Some elements of quality assessment

- Use a range of assessment methods
- Ensure assessment strategies match programme aims, objectives and content
- Inform students how they will be assessed ahead of time
- Ensure assessment measures are reliable, (i.e. accurate and consistent)
- Ensure assessment measures are valid, (i.e. they test what is intended)
- Use results of assessment to inform teaching and learning
- Use assessment to give students feedback on their achievements and areas for improvement
- Develop and apply appropriate marking schemes
- Determine and maintain standards for marking and grading
- Consider students’ views as to how they should be assessed
- Ensure assessment reveals what students know and can do
- Ensure links between objectives, assessment and outcomes are clear and justifiable
Utilise a range of learning and teaching styles

Recognise from where learners are starting

Activate and build on prior knowledge

Ensure corrective action is taken in a timely manner

Understand that assessment has a powerful impact on student behaviour

Utilise multiple modes of assessment

Motivate students and encourage excellence

Involve management in changes necessary for quality teaching

Be well prepared

Let research inform teaching

Update knowledge and skills
SOME ELEMENTS OF QUALITY TEACHING

- Understand that students learn in different ways
- Cater to the needs of those who are differently challenged
- Reduce didactic teaching and encourage critical thinking
- Recognise the valuable experiences of learners
- Monitor students’ progress and provide timely feedback
- Undertake both formative and summative evaluation
- Create a healthy and positive learning climate/environment
- Avoid content overload
- Make the material stimulating and interesting
- Undertake research and use it to enrich teaching
NINE KEY TRAITS FOR GOOD TEACHING AND LEARNING

- Knowledge of the subject/discipline
- Course preparation and organization
  - Clarity and understandability
  - Enthusiasm for subject/teaching
  - Sensitivity to and concern for students' level and learning progress
  - Availability and helpfulness
- Quality of examinations
- Impartiality in evaluating students' work
- Overall fairness to students
A QUALITY UWI STUDENT

- Is motivated to succeed
- Takes responsibility for his/her learning
- Observes the regulations and rules of the university
- Uses feedback constructively
- Values good interpersonal relationships
- Takes pride in his/her work
- Actively contributes to university life
- Contributes to the wider community
- Recognizes the need for life-long learning
A QUALITY UWI STUDENT

- Fulfils the programme requirements prescribed by The UWI
- Treats all members of The UWI community with respect
- Recognizes the importance of an all-round education
- Uses available resources responsibly
- Enjoys university life
- Adheres to principles of ethical behaviour
- Actively participates in his or her own learning
- Strives for excellence
STUDENTS RESPOND POSITIVELY TO

- High levels of interaction with faculty outside the classroom
- Genuine effort to make courses interesting
- Frequent examples, analogies and metaphors
- Use of contemporary issues as appropriate
- Application of course materials to other fields of study
- Enthusiasm for the student and the subject
- Clear, well organized classes
- Involvement of students through:
  - Discussion/Library Research
  - Oral Presentations/Small Group Activities
OUR STUDENTS ARE

- Not outsiders to our business
- Not an interruption of our work, they are the purpose of it
- Not dependent on us, we are dependent upon them
- Not cold statistics, they are flesh and blood human beings with feelings and emotions like our own, and with biases and prejudices
- The most important visitors ever in our office; whether they come in person or by mail, or by e-mail, or over the telephone

We are not doing them a favour by serving them, they are providing us with a job by giving the opportunity to do so
UWI AS A QUALITY INSTITUTION

- Has a commitment to quality led by senior management
- Is student-centred
- Devises systems for measuring and monitoring success
- Closes gaps between expectations of stakeholders and actual provisions
- Believes that people create quality
- Engages in long term planning
- Invests in people
- Views complaints as learning opportunities
- Clearly defines roles and responsibilities
- Encourages excellence
UWI AS A QUALITY INSTITUTION

- Has a distinctive mission
- Has a quality driven culture
- Has a focus on preventing problems
- Identifies critical success factors
- Devises systems for receiving and using feedback
- Closes gaps between needs and resources
- Has clear evaluation strategies
- Involves everyone in quality improvement
- Makes provisions for those who are differently challenged