaluation and Professionalization (STEP)



Student engagement in EQA

- **Communication to students: why give feedback?**
 - To start; share what was improved after feedback from previous years
 - A chance to give your opinion and be part of further development of the education programme
 - New students in the upcoming years will benefit from your input
 - Sometimes improvements can be made right away or for upcoming study units
- **Important for student engagement:**
 - Communication
 - Privacy (welcome any constructive feedback)
 - Report on what is being done with students' feedback
 - Completing evaluations in class together gives a high response



Student engagement in EQA

- Input in **EvaSys evaluation (UT)** is anonymous and can't be traced back to an individual student
 - Staff has no access to the individual results
 - Course Coordinator receives complete reports
 - Comments about individual teachers will only be sent to those teachers
 - Low response (<3): statistically not possible to make report/not representative
- **Feedback sessions**
 - Are not anonymous
 - Provide an opportunity to discuss any ideas/problems/comments with the coordinator and other students.
 - Reports on these sessions are anonymous

For the best results:

- **dare to be open, honest and critical**
- **accept honesty and criticism from others (staff and students)**



Student involvement

- Student members in official bodies
 - Programme Committee (by law)
<https://www.itc.nl/about-itc/management-and-organisation/boards-councils/programme-committee/>
- Student assessor in the Faculty Board
<https://www.itc.nl/about-itc/management-and-organisation/boards-councils/faculty-board/>
- Academic commissioner in SAB
<https://www.itc.nl/education/student-life/student-association-board/>
- Class representative



Education Professor

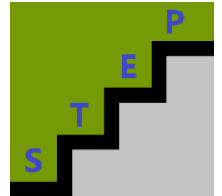
- Foster and reward talent in education
- In addition to research in one's discipline, this position also includes research into discipline-specific education



STEP

Stimulating Teacher Evaluation and Professionalization

- Promoting/offering quality culture and continuous professional development amongst teachers
- Related to annual performance appraisal meeting; put education on the agenda
- Plan for 20-40 hours of professional development in a year, share results and learn from it.
- Support from ITC Education Unit and toolbox
- Sharing experiences and outcomes to the community



Example on Quality Assurance



STEP QA in education

- Presentation and short movie (mp4)

