

QUALITY ASSURANCE IN PLAR

**A Project of the Canadian Council on
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Quality Assurance in PLAR

- The Project
- What is Quality Assurance?
- Other Jurisdictions
- Issues for Canada
- Discussion

Quality Assurance in Higher Education

The establishment, implementation, monitoring, and evaluation of quality standards in the design, approval, delivery, and evaluation of programs and services.

Quality Assurance in Higher Education – Why?

- Improve institutional performance
- Improve products (e.g. graduates, research)
- Promote safety
- Inform the public and other stakeholders (transparency)

Principles Anchoring Quality Assurance in Higher Education

- Higher education institutions have primary responsibility for the quality of their services
- Higher education is accountable for its expenditures of public funds on education
- Students are entitled to the highest quality of education possible
- Organizational cultures of quality should be encouraged
- Clearly articulated standards are the basis of good QA practices
- Organizational structures and mechanisms are necessary to implement QA practices
- QA structures and processes should be transparent and efficient

Quality Assurance in Assessment of Learning

- **Reliability**
- **Content validity**
- **Construct validity**
- **Comparability**
- **Authenticity**
- **Cognitive complexity**
- **Meaningfulness**
- **Fairness**
- **Transparency**
- **Educational consequences**
- **Cost and efficiency**

Quality Assurance in PLAR

- Scotland – National RPL Guidelines
- South Africa – National RPL Framework
- Australia – National RPL Principles and operational guidelines
- Ireland – Universities Act, 1997 spurred quality culture and Quality Office structures; National Principles and guidelines
- European Commission 2001

Quality Assurance in PLAR

South Africa

- **A developmental model**
- **A national framework for RPL**
- **University of Fort Hare - example**

University of Fort Hare

- Assessment methods that meet criteria of: validity, reliability, fairness, legitimacy, appropriateness, manageability, feasibility and attention to unintended negative consequences.
- RPL quality management systems incorporated into Academic program reviews
- Integrating RPL into assessment policies, and reporting procedures
- A focus on sufficiency of evidence.
- An assessment hierarchy of internal accountability.
- Record keeping of assessment statistics that inform planning.
- An open and transparent appeals process
- Continuous review of RPL procedures and monitoring of student success rates
- Integration into broader structures of student support including holistic assessments
- Support for portfolio development.
- Training and orientation of assessors and other staff members.
- Methods chosen based on particular context, learner, discipline and program.

Quality Assurance in PLAR

The Canadian Context

- **No discreet quality assurance literature**
- **QA features where they exist, seem to be integrated**
- **No clear sense of quality assurance as a driver**
- **Perhaps a need to be more explicit**

Thank you for your participation!

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