INVEST Africa

Quality Assurance & Recognition Scheme

Purpose of the scheme

COL recognises that participation by our partner institutions involves the contribution of their human and physical resources and acceptance of the values of INVEST Africa. These proposals for a partner recognition scheme are an attempt to recognise this contribution.

The scheme has to be easy to implement. COL is not an accrediting authority, nor does it want to become one. It is not intended to be a comprehensive accreditation framework covering all operational categories of the institution. Formal national accreditation schemes are assumed to exist. Areas such as institutional policy and management are included only insofar as it relates directly to INVEST Africa aims, while financial stability, general estate management, national curricula and assessment are all assumed to be covered by the other accreditation frameworks that the institution will normally comply with. Also, the INVEST Africa scheme cannot be expressed in strict compliance terms and must try to operate unobtrusively alongside existing formal systems whether national or international e.g. ISO standards.

Our Values

Diversity and Inclusion

Our partners value diversity, and ensure that equity and fairness are embedded in their operations. Access to courses is not determined by age, gender, ethnicity or religious beliefs, and they positively support the rights of women and girls in society and work.

Quality and Relevance

Our partners are familiar with relevance. They are aware of their relevance to all economic stakeholders, including the formal and informal sectors. They take social responsibility seriously, and aim to provide the highest quality of service to all learners. They engage with their local community and strive to provide relevant and increasing access to skills training for all.

Leadership

Our partners are leaders in what they do. Staff are encouraged to innovate by seeking local solutions to national challenges. They strive to improve operating efficiency through collaboration and sharing experience with others.

Institution Recognition by Self and Peer Assessment

Self-assessment is a mechanism that can improve institutional quality. It involves institutional introspection to promote, develop and improve quality and preparation for external assessment and accreditation.

Self-assessment involves appointing a team leader and committee. The assessment is based on:

- Documents about the organization, its policy and institutional mission;
- Statistics or reports on teaching or training

- Interviews with relevant partners;
- Reports from teachers, students, and other stakeholders;
- Observation of teaching and learning processes.

It is proposed that a combination of self and peer assessment/audit over a range of mostly qualitative criteria using defined indicators that will form the basis of the COL recognition. The process is intended to encourage continuous evaluation and self-improvement within each vocational sector in an institution.

This information will be presented in an annual institution progress report.

Peer Assessment

Peer assessment is a useful tool for formative learning and evaluation. Where possible, institutions will peer-assess each other. Where only one INVEST partner institution is found in a particular country, self-assessment will be used.
Peer assessment involves appointing an assessment team with a team leader. The team will visit the institution to be assessed after receiving the self-assessment report as described above. The purpose of the peer assessment team visit is to verify the findings of the self-assessment.

Teacher recognition

Teachers will be recognised through the completion of a range of tasks using a competence/completion framework. It is expected that this will be assessed/managed by a Head of Department and one other teacher from the same institution. HoDs wishing to gain recognition as a FaB teacher will be assessed by the Principal or other member of senior management team plus one other teacher of their choosing.

COL verification

Recognition within this scheme will remain current for a period of 2 years and that all assessment reports and evidence portfolios are to be made available to COL for verification. COL will provide a short evaluation of each institutional progress report and confirmation of new and continued/discontinued recognition.

Institution Quality Framework

Policies and strategies reflect our values

1. Commitment and Policy Framework

1.1 Policy review is part of the annual planning process.

1.2 INVEST Africa values are embedded in a policy framework and related implementation strategies where appropriate.

1.3 INVEST Africa values are promoted to all relevant stakeholders.

2. ICT Readiness

2.1 Where ICT use is a primary goal, a relevant policy framework is in place or being actioned.

2.2 Strategic plans maximise investment in technology.

2.3 Progress towards the development of an infrastructure plan is being made.

2.4 Teachers are supported with the provision of institutional ICT resources .

Leadership and organisational

3 Operational Planning

3.1 Annual work plans align and include actions in support of INVEST Africa.

3.2 Commitment to establish and use quantitative benchmarks for regular analysis of impact.

3.3 Staff are assigned to act as institutional champions for INVEST Africa.

3.4 Staff are assigned to take an active part in INVEST Africa training events.

3.5 Commitment to contribute to INVEST Africa aims by physical improvement where this aligns with broader institutional strategic aims.

4. Partnerships

4.1 Evidence of cooperation and partnership arrangements with other INVEST Africa institutions.

4.2 Curriculum development activities and/or resources are shared with other institutions as Open Educational resources.

4.3 Staff attendance at INVEST Africa partnership meetings is regular and consistent.

Curriculum & assessment processes reflect our values

5. Flexible Learning

5.1 Appropriate curriculum design and planning is used to increase access to TVET for the local community/ informal sector.

5.2 Some course delivery provides for the INVEST Africa target student profile.

5.3 Meeting national policies & requirements, FaB is introduced to national programmes.

5.4 Improvements in access to national programmes, attributable to FaB approaches, are monitored and measured on a regular basis.

Quality of learning and teaching

6 Learning and teaching

6.1 Commitment by some teachers to use blended teaching approaches.

6.2 Some teachers are using OERs routinely.

6.3 Some teachers are developing skills for interacting with students in different learning contexts.

6.4 Some teachers engage in forums to discuss and share new pedagogical perspectives.

7. ICT Integration

7.1 Commitment by some teachers to the use of ICT routinely, to support their own professional development.

7.2 Targeted eLearning provision improves access for some groups.

7.3 Some teachers use online approaches to communicate and provide assignments to students.

7.4 Classroom use of ICT is increasing.

7.5 The general ICT skill level of teachers is improving.

What impact are we having?

8 Key Performance Measures

8.1 How have student outcomes been impacted?

8.2 How has the local community/ informal sector benefited?

8.3 What are the effects on the institution?

8.3 What national challenges are being progressed by INVEST Africa interventions?

8.4 What have we learned that can improve what we do, and how will this be realised?

Indicative measures

Policies and strategies reflect our values	Leadership and organisational	Curriculum and assessment reflect our values	Quality of learning and teaching	What impact are we having?

Commitment and Policy framework

1.1 Evidence that policy review has been undertaken to assess alignment with INVEST Africa values.

1.2 Evidence that Policy includes commitment for capacity building of staff necessary to achieve INVEST Africa aims.

1.3 Flexible and blended learning approaches to curriculum delivery are included in policy.

Evidence:

- An assessed/revised policy framework that reflects COL INVEST Africa values e.g.
  - Access & equity policy
  - Curriculum or specific FaB policy
  - Quality policy
  - ICT Policies acknowledge specific issues for institutions
  - OER/OS Policy
- Annual progress report
- Completed baseline study

Operational planning

2.1 Establishment of FSD Champions, champion teams or other structures to support the change management process in the institution

2.2 Evidence that the annual work plans align with policy.

2.3 Evidence that INVEST Africa objectives are integrated within annual work plans.

2.4 Evidence of on-going commitment to increase enrolment within INVEST Africa priorities.

Evidence:

- Progress reports of Champions
- Annual work plans reference specific policy aims that reflect INVEST Africa objectives
- Annual progress report
- Commitment to improve ICT infrastructure

Flexible and Blended learning

3.1 Evidence that some course delivery is now more flexible and/or modular and target the specific groups prioritised by INVEST Africa.

3.2 Evidence that RPL and new Access courses allow progress to higher level courses.

3.3 A developing portfolio of new courses providing increased access to programmes for women and previously disadvantaged learners.

Evidence:

- Case study reports of new courses and initiatives specifically developed to incorporate INVEST Africa priorities.
- Activities to improve gender equity e.g. establishment of WITED chapter.
- Creation of outreach centres

Learning and teaching

4.1 Growing numbers of teachers participating in COL workshops and online courses.

4.2 Growing numbers of teachers use the internet to develop own competences and skills in own subject area.

4.3 Quality improvement through the use of new evidence based teaching practice

Evidence:

- Teacher authored case studies.
- Posts on relevant CLN groups
- Institution course reports

Key performance measures

5.1 Qualitative and quantitative measures that are aligned with the COL M&E system.

5.2 Feedback from stakeholders

5.3 Reflective evaluation of institutional performance

Evidence:

Submission of annual progress report containing evaluation against national and INVEST Africa objectives and summaries of all relevant baseline measures e.g.

- Numbers of new students (in past year) gaining foundation TVET skills with improved potential for employment or livelihood outcomes.
- Description of new/planned short/ flexible courses delivered or to be introduced in coming year.
- Evaluation of baseline statistics
- Evaluation of institution performance

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The INVEST Africa FaB Teacher Competency Framework		
The framework has 2 sections. The Mandatory section contains 4 tasks which must be completed. While the Elective section lists a number of tasks from which candidates may select 6 for completion.		
Mandatory (All competences must be completed)		
Competence	**Description**	**Indicative criteria**
Build an ePortfolio of competency evidence	Use an online LMS or Cloud based environment to upload and record evidence of completion of each capability e.g. use of Moodle, Google Drive or similar.	The ePortfolio contains the complete evidence set for FaB certification.
Produce and use in a learning situation, a complex slide-based presentation	Use of presentation software e.g. MS PowerPoint, Open Office Impress or similar. NOTE: **Not accepted** - PowerPoint presentations that simply replicate existing 'yellow notes' and primarily used as a lecture guide for the teacher that does not change or improve teacher-student engagement.	A minimum of 8 slides, including: audio narration; graphics; video clip; built-in animation features; built-in slide interactivity e.g. animation triggers
Participate in the curriculum development and delivery of a short skills development course for the local community/ informal sector	So that INVEST Africa can meet its aims, more courses for the community/ informal sector need to be developed. These need to be designed specifically with this target group in mind.	The course must have been delivered, subsequently evaluated for impact and relevance to the target audience, and reported to COL.
Use online information and resource channels for own professional development	The use of the internet for own professional development, to update subject and teaching skills is increasing necessary for teachers.	A minimum of 4 channels are used e.g. COL CLN, YouTube; Subscription to relevant discussion feeds: UNESCO/UNEVOC; LinkedIn etc

Electives (Choose any 6)		
Make learning materials available through an online course	This is intended to cover creating a course on an LMS e.g. Moodle	This need not be a fully structured course, just evidence that learning materials have been made available to students online in a structured environment
Create an online questionnaire or formative assessment	Use of an LMS or stand-alone question generator to create an online evaluation questionnaire or assessment	A minimum of 20 questions, using 4 different question types. If a questionnaire, there must be evidence of analysis. If an assessment, evidence of appropriate online feedback
Produce an animated cartoon	Use of a Web 2.0 site or stand-alone software to create a cartoon that illustrates/demonstrates/ outlines a vocational skill or concept	A lesson plan that outlines how the software/cartoon was used with a student group. Web 2.0 websites could be Xtranormal; Voki;
Use Web 2.0 resources	There are many types of Web 2.0 resources. Prezi; Wordle; Mindmapping; Posters etc…	A lesson plan, in the format used by your institution, that describes the use of a Web 2.0 site/resource to teach or create learning material for a vocational topic.
Produce and use in a learning situation an interactive text document	A text based document that is designed for completion by a student, not simply a document for reading.	The document should be a student assignment that contains: drop-down option selection; fill-in-the-blank; check box selection.
Produce a short instructional audio or video	Use of audio or video recording and editing software to produce an instructional audio or video of not less than 3 minutes	A video or audio file in an appropriate format. Production requirements as per the COL AV workshops.
Produce learning and assessment content for a mobile device	Providing learning content via a mobile phone/tablet device in an appropriate format	This could be achieved in several ways however most will use a PowerPoint conversion tool, to create a Flash movie or HTML5 conversion.
Use Cloud based environments to share resources with students.	There are several possibilities including Google Drive, Dropbox	Evidence that Cloud resources have been used.
Use a range of utility software	Short case studies/descriptions on the use of a range of utility programs.	A minimum of 4 from: Video capture; video conversion; audio conversion; document conversion; image conversion; narrated screencasts;
Other, teacher defined	There are very many possibilities. This is to allow teachers to define their own 'competence'	Self-defined