

Higher education quality in the Czech Republic and England, critical event narrative inquiry and academic perspectives

Patricie Mertova

University of Oxford, UK

patricie.mertova@education.ox.ac.uk

Overview

- Today's lecture gives an overview of quality in higher education, specifically focusing on the Czech and English contexts;
- It contextualises quality in a study of senior leader and academic perspectives of quality in English and Czech higher education;
- It then outlines a qualitative research method – a *critical event* narrative inquiry method and shows how the method was utilised in the above study;
- Finally, it presents the findings of this study and their implications.

Quality in higher education

The subject of quality in higher education has gained attention particularly over the last two decades. This focus on quality in higher education has resulted from a range of competing factors, including:

- political control over higher education (exerted particularly by national governments);
- growth in the number of students in higher education (including general changes in the student population and their expectations);
- financial control on the part of national governments, frequently related to the previous two factors (Stoddart, 2004; Harvey, 1998; Brown, 2004; Green, 1994).

Origins of quality control

- Quality control as a practice has been around in some form since at least the Middle Ages, when individual guilds took up the responsibility for overseeing the quality of products.
- However, in the beginning of the twentieth century an increase in mass production brought with it the concept of quality in relation to inspection, measurement and testing.

Timeline of developments in the quality movement

- 1900 Standardisation introduced into British manufacturing industry.
- Until 1915 Rapid growth of standardisation in Britain; Britain the only country in the world involved in standardisation.
- 1916 – 1932 Growth in standardisation around the world.
- 1917 USA joined the quality movement; soon they took lead in the movement.
- 1945 USA “transported” the quality movement to Japan.
- 1960s Quality movement brought back to the USA. Quality in the USA was introduced into business, public sector and higher education.
- Early 1980s Britain introduced quality standard BS 5750, which was later adopted as an international standard ISO 9000; Britain took lead in the quality movement.
- 1990s Quality in Britain spread from manufacturing to business and public sector, including higher education. Other Western European countries followed Britain. (Mertova, 2008)

Origins of quality development in Western higher education

- The origins of accreditation systems in the US higher education (as a form of quality assurance) date back to the late 19th and early 20th centuries (Woodhouse, 2004).
- The British system of external examiners assuring standards in universities can be traced back to mid-19th Century (DETYA, 2000).
- A form of official quality assurance was introduced into a part of the British higher education sector (former polytechnics) in the mid-1960s.
- However, external quality assurance, as “*a world-wide phenomenon*”, began only in the 1980s and particularly in the 1990s (Woodhouse, 2004).

Origins of quality development in Western higher education (continued)

- In the 1990s, a range of quality management systems was introduced into Western European higher education from the business sector.
- Western European higher education institutions, particularly in Britain, started adopting these quality management systems in the hope of increasing efficiency and effectiveness of the higher education sector (Lomas, 2000).
- Increasingly, the rationale for quality development has been driven by funding mechanisms, accreditation tests, keeping pace with international practice, national audits and other trends, such as, massive growth in higher education, and influences of information technology (Barnett, 1992; Harvey, Green, 1993; Morley, 1997; Lomas, 2000; Harvey, 2004, 2005).
- It can be argued that a lot of the trends in higher education quality have been management-driven, underpinned by a desire to develop a range of mechanisms of control (Lomas, 2000; Jones, 2003).
- It can be equally argued that the “human factor” involved in quality development is as important, if not more important than mechanisms of control and accountability (Mertova, 2008) – impetus for the study described here.

Quality in Czech higher education

- Czech higher education was virtually unaffected by the quality phenomenon in Western Europe in the 1980s (Communist rule).
- Quality of higher education was claimed by the Communist State, however was rarely examined.
- Quality monitoring in the form of state-controlled accreditation of higher education was introduced in 1990 through establishing the Accreditation Agency, shortly after the end of communism. It was first among the Central and Eastern European countries (CHES, 2001; Van der Wende and Westerheijden, 2003).

What is quality?

- According to Newton (2002), quality is a “contested” issue. There are a number of interpretations of quality which sometimes complement and sometimes contradict one another.
- The most influential definition of quality has been by Harvey and Green (1993).
- They proposed five understandings of quality as:
 - Exceptional* – relates to excellence; largely elitist.
 - Perfection or consistency*– “zero defects”, bound with notion of quality culture.
 - Fitness for purpose* – relates quality to the purpose of the product or service; quality is thus judged in terms of the extent to which the product or service fits its purpose.
 - Value for money* – demand in the public sector for efficiency and effectiveness; linked to accountability to a range of stakeholders
 - Transformative* – rooted in the notion of “qualitative change”; “process of transformation is necessarily a unique, negotiated process in each case...” (Harvey, Green, 1993); two notions of transformative quality in education: enhancing the customer and empowering the customer.

Narrative inquiry

- Review of literature established no single narrative inquiry method but rather multiple narrative inquiry methods situated within a wide range of disciplinary contexts (Webster and Mertova, 2007).
- However, no single comprehensive source that would explain how narrative inquiry should be used was established.
- Therefore, Webster and Mertova attempted to fill in the gap by outlining a *critical event* narrative inquiry method applicable in a range of teaching and learning settings but other contexts as well.

Origins of narrative inquiry

- The use of narrative inquiry has gradually gained momentum in recent decades. The “narrative turn”, as it is sometimes referred to, was given an impulse by and has drawn particularly from the French structuralist theories of the 1960s.
- Since the early 1980s, narratology has become more enriched by adopting a wide range of theoretical perspectives, such as feminist, deconstructive, or psychoanalytical.
- From the early 1980s the narrative approach started becoming popular in a broadening range of disciplines, such as:
 - history (White, 1981; Carr, 1986),
 - psychology (Polkinghorne, 1988; Josselson, 1996),
 - psychology, education and law (Bruner, 1986, 1987, 1990, 2000, 2002),
 - education (Schon, 1983; Bell, 1997; and Jalongo and Isenberg, 1995).

Origins of narrative inquiry (continued)

- The term *narrative inquiry* was first used by the Canadian researchers Connelly and Clandinin (1990) to describe an already developing approach to teacher education that focused on personal storytelling.
- In Australia, a key player in narrative inquiry is Gough (1991, 1994, 1997), a curriculum inquiry and research methodologies researcher and practitioner.
- Two significant players who need to be considered in establishing the recognition of narrative are Pinar and Grumet, with work done at the University of Rochester, USA, in the early 1970s to refine an autobiographical method of curriculum inquiry.

Utility of narrative inquiry

- Narrative has depicted experience and endeavours of humans from ancient times.
- Narrative records human experience through the construction and reconstruction of personal stories.
- It is well suited to addressing issues of complexity and cultural and human centredness because of its capacity to record and retell those events that have been of most influence on us.
- Narrative research does not strive to produce any conclusions of certainty, but aims for its findings to be “well-grounded” and “supportable”, retaining an emphasis on the linguistic reality of human experience.
- Narrative research does not claim to represent the exact “truth”, but rather aims for “verisimilitude” – that the results have the appearance of truth or reality (Webster and Mertova, 2007).

Validity and reliability in narrative research

- Consensus in literature that narrative inquiry should not be judged by the same criteria as the more traditional, particularly quantitative methods (Polkinghorne, 1988; Riessman, 1993; Huberman, 1995; Amsterdam and Bruner, 2000).
- Narrative inquiry and storytelling research seeks to elaborate and investigate individual interpretations and worldviews of complex and human-centred events.
- It is more concerned with individual truths than identifying generalisable and repeatable events.
- The definitions of reliability and validity, commonly used in traditional research, require a rethinking and redefining for narrative research.

Rethinking of *validity* and *reliability* in narrative research

- Reliability in narrative research usually refers to the dependability of the data, while validity typically refers to the strength of the analysis of data, the trustworthiness of the data and ease of access to that data (Polkinghorne, 1988).
- Huberman (1995) contends that if the narrative researcher can demonstrate rigorous methods of reading and interpreting that would enable other researchers to track down his/her conclusions, then reliability, in terms of access and honesty, can be achieved.
- As noted by Riessman (1993), concepts of verification and procedures for establishing validity (from the experimental model) rely on measurable and objectivist assumptions that are largely irrelevant to narrative studies.

Rethinking of *validity* and *reliability* in narrative research (continued)

- The concept of *validity* has largely been narrowed down by formal science as referring to tests or measuring instruments that aim to produce certainty.
- In narrative research a finding is significant if it is important (Polkinghorne, 1988).
- Narrative research does not produce conclusions of certainty. In narrative-based research, validity is more concerned with the research being well grounded and supportable by the data that has been collected. It does not provide results that produce generalisable truths, “prescribing” how things are or ought to be (Webster and Mertova, 2007).

Operationalising narrative in research

- Narrative inquiry method applies the techniques of description – scene, plot, character and events – in drawing the narrative sketches or critical events which constitute the narrative (Connelly and Clandinin, 1990).
- Narrative inquiry is interested in exploring complexity from a human centred perspective – the perspective of students, teachers, instructors, patients, employees or others involved in such a study.
- Data-gathering techniques which inform the narrative sketches or critical events may include surveys, observations, interviews, documentation and conversations that can enhance the time, scene and plot structures of the critical events.
- A narrative framework then provides a means of organising the plethora of data gathered through these techniques.
- The findings of such studies are presented through the narrative in the forms of scene, plot, character and event sketches related to critical events.

Critical event narrative inquiry

- In an attempt to draw together narrative inquiry methodologies dispersed into disciplines, Webster and Mertova have developed a *critical event narrative inquiry* method.
- Potential to utilise in a range of disciplines and domains (from social sciences and humanities to medicine and other fields).
- Methodology first was first utilised in a study of air traffic control by Webster (1998); then it was outlined by Webster and Mertova (2007) in their book entitled *Using Narrative Inquiry as a Research Method: An introduction to using critical event narrative analysis in research on learning and teaching* and subsequently adapted and further refined in Dr Mertova's PhD study concerning academic perspectives on quality in Czech and English higher education (Mertova, 2008).

Critical event narrative inquiry (continued)

- Essence of the method in identification of *critical events*.
- A *critical event* is an event which would have significantly impacted on professional practice of, for instance, an academic.
- Such an event might have entirely or considerably changed the academic's perception of their professional practice, or even their worldview.
- *Critical event* can only be identified retrospectively, and such an event would have happened in an unplanned and unstructured manner.
- The causes of a *critical event* might be “internal” or “external” (e.g. a political event) to professional practice of an individual, or entirely personal.

Critical event narrative inquiry (continued)

- According to the degree of significance and unique characteristics, *critical events* in professional practice of academics were further distinguished as *critical*, *like* and *other* events.
- A *critical* event is an event which is selected because of its unique, illustrative and confirmatory nature in relation to the studied phenomenon.
- An event which has a similar level of significance as a *critical* event, however, is not as unique as the critical event, and which further illustrates, confirms and/or repeats the experience of the critical event was referred to as a *like* event.
- A review of the *like* events is useful in confirming and/or broadening issues arising from the critical event (Webster, 1998).
- Further, confirmatory event/s that may or may not have taken place at the same time as the *critical* and/or *like* events were referred to as *other* event/s. Typically, such events related to other background information which may have revealed the same or related issues.

Critical event narrative inquiry (continued)

- *Critical, like* and *other* events may have occurred within the narrative of a single story, but more often would have occurred across a number of different stories.
- Distinguishing *critical, like* and *other* events provides a way of approaching the complexity and extent of data that might be collected using a qualitative research method.
- A common question in qualitative research is how to manage the amount of collected data. The identification and distinguishing of individual events provides one way to assist the researcher in this (Webster and Mertova, 2007).

Critical event narrative inquiry study

- Investigation of two HE systems: Czech and English; focusing on perspectives of academics and higher education leaders;
- Review of literature on higher education and quality to inform data collection;
- Data collection through semi-structured interviews of senior academics and HE leaders;
- Interviews recorded, transcribed and analysed;
- Interviews analysed focusing on *critical events* in individual's HE practice.

Critical event narrative inquiry study (continued)

- Interviews conducted with 36 academics and higher education leaders (including 6 pilot interviews), 25 in England and 11 in the Czech Republic (one phone interview);
- Lasted between 30 and 45 mins.
- Conducted between April 2006 and June 2007.
- 10 female; 26 male
- 27 participants were senior academics and/or HE leaders with years of experience ranging between 7 and over 20; 9 were less senior;
- The interview participants represented disciplines of education, higher education, law, history, English, English literature, Russian, Slavonic studies, Australian studies, political science, sociology, medicine, psychology, media studies, geography, quality and management.

Critical event narrative inquiry study (continued)

Limitations

- Research mainly conducted in Australia, thus limited time to arrange and conduct interviews in England and Czech Republic;
- The limited time (and resources) has also impacted on the number and range of institutions covered in the research;
- Related to the above – not enough scope in the study to consider distinctions in approaches to quality of different types of institutions in the two HE systems (i.e. “old” vs “new” (post-92 institutions, former polytechnics) institutions in the English system; “metropolitan” vs “regional” institutions in the Czech system);
- Czech academics and leaders generally less responsive to invites to participate in research.

Critical event narrative inquiry study: findings

- Findings drawn from eliciting *critical events*;
- Study uncovered a number of:
 - General/common issues identified by academics as significant, missing or misguided in current higher education approaches to quality;
 - Culture-specific issues particular to the individual HE systems.

General/common issues in HE quality

1. Focus on innovation and change in higher education (importance on reflecting on one's practice, not taking anything for granted, things cannot be done the way they have always been done);
2. Collegial approach and sharing of opinions and values (regard colleagues, accepting different opinions, there is no *one* right opinion but *multiplicity*);
3. Value of research in teaching practice (teaching needs to be informed by current research);
4. Quality in higher education stemming from personal involvement of the academic in the educational processes (strive for improving and updating one's practice; importance of engaging students, peers and readers; reflection on one's practice);
5. Hierarchical approach to research and teaching (greater value afforded to research than teaching, need for balance);
6. Benefit of exposure to different worldviews (within different disciplines; sharing and valuing disciplinary perspectives).

Culture-specific issues in HE quality

These issues largely related to the Czech HE system with a “less advanced” system of higher education quality practices (particularly in relation to internal institutional quality mechanisms) currently in place in the Czech Republic (CHES/OECD, 2006) in comparison to a more “established” system of higher education quality evaluation practices in English higher education.

1. Impact of an extensive transformation of the university sector after the end of Communism;
2. Continuing perception of a disregard for the student in the educational process (in some Czech tertiary institutions);
3. Importance of transparency of educational processes – value for the student and the academic;
4. Cultural change in attitude of individual faculties – value in collaboration among faculties [this relates to the fact that faculties, after the end of Communism, have regained a more “independent” status within the Czech university structure than is the case in the English higher education system];

Culture-specific issues in HE quality (continued)

5. Belief of some Czech academics that quality can only be expressed numerically (a belief “engrained” in Czech academics’ minds from the Communist era) [this unintentionally coincides with the current trends perceived by some English academics and higher education leaders of a gradual movement of English higher education towards quantitative evaluation of higher education quality];
6. An aspect of quality enhancement in Czech higher education related to the introduction of programmes in the English language [this is an aspect of Czech higher education which is related to the current trends of internationalisation; some higher education institutions are already offering programmes taught in English to attract international students; there are other institutions where this is being negotiated];
7. Concern about the pressure on Czech academics to publish their research in English rather than in Czech for prestige reasons;
8. Perception of the current focus on popularity of Czech higher education institutions as a substitution for (or direct equivalent of) quality.

Culture-specific issues in HE quality (continued)

- Some of the culture-specific issues in Czech higher education quality may be due to the impacts of over forty years of the Communist rule in the Czech Republic (then Czechoslovakia), and thus subsequent “lagging behind” of the developments in Western higher education. This would relate specifically to points 1, 2, 3 and 5 above; and also to a degree to points 4 and 8 above.
- The issues highlighted in points 6 and 7 reflect the current trend in higher education worldwide for using English as the international language of communication and also the significant role of English in the construction of a number of the so-called university league tables (Marginson, 2007a, b).
- The only aspect that might be considered as culture-specific in English higher education quality (in relation to Czech higher education quality) is the lack of regard for the “academic voice” in English higher education quality policy development, which was highlighted by the English academics. This issue was practically not raised by the Czech academics.

Conclusions

To sum up:

- Today's lecture has given an overview of quality in Czech and English higher education;
- It further contextualised quality within a study of academic perspectives in Czech and English higher education and how this study utilised a *critical event* narrative inquiry methodology;
- This research highlighted the concern that quality assurance may be detrimental to the “real” quality in higher education, as the quality movement appears to be pushing higher education towards greater uniformity;
- The research study stemmed from a realisation that the current approaches to higher education quality, particularly in the Anglophone world (e.g. UK, Australia and USA), have been largely management-driven, dominated by a focus on measurement, and that these approaches almost entirely omitted the significant human-centred aspects of higher education, in particular, academic work;
- The study uncovered a range general/common issues in the two HE systems which may point to some general trends across different HE systems;
- The study also uncovered some culture-specific issues which cautioned regarding adoption of quality management systems without considering cultural and contextual specifics.

References

- Amsterdam, A.G., Bruner, J.S. (2000) *Minding the Law*, Cambridge, MA: Harvard University Press.
- Barnett, R. (1992) *Improving Higher Education: Total Quality Care*, Buckingham, UK: SRHE/Open University Press.
- Bell, J.S. (ed.) (1997) 'Teacher research in second and foreign language education' [special issue], *Canadian Modern Language Review*, 54(1).
- Brown, R. (2004) *Quality Assurance in Higher Education: The UK Experience since 1992*, London: RoutledgeFalmer.
- Bruner, J.S. (1986) *Actual Minds, Possible Worlds*, Cambridge, Massachusetts: Harvard University Press.
- Bruner, J. (1987) 'Life as narrative', *Social Research*, 54(1): 11-32.
- Bruner, J.S. (1990) *Acts of Meaning*, Cambridge, Massachusetts: Harvard University Press.
- Bruner, J.S. (1991) 'The narrative construction of reality', *Critical Inquiry*, 18 (1): 1- 21.
- Bruner, J.S. (2002) *Making Stories: Law, Literature, Life*, New York: Farrar, Straus, and Giroux.
- Clandinin, D.J., Connelly F.M. (2000) *Narrative Inquiry: Experience and Story in Qualitative Research*, San Francisco: Jossey-Bass Publishers.
- Carr, D. (1986) *Time, Narrative, and History*, Bloomington, Indiana: Indiana University Press.

References (Cont.)

- Centre for Higher Education Studies (CHES) (2001) *Tertiary Education in the Czech Republic*, report, for Department of Education, Youth and Sports, by J. Benes, H.
- Sebkova, January 2001, Prague, Czech Republic, online, available at:
http://www.csvs.cz/_en/documents/Tertiary%20Education%20in%20the%20CR,%202001.rtf
(accessed August 2010).
- Centre for Higher Education Studies (CHES)/OECD (2006) *OECD Thematic Review of Tertiary Education: Country Background Report for Czech Republic*, Prague, Czech Republic, online, available at: <http://www.csvs.cz> (accessed August 2010).
- Clandinin, D.J., Connelly, F.M. (2000) *Narrative inquiry: Experience and story in qualitative research*, San Francisco: Jossey-Bass.
- Connelly, F.M., Clandinin, D.J. (1987) 'On narrative method, biography and narrative unities in the study of teaching', *Journal of Educational Thought*, 21: 130-139.
- Connelly, F.M., Clandinin, D.J. (1988) *Teachers as Curriculum Planners: Narratives of Experience*, New York: Teachers College Press.
- Connelly, F.M., Clandinin, D.J. (1990) 'Stories of experience and narrative inquiry', *Educational Researcher*, 19 (5): 2-14.
- Department of Education, Training and Youth Affairs (DETYA) (2000) *Quality Assurance and Accreditation in Australian Higher Education: An assessment of Australian and international practice*, report prepared by D. Anderson et al (Centre for Continuing Education, Australian National University), Commonwealth of Australia.

References (Cont.)

- Gough, N. (1994) 'Research in fiction: detective stories as analogues of educational inquiry', *Annual Conference of the Australian Association for Research in Education* (AARE), Newcastle, NSW, November 1994.
- Gough, N. (1995) 'Manifesting Cyborgs in Curriculum Inquiry', *Melbourne Studies in Education*, 29 (1), 1995, pp. 71-83.
- Gough, N. (1998) "'If this were played upon a stage...': school laboratory work as a theatre of representation", in J. Wellington (ed) *Practical Work in School Science: Which Way Now?*, London: Routledge, 1998, pp. 1-14.
- Green, D. (ed) (1994) *What is Quality in Higher Education?*, Buckingham, UK: SRHE/Open University Press.
- Grumet, M.R. (1976) 'Existential and phenomenological foundations', in W.F. Pinar, M.R. Grumet (eds) *Toward a Poor Curriculum*, Dubuque, IA: Kendall Hunt.
- Grumet, M.R. (1981) 'Restitution and reconstruction of educational experience: an autobiographical method for curriculum theory', in L. Martin, L. Barton (eds) *Rethinking Curriculum Studies: A Radical Approach*, London: Croom Helm.
- Harvey, H., Green, D. (1993) 'Defining quality', *Assessment and Evaluation in Higher Education*, 18 (1): 9-34.
- Harvey, L. (1998) 'An assessment of past and current approaches to quality in higher education', *Australian Journal of Education*, 42 (3): 237-255.
- Harvey, L. (2004) 'War of worlds: who wins in the battle for quality supremacy?', *Quality in Higher Education*, 10 (1): 65-71.
- Harvey, L. (2005) 'A history and critique of quality evaluation in the UK', *Quality Assurance in Education*, 13 (4): 263-276.

References (Cont.)

- Jalongo, M.R., Isenberg, J.P. (1995) *Teachers' Stories: From Personal Narrative to Professional Insight*, San Francisco: Jossey-Bass Publishers.
- Jones, S. (2003) 'Measuring the quality of higher education: linking teaching quality measures at the delivery level to administrative measures at the university level', *Quality in Higher Education*, 9 (3): 223-229.
- Josselson, R. (1996) *Ethics and Process in the Narrative Study of Lives*, Thousand Oaks, CA: Sage.
- Lomas, L. (2000) *Senior Staff Member Perception of Organisational Culture and Quality in Higher Education Institutions in England*, unpublished PhD thesis, University of Kent.
- Marginson, S. (2007a), 'Global University Rankings', paper, annual conference of the Association for Studies in Higher Education, Louisville, Kentucky, USA, 6-10 November, online, available at: http://www.cshe.unimelb.edu.au/people/staff_pages/Marginson/Marginson.html (accessed August 2010).
- Marginson, S. (2007b), 'Global university rankings: where to from here?', paper, Conference of the Asia-Pacific Association for International Education, National University of Singapore, 9 March, online, available at: http://www.cshe.unimelb.edu.au/people/staff_pages/Marginson/Marginson.html (accessed August 2010).
- Mertova, P. (2008), *Quality in Higher Education: Stories of English and Czech Academics and Higher Education Leaders*, unpublished PhD thesis, Monash University: Melbourne, Australia.
- Morley, L. (1997) 'Change and equity in higher education', *British Journal of Sociology of Education*, 18 (2): 231- 42.
- Newton, J. (2002) 'Views from below: academics coping with quality', *Quality in Higher Education*, 8 (1): 39-62.

References (Cont.)

- Polkinghorne, D.E. (1988) *Narrative Knowing and the Human Sciences*, Albany, NY: State University of New York Press.
- Pinar, W.F. (1975a) 'Currere: towards reconceptualisation', in W.F. Pinar (ed.) *Curriculum Theorizing: The Reconceptualists*, Berkely, CA: McCutchan.
- Pinar, W.F. (1975b) 'The analysis of educational experience', in W.F. Pinar (ed.) *Curriculum Theorizing: The Reconceptualists*, Berkely, CA: McCutchan.
- Pinar, W.F. (1975c) 'Search for a method', in W.F. Pinar (ed.) *Curriculum Theorizing: The Reconceptualists*, Berkely, CA: McCutchan.
- Riessman, C.K. (1993) *Narrative Analysis*, Newbury Park, CA: Sage.
- Schon, D. (1983) *The Reflective Practitioner: How Professionals Think in Action*, New York: Basic Books.
- Stoddart, J. (2004) 'Foreword', in R. Brown *Quality Assurance in Higher Education: The UK Experience since 1992*, London, UK: RoutledgeFalmer, pp. x – xiii.
- Van der Wende, M., Westerheijden, D. (2003) 'Degrees of Trust or Trust of Degrees? Quality assurance and recognition', in File, J., Goedegebuure, L. (eds) (2003) *Real- Time Systems: Reflections on Higher Education in the Czech Republic, Hungary, Poland and Slovenia*, Brno, Czech Republic: Vutium.
- Webster, L.L. (1998) 'A story of instructional research and simulation in aviation (air traffic control)', unpublished doctoral thesis, Monash University.

References (Cont.)

- Webster, L., Mertova, P. (2007) *Using Narrative Inquiry as a Research Method: An introduction to using critical event narrative analysis in research on learning and teaching*, London, UK: Routledge.
- White, H. (1981) 'The value in the representation of reality', in W.J.T. Mitchell (ed.) *On Narrative*, Chicago: Chicago University Press.
- Woodhouse, D. (2004) 'The Quality of Quality Assurance Agencies', *Quality in Higher Education*, 10 (2): 77- 87.