Quality Assurance and Accreditation Of Higher Education In

Quality Assurance in Vietnamese Higher Education

The need to maintain high-quality education standards is a critical requirement for HEIs to remain competitive in the market and for government and regulatory bodies to ensure the quality standards of programs offered. From being an implicit requirement that is internally addressed, quality assurance activities become an explicit requirement that is regularly audited and appraised by national and international accreditation agencies. HEIs are voluntarily integrating quality management systems (QMS), institutional and program-specific, in response to the political and competitive environment in which it exists. Through its higher education department or by creating non-profitable accreditation bodies, many governments have implemented a quality framework for licensing HEIs and invigilates its adherence based on which accreditation statuses are granted for HEIs. Global Perspectives on Quality Assurance and Accreditation in Higher Education Institutions provides a comprehensive framework for HEIs to address quality assurance and quality accreditation requirements and serves as a practical tool to develop and deploy well-defined quality management systems in higher education. The book focuses on the critical aspects of quality assurance; the need to develop a concise and agile vision, mission, values, and graduate attributes; and to develop a system that effectively aligns the various activities of the HEI to the attainment of the strategic priorities listed in the institutional plans. The chapters each cover the various facets of the quality assurance framework and accreditation agencies' requirements with practical examples of each. This book is useful for HEI administrators, quality assurance specialists in HEIs, heads of academic departments, internal auditors, external auditors, and other practitioners of quality, along with stakeholders, researchers, academicians, and students interested in quality assurance and accreditation in higher education. This book provides a comprehensive overview of quality assurance in Vietnamese higher education under the centralised management of the government after 15 years of development. By implementing quality assurance and accreditation mechanisms, the Vietnamese government expected to be able to control and improve the quality of the higher education system. The editors and contributors therefore examine and analyse policies and practices related to the establishment and development of Vietnam's quality assurance system. Amongst other things, the chapters investigate drivers of quality assurance, stakeholders engaged in quality assurance and the future of quality assurance in Vietnamese higher education in benchmarking with other quality assurance systems in the region and across the world. This book will be of interest and value to students and scholars of Vietnamese higher education, as well as quality assurance in higher education more generally, but particularly in developing nations. A brief history of the Council for Higher Education Accreditation -- Preface -- The challenge of quality to higher education in the decade to come -- About accreditation -- The co-evolution of accreditation and higher education in America -- Accreditation and the academy --
Self-governance in the United States -- Accreditation and government -- CHEA recognition of accrediting organizations -- Taking stock of accreditation -- Into the future. -- Appendix A. Accreditation and the courts -- Appendix B. CHEA Tenth Anniversary Commission -- Appendix C. CHEA Board of Directors -- Glossary of Acronyms.Greater student mobility, increasing demand for access to tertiary education, as well as policy changes have spurred rapid expansion of the global higher education sector. However, with increased demand comes considerable variation in the quality of the supply. As higher education is an expensive endeavor for all stakeholders - governments, funders, employers, and families - there are also increasing expectations for accountability and demonstrations of quality. English as a foreign language (EFL) programs, in particular, are under considerable pressure to substantiate their value, resulting in a significant rise in interest around their quality. This volume is the outcome of a May 2018 international conference on quality and specialized accreditation, held in Turkey. The book’s three sections take the reader from the global to the institutional level, examining trends and best practices in EFL programs. The book’s thematic focus is primarily the Middle East and Turkey, yet the issues discussed herein a quite global in nature. This volume will be of interest to educational administrators at the institutional or program level, educational leadership programs focusing on higher education, language teacher preparation programs, and administrators in centralized education systems or accrediting organizations. This book weighs up the consequences of introducing Quality Enhancement and Risk Management as new dimensions in Higher Education quality control on a global scale. The authors include Chief Executive Officers of Quality Agencies, policy analysts and leading scholars in Quality Evaluation and Comparative Higher Education policy analysis. Accreditation of teacher education programs is increasingly embraced internationally and is being modeled after the American experience, despite criticisms from some in the field of teacher education in the United States. This book examines the transformation of accreditation and the interest and perception of nations and regions choosing to use the model in their own culture, including the Middle East and Gulf Region, South America, and the United Kingdom. Its distinctive edge is the juxtaposition of three sectors: quality assurance/accreditation, teacher preparation, and global/international experiences. The authors address how the adoption of a universal requirement for accreditation embraces a particular view of what teacher quality means. The emphasis on the development of teacher preparation in concert with accreditation is of academic interest to scholars in the United States and abroad. The experiences and voices of teacher educators as international colleagues in a global climate of accountability brings a fresh perspective on shared challenges. The Rise of Quality Assurance in Asian Higher Education provides information on the ways in which quality assurance and monitoring frameworks vary across programs that have taken place around the globe. However, in Asia, where higher education has witnessed rapid growth, and is also contributing significantly to international education which is benefited by many developed countries, this data has not been readily available. In recent years, governments in Asia have made significant investment with an aim of creating education hubs to ensure that higher education is internationally competitive. This book examines the developments in higher education quality assurance in eleven Asian countries, providing systematic insights into national quality assurance arrangements and also examining the different approaches governments in Asia have implemented based on social and economic contexts. Includes chapters from eleven countries that examine quality assurance arrangements Explores untold case studies of countries, such as Mongolia, Uzbekistan, Kazakhstan, Cambodia, Indonesia, Thailand, Korea, India, and others Examines higher education context, quality assurance arrangements, effectiveness, challenges, and international quality assurance in Asia Offers contributions from leading scholars and practitioners who are working in higher education in Asia Provides engagement for research students This book provides the first academically rigorous description and critical analysis of the Higher Education system in the Kingdom of Saudi Arabia, and of the vision, strategies and policy imperatives for the future development of Saudi universities. The government of Saudi Arabia has recognized in both policy and practice the necessity of developing its university system to world-class standard. Significantly increasing access and participation in Higher Education across a range of traditional and non-traditional disciplines is directly relevant to the future social and economic growth of the country. This book addresses the way in which Saudi Arabia is moving to develop a quality university system that balances the need for students to gain the knowledge, skills and "ways of doing" necessary to operate effectively on the world stage while simultaneously maintaining and demonstrating the fundamental values of the Islamic religion and culture. The book provides a description and critical analysis of the key components of the Saudi Higher Education system, and of system-level responses to the challenges and opportunities facing Saudi universities. It is written by a team of Saudi academics and authors of international standing from non-Saudi universities so as to provide both internal and external perspectives on all issues and to place information and ideas in the context of the international Higher Education scene. This practical and authoritative handbook provides a comprehensive overview of the issues and approaches to assuring quality in university teaching. Including contributions from major international figures, the book contains a wealth of ideas and practical advice to help universities commit to quality in teaching and offers insights into how the topics raised can be directly
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Chapters: Accreditation, Accreditation Commission for Health Care, Alliance for Full Participation, British Accreditation Council, Certificate of Conformity to Technical Regulation, Certification, Certification and Accreditation, Certified Quality Engineer, Commission on Accreditation of Rehabilitation Facilities, Community Health Accreditation Program, Consolidated Standards of Reporting Trials, CSA Z299, DNV Healthcare, European Association for Quality Assurance in Higher Education, Federation of Swiss Private Schools, Healthcare Facilities Accreditation Program, Healthcare Quality Association on Accreditation, Health Information and Quality Authority, Health tourism provider, Hospital accreditation, HP Quality Center, International healthcare accreditation, Intertek Consumer Goods and Retail, IT network assurance, Joint Commission, List of healthcare accreditation organizations in the United States, List of international healthcare accreditation organizations, Loading testing, Lot quality assurance sampling, Maintenance philosophy, National Certification Corporation, Participatory Guarantee Systems PGS, PCOLA- SAE, Preferred Reporting Items for Systematic Reviews and Meta-Analysis, Quality Assurance Agency for Higher Education, Quality Assurance Authority for Education and Training, Quality Assurance of Qualifications, SABRE Research UK, Software assurance, Software quality assurance, State Acceptance of Production, Static testing, Strengthening the reporting of observational studies in epidemiology, SUBSAFE, Swiss quality label for further education institutions, Systems assurance, Technical Control Department, Tertiary Education Quality and Standards Agency, TestLink, The Compliance Team, The UK Professional Standards Framework for teaching and supporting learning in higher education, TrentPhillips, Mark Schneider, Jamienne S. Studley, Joseph Vibert"This book covers Quality Assurance in Higher Education, offering frameworks to address QA and quality accreditation requirement in higher education systems around the world"--Improving and assuring the quality of professional educational services is the only last option left for forward-looking educational service enterprises or colleges or universities for surviving with pride and creating delight in customer students. For relatively younger economies like India and other Asian African countries, quality assurance has become almost mandatory from both the point of views: business growth and complying with the requirements of regulatory agencies. Many Asian countries have become provisional signatory members of Washington Accord for facilitating global mobility of graduates from universities of one country to another for further education and/or seeking employment opportunities. Recently, regulatory agencies of many developing countries have adopted outcome-based professional education model for formulating criteria and evaluation procedures for quality assurance and accreditation certification. The author, while doing consultancy work in India, has felt that faculty, in general, are not very much aware of the requirements and techniques of self-assessment with supporting evidence record files. It is hoped that this book shall be of adequate help to faculty and management of professional education institutions and universities in understanding the requirements of accreditation and in making necessary preparations of application and documentation.In the book the editors bring together the expertise of different stakeholders to illustrate the complexities of the accreditation system and to map the critical issues that must be navigated going forwardAccreditation as quality assurance : meeting the needs of 21st century learning : hearing of the Committee on Health, Education, Labor, and Pensions, United States Senate, One Hundred Thirteenth Congress, first session December 12, 2013.This book is edited and authored by experts with extensive international experience in ODL, e-learning, and QA who give careful consideration to the possibilities and challenges involved.This report assesses the status and practice of higher education quality assurance in Sub - Sahara Africa, focusing on degree - granting tertiary institutions. A main finding is that structured national - level quality assurance processes in African higher education are a very recent phenomenon and that most countries face major capacity constrains. Only about a third of them have established structured national quality assurance mechanism, often only as recently as during the last ten years. Activities differ in their scope and rigor, ranging from simple licensing of institutions by the minister responsible for higher education, to comprehensive system - wide program accreditation and ranking of institutions. Within institutions of higher learning, self assessment and academic audits are gradually being adopted to supplement traditional quality assurance methods. However, knowledge about and experience with self - assessments are limited. The main challenges to quality assurance system in Africa are cost and human capacity requirements. For countries with large tertiary systems, the report recommends institutional, rather than program accreditation as a cost - effective option. However, where tertiary systems are small and underdeveloped, a less formal self - assessment for each institution may be necessary until the capacity could be strengthened to support a more formal nation quality assurance agency in the long run.Quality assurance and accreditation in analytical chemistry laboratories is an important issue on the national and international scale. The book presents currently used methods to assure the quality of analytical results and it describes accreditation procedures for the mutual recognition of these results. The book describes in detail the accreditation systems in 13 European countries and the present situation in the United States of America. The editor also places high value on accreditation and certification practice and on the relevant legislation in Europe. The appendix lists invaluable information on important European accreditation organizations.
assuring the quality of professional educational services is the only last option left for forward-looking educational service enterprises or colleges or universities for surviving with pride and creating delight in customer students. For relatively younger economies like India and other Asian African countries, quality assurance has become almost mandatory from both the point of views: business growth and complying with the requirements of regulatory agencies. Many Asian countries have become provisional signatory members of Washington Accord for facilitating global mobility of graduates from universities of one country to another country for further education and/or seeking employment opportunities. Recently, regulatory agencies of many developing countries have adopted outcome-based professional education model for formulating criteria and evaluation procedures for quality assurance and accreditation certification. The author, while doing consultancy work in India, has felt that faculty, in general, are not very much aware of the requirements of outcome-based education model and, therefore, face difficulties in preparing self-assessment reports and supporting evidence record files. It is hoped that this book shall be of adequate help to faculty and management of professional education institutions and universities in understanding the requirements of accreditation and in making necessary preparations of application and documentation.

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