

# **Parameters of Quality in Higher Education: A Theoretical Framework**

By

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## **Abstract**

*The concept of “quality in education” is an immensely significant concern for academicians and academia globally, and lately this notion has also treaded the realm of Higher Education in Pakistan. It is an accepted fact that there are a number of factors responsible for assuring quality in education both internal and external to an institution. Any endeavour to either induce or monitor quality in academic setting hinges on the awareness about the factors responsible in bringing about this desired attribute. This paper presents a theoretical framework the concept of Quality in Higher Education by identifying the parameters which are central contributors towards quality of an academic institute of higher learning. The descriptive study identifies and explains these parameters, including Higher Education policies and practices, curriculum, faculty KSA, institutional design and strategy, institutional leadership, learners’ profile, resources, open-system thinking and change, and the sub factors in each parameter of this “octet of quality in education.” The study attempted to link the recent trends in Higher Education in the local context with the global practices associated with quality assurance thereby providing a starting point for targeting quality in higher education. The presented octet paints vividly the concept of how to achieve quality and enables individuals and institutions instantaneously identify the component which is missing in their quality assurance mechanism through which attaining quality seems unattainable.*