

## ***Enhancement of Quality in Teaching and Learning: Implications to Ethiopian Private Higher Education***

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### **Abstract**

*Autonomy and accountability are being newly implemented within Ethiopian higher education. The focus on academic accountability causes changes in higher education traditional teaching practices. The changes are not just in the substance of what is being taught, but more significantly, in the views about and the ways, in which it should be taught, learnt and evaluated. In response to academic accountability, higher education institutions need to revise their approach to learning and be committed to the improvement of their instructional methodologies. One possible path for improving the quality of education lies in the application of the ideas of quality enhancement to the teaching and learning process. Quality enhancement is an effective tool for improving instructional methods at colleges and universities. It is essential for staying competitive and for continuous improvement.*

*The new context of autonomy and accountability brings more duties and responsibilities that will require a system of quality assurance and enhancement. Private, higher education institutions need to develop their own quality assurance mechanisms in order to guarantee quality service to their stakeholders. They should focus on quality enhancement in order to provide their students with quality education, as well as to ensure market share and a return on educational investments. The primary goal of quality enhancement in private higher education shall be the improvement of student learning.*

*Any business tells that if you want to improve the quality of your service, you need to consider the views of the customer.*

*In the case of higher education institutions, of course, the central focus is on improvement of student learning.*

*Each private higher education institution needs to be committed to quality assurance and enhancement. This paper presents main features of quality enhancement for the continuous improvement of teaching and learning and provides a conceptual framework.*

*It discusses strategies to ensure quality of education that has a positive impact on student learning. The paper also identifies good pedagogical practices and better ways of instruction that are important for improving the quality of education in higher education. The paper makes recommendations that might help to promote the implementation of quality enhancement in teaching and learning within Ethiopian private higher education.*

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## **Introduction**

In the recent years, increasing competition and demand for accountability have changed how institutions of higher education operate. These changes have been associated with a need for more academic accountability, and an acknowledgement that more effective and varied learning styles can benefit the learner. Accountability brings more duties and responsibilities that will require a system of quality assurance and quality enhancement. Quality Assurance is systematic, structured and gives continuous attention to quality maintenance improvement.

One possible path for improving the quality of education lies in the application of quality assurance in teaching and learning processes. The idea of quality enhancement in higher education is concerned with taking a planned and strategic approach to continuously improving the effectiveness of the learning experience of students. In this context, quality enhancement is about trying to improve the student learning experience by promoting examples of good pedagogical practices.

The enhancement of student learning is rooted in the act of teaching and the design of learning opportunities. Quality enhancement is an effective tool for improving instructional methods at colleges and universities.

It is essential for staying competitive and for continuous improvement, and is a crucial aspect for private higher education institutions.

In response to academic accountability, private higher education institutions need to revise their approach to learning and be committed to the improvement of their instructional methodologies. A culture of continuous improvement for good quality teaching that enhances students' learning is essential for well functioning and public recognition of a private higher education. These education institutions are responsible for ensuring that their students receive value for money, that they learn; are properly prepared for the world of work and can make an appropriate contribution to society. The primary goal of quality enhancement should be to improve student learning. Every private higher education institution needs to be committed to quality monitoring and enhancement in its teaching and learning.

This paper presents the main features of quality enhancement for the continuous improvement of teaching and student learning. It identifies good pedagogical practices and better ways of instruction that are important for improving the quality of education in higher education. It also makes recommendations that might help to promote the implementation of quality enhancement in teaching and learning in Ethiopian private higher education.

### **Methodology**

The methodology used in this study includes document analysis of various articles, personal observation, and informal discussions with academics.

## **Quality Enhancement: Conceptual Framework**

Enhancement is a process of improvement. Campbell and Rozsnyai (2002, p. 133) define quality enhancement as “*Procedures taken to improve quality*”

Quality enhancement is *the deliberate process of change that leads to improvement* (Jackson, 2002). Enhancement might involve:

- Abandoning something that is not working
- Doing existing things better / more efficiently
- Making better use of something
- Expanding something that is considered to be desirable
- Adding new things to existing things
- Connecting things to make different things
- Doing entirely new things that replace or complement existing things
- Improving capacity to do something different or new in the future

The process of quality enhancement involves a series of logical steps (LTSN, 2001). These include:

1. Evaluating the current situation and context
2. Creating the conditions for change
3. Implementing changes
4. Evaluating whether change has made something better and making adjustments if necessary.

Quality enhancement supports creativity to solve problems, learn from existing practice, and exploit new opportunities. It focuses on the continuous search for improvement, stressing the responsibility of a higher education institution driven by the motive of public and academic accountability. It is facilitative and motivated by a desire to improve. Quality enhancement in higher education is a proactive and positive concept, principally concerned with improving the student learning experience.

The idea of quality enhancement in higher education is deeply embedded in a commitment to students, their learning and their educational experience. The enhancement of student learning is rooted in the act of teaching and the design of learning opportunities.

Teaching methods, assessment policies and practices and the provision of learning resources are all aspects of the teaching design that will have an impact on student learning.

The United Kingdom Quality Assurance Agency for Higher Education (QAA) defines quality enhancement as follows: (QAA's Handbook, 2003)

*“Taking deliberate steps to bring about continual improvement in the effectiveness of the learning experience of students.”*

Quality enhancement is concerned with taking a planned and strategic approach to continuously improving of student learning. The fundamental principle of quality enhancement is in ensuring that the focus of educational activities is in the enhancement of the student learning experience. The core aspects of student learning experience are:

- The curriculum – its structure, aims, intended learning outcomes and types of assessment;
- The promotion and support of effective learning – to include types of teaching and learning; provision of student support services, library and IT facilities; measures to involve students in monitoring and enhancing the institution's educational provision; and relevant training and development activities for staff and students.

In order to take deliberate steps, an institution (and its constituent departments, faculties, schools etc) will ask itself: (QAA's Handbook, 2003)

- Where are we now? How effective is the current learning experience of our students?

- Where do we want to be in the future? What are the patterns and mechanisms of supporting learning which the institution wishes to develop in order to enhance the learning experience of its students?
- How are we going to get there? How are we as an institution going to strategically manage the processes of enhancement that will allow us to move towards meeting our aspirations?

*Quality Enhancement in Teaching and Learning: Good Practices*

***Outcomes Approach to Student Learning***

The outcomes approach to student learning brings a paradigm shift, moving the emphasis from teaching to learning. It shifts the focus in teaching from curriculum-based that emphasizes content, to learning-based that emphasizes what students know and can actually do at the end of their education. An outcomes approach to learning is good educational practice and an effective tool for successful education, as well as for quality enhancement.

Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate at the end of a period of learning. They are based on the aims of an educational program that identify the broad educational purposes and teaching intentions. Student learning outcomes are commonly expressed in terms of the knowledge and skills that a graduate student is expected to attain as a result of learning in higher education. Learning outcomes may involve the following three categories.

- Knowledge and Understanding
- Intellectual Skills
- Transferable Skills

*Knowledge and Understanding* refers to recalling of essential facts; and understanding of concepts, principles, and theories relating to the main areas of an educational program.

*Intellectual Skills* are cognitive/thinking abilities and subject-specified practical skills.

These may include:

- Analyzing, evaluating and synthesizing skills
- Critical reasoning and judgements
- Problem-solving skills
- Subject-specific practical skills related to the main areas of the subject

*Transferable Skills* are key skills that are transferable to employment and other contexts. They are recognized as having applicability beyond the confines of a particular academic subject. These may include:

Communication skills: Speaking, report writing, and presentation.

Quantitative skills: The ability to use, present and evaluate numerical and statistical information in a variety of ways; and computational skills.

Information technology skills: Computer literacy and IT including the ability to use word-processing, spreadsheet, database system, the Internet and e-mail.

Teamwork skills: Ability to work in groups as a participant who contributes effectively to the group's task and motivate others; skills of effective listening and negotiating.

Time-management skills: Effective time- management and work-planning

The determination of learning outcomes should be based on careful and broad analysis of what a competent graduate of an educational program should be able to do. The learning outcomes of the program and the typical achievements of students when they graduate in that subject area need to be identified through discussions in a group of subject specialists. Student learning outcomes should be the basis for choosing curriculum content, instructional strategies, and assessment methods.

### ***Student-centered Learning***

A key elements to quality enhancement in teaching and learning is a commitment to student-centered learning.

More student-focused activities that place the student at the center of the learning process will lead to more relevant learning.

Student-centered learning encourages active participation through self-directed learning, which permits the learner to exercise his/her acquired skill and knowledge. Student-centered learning involves the facilitation and management of teaching using a wide variety of methods and resources to achieve the intended learning outcomes. Quality enhancement in teaching and learning supports more student-focused learning, shifting the emphasis from teacher-centered instruction.

The characteristics of student-centered learning include:

- Fostering learning rather than teaching
- Encouraging student responsibility and activity rather than teacher control and content delivery
- Developing mutuality and interdependence in the teacher–learner relationship

### ***Outcomes-based Curriculum***

In the outcomes approach, the curriculum should be designed in a way that provides the students with the knowledge, skills, and attitudes that will allow them to achieve the intended learning outcomes. When designing a curriculum, the learning outcomes that are expected from students need to be identified and what they understand and be able to do by the end of the educational program agreed. Designing a course curriculum using learning outcomes leads to a shift from the content of a course (what is presented) towards its outcome (what the student is able to do on successful completion of the course). It is important to review each individual course to determine its contribution in achieving the learning outcomes of the educational program.

***For each individual course, it is necessary to state clearly:***

- The knowledge and skills a student will gain as a result of taking the course.
- The teaching methods and learning activities applied in the course instruction that enables the learning outcomes to be achieved and demonstrated.



- Assessment methods, grading procedures and assessment criteria used to measure students learning achievement of the course.

It would be also necessary to indicate how each of the courses selected for a program helps to achieve the learning outcomes. The knowledge and skills that each course will require to contribute to a program shall be identified.

### ***Outcomes-based Teaching/Learning Methods***

Learning activities and teaching methods should be designed so as to be appropriate for the intended outcomes of an educational program. They may contain most (but not necessarily all) of the following formats for teaching and learning:

- Lectures;
- Tutorials and Seminars;
- Practical classes in laboratories, workshops, or in the field;
- Independent student learning;
- Group or individual coursework assignments or projects;
- Practical attachment or workplace placement;
- Web-based, and computer-assisted learning;
- Literature based research, Case studies; and
- Other exercises which require students to integrate information and techniques.

Teaching/learning strategies should describe how the learning outcomes for a program will be achieved; and refer to the different types of teaching and learning methods that will be used. Each higher education institution must be able to justify its choices in terms of intended learning outcomes.

The QAA Guidelines for Preparing Program Specifications (QAA 2000) suggest that knowledge and understanding is often developed through lectures, tutorials, and seminars, supported by directed study of textbooks and journal articles and assignment or project work.

Tutorials classes, mainly in small groups, are used to aid the understanding of concepts introduced in lectures. Seminars will support student learning for more in-depth investigation and discussion of selected topics.

Intellectual skills such as analysis, critical evaluation, synthesizing and problem solving may be practiced and demonstrated through more active learning processes involving assignments, projects, group-learning and other activities that stimulate the student's analytical and problem-solving abilities. Laboratory classes should allow students to gain subject-specific practical experience and enhance their knowledge and understanding of the subject area. Subject-specific practical skills need to be developed through opportunities to practice the activity in an appropriate learning context (e.g. in laboratory, field, workplace placement, internship/traineeship). All educational programs shall incorporate a research project or other self-motivated individual study leading to a thesis or project report.

Transferable skills can be developed through naturally arising opportunities in the curriculum. They may also be developed through extra-curricular activities including work experience, student representative work, and social and cultural activities. Group projects are a typical way in which individual students provide evidence of their team working skills.

### ***Outcomes-based Assessment Methods***

Outcome-based assessment refers to the process of assessing student's ability to demonstrate the outcomes that they have to achieve. It makes explicit what a student should meet in order to demonstrate that the learning outcomes of a course or a program have been achieved.

Outcome-based assessments must be valid and reliable to accurately and appropriately assess students' achievements based on learning outcomes. Designing assessment tasks, which promote a deep approach to learning, requires that the learning outcomes and assessment are clearly defined and relate to each other.

In outcome-based assessment practices, knowledge and understanding is often assessed through written examination. Independent project work or essays are typically used to demonstrate capability in a range of intellectual skills linked to subject-specific knowledge, understanding and practical skills.

Transferable skills, such as writing communication can be assessed through essays or report writing; oral communication can be assessed through a range of activities including group or individual presentations in seminars. Team working skills can be assessed through collaborative group projects.

Outcomes-based assessment methods may include the following:

- Formal examinations, (mainly written examinations);
- Tests, (short class tests, objective or subjective, multiple-choice or free-response);
- Oral presentations, (ability, confidence, and knowledge of subject matter);
- Essays, (long and/or short essays);
- Laboratory and fieldwork reports;
- Group or individual projects; and
- Performance of skills while being observed in work placements.

The style of assessment may vary between disciplines and institutions but will be linked to the anticipated learning outcomes. Each higher education institution should be able to devise assessment strategies that allow students to demonstrate that they have achieved the learning intended. It is essential that the criteria used for the assessment of students' achievements should relate to the learning outcomes and should correspond to the knowledge, abilities and skills that are to be demonstrated.

The use of learning outcomes and criterion-referenced assessment provide a mechanism for describing students' performance and for judging whether outcomes have been achieved. Criterion - referenced assessment is an assessment scheme in which the judgment of the learners' achievement is made in relation to pre-defined criteria.

In making judgments on whether a student demonstrates achievement of a learning outcome, criterion-referenced assessment shall be used rather than norm-referenced. Norm-referenced assessment techniques focus on how students' achievements vary within a group. It is comparative, telling that one student is better than another student.

The norm-referenced assessment is not associated with learning outcomes, and is inappropriate for the measuring students' achievements.

### **Ethiopian Context: Teaching and Learning Practices**

Education and training in Ethiopian Higher Education have traditionally relied on the objectivist view of knowledge. This view of learning assumes that knowledge can be imparted from teacher to learner through instruction, lecture and practice (Derebssa, 2005). Student-centered learning is not well developed in Ethiopian higher education, where students expect that teaching is the sole responsibility of teachers, and the responsibility of students is listening to lecture, taking notes and responding to questions upon request. This is associated with students' lack of prior experience of active learning. Traditional teaching approach of lecture method is a common mode of instruction in Ethiopian higher education, including private institutions. The traditional method of teaching is not student-centred and has limited learner participation and interaction as it focuses on the teacher instead of the learner. The teacher is the sole source of information where as students remain passive listeners to formal and structured presentations. As teachers usually focus on giving lectures, students depend primarily on lecture notes thus independent learning is not encouraged. Course objectives generally cover knowledge but often not skills and attitudes.

The assessment methods in most higher education institutions are relatively ineffective to measure and test a wide range of work-related skills and abilities like problem solving abilities, teamwork capability or communication skills. It is not a common practice to use evaluation techniques such as group work and team assessment, oral presentation, or report writing.

## **Quality Enhancement: Implications to Ethiopian Private Higher Education**

### ***Shifting from Traditional Teaching Methods***

Traditional teaching methods are generally not appropriate for effective student learning. Therefore, private higher education institutions need to change their traditional approaches of teaching in order to enhance the quality of student learning. A shift from traditional methods will entail a reconstruction of teaching and learning approaches and assessment practices. The nature of these changes is well captured in the following observation by Griffin (1998).

The role of the teacher must change. The role of assessment must change. The mode of curriculum delivery must change. The role of the teacher needs to change from the transmitter of information to a facilitator of learning. Assessment needs to focus on progress along predetermined continua of learning and changes in the learner. Curriculum needs to maximize the students' opportunities to establish an enquiry approach to learning and to use a range of resources to lead the student along the most appropriate learning pathway to achieve the designated outcomes.

A shift from a traditional approach is not just a simple change, it is a serious transformation in a higher education teaching practice. The shift from a traditional approach has significant implications for all aspects of curriculum design, instructional delivery, and assessment methods. It involves a high degree of work load concerning the detailed process of identifying, writing and implementing learning outcomes and the consequential changes to teaching, learning and assessment. It is a massive undertaking to transform all curricula to be expressed in terms of student learning outcomes.

Shifting from traditional practice and adopting an outcome approach to student learning is a challenging process, demanding that academic teaching staff to deeply restructure curriculum, instruction, and assessment.

### ***Developing Pedagogical Skills of the Teaching Staff***

Emphasis on learning outcomes demands a different kind of teaching from the traditional one. It may no longer be enough that teaching staff in higher education institutions are competent in their disciplines; they are likely to be increasingly called upon to create, develop, and manage stimulating learning environments, using a variety of resources, abilities, and technologies in order to deepen and enrich student learning.

An institutional commitment to student learning could give academic staff significantly increased responsibility to enhance quality of teaching.

For the quality of teaching and learning to improve, academic staff should actively extend their knowledge and skills not only in their discipline of profession but also in their teaching ability. They need to acquire and develop knowledge and understanding of a wide range of teaching and assessment methods and of the principles, which underlie student learning.

Pedagogical training is essential for academic staff in student-centred teaching/learning processes and in the management of large classes to enable them to develop a student centred methodology. Pedagogical training programs help teaching staff to develop skills, techniques, and methodologies that improve the current educational practice and introduce new ways of teaching, in view of quality enhancement in student learning.

Private, higher education institutions should be committed to the continuous improvement of quality by initiating staff development programs to support academic staff in their teaching role. They should provide and promote professional development for staff at all levels of experience to ensure pedagogical training, and updating of staff in appropriate teaching, learning and assessment capabilities.

Staff development activities should pay particular attention to the development of newly appointed junior staff including graduate teaching assistants.

Private higher education institutions should provide opportunities and incentives for staff to develop their knowledge and skills in teaching diverse groups of students and their understanding of learning processes; such opportunities may include workshops and conferences on teaching and learning.

Regular seminar programs and workshops on learning and teaching issues need to be in place to provide staff developmental opportunities, recognize excellence in teaching, enable the dissemination of good practice, foster discussion across disciplines, encourage staff involvement in quality enhancement, and encourage pedagogic research.

### ***Promoting Subject Benchmarking Practices***

Subject benchmarking practices are useful to enhance quality of teaching and learning.

*Subject benchmarking is a method of self-evaluation aimed at improving the quality of student learning in higher education institutions by providing a set of reference points or benchmarks related to the key features of a program (including the educational aims, intended learning outcomes, teaching/learning strategies, assessment methods and evaluation criteria) that can be used to compare against with what the institutions are doing and the actual student performance.*

Subject benchmarking involves identifying best practices in teaching and learning that can be used as reference points or benchmarks against which the outcomes and relevance of educational programs can be justified. Subject benchmark information can be used as a reference point for curriculum review, design and validation (Jackson, 2000). It promotes an outcome approach to learning where the results of learning are expressed in a form that permits their achievement to be demonstrated and measured.

Recognizing the importance of benchmarking for enhancing the quality of higher education in Ethiopia, the Higher Education Relevance & Quality Agency has prepared draft document of general subject benchmarking guidelines (HERQA, 2005). The initiation of HERQA shall be further developed.

With active participation of higher education institutions, and professional associations a national guideline of subject benchmarks shall be developed that provide reference points for learning outcomes to indicate the knowledge, abilities and skills expected from degree programs graduates.

The practice of subject benchmarking is as an essential tool for improving instructional methods at private higher education institutions. They should collectively work through their association to promote benchmarking practices in Ethiopia.

### ***Developing Quality Enhancement Strategy of Teaching and Learning***

Private higher education institutions shall undertake a thorough revision of their teaching and learning methods, in order to address the challenge of enhancing quality and meeting student needs and expectations. They need to develop a strategy for quality enhancement in teaching and learning to facilitate the identification and dissemination of good practices. The promotion of effective teaching and learning should be a matter of highest priority for private higher education institutions. Each institution needs to develop a coherent set of policies and strategies which demonstrate that it values, above all else, the education of its students and the contributions that academic staff make to the enhancement of student learning. Private higher education institutions should develop and implement a strategy for the continuous enhancement of quality.

Appropriate quality enhancement policies and strategies will enable:

- To guide quality enhancement activities within a private higher education institution;
- To identify procedures and specific actions necessary to bring about continual improvement to the teaching, learning opportunities and educational support services provided by a private higher education institution;
- To ensure that a systematic awareness of students' learning experience exists at all levels, and that this awareness informs a deliberate, enhancement-led process of planning, implementation and evaluation;



- To enhance the quality of the student learning experience through development in pedagogical practices in a framework of continuous improvement.

Private higher education institutions must have a capacity for long-term strategic planning in order to develop a system of monitoring for assuring high quality of student learning, and to make explicit their commitment to quality enhancement and continuous improvement.

They should have learning, teaching and assessment strategies that act as a basis for developing innovative approaches for promoting effective practices of student learning and enhancing quality of education.

Each private higher education institution needs to be committed to the drive for quality in its teaching and learning; and have a learning and teaching strategy which integrates the pursuit of quality across a range of activities—teaching, staff development, learning resources, student support services, quality monitoring and enhancement.

### ***Establishing Internal Quality Assurance System for Quality Enhancement***

Quality assurance is a systematic and continuous attention to quality in terms of quality maintenance and quality improvement.

A quality assurance system is essential to ensure that educational activities are developing toward further improvements and enhances the quality of student learning.

The main purposes of quality assurance include:

- To ensure that the education, research and consultancy provided by higher education institutions meet the development needs of the country, and where appropriate, the local community;
- To establish a monitoring system of accountability that audits the adequacy of educational provision quality;

- To secure the availability within each higher educational institution of relevant information which the institution uses actively and continuously to sustain and improve the quality of learning and teaching on programs it offers;
- To enhance quality of education by continuously improving the relevance and quality of teaching and learning; and
- To meet the expectations of students, employers and other stakeholders.

Each higher education institution is responsible for the quality of its own educational provision. Internal quality assurance systems are based on the principle of academic self-governance and self-assessment for improvement of academic quality and public accountability.

An important tool for internal quality assurance is an institutional audit of self-evaluation that provides insight into the strengths and weaknesses of the quality mechanisms established by an institution itself.

Private higher education institutions should have an internal system for the assurance of the quality of their programs. They need to develop an internal quality culture, which ensures that quality is a focus of the institution at all levels and is incorporated in the everyday work of the whole institutional community. They should also commit themselves explicitly to the development of a culture, which recognizes the importance of quality assurance and quality enhancement in student learning. Each private higher education institution is expected to establish internal quality assurance system to evaluate the quality of its own educational provision and services.

Quality assurance and quality enhancement is a collective enterprise involving students, teaching staff, department heads, student support and guidance officers, faculty deans, and senior managers of a higher education institution. It is a responsible professional activity associated with innovation and experimentation undertaken at all functional levels. The culture of quality enhancement needs to be owned by the teaching staff and the whole institution.

Quality enhancement needs central coordination to identify, support, and disseminate good and innovative practices of high quality learning and teaching.

Several committees may play key roles in the implementation and monitoring of quality enhancement. One major committee could be a *Quality Enhancement Committee* with the role to follow up the overall quality enhancement strategy, to monitor its progress and to report to the senior management body on its implementation and make recommendations for future development. Each private higher education institution may need to establish a quality enhancement committee that coordinates and manages institution-wide activities for supporting and facilitating the implementation of quality enhancement in teaching and learning.

## **Recommendations**

This paper proposes the following recommendations that might help to promote quality enhancement in teaching and learning within the Ethiopian private higher education. To enhance quality of teaching and learning, private higher education institutions shall:

- Undertake a thorough revision of the existing teaching and learning practices by involving student representatives, external professionals, and employers in order to promote effective student learning and to enhance employability of graduates.
- Shift from traditional teaching methods and adopt an outcome approach to student learning to promote good teaching, learning and assessment practices.
- Provide staff development in teaching and learning to ensure updating pedagogical skills of staff in appropriate teaching, learning and assessment capabilities.
- Disseminate good practice in student learning, identified either from within the institution or externally.

- Promote benchmarking practices collectively through the private higher education institutions association or by individual commitment and effort.
- Establish internal quality assurance system to evaluate the quality of educational provision and services and to continuously improve the effectiveness of student learning.
- Develop an implemental strategy for quality enhancement in teaching and learning to facilitate the identification and dissemination of good practices for further improvement and ensure that the quality enhancement program is Department-led.
- Establish a quality enhancement committee that coordinates and manages institution-wide activities for supporting and facilitating the implementation of quality enhancement of teaching and learning in departments.

### **Concluding Remarks**

It is important to initiate a campus-wide discussion in private higher education institutions to reflect a commitment to excellence in student learning, and to define strategies for quality enhancement. A thorough review of the courses offered and the existing teaching practices should be conducted in order to improve the relevance of the curriculum and to enhance the employability of graduates. Each private higher education institutions shall demonstrate its commitment to quality assurance and enhancement. Ethiopian private higher education institutions need to use their association to discuss and develop strategies for continuous enhancement of quality in teaching and learning.

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