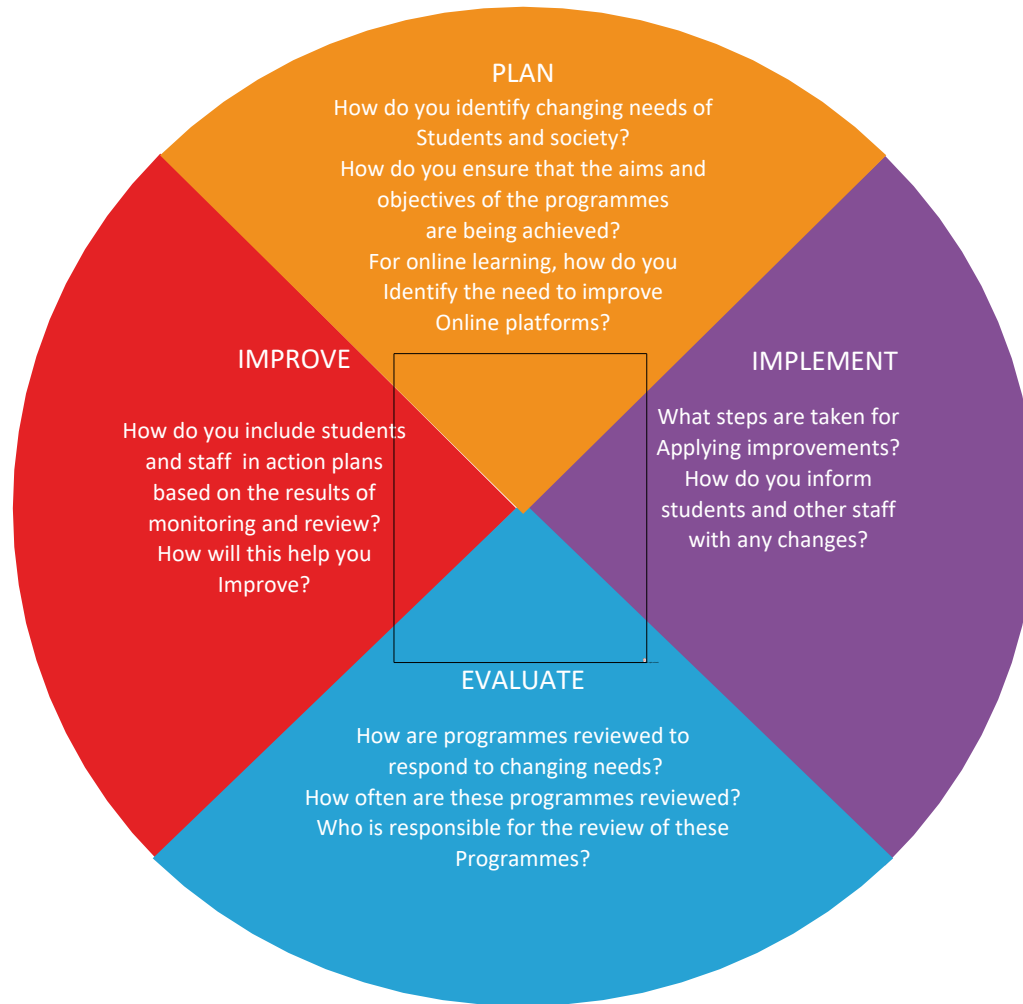


# Ongoing Monitoring

- Entities shall implement the Quality Cycle by monitoring and periodically reviewing their programmes in terms of their IQA policy and standards, to ensure that they achieve the objectives set for them and respond to the needs of students and society. Such reviews shall include input from students and, where applicable, input from EQA reports. They shall include students as well as other stakeholders that are benefitting from the outcomes of the programme; in the case of employment-oriented programmes this includes stakeholders from the world of work. These reviews shall lead to continuous improvements of the programmes. Any action planned or taken as a result shall be communicated to all those concerned.

# Ongoing Monitoring

- Ongoing Monitoring refers to the PDCA or PIEI cycle
- Plan
- Do/Implement
- Check /Evaluate
- Act/Improve
  
- How is all this going to be done?



# Data

- Through Quantitative and Qualitative data.
- Interpretation
- Documentation
- Communication
- External examiners
- Reports
- Meetings
- Corrective action plans- follow up
- Tracer studies

# Research

- Designing a process
- What kind of research is necessary here?
- Two areas: institutional and Programme research
- Who are the stakeholders in these areas?

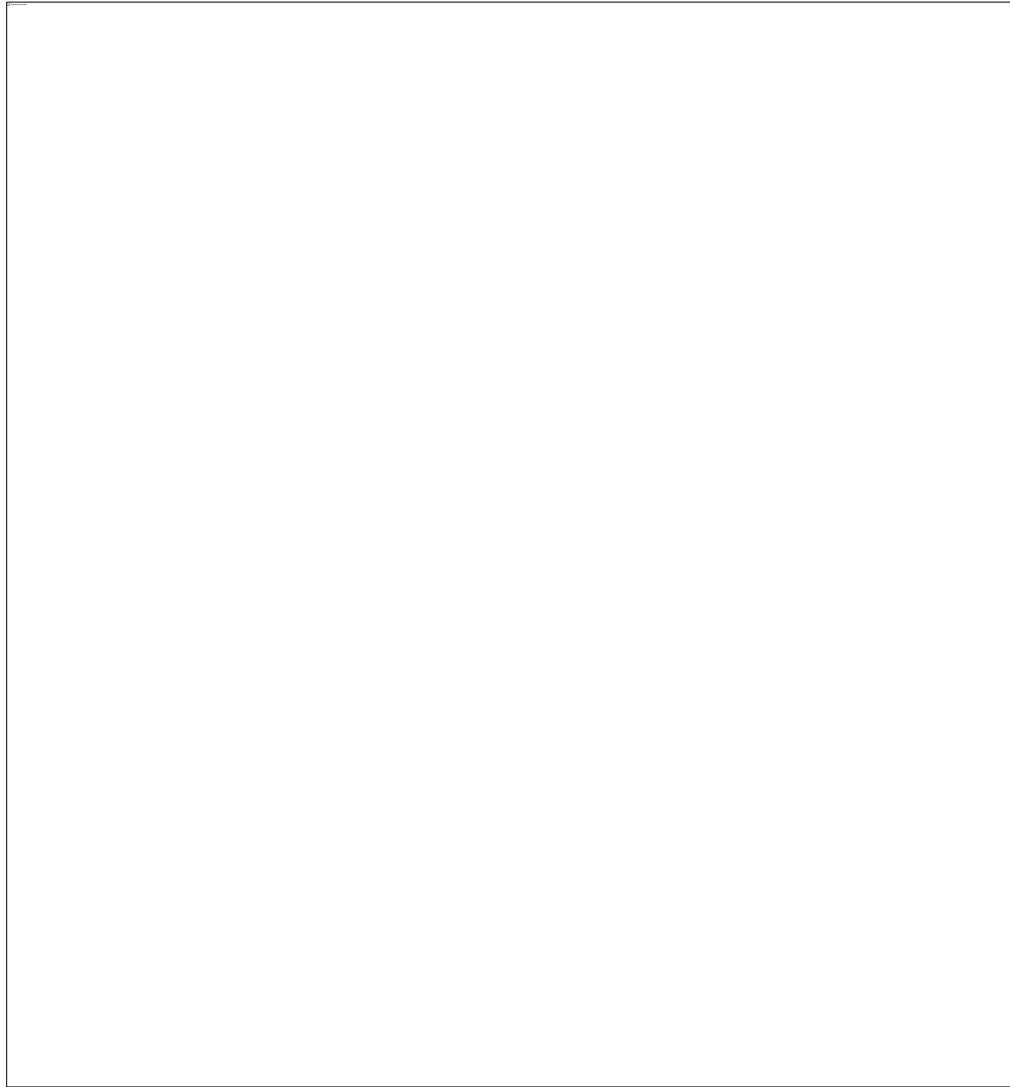
# General Tips

- Build monitoring as a process from the beginning ( in the Quality Assurance Manual)
- Decide even with all stakeholders what to monitor so these will be clearly understood by all
- Decide on a data collection system/procedure for inputs, outputs and outcomes
- Record any important information for ongoing monitoring- this should serve for improvement actions
- The process will be complete once evidence is being used for planning (PDCA/PIEI cycle)

# Different Data from different stakeholders

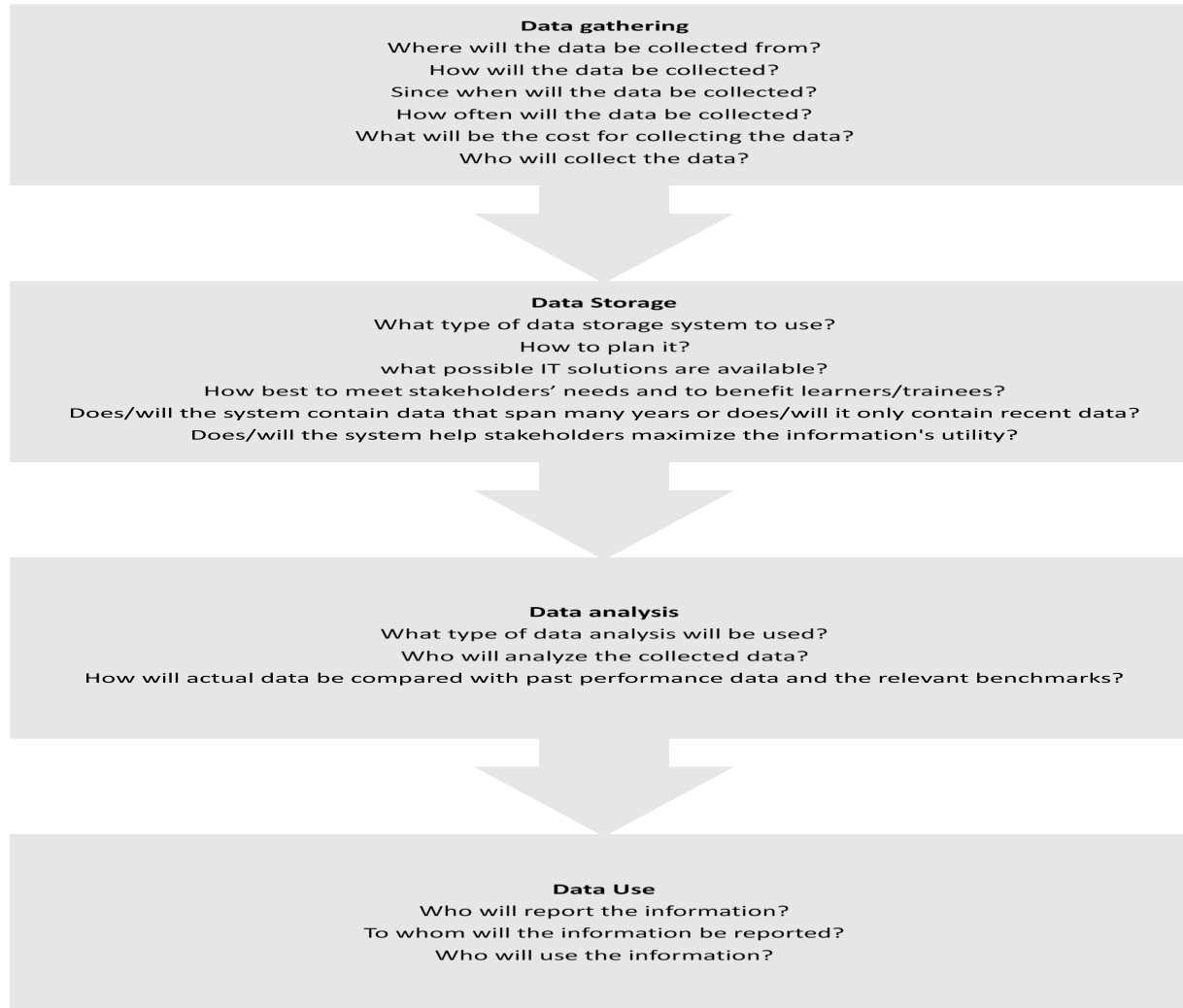
- What is the Institution doing best?
  - How can the Institution improve?
  - Where do you want to be in the near future?
  - How are you going to get there?
  - Who is to be involved- stakeholders?
- 
- What data needs to be collected
  - And any other additional information.

# Decisions





# Decisions





# Monitoring

- In Ongoing monitoring the data collected needs to be translated.
- The data is interpreted and used as evidence
- So questions need to be asked about the data for ongoing monitoring to serve as enhancement.
- All standards must be continuously monitored and the monitoring is not just internal but also external
- Example- monitoring unemployment rates is an external ongoing type of monitoring however this does not provide sufficient detail like local or sectoral employment. Therefore more specificity is needed.

# Quality Assurance Approach

- Leadership and management
- The institution needs to promote quality improvement through monitoring, to realise the mission and to make the institution a learning organisation whether through teaching or research.
- The institution needs to monitor the implementation of their work and evaluate its outcomes through an effective quality assurance approach

- Questions to ask are as such:
- Is the Institution's system still compatible with the country's general education framework?
- To what extent are key primary stakeholders involved in contributing to the vision and direction of the Institution?
- How does the Institution communicate its vision and strategic priorities with the staff?
- Have the roles and responsibilities changed and why?
- All the above are important to keep on asking for monitoring of standards re Quality assurance Policy and Management.

- Find some more examples and then create your own questions for Ongoing monitoring per standard.
- Information Management ( Data)
- Qualitative (soft) and Quantitative ( hard)
- Qualitative- Questionnaires, Interviews, focus groups, observation
- Quantitative- numerical can be given through different types of surveys like a census, sample survey, administrative data and tracer studies
- Questions to ask for monitoring:

- Is the method of data collection still making sense to today's needs?
- Are the types of data collection suitable for selected target groups?
- If not how can we collect data to be of significance to today's world.
- What are the advantages and disadvantages for each one of the available data of collection?
- So here the Institution is monitoring what it has been doing right in the past to see how it can solve any disadvantages, to enhance its procedures or completely change to new ones.

# Discussion Board

- On your discussion board discuss:
- With continuous ongoing monitoring how can one prevent routine from settling in and undermining the motivation to invest the quality assurance with a genuine desire to identify ones weaknesses and to improve?
- Will external quality assurance be part of ongoing monitoring?



# Further Reading

- How should we measure Higher Education? A fundamental review of the Performance Indicators. Part two: The evidence Report.
- By Emma Pollard, Matthew Williams, Joy Williams, Christine Bertram, and Jonathan Buzzeo, IES Emma Drever, Julia Griggs and Steve Coutinho, NatCen 2013.
- See Lecturer's Notes.