Pacific Capacity Building Workshop on Implementing National Qualifications Frameworks (NQF) at Programme Level

The Use of Learning Outcomes matched against level descriptors of NQFs

Monday 20th - Friday 24th March, 2017
Tanoa Tusitala Hotel, Apia Samoa

NAME OF PRESENTER: TEA TEPORA WRIGHT (DIRECTOR ACADEMIC QUALITY UNIT)

PROVIDER/INSTITUTION: NATIONAL UNIVERSITY OF SAMOA
Benefits of the Quality Assurance Process – Programme Accreditation to the provider and students

<table>
<thead>
<tr>
<th>Provider</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Panel report &amp; feedback provides useful feedback for improvement</td>
<td>- Good to have industry representatives (i.e. possible employers) involved</td>
</tr>
<tr>
<td>- Recognition of NFL courses lifted status of NFL courses</td>
<td>- Confident of value for money from the recognised NFL courses</td>
</tr>
<tr>
<td>- QA &amp; SQF policies are incorporated in Certificate in Adult Teaching programme, and included in Oloamanu curriculum support activities</td>
<td>- Assurance of meeting quality standards</td>
</tr>
<tr>
<td>- Programme accreditation increasingly a measure of accountability</td>
<td></td>
</tr>
<tr>
<td>- An external check re consistency of documentation</td>
<td></td>
</tr>
</tbody>
</table>
Challenges in Implementing the Process

- short period of time given to respond to issues raised
- understanding of the outcomes, assessment & content suitable for each level of the SQF
- differences between competency-based programmes (Behavioural Theory) e.g. trades and holistic programmes (Cognitive & Constructivist Theory) e.g. development studies

Begs the question: is our QA approach more suited to behavioural type training
- the issue of credits being equivalent to ‘notional’ learning hours
Provider Relationship with the Quality Assurance Agency (SQA)

- Phase One: Theoretical Support
- Phase Two: Conflict
- Phase Three: Lines in the Sand
- Phase Four: Mutual Understanding & Partnership
Assistance from the Quality Assurance Agency (SQA)?

- mechanism for sharing good practice by providers
- resources available online e.g. how to design a course, programme, assessment, write learning outcomes, exemplars etc
- schedules of visits etc. finalised 1-3 months in advance
- ensure national quality standard and quality assurance framework stays up to date with international developments in QA
How do you see the Quality Assurance processes helping your institution?

- feedback from the industry and employer community
- quality check of documentation
- an external quality standard
- motivation to undertake self-review/self-evaluation
- motivation to ensure everything is up to standard (staffing, curriculum, resources)