

Quality Assurance/Quality Improvement Policies and Procedures

1. Overview

The Alexandrian Institute Quality Assurance/Quality Improvement process ensures alignment of certificate and postgraduate programs with TAI Assessment policy and Teaching and Learning Strategy through periodic review of student outcomes, course and program design, and faculty performance. TAI implements the QA/QI process for all taught programs and courses not otherwise validated or awarded by an institutional partner. In instances degree awards made by an institutional partnership, TAI conforms program and course design, faculty performance and student outcomes review to the quality assurance regime set and performed by that institution.

2. Scope

2.1 The Alexandrian Institute

The TAI QA/QI process regulates the periodic review of all Pillars Certificates and postgraduate degrees (where applicable), as well as faculty teaching in such programs.

2.2 The BibleMesh Institute

The TAI QA/QI process regulates the periodic review of for-credit BibleMesh Institute courses as the validating body for ensuring academic standards and enhancement of courses in alignment with TAI or BibleMesh Institute institutional partnerships for non-credit-to-credit transfer pathways. The BibleMesh Institute may articulate its own instructions, policies and procedures, resources, and timetable for implementing the TAI QA/QI process in its context and according to its institutional rhythms and course modalities, but must demonstrate alignment with required elements of the TAI QA/QI process.

2.3 Validated Programs

The TAI QA/QI process regulates periodic review of programs and courses validated by TAI or the BibleMesh Institute through formal partnerships. Such programs and courses may be taught by third-party organizations or institutions, but utilize curricula, faculty, or credit pathways of TAI.

3. Roles and Responsibilities

The following roles are integral to the TAI QA/QI process:

3.1 The Alexandrian Institute Academic Board

Consisting of the executive leadership and faculty of TAI, the TAI Academic Board is responsible for reviewing and approving program and course design, and ensuring successful demonstration of program and course learning outcomes through periodic review of evidence collected in the Course Review and Program Review processes.

Duties and procedures of the Academic Board are articulated in TAI Academic Board Terms of Reference policy.

3.2 The Alexandrian Institute Exam Board

Consisting of the executive leadership and faculty of TAI, the TAI Exam Board is responsible for reviewing and conferring all course marks and certificate or degree awards for TAI-taught or validated courses and programs.

Duties and procedures of the Academic Board are articulated in TAI Exam Board Terms of Reference policy.

3.3 Program Coordinators

TAI faculty serve as program coordinators who design and review program-level learning outcomes and are responsible for proposing and implementing enhancements to program design under the leadership of the Academic Board via reporting to the TAI Dean. Qualifications and the roles and responsibilities of Program Coordinators are articulated in the Teaching Fellow Handbook.

3.4 Course Coordinators

TAI faculty serve as course coordinators who design course descriptions, course learning outcomes, curricula and assessment regimes. Course Coordinators are responsible for reviewing and submitting course moderations to the TAI Exam Board for the conferral of student marks. Course Coordinators assess student outcomes and voice, assess the teaching and learning strategies employed in courses, and propose enhancements to course design to the TAI Academic Board. Qualifications and the roles and responsibilities for Course Coordinators are articulated in the Teaching Fellow Handbook.

3.5 Teaching Fellows

TAI faculty serve as course instructors who implement in TAI courses approved teaching and learning strategies, conduct assessment, and provide tutoring and synchronous instruction to students. Teaching Fellows are reviewed in their performance by the TAI Dean and are subject to the leadership of the TAI Dean in alignment with relevant TAI policies and procedures

outlined in the Teaching Fellow Handbook. Qualifications and the roles and responsibilities for Teaching Fellows are articulated in the Teaching Fellow Handbook.

3.6 Instructors

Instructors may be appointed to coordinate instruction and implement assessment and teaching and learning strategies for TAI courses or TAI-validated courses, under the supervision of Course Coordinators and the TAI Dean. Qualifications and the roles and responsibilities of Instructors are articulated in the Instructor Guide.

4. QA/QI Process

The QA/QI process occurs through three review elements:

4.1 Course Review

All TAI courses undergo a periodic review process upon their completion and the conferral of marks by the TAI Academic Board. The Course Review process entails the completion of the Course Review Form and collection of supplemental evidence, presented to the Academic Board by the Course Coordinators or the TAI Dean on behalf of Course Coordinators.

4.2 Teaching Fellow Review

All TAI Teaching Fellows undergo annual performance review with self-compiled evidence and reflection. Reviews are conducted by the TAI Dean, with relevant issues presented to the TAI Academic Board as needed

4.3 Program Review

All TAI Programs undergo a periodic review process after the conclusion of the academic year. The Program Review process entails the completion of the Program Review Form and collection of supplemental evidence, including relevant completed Course Reviews, presented to the Academic Board by the Program Coordinators or TAI on behalf of Program Coordinators.

5. Assessment Standards

Programs and courses must be designed in alignment with TAI Assessment Policy and Teaching and Learning Strategy in order to ensure credit-transfer or non-credit-to-credit recognition by TAI partner institutions, or alignment with academic standards necessary for the pursuit of accreditation for TAI programs and courses when such standards may become relevant to the operations of TAI.

6. Program and Course Design

Programs and courses must be developed by the TAI Dean or Associate Dean, or by qualified and approved program and course coordinators who meet the requirements of appointment as

Program Coordinator or Course Coordinator according to the policies articulated in the Teaching Fellow Handbook.

Programs and courses are to be designed towards the successful demonstration of concrete and measurable learning outcomes in accordance with TAI Assessment Policy.

7. Program and Course Outcomes

Program and Course Review processes investigate and assess effectiveness in demonstrating program-level or course learning outcomes. The evidence and assessment presented to the Academic Board in the QA/QI process should be delivered with an eye to the outcomes as they have been articulated and approved by the Academic Board in the Program Design and Course Design process, as articulated in the Program and Course Design Policy. Proposed enhancement should be offered with an eye to supporting greater success in student demonstration of these outcomes, as well as to supporting the furtherance of TAI strategic goals and the integrity of institutional identity.

8. Student Voice

Course review, teaching fellow review, and the annual program review require consideration of student voice. Students may provide formal and informal feedback that can be considered in the QA/QI process.

Informal feedback may consist of written comments offered in course discussion forums or email correspondence, or verbal comments offered in-person or in an online setting, recorded by the recipient of the feedback through a written filenote.

Formal feedback should include course and instructor surveys, formal complaints, or statements requested of students specifically for the review process.

- Best practice is to request formal student feedback in the following areas:
- Quality of the course curriculum in supporting learning
- Quality of course curriculum and instruction in student formative development in institutional mission/values/core competencies/etc.
- Quality of instruction or learning support provided by the teaching fellow or instructor
- Quality of delivery platform
- Quality of interaction with administration and teaching fellows/instructors
- Usefulness of assessments in demonstrating learning outcomes
- Suggestions for improvement

9. Stakeholder Voice

Relevant stakeholders to TAI Programs should be given the opportunity to examine the effectiveness of programs in demonstrating student learning outcomes, alignment with

stakeholder priorities agreed in the development of the program, and suggestions for improvement. Stakeholders may be invited to contribute formal comments and access program documents as needed, at the discretion of the TAI Academic Board or as required by terms of agreement for particular partnerships.

10. Enhancement

The course review and program review process should provide suggested enhancements for the improvement of teaching and learning strategies to support successful student demonstration of course or program learning outcomes, student experience, methods in teaching, or administrative operations of TAI. The Academic Board will review and determine appropriate enhancements and their timeline for implementation.

11. Timetable

Month	Standard Academic Board Business
January	Course Marks Submitted - Autumn
February	Course Marks Conferred - Autumn Course Review Materials Complete - Autumn
March	Course Review - Autumn
April	
May	
June	Course Marks Submitted – Spring BibleMesh Institute Course Review TAI-Validated Course Review
July	BibleMesh Institute Course Review Materials Submitted TAI-Validated Course Review Materials Submitted
August	Course Marks Conferred – Spring Course Review Materials Complete - Summer Course Review – Spring

September	Course Marks Conferred - Summer Course Review Materials Complete – Summer BibleMesh Institute Course Review TAI-Validated Course Review
October	Course Review Submitted – Summer BibleMesh Institute Program Review Process Materials Submitted TAI-Validated Program Review Process Materials Submitted
November	Course Review – Summer BibleMesh Institute Program Review TAI-Validated Program Review
December	Program Review

