

The quality assurance in higher education: The case study of the National University of Lesotho.

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Introduction

- The presentation will be given in the following format.
- A brief introduction to the National University of Lesotho.
- Literature Review and the Theoretical Framework.
- A discussion of the Empirical study
- The findings.
- The conclusion of the study.

Lesotho

- The Kingdom of Lesotho is a country in Southern Africa.
- It is a sovereign state which is geographically located in the belly of the Republic of South Africa.
- The National University of Lesotho is an institution of higher learning
- The only public university in Kingdom of Lesotho.
- Admission criteria for undergraduate students

Literature Review

- The higher education context.
 - Boughey.(2004:3-4) citing (Castells.2001) discusses the development of a new global economy which is based on information and knowledge, and not raw materials.
 - (Kraak. 2002) “continuously reinvent products and add value to existing designs through reconfiguring new information and knowledge about product and process”.

Continue

- Functions of universities have now shifted, they are no longer just producers of absolute knowledge, but are also required to train professionals who are career oriented.
- Global economy.
- Need to produce more graduates in the sciences and the technical courses and to reduce enrolment in humanities, Singh(2001).
- commercialization of higher education

- Good teaching at Institutions of Higher Education.
- Two conceptions:
- Teacher – focused- taking transmission approach to teaching
- Student – focused, focuses on getting the students to actively engage in their learning, (Biggs and Tang. 2007; Biggs.1999; Prosser and Trigwell.1998).
- The teaching perspective, Pratt (2003).

Theoretical Framework

- The approaches to learning theory.
- The socio- cultural perspective on learning and teaching.
- The beliefs, values and ideologies which underpin curriculum development.
- Constructive alignment in the curriculum, teaching and learning, assessment, and evaluation.
- Criterion- referenced assessment (CRA)
- Evaluation of teaching and courses

The Empirical study

- This work is a result of the research done IN 2012/2013.
- The research was done at the University of Lesotho. The department used was Sociology, Anthropology and Social Work.
- Objectives: Documenting the current practices at the National University of Lesotho which addressed quality assurance in the following areas: Curriculum Development. Teaching and Learning. Assessment and Moderation. Evaluation and Quality Assurance.
- Description of data sources (primary and secondary data).
- Methods of analysis, comparison to the ideal practices at Rhodes University.

The findings.

- Curriculum Development.
- Teaching and learning.
- Student orientation.
- Assessment.
- Evaluation practices at the National University of Lesotho.

Conclusion

- The National University is trying it's best to ensure there is quality assurance in the teaching and learning process.
- The lack of clear policies on learning and teaching affects the quality of teaching given by some of the teachers.
- Recommended that the University institute an induction process for all newly recruited members of staff.