Sub-theme: Quality and Equity in Learning

Adapting Quality Assurance to Innovative Programmes

Stamenka Uvalić-Trumbić & Sir John Daniel
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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NEW NEEDS:
Higher education innovating to reach larger number of students and promote equity

Challenges for QA to adapt to diversified learning paths and alternative providers
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
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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*
European examples
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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
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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

THE UNIVERSITY OF AUCKLAND
Te Whare Wananga o Tamaki Makaurau
NEW ZEALAND

Future Learn
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>X</td>
<td>X</td>
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<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>X</td>
<td>X</td>
<td>X</td>
<td>X</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>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Vet appointments to admissions offices and provide training and support to staff.</td>
<td></td>
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<td>X</td>
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</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