

STUDY PROGRAMME DEVELOPMENT

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HAQAA3 IQA TRAINING 2024

OBE: The AKU Case Study

- Critical to the mandate and mission of AKU: a university that is research-led and **student-centred**.
- Increasingly a requirement of our **regulators**.
- Aligned to **AKU's Principles** of IMPACT, QUALITY, RELEVANCE, ACCESS ...including access to careers.
- Central to meeting AKU's stated **Graduate Attributes** –that AKU graduates *Leaders, Critical and Creative Thinkers, Evidence-based Decision Makers, Effective Communicators, Lifelong learners*.
- Evolution has to be in the hands of the Academic entities – curriculum is their legitimate domain.



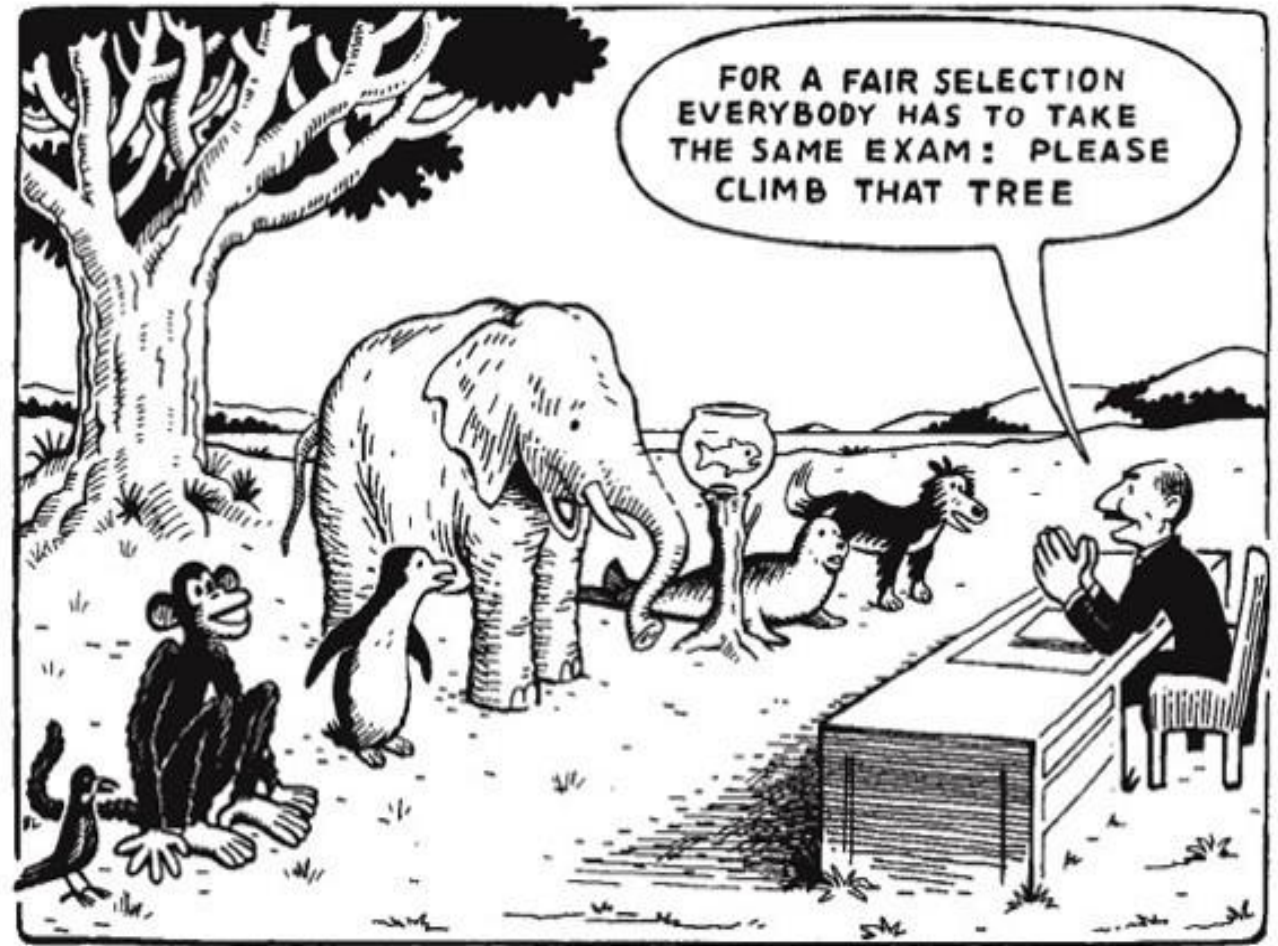
CBC: What are your graduate attributes?

1. Ethical, global leaders
2. Critical and creative thinkers
3. Evidence-based decision-makers
4. Effective communicators
5. Socially- and environmentally-aware citizens
6. Knowledgeable in their field to be change agents
7. Lifelong learners



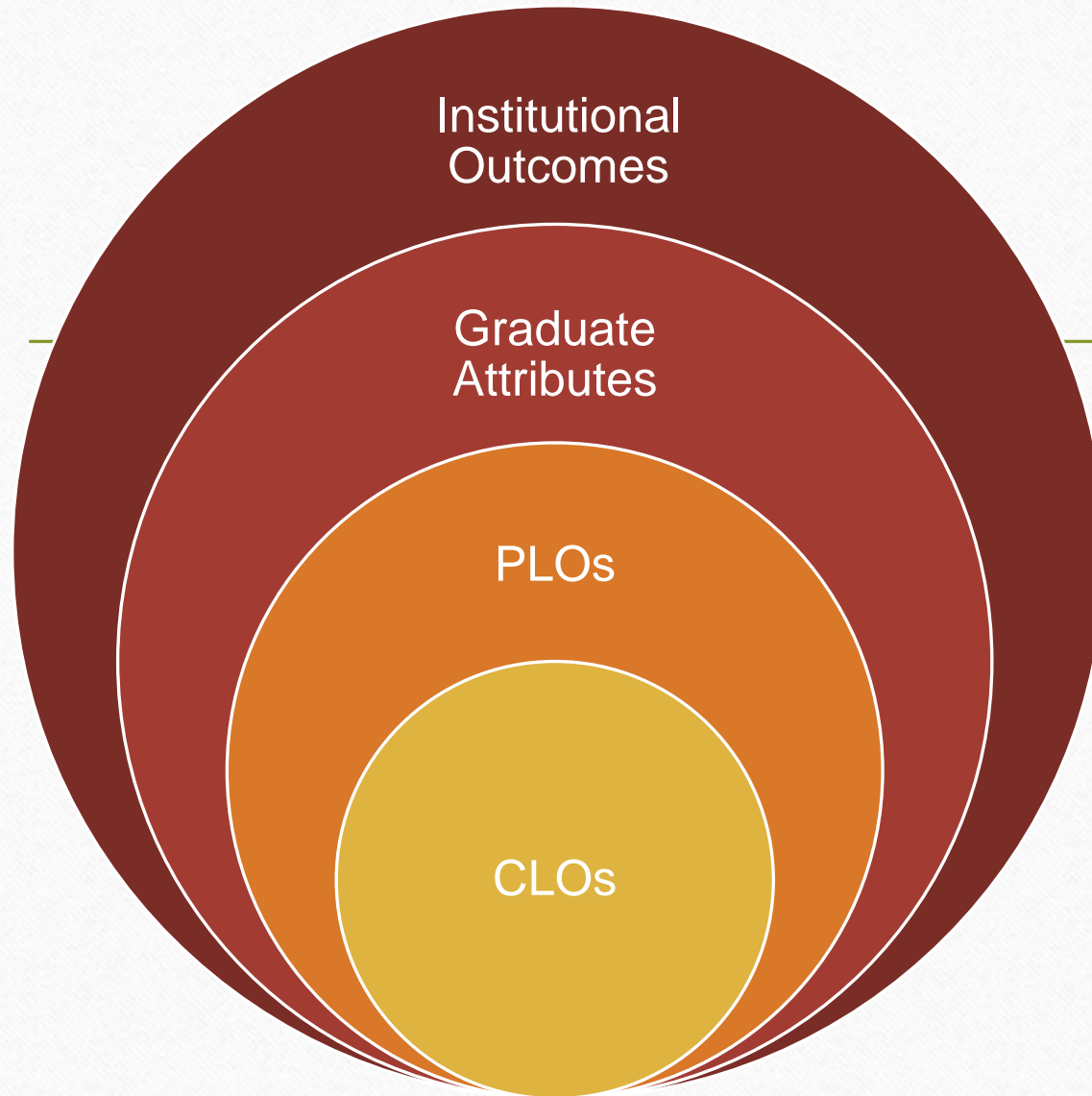


"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"



What we hear from reviews, employers, sts

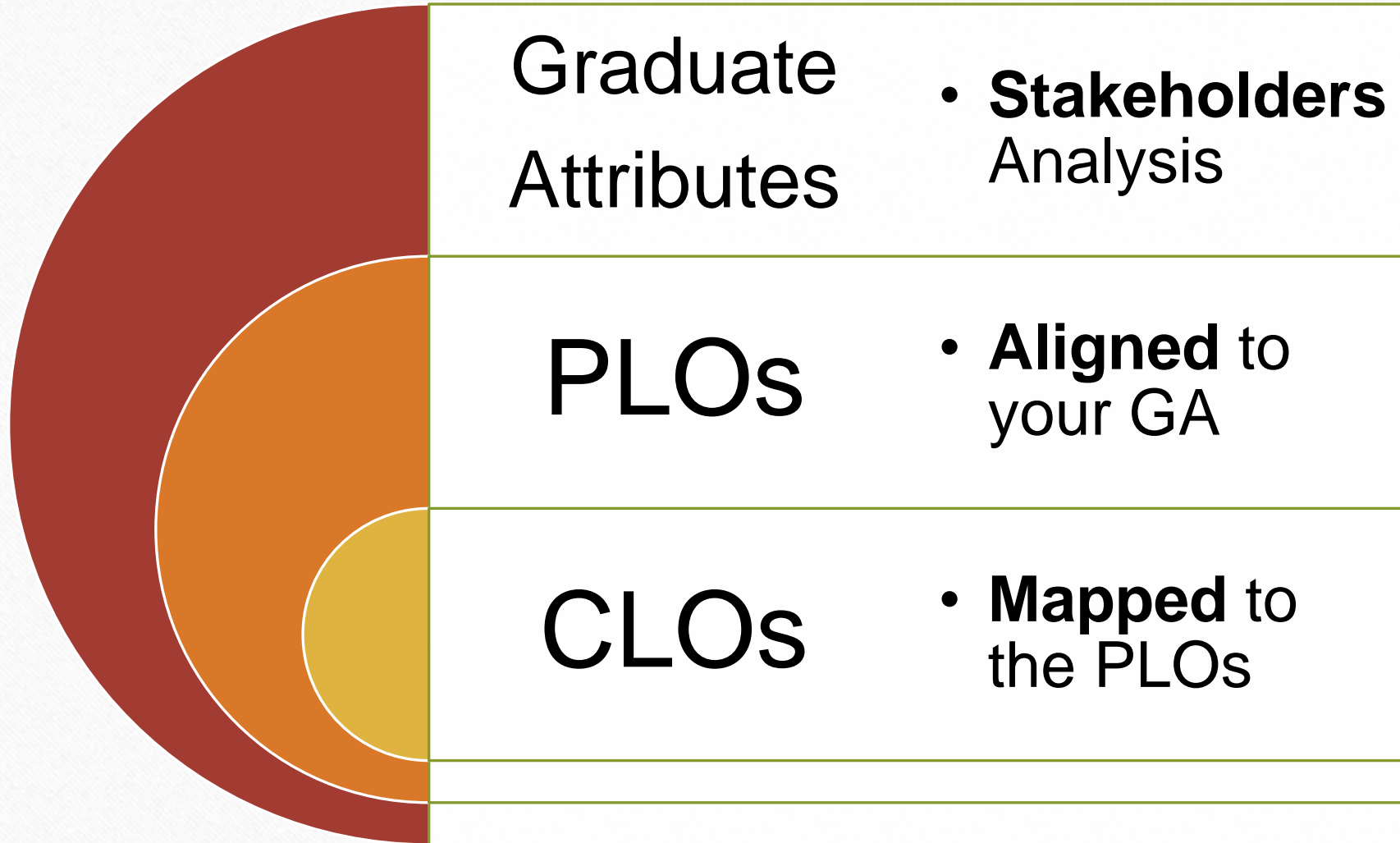
- Outdated and content heavy curricula
- Curricula that are not outcome or competency based
- Lack of evidence how programmes meet stated Graduate Attributes
- No mapping of Course Outcomes to Programme Outcomes
- Preparing students for an unknown world – increasingly online



Strategic Plan

QA/TL frameworks

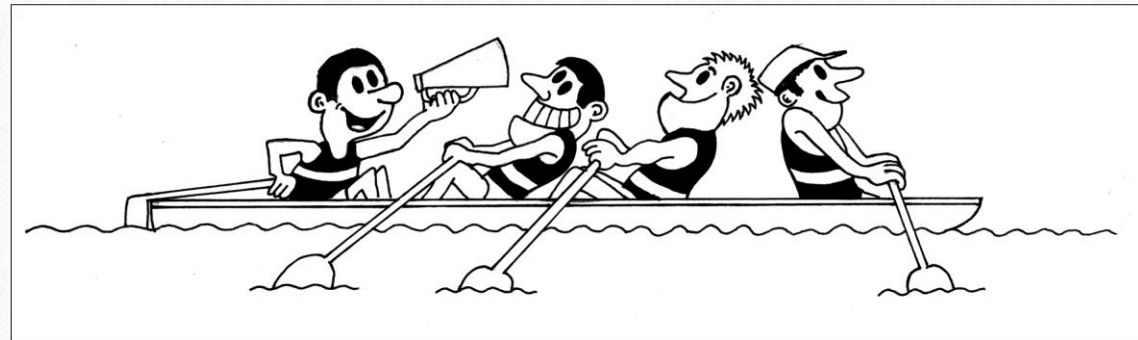
Curriculum



What is the programme trying to achieve?

Are we in all our courses moving in the same direction?

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- What is the PURPOSE ?
 - Who are your PARTICIPANTS?
 - What is the PROCESS -how will you get there?
 - What is the PAYOFF – the benefit that will attract your learners?

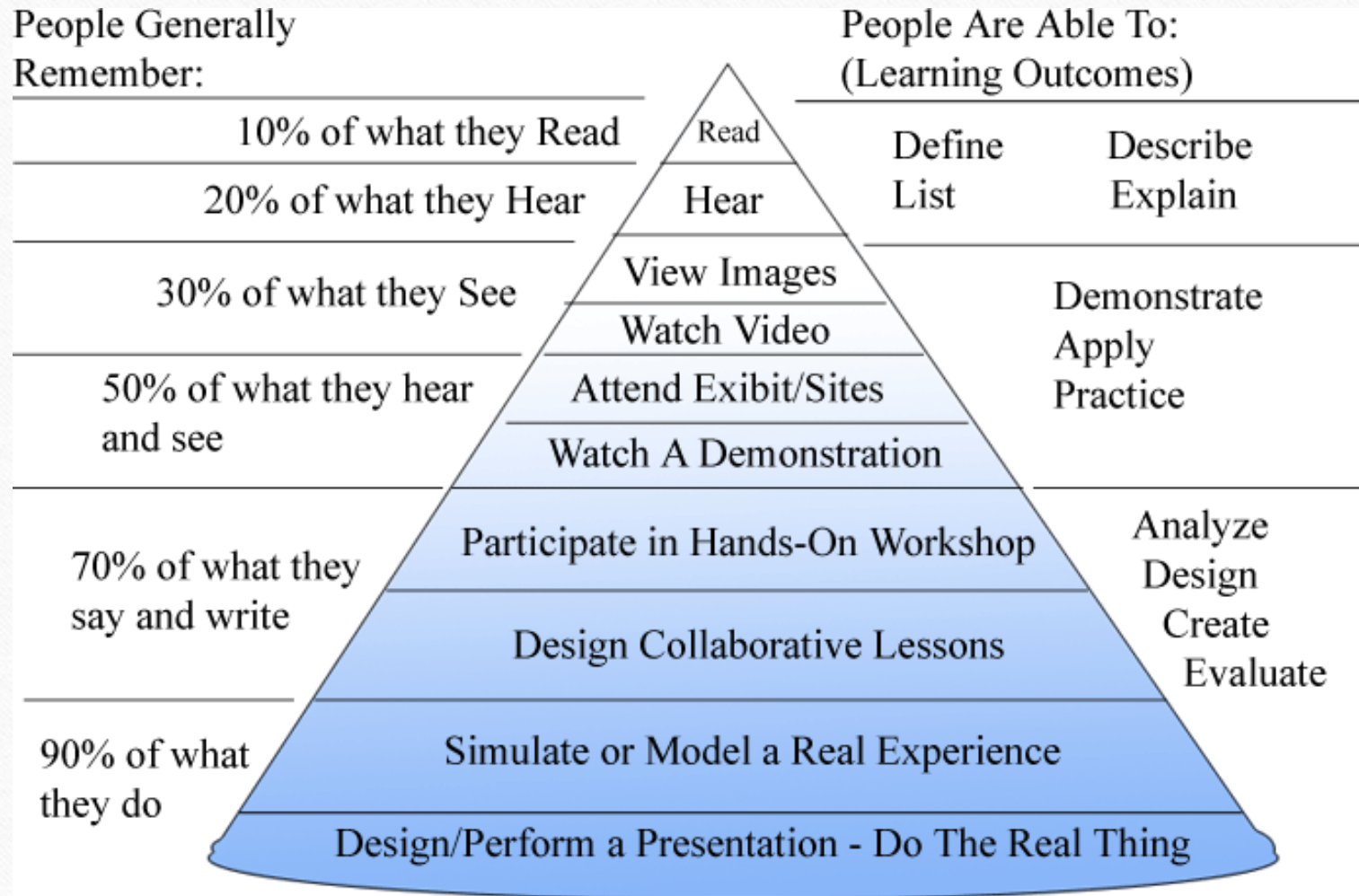


Think of a learning experience that you feel you really learned from.....

What instructional strategies were used?

How did that help you to learn?





Dale's Cone of Experience

LECTURES!!

Expected HE Competencies

Seven Principles for Good Practice in Undergraduate Education



Reflect on your SETs – which ones do you assess?

* Based on Arthur W. Chickering and Zelda F. Gamson's "Seven Principles For Good Practice in Undergraduate Education."

How much do you Agree or Disagree with the statement

1=Agree, 2= Somewhat Agree, 3 Neither/Neutral, 4=Somewhat Disagree, 5=Disagree

You teach the student not the curriculum!

How much do you Agree or Disagree with the statement

1=Agree, 2= Somewhat Agree, 3 Neither/Neutral, 4=Somewhat Disagree, 5=Disagree

Evaluation defines the curriculum from the students' point of view!

How much do you Agree or Disagree with the statement

1=Agree, 2= Somewhat Agree, 3 Neither/Neutral, 4=Somewhat Disagree, 5=Disagree

Learning Outcomes must be measureable!

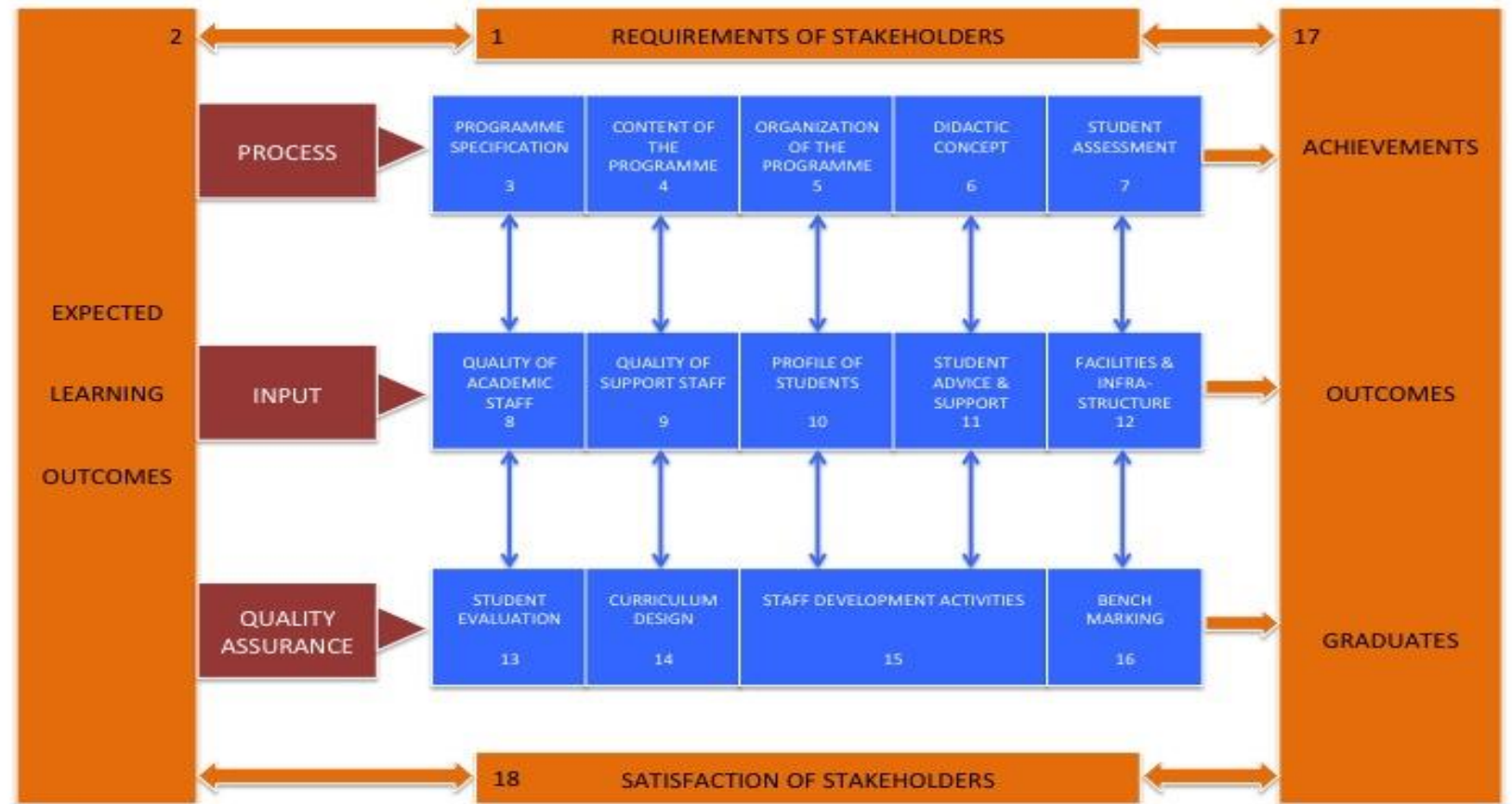
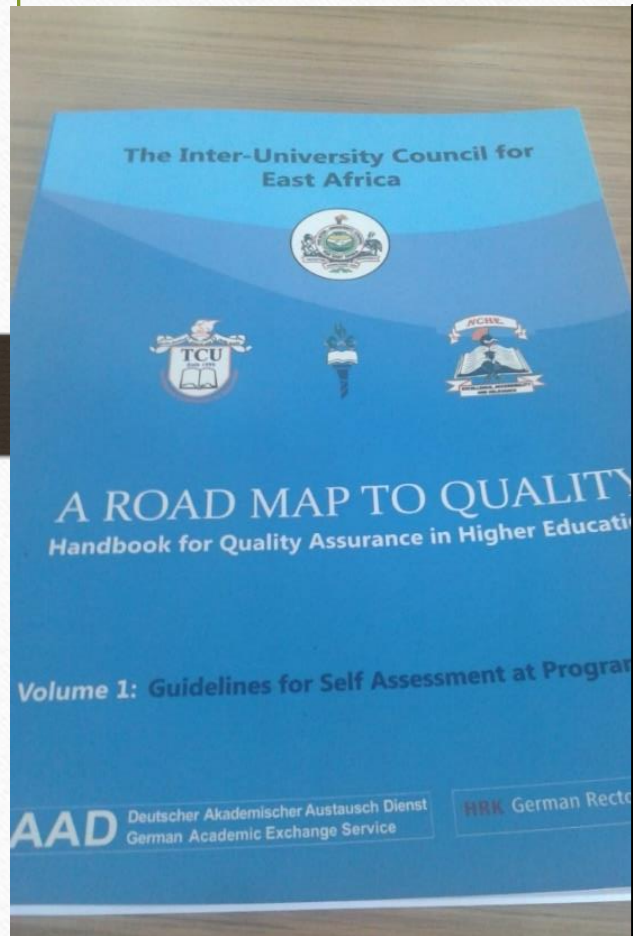
A shift from Teaching to Learning



“If we teach today as we taught yesterday, we rob our children of tomorrow.”

- *John Dewey*

QA Frameworks must reflect this shift from T to L



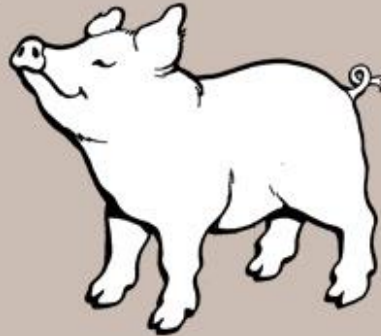
Group Work

When did testing replace learning?

Maybe weighing a pig really does make it fatter.

Or not.

someecards
user card



- What experiences do we have with implementing QA frameworks for IQA in my institution – is it improving Quality of our programmes?
- What is our experience of the shift from Teaching to Learning in our HEIs? Are there any cultural factors that affect this shift?

- ✓ *Discussion in 4 groups in breakout sessions*
- ✓ *Participants are assigned roles: Time-keeper, writer, presenter*