

Special Meeting on ICT Education in Tertiary Institutions

Towards a Regional Perspective on Quality and Academic Standards in ICT Education and Training

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Quality Assurance Strategic Issues

Initial analysis of regional tertiary institutions, the following have emerged as key issues for the effective and efficient QA management system.

- Financial Resources;
- Students' experiential life long learning;
- Academic staff development;
- Environs, Other physical assets and their utilization;
- Institutional governance and organizational structure;
- Collaborative provision;
- Investment policy;
- Intellectual property rights policy;
- Organizational Processes, Out research Service Delivery and Infrastructure;
- Corporate image.

Main Reasons for Evaluation of Quality and Standards

- Accountability
- Better, more accessible public information about quality and standards
- Enhancement of the quality of educational provision and of academic standards
- Developing a system for scrutiny of quality and standards in regional tertiary institutions which is sufficiently rigorous to satisfy the statutory requirements of the Statutory bodies, yet is not too bureaucratic nor intrusive
- Retaining accountability while reducing the burden on institutions and their staff.

How are we going to doing it?

- Adopting a regional perspective on ICT Education and Training
- Developing a Method for Approval, Accreditation and of review of overall quality and standards
- Building on previous reviews at subject and institutional levels
- Minimising duplication in review at subject and institutional levels
- Placing greater emphasis on institutions' self evaluations
- Carrying out reviews over an extended period – not snapshot visits
- Carrying out a range of review activities tailored to the needs of each regional tertiary institution

Academic Review

INSTITUTIONAL
LEVEL

Institutional review
Collaborative provision
review

**Institutional
profile**

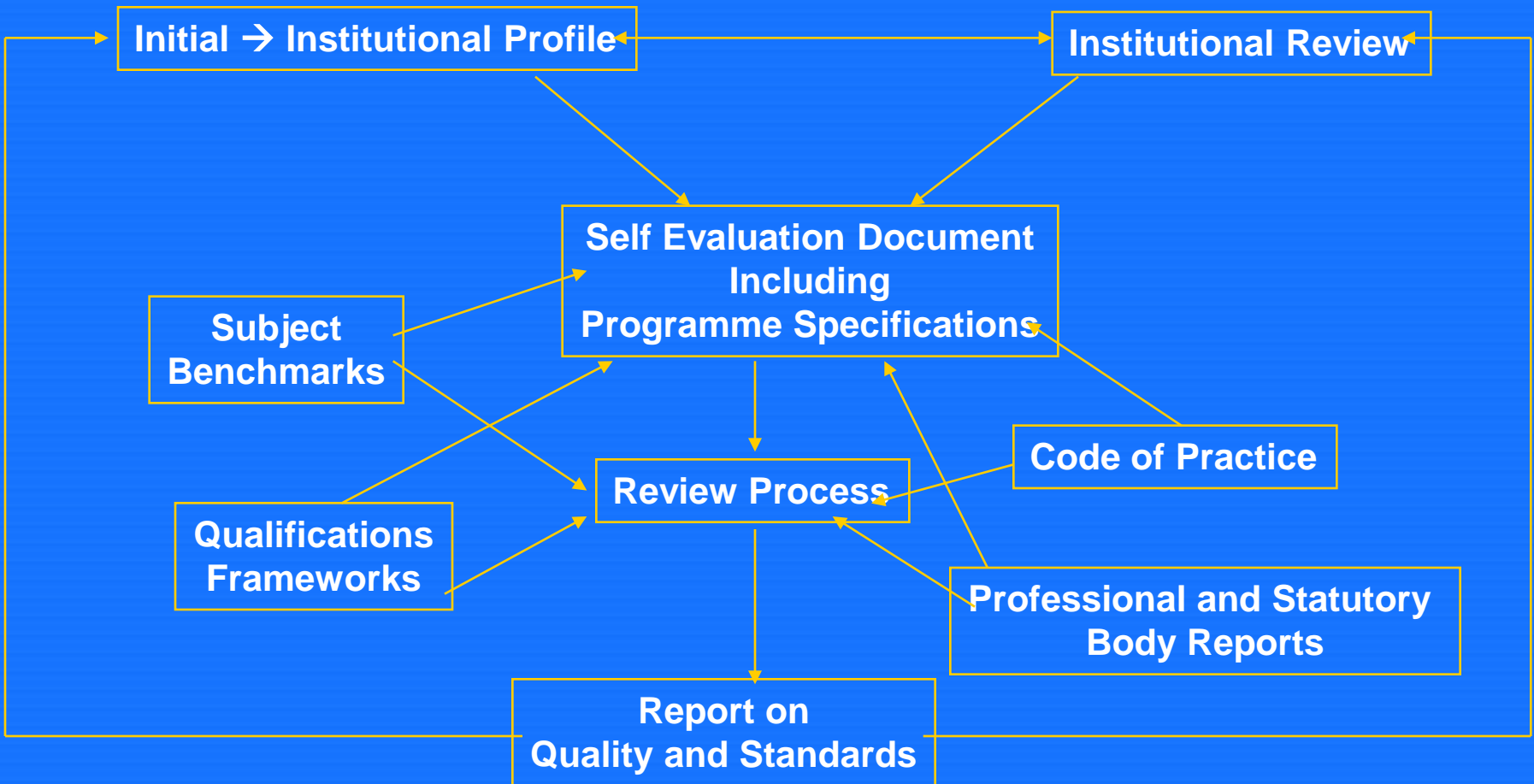
Subject
Benchmarks
Code of practice
Qualification framework
Programme Specification

Subject review

REFERENCE
POINTS

SUBJECT
LEVEL

Academic Review



Key Features of ICT Education and Training: Subject Review

- Peer review
- Self-evaluation
- Review against broad aims of the provision
- Review over an extended period
- Subject benchmarks
- 'Scope and preference' survey
- Initial and institutional profiles
- Differentiated judgements on three aspects of quality
- Threshold /Modal judgements on academic standards
- Academic review report
- Subject overview reports

Subject Benchmarks

- Represent general expectations about standards for the award of qualifications at a given level in a particular subject area
- Use Reference points – not lists of specific knowledge
- Institutions should be able to demonstrate how subject benchmarks have been used to inform decisions about the curriculum, the intended outcomes of programmes, and the assessment framework

Regional ICT education and training benchmarks

Regional statements should have the following structure:

1. Principles
2. Nature and extent of the course programme
3. Knowledge and understanding
4. Skills and abilities
5. Teaching, learning and assessment methods
6. Learning outcomes
7. Standards

Judgements

- **On Academic Standards**

- Applicable subject benchmarks are reflected appropriately in the programme specifications
- The content, design and organisation of the curriculum are adequate to achieve the intended programme outcomes
- Curriculum content is appropriate to each stage of the programme and to the level of the award
- Assessment is designed appropriately to measure achievement of the intended outcomes

- **On the Quality of Learning Opportunities**

- teaching and learning
- student support and progression
- Learning resources, including staffing

Code of Practice for Best Practices

There is need to develop a consensus of academic units and users in developing this code of practice. In terms of :

- The Approach
- The scope and Overarching principles
- Responsibilities of students, staff and management
- Information availability for students, staff, and management
- Development of Staff competence
- Monitoring, review of policy, procedures and practices
- Development of best practices
- Reference to relevant legislation
- Accessibility of best practices and revision