



EXPERIENCES FROM A PUBLIC AND FLEDGLING HIGHER EDUCATION IN QUALITY ASSURANCE AND ACCREDITATION

by

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PRESENTATION OUTLINE

- ◆ Experiences in quality assurance and accreditation:
 - Earlier framework and system in Public Higher Education Institutions (PHEIs)

- ◆ Current framework on quality assurance and accreditation

- ◆ Implications and issues of implementation in newly established PHEI

**UNIVERSITI MALAYSIA KELANTAN
(UMK) IS A NEWLY INCORPORATED
PUBLIC HIGHER EDUCATION
INSTITUTION (PHEI)**



Incorporated on the
1st September 2006,
P.U. (A) 415

- ==> The 19th Public University
- ==> Appointment of the first Vice Chancellor of UMK : 1st October 2006
- ==> The first batch of students registered in July 2007

VISION OF UMK

**Championing human
capital development with
entrepreneurial qualities for global
prosperity**

(Peneraju pembangunan modal insan bercirikan
keusahawanan bagi kesejahteraan global)

OUR TAG LINES

“ENTREPRENEURIAL UNIVERSITY”

and

“ENTREPRENEURSHIP IS OUR THRUST”

Hence ...

Entrepreneurship Education

As an *Entrepreneurial University* ...

- ◆ Attention on the differences, uniqueness and relevance;
- ◆ Think out-of-the-box;
- ◆ Outcomes based education (OBE).

THE IMPORTANCE OF UMK TO THE REGIONAL DEVELOPMENT (e.g. ECER)

UMK established coincident with the creation of East Coast Economic Development (ECER) corridor, hence

- Acts as a catalyst to directly contribute to the economic and the socio-economic activities, and mind set development of the community;
- Contributes to the sustainable development of the small & medium enterprises within the region;
- Contributes towards upgrading the local infrastructures and facilities;
- Helps bridge the socio-economic gap between rural & urban society;

FIVE (5) STRATEGIC THRUSTS IN THE UNIVERSITY DEVELOPMENT PLAN

- ◆ Develop and internationalise the University's academic programmes and related activities;
- ◆ Produce knowledgeable and competent human capital of high integrity;
- ◆ Provide appropriate infrastructure to support the philosophy of developing a world class university;
- ◆ Practice and observe good governance;
- ◆ Contribute to the prosperity of society and industry.

EARLIER EXPERIENCES IN QUALITY ASSURANCE

- ◆ General – two eras of university academic calendar year thus quality management:
 - The term system up to early 1980's
 - Semester system introduced early 1980's (e.g. at UTM in 1984)
- ◆ Basic quality assurance processes:
 - Developing the curriculum - both top-down & bottom-up;
 - Senate observes the conduct of academic matters at all levels (of curriculum deliveries) and embarks on academic decision making processes;
 - Decision arrives through consensus not by a single person;
 - Documenting of all processes;
 - MOHE/Accreditation Committee of Public Service Department approved the programmes and admitted into accreditation registry. Exception of professional programmes where they are accredited by respected professional body.

Concept of Quality

- ◆ Early approach – Senate system manages quality:
 - Systematic processes flow for curriculum approval, delivery & assessment, i.e. on quality of academic programmes;
 - Curriculum delivery is empowered to lecturer/instructor but with pre-specified set of objectives, i.e. lecturer-focused;
 - Academic assessment – the lecturer; external examiner; team assessors; grading system;
 - Appeal system as provision for recourse.

- ◆ Current approach – Guided by independent body, MQF/MQA:
 - Student-centred;
 - OBE philosophy;
 - Benchmarked against international best practices.

- ◆ Sustainability of quality standard:
 - TOT and assessments (accredit programme & audit institution);
 - Systematic documentation.

Traditional Quality Control

- ◆ Lecturer and instructor help defines the quality standard. They are trained to conform to certain established quality system (standards and criteria);
- ◆ It is not just by intuition but experience related to quality human resource (work force) are observed;
- ◆ The marking system, grade and marks which define the achievement level (e.g. excellence (A), very good (B), average (C) & below average (D)) are guided by the university's Senate;
- ◆ Senate is the governing body of quality assurance system;
- ◆ Students are rigorously trained in ethics and discipline in their study as a building block in moulding good citizenry.

VEHICLE FOR QUALITY CONTROL

◇ Curricula

- Which serves as the main framework and governs a particular programme of study.

◇ Delivery

- Entails in the approaches undertaken and what is expected to keep the programme abreast.

◇ Implementation/Assessment Control

- To ensure consistencies, in line with the established standards.

Curricula

- ◆ Serve as main document/framework in the endeavor to consistently produce quality graduates who are in tandem, if not better than the standards for a particular discipline. Standard level of graduate attributes are met and enhanced with potential to initiate change and lead in the various discipline;
- ◆ Universal standards, input from relevant parties (professional, institutional, academia and governmental) are incorporated;
- ◆ Consistently reviewed and updated to incorporate new developments and requirements;
=> to be relevant, UMK establishes a prominent group called University-Industry Advisory Committee.

Delivery

- ◆ Faculties responsible for delivery underwent rigorous and consistent training as part of quality exercise. This will ensure advancement and relevancy of the materials and subject matter being delivered;
- ◆ System in place which advocate and govern the way courses are conducted: lectures, tutorials, laboratories work, practical, case studies etc. Propagates active participation from students to address generic skills and instill competence and confidence;
- ◆ Support services needed for efficient delivery is consistently scrutinize and updated.

Implementation Control

- ◆ Senate, faculty academic committees, program and courses panel enacted to act as controller at various level of implementation: courses delivery, and assessments (course work and final examinations) with their respective weightage;
- ◆ External examiners as neutralizers and source for betterment;
- ◆ Oral examinations to propagate competence, and generic skills;
- ◆ Awards for achievement and sanction for non-performance. Applicable to both the student and the instructor.

CURRENT PRACTICE

– STUDENT-CENTRED & OBE PHILOSOPHY

- ◆ Proposed curriculum structure & assessment schematic
- ◆ SLT concept in teaching and learning package – a student friendly approach:
 - Defining T&L
 - Student load (c.f. normal available time)
- ◆ OBE & assessment schematic/philosophy:
 - Grading concept
 - Achievement – qualitative against quantitative value (grades)

MQF IN ACTION

- ◆ The government approved Malaysian Qualification Framework (MQF) on 14 January 2005
 - to be implemented in all IHEs;

- ◆ The Public IHE is adopting MQF scheme in stages beginning 2007 after a series of familiarisation training provided to majority of academic staff;

- ◆ The implementation of MQF scheme is possible with the establishment of MQA in 2007;

- ◆ MQF emphasises on outcomes based education (OBE);

- ◆ MQF is a student-centred framework:
 - Student learning time (SLT) principle is used to specify the student academic load;
 - Facilitating the student articulation of qualifications and student mobility;

- ◆ MQF defines the qualifications:
 - Level of qualifications (academic levels);
 - Nomenclature of awards for any qualifications

- ◆ Some additional details are incorporated beginning 2008, e.g. the description on desired level of learning outcomes, taxonomy and soft skills for each curriculum component/module (to ensure the outcome focused in all deliveries);

QUALITY ASSURANCE IN A NEWLY INCORPORATED UNIVERSITY

– UMK EXPERIENCE

- ◆ UMK is a new public university - the first intake was in July 2007;
- ◆ Less than 9 months to prepare for the 1st intake – academic programmes, people, physical & administrative system;
- ◆ Priority is the academic management & delivery system;
- ◆ Capitalise available experiences in assuring the quality system in place.

UMK Educational Philosophy

- ◆ Built on outcomes based education (OBE);
- ◆ Empowered student on learning (enhancing active learner) thus the trainer (lecturer) acts as a coach;
- ◆ More experiential learning (hence practical);
- ◆ Entrepreneurship Education as the fundamental and foundation to all majors, hence UMK tagline is the "*Entrepreneurship is Our Thrust*".

At Programme Development Stage, a special attention is given to ...

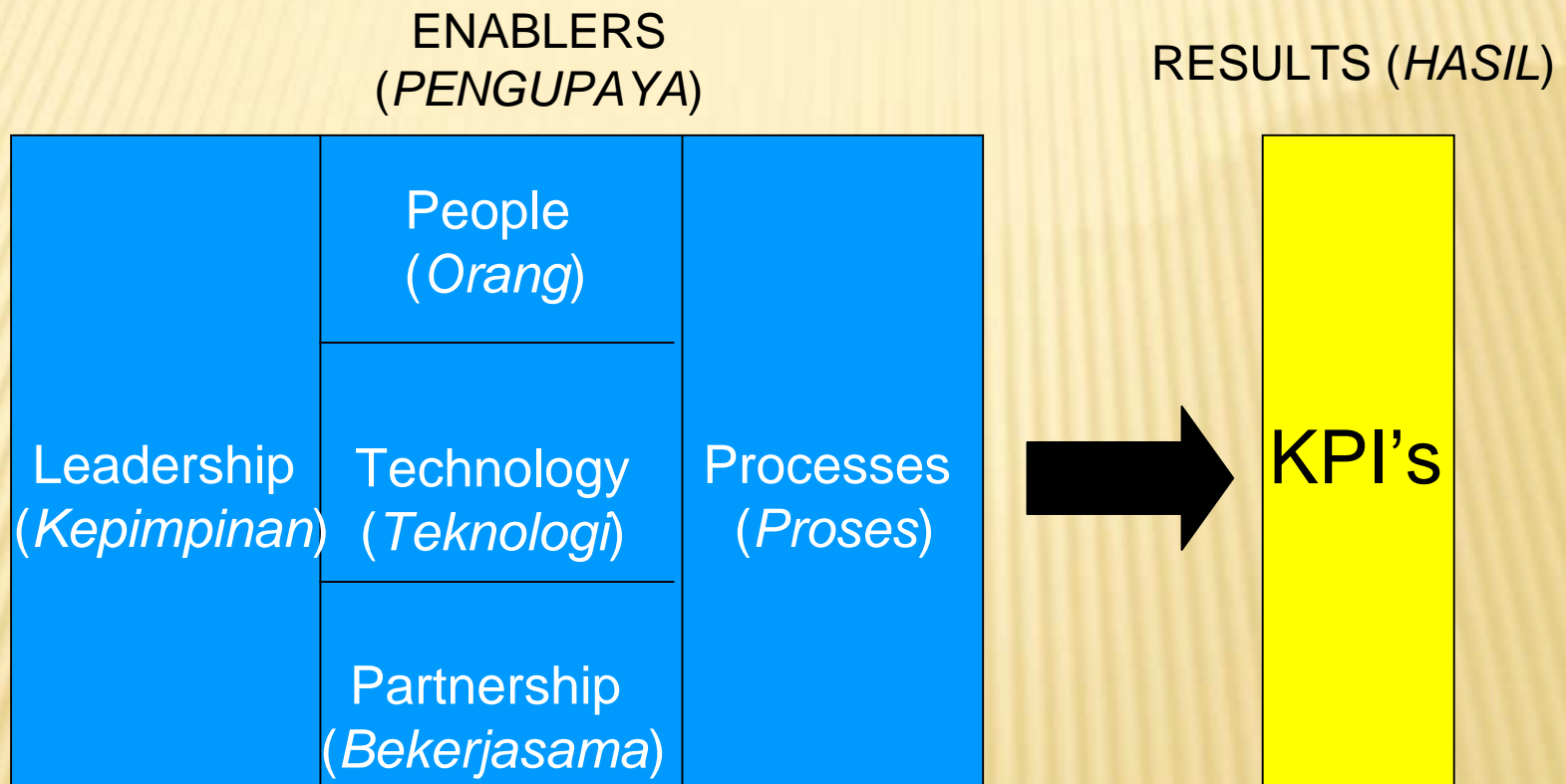
- ◆ Programme design and teaching-learning methods;
 - ◆ Curriculum content and structure;
 - ◆ Management of the programme;
 - ◆ Linkages with external stakeholders;
 - ◆ Assessment of learning (evidence-based);
- to obtain accreditation to run the programmes.

i.e. by applying previous experiences in all executions.

On Accreditation

- ◆ It is yet to obtain a full accreditation status;
- ◆ Accredited to run 14 programmes (COPPA);
- ◆ Institutional audit is in progress (COPIA);
- ◆ The capacity and capability of the University is growing progressively;
- ◆ University focuses on growth – visioning, academic programmes, HR, physical and support system;
- ◆ There are various enablers identified for the growth.

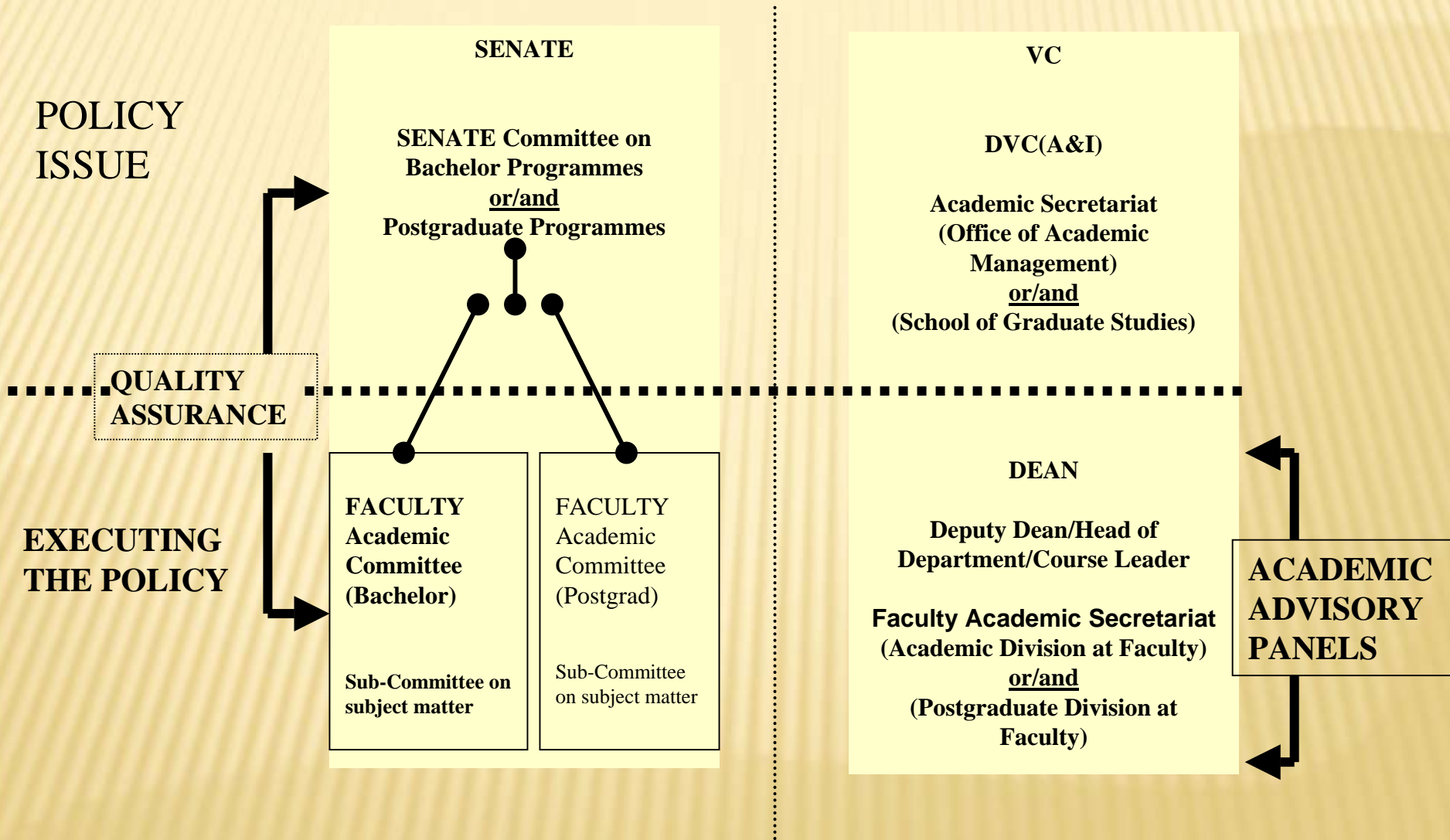
Enablers & Results (*Pengupaya & Hasil*)



Applying "Continuous improvement" principle

QUALITY ASSURANCE AND ACCREDITATION GOVERNANCE SYSTEMS ARE IN PLACE

ACADEMIC MANAGEMENT & SENATE SYSTEM



SOME RELEVANT ISSUES

- ◆ New university emerges with handicaps :
 - Lack of specific experience and qualified staffs;
 - The management and administrative system are not rigorously tested;
 - As a result...plenty of rooms for improvement.

- ◆ Expectation of stakeholders is too high:
 - Institutional assessment for accreditation;
 - Capability and capacity need to be developed;
 - UMK learning curve is at infancy stage.

- ◆ A university will enter maturity zone at about 10 years after it operation.

CONCLUSIONS

- ◆ Quality assurance and accreditation will be in order with the help of experienced managers in academic management;
- ◆ It is involved people who care about quality;
- ◆ As a new Public Higher Education Institution (PHEI), partnership and collaboration with others established HEIs is a must. Hence managing the outsourcing for quality assurance;
- ◆ The growth of a new PHEI should not neglect the quality assurance and accreditation agenda.

CONCLUSION

- LESSONS LEARNED

We have realised the establishment of UMK through the following steps:

◆ Designing the organisation :

- Academic matters
- HR management
- Hard Infrastructure : places to work & physical environment
- Soft Infrastructure : management & governance system

◆ Building the foundation - realising the design.

◆ Continue to refine the organisation for quality outcomes based on established quality assurance and accreditation system & processes.

THANK YOU

FOR THE ATTENTION