

# Leadership for Quality Learning Enhancing Governance and Quality Assurance

Kerry J Kennedy  
The Hong Kong Institute of Education

# Governance and Quality Assurance

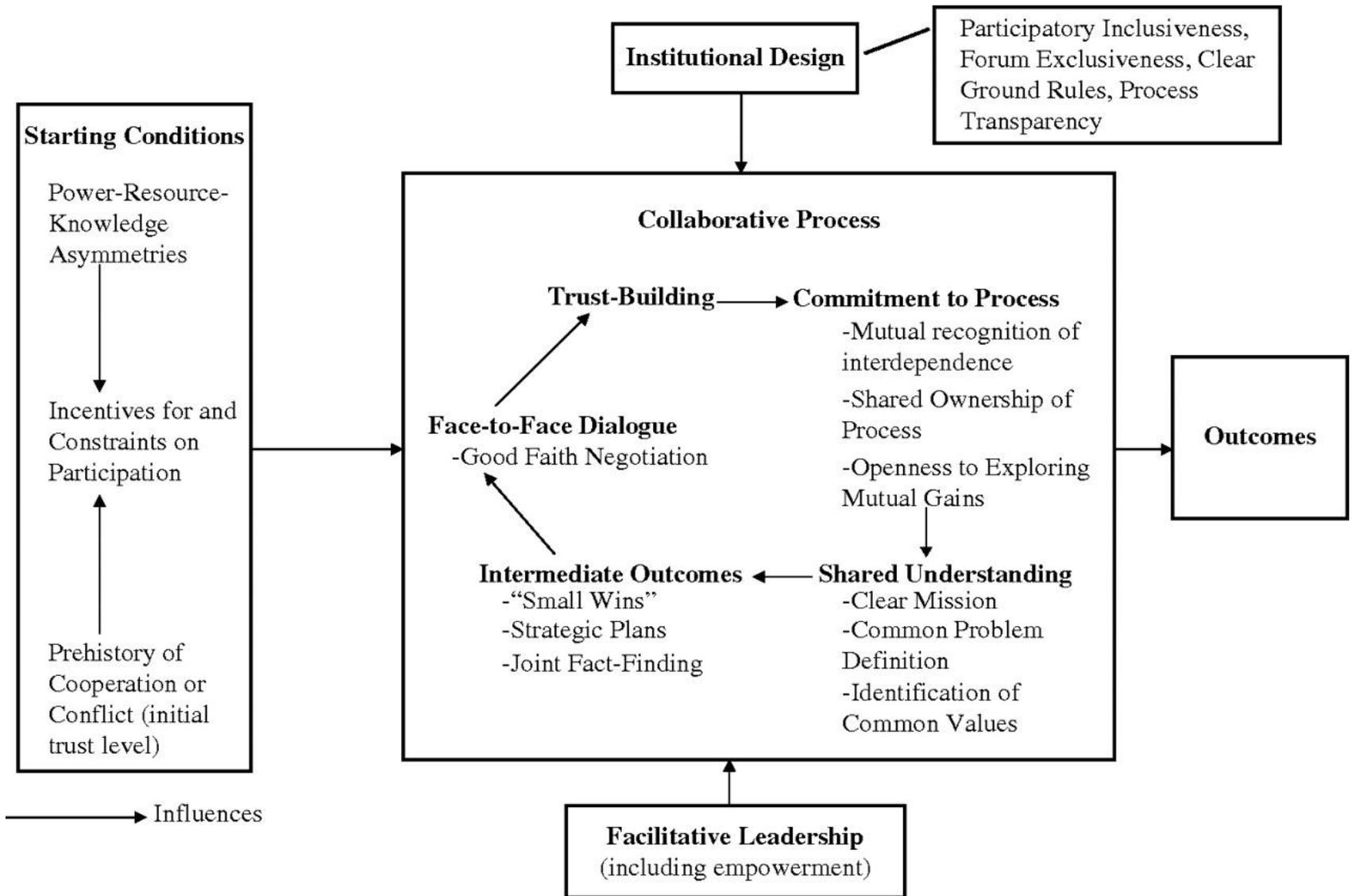
## Governance

- **Governance** is about the institutional structures that regulate organizations to assist them conduct their work in a transparent and accountable way.

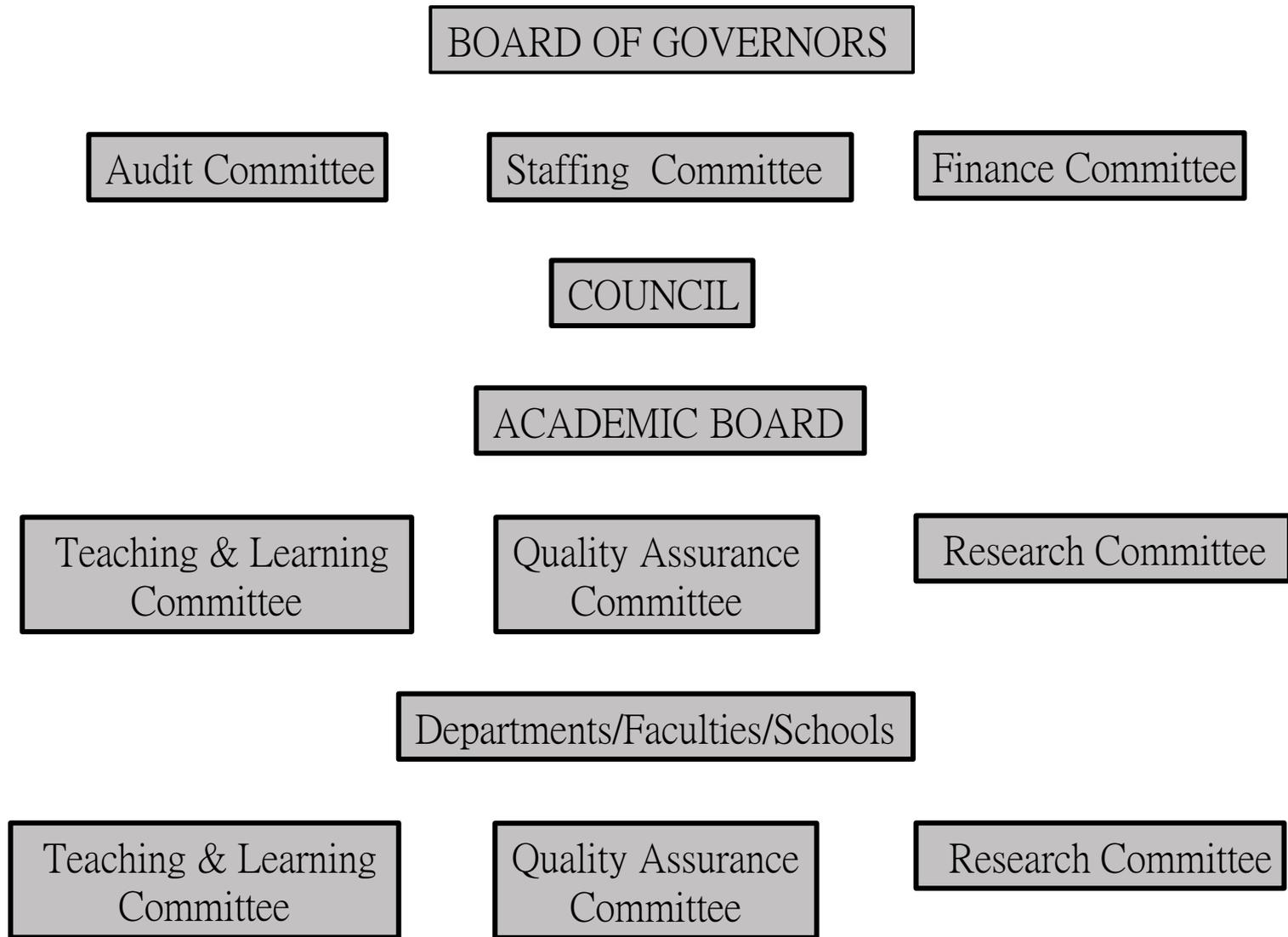
## Quality Assurance

- Quality assurance is about the plans organizations develop to regulate their internal processes to maximize student learning.

# A Model of Collaborative Governance (Ansell & Gash, 2007, p.550)



Is this your organization?



At every level of the organization staff can participate

# Governance: Developing a Participatory Culture



It takes a leader to encourage and reward participation

## Best Practices in Governance

“Student membership categories are included on all major LU committees at University level and locally in programmes and departments so that students can play a role in the governance of LU. The Panel identified the SSCCs at the programme level as a particular strength providing useful advice on the improvement of academic programmes” .(Lingnan, 2016, p.29)

“There are regular informal meetings between the Council and senior management with a clear sense of the lines of authority for governance and management functions” .(HKIEEd, 2011, p.10)

“A recent initiative in governance is the introduction of a policy outlining new committee structures at departmental level. This is expected to encourage participation, develop academic leadership skills of promising academics and provide greater support to the heads of the departments” .(UST, 2011, p.7)

# One check on participation...

- “A second implication of the devolved structure at HKUST is the danger of drift in the implementation of University-level policies to the point where the original intentions of policies are compromised by considerable variation in practices across the University” . (UST, 2011, p.7)
- The issue of balancing the benefits of participation with the efficiency needed so staff are not tied up in endless meeting is a challenge. BUT without participation, both governance and quality assurance may not achieve their objectives.



# Quality

## Assurance (QA)

- Standards
  - Accountability
  - Assessment
  - Measurement
  - Management
  - Summative
  - External
- 

## Enhancement (QE)

- Improvement
  - Formative
  - Internal
  - Learning oriented
  - Individual
  - Qualitative
  - Transformative
- 



Elassy , N. (2015).The concepts of quality, quality assurance and quality enhancement.  
*Quality Assurance in Education, 23(3), p.256*

# Example of an Audit Panel Comment on the relationship between QA and QE

The Audit Panel commends the University on its initiatives to monitor statistically the impact of the learning environment on student achievement and the students' WPD. (QA) **However**, the Audit Panel noted that the large volume and complexity of the data analyses may make it difficult for academic staff fully to comprehend and utilise them in the interests of quality enhancement. The Audit Panel formed the view that **attention needs to be given to aggregating these many data sources in a user-friendly way, designed to address the specific information needs of academic staff as they contemplate how they might effect continuous improvement of aspects of student learning and development.** (QE)

(HKBU, p.24)

# Health Check (QA)

- Programme development
- Programme implementation
- Programme review
- External evaluation based on explicit standards
- Student Evaluation of Teaching (SET);
- Formal student consultations;
- Course team evaluations;
- External Examiners
- Annual Programme Reports
- Five Yearly External Reviews

## CASES: THE QA FEEDBACK LOOP

“The Audit Panel affirms ... decision to administer the CFQ from 2014/15 and encourages the University to ensure that staff close the quality loop by developing mechanisms to inform students about the improvements made in response to their feedback.” (p.31 – HKBU, 2016)

In a Mid Semester Student Consultation Meeting students indicate that the readings for a course are too complex. In response, the course team adds some more readings that are easier to understand. This action is reported to students at the next Student Consultation Meeting

Student feedback on a course is very negative. The Course Team amends aspects of the course next time it is run. The changes made to the course are highlighted on the course outline as resulting from student feedback.

## CASES: PERFORMANCE INDICATORS

“In the view of the Panel, it is important that the Institute move quickly to complete the development of formal KPIs to track the performance of the Institute as a whole and in particular, to track progress toward the strategic goals and the new vision of HKIEd. Qualitative indicators and descriptive examples will not suffice. This work should ensure that common ‘hard’ indicators are used across the Institute as a whole, including within its governance structure, and that these are able to be ‘drilled’ to lower levels to show relative performance of organisational units.” (HKIEd, 2011, p.12)

The Panel believes that there needs to be an overarching evaluation framework within which data are collected to show trends on the key operations of the University and to allow it to underpin decision making with hard data ... The design of this framework needs to include a specified set of indicators that can be set in place now and used into the foreseeable future to assess the institution’s progress toward its educational goals.(LU, 2011, p.12)

# What might KPIs and PIs for Teaching and Learning be Like?

These affect reputation & success

## KPIs

- Year-on-Year Improvements in Student Admission scores
- Year-on-Year Improvements in Graduate Employment Rate
- Year on Year Improvements in Retention Rate
- Year-on-Year Improvement in Programme Progression Rates
- Year-on-Year Improvements in Student Satisfaction
- Year-on-Year Improvements in Staff Satisfaction

These monitor the direction you are travelling

## PIs

- Year-on Year Improvements in Student Language Proficiency
- Student Course Satisfaction Rates
- Student Engagement in Extra Curricula Activities
- Student Participation in Global Activities
- Percentage of Staff with Doctoral Qualifications
- Percentage of Staff who Engage in Staff Development Activities

# Self-Managed Improvement (QE)

- SET scores/student consultations/teaching team meetings
- Incentives for innovation in teaching & learning;
- Encouragement for developing the scholarship of teaching
- Individuals are encouraged to use multiple sources of feedback and apply them to their teaching ;
- Funded projects, awards, staff appraisal & promotion
- Support for conference attendance and follow up writing, participation in sector wide workshops & seminars, development of in-house staff development seminars

# Is there a QE loop?

- How do QE activities lead to improvement and how do you know?
- Staff might be required to prepare an Annual Reflective Report on their teaching setting out strengths, attempts at innovation, areas for improvement, goals for the coming years. These might be the basis for discussions with a HoD or a mentor
- Peer evaluation/observation of teaching

## CASE OF QE

“Quality enhancement is predicated on self-critical analysis of results to effect improvement. The 2010 QAC Quality Audit Report concluded that more could be done to spread information about successful innovations across Schools and encouraged the Committee on Teaching and Learning Quality to develop a strategy to this end. Annual school reports now show increased use of evidence and follow-up on students’ feedback. They also show a growing commitment to critical reflection and to ‘closing the quality loop’. Examples of good practice in using evidence to improve student learning are placed on the HKUST website, and some of these examples are used by other Departments/Divisions as they determine their own plans for improvement for the coming year.” (UST, 2016, p.4)

# Comparison of QA/QE & Governance

## QA

- Top down
- Management driven
- Diagnostic

## QE

- Starts with the individual
- Driven by a concern to enhance student learning
- Intervention based

What is the link to governance?

\*Participation\* If staff don't have a say about regulations that affect them (**governance**) or QA Processes (**quality assurance**) then you cannot expect them to be committed to the organization

# QA/QE Tool Kit

- Student Evaluations of Teaching
- Student Consultation Meetings
- External Review Committees
- Annual Programme Reports
- Generic Skills Assessment
- IELTS
- Staff Satisfaction Survey
- Graduate Employers' Survey
- Graduate Satisfaction Survey
- How are SET results linked to change & improvement?
- How is the feedback used to make changes ?
- What impact do they have?
- Are the recommendations actioned?
- What support is provided to assist students?
- How are improvements made?
- What happens to the results?
- How are programmes impacted?

# QE Tools: Building a quality culture

- Provide support for innovative and creative teaching (e.g. grants, professional development, awards)
- Encourage reflection on teaching (e.g. each staff member to submit an Annual Reflective Report on their teaching)
- Encourage the sharing of 'best practices' in teaching (workshops, seminars, conferences)
- Develop processes for peer feedback on teaching (peer observation and evaluation of lectures, tutorials, practical sessions)
- Develop sector wide processes for acknowledging innovative teaching (awards, visiting specialists, cross-institutional projects)

GOOD GOVERNANCE



Teaching *Excellence*



PATHWAY TO QUALITY LEARNING

*Thank You!*

A colorful brushstroke background in shades of blue, purple, pink, red, and yellow, positioned behind the 'Thank You!' text.