Innovative forms of Quality Assurance for Innovative Programmes

Sir John Daniel & Stamenka Uvalić-Trumbić
Our Topics

- Adapting QA to new needs
- CHEA/CIQG Quality Platform
- Guides to Quality in Online HE
- 7 International Quality Principles
- Combatting corruption in HE
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➤ Adapting QA to new needs

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➤ 7 International Quality Principles

➤ Combatting corruption in HE
Standard elements of quality assurance

• Regulations and guidelines produced by the QA agency

• A self-evaluation prepared by the institution

• Appointment of a peer group to review the institution or programme, starting by reviewing the self-evaluation
Standard elements of quality assurance

- Site visits by the peer group

- Publication of the report or, in some cases, only the decision
The ‘spread of the familiar’
Focus of QA is shifting

INPUTS

OUTPUTS & OUTCOMES
From inputs to outputs
Multi-lateral support

AHELO

CALOHEE

for the focus on learning outcomes
CALOHEE: Measuring up: Limited to Europe while AHELO global
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CHEA Quality Platform

Stamenka Uvalić-Trumbić

Judith Eaton
What is the Quality Platform?

• An outcomes-based external review of alternative providers of higher education for their performance and quality

• Can be used nationally or internationally
QUALITY PLATFORM STANDARDS

- Are learning outcomes articulated and achieved?
- Do they meet post-secondary level standards?
- Can credits be transferred?
- Is transparent information available?
Sent an application to CHEA to be a Quality Platform Pilot (June 2015)

Prepared a Self-Review and sent it to CHEA (September 2015)

A site visit conducted at DeTao using the Self-Review as basis (November 2015)
Site-visit by peer review group
The Council for Higher Education Accreditation/International Quality Group Acknowledges that:

De Tao Masters Academy
Advanced Classes

Has fully met the required standards to become a CHEA/CIQG Quality Platform Provider 2016 - 2019

Signature CHEA/CIQG

Date

01/26/2016
US DEPARTMENT OF EDUCATION

Dallas County Community College District

CHEA Council for Higher Education Accreditation

Quality Platform Provider
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A Guide to Quality in Online Learning

Authors:
Neil Butcher & Merridy Wilson-Strydom

Editors:
Stamenka Uvalić-Trumbić & Sir John Daniel
A Guide to Quality in Post-Traditional Online Higher Education

Authors:
Neil Butcher & Sarah Hoosen

Editors:
Stamenka Uvalić-Trumbić & Sir John Daniel
Meanings vary widely
QA of MOOCs: Bad news and good…

Bad:
- skimpy approval procedures

Good:
- favourable to innovation
Gave valuable assistance which COL and UNESCO acknowledge gratefully.
European examples
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Judith Eaton

Stamenka Uvalić-Trumbić
CHEA/CIQG INTERNATIONAL QUALITY PRINCIPLES

1. Quality & higher education providers
2. Quality & students
3. Quality & society
4. Quality & government
5. Quality & accountability
6. Quality & QA & accreditation bodies
7. Quality & change

Available in English, Arabic, Chinese, French and Spanish @ www.cheainternational.org
Essays on each of the seven

International Quality Principles

January 2016

Available in English and French

www.cheainternational.org
The Seven International Quality Principles

**Quality and higher education providers**: Assuring and achieving quality in higher education is the primary responsibility of higher education providers and their staff.

**Quality and students**: The education provided to students must always be of high quality whatever the learning outcomes pursued.

**Quality and society**: The quality of higher education provision is judged by how well it meets the needs of society, engenders public confidence and sustains public trust.
The Seven International Quality Principles

**Quality and government:** Governments have a role in encouraging and supporting quality higher education.

**Quality and accountability:** It is the responsibility of higher education providers and quality assurance and accreditation bodies to sustain a strong commitment to accountability and provide regular evidence of quality.
Quality and the role of quality assurance and accreditation bodies: Quality assurance and accreditation bodies, working with higher education providers and their leadership, staff and students, are responsible for the implementation of processes, tools, benchmarks and measures of learning outcomes that help to create a shared understanding of quality.

Quality and change: Quality higher education needs to be flexible, creative and innovative; developing and evolving to meet students’ needs, to justify the needs of society and to maintain diversity.
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A MOOCs junkie (15 taken)
My MOOCs
(all from FutureLearn)

- The Mind is Flat (Warwick University)
- Talk the Talk (Open University)
- Start Writing Fiction (Open University)
- Challenging Wealth and Income Inequality (Open University)
- Childhood in the Digital Age (Open University)
- What is a Mind? (University of Cape Town)
- Empire: The Controversies of British Imperialism (Exeter U.)
- Logical and Critical Thinking (University of Auckland)
- Exploring English: Magna Carta (British Council)
- Basic Science: Understanding Numbers (Open University)
- Strategies for Successful Ageing (Trinity College Dublin)
- Mindfulness & Wellbeing for Peak Performance (Monash U)
- Cybersecurity (Open University)
- Ageing Well: Falls (Newcastle University)
- Academic Integrity (University of Auckland)
FREE ONLINE COURSE

Academic Integrity: Values, Skills, Action

This course will explore academic integrity and how you can demonstrate it in your work, study and research at university.

Go to course – started 3 Oct
2012

Course x6002 Circuits and Electronics

2016

Academic Integrity: Values, Skills, Action

This course will explore academic integrity and how you can demonstrate it in your work, study and research at university.

Go to course — started 3 Oct
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Advisory Statement for Effective International Practice

Combatting Corruption and Enhancing Integrity: A Contemporary Challenge for the Quality and Credibility of Higher Education

July 2016
Matrix of examples of effective preventive actions in higher education arrayed by stakeholders

<table>
<thead>
<tr>
<th>Combatting corruption in student admissions and recruitment:</th>
<th>National Governments</th>
<th>Quality Assurance Agencies</th>
<th>HEIs</th>
<th>Faculty &amp; Staff</th>
<th>Students</th>
<th>Press/Civil Society</th>
<th>Employers &amp; Professional Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe enrollment limits set by governments, professional bodies and HEIs.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Publish criteria and procedures for the admission, progression and certification of students.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Monitor behaviour of recruitment staff/agents for observance of HEI’s requirements and the law.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Vet appointments to admissions offices and provide training and support to staff.</td>
<td></td>
<td></td>
<td></td>
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<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Fighting corruption in higher education boils down to a question of institutional will at all levels.
Protection for whistleblowers

Not sweeping truth under the carpet

Fighting academic corruption
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THANK YOU

Stamenka Uvalić-Trumbić

Sir John Daniel