

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## Quality Assurance System Workshop Role of the Students

*A. Sharaf Eldin*

*Faculty of Computers and Inf.*

*QAC Manager - Helwan Univ.*

*Altair Workshop*

*6-10/7/2009*

*Alcante-Spain*

*A member of the NQAAP – Egypt*

*A QA Specialist – UNDP*



# Agenda

- Introduction
- Outcome-Based Teaching and Learning (OBTL)
- The QA System - Main Processes
- What is expected from you: Student
- What students should expect
- Conclusions

# Introduction

- University Hierarchy
- The Players

# University Hierarchy

## ■ University Councils

- General
- Education and Student Affairs
- Postgraduate Studies and Research
- Community Service and Environment

## ■ Faculty Council

- Faculty Committees

## ■ Department Council

- Department Committees (?)

# The Players

- **University**

- President, Vice President, General Secretary

- **Faculty**

- Dean, Vice Dean, Administration Manager

- **Department**

- Head, Deputy Head (?)

**Each institution has its own requirements  
and has its own role**

# The Players

- Staff

- Students

- Parents – Employers - Others

- Employees

**The last two are usually overlooked**

# The Quality Assurance Structure

- QAC

- QAU

- QA Projects: QAAP and CIQAP

- NQAAAE



*The Final Outcome:*

***Accreditation***

# Outcome-Based Teaching and Learning (OBTL)

*A new wave in HE*

# *Intended Learning Outcomes*

- *What students will be able to do*
  - at each stage of their studies
  - when they graduate

# *OBL and curriculum design*

- *Not based just on content of syllabus*
- *Outcomes:*
  - Knowledge and understanding
  - Skills: cognitive; subject-specific; transferable
  - Values
- *Based on what students will need to **do** to demonstrate that they have succeeded*

# *Intended Learning Outcomes in HE*

## ■ *Knowledge and understanding*

- including complex systems, theories, principles, methods, techniques

## ■ *Ability to apply knowledge in the real world (career/employment)*

- what can students do with this knowledge?

# *Understanding*

- *Comprehend, make sense of ...*
- *Contextualise*
- *Interpret*
- *Make judgements*

# *Cognitive skills*

- *Analyse*
- *Synthesise*
- *Compare and contrast*
- *Evaluate*

# *Key transferable skills*

- *Communication*
- *Numeracy*
- *Use of ICT*
- *Team-work*
- *Problem-solving*
- *Self-motivation*
- *Lifelong learning*

# *Subject-specific skills*



- *Practical*

- *Intellectual*

- *Demonstrate graduate expertise in the subject*

# *OBL and teaching/learning*

- *How do students acquire the Intended Learning Outcomes?*
- *How do staff enable them to acquire Intended Learning Outcomes?*
- *Are teaching and learning methods*
  - appropriate to Intended Learning Outcomes?
  - effective

# *OBL and Assessment*

- *How can students demonstrate achievement of ILOs?*
- *How can teachers measure this achievement?*
- *Are assessment methods*
  - appropriate to different types of ILOs?
  - effective in measuring achievement?

# The QA System - Main Processes

*Course Specifications (CS)*

*Academic Program Specifications (PS)*

*Course Report (CR)*

*Academic Program Report (PR)*

*Faculty Annual Report (FAR)*

*Self Evaluation Document (SED)*

*Corrective Action Plan (CAP)*

# *Course Specifications (CS)*

*Here we give some important remarks*

*only*

# *Course Specifications (CS)*

***You should be informed about:***

***Overall Aims of Course***

***Intended Learning Outcomes of Course (ILO's)***

- ***Knowledge and Understanding:***
- ***Intellectual Skills***
- ***Professional and Practical Skills***
- ***General and Transferable Skills***

***Contents and topics distribution***

***Assessment Schedule and weights***

***List of References***

# *Program Specifications (PS)*

*Here we give some important remarks*

*only*

# *What is PS?*

In a program specification a teaching team sets out clearly and concisely: the intended learning outcomes of the program; the teaching and learning methods that enable learners to achieve these outcomes and the assessment methods used to demonstrate and measure their achievement.

## *What is PS? - Continued*

PS is not simply an aggregation of module outcomes. It relates to the learning and attributes developed by the program as a whole which, in general, should be more than the sum of the parts. However, it may be helpful to map the outcomes of modules against the outcomes for the program as a whole.

## *What is PS? - Continued*

Program specifications should indicate the reference points that have been used in the development of a program outcome statement.

# *Reporting Levels*

*Course Report*



*Program Report*



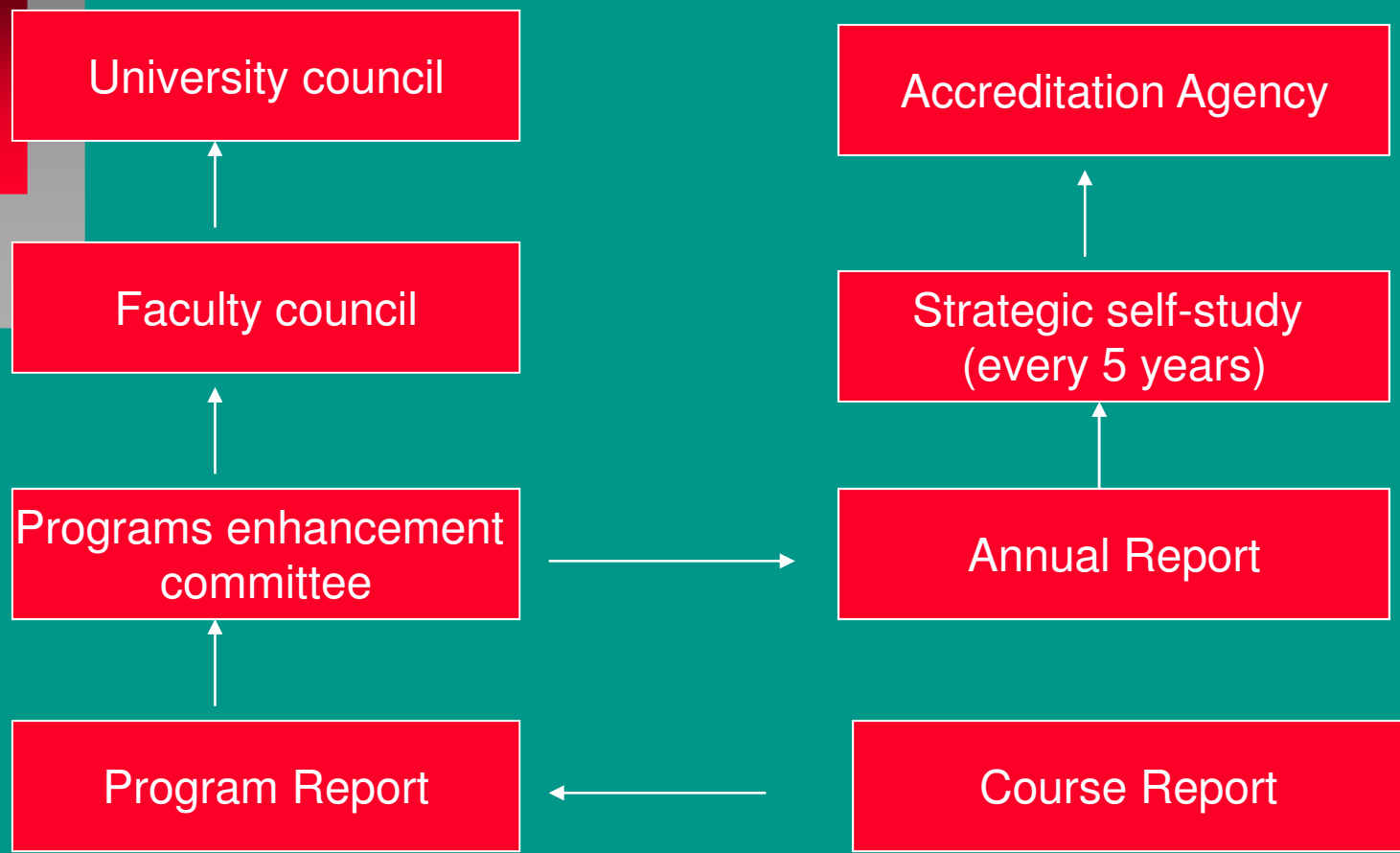
*Annual Report*

# *Course Report*

*Issued by course coordinator every time the course is offered*

- *The core element in the reporting system*

# Report Cycle



# *Course Report*

*Issued by course coordinator every time the course is offered*

- *The core element in the reporting system*

# *Program Report*

*Issued by program coordinators at the end of the academic year*

- *Essentially similar to CR but on the program level*

# *Professional Data of the Course*

---

## ***9 Main Headings***

***Course Teaching***

***Teaching and Learning Methods***

***Student Assessment***

***Facilities and Teaching Materials***

***Administrative Constraints***

# *Professional Data of the Course*

***Student Evaluation of the course and  
Response of Course Team***

***Comments from external evaluator(s)  
and Response of Course Team***

***Course Enhancement (Actions of the  
previous year)***

***Action Plan for Academic Year  
(Coming one)***

# *Professional Data of the Course*

## ***Student Evaluation of the course and Response of Course Team***

*Prepared by the QAU after the Student  
Evaluation*

*Each instructor will reply to student  
criticism*

*Same applies for **Comments from  
external evaluator***

# *Professional Data of the Course*

## ***Course Enhancement (Actions of the previous year)***

***Progress on actions identified in the  
previous year's action plan***

***State whether or not completed and  
give reasons for any non-completion***

# *Professional Data of the Course*

---

## *Action Plan for Academic Year (Next one)*

*Actions Required*

*Completion Date*

*Person Responsible*

# What is expected from you: Student

- *Direct Contact with Professors*
- *Direct Contact with the Administration*
- *Direct Contact with the QAU and QAC*
- *Informative and Fair Evaluation*

# What Students Should Expect

*Helwan University since day 1 considered students at the center and heart of the QA.*

*HU was the first university in Egypt which stated clearly in the by-laws from day 1: students must be represented in both QAC and all QAU*

# What Students Should Expect

- *Awareness sessions*
- *At Lecture 1: CS including exams, ..*
- *Graded and annotated student work*
- *Before final exams: term work declared*
- *Exam sheet: clear, grade distribution, ..*
- *Course Evaluation (sampling?)*
- *Corrective Actions ASAP*
- *Enhancing*

# *Conclusions*

As a global trend, QA within universities is considered among their own responsibilities. Accordingly, instruments like self assessment, peer reviewing, field examinations, ..etc. are usually employed by the concerned universities.

# شكرا على حسن الاستماع

هذا و بالله التوفيق و منه العون والسداد  
و صلى الله على سيدنا و مولانا محمد  
و على آله و صحبه وسلم  
و آخر دعوانا أن الحمد لله رب العالمين