

Jon Yorke
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Learning Standards and the Assessment of Quality in Higher Education: Contested Policy Trajectories

Standards And Quality In Higher Education

J Elliott



Standards And Quality In Higher Education:

Standards and Quality in Higher Education T.C. Shippey Shippey,1992 *Standards and Quality in Higher Education* John Brennan,Peter De Vries,Ruth Williams,1997 This study addresses debates on academic standards and quality assurance from the perspectives of institutional leaders national quality bodies and higher education researchers It includes the results of studies of the impact of external quality assurance upon management and decision making **Standards and Quality in Higher Education** T. C. Shippey Shippey,1992* **Code of Practice for the Assurance of Academic Quality and Standards in Higher Education** ,2000 Quality Assurance in Higher Education Stamelos Georgios,K.M. Joshi,Saeed Paivandi,2017-01-30 The significant growth of number of students enrolled in tertiary education institutions in the recent past decades has caused an unprecedented expansion of higher education systems The rapid and constant social economic and technological mutations and international competition make the importance of qualitatively well educated citizenry and labor forces very decisive Globalization has developed a powerful impact on the development of higher education and imposes new challenges for the organization standards financing regulations Systems of higher education tend to detach from the national models and adopt a more global orientation The implementation of quality assurance is one of the recent and most decisive transformations of higher education Different higher education systems are trying to develop assessment tools internal and external to improve the quality of teaching research and extension activities and these are either based on experiences of selected countries or are extensively country specific The quality assurance procedures that were often dependent on national directorial traditions have gradually tended to converge and led to a setup of common tools and standards Countries under a centralized system tend to impose a uniform and general model while decentralized systems give greater freedom to universities to set up their own quality International rankings of universities also contribute to impose a set of transnational standards and values which is also being considered as indicative by the stakeholders The present book tries to look at the quality assurance mechanism international rankings and its impact in both absolute and comparative fashion in context of 11 countries from different parts of the world *Learning Standards and the Assessment of Quality in Higher Education: Contested Policy Trajectories* Jon Yorke,Lesley Vidovich,2016-07-13 This book analyses accountability and quality policies relating to learning standards and examines their implications for assessment in higher education Whilst primarily focusing on the Australian setting this analysis is located within a broader frame of reference that includes the United Kingdom UK the United States of America US and the Organisation for Economic Cooperation and Development OECD Across these settings comparative measures of learning have been seen as a policy solution to the problem of proving quality in a globalised and increasingly competitive higher education market Comparative measures of learning depend on the specification of learning standards Learning standards attempt to articulate the capabilities expected of graduates and students achievement of these is determined through the practices of assessment carried out within

institutions Quality policy learning standards and assessment practices all intersect within the broader umbrella of accountability with relevance to governments higher education providers employers parents and students The findings reported in this book highlight a number of policy influences including the rising demands for national and international comparative data on learning standards to compare quality and inform student choice in a globally competitive market

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education Quality Assurance Agency for Higher Education,2004 Quality Assurance in Higher Education International Network of Quality Assurance Agencies in Higher Education. International Conference,Antony Stella,2002 Contributed papers presented at a conference held in 2001 at Bangalore *Quality Assurance in Higher Education* Don F. Westerheijden,Bjorn Stensaker,Maria Joao Rosa,2007-09-04 By bringing together leading experts on quality assurance in higher education from seven countries from Europe the USA and South Africa this volume intends to go several steps further than most publications on quality assurance First it brings together views from micro to macro levels in the multi actor space showing how quality assurance impacts the higher education system throughout Second it links quality assurance solidly to issues of regulation translation rather than mechanical implementation and transformation instead of being only focused on quality assurance as a single policy instrument Third it uses this broad range of research insights to criticize current practices explaining for instance why sometimes people have difficulty in tracing any concrete effects of all initiatives taken in this area Finally the book offers proposals for better focusing quality assurance in the future to address institutional challenges better The general purpose of the book then is to give an engaged academic reflection on how quality assurance is embedded in higher education and in a dynamic way to assess its impacts and potential improvements **Code of Practice for the Assurance of Academic Quality and Standards in Higher Education** ,2001 Code of Practice for the Assurance of Academic Quality and Standards in Higher Education Quality Assurance Agency for Higher Education,2001 **Higher Education Standards and Quality. Go8 Backgrounder 13** Group of Eight (Australia),2010 The increasing international mobility of students and graduates and the proliferation of providers of higher education services and qualifications challenge governments to find new ways and means of assuring that effective learning is taking place and safeguarding the integrity of educational qualifications The expansion and diversification of higher education requires new forms of information and channels of communication about the orientation and quality of different higher education institutions and programs so that potential participants can make sense of what is available and make informed decisions and employers can have a reasonable basis on which to compare graduate applicants for jobs Thus there is a compelling case for governments to be concerned to ensure that the community can have confidence in its higher education institutions and the programs and qualifications they provide However the government s proposed approach to higher education involves a degree of central regulation and intrusion which is beyond that found in other OECD Organisation for Economic Cooperation and Development countries and which is

unprecedented in Australia There are concerns within the higher education community that this approach will be counterproductive because it will stifle diversity erode quality and reduce the flexibility necessary to respond to unexpected needs and challenges By adopting a more comprehensive gradual and inclusive approach to policy development relating to standards and quality in higher education the government will be able to achieve greater institutional and professional support and make more effective use of the national and international studies already underway in this area **Handbook of Standards for Quality Management in French Higher Education Institutions** Comité national d'évaluation, 2003

Enhancing Quality in Higher Education Ray Land, George Gordon, 2013-06-19 Interest in the quality of higher education provision has been steadily increasing over the last twenty years This has been driven largely by the international creation of explicit policies and reporting requirements to review audit and evaluate provision The interest is associated in many countries with the granting by governments of greater autonomy to higher education institutions This crucially comes bound with increased requirements for accountability in the exercise of such power Enhancing provision promoting innovation cultivating exploration and adopting information led approaches to practice are at the very heart of higher education As such quality enhancement comes in many guises and is under constant scrutiny Enhancing Quality in Higher Education looks critically at recent developments in higher education taking snapshots of changing practices around the world and analysing the varied theoretical perspectives of quality enhancement that are emerging The opening section draws upon this theoretical base whilst the second section contextualises it through the analysis of a diverse range of international case studies The concluding section considers future prospects for the enhancement agenda in the light of the international pressures facing all systems of higher education in the future Policy will inevitably be shaped by the historical contexts within which national systems are located The book draws on a wide range of international case studies examined by a host of contributing experts The movement towards quality enhancement can be seen as stimulating action at the grassroots of the academy to self generate improvement It is a counter to the prevalent view that change in higher education is essentially about the institutional response to increasing societal pressure and state control and as such is a welcome contribution to the literature This comprehensive volume is essential reading for anyone involved in higher education and educational policy

Quantity and Quality in Higher Education John Radford, 1997 Explores changes taking place in British higher education focusing on the educational functions of universities and how these may be preserved and developed in the climate of change Part I reviews the changing purposes of higher education from its origins through the 20th century and Part II analyzes standards and assessment with chapters on the quality management debate factors impacting academic standards and the UK's external examiner system Part III discusses priorities and Part IV examines ends and means For academic staff in higher education Distributed by Taylor and Francis Annotation copyrighted by Book News Inc Portland OR **Code of Practice for the Assurance of Academic Quality and Standards in Higher Education** Quality Assurance Agency for

Higher Education,2000-01-01 Information on Quality and Standards in Higher Education ,2003 **Implementation of the Standards and Guidelines for Quality Assurance in Higher Education in the Central and East-European Countries** ,2009 **Enhancing Quality in Higher Education for Better Student Outcomes** Lily W. Njanja,2018-10-30

This collection of essays explores ways that universities in East Africa can better serve the common good Each essay here delves into different aspects of improving the quality of higher education Readers are introduced to insightful discussions of the role of quality assurance in creating educational systems that are relevant to the global knowledge economy and to the task of advancing human flourishing **Quality Assurance in Higher Education in Eastern and Southern Africa** Peter Neema-Abooki,2021-08-23 This book examines the critical aspect of quality assurance maintenance of competitive standards in African higher education It explores both the micro and macro levels of continental African higher education regulatory authorities and analyses different institutional regional and national practices for moving towards continental quality assurance approaches Contributed to by scholars across Eastern and Southern Africa the book considers conceptual practical epistemological and policy dimensions of quality and quality assurance especially in relation to higher education in Africa It therefore draws on research and local expertise to open up debate about how to assure and enhance the quality of higher education providing a comprehensive review of eight countries and considers societal challenges It aims to satisfy the need of more thoughtful and critical works on African education as produced by African educators The uniqueness of this book lies in integrating both the theoretical and practical dimensions of quality to devise appropriate strategies for ensuring quality and standards in higher education in continental Africa and beyond This authoritative book advocates for a timely discussion around the provision of good quality higher education and research in African universities and will be of great interest to academics policy makers researchers and post graduate students in the fields of higher education comparative education and African studies

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