



COMMONWEALTH *of* LEARNING





National Assessment and Accreditation Council
Commonwealth of Learning

13 February 2006

*Materials Development for
Quality Assurance in Higher Education*

A WORKSHOP

Commonwealth of Learning



Mohan Menon



Asha Kanwar



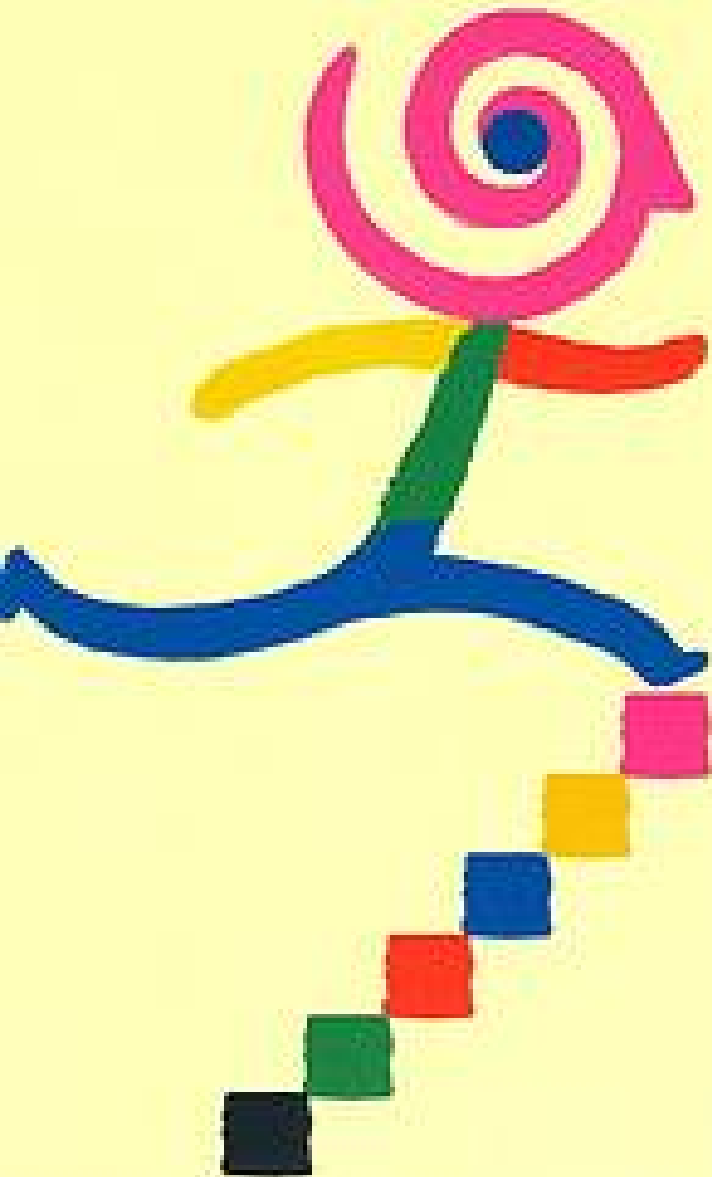
UN Millennium Development Goals

Keep the promise
Millennium Development Goals



Ensure that all boys
and girls complete a
full course of primary
schooling

Education for All by 2015
An international commitment



The Dakar Goals

The Challenge of Quantity

- 15 – 30 million teachers
(5 million in Africa)
- APRs in Higher Education from
< 10% to > 40%
= tens of millions of students

The Challenge of Quality

DEVELOPMENT

IS

FREEDOM

FREEDOM

IS THE

MEASURE

AND THE

MEANS

The Challenge of Quantity and Quality

The Challenge of Quantity and Quality

NOT

Either / Or

BUT

Both / And



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National Assessment and Accreditation Council Commonwealth of Learning

12 February 2006

***Higher Education, Teacher Education, Distance Education:
What is Quality and Who says so?***

Quality:

Fitness for purpose
at minimum cost
to society



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Values, purposes, goals:

- Contribution to National Development
- Fostering Global Competencies among
Students
- Inculcating a Value-System in Students
- Promoting the Use of Technology
- Quest for Excellence



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- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Consultancy and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Organisation and Management
- Healthy Practices

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UKQAA

- Curriculum Design, Content and Organisation
- Teaching, Learning and Assessment
- Student Progression and Achievement
- Learning Resources
- Student Support and Guidance
- Quality Management and Enhancement

NAAC

UKQAA

COL TED

-Curricular Aspects

- Curriculum Design, Content and Organisation
- CURRICULUM DESIGN AND PLANNING

-Teaching-Learning and Evaluation

- Teaching, Learning and Assessment
- CURRICULUM TRANSACTION AND EVALUATION

-Research, Consultancy and Extension

- Student Progression and Achievement
- RESEARCH, DEVELOPMENT AND EXTENSION

-Infrastructure and Learning Resources

- Learning Resources
- INFRASTRUCTURE AND LEARNING RESOURCES

-Student Support and Progression

- Student support and Guidance
- STUDENT SUPPORT AND PROGRESSION

-Organisation and Management

- Quality Management and Enhancement
- ORGANISATION AND MANAGEMENT

NAAC's Seven Steps to **QUALITY**

Quest for excellence

Understanding the concept

Action-orientation

Learner-centric approach

Innovation for change

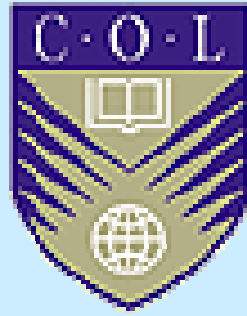
Training to build competencies

Year-round activity

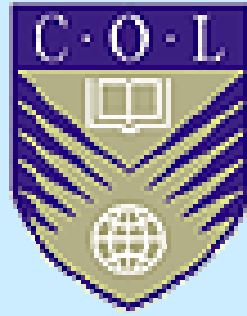
“there are common
criteria for quality that
are widely applicable”

The UNESCO-OECD Guidelines on Cross-Border Higher Education

- Importance of national authority
- Providers and Students share responsibility
- Address all stakeholders

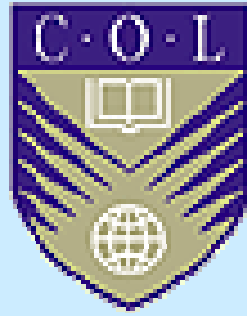


Quality Indicators Project- Teacher Education



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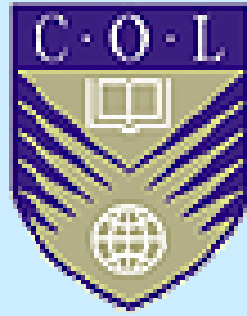
- Analysis of processes under different quality criteria and aspects
- Initial identification of indicators
- Editing and development of descriptors and attributes
- Final list of 75 indicators covering six Key Areas and 24 Quality Aspects
- Towards Pan-Commonwealth QI Package



Quality Indicators Project- Teacher Education

INDICATOR 15

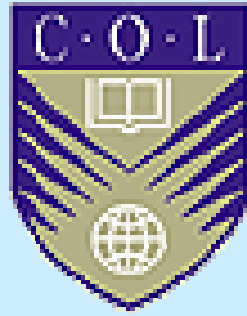
The institution emphasises and the faculty members use interactive and participatory approach in the transaction of the programme curriculum.



Quality Indicators Project- Teacher Education

Operational Definition

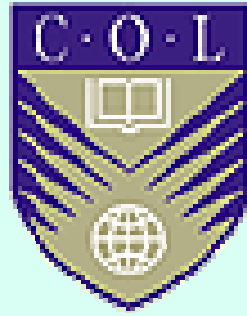
The teacher educators employ interactive and participatory approach in the teaching of theory and foundational courses. Explanations and Justifications are developed with the help of students and not ‘taught’ to them.



Quality Indicators Project- Teacher Education

Importance of the Indicator

Learning is a process of construction of knowledge and not one of receiving it from a person who knows. A learner finds it difficult to retain a content that does not integrate meaningfully with his knowledge base. Interactive and Participatory approach provides scope for removing the conceptual difficulties and misconceptions of students and creating a feeling of responsibility in learning.



- **CURRICULUM DESIGN AND PLANNING**
- **CURRICULUM TRANSACTION AND EVALUATION**
- **RESEARCH, DEVELOPMENT AND EXTENSION**
- **INFRASTRUCTURE AND LEARNING RESOURCES**
- **STUDENT SUPPORT AND PROGRESS**
- **ORGANISATION AND MANAGEMENT**

Quality Assurance of Delivery Modes

- eLearning

Quality Assurance of Delivery Modes

- eLearning
- Open Educational Resources

Quality Assurance of Delivery Modes

- eLearning
 - Open Educational Resources
- = Open Distance Learning
Blended Learning

BRITAIN'S TOP NINE UNIVERSITIES

Quality Rankings of Teaching

based on all subject assessments 1995-2003
(*Sunday Times University Guide 2003*)

1	CAMBRIDGE	96%
2	LOUGHBOROUGH	95%
3=	LONDON SCHOOL OF ECONOMICS	88%
3=	YORK	88%
5	<u>THE OPEN UNIVERSITY</u>	87%
6	OXFORD	86%
7	IMPERIAL COLLEGE	82%
8	UNIVERSITY COLLEGE LONDON	77%
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(*** and top in a 2005 survey of student satisfaction)

Cultures
and
Structures
for Quality

Structure of Quality

“the essence of distance education is to divide the experience of the learner into its component parts”

Culture

of

Quality

Culture of Quality

- Idealism
- Teamwork
- Participative governance



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“encourage

and

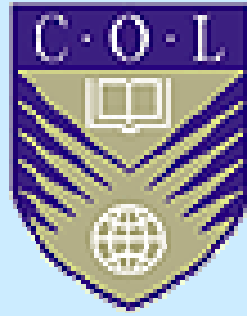
regulate

the

private, for-profit sector”

“all quality assurance or
quality control in higher
education must, in the
end, emanate from
government”

The UNESCO-OECD Guidelines on Cross-Border Higher Education



Quality Indicators Project- Teacher Education

Questions

- By whose authority?
- How independent?

“all provision should be
put within the same
basic QA framework”



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THANK YOU

BEST WISHES

TO NAAC!



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