

Quality assurance mechanism for effective implementation of CCMAS

Virtual Presentation

By

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Presentation Outline

- ▶ Introduction
- ▶ Definition of quality assurance and its constituent elements- input, process, product, outcome
- ▶ Identifying input, process, product and outcome elements in the implementation of the CCMAS
- ▶ Practical examples of quality assuring input, process, product and outcome of the CCMAS
- ▶ Challenges to quality assurance of the CCMAS and overcoming the challenges
- ▶ Conclusion

WHAT IS QUALITY ASSURANCE?

- ▶ What is Quality Assurance?
- ▶ It is a set of planned and systematic activities implemented to maximize the probability that minimum standards of quality in education or implementation of educational curriculum are attained (Okebukola, 2021)

Difference between Quality Assurance and Quality Control

Quality Assurance

Quality assurance is applied all through the production line from entry (admission) to exit (graduation) of the student.

Quality Control

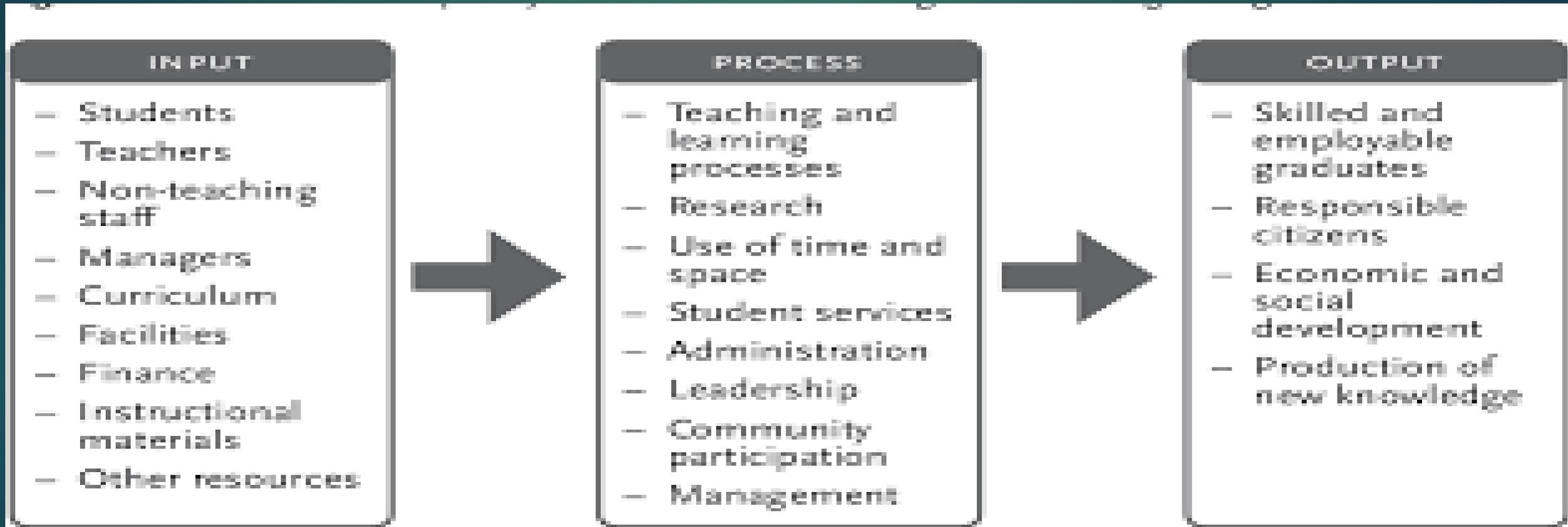
Quality control refers to the process of testing that final product meets specifications. It is carried out at the end of the production line (graduation).

Scope of Quality Assurance



1. Accreditation;
2. Entrance examination for students;
3. Interviews for staff appointments and promotions;
4. External assessment of publications;
5. External examination system;
6. Student assessment of lecturers; and
7. Visitations/external audit.

Constituent elements of quality assurance in the implementation of CCMAS



Source: Okebukola (2012b). *Framework for Quality Assurance in Higher Education*. VICBHE, Abuja, Nigeria, May 31.

Identifying, with practical examples, the constituent elements in the implementation of the CCMAS

The constituent elements in the implementation of the CCMAS are as follows:

- ▶ Input elements
- ▶ Process elements
- ▶ Product elements and
- ▶ Outcome elements

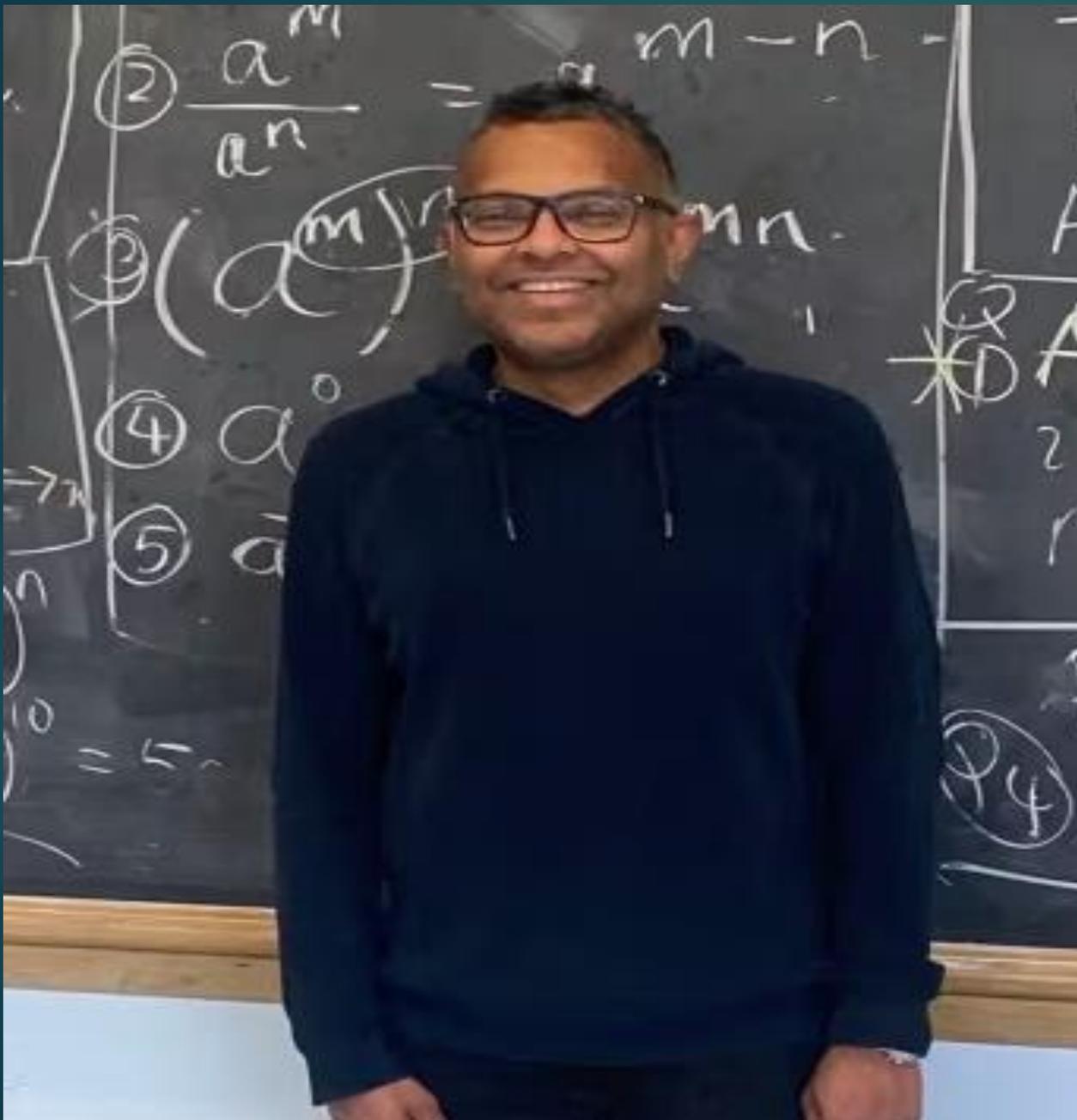
The input elements/variables

- ▶ Students: Socio-economic status; IQ; reading culture.; age; gender; health status (physically challenge); learning style.
- ▶ Teachers/Lecturers: Qualifications; teaching and research experience; rank; age; gender; marital status.
- ▶ Non-teaching staff: Qualifications; experience; rank; age; gender; marital status.
- ▶ Managers: Experience; gender; age; rank.
- ▶ Curriculum: Relevance; adequacy.
- ▶ Facilities: Adequacy, state of maintenance.
- ▶ Finance: Adequacy; funds management.
- ▶ Instructional materials: Adequacy; relevance; usage; level of maintenance.



Students' Elements:

- At the point of entry the candidates must satisfy the admission requirements in terms of credit passes in Senior Secondary Certificate (SSC), age (16 or more years);
- Attendance of lectures;
- Pass CA and examinations;
- Good character;
- Satisfy graduation requirements for the awards of degrees.



Teachers' Elements:

Possess doctoral degrees in relevant disciplines;

The academic staff should be in the right mix of Professorial cadre, Senior Lecturers, and Lecturer I and below; and

Experience



Non-Teaching Staff

- Relevant Qualifications;
- Experience;
- Rank;
- Age;
- Gender.



Managers in the department and faculty levels must have experience in:

- Teaching;
- Conduct of examinations;
- Grading, examination results processing; and
- Administration/ Management

Other variables: Age; gender; rank.

CURRICULUM

- 70% of core courses
- 30% of other innovative courses in the peculiar areas of focus/ uniqueness;
- Objectives (teacher perspective)
- Learning Outcome (learner perspective & actionable)
- Adequate Course Content topics
- Entrepreneurial Aspects
- Research Areas / students input
- Attention to Local Needs: Service of local community



Facilities

- Adequate classrooms, laboratories with furniture;
- Physical and e-library must have adequate facilities;
- Adequate laboratories with furniture;
- Staff office accommodations, with adequate size & furniture.

Finance

Sources of funds

- Tuition and fees
- Other IGR, including rents, contractors' registrations & renewal of registrations
- Government subventions
- Endowment Gifts and Donations

Funds Management

- Budgets for units, depts., faculties;
- Regular payments of salaries & allowances, to avoid staff unions' disputes & interrupted academic calendar.

Instructional material (IM): Text - reference books / handouts / manuals / worksheets

- ▶ Items or tools that assist the information aspect of teaching.
- ▶ Includes ASSESSMENT AND TEST METHODS
- ▶ Importance of IM: Reduces monotony, arouse curiosity in the learner, makes learning more interactive, helps to avoid rote learning and allow learners to have practical experience which help them to develop skills and to work in a variety of ways
- ▶ IM can be in Print, Audio, Visual, Audiovisual, Electronic Interactive (Computers, Graphing, Calculators, tablets, slides, Projectors,
- ▶ They must be Available, Adequate in number; Relevant to course contents; Actual usage in teaching; Level of maintenance.

Process Elements/Variables

- ▶ Teaching and learning processes: Teaching methods; quality of classrooms/laboratory interactions.
- ▶ Conduct of examinations: Quality of examinations; examination sitting arrangements; examination supervision.
- ▶ Conduct of research: Quality of research; research productivity; relevance of research.
- ▶ Use of time and space: Student and staff workload; timetabling; uninterrupted academic calendar.
- ▶ Students services: Quality of hostel services; quality of social activities of students; games.
- ▶ Administration/Management processes: Quality of management at unit, department, and faculty levels.
- ▶ Community participation: Level of community participation in the activities of the university.
- ▶ Quality assurance: Level of implementation of the quality assurance policy.



Teaching and learning processes:

- What teaching skills do you use? Are they adequate for the 21st Century learner?
- Effective teaching methods encourage the participation of the learner
- Quality of classrooms/laboratory interactions.



Conduct of examinations

- Quality of examinations & external examiners;
- Examination sitting arrangements;
- Examination invigilation & supervision



Conduct of research:

- Quantity and quality of research;
- Research productivity/ contributions;
- Relevance of research to national & global development.

Use of time and Space:

- Student and staff workload(minimum credit units in the CCMAS);
- Timetabling of lectures & examinations for the available venues;
- Uninterrupted academic calendar.

▶ **Students services:**

- Adequacy of hostels & quality of services, conducive for studies & school assignments;
- Quality of social activities of students;
- Sporting activities



Administration/Management processes

The managers in departments and faculties must have:

1. Adequate knowledge of the contents of CCMAS
2. Experience in:
 - organizing meetings;
 - conduct of examinations; and
 - grading, and examination results processing.

Output elements/variables

- ▶ **Quality of graduates** (skilled and employable graduates): The graduates of the institution should have high employability, and show high level of education.
- ▶ **Production of new knowledge**: The research output of staff should be relevant to national, regional and global development. The institution's ratings in ranking tables are important.



Quality of graduates:

- Skilled and employable graduates, based on employers rating;
- Entrepreneurs among the graduates;
- Contributions to national & global development.



Production of new knowledge:

- Relevant research output
- Internationally recognized researchers in the institution

Outcome elements/variables

- ▶ **Responsible citizens:** Social impact of graduates of the university on national development (Entrepreneurs & Employers of labour);
- ▶ **Economic and social development:** Impact of graduates of the university on national and global socio-economic development;
- ▶ High competitiveness of the university's programmes;
- ▶ high rankings of the university by NUC, and other global ranking organizations, including ARWU, Global Ranking of Academic Subjects (GRAS) in the world's best 11 subjects/disciplines.

Challenges to quality assurance of the CCMAS

- ▶ Depreciating quality of lecturers to implement the CCMA;,
- ▶ Slow adoption of ICT for implementation of CCMAS;
- ▶ Capacity deficit of quality assurance agency in Nigeria, that is, NUC;
- ▶ Inadequacies of infrastructural/ facilities;
- ▶ Management inefficiencies;
- ▶ Poor quality of entrants into universities from secondary level;
- ▶ Poor reading culture among staff and students;
- ▶ Unstable academic calendar: Short period for academic activities;
- ▶ Academic corruption: e.g. “Bribes or Sex for Marks”.

Overcoming the challenges to quality assurance of the CCMAS (1)

- ▶ Depreciating quality of lecturers: Training for lecturers on the effective implementation of the CCMAS. qualified lecturers should be employed in the institution.
- ▶ Slow adoption of ICT for implementation of CCMAS: Lecturers should be trained and retrained in relevant aspects of ICT in the implementation of the CCMAS
- ▶ Inadequacies of infrastructural/ facilities: More infrastructure should be provided;
- ▶ Online lectures for large students' populations;

Overcoming the challenges to quality assurance of the CCMAS (II)

- ▶ Management inefficiencies: Appointment of managers should be based on their experience and performance;
- ▶ Poor quality of entrants into universities from secondary school: Admit only the students with the minimum admission requirements;
- ▶ Poor reading culture among staff and students: Both physical and e-library should have relevant and current library holdings, adequate facilities (including stable electricity supply);
- ▶ Providing for staff and students' welfare;
- ▶ Academic corruption: Erring staff & students should be sanctioned/punished to serve as deterrent to others.

Conclusion

- ▶ Quality assurance mechanism is important for effective implementation of the CCMAS.
- ▶ The Senate Committee on Quality Assurance was established to ensure effective implementation of Quality Assurance policy and to make faculties and departments self regulatory, starting from admissions of students to accreditation of programmes, conduct of examinations, and awards of degrees.

References

- ▶ National Universities Commission (2022). *Core Curriculum and Minimum Academic Standards for the Nigerian Universities* NUC, Abuja, Nigeria.
- ▶ Okebukola, P. A. (2021a). *Basic Concepts in Quality Assurance in Higher Education*. VICBHE, Abuja, Nigeria, May 30.
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