

KONSEP CQI DALAM KONTEKS PROSES PENDIDIKAN: Pengurusan Pendidikan, Amalan Pembelajaran dan Pengajaran, dan Pentaksiran Pembelajaran

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Outline

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- *Changes in COPPA 2017*
- *Quality Concepts*

■ Continual Quality Improvement

- *CQI Cycle*
- *CQI at Institutional Level*
- *CQI at Departmental Level*

■ Programme Monitoring and Review

- *Module Monitoring*
- *Annual Programme Monitoring*
- *Periodic Programme Monitoring*

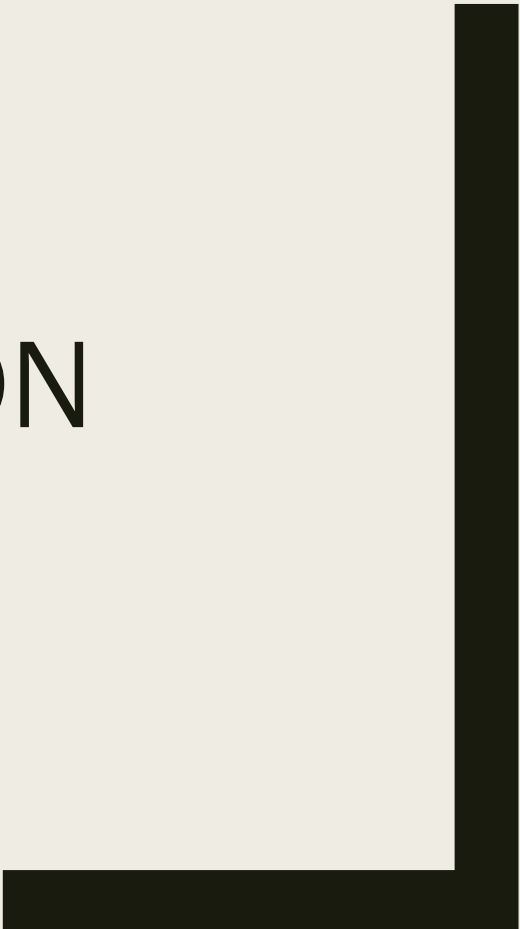
Session Outcomes

- At the end of this session, participant is able to:
 1. *Explain and apply the generic CQI cycle for certain internal processes at institutional and departmental levels;*
 2. *Explain and apply appropriate mechanisms to monitor, review and evaluate academic programmes, either at module or at programme levels.*



INTRODUCTION

Changes in COPPA 2017
Quality Concepts



Introduction

- The Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality (GGP: MR-CIIQ) is a document developed to assist Higher Education Providers (HEP) to:
 - *guide continual quality improvement mechanisms for programme and institutional quality assurance processes; and*
 - *address relevant standards in the Code of Practice for Programme Accreditation (COPPA) and the Code of Practice for Institutional Audit (COPIA), that are related to:*
 - Programme Monitoring and Review; and
 - Continual Quality Improvement (CQI).
- GGP: MR-CIIQ is available for download at the MQA website (Publications/Quality Assurance Documents) – English version:
 - [www2.mqa.gov.my/QAD/garispanduan/2014/GGP MR and CIIQ.pdf](http://www2.mqa.gov.my/QAD/garispanduan/2014/GGP%20MR%20and%20CIIQ.pdf)

Changes in COPPA 2017

COPPA 2008

- Area 1: VISION, MISSION, EDUCATION GOALS AND LEARNING OUTCOMES
 - 1.1 *Statement of Programme Aims, Objectives and Learning Outcomes*
 - 1.2 *Learning Outcomes*
- Area 2: CURRICULUM DESIGN AND DELIVERY
 - 2.1 *Academic Autonomy*
 - 2.2 *Programme Design and Teaching-Learning Methods*
 - 2.3 *Curriculum Content and Structure*
 - 2.4 *Management of the Programme*
 - 2.5 *Linkages with External Stakeholders*

COPPA 2017

- Area 1: PROGRAMME DEVELOPMENT AND DELIVERY
 - 1.1 *Statement of Educational Objectives of Academic Programme and Learning Outcomes*
 - 1.2 *Programme Development: Process, Content, Structure and Teaching-Learning Methods*
 - 1.3 *Programme Delivery*

Changes in COPPA 2017

COPPA 2008

- Area 3: ASSESSMENT OF STUDENTS
 - 3.1 *Relationship Between Assessment and Learning*
 - 3.2 *Assessment Methods*
 - 3.3 *Management of Student Assessment*
- Area 4: STUDENT SELECTION AND SUPPORT SERVICES
 - 4.1 *Admission and Selection*
 - 4.2 *Articulation Regulations, Credit Transfer and Credit Exemption*
 - 4.3 *Transfer of Students*
 - 4.4 *Student Support Services and Co-Curricular Activities*
 - 4.5 *Student Representation and Participation*
 - 4.6 *Alumni*

COPPA 2017

- Area 2: ASSESSMENT OF STUDENT LEARNING
 - 2.1 *Relationship between Assessment and Learning Outcomes*
 - 2.2 *Assessment Methods*
 - 2.3 *Management of Student Assessment*
- Area 3: STUDENT SELECTION AND SUPPORT SERVICES
 - 3.1 *Student Selection*
 - 3.2 *Articulation and Transfer*
 - 3.3 *Student Support Services*
 - 3.4 *Student Representation and Participation*
 - 3.5 *Alumni*

No.. standard = 11(5) | 21(13)

No. standard = 11 | 20

Changes in COPPA 2017

COPPA 2008

- Area 5: ACADEMIC STAFF
 - 5.1 *Recruitment and Management*
 - 5.2 *Service and Development*

- Area 6: EDUCATIONAL RESOURCES
 - 6.1 *Physical Facilities*
 - 6.2 *Research and Development*
 - 6.3 *Educational Expertise*
 - 6.4 *Educational Exchanges*
 - 6.5 *Financial Allocation*

COPPA 2017

- Area 4: ACADEMIC STAFF
 - 4.1 *Recruitment and Management*
 - 4.2 *Service and Development*

- Area 5: EDUCATIONAL RESOURCES
 - 5.1 *Physical Facilities*
 - 5.2 *Research and Development*
 - 5.3 *Financial Resources*

Changes in COPPA 2017

COPPA 2008

- Area 8: LEADERSHIP, GOVERNANCE AND ADMINISTRATION
 - 8.1 Governance
 - 8.2 Academic Leadership of the Programme
 - 8.3 Administrative and Management Staff
 - 8.4 Academic Records
- Area 7: PROGRAMME MONITORING AND REVIEW
 - 7.1 Mechanisms for Programme Monitoring and Review
 - 7.2 Involvement of Stakeholders
- Area 9: CONTINUAL QUALITY IMPROVEMENT
 - 9.1 Quality Improvement

COPPA 2017

- Area 6: PROGRAMME MANAGEMENT
 - 6.1 Programme Management
 - 6.2 Programme Leadership
 - 6.3 Administrative Staff
 - 6.4 Academic Records
- Area 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT
 - 7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement

Changes in COPPA 2017

No.	Area	No.. Standard	Upgraded & New
1	Programme Development and Delivery	17	2 (2)
2	Assessment of Student Learning	11	- (-)
3	Student Selection and Support Services	20	7 (3)
4	Academic Staff	15	7 (3)
5	Educational Resources	10	3 (2)
6	Programme Management	16	4 (1)
7	Programme Monitoring, Review and Continual Quality Improvement	9	4 (2)
TOTAL		98	27 (13)

COPPA Standards

■ AREA 7 - PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

– 7.1 *Mechanisms for Programme Monitoring, Review and Continual Quality Improvement*

- 7.1.1 The department must have clear policies and appropriate mechanisms for regular monitoring and review of the programme.
- 7.1.2 The department must have a Quality Assurance (QA) unit for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP.
- 7.1.3 The department must have an internal programme monitoring and review committee with a designated head responsible for continual review of the programme to ensure its currency and relevancy.
- 7.1.4 The department's review system must constructively engage stakeholders, including the alumni and employers as well as the external experts, whose views are taken into consideration.
- 7.1.5 The department must make the programme review report accessible to stakeholders.

COPPA Standards

■ AREA 7 - PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

– 7.1 *Mechanisms for Programme Monitoring, Review and Continual Quality Improvement*

- 7.1.6 Various aspects of student performance, progression, attrition, graduation and employment must be analysed for the purpose of continual quality improvement.
- 7.1.7 In collaborative arrangements, the partners involved must share the responsibilities of programme monitoring and review.
- 7.1.8 The findings of a programme review must be presented to the HEP for its attention and further action.
- 7.1.9 There must be an integral link between the departmental quality assurance processes and the achievement of the institutional purpose.

Quality Concepts

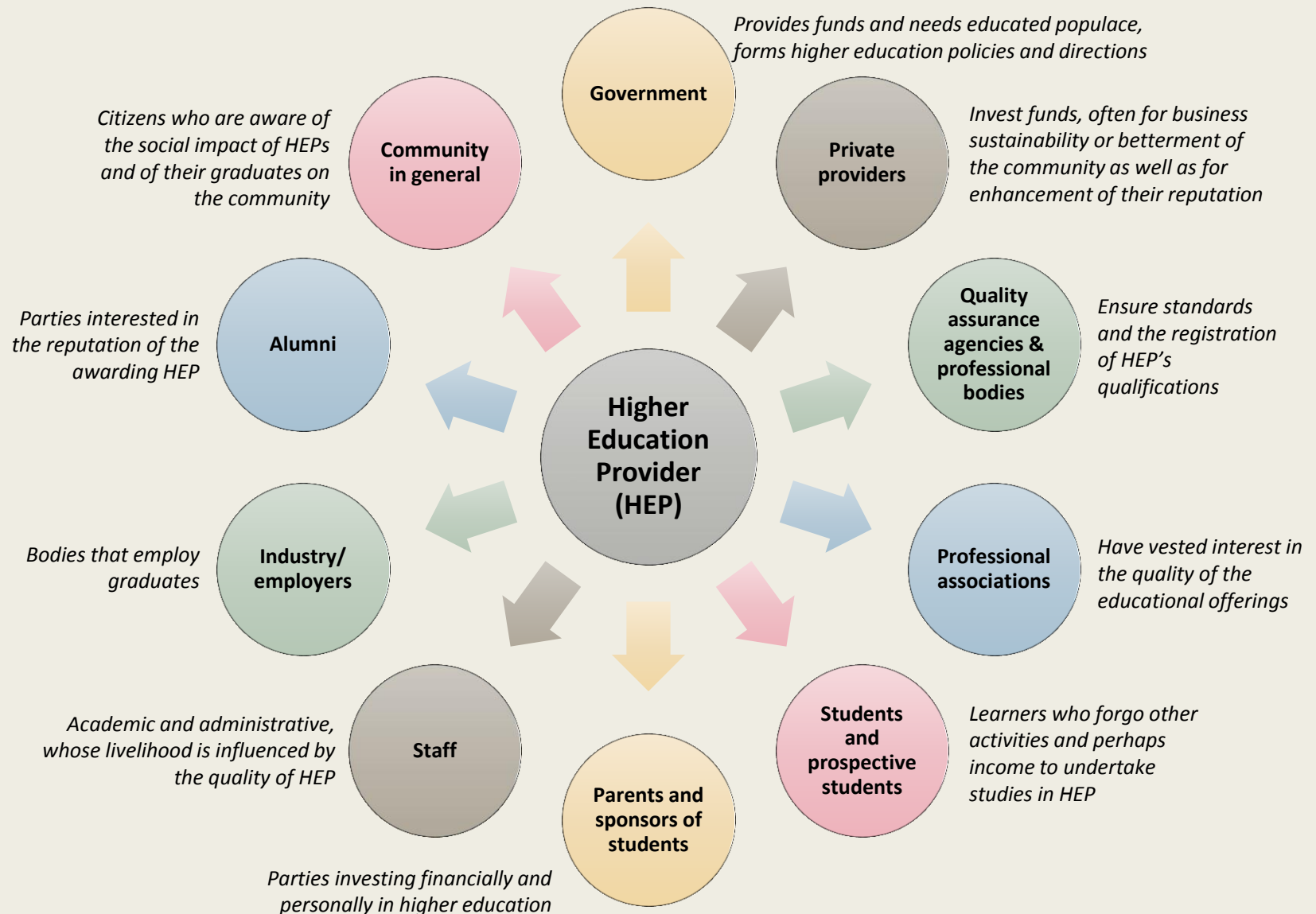
- Quality in Higher Education (Vlăsceanu *et al.*, 2007):
 - *Multi-dimensional, multi-faceted, dynamic and stakeholder-relative (Different demands from different stakeholders);*
 - **Internal stakeholders** (students, teachers) – the process of education, recognition of degree;
 - **External stakeholders** (employers, alumni) – the output and reputation of HE.
 - *Various criteria and indicators to measure quality using:*
 - **Quantitative** – key performance indicators (KPI);
 - **Qualitative** – key intangible performance (KIP) indicators.
 - *Quality assessment mechanisms are centred around:*
 - **Fitness of purpose;**
 - **Fitness for purpose.**

Quality Concepts

- Categorising Quality – in relation to assurance (Harvey and Green, 1993):

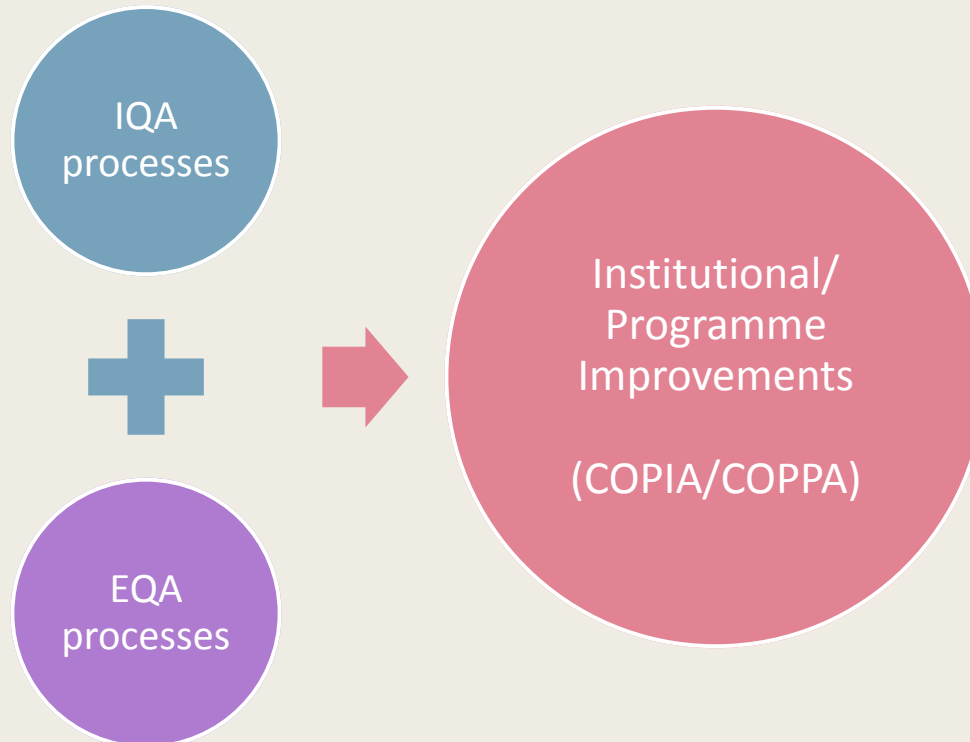
Quality as <i>exceptional or as excellence</i>	• QA Assessment → external examiners, accreditation or audit
Quality as <i>perfection or consistency</i>	• QA Assessment → administrative processes, QMS/ISO 9000 audits
Quality as <i>fitness for purpose</i>	• QA Assessment → academic standards for the stated purposes/mission
Quality as <i>value for money</i>	• QA Assessment → performance KPIs (student completion/employment)
Quality as <i>transformation</i>	• QA Assessment → improvement, enhancement, value added elements

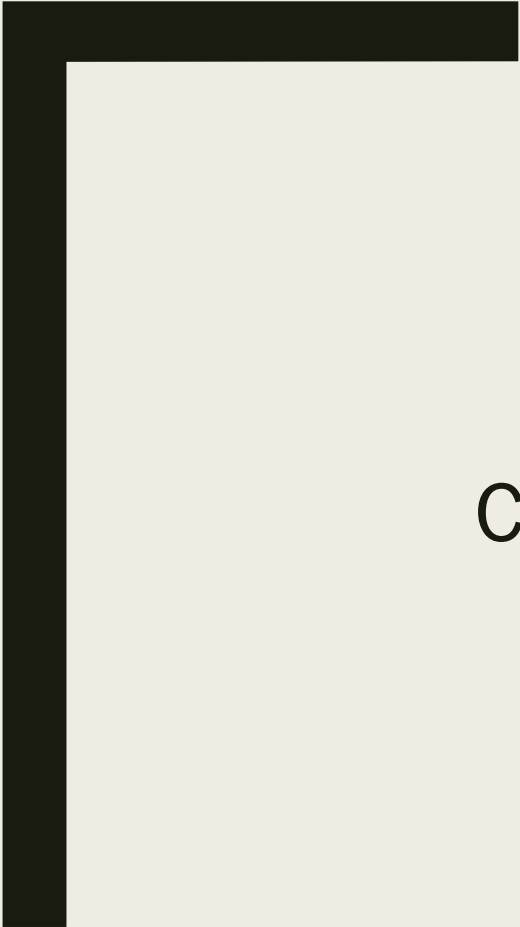
Stakeholders of Higher Education



Quality Assurance Processes

- QA is done through interaction between **internal quality assurance** (IQA) and **external quality assurance** (EQA) parties:
 - **IQA** – *self-review, self-assessment and self-reflection;*
 - **EQA** – *external/third party audit, assessment or accreditation.*





PART 1: CONTINUAL QUALITY IMPROVEMENT

CQI Cycle

CQI at Institutional Level

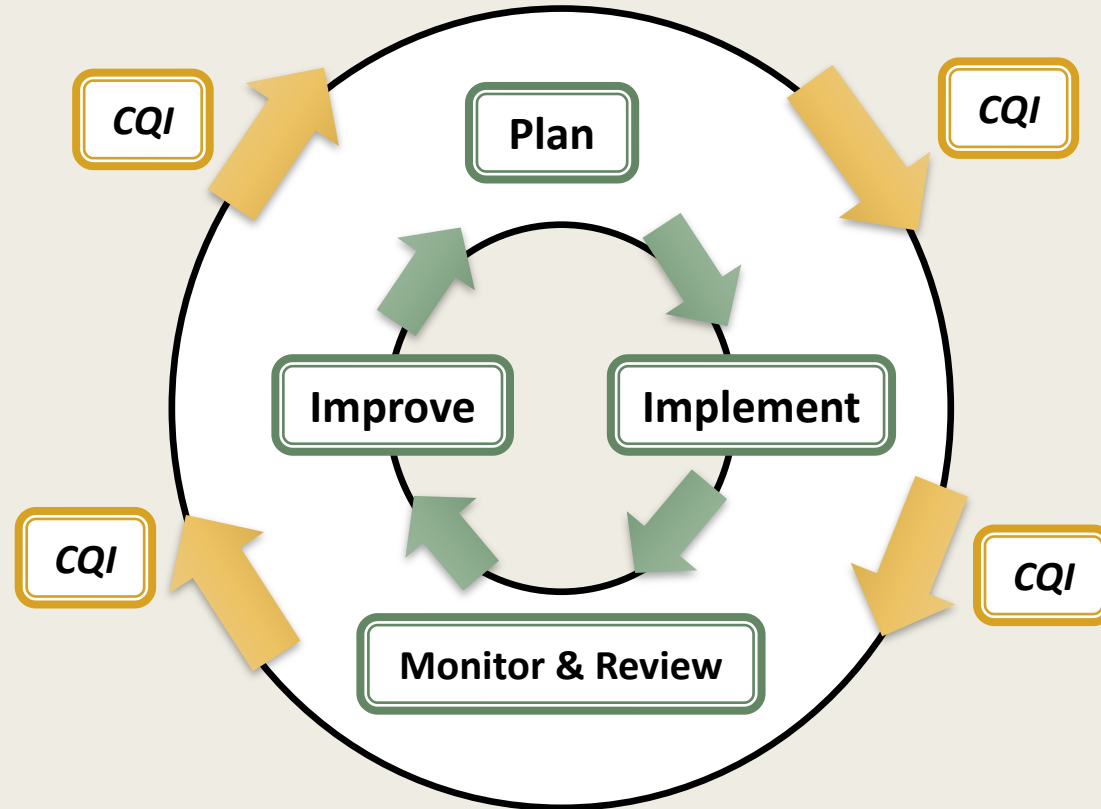
CQI at Departmental Level



Implementing QA Processes in HEP

- **Continual Quality Improvement** (CQI) is the broad process through which HEPs monitor and improve their quality.
 - *The mechanism to effectively implement CQI in a HEP is through the HEP's **internal quality assurance** (IQA) system:*
 - Addresses the implementation of the HEP's directions and achievement of its goals;
 - Monitors the HEP's compliance with the standards, i.e., COPIA, COPPA and qualification/programme standards, or standards issued by professional bodies.
 - *HEP's QA processes are to ensure the quality of:*
 - **Curriculum design** in new programme approval;
 - **Monitoring and review** of existing programmes.

CQI Cycle – PDCA/Deming's Cycle



- **Plan:** *Develop or revise the HEP's strategic and/or improvement plan in relation to the desired improvement;*
- **Implement:** *Deploy the strategic and/or improvement plan;*
- **Monitor and Review:** *Measure and analyse the achievement of the targets set; reflect on gaps in achievement and on the suitability of the strategic and/or improvement plan;*
- **Improve:** *Implement improvement or develop an improvement plan based on performance in relation to targets and the suitability of the strategic and/or improvement plan.*

CQI Cycle – PDCA/Deming's Cycle

Institutional Level

- A process of regularly reviewing and updating the HEP's activities to assure and improve quality through applying the CQI stages;
- Focuses on the effectiveness of the strategic and/or improvement plan;
- Monitors internal quality assurance system in terms of administrative structure, leadership and governance, planning, and monitoring and review mechanisms.

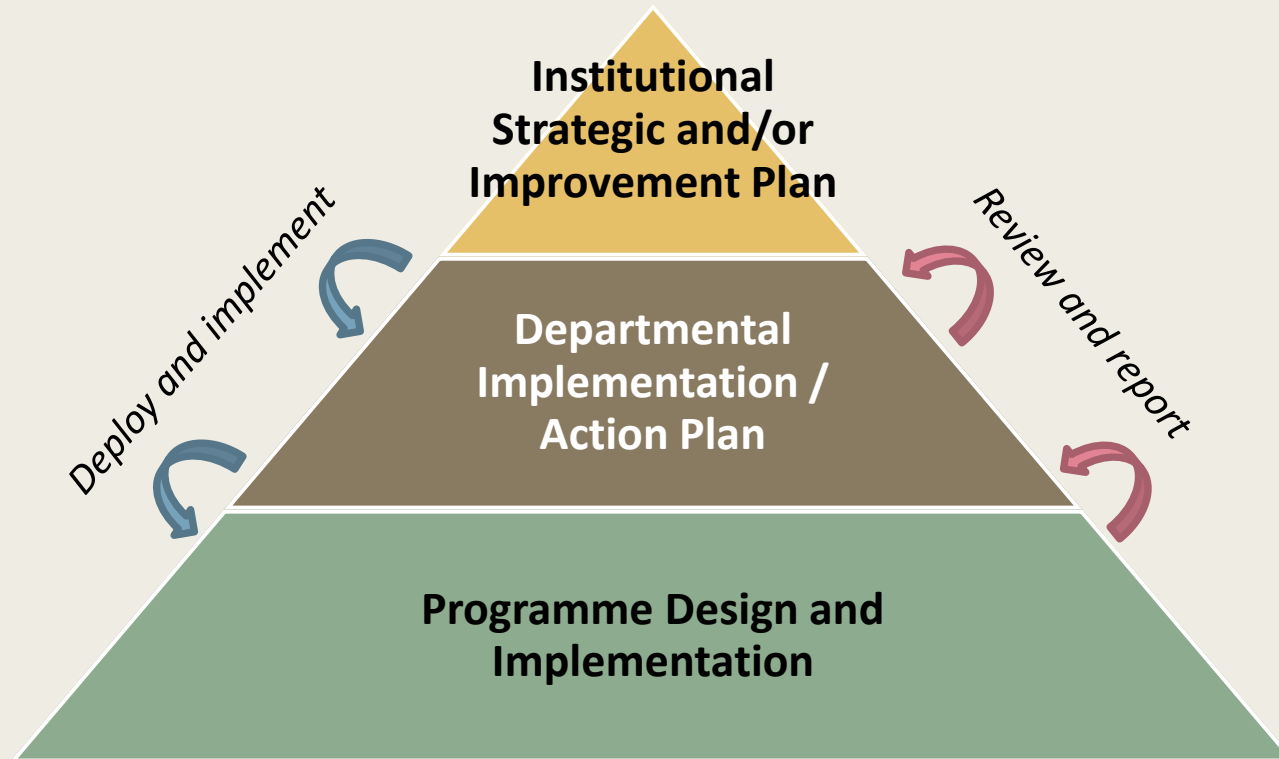
Departmental Level

- Focuses on the effective implementation of the strategic and/or improvement plan, and alignment of the department's academic programmes to the plan;
- Supports the operation of the HEP's IQA system through appropriate administrative structure, leadership and governance, planning, and monitoring and review mechanisms.

Programme Level

- A process of regularly reviewing the tools (e.g., surveys and data collection and their analysis) and activities (e.g., improvements in curriculum) used for programme monitoring and review.

Implementing & Reviewing the Plans



- **Monitoring** refers to on-going developmental or formative activities to ensure the effective implementation of the strategic and/or improvement plan to achieve the goals.
- **Review** refers to periodic formative and summative activities to ensure the continual effectiveness and suitability of the strategic and/or improvement plan.

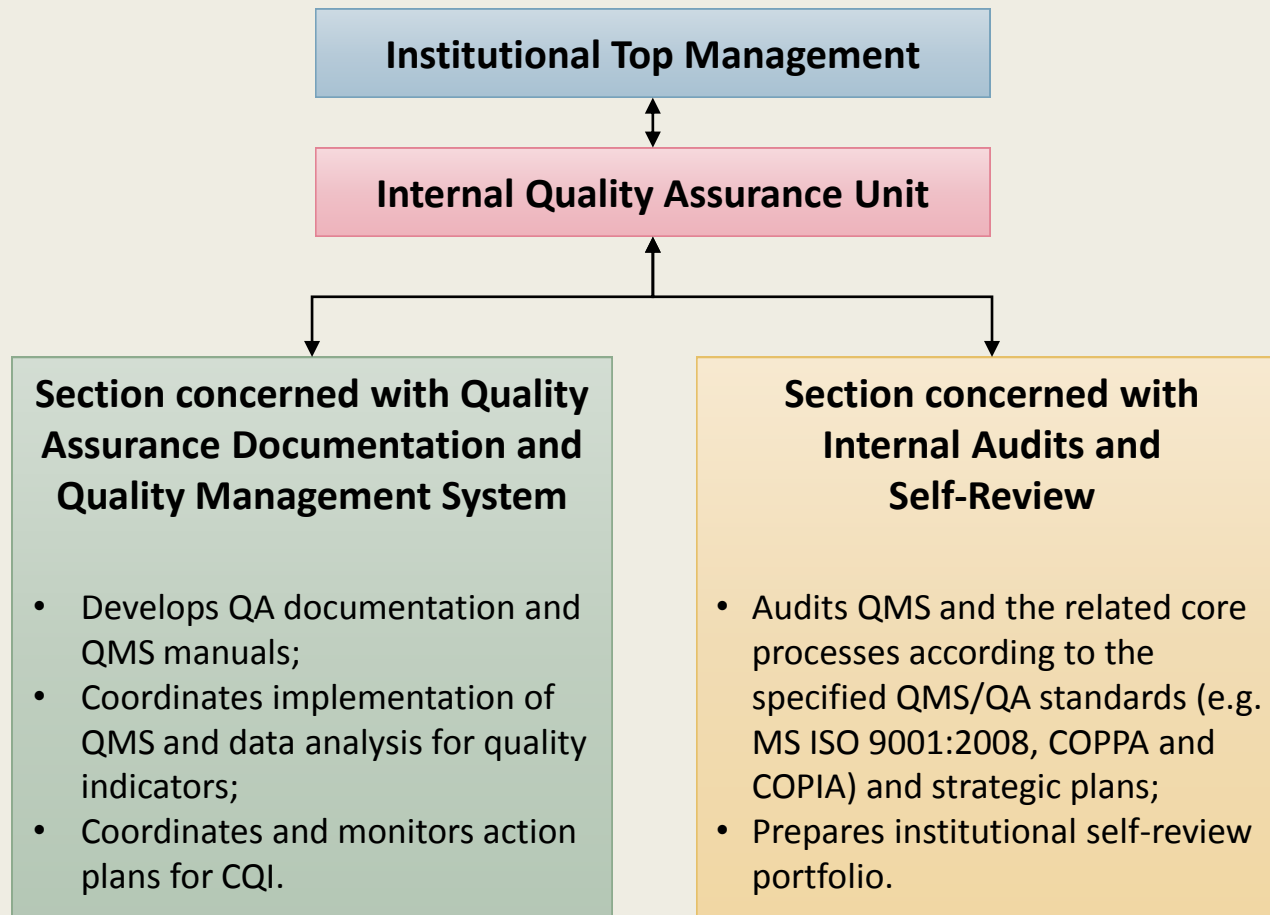
CQI at Institutional/Strategic Level

Focus/CQI Stages	Plan	Implement	Monitor/Review	Improve
Why? (Purpose and Rationale)	To set direction, priorities, tools (strategic and/or improvement plan)	To deploy and execute the tools (the plans) to support the directions and priorities	<ul style="list-style-type: none"> To meet effectively the targets; To ensure relevance and suitability of the plans 	<ul style="list-style-type: none"> To close the gaps (or to address the opportunities for improvement); To enhance the strengths
What? (Key Activities)	Develop or revise HEP's strategic and/or improvement plan	Implement the plan, supported by proper governance/organisation structure	<ul style="list-style-type: none"> Measure and analyse the achievement of the targets set; Reflect on gaps in achievement and the suitability of the plan. 	<ul style="list-style-type: none"> Implement improvement to close the gaps (for minor issues); or Develop an improvement plan (for more complex issues).
Source of Information (Data)	Situational analysis/ environmental scanning (e.g. SWOT)	Strategic and/or improvement plan (new or revised)	<ul style="list-style-type: none"> Implementation or performance data; Feedback; Audit findings; Benchmarking. 	<ul style="list-style-type: none"> Strengths; Opportunities for improvement.
Output	<ul style="list-style-type: none"> Improvement; Action plans.
COPIA Areas	1, 8	2, 3, 4, 5, 6	1, 7	9 (covering others)

CQI of IQA System at Systemic Level

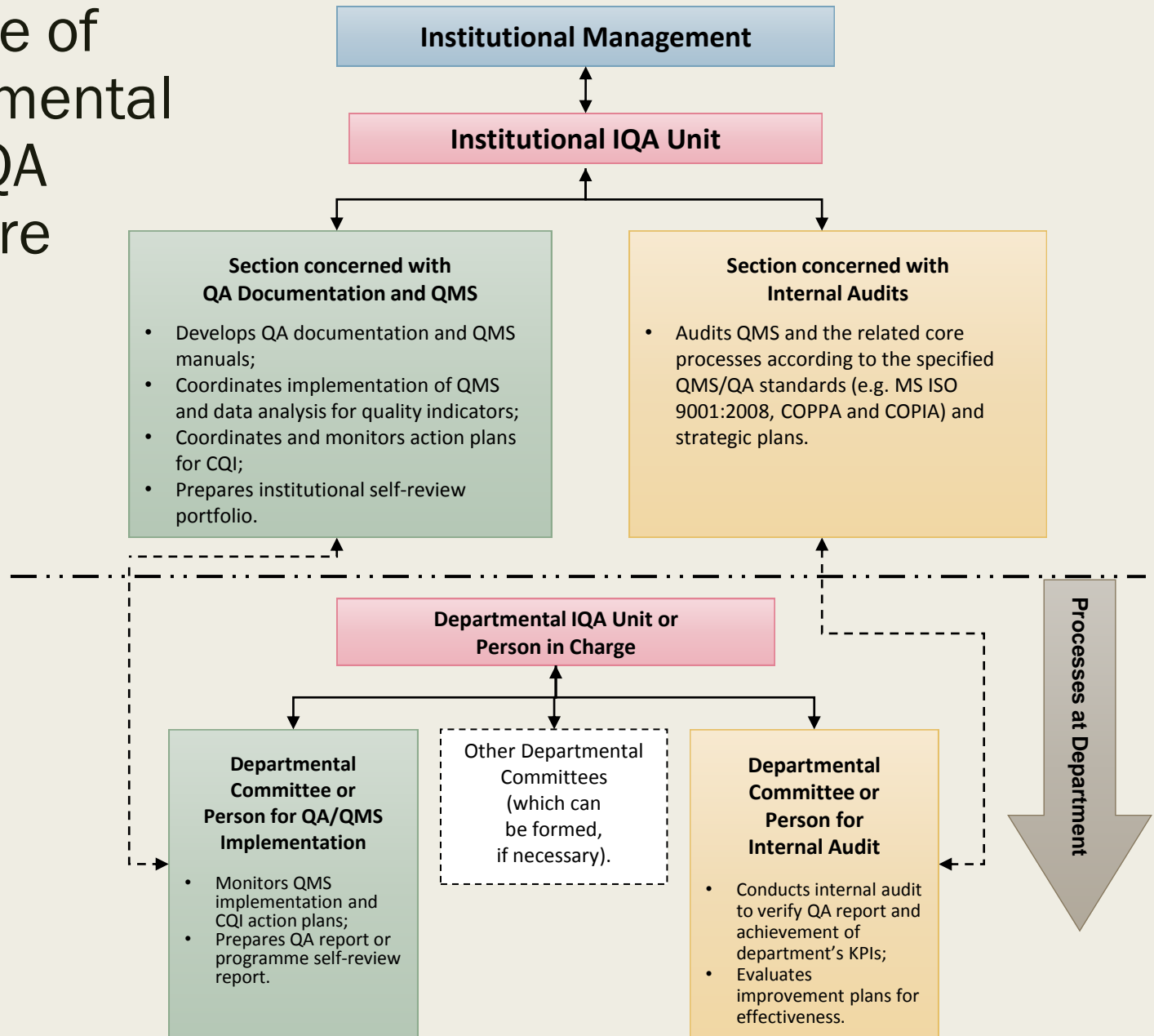
Focus	Description
Why? (Purpose and Rationale)	To ensure continual effectiveness and suitability.
Source of Information	System performance data, feedback from internal and external stakeholders, internal and external audit findings, changes in external requirements, benchmarking information.
What? (Key Activities)	Review the continued effectiveness and suitability of system.
Output	Strengths and opportunities for improvement.
Corresponding COPIA Areas	All areas (1-9).

Example of IQA Functional Structure



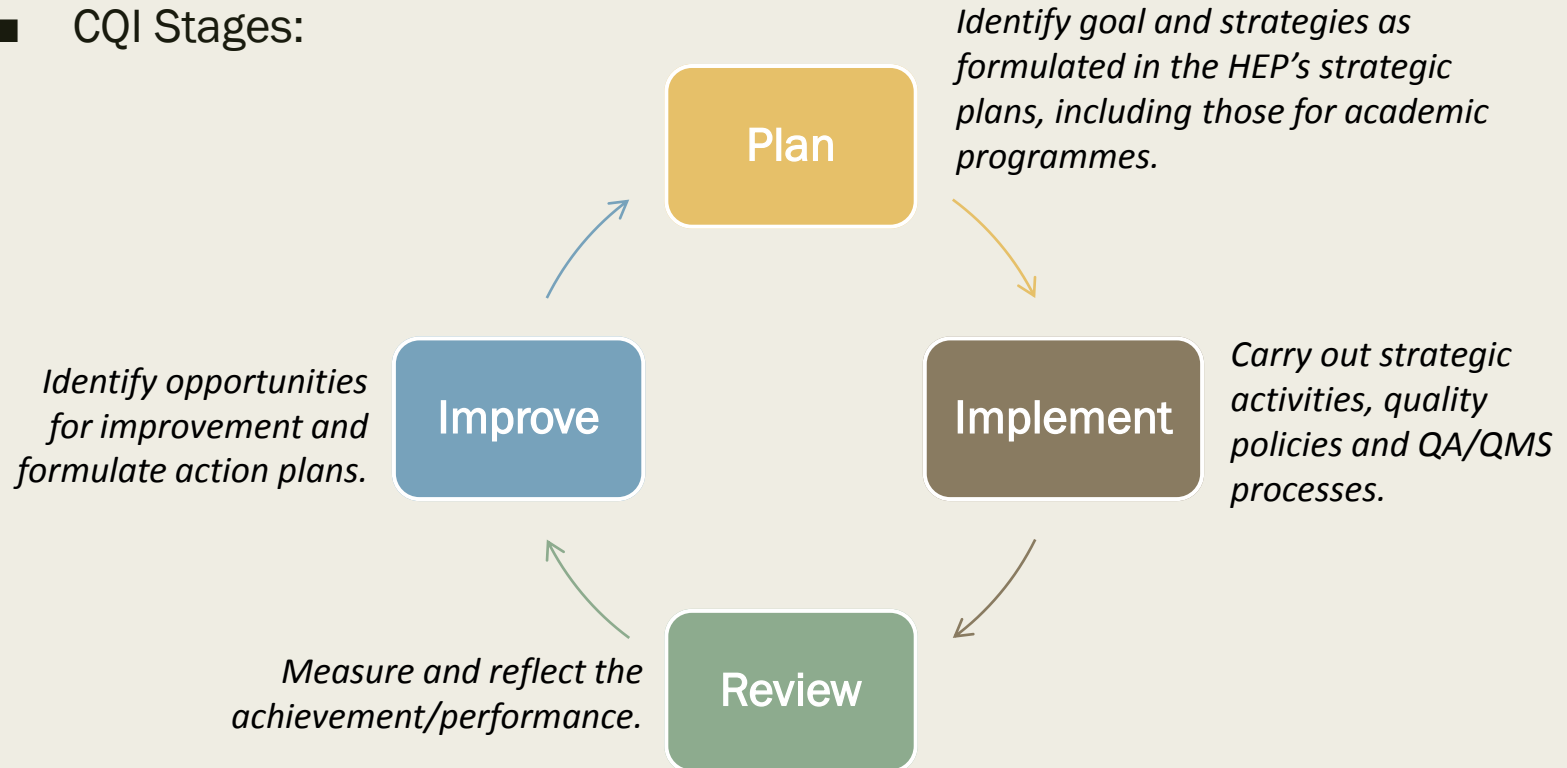
- The responsibility and authority the HEP's IQA unit is to carry out the *institutional quality assurance agenda*, which includes establishing, reviewing and improving the HEP's IQA system.
- To ensure independence of authority, the IQA unit should be given *prominent status* in the HEP, as stated in COPIA.

Example of Departmental Level IQA Structure



Department Level CQI Processes

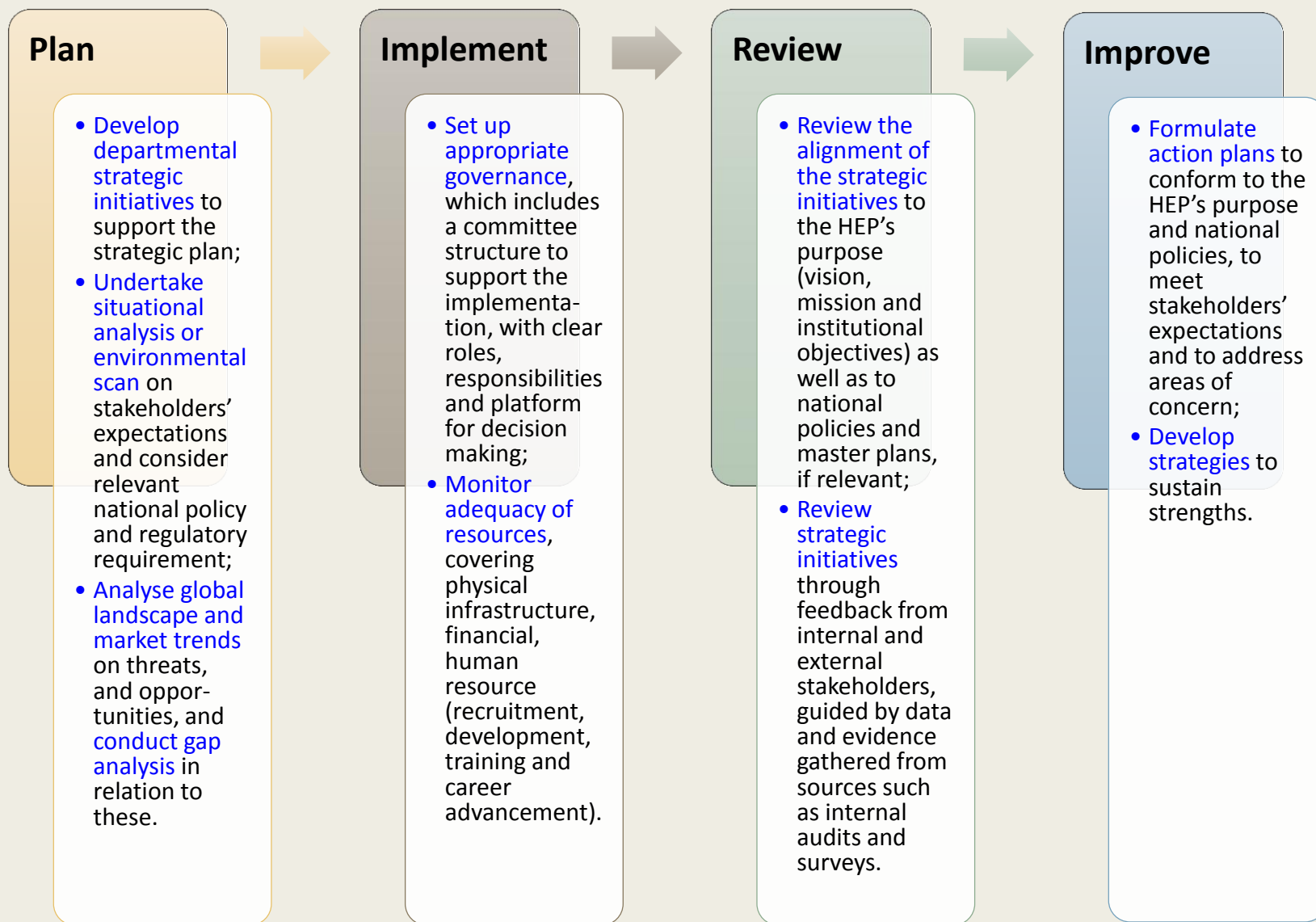
■ CQI Stages:



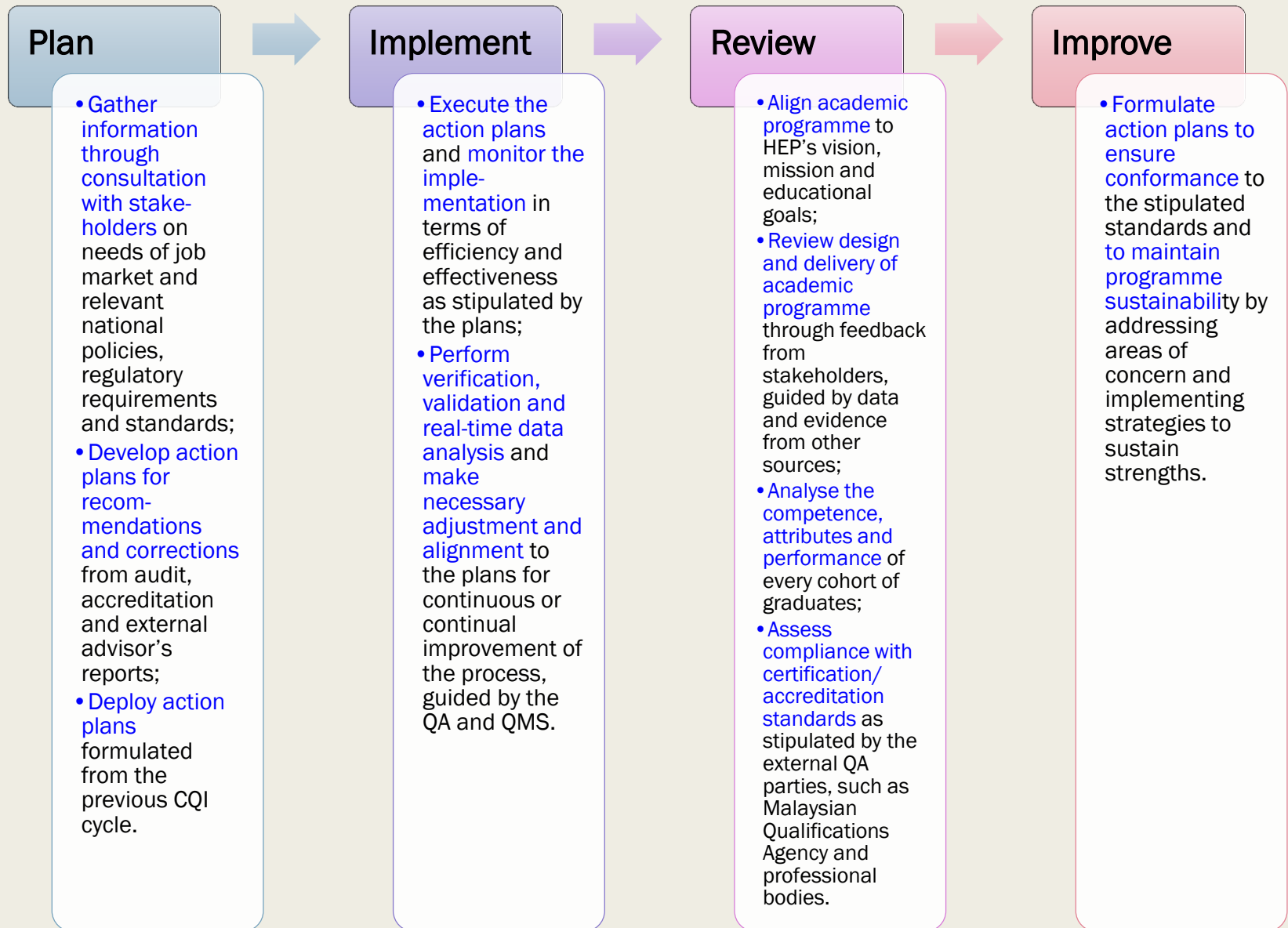
■ CQI cycles are to be established for:

- *Departmental Internal Processes;*
- *Programme Management Processes:*
 - See also GGP: Curriculum Design & Delivery and GGP: Assessment of Students.

Examples of Departmental Internal Processes



Examples of Programme Management Processes



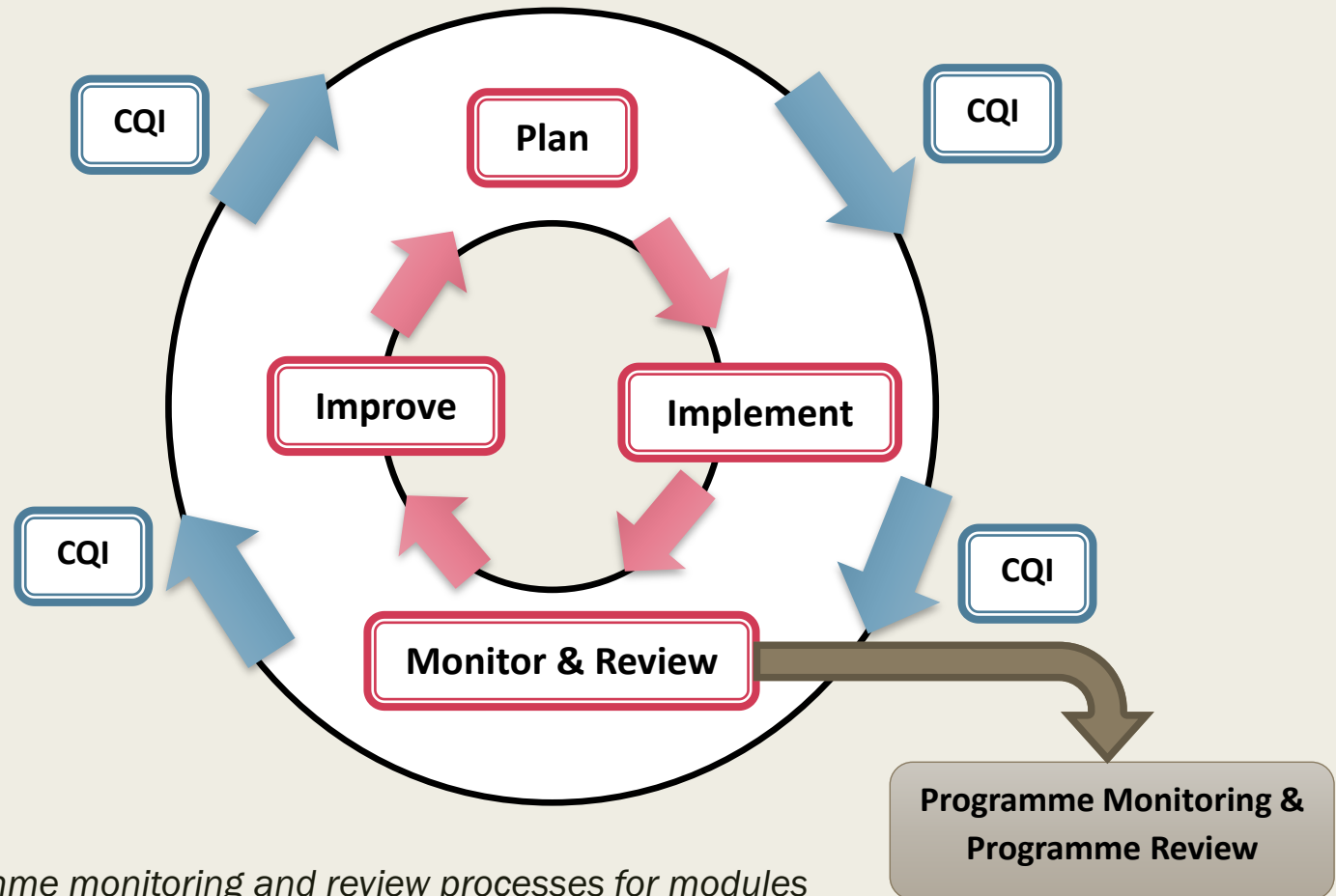


PART 2: PROGRAMME MONITORING AND REVIEW

Module Monitoring
Annual Programme Monitoring
Periodic Programme Monitoring

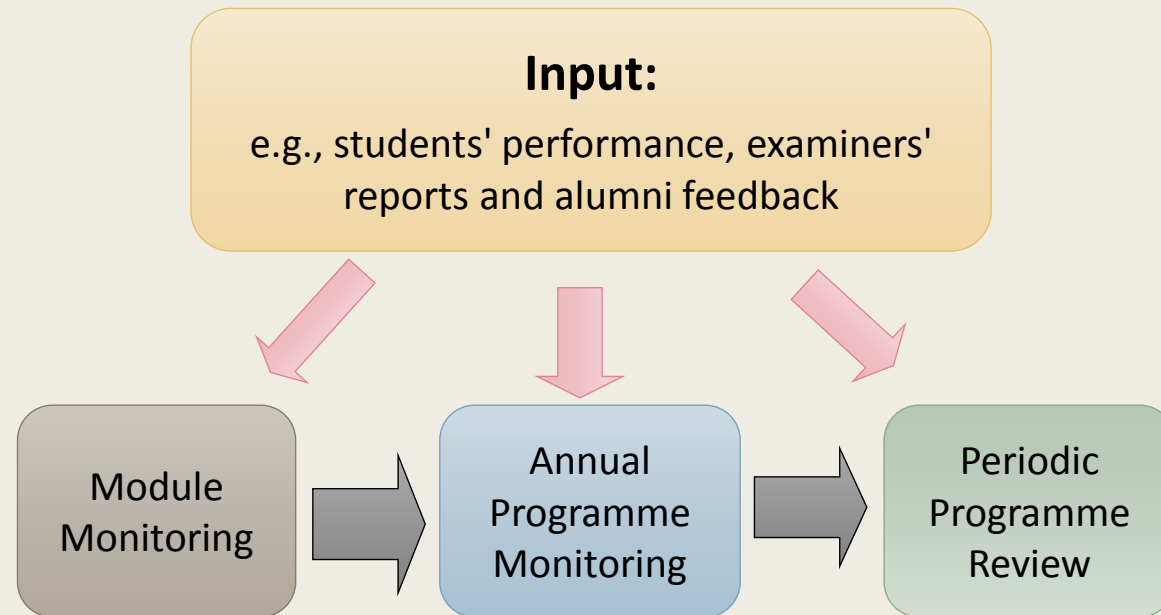


CQI Cycle at Programme Level



- Programme monitoring and review processes for modules and programmes are *self-reflective, self-critical processes* concerning performance and effectiveness of the modules and programmes.

Process of Monitoring and Review



- The *module monitoring* is undertaken by the *module coordinator* in conjunction with the *module team*.
- The results of the monitoring are fed into the *annual programme monitoring* process, and eventually, into the *periodic programme review*.
- Annual programme monitoring focuses on the maintenance of the quality of the *students' learning experience* and *improvement of programme delivery*.

Comparison:

Module Monitoring, Programme Monitoring & Periodic Programme Review

Focus	Module monitoring	Programme Monitoring	Periodic Programme Review
When?	Every semester where the subject operates.	Normally is undertaken annually.	At least once every five years or earlier if required (as stated in Programme Standards).
Why?	<ol style="list-style-type: none"> 1. Monitor students' performance; 2. Improve module content, methods of delivery and assessment. 	<ol style="list-style-type: none"> 1. Maintain and improve academic standards; 2. Monitor and enhance quality of students' experience. 	<ol style="list-style-type: none"> 1. Ensure the programme is consistent with the HEP's strategic directions including stakeholders' expectations, as well as educational priorities and academic standards; 2. Provide confirmation of fitness for purpose of the curriculum; 3. Provide evidence of the effectiveness of annual monitoring processes.
What?	<ol style="list-style-type: none"> 1. Student performance 2. Module review (content, teaching and learning, assessment). 	<ol style="list-style-type: none"> 1. Academic standards; 2. Students' experience. 	<ol style="list-style-type: none"> 1. Fitness for purpose; 2. Academic standards; 3. Students' experience 4. contribution of the programme to industry/ profession; 5. Programme currency, relevance, comprehensiveness and challenge to students in their learning.

Comparison:

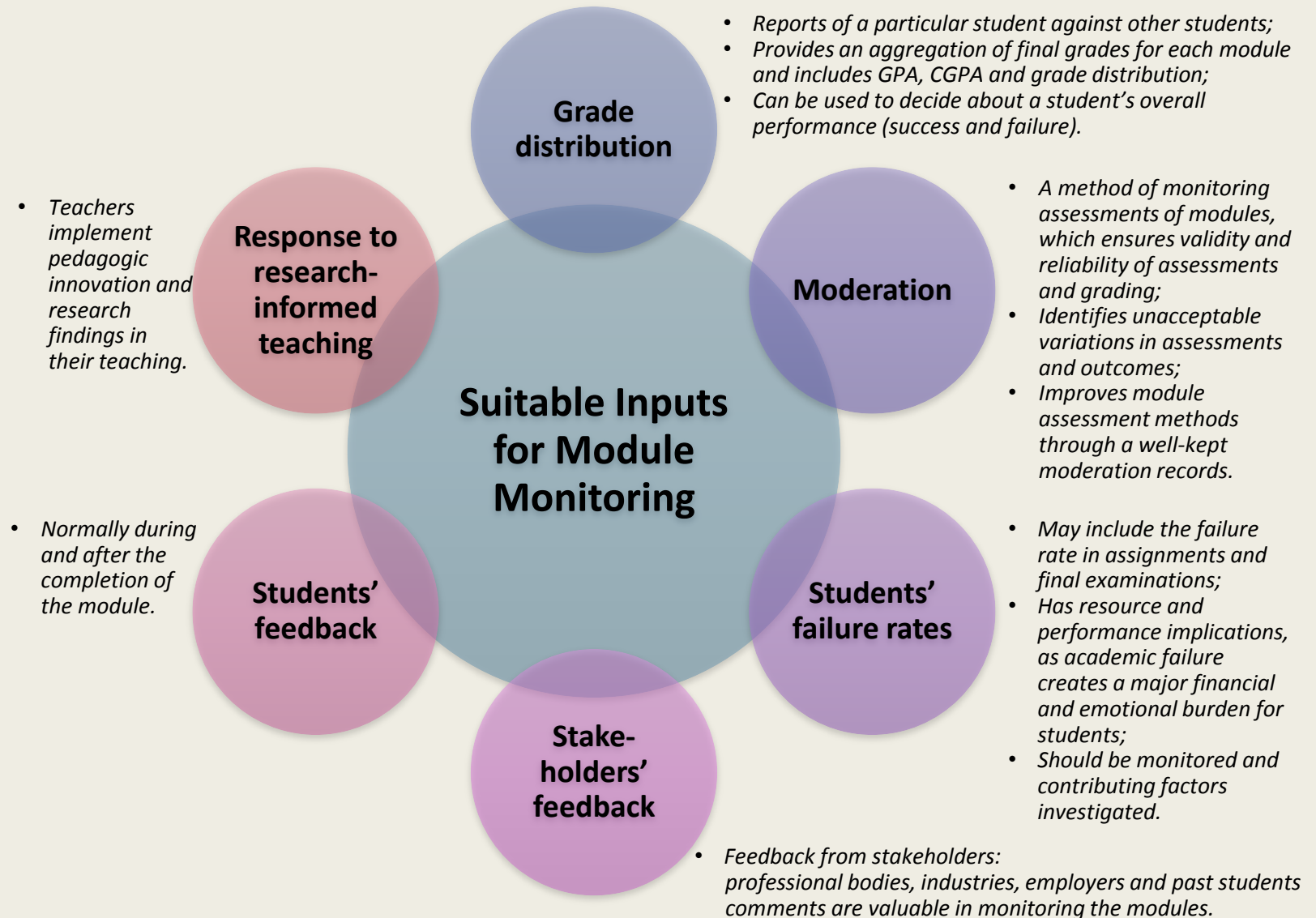
Module Monitoring, Programme Monitoring & Periodic Programme Review

Focus	Module monitoring	Programme Monitoring	Periodic Programme Review
Source of Information?	<ol style="list-style-type: none"> 1. Student performance <ul style="list-style-type: none"> • Attainment of learning outcomes; • Moderation outcomes; • Student performance at module level; • Student progression and attrition rates. 2. Curriculum review <ul style="list-style-type: none"> • Students' evaluation • Academic staff input; • Stakeholders' feedback 	<ol style="list-style-type: none"> 1. Student Enrolment Numbers; 2. Articulation, pathway and student performance (including progression and attrition); 3. Curriculum changes from module monitoring; 4. Graduates' achievement of programme outcomes; 5. Changes in external regulatory and industry requirements: acts, policies, standards, market demand; 6. Academic staff and educational resources review; 7. Where relevant, ethics approval for research activities. 	<ol style="list-style-type: none"> 1. Developments in the discipline, practice and pedagogy; 2. Stakeholders' feedback including students, employers and alumni; 3. Audit reports from internal and external examiners; 4. Benchmarking reports; 5. Job Market Analysis; 6. Student Enrolment ; 7. Articulation, pathway and student performance (including progression and attrition); 8. Curriculum changes from module monitoring; 9. Graduates' achievement of programme outcomes; 10. Changes of external regulatory and industry requirements: acts, policies, standards, market demand; 11. Academic staff and educational resources review; 12. Where relevant, ethics approval for research activities; 13. Benchmarking reports from offshore partner programmes.
Who?/ Responsibility	<ol style="list-style-type: none"> 1. Examiner committee; 2. Module Coordinator. 	<ol style="list-style-type: none"> 1. Head of programme; 2. Programme chair/ director. 	Relevant department academic committee.
Reporting to/ Authority	Relevant department academic committee.	Relevant department academic committee.	HEP's highest academic body.

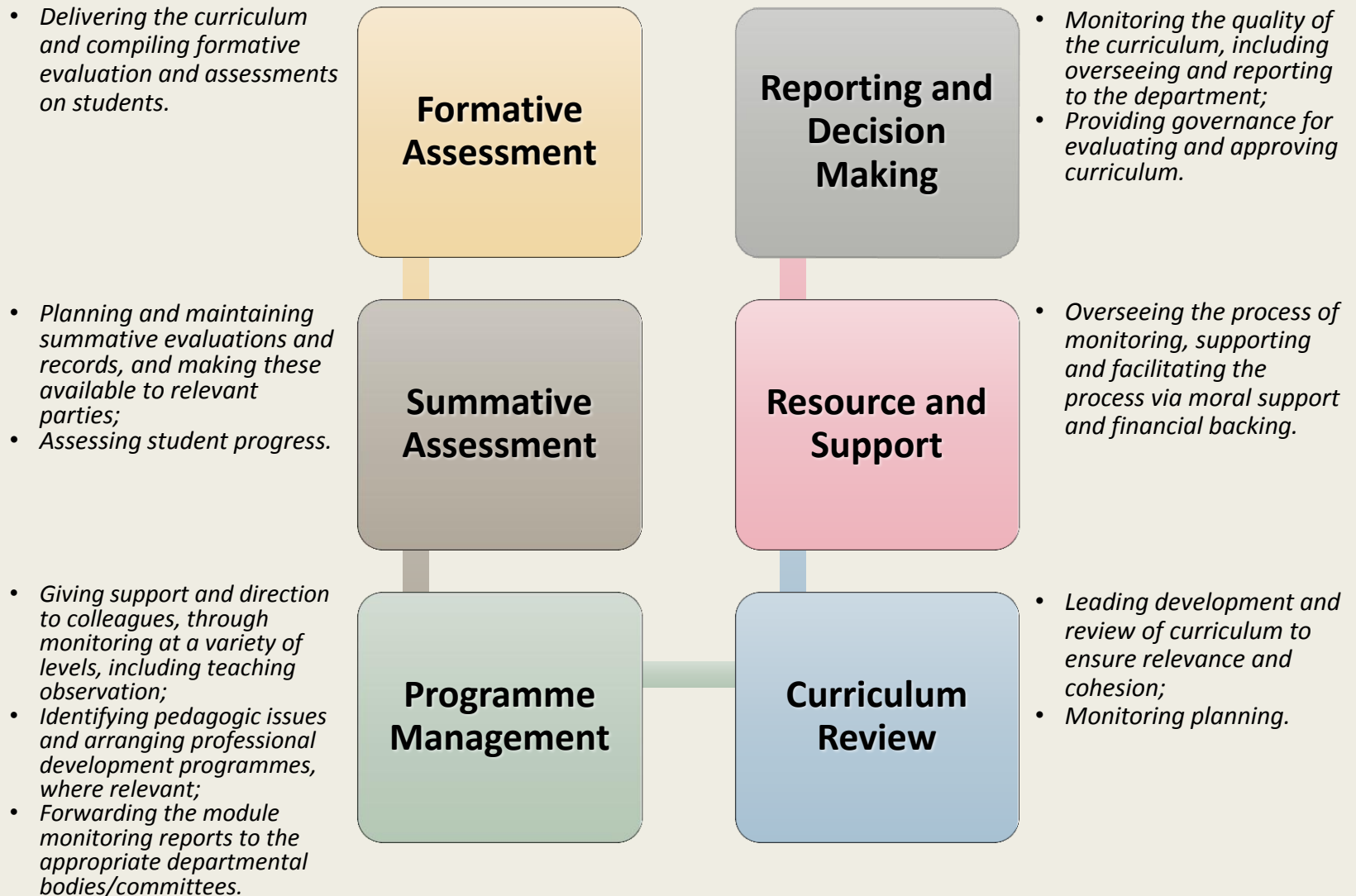
Module Monitoring

- Module monitoring serves **two main purposes**:
 1. To *monitor students' level of performance*, through *review of assigned marks and grades*.
 - It underpins **summative assessment**, which helps to identify the degree to which a student has met the criteria for the particular module.
 - Through feedback from **formative assessments**, the module coordinator may monitor students' performance that assist students to learn, deepen their understanding, and develop new attitudes and ideas.
 2. To *inform the lecturers/instructors of the following based on the information collected through formative and summative assessments, as well as through student feedback*:
 - Students' **readiness** to cope with the module's academic demand;
 - Students' **understandings** of the materials and learning/teaching methods;
 - Topics students have grasped and topics that **need further attention**;
 - The degree to which students are **engaged with module materials**;
 - The tasks students find **difficult, interesting** and **motivating**;
 - Students who need **additional support** with the module;
 - The degree to which students are **satisfied** with learning/teaching methods.

Module Monitoring Process



Responsibilities in Module Monitoring



Programme Monitoring

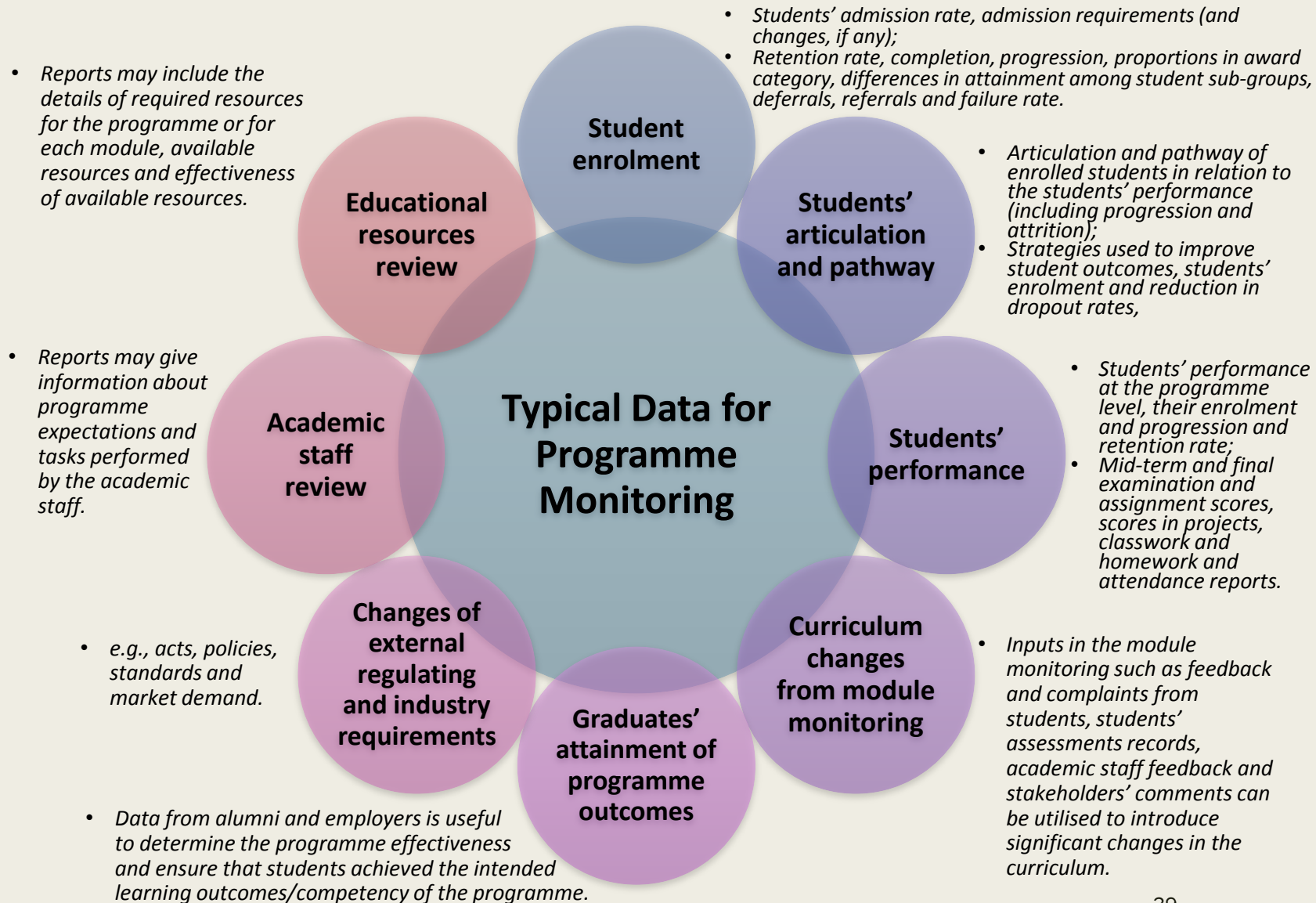
- Programme monitoring is an activity that:
 - Clarifies *programme objectives*;
 - Links *activities* and their *resources* to objectives;
 - Translates objectives into *performance indicators* and sets *targets*;
 - Routinely *collects data* on these indicators;
 - Compares *actual results* with targets.

- Programme monitoring enhances the quality of the student experience by the following activities:
 - Providing for *continuous review*;
 - Identifying *areas for improvement*;
 - Taking *appropriate and timely actions*.

Programme Monitoring

- Annual programme monitoring could:
 - *Identify the **key issues** related to:*
 - Academic standards;
 - Quality of student learning experience;
 - Programme design and content;
 - *Analyse issues raised in:*
 - **Student performance data**: Programme performance indicators, e.g. admissions, enrolment, entry qualifications and pathway, retention, progression, completion, exit qualification;
 - Internal **student feedback** and **external surveys**, e.g. tracer studies;
 - *Review other issues:*
 - e.g. employability issues or generic skills issues and programme sustainability.

Programme Monitoring Process



Periodic Programme Review

- Programmes review is a process undertaken periodically to **make judgments** about the degree to which the programme:
 - *Meets the requirements of:*
 - Malaysian Qualifications Framework (MQF);
 - Code of Practice for Programme Accreditation (COPPA); and
 - MQA's Programme Standards, and/or standards from professional bodies;
 - *Contributes to the HEP's strategic directions and goals;*
 - *Provides a quality student experience.*
- It is necessary for HEPs to undertake periodic programme review, as required by **COPPA (Management of the Programme)**.
 - *The review should involve **panel of personnel from a range of backgrounds**, so that the programme is evaluated from multiple perspectives.*
 - *Review panels for programmes at **Bachelor's level (MQF Level 6)** and above must include external representation.*

Responsibilities in Programme Review

- To ensure the seamless implementation of periodic programme reviews, the HEP (through the IQA Unit) should clarify the **roles and responsibilities** of the parties involved in the review.

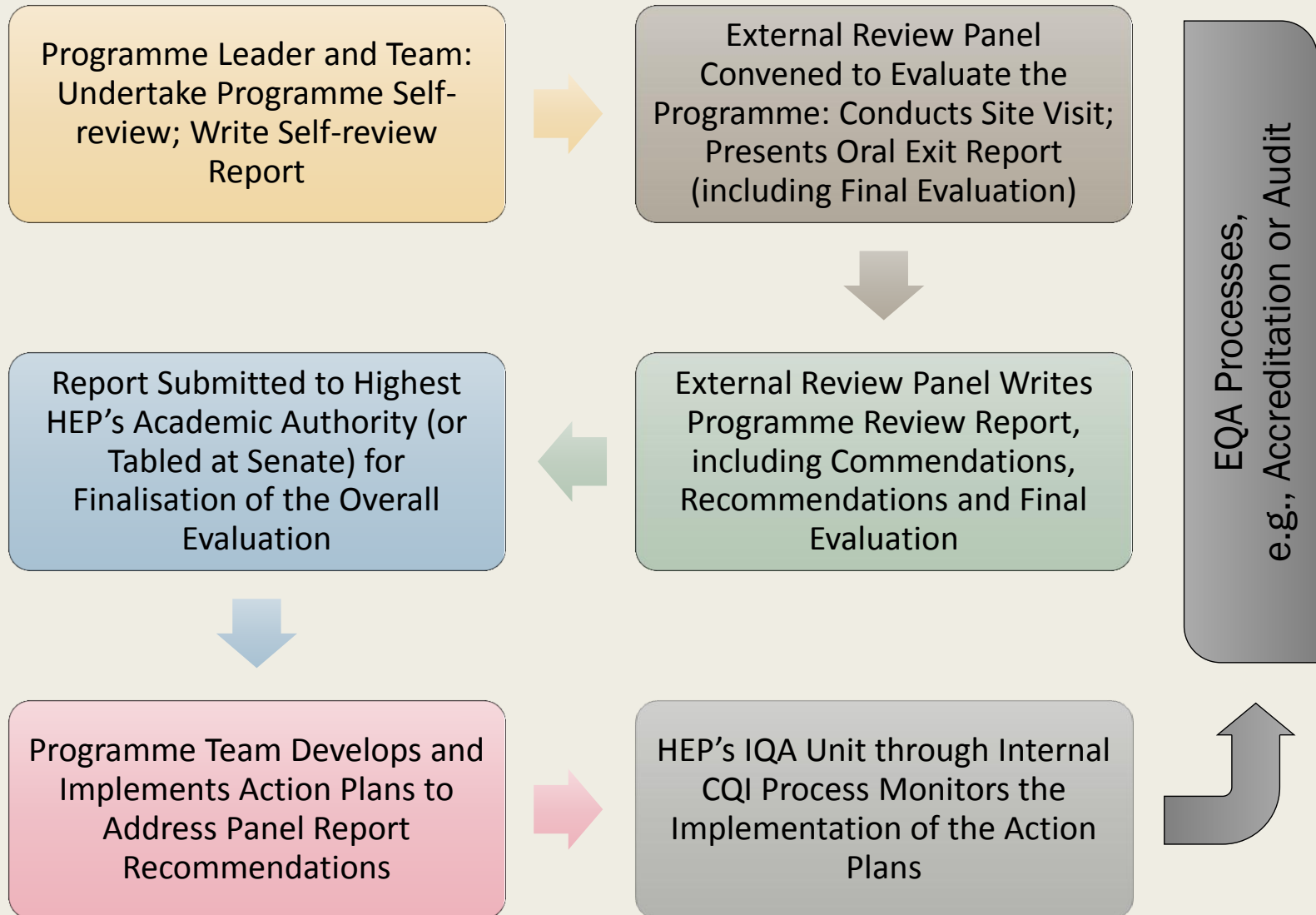
Body	Role
Internal Quality Assurance (IQA) Unit	<ul style="list-style-type: none">• Prepares and notifies department of the review timeline;• Undertakes administration for the review.
Programme Leader and Programme Team	<ul style="list-style-type: none">• Prepares self-review report.

- The external review panel (i.e., **external to the department** in which the programme operates):
 - *usually includes a range of personnel from within and outside the HEP and the department;*
 - *could include industry or professional body representatives, and representatives from other HEPs.*

Programme Self-review Report and External Panel Report

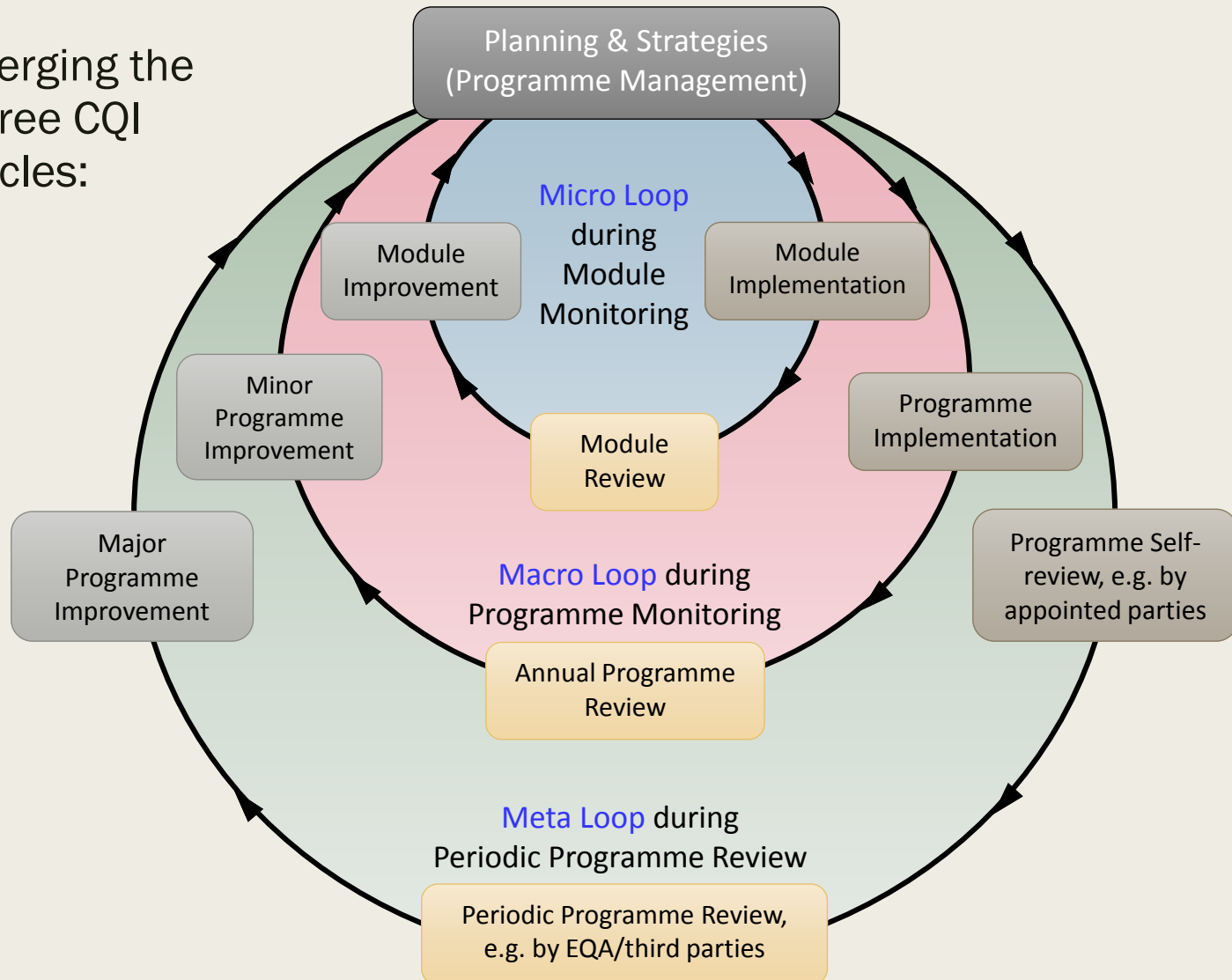
- The programme [self-review report](#):
 - *is completed by the programme team for the consideration of the External Review Panel;*
 - *contains evaluative as well as descriptive and reflective emphases.*
- The [external panel report](#):
 - *records the external review panel's findings on the programme.*
 - *contains summative or overall judgement of the panel on:*
 - The degree of confidence that the HEP can take in the quality; and
 - Integrity of the academic programmes;
 - *includes comments on:*
 - Areas of good practice, recorded as [commendations](#); and
 - Areas for improvement, recorded as [recommendations](#).
- External Review may be coordinated with EQA processes:
 - *as preparation to programme accreditation or maintenance audit by MQA or professional bodies.*

Stages in Periodic Programme Review



Overall CQI Processes

- Merging the three CQI cycles:



Terima Kasih

