### **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 interprogramme 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)

## Methodolody

- 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)**

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

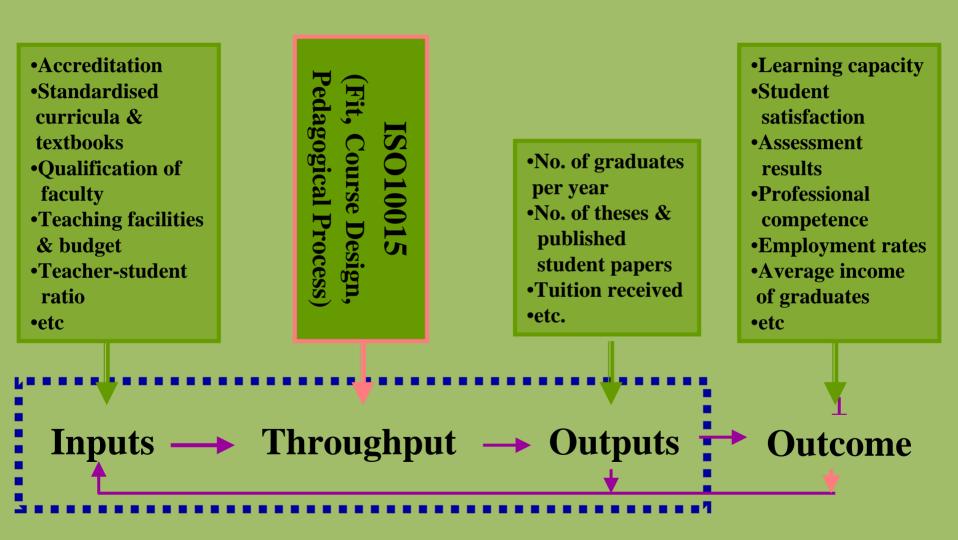
### **Conclusion**

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



#### **Quality Management in Higher Education**

(OECD Report, 2002)



## A Proposal

