

2.3 QUALITY ASSURANCE POLICY: TEACHING, LEARNING AND ASSESSMENT

1. Purpose

This document is based on ADA University's general *Academic Quality Assurance Policy*. Its purpose is to define specific structures and procedures of academic quality assurance for the area *Teaching, Learning and Assessment*.

2. Scope and Recommendations

This policy applies to the area *Teaching, Learning and Assessment*. It provides guidance on the assessment and enhancement of the area's *Quality Standard* and *Quality Guidelines*, of its key documents and of actual outcomes.

This policy should be read in conjunction with ADA University's general *Academic Quality Assurance Policy*.

3. Definitions

The area *Teaching, Learning and Assessment* covers major components of the educational process. These include principles that serve to guide the process of teaching and learning at ADA University; rules and proceedings that regulate the assessment of learning; as well as a framework for online and blended teaching, learning and assessment.

Quality Indicators are clearly defined criteria that allow for the assessment of academic quality and quality assurance documents as well as of their outcomes. The results of these assessments serve to further enhance the quality of documents and outcomes.

4. Quality Indicators

4.1 Quality indicators must be based on international best practices and reflect the quality standards and requirements defined for *Teaching, Learning and Assessment* in ADA University's *Academic Quality Assurance Standards and Guidelines*. They must cover all key documents and related outcomes as well as the area's *Quality Standard* and *Quality Guidelines*.

4.2 When reviewing key documents, their actual outcomes and the *Quality Standard* and *Quality Guidelines* contained in the area *Teaching, Learning and Assessment*, the process of quality assurance must be based on the quality indicators defined in 4.3 to 4.7.

4.3 The *Quality Standard* and *Quality Guidelines* continue to reflect international best practices and serve to provide an environment of excellence in teaching, learning and assessment. The educational process throughout all programs and courses is innovative and informed by the latest developments in the fields of face-to-face, blended and online education.

4.4 Teaching, learning and assessment throughout all programs and courses are aligned with the mission, purposes, academic principles and core values of ADA University.

- 4.5 The principles defined in ADA University's *Statement on Teaching and Learning* reflect international best practices in teaching and learning. They are comprehensively implemented throughout all programs and courses. When assessing the implementation of the principles set forth in the *Statement on Teaching and Learning*, the process of quality assurance will be guided by the following quality indicators:
- a. Teaching and learning are based on explicitly stated and measurable learning outcomes that derive from ADA University's *Statement of Core Competencies and Learning Outcomes*. Learning outcomes, teaching and learning activities, and assessment methods are aligned in all courses delivered at the University. Students are generally able to achieve learning outcomes and program objectives, and they perform highly in all programs and courses.
 - b. Teaching and learning in face-to-face, blended and online modes are student-centered and inquiry-based, and they allow for experiential learning experiences. Throughout all courses, students are provided with opportunities to participate actively and to their full potential.
 - c. All courses delivered at the University employ innovative technology as well as a variety of teaching, learning and assessment methods. They are based on current and meaningful course content.
 - d. All programs and courses offered at the University are inclusive and accommodate the diverse needs of students.
 - e. In all courses, students are provided with comprehensive information on teaching and learning activities and on assessment methods and criteria. They receive regular and timely feedback on their learning progress and on potential opportunities for improvement.
 - f. Teachers continuously solicit and/or receive feedback from students and other stakeholders, and they employ this feedback as well as student assessment data to improve their teaching.
- 4.6 The University's *Student Assessment Regulations* provide a well-structured, comprehensive and transparent framework for the evaluation of student performance. They are based on international best practices. Assessment in all courses delivered at the University is consistent with the rules and proceedings outlined in the *Student Assessment Regulations*. It is based on clearly defined assessment criteria, and it effectively evaluates the level of attainment of learning outcomes. The University's examination regulations are designed to ensure the integrity of the examination process. These regulations are implemented in all of the courses delivered at the University, and breaches of academic integrity by students are sanctioned according to ADA University's *Honor Code*. Examinations are conducted in an inclusive and equitable manner. The University's grading system continues to be consistent with those commonly used in the U.S. education system.
- 4.7 ADA University's *Online Education and Assessment Regulations* are well integrated with the University's *Statement on Teaching and Learning* and its *Student Assessment Regulations*, to which they continue to provide a clearly structured and comprehensive supplement. They reflect international best practices in online education and assessment, and they are comprehensively implemented in all remote examinations and in all courses delivered in online or blended formats. Teaching and learning in these courses are based on learning outcomes that are appropriate to the respective format, and they are generally achieved by students. Online and blended courses are equivalent (in terms of level, quality, and student performance) to courses delivered face-to-face. The trainings offered by the University equip teachers and students with all the knowledge and skills required to fully participate in online and/or blended teaching and learning. The University's *Blackboard Administrator* successfully supports teachers and students in resolving technical issues related to remote examinations and to the process of online and/or blended teaching and learning.

5. Quality Assurance Procedures

- 5.1 The process of quality assurance in the area *Teaching, Learning and Assessment* is based on the quality indicators defined above and on the quality review cycle and the procedures delineated in ADA University's general *Academic Quality Assurance Policy*.
- 5.2 The process of quality assurance must ensure the involvement of Schools and faculty and the participation of students as delineated in the general *Academic Quality Assurance Policy* and the document *Quality Assurance Governance*.
- 5.3 The process of quality assurance must pay particular attention (1) to the alignment of learning outcomes with teaching and learning activities and with assessment methods in all courses delivered at the University; (2) to the integrity of the examination process throughout all programs and courses; and (3) to the innovativeness of the instructional process in all courses offered in face-to-face, blended and online formats. In case of shortcomings, the Quality Assurance Committee will initiate and supervise improvements as appropriate and based on the area's key documents and on the quality indicators defined above.
- 5.4 The process of quality assurance for courses offered in the online or blended format requires the involvement of ADA University's Information Technology Services.