

QUALITY ASSURANCE IN TEACHING, LEARNING AND ASSESSMENT

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OUTLINE

- Common aspects of definitions of Quality
- Nature of Quality Standards in higher education
- Teaching, learning and Assessment (TLA) as a criterion/element of quality
- Indicators for TLA
- Mechanisms for QA of TLA
- Methods for assessing quality
- Important questions
- Conclusion

Common ways of definitions of Quality

- There are a number of ways of defining quality
 - Quality as exceptionalality
 - Quality as conformance to standards
 - Quality as fitness-for-purpose
 - Quality as effectiveness in achieving institutional goals
 - Quality as meeting customers' stated or implied needs
- (International Institute for Educational Planning -UNESCO, 2011)

Common ways of definitions of Quality

- What is common to all these ways of defining quality?
 - guaranteed realisation of minimal standards and benchmarks
 - capacity to set and achieve objectives with the given input and context variables
 - ability to satisfy demands and expectations of consumers and stakeholders
 - drive towards excellence
(UNESCO-CEPES, 2004)
- Quality assurance (QA) of TLA should address these aspects

Nature of Quality Standards in HE

- Criteria = aspects or elements by which quality is judged
 - Example: Teaching, Learning and Assessment
- Standards = principles or measures to which one should conform and by which quality is judged
 - Example:
 - The institution has an efficient mechanism to recruit qualified and adequate faculty
- Performance Indicators = qualitative or quantitative indicators used to evaluate an institution or to judge the effectiveness of a programme
 - Examples:
 - Staff satisfaction with support services
- Each criterion or element will have a number of standards statements
- Each standard will have a number of performance indicators

[International Institute for Educational Planning (UNESCO), 2011]

Standards on TLA

- Examples of standards
 - Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards
 - Students should be assessed using published criteria, regulations and procedures which are applied consistently
 - Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so
 - Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered
(European Association for Quality Assurance in Higher Education, 2009)

Examples of Indicators for TLA

Programmes and awards	Student assessment	Teaching Staff qualifications	Resources
<ul style="list-style-type: none"> • Specification of learning outcomes • Quality of programme design • Formal approvals • Regular reviews • Peer review • Benchmarking 	<ul style="list-style-type: none"> • Published criteria • Alignment with learning outcomes • Security of assessments • Internal and external moderation • Approval processes • Progression rates 	<ul style="list-style-type: none"> • Minimum staff qualifications • Staff recruitment and promotion policies • Capacity development activities • Teaching competency • Student: staff ratios 	<ul style="list-style-type: none"> • Financial resources • Physical infrastructure • Learning resources • Internet infrastructure

Indicators for TLA

- In Quality assurance of TLA institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.
- How does one collect the information?

Mechanisms for QA in TLA

- Internal quality assurance
 - Departmental self-reviews
 - Best practices benchmarking
 - Stakeholder feedback: students, peers
- External quality assurance
 - For continuous improvement and accountability to stakeholders
 - External Quality Audits;
 - Academic Programme Accreditation; and
 - Registration of Qualifications on a National Qualifications Framework

(Nyathi, Kadhila & Aipanda, 2011)

Methods for assessing quality

- Self evaluation
 - First step for ensuring quality
 - Indicator for continuous improvement
 - Helps to identify strengths and limitations
- Peer review by a panel of experts
 - includes some external panel members
 - involves one or more site visits
- Best practices benchmarking
 - Identify best practices
 - Compare with the best practices
 - Improve based on comparisons
- Surveys of:
 - Students
 - Graduates
 - Employers
 - professional bodies
- Testing the knowledge, skills and competencies of students

(Mishra, 2006)

Important questions

- Important Questions to be addressed
 - What are we doing in ... (e.g. TLA)?
 - Why are we doing it?
 - How well are we doing it?
 - Is it consistent with national and international requirements?
 - How could we improve what is being done?

(Bornman, 2004; Ismail, 2011)

Conclusion

Many factors influence quality of teaching, thus it is important to define aspects and indicators to focus on each time QA of TLA is being carried out

Thank you