

QUALITY ASSURANCE



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QUALITY ASSURANCE DEPARTMENT



WHAT IS QUALITY ASSURANCE?

Quality assurance aims to safeguard the quality of further and higher education within the economic, social and cultural context, on a national, European and international level.

It also ensures the use of appropriate measures as a means of improving the quality of teaching, learning, training and research.



The National Quality Assurance Framework
for Further and Higher Education



QUALITY CULTURE



- Individual – Commitment, engagement, responsibility, PD, reflection
- Collective – leadership (bottom-up), communication, participation, shared values, trust, reflection, empowerment

QUALITY CYCLE



THE IQA STANDARDS

1. Internal Quality Assurance Policy
2. Institutional probity
3. Design and approval of programmes
4. Student-centred learning, teaching and assessment
5. Student admission, progression, recognition and certification
6. Teaching Staff
7. Learning resources and student support
8. Information management
9. Public information
10. On-going monitoring and periodic review of programmes
11. Cyclical external quality assurance

POLICY FOR QUALITY ASSURANCE AND ENHANCEMENT

(QA Policy available here: <https://bit.ly/39SSXnC>)



INTERNAL VERIFICATION

(Internal Verification Policy available here: <https://bit.ly/2PKS4XI>)



ASSIGNMENT TITLES & RUBRICS

- Tasks and evidence will allow the course participant to address the learning outcomes;
- Written in clear and accessible language;
- Includes word count;
- Indicates submission deadline;
- Includes weighting of each component;
- Corresponds with assessment procedures identified in the NCFHE application form;
- Is in line with the [Malta Referencing Report 2016](#);
- Allows course participants with different learning styles and abilities to successful completion of the programme;
- Equal opportunities are incorporated.
- Rubrics which include: Specific criteria, scoring scale, Gradations of Quality and

LECTURE OBSERVATIONS

(Face-to-face, Synchronous, Asynchronous)

- Observations carried out by Head Quality Assurance/Manager Internal Evaluation & Internship
- Ensuring competence and effectiveness
- Interest of course participants come first
- Provision of oral and written feedback
- Implementation of recommendations



Observation Checklist

KEY: O: Outstanding – VG: Very Good – G: Good – N.I.: Needs Improvement – N/A: Not Applicable

	Criteria	O	VG	G	N.I.	N/A
Introductory material to be made available online	Introduction explaining how the course is divided, and how to navigate throughout the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A self-introduction is provided by the lecturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Lecturer's availability are clearly indicated such as accessibility through a dedicated forum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The Assignment title is readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The Rubric is readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A list of required material is provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Clear instructions of what course participants are expected to do are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Online tools	Aims, goals and outcomes are clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Multiple opportunities for interaction: learner – learner, learner – lecturer, learner - content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Takes advantage of the available features of the platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Makes use of breakout groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provides easily accessible and archived session recordings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods and Approaches for Asynchronous sessions	Provides easily accessible and archived materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provides opportunity for active learning: course participants are able to discuss and comment on content and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Create an online atmosphere where experiences are shared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creates trust among participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Uses open-ended, thought-provoking questioning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Uses paraphrasing of participants' contributions, comparisons and contrasts between participants' views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Encourages participants to share resources ex: webpages and videos, via links during the chat/ forums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Encourages participation from individuals and teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is part of a regular series of forums rather than a one-time event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Expects learners to communicate extensively and share on forum discussion boards, or other online platforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supports the development of self-directed learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provides opportunities for self-assessment and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pace of session (time management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provision of reinforcement and quality feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alignment of teaching, learning and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Link to Learning outcomes for cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

WHAT WE LOOK FOR.....

- Engagement
- Participation
- Dialogue
- Thinking
- Assessment *for* Learning
- Active learning
- Alignment of Teaching & Learning, Assessment and Learning Outcomes
- Learner Autonomy
- Learner Centred



DISCUSSION



INTERNAL VERIFICATION OF ASSIGNMENTS

- A sample of 5 or 10% of the assignments are given to the IV when these are submitted by the students.
- Assignments are correctly blindly by the IV.
- The lecturer and IV discuss the assignments which have more than a 10% discrepancy.



WHAT WE LOOK FOR

- Grading according to the rubric
- Formative comments (against the rubric) throughout the assignment and in the Feedback Summary Section
- Guidance on how to improve future work





FEEDBACK FORMS FOR ALL COURSES



All feedback forms may be found here: <https://bit.ly/3qohCpr>

POLICIES AND FORMS

All **Policies and Procedures** of the Institute for Education may be accessed here:

<https://bit.ly/2OYvx4z>

All **Forms** of the Institute for Education may be accessed here:

<https://bit.ly/2LEunLQ>



CONTACTS

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Thank
you

