

Evaluation & Quality Assurance for teaching

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(Reference : QAA, CHEA)

Quality Assurance for teaching

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1- Framework for quality of teaching

1.1- “Higher Education Institution must be legally licensed by the governmental entities” (case of Lebanon and many other countries)

1.2- **Institutions should describe for students and staff the intended educational experience** in a way which makes plain their respective obligations and entitlements, and which makes the institution's policies and processes accessible and comprehensible.

1.3- **Students are entitled to expect a learning experience** which meets their needs. Institutions should provide students with explicit information and guidance to enable them to make informed decisions about their own education, and to monitor their progress against clear expectations of achievement.

1.4- **Staff are entitled to expect an institutional culture** which values and rewards professionalism and scholarship, and which provides access to development opportunities which assist them in their support for student learning. Institutions should support initial and continuing professional development for all staff, and encourage self-evaluation as an essential element of reflective professional practice.

2- Entry to higher education (Student admission)

2.1 Each institution should devise clear and explicit policies, procedures and criteria for student admission; and their effectiveness should be reviewed on a regular basis in the light of the institutional mission, strategic objectives and external factors including changing patterns in the applicant market.

2.2 Institutions should maintain appropriate structures and provision to offer pre-entry data and support for prospective students, including accurate promotional material, and accessible and timely information, advice and guidance related to both entry requirements, and the needs and backgrounds of prospective students.

2.3 Admissions procedures and criteria should be clear, and consistently applied; and provide for **equality of opportunity** for all applicants within the selection criteria established by the institution.

2.4 Institutions should make explicit their arrangements for the enrolment and induction of **new students**, and provide mechanisms through which these arrangements and their student tracking data are monitored and evaluated.

3- Programme design, approval and review

3.1 Institutions should aim to design and deliver programmes that are in harmony with students' requirements and the strategic plans of the institution.

3.2 Processes of design, approval and review should be informed by perceptions of the diversity of requirements which a higher education programme seeks to meet.

3.3 In the design of programmes of study, there should be explicit and reasoned coherence between the aims and intended learning objectives/outcomes, the modes and criteria of assessment, the strategies for teaching, and the resources for learning.

3.4 Internal processes for the approval and review of programmes should involve an element of scrutiny external to the institution and, where they exist, the programme partners.

3.5 Programmes should be regularly monitored and reviewed, with any necessary modifications being incorporated.

4- Teaching and learning

4.1 Learning is a partnership between the teachers and professional support staff who provide learning opportunities, **and students** engaged in the learning process, **and both groups should be involved in the development of good practice in teaching, learning and assessment.**

4.2 Institutions should make arrangements for students at all levels to be given **clear information about the relationships between achievement and assessment, academic progress and accumulation of credit.**

4.3 Programme providers should ensure that **detailed and up to date records on student progress are kept.** Throughout a programme of study, students should receive prompt and helpful feedback about their performance and progress in relation to assessment criteria so that they can appropriately direct their subsequent learning activities.

4.4 Regular appraisal, informed by appropriate external benchmarks, **should be used at all levels to monitor the effectiveness of teaching, learning and assessment strategies.**

5- Student assessment

5.1 Institutions should ensure that assessment rules, regulations and criteria are published in a full and accessible form and made freely available to students, staff and external examiners.

5.2 Assessment practices should be fair, valid, reliable and appropriate to the level of award being offered. Assessment should be undertaken only by appropriately qualified staff, who have been adequately trained and briefed, and given regular opportunities to update and enhance their expertise as assessors.

5.3 Boards of examiners and assessment panels have an important role in overseeing assessment practices and maintaining standards, and institutions should develop policies and procedures governing the structure, operation and timing of their boards/panels.

5.4 Institutions should have in place policies and procedures to deal thoroughly, fairly and expeditiously with problems which arise in the course of assessment of students. These should define the actions to be taken in the event of academic misconduct, and the grounds for student appeals against assessment outcomes.

5- Student assessment (continued)

5.5- 'Assessment' must describe **any processes that appraise an individual's knowledge, understanding, abilities or skills :**

- **Promoting student learning by providing the student with feedback**, normally to help improve his/her performance.
- **Evaluating student knowledge, understanding, abilities or skills.**
- **Providing a mark or grade that enables a student's performance to be established.** The mark or grade may also be used to make progress decisions.
- **Enabling the public** (including employers), and **higher education providers, to know that an individual has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution.**

5.6- The way in which students are assessed fundamentally **affects their learning. Good assessment practice is designed to ensure that, in order to pass the module or programme, students have to demonstrate they have achieved the intended learning outcomes.**

5- Student assessment (continued)

5.7- To test a wide range of intended learning outcomes, diversity of assessment practice between and within different subjects is to be expected and welcomed, requiring and enabling students to demonstrate their capabilities and achievements within each module or programme.

5.8- Students need to be aware of the purposes and implications of different assessment tasks, especially the opportunities provided for them to show the extent to which they have achieved the intended learning outcomes (ILOs) of a module or programme.

5.9- It is important that students know whether the outcomes of each assessment are to be used for formative and/or summative purposes

5.10- Assessment is usually construed as being diagnostic, formative or summative.

5- Student assessment (continued)

5.11- An assessment process should involve more than one of these assessment purposes.

For example, **an assessment component submitted during a module may provide formative feedback designed to help students improve their performance in subsequent assessments.**

5.12- An end-of module or end-of-programme examination normally results in a **summative judgment** being made about the level the student has attained, but any feedback on it may also have an intended formative purpose that can help students in assessment later in their programme, or on another programme.

6- External examiners

6.1 Institutions should determine and make explicit **the precise nature of the external examiner's role** and the duties the examiner will perform in order to assist the institution in calibrating academic standards, and monitoring and moderating assessment processes **to assure fairness to students.**

6.2 Institutions should maintain policies and procedures which facilitate the nomination, **selection and appointment of external examiners that are consistent with, and supportive of, the institutional aims and purposes of their system.**

6.3 External examiners should be provided with adequate and appropriate briefing materials to support their role. Opportunities to participate in institutional induction proceedings should be available, particularly for new external examiners or those drawn from outside higher education.

6- External examiners (continued)

6.4 Each institution should decide the precise nature, role and composition of its boards of examiners/ assessment panels and these should include at least one external examiner with appropriate and extensive academic experience. Within these boards or panels, external examiners should be influential and able to adjudicate, subject to institutional regulation, in cases of disagreement over marking and classification.

6.5- Institutions should specify the **nature and content of external examiner reports** and make arrangements for the reports to receive serious consideration and for feedback to be given to external examiners on any actions taken as a result of their report.

7- Academic appeals and student complaints

7.1-Institutions should have **effective procedures for resolving student complaints** and academic appeals.

7.2-The procedures should be ratified by the governing body and should **form a part of the institution's overall framework for quality assurance.**

7.3- Institutions should ensure that their **procedures are fair and decisions are reasonable** and have regard to any applicable law.

7.4- Institutions should address student complaints and appeals in a **timely manner**, using **simple and transparent procedures.**

8- Staffing

8.1 Staff appointment policies and procedures are needed **to ensure that high calibre applicants are recruited and that their competence and aptitude with regard to the full requirements of the position can be verified.** There should be an institutional commitment to equality of opportunity, and monitoring of effectiveness at departmental or other operating unit level.

8.2 Institutions should provide for all newly appointed staff to receive **appropriate induction, initial training and support** to meet early job demands and should consider the use of probationary periods with confirmation of appointment dependent on satisfying explicit criteria.

8.3 Institutions should have in place a **staff review and appraisal system** and specify the role of their system in both staff development and reward based on performance.

8.4 Staff development and training is an integral part of ensuring, delivering and enhancing quality, and adequate opportunities for development should be available throughout employment to all staff who are engaged in, or are supporting, teaching, research and scholarship.

8- Staffing (continued)

8.5 Institutional policies and procedures on **promotion and reward** should be widely known, and consistently applied, so as **to ensure equality of opportunity in promotion for all staff** in the institution. Decision-making by appropriate persons should be justified against clear and known criteria and be open to scrutiny.

9- Research degree students

9.1 The research degree student should have access to an environment of academic staff, postgraduates and postdoctoral workers, which fosters and actively supports creative research work. Institutions should seek to engender a strong postgraduate community by providing academic and welfare support facilities and the opportunity for effective representation.

9.2 Institutions should have in place clear regulations covering the process from initial registration through to final examination and award. The regulatory framework should make equal provision for all students, whether registered on a full-time, part-time or external basis, and protect the entitlements of students and staff and the academic standards of the institution.

9.3 An appropriate match between student, research project, supervisor(s) and research environment is likely to be achieved when institutions provide clear and comprehensive information about research opportunities and implement a rigorous selection procedure, followed by induction and skills training.

9- Research degree students (Continued)

9.4- The successful completion of a programme of study leading to the award of a research qualification requires considerable commitment from the research student, the student's supervisor(s) and the institution. At the outset of a research project, the roles and responsibilities of all parties involved should be identified and agreed in order to establish a clear understanding between them.

9.5 When accepting a research student, institutions should have in place a supervisory team that is well balanced between research expertise and supervisory experience, and academic staff should receive appropriate training to enable them to undertake their various tasks effectively. Supervisors should keep accurate and detailed records of student progress and students should be given regular and timely feedback.

9.6 The special nature of postgraduate research awards means that institutions should devise procedures which relate directly to the assessment of these students. There should be a right of appeal for students who fail to reach the standard required for the degree for which they are registered.

10- Accreditation

10.1- Higher Education Institution should **be accredited by a specialized Agency** (preferable independent).

10.2- Accreditation is the approval of a higher education Institution (Institution Accreditation) or program (Programme Accreditation) by an authorised body.

10.3- The Accreditor should be a “nongovernmental” organization created for the specific purpose of reviewing higher education institutions and programs for quality. It could be national, regional or even international. It is preferable that the local accreditor is recognised by regional or even international bodies (CHEA, ...). This local body should be, itself accredited.

10.4 – Accreditation process :

- Self study
 - Peer review
 - Site visit
 - Action (judgment)
 - Monitoring and oversight: Institutions and programs are reviewed over time in cycles from every few years to ten years.
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