

TOWARDS ULTIMATE ENHANCEMENT OF THE INVOLVEMENT OF IQA STAKEHOLDERS IN BAHRAIN

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Some thoughts to start with ...

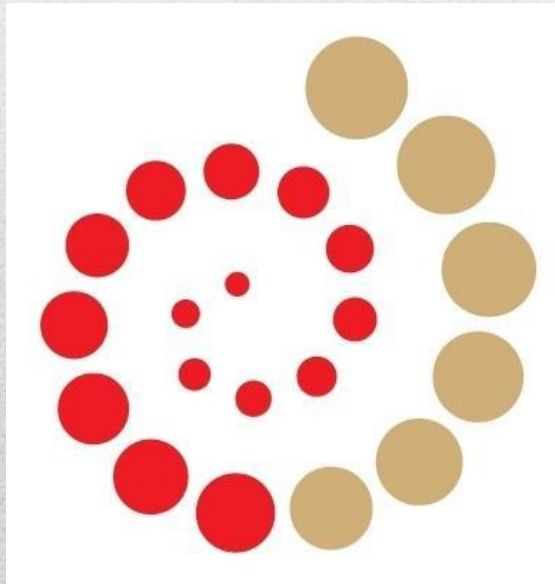
- **Who are our stakeholders?**
- **Why should they be involved?**
- **How important is their involvement?**
- **How involved are they?**
- **How can we enhance such an involvement?**





Who are we?

What do we do?



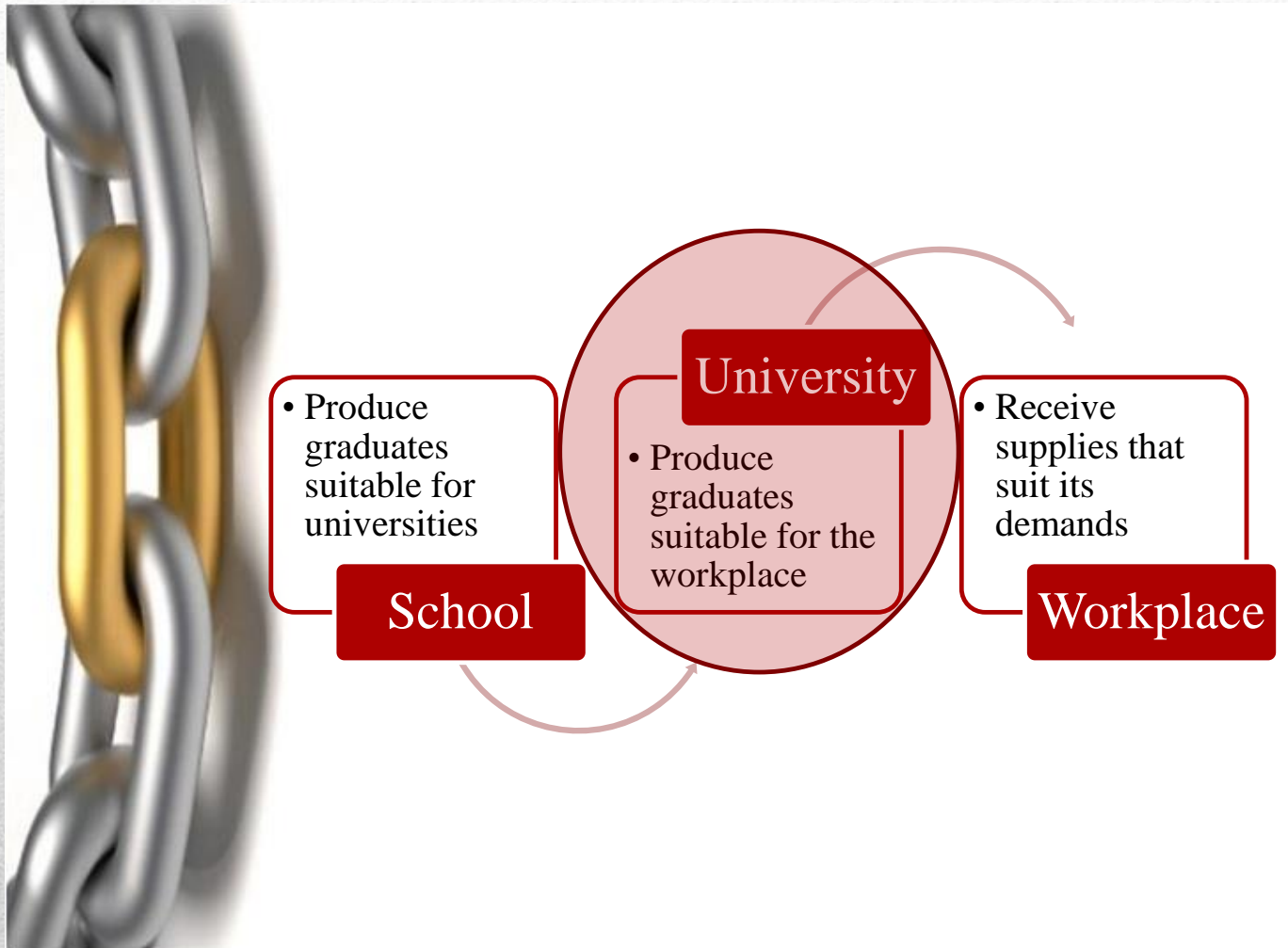


Academic Programs within UoB

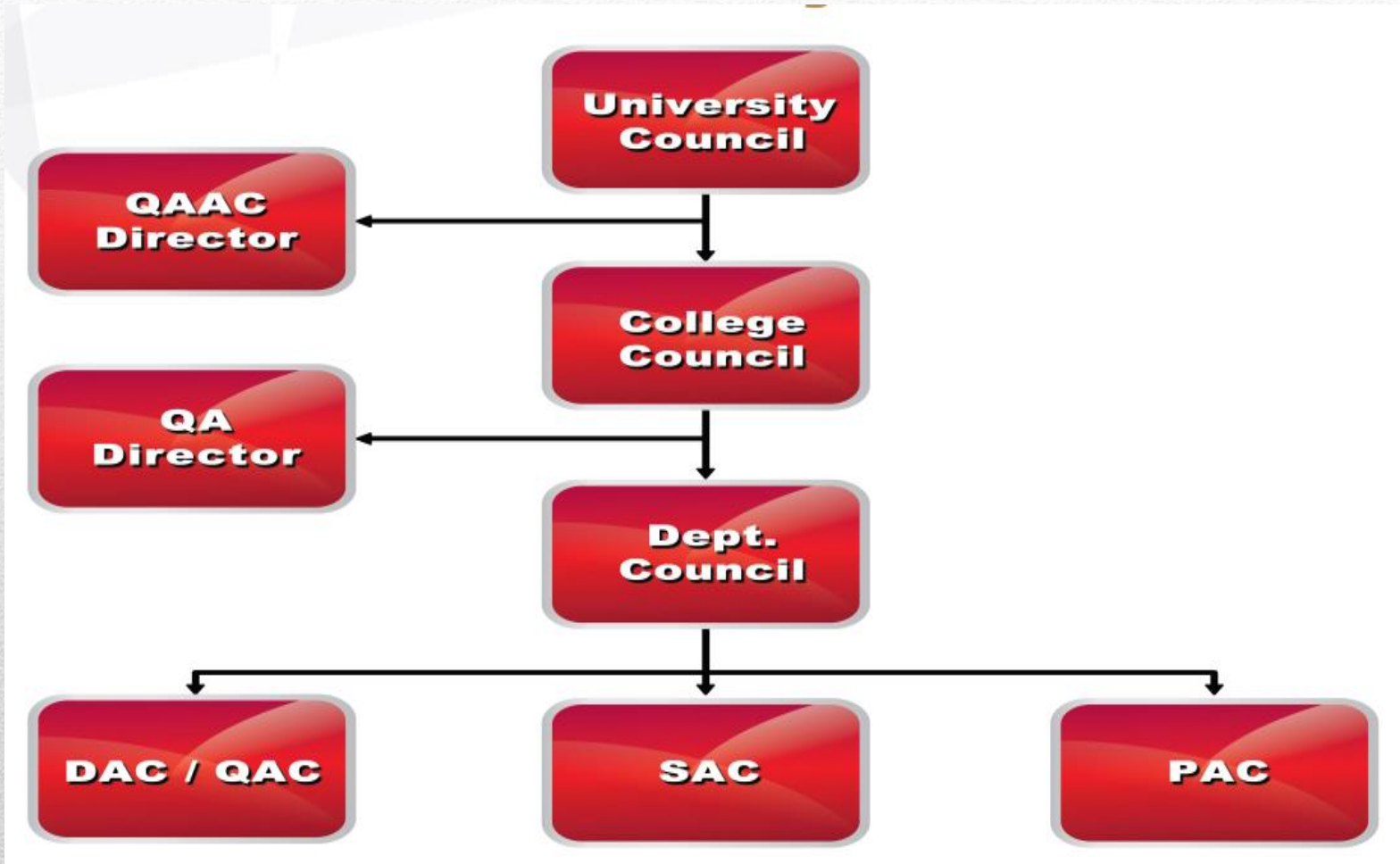
UOB'S IQA SYSTEMS

**Local, regional and global EQA
systems.**

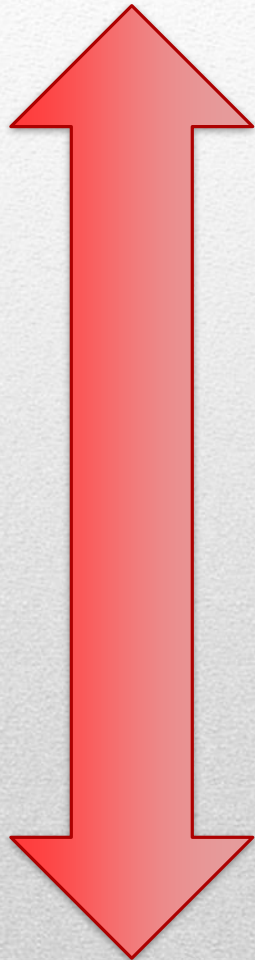
Another link?



IQA STRUCTURE?



Levels of IQA System



COURSE LEVEL

PROGRAM LEVEL

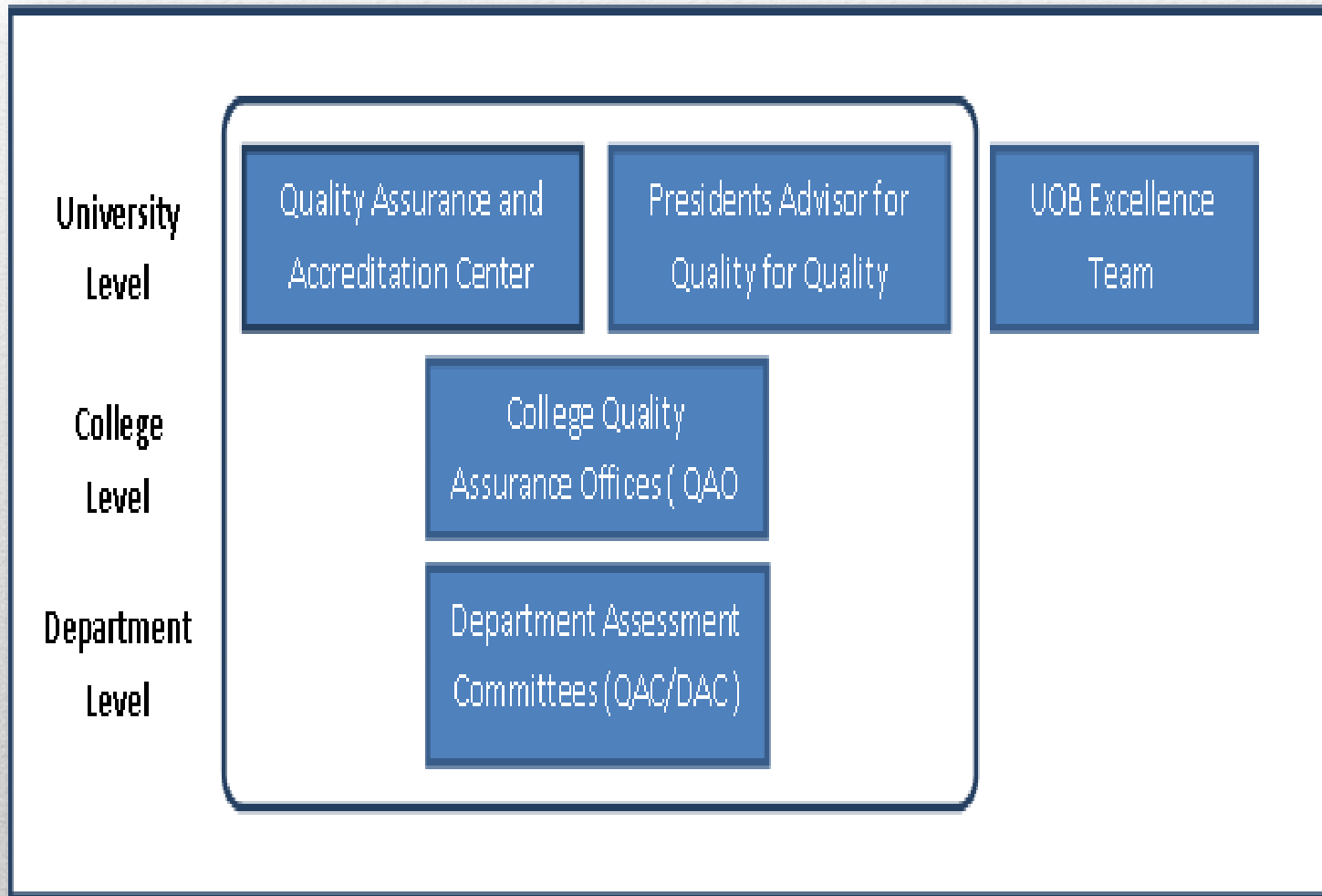
DEPARTMENT LEVEL

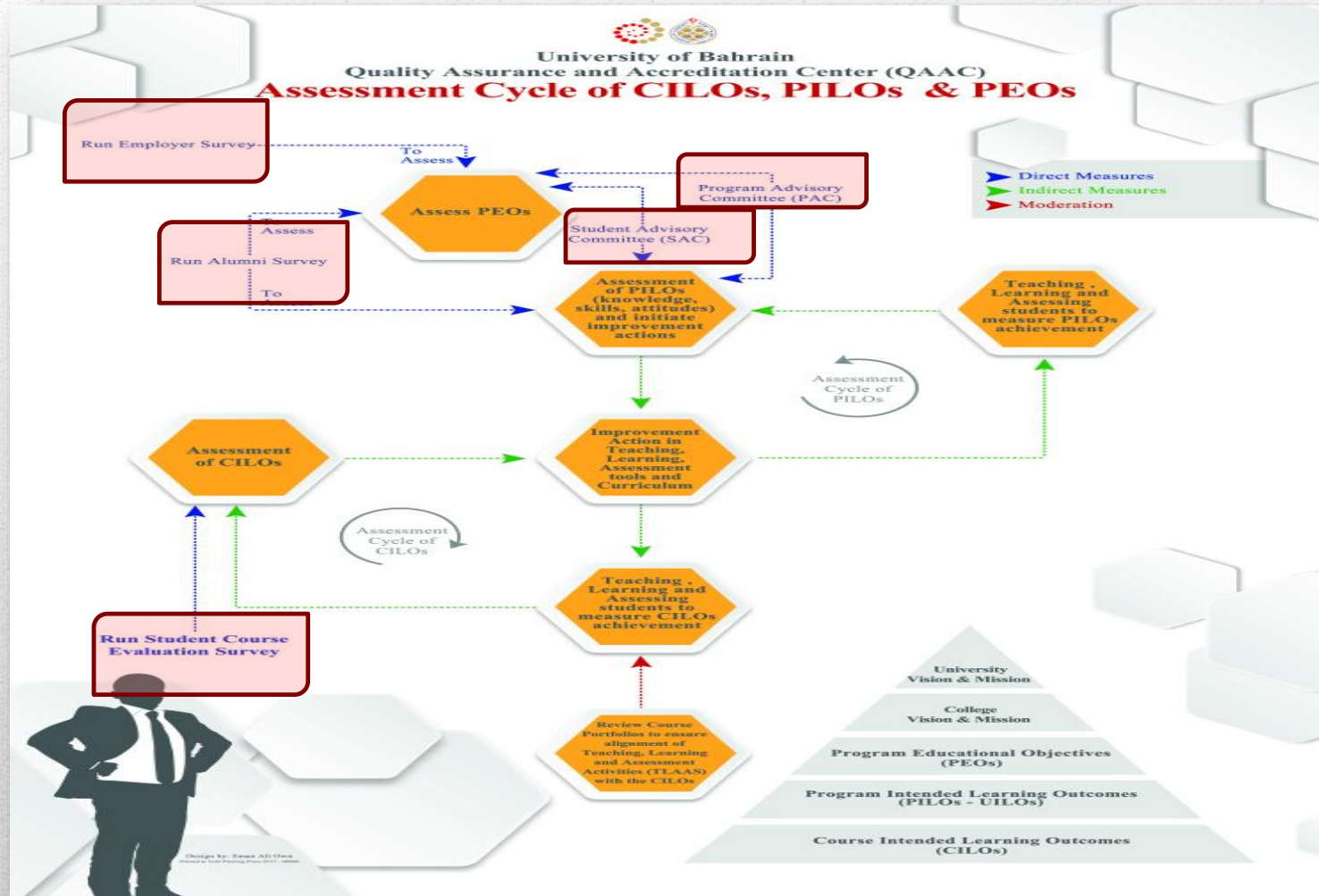
COLLEGE LEVEL

UNIVERSITY LEVEL



UOB's Internal Quality Assurance System





Involvement of Stakeholders in the QAAC's Program Quality Framework

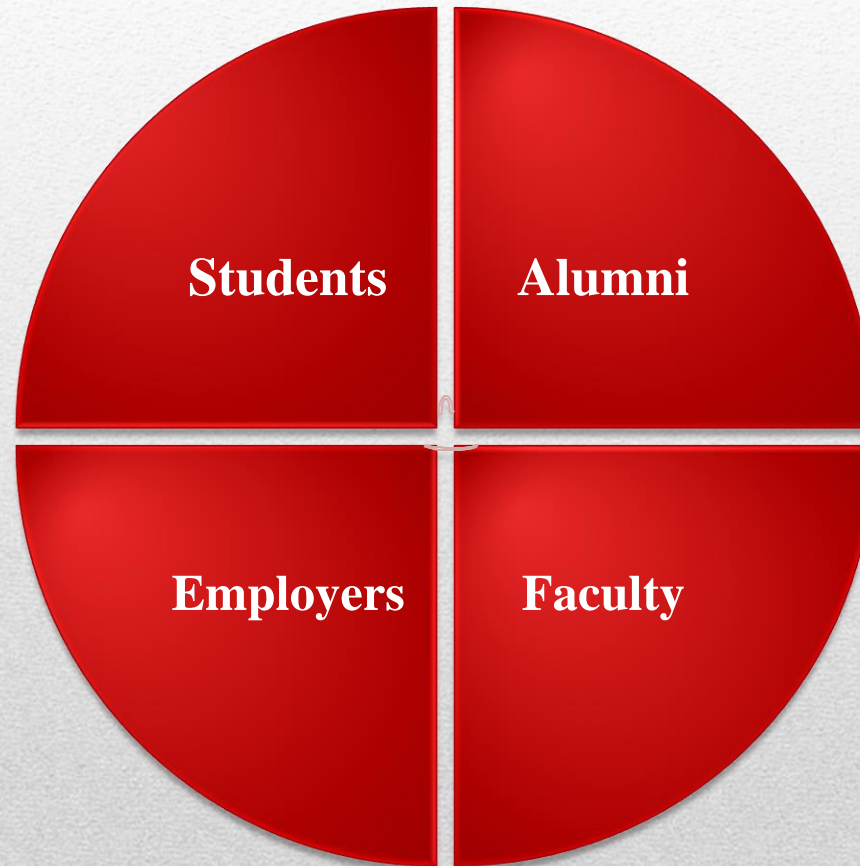
UoB's IQA has its own:

Program Quality Assurance
and Enhancement Policy

Quality Manual



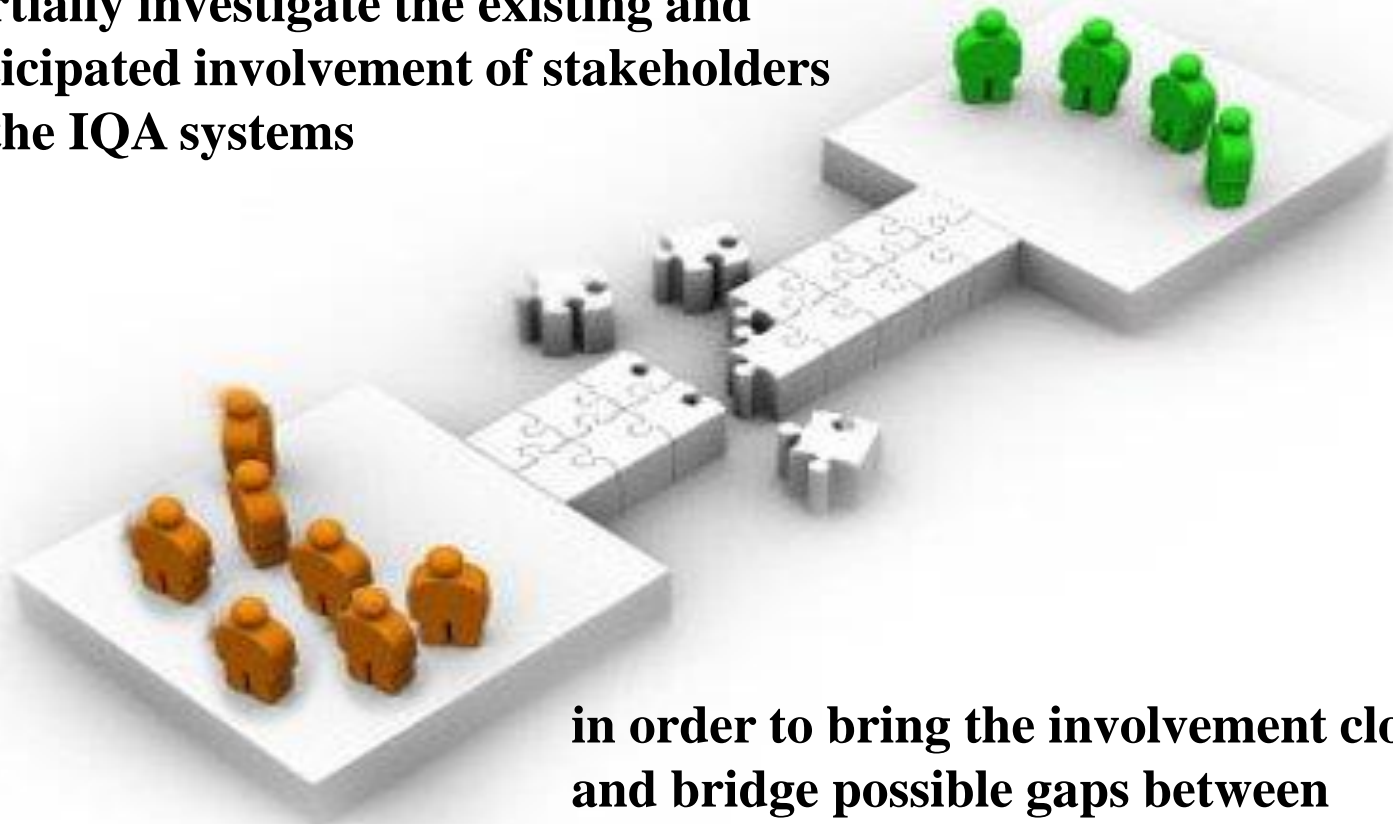
Who are our stakeholders?



THE STUDY

The study

Partially investigate the existing and anticipated involvement of stakeholders in the IQA systems



in order to bring the involvement closer and bridge possible gaps between stakeholders and IQA systems

METHODS



FINDINGS

EFFICIENCY OF UOB'S IQA SYSTEM?

Excellent

Cohesive

Standardized

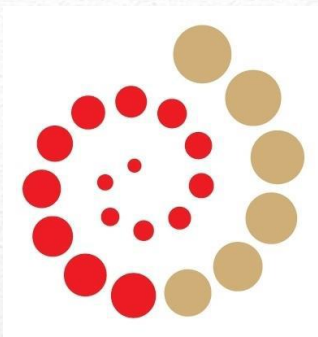
Integrated

Strong

Clear policies and procedures

Gatekeepers

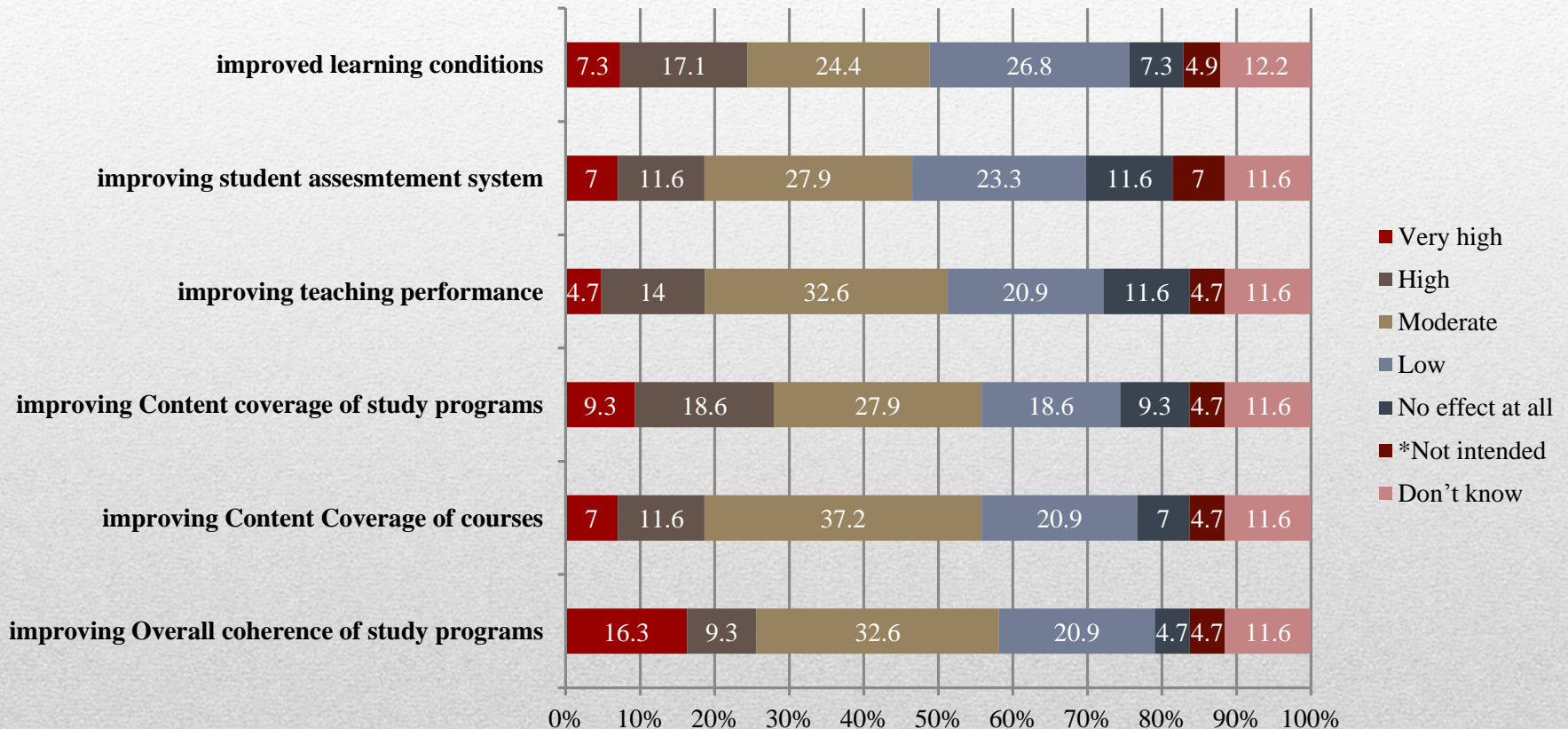
effective in involving stakeholders



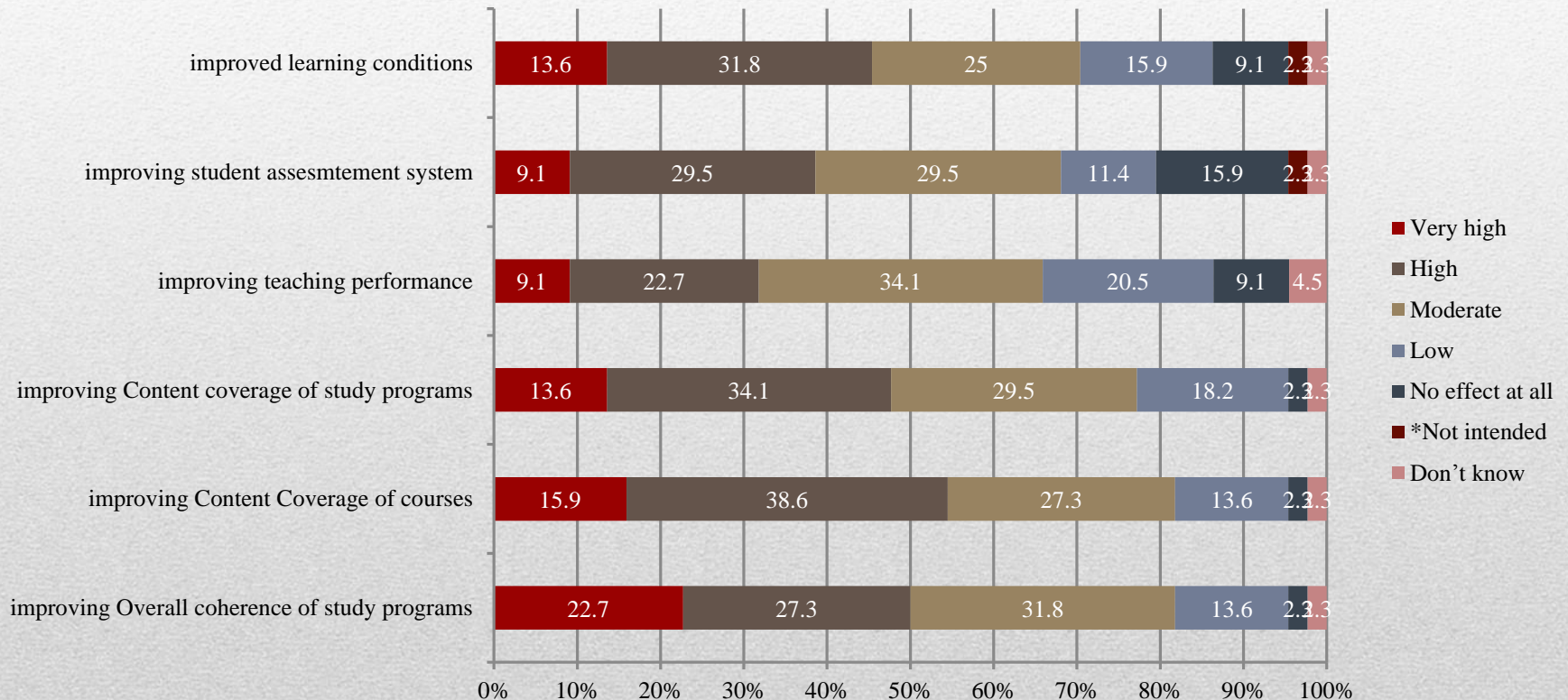
“stakeholders project full confidence and appreciations for the efforts exerted into the development of the academic program quality delivery”

“colleges have systemized links with the employers and alumni, using clear processes”

Effect of Stakeholders Satisfaction Surveys on the six areas related to Teaching and Learning



Effect of Involvement of Stakeholders on Study Program Revisions on the six areas related to Teaching and Learning





The involvement of stakeholders in study program revisions improves:

the overall coherence of the study programs (95.5%),
course content coverage (95.5%),
study program content coverage (95.5%),
the teaching performance (86.4%),
the learning conditions (86.4%),
and student assessment system (79.5%).

“How much weight does stakeholders’ satisfaction have and is taken into consideration as a key factor in the review process?”

RONNY HEINTZE (AQAS)

**How important stakeholders'
involvement is to the development
of programs?**

VERY IMPORTANT = 88.6%

How important stakeholders' involvement is perceived?



“The employer’s input is very important for the delivery of the program” and that there are tools related to employability, such as the PACs, surveys including alumni, employer and senior exit survey and employers’ membership in the college councils that significantly help colleges understand employers’ requirements and viewpoints which are considered in the College’s strategic plan and while designing course/program outlines and their graduate attributes”

A College Dean’s Interview

All focus groups:

Interactions and meetings with the stakeholders in the Program Advisory Committee (PAC) were highly effective in developing the programs and aligning them with marketplace needs:

- IT College: a data mining course in the Information System (IS) program
 - CHS: mock real life in the program based on meetings with the Ministry of Health (MoH)
 - ARTS: Media Authority Affairs suggested adding specific courses within the Media program
 - Business: analysis of alumni and employer surveys resulted in numerous improvement actions in the Marketing program
-

Challenges

Challenges?

Enhanced active participation?

Visibility of measures?

Provision of transparency?

Establishing solid data information system?

Sustained and constructive 2-sided feedback?

Grievance policies/appeals?

**Visibility of
measures**

Random or
systemized?

**Stakeholders'
selection
criteria**

What
profile?

**Input received from stakeholders
could be invalidated, unreliable,
misguided or misleading**

**Legitimacy
&
Reliability**



Inexperienced in
academia?



Impulsive/
radical
introverted/
Sensitive?



Biased/ have
Negative attitudes
towards institution
or QA systems?

**fragmented, incoherent
and/or subjective
judgements?**



No independent national research bodies to guarantee objectivity

**Lack of time (employers,
faculty)**



**Lack of incentives/rewards
(all)**



**Increased workload &
burdensome tasks (faculty)**



**Writing
SERs!**



Culture of Resisting QA:

Workshop 1 by Heintze: *“EQA systems do not have the inside-knowledge to appreciate how things are internally done”*

“They did not understand us!”

**Is diversity
always a good
thing?**

**Diversity of the
discipline**



**Diversified employing
agencies**




**Diversified personnel
database**



**e.g.
College of Engineering Vs.
College of Arts**

Recommendations

- 
- **Provide training for stakeholders on the objectives, legislations, procedures, individual roles and ethics of the QA process**
 - **Set criteria for stakeholders' selection (profile)**
 - **Establish independent research bodies**
 - **Provide incentives and rewards**
 - **Capacity building:**

Reconfigure the roles of academic staff, students, alumni and employers:

- inducing hybrid mechanisms of both top-down and bottom-up decision-making in QA agencies (shift in power)
 - taking part in site visits as a member of the expert panel
-

Higher level of involvement in IQA systems?



Multiple roles



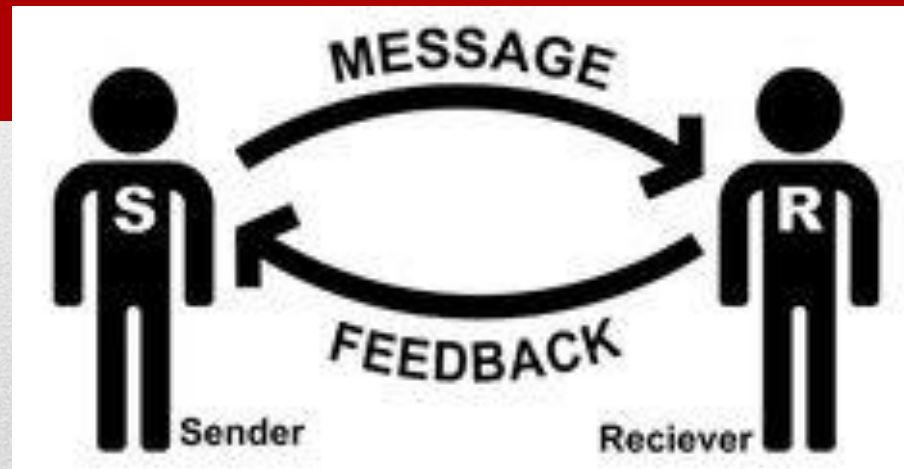
Veto power in committees/SERs/reviews



Ranging from curriculum assessment in self-evaluation processes up to policy making in a board of trustees

(Westerheijden et al, 2013; Leisyte et al, 2013).

A KEY RECOMMENDATION



**Two-sided Constructive Feedback before, during
and after a program/institutional review**

In short,

What we need is a chain of change in

Attitudes



Knowledge



Skills



Thank you
