



U N I B E N Q A NEWSLETTER

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Quality Assurance

Quality Assurance

Quality assurance (QA) enables a university/faculty/department/school/program and its members to:

- Bring internal benefits to the university/faculty/department/school/program and the staff.
- Bring external benefits to the students and the reputation of the institution.
- Continuously improve themselves, the students, and the work of the university. Continuous improvement is both the medium and outcome of quality assurance.
- Serve accountability and accreditation requirements.
- Enhance the reputation of the faculty/department/school/university, and meet external demands for demonstrating quality, quality assurance and quality enhancement.

Quality Assurance Best Practices

These are standards or a set of guidelines known to produce good teaching, learning and research outcomes if followed.

Quality Assurance Focus

Best Practices for Student-centered teaching and learning

The University shall promote and emphasize the application of student-centered teaching and learning (SCTL) strategies as a primary necessity for efficient delivery of quality knowledge to learners. To fulfill this target, the following shall be emphasized:

- i. That the instructor engages the students to explicitly acquire skills and ability to think, solve problems, evaluate evidence, analyze arguments and generate hypotheses by explaining the importance or significance of the knowledge to be learned and providing clear, specific expectations for assignments

related to the topic under offer.

- ii. The instructor encourages reflection by students on what they are learning by including specific assignments through which the students can reflect, analyze and critique what they are learning.
- iii. That instructors encourage self-reflection and assessment of individual performance over the duration of the course by providing frequent and immediate feedback to students on their performance and adopting mechanisms to appreciate students' performance during lectures and after tests or quizzes.
- iv. Accurate course advice, within delegated authority, is provided to students in a timely manner. In addition, any question requiring further action should be referred to the appropriate person/office as required.
- v. Career counselling to students through formal mentorship programmes.
- vi. Production of a workable timetable in a timely manner.

The University shall further see to it that curricula are designed in such a way that:

- i. Instructions and assessments are not only linked but also complement one another.
- ii. Instructional strategies match individual student's needs (e.g. need for remedial programmes) to improve student performance.
- iii. Student progression is based on mastery of content.
- iv. University policies, rules and guidelines are adhered to.

Quality Assurance Updates

- The Annual Quality Assurance Report (AQAR) for December 2022 is available for download on the UNIBEN Quality Assurance Webpage (qa.uniben.edu). Contributions on the short and long term action plans are welcome.
- UNIBEN is currently reviewing its Core Curriculum Minimum Academic Standards (CCMAS) across all disciplines. This would promote standardisation and dynamism of the University's curricula.
- A Teaching Learning and Assessment Policy has been developed and implementation is expected to commence before the end of the first quarter of 2023.

Useful Information and Links

For questions, comments or interactions on the Quality Assurance Focus section of this newsletter or other Quality Assurance Related matters, please contact the Directorate of Quality Assurance via email: quality.assurance@uniben.edu | The UNIBEN Quality Assurance Office is located in the Senate Chambers, behind the Vice Chancellor's Office.