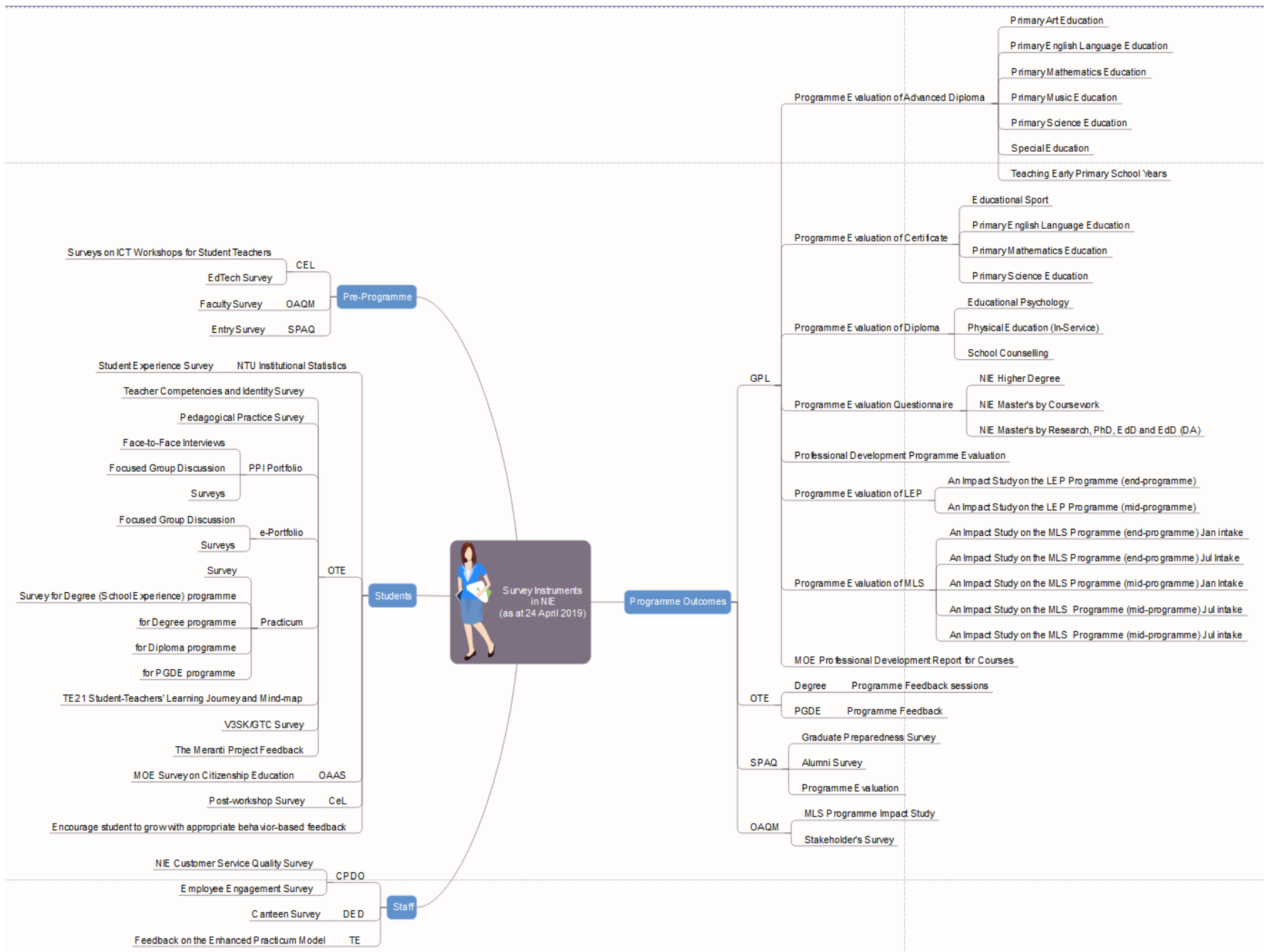# Adoption and Implementation of NIE Integrated QUALITY

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Survey Instruments in NIE (as at 24 April 2019)

Pre-Programme
- Surveys on ICT Workshops for Student Teachers
- EdTech Survey — CEL
- Faculty Survey — OAQM
- Entry Survey — SPAQ

Students
- Student Experience Survey — NTU Institutional Statistics
- Teacher Competencies and Identity Survey
- Pedagogical Practice Survey
- Face-to-Face Interviews
- Focused Group Discussion — PPI Portfolio
- Surveys
- Focused Group Discussion — e-Portfolio
- Surveys
- Survey — OTE
- Survey for Degree (School Experience) programme
- for Degree programme — Practicum
- for Diploma programme
- for PGDE programme
- TE21 Student-Teachers' Learning Journey and Mind-map
- V3SK/GTC Survey
- The Meranti Project Feedback
- MOE Survey on Citizenship Education — OAAS
- Post-workshop Survey — CeL
- Encourage student to grow with appropriate behavior-based feedback

Staff
- NIE Customer Service Quality Survey — CPDO
- Employee Engagement Survey
- Canteen Survey — DED
- Feedback on the Enhanced Practicum Model — TE

Programme Outcomes

GPL
- Programme Evaluation of Advanced Diploma
  - Primary Art Education
  - Primary English Language Education
  - Primary Mathematics Education
  - Primary Music Education
  - Primary Science Education
  - Special Education
  - Teaching Early Primary School Years
- Programme Evaluation of Certificate
  - Educational Sport
  - Primary English Language Education
  - Primary Mathematics Education
  - Primary Science Education
- Programme Evaluation of Diploma
  - Educational Psychology
  - Physical Education (In-Service)
  - School Counselling
- Programme Evaluation Questionnaire
  - NIE Higher Degree
  - NIE Master's by Coursework
  - NIE Master's by Research, PhD, EdD and EdD (DA)
- Professional Development Programme Evaluation
- Programme Evaluation of LEP
  - An Impact Study on the LEP Programme (end-programme)
  - An Impact Study on the LEP Programme (mid-programme)
- Programme Evaluation of MLS
  - An Impact Study on the MLS Programme (end-programme) Jan intake
  - An Impact Study on the MLS Programme (end-programme) Jul Intake
  - An Impact Study on the MLS Programme (mid-programme) Jan Intake
  - An Impact Study on the MLS Programme (mid-programme) Jul intake
  - An Impact Study on the MLS Programme (mid-programme) Jul intake
- MOE Professional Development Report for Courses

OTE
- Degree — Programme Feedback sessions
- PGDE — Programme Feedback

SPAQ
- Graduate Preparedness Survey
- Alumni Survey
- Programme Evaluation

OAQM
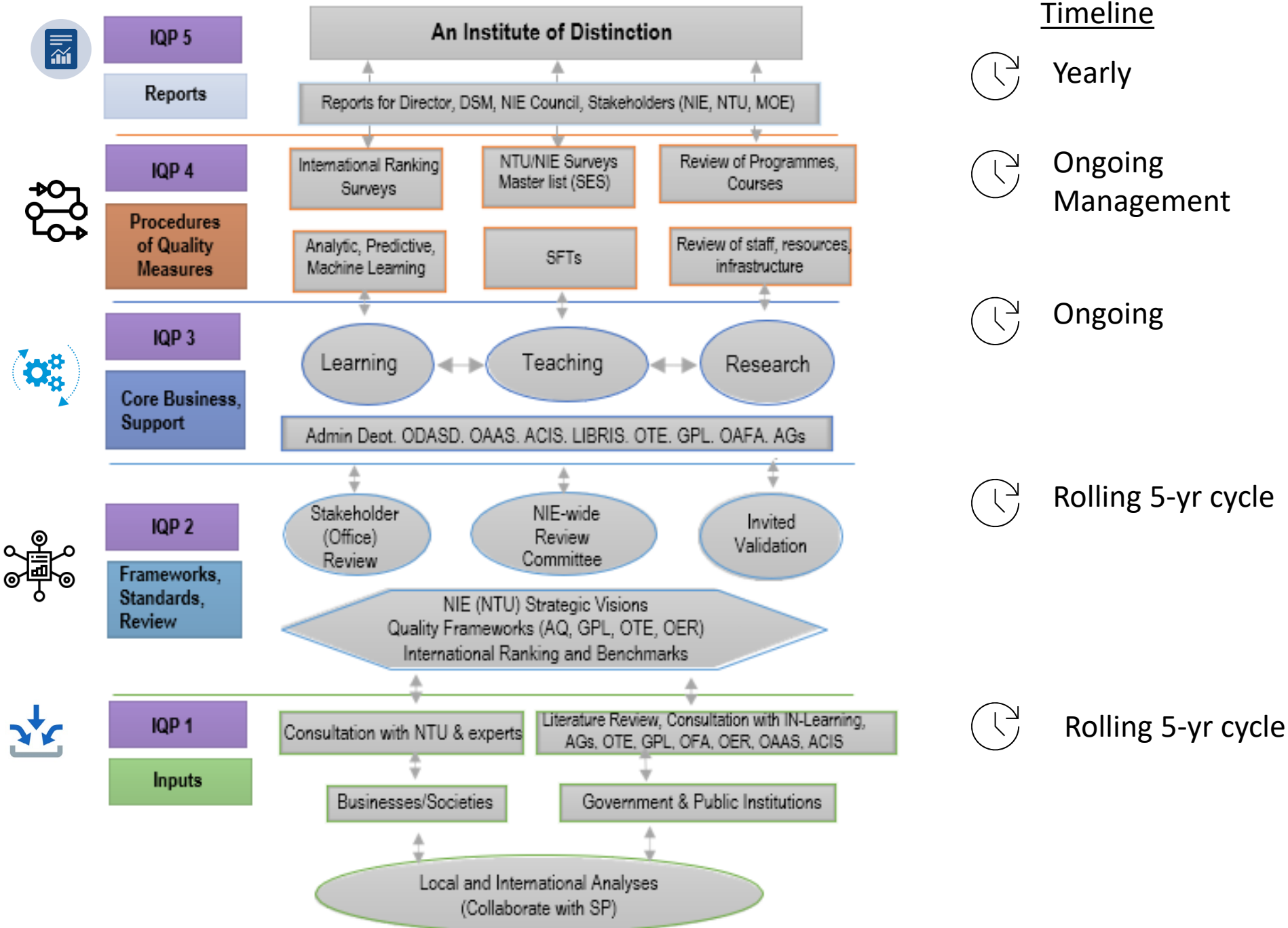- MLS Programme Impact Study
- Stakeholder's Survey

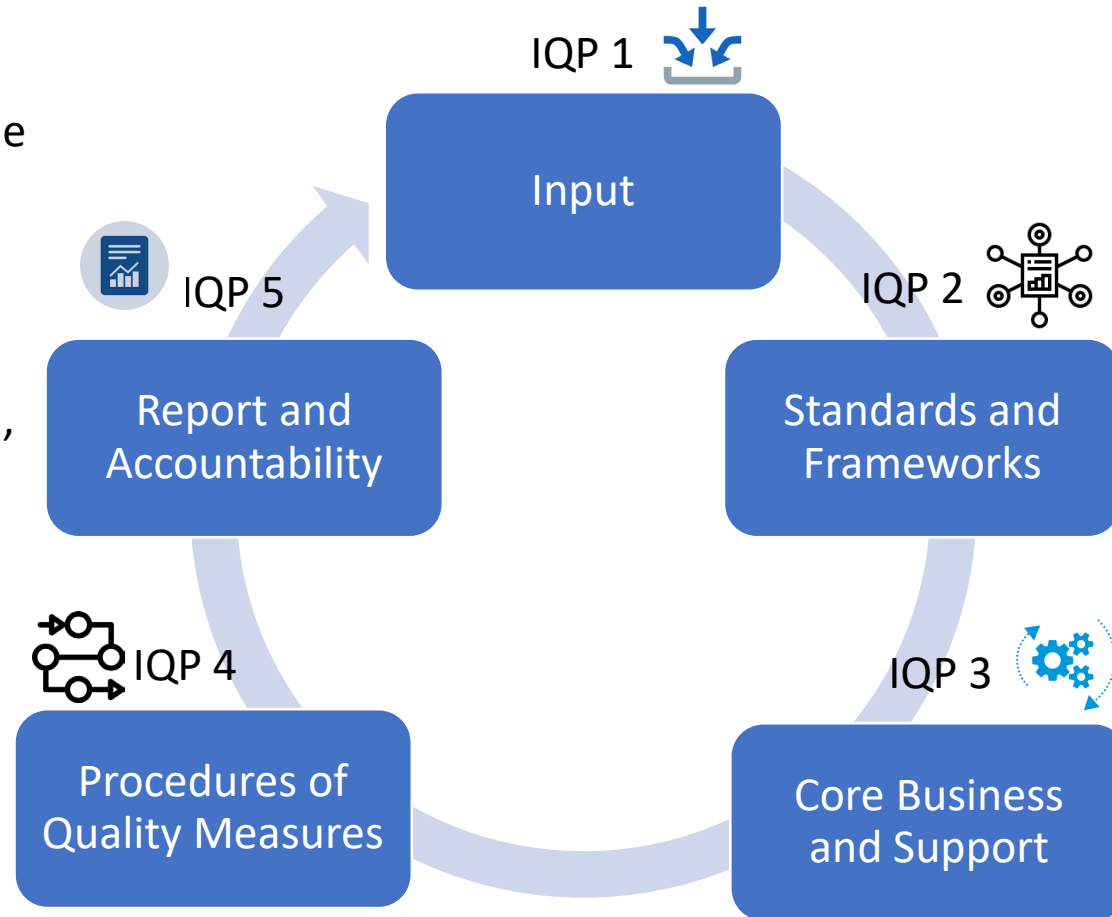# Unified Approach: Integrated Quality Management Principles

- NIE Senior Management's in-principle approval of: Integrated Quality Management
- Purpose is to unify implementation of different frameworks and indicators
- Meeting with Deans and Department Heads in implementing Integrated Quality

Appendix 1:
NIE Quality Assurance
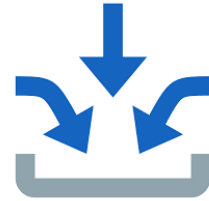Sub-section: Integrated Quality Management

An Institute of Distinction
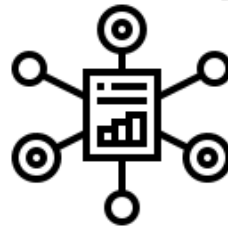
| IQP 5 | |
| Reports | Reports for Director, DSM, NIE Council, Stakeholders (NIE, NTU, MOE) |

IQP 4 / Procedures of Quality Measures:
- International Ranking Surveys
- NTU/NIE Surveys Master list (SES)
- Review of Programmes, Courses
- Analytic, Predictive, Machine Learning
- SFTs
- Review of staff, resources, infrastructure

IQP 3 / Core Business, Support:
- Learning
- Teaching
- Research
- Admin Dept. ODASD. OAAS. ACIS. LIBRIS. OTE. GPL. OAFA. AGs

IQP 2 / Frameworks, Standards, Review:
- Stakeholder (Office) Review
- NIE-wide Review Committee
- Invited Validation
- NIE (NTU) Strategic Visions, Quality Frameworks (AQ, GPL, OTE, OER), International Ranking and Benchmarks

IQP 1 / Inputs:
- Consultation with NTU & experts
- Literature Review, Consultation with IN-Learning, AGs, OTE, GPL, OFA, OER, OAAS, ACIS
- Businesses/Societies
- Government & Public Institutions
- Local and International Analyses (Collaborate with SP)

Timeline
- Yearly
- Ongoing Management
- Ongoing
- Rolling 5-yr cycle
- Rolling 5-yr cycle

5 IQPs at 5 Operational Levels

The 5 IQPs will guide the processes and implementation of quality at 5 operational levels which are interconnected, cyclical, and interact with each other (See Appendix 1 and 2).

IQP 1

Input

IQP 2

Standards and Frameworks

IQP 3

Core Business and Support

IQP 4

Procedures of Quality Measures

IQP 5

Report and Accountability

IQP 1: Input

IQP 2: Frameworks, Standards

Integrated Quality Principle (IQP)	Levels	Focus	Action
IQP 1: Continuous enhancement of quality through rigorous and extensive inputs.	Input	Input should adhere to a systematic process that include relevant sources such as: • Local and International Analyses • Literature review • Consultations	.
IQP 2: Quality must be explicit, evidence-based (from inputs), and subscribe to international benchmarks where relevant.	Standards and Frameworks	NIE should have formal mechanisms for the review, and approval of quality that include: • NIE (NTU) Strategic Visions • Quality frameworks • International Ranking and Benchmarks • Reviews and validation	.

IQP 3: Integrated into processes and functions core business

IQP 4: Methodological approaches

Integrated Quality Principle (IQP)	Levels	Focus	Action
IQP 3: Quality outcomes must be systematically integrated into the processes and functions of the core business.	Core Business and support	Functions and processes of core business must adopt and adhere to approved quality and standards where available. Core business includes: Learning, Teaching, Research, Service, Support	
IQP 4: Adopt appropriate methodological approaches to determine quality outcomes.	Procedures of Quality	Stakeholders must adopt up-to-date and relevant methodologies to analyze outcomes such as: • Surveys • FGDs • Benchmarks • Analytics/Predictive	

IQP 5: Reports and Accountability

Integrated Quality Principle (IQP)	Levels	Focus	Action
IQP 5: Provide accountability of quality to stakeholders with impartial, and objective information.	Reports	The information will be feedback to the four levels for reviews, and refinement and culminate with: • Reports and accountability to stakeholders	

IQP 1 Input - Continuous enhancement of quality through rigorous and extensive inputs: Best Practices

Internal Input	External Evaluation	Comprehensive Evaluation	Action
• Faculty-driven • historic, • current, • research • projected data related to programme purpose, enrolment, • resources, • student performance	• Committee • Quality of international reputation, faculty recognition	• Timing coincide with institutional vision, changes in external directives • Emerging new realities (alternate futures – trends and plans) • Viability and effectiveness • Determine strategic intent • Improve/Compete/Collaborate • Strategic resource reallocation (Human, infrastructure, etc.)	Rolling 5-year cycle .

IQP 2 Standards and Frameworks - Quality must be explicit, evidence-based: Best Practices

Process	Organize	Control/Regulate	Action
• Planned and systematic • Audit of current assumptions, practices • Targeted-comprehensiveness – as up-to-date and complete as possible	• Current and future-oriented • Teaching and learning outcomes	• direct impact on the development and implementation of teaching and learning	Rolling 5-year cycle .

Thank You