
Controlling Quality in Delivering Newly Designed BIT Degree Programme

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Abstract

This poster paper highlights the various checks to ensure the quality of the delivery of newly designed BIT degree programme at AIS St. Helens. All these quality checks are verified at deferent stages of the delivery of the course. Entire checking and verification process involves institutional internal and external resources. These checks ensure that any course that is being delivered under newly designed BIT programme is approved for quality after undergoing a series of quality checks and verification process.

Keywords

IT, degrees, quality, course

Introduction

New Zealand's educational institutions are well regarded throughout the world. Most of the degree level courses are provided by universities, polytechnics and tertiary institutes. The quality standards of all the courses are authorized by the New Zealand Qualifications Authority. AIS St. Helens is a tertiary institute that got the approval to offer BIT -

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Bachelors in Information Technology course in 2010. This course offers four different majors: Software Development major, Internet Technology major, Computer Networking major and Information systems management major. This paper describes the various quality checks applied to delivery of different papers under this course.

Quality control Structure

There are five different types of quality controls that are put into practice at the various stages of every semester. The first control is course outline moderation. This must be done before delivering any of the courses. The second control is pre moderation process which must be done before publishing any assessment instrument like assignment, quiz, mid-term and final exam to the students followed by the post moderation which must be completed before publishing any results of any assessment instrument. The fourth quality control is class observation. It should be done at least once every semester. AIS internal staff is involved during these four quality checks. Finally, external moderation check is done for almost all the papers once every year.

Course outline moderation

This quality check ensures the consistency of course aim, course outcomes, course topics, prescribed book, assessment instruments and weekly teaching plan. This is checked internally by experienced staff member involved in the same or similar subject (Joyce 2002). The course lecturer and moderator are involved in this process. After the approval the

course outline is published and delivery starts as per teaching plan. Any further modification during the semester involves the same moderation process, student's and management acceptance.

Pre moderation

Pre moderation quality check ensures the consistency, fairness and standardization of the assessment instrument. Moderator makes sure that assessment instrument is covering the learning outcomes and the weighting of different topics under those learning outcomes matches with the approved course outline. Upon approval, the assessment instrument is published to the students.

Post moderation

Same moderator, involved in pre moderation, confirms the consistent marking of any of the assessment instrument. This quality check reduces the chances of any inaccuracy during the marking. The moderator is gives the copy of three samples of each assessment instrument marked - high, medium and low after hiding all the marks and comments of lecturer. Moderator then uses marking guide and remark these samples. Finally, if the marking difference between lecturer and moderator is more than five percent, then whole marking work must be reviewed to ensure fair and consistent marking.

Class observation

This quality check involves either moderator or any senior staff member to be in the class to ensure the good quality of the lecture, lecturer involvement in encouraging students, student assistance and sharing teaching experience.

External moderation

This quality check involves external resources like experienced people from other educational providers to confirm the quality of the various courses. Different courses

with course outline, assessment instruments, pre moderation and post moderation are sent to different people in IT education sector for their comments and suggestions. Any comments from the external moderator are discussed among the lecturer and the moderator of that course to make relevant adjustments and up-gradation for the next delivery. This quality check is highly helpful in ensuring the course quality and maintains the integrity of the course.

Conclusion

Most of the students enrolled for degree courses in New Zealand are international students. Some of them find career in New Zealand and some in other countries. So it is very important to ensure and maintain the quality of degree courses and these quality checks are in place to guarantee this quality in order to get qualitative recognition within New Zealand and overseas.

References

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