Subject	Maintaining Quality within the Institution
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1. Introduction

This topic contains the syllabus of *Maintaining Quality within the Institution*, along with descriptive information about the subject, the intended learning outcomes, and useful resources. Read this information carefully and revisit it whenever necessary.

2. Subject Description

This subject, *Maintaining Quality within the Institution*, is designed to provide an insider view of quality in the HEIs and explores the questions of how quality can be maintained by a university or college itself.

3. Objectives

Objectives: Maintaining Quality within the Institution

At the end of this subject, you will be able to
- describe the major factors that affect the institutional quality assurance
- describe the notion of a planning pyramid with long-term vision, medium-term strategic plans and shorter- term operational plan
- discuss how improvement can be made through evaluation in terms of review and monitoring within the institution
- identify the difference between information comparison and benchmarking including choosing institutions or sub-areas for information comparison and for benchmarking
- describe the external quality agency audit process

4. Subject Design

The subject is divided into four modules. To provide a wider view and to stimulate critical thinking, additional articles are embedded in the content, or may be supplied by your facilitator or mentor. In general, our goal is to help you to develop understanding and skills that can be applied in your national context.

You are expected to communicate with your fellow students and to participate in discussions using the communication tools provided. The Subject facilitator will monitor student contributions to the Discussion Board, offering comments to clarify or reinforce important concepts. Your postings are, in particular, a way to demonstrate analytical skills which are among our learning objectives.

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Here are some useful tips to help you collaborate with other students. Interaction among group members enhances the learning and understanding of the concepts and cases presented.

Guidelines for Online Interaction

- Written contributions to the Discussion Board should be topical, concise, analytical and to the point. It is important to identify an issue or problem, to analyze HOW and WHY the problem exists, and to recommend a partial or full solution.
- Make reference to any original message to which you are responding.
- Be constructive when discussing others' ideas and comments.
- Post responses in a timely manner.
- Private comments should be confined to personal email.
- Choose words carefully and consider how the reader might interpret them. 'Plain English' may be preferable to technical jargon. Remember that written text can sometimes seem more harsh or critical than the spoken word.

Assessment

You will be informed of the approach to assessment and your assessment tasks at the start of the subject.

5. Subject Resources

Reading lists, full texts and useful websites will give you the sources that you need to consult as general reading or support for specific learning activities and assessment tasks.

We have attempted to make clear the meaning of terms in the relevant context. Even so, you may need to adapt to the variations as you work through the course. As you do further reading you will realise this adaptation is also required when you move outside your own national and regional boundaries to work with the literature of quality assurance agencies in other places.