

# **OECD and MOE/China Seminar**

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**Working Group 3:**

## **Quality Evaluation in A Diversified Higher Education System**

**Summary of Group Discussion**

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# General Comments

- **Intense discussions on aspects of quality (indicators, methods, principles and reflection on current practices)**
- **International perspective, representing UK, Mexico, China and OECD experiences.**
- **More questions, not necessarily answers but bases for further reflection, research, and continued international dialogue**

# Summary of Key Points (1)

- **Framing of the issues:**
  - Diversity is not the aim of educational development, but its context
  - Diversity of educational products and services (mission, institutions and programmes) is the result of serving and fulfilling diverse needs for education of a society.
  - Diversity should not be used as an excuse to justify the lack of common quality standards and framework

# Summary of Key Points (2)

- **Quality Management System**
  - A comprehensive system, consists of standards and measures geared to the following aspects of quality management
    1. accreditation & qualification,
    2. quality assurance
    3. quality enhancement

# Summary of Key Points (3)

- **Standards**
  - To be understood as the baseline and common framework so that inter-programme and inter-institutional comparison would be possible
  - As the starting point to encourage continued improvement and innovation (self-check)
  - Basis for diversity

# Summary of Key Points (4)

- **Multi-stakeholder orientation**
  - It is necessary to provide space for the employers (users) and consumer groups (students, parents) in the quality discussion and into in the curriculum design.

# Summary of Key Points (5)

- **HEI's role and function regarding quality**
  - Not passive, but active
  - Not relying solely on external pressures but needs to assume responsibility also for self-regulation to ensure minimum “quality variation” within a programme or an institution

# Summary of Key Points (6)

- **Development of more comprehensive institutional arrangements and mechanisms to support quality education and effective regulatory function of the government**
  - Intermediary organisations that mediate between the regulators, funding requirements, markets and HEIs



# Summary of Key Points (7)

- **Methodology**
  - Classification system (grid)
  - Quality is a “holistic” concept (Whole is greater than the sum of parts)
  - Quantify the qualitative aspects of the learning process

# Summary of Key Points (8)

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- **“Market” conditions**
  - Competition rules need to be transparent and fair
  - Protective measures could create market failure

# Conclusion

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- **Quality should be the joint responsibility of the government, HEIs, and society**
- **Measures used need to encourage self-responsibility of all parties**

# Quality Management in Higher Education

(OECD Report, 2002)

- Accreditation
- Standardised curricula & textbooks
- Qualification of faculty
- Teaching facilities & budget
- Teacher-student ratio
- etc

**ISO10015**  
(Fit, Course Design,  
Pedagogical Process)

- No. of graduates per year
- No. of theses & published student papers
- Tuition received
- etc.

- Learning capacity
- Student satisfaction
- Assessment results
- Professional competence
- Employment rates
- Average income of graduates
- etc

**Inputs**

**Throughput**

**Outputs**

**Outcome**



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# **A Proposal**

National and  
Global Contexts

Regional  
Conditions

Learning Progression/depth

Mission (Research, Teaching,  
Practice)

Disciplines/Programmes

