

DEVELOPING QUALITY ASSURANCE FEATURES INCLUDING ENHANCED ACCOUNTABILITY IN HIGHER EDUCATION BY AN EFFICACIOUS USE OF ARTIFICIAL INTELLIGENCE TOOLS AND TECHNIQUES

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ABSTRACT

This paper covers the plan, improvement and assessment of a novel interaction for quality affirmation appraisals for whole instructive software engineers. The process was created and tried by multidisciplinary showing staff and comprised of five stages: stock, examinations, assessment, arranging change and acknowledging change. Three different software engineers assessed the interaction for quality confirmation. The outcomes show that the period frames a strong base for decisions on the present moment and long gap quality enhancements. Likewise found it to empower the advancement of value culture and improve the educational plan configuration, upgraded interior quality work, and upheld documentation for outside quality affirmation. The outcomes show that the interaction can draw in and include professors and other internal partners in the quality advancement of a scope of instructive developers, advancing described in change for improved quality in an advanced education institution.

Keywords: Artificial Intelligence, Education, Framework, Quality

I. INTRODUCTION

Advanced education quality statement is the way toward arranging, satisfying, controlling, and creating progressive education norms reliably and persistently so inner and outside partners of advanced education, in particular understudies, instructors, representatives, the local area, the business world, proficient affiliations, the public authority can get fulfilment with school execution and yield. This quality confirmation action is an indication of the responsibility and straightforwardness of advanced education on the board. The inside quality confirmation framework is an autonomous progressive education movement planned, executed and constrained by the actual college without obstruction from the public authority. The public administration makes rules for carrying out the inside quality affirmation framework, which plans to rouse different perspectives that are, for the most part, contained in the inward quality confirmation framework in a college. Every college has various vision and mission, hierarchical culture, authoritative size, construction, assets, and initiative examples. For advanced education to satisfy the needs of the developing necessities of partners, it should likewise adjust the inner quality affirmation framework to ongoing development. Study program accreditation is an evaluation

action to decide the plausibility of an investigation program, and college accreditation is an appraisal movement to choose college qualification. Accreditation is an outer quality affirmation framework as a feature of the advanced education quality confirmation framework, which expects to determine the capability of study projects and college accreditation dependent on measures that allude to public growing education norms and guarantee the nature of study projects and tertiary establishments remotely both in the scholarly and non-scholarly fields. Secure the interests of understudies and society. The Minister of Education and Culture said that there were three issues in the advanced education accreditation system. First, identified with accreditation with a manual framework, which he calls a managerial weight for teachers and chancellors. So it escapes its principal center, in particular improving the nature of learning inside the college. Second, accreditation is oppressive. Numerous colleges require accreditation yet don't get it. Some colleges would prefer not to be authorized in the interim and don't want to, yet are compelled to re-certify. Third, tertiary establishments sought after the global accreditation target should rehash the interaction at the general level since it isn't adequately perceived. Three issues identified with advanced education accreditation provoked the Minister of Education and Culture to implement arrangement changes in the certification of study projects and colleges. Furthermore, it is trusted that adjustments of arrangements in accreditation that make it simpler for study projects and colleges won't make the public authority self-satisfied.

So the current issue in Indonesia, from an aggregate of 4,680 colleges in Indonesia, there are as yet many certified colleges with a C position, specifically 1283 colleges, a couple of rank A, 96 colleges and 2421 colleges not licensed. Of various examination programs recorded in Indonesia in 2019, particularly 28,517, there is as yet numerous accreditation of study programs with a C position, specifically 5021 investigation programs, rank. An is still little, to be specific, 3710 examination programs and not authorize for 7240 investigation programs. Advanced education foundations experience issues and are exceptionally troubled with the accreditation cycle because of the physical interaction. Issues in quantitative structures that are experienced are the unsynchronized information from study projects and resources.

II. LITERATURE SURVEY

It is imperative to bring up that some work has been done in the quest for competency structures for QA in advanced education. Striking models incorporate Cheung (2015), ENQA (2016), Nguyen (2016b) and INQAAHE (2017b). The systems appear in Table 2. Every one of these systems centers on EQA. Notwithstanding, IQA can profit from the work that has been accomplished for EQA. There is a cover among EQA and IQA in numerous parts of QA. It is imperative to bring up that some work has been done in the quest for competency structures for QA in advanced education. Striking models incorporate Cheung (2015), ENQA (2016), Nguyen (2016b) and INQAAHE (2017b). The systems appear in Table 2. Every one of these systems centers on EQA. Notwithstanding, IQA can profit from the work that has been accomplished for EQA. There is a cover among EQA and IQA in numerous parts of QA.

Table 2 Models of QA experts' competency structures

<i>ENQA (2016)</i>	<i>Cheung (2015)</i>
<i>Knowledge</i>	– Professional practice (consisting of 7 competencies)
– Higher education sector knowledge; national quality assurance; international dimension of quality assurance and enhancement	– Systematic inquiry (consisting of 16 competencies)
<i>Systematic/technical competencies</i>	– Situational analysis (consisting of 12 competencies)
– Project management (organisational and planning skills); IT and data skills; problem solving/Analytical skills and continuous learning skills	– Project management (consisting of 12 competencies)
<i>Interpersonal competencies</i>	– Reflective practice (consisting of 5 competencies)
– Diplomacy and political sensitivity; communication (oral and written); professional attitude; teamwork and flexibility; personal resilience (stress and pressure resistance); autonomy and proactivity	– Interpersonal competence (consisting of 7 competencies)
<i>Nguyen (2016b)</i>	<i>INQAAHE (2017b)</i>
<i>Knowledge</i>	<i>Modules</i>
– Higher education (policy, management and administration); quality assurance and quality enhancement (terms, concepts, theories, assumptions); quality assurance models (assessment, accreditation, audit); external quality assurance (roles and responsibilities, structure, management and operation of an external quality assurance agency, networks of external quality assurance agencies; internal quality assurance (the quality cycle, maintaining quality within a higher education institution).	– Higher education in a global world: the context of quality assurance;
	– External quality assurance: what is quality and how has it been implemented in different countries;
	– Operating an external quality agency: practical training in the structure and management of quality assurance agencies around the world;
	– Maintaining quality within the institution: assessing learning, conducting a self-study, and using data.
<i>Nguyen (2016b)</i>	<i>INQAAHE (2017b)</i>
<i>Skills</i>	
– Organisational and planning skills (project management); IT and data skills; problem solving skills; continuous learning skills (lifelong learning skills); communication skills (written, verbal, listening); report writing skills; conflict resolution skills; document review skills; leadership skills; management skills; negotiation skills; and teamwork skills	
<i>Attitude</i>	
– Responsibility, honesty, autonomy, accountability, transparency, and commitment	

Can find in Table 2 that the systems reverberate with the nonexclusive competency rigid ternion of information, abilities and mentality. Significantly, the commands (Table 2) apply to both EQA and IQA. It is additionally eminent that the systems allude to data innovation and information abilities. Tongsamsi and Trichandhara (2014) directed examining QA specialists' competency spaces in advanced education to think about results in writing. Their investigation depended on the ideas of Schneckenberg and Wildt (2006) and Ehlers (2007) on the skills of academic staff. They received four skill spaces, as demonstrated in Table 3.

Table 3 Competency spaces for quality affirmation in advanced education

<i>Domain</i>	<i>Descriptors</i>	<i>Competencies</i>
Quality knowledge	<ul style="list-style-type: none"> Understanding possibilities of current quality development and up-to-date quality strategies in higher education 	<ul style="list-style-type: none"> Four competencies
Quality experience	<ul style="list-style-type: none"> Ability to use quality strategies with a particular intention Based on experiences with quality development and application of quality strategies to educational scenarios 	<ul style="list-style-type: none"> Twenty-two competencies
Quality innovation	<ul style="list-style-type: none"> Ability to create and develop quality strategies and/or instruments 	<ul style="list-style-type: none"> None
Quality analysis	<ul style="list-style-type: none"> Ability to critically analyse the processes of quality development in light of one's situation and to reflect one's objectives and circumstances. 	<ul style="list-style-type: none"> One competency

Can explain the competency sections in Table 3 by using the rationale of expert turn of events. Schneckenberg and Wildt (2006) interpreted that the cycle begins with the procurement of data, which means it connects to the data (information), the information applies in setting (capacity). Power is joined with the mentality to cause execution. Along these lines, the quality information area (Table 3) addresses the initial phase in the expert advancement of IQA staff. Different areas depend on capacity and disposition. It is proof that the model, information, abilities and mentality is the foundation of most competency structures. Tongsamsi and Trichandhara (2014) work different exhibit abilities inside every one of the four spaces in Table 3. An investigation shows the union of IQA abilities with the competency structures for EQA introduced in Table 2. Most of the skills (22) for IQA fall inside the quality experience area. It can credit how the more significant part of IQA work focuses on presenting QA frameworks and cycles (Tongsamsi and Trichandhara, 2014).

What is essential in two Tables 2 and 3 in the absence of a spotlight on exploration and development in QA matters. IQA exists in a dynamic and quickly changing advanced education setting. Methods of conveyance and credentialing are changing and introducing new difficulties

to IQA. For instance, need for bespoke IQA ways to deal with web-based learning. Moreover, if the calling is to develop, QA specialists should participate in both research and improvement. Research is one of the ideas inserted in the meaning of the term 'calling' by Professions Australia (2016) and underscored by INQAAHE (2017b). be utilized to construct the limit of IQA staff. Can undoubtedly change over the nine competency spaces (Table 5) to the learning results of any preparation program. Using the rationale of learning results as it is using in instructing and learning, the structure is professional focused. Essentially, the 'segment' part in Table 5 determines the BOK needed to achieve the learning results. Subsequently, the aftereffect of the execution interaction will be the improved limit of IQA staff. The subsequent viewpoint is to see the structure as far as its ramifications for research. As noted before, research is the foundation of a job (Professions Australia, 2016). Like this, we can interpret research pointers from the structure. Exploration can constantly assemble quality information in a developing scene in advanced education. There is a variety in IQA information across the globe which can be encouraged by research. The area on quality instruments is the most different in the structure. It shapes the specialized and administrative parts of IQA. This space can profit by examining the shift of events and approval of IQA cycles and apparatuses appropriate for instructing, learning, exploration and administration.

IV. RESEARCH METHODS

Following the reason for this study, specifically, to make a quality interior quality confirmation structure to build the worth of accreditation, which indeed will likewise improve the nature of school graduates, the proposed framework includes a few partners, including the public authority, colleges, understudies and society coordinated into an inward quality affirmation framework. To accomplish a decent inside quality affirmation framework in improving advanced education, it is essential to fabricate a quality confirmation structure and idea following the computerized based mechanical period 4.0. Following the issues looked by colleges today, the concept of human-made reasoning based inside quality confirmation frame proposes as follows:

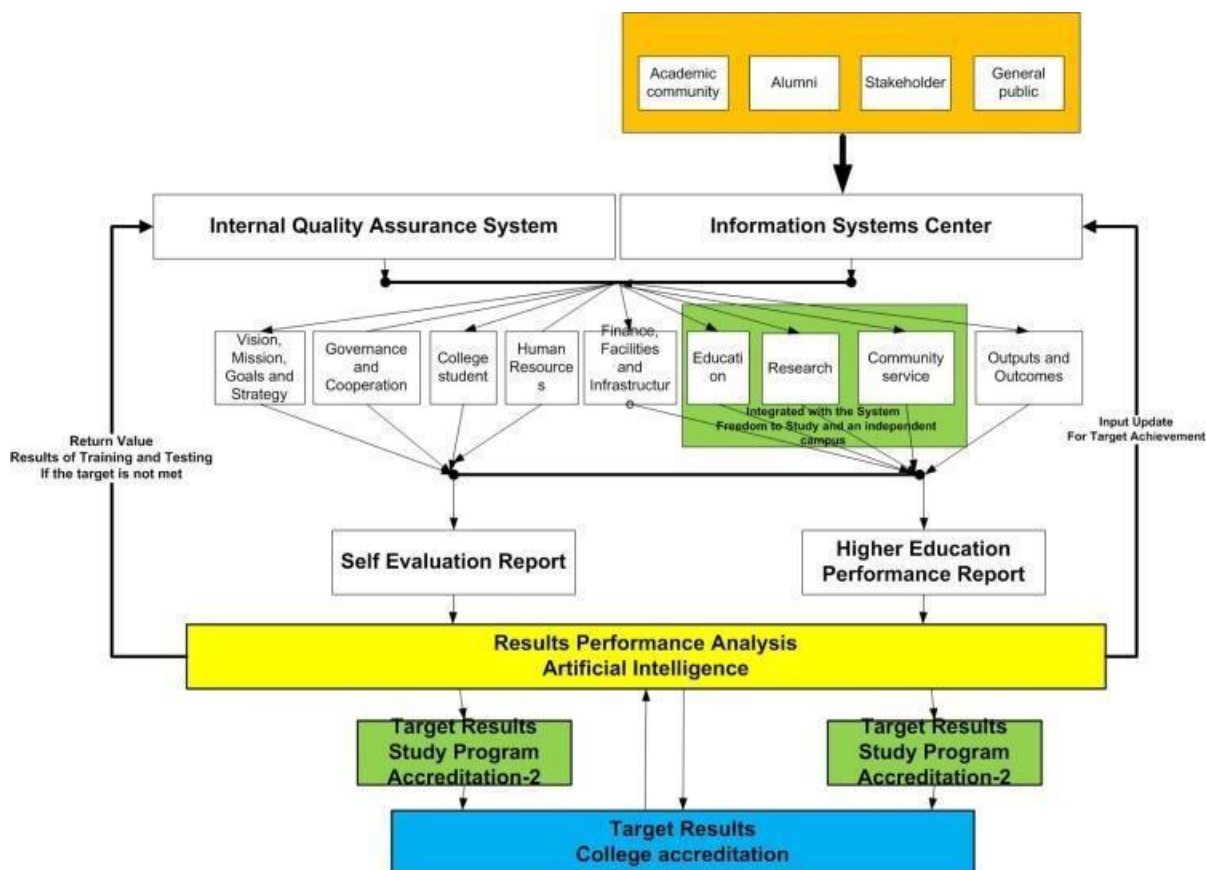


Figure 1. Artificial intelligence based internal quality assurance system

V. CONCLUSIONS

The range of skills needed for IQA in advanced education is extensive, as demonstrated in this paper. Surely, IQA envelops regulatory and scholarly areas, requiring IQA staff to be mixed experts with profound information on the two spaces. The work introduced in this paper can control the expert advancement of IQA staff working in HEIs. Some various drives and projects created to fabricate the limit of IQA staff. Various EQAs have such schemes. Likewise, educational projects in IQA additionally exist. Such projects can profit from the structure introduced in this paper. The system can illuminate academic plan advancement for such tasks. The viable final product will be a more feasible IQA labour force in HEIs. It ought to likewise be called attention to that the work introduced in this paper isn't comprehensive. IQA is a developing calling that should be upheld by continuous examination.

Further, approval of the competency system should be founded on exact proof obtained from research. This is work that should do to help and reinforce the proposed method. Every one of the nine areas is available for additional exploration under various settings.

In this way, the structure gives a premise to set an examination plan in the expert advancement of the IQA labour force. Worth referencing is buttressing the significance of the emanant field of enormous information and information examination, which falls under the quality systems area. Just as an examination on hazard-based QA.

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