**Assessing the status of quality assurance system and its challenges with special focus on HERQA's component of education quality in the case of BDU**

Aytenew Abie1 & Matebe Tafere2

1 Department of Psychology, Bahir Dar University

2 Department of Educational Planning & Management, Bahir Dar University

The purpose of this research was to investigate the status of quality assurance system, its challenges and its relationship with other components education quality. The study was done using mixed method research approach. CAES, CS, CEBS, CBE, SL and ILA were involved in the study. One-hundred three instructors and 354 students were the participants of this study. Questionnaire and interview were main data gathering tools. Descriptive, inferential and qualitative analysis were used. Percentage, mean comparison, weighted mean, chi-square, and pearson correlation were applied in the quantitative analysis. Qualitative data were organized and interpreted contextually in support of the quantitative data. The major findings were: Quality assurance policy which provides strategic direction or guide for any functions of the QAS was not prepared in well organized and communicated manner. The involvement of students, instructors, support staff, industries and employers as member of Quality Audit Team(QAT) and undertaking internal quality audits/assessments of service/education provisions was seen as average to below average expectation of students and instructors. Quality assurance assessments like benchmarks, surveys, and self evaluation studies, regarding service/education provisions as well as customer satisfaction surveys were seen as moderate to low status in their practice. Quality assurance system has moderate relationship with other components of education quality such as PCR, PL, VM, and QES in BDU.. Lack of customer satisfaction studies on services/education received, insufficient internal quality assurance assessments and lack of sufficient and adequate functional integration and linkage among institutional, college/school and department level QAUs were investigated as major QAS challenges. Hence, the researchers can conclude that the status of quality assurance unit practices became average to below average expectation or standard policy based SES and quality enhancements shall be done.