



Standards and Guidelines for Quality Assurance in Higher Education in Africa (ASG-QA: PART A: IQA; PART B: EQA and PART C: QAAs)

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This initiative is implemented on behalf of the European and African Union Commissions by:



DAAD

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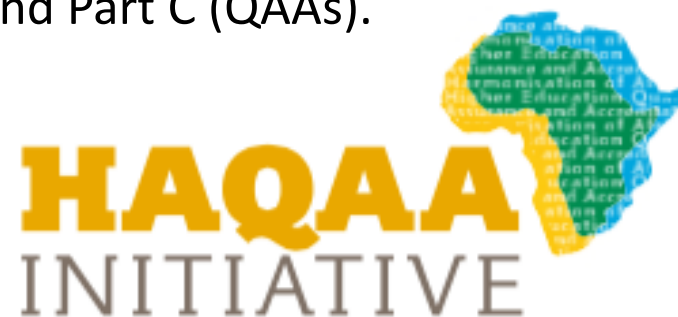


EUA
European University Association

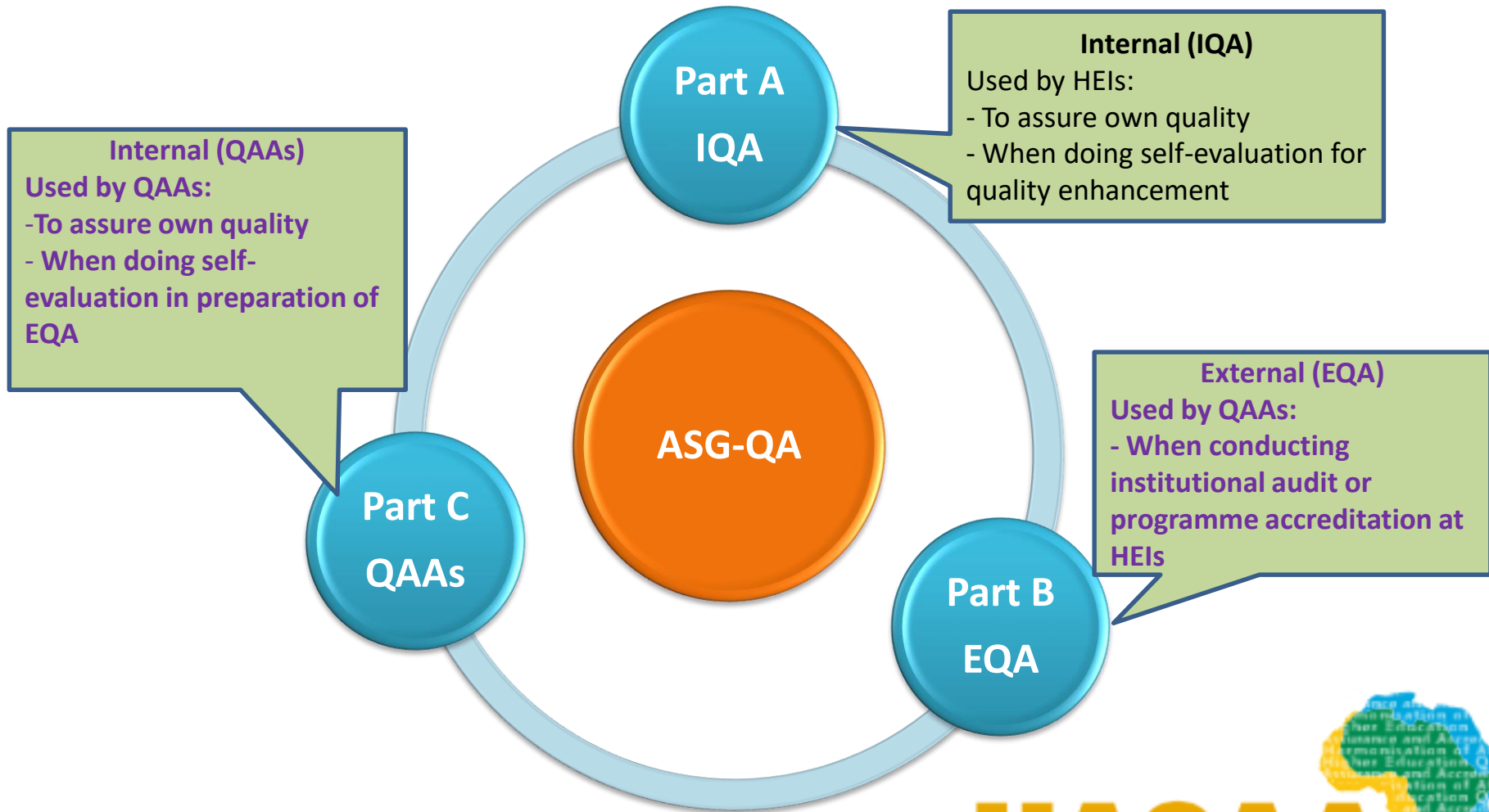


1. What are ASG-QA

- a) It is one of the tools of the Pan-African Quality Assurance and Accreditation Framework ([PAQAF](#)).
- b) It is a set of **non-prescriptive** but **flexible standards** and **guidelines** for **internal** and **external** quality assurance in higher education.
- c) They - provide a baseline for the **development of good quality assurance systems and practices** in HE in Africa, at both HEI level and QAA levels, through self-assessment and external review.
- d) They will provide a **unified framework** applicable to all quality assurance processes, allowing for an enhancement-led approach for institutional and educational quality;
- e) They will foster a ***shared quality culture***, and facilitate cross-boarder recognition of Quality Assurance and accreditation.
- f) They are in **3 parts**: Part A (IQA); Part B (EQA) and Part C (QAAs).



2. Content (Part A, Part B and Part C)



2.1 Part A: Internal Quality Assurance (IQA)

- a) Part A presents standards and guidelines for **Internal Quality Assurance (IQA)** at the level of higher education institutions
- b) It also incorporates standards and guidelines for **ODL modes**.
- c) The standards and guidelines cover **areas** that are considered **essential** for the attainment of the provision of quality higher education, focusing mainly on:
 - Institutional governance, policies and processes that promote quality higher education;
 - Teaching and learning environment;
 - Research and innovation;
 - Collaboration and community engagement.



2.2 Part B: External Quality Assurance (EQA)

- a) Part B describes the ***methodologies*** (or standards) used for external quality assurance (EQA) of higher education institutions.
- b) EQA ensures that higher education institutions subject themselves to periodic external assessment for purposes of ***accountability and quality enhancement***.
- c) EQA **takes into account** the standards and guidelines in **Part A** (IQA) to:
 - Ensures that IQA examined is relevant to and efficient for the concerned higher education institution, and
 - There is consistency between internal quality assurance by institutions themselves and external quality assurance.

2.3 Part C: Internal Quality Assurance for QAA

- a) Part C is for the purpose of internal quality assurance of QAAs through **self-assessment/evaluation of its policies, practices, procedures and activities** and/or for external assessment/evaluation by another body/peer organisation.
- b) It covers:
 - Policies, processes and activities of the QAA,
 - Legal status,
 - Vision and mission,
 - Financial and human resources,
 - Independence, and
 - Criteria and processes used by the QAA.

See Summary of Content – next Slide

PART A: IQA	PART B: EQA	PART C: QAA
1. Vision, Mission, and Strategic Objectives	1. Objectives of EQA and Consideration for IQA	1. Legal Status
2. Governance and Management	2. Designing EQA Mechanisms Fit-For-Purpose	2. Vision and Mission Statement
3. Human Resources	3. Implementation Processes of EQA	3. Governance and Management
4. Financial Resources Management	4. Independence of Evaluation	4. Independence of QAA
5. Infrastructure and Facilities	5. Decision and Reporting of EQA Outcomes	5. Policies, Processes and Activities Financial and Human Resources
6. Student Recruitment, Admission, Certification and Support Services	6. Periodic Review of Institutions and Programmes	6. Internal Quality Assurance
7. Design, Approval and Monitoring and Evaluation of Study Programmes	7. Complaints and Appeals	7. Financial and Human Resources
8. Teaching, Learning and Assessment		8. Benchmarking, Networking and Collaboration
9. Research and Innovation		9. Periodic Review of QAAs
10. Community Engagement		
11. Information Management System		
12. Public Communication		
13. Collaboration, Staff and Student Mobility		

3. Purpose of ASG-QA

The ASG-QA will support HEIs and QAAs in Africa in implementing **good practices** for QA – develop **adequate IQA mechanisms**; and specifically to:

1. Have a **common framework** and understanding of QA among stakeholders – at continental, regional, and national levels.
2. Develop **mutual trust** – facilitate recognition and mobility of students and human resources across borders.
3. Ensure quality **improvement/enhancement** through self-assessment, external review and continuous M&E.
4. Promote **transparency and accountability** by providing appropriate information to the public.
5. Promote a **sustainable quality culture** in HEIs, alongside AQRM.
6. support the production of **relevant teaching and learning resources** as well as students' assessment instruments.
7. Promote **international competitiveness** of Africa's HE system.



4. Drafting Team

Membership of TWG

Africa Union (Regional Representation)

1. Prof. Abdle Karim Koumare – Institut Africain de Formation en Pedagogie. Recherche et Evaluation en Sciences de a Sante (**French**), Mali
2. Prof. Eid Youhansen – President, NAQAAE, Egypt (**English & Arabic**),
3. Prof. Jeffy Mukora – Execitive Director, CNAQ Mozambique (**English & Portuguese**)
4. Mr. Mock Shivute – Executive Director, NCHE, Namibia (**English**)
5. Ms. Anneley Williamsen – QA Director, University of Namibia (**English**)
6. Dr. Noel Saliu – Director of Accreditation, National Universities Commission (NUC)c, Nigeria (**English**).
7. Dr. Rispa A. Odongo – Expert, Quality Assurance in Higher Education - Former Senior Staff of CUE, Kenya and Consultant (**Chair, English**)

European Union - Benchmark

1. Ms Caty Duykaerts – ENQA Board, Vice President (**English & French**)
2. Ms Paula Ranne – ENQA Secretariat, Deputy Director ENQA (**Coordinator, English & French**) -

Advisory Board of HAAQA Initiative (*Violet*) - Provided regular advice and support.



5. Drafting Process

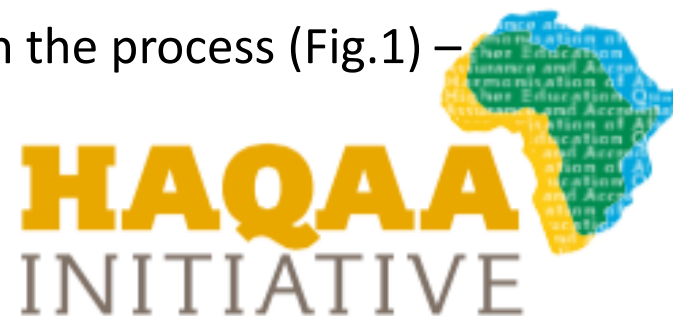
Consultations

The ASG-QA were drafted by **TWG** as part of HAQAA Initiative:

- a) The **existing standards and guidelines** of higher education already in use in African countries (high level of similarities).
- b) Regional quality assurance **networks** or **associations** such as:
 - The Inter University Council of East Africa (**IUCEA**),
 - The Arab Network for Quality Assurance in Higher Education (**ANQAHE**), and
 - The African and Malagache Council for Higher Education (**CAMES**) in Francophone.
- c) They were also **benchmarked** with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) and other international standards and guidelines.
- d) The Technical Working Group (TWG) has led this **process** between September 2016 and March 2018 .

Status of QAA in Africa – **37 have QAAs**, other are in the process (Fig.1) –

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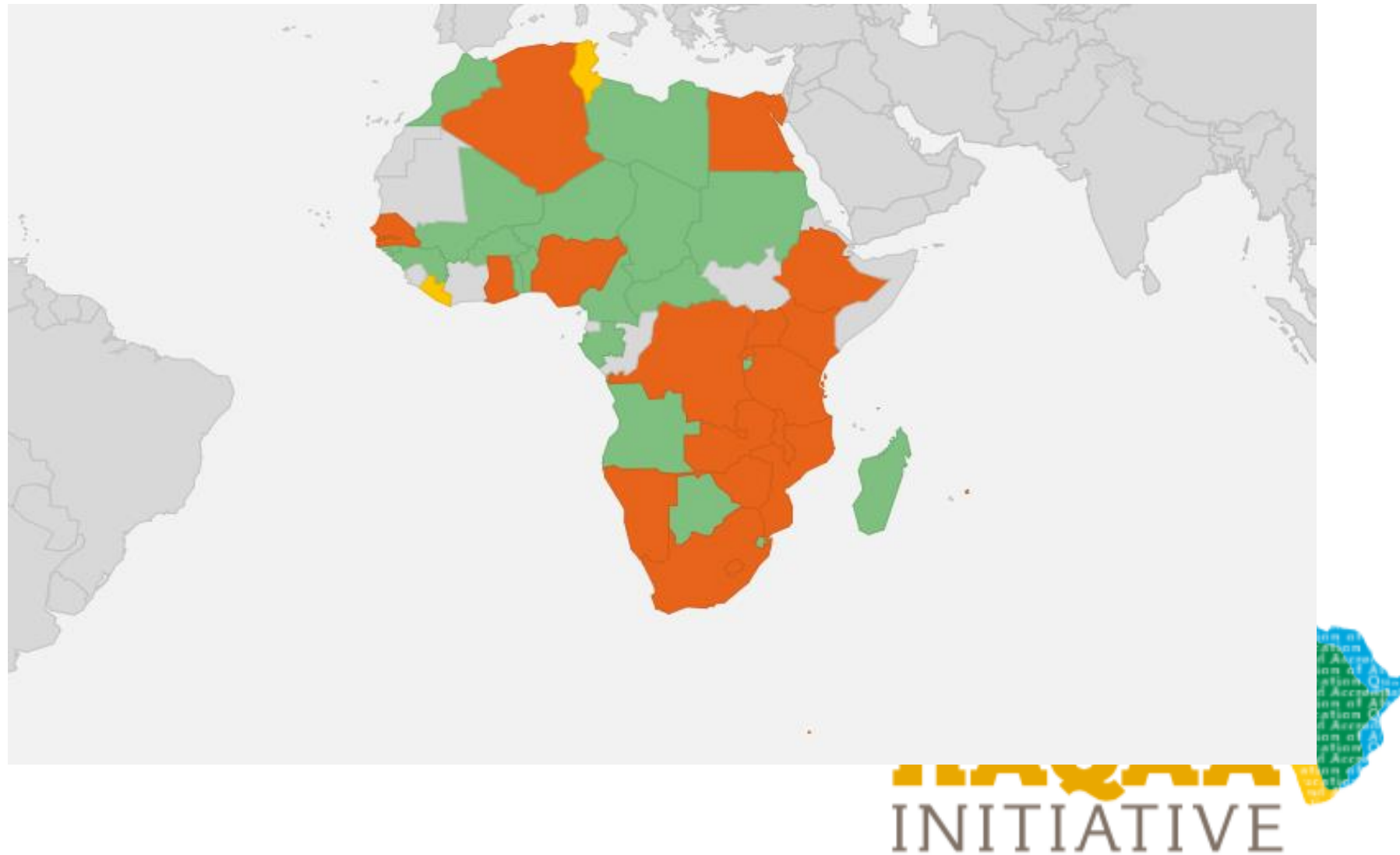


KEY: STATUS OF QAA IN AFRICA

Red countries with national standards and guidelines for internal quality assurance (marked orange).

Green – Countries using standards and guidelines that are provided by regional associations and do not have their own standards

Yellow - Countries with national authority in QA, but no standards and guidelines were found



6. Consultation Process/Dissemination

Consultation was as follows:

- a) **AU Advisory Board** for comments in May 2017 Accra Ghana.
- b) **Vice Chancellors** - presented at the 14th AAU General Conference 5-8 June 2017 in Accra, Ghana
- c) **Online Consultation** between June and August 2017 – Draft 1 - disseminated to major stakeholders in Africa – HEIs, QAAs, student organisations and ministries and governing bodies of higher education in Africa – for their input and comments (310 respondents - 40 countries).
- d) Feedback was received from participants of the **HAQAA Training Course** representing QA bodies from 41 African countries.
- e) Draft Presented at the **9th International Conference and Workshops on Quality Assurance in Higher Education In Africa (ICQAHEA)**, Accra Ghana (18-22 September 2017).
- f) Final **Stakeholder Consultation Workshop** in Addis Ababa, Ethiopia (16-17 November, 2017) –
 - HEIs, National QAAs, Ministries, Regional QA Association, University Associations, TUNNING Africa, UNESCO, Africa Student Associations and sample of national student unions, regional and continental governments (AUC, SADC, ECOWAS, EAC, ECCAS).
- g) The ASG-QA were finally presented to the **HAQAA Advisory Board** its 5th Meeting held 21st-22nd March 2018 in Maputo, Mozambique.



7. Implementation and Ownership

1. **Mapping** of the ASG-QA (Part A) and AQRM has been done, and the 2 are complementary and mutually supportive of each other in ensuring quality HE.
2. National QAAs/bodies are expected to be the **advocates** of ASG-QA to ensure their implementation.
3. The ASG-QA will serve as the **guiding framework** in facilitating establishment of QAAs in countries where they do not exist, and also ensure best practices in existing QAAs.
4. Part B and Part C (QAAs) are in the process of being **piloted** at existing QAAs, and as consultancy in countries that are planning to establish or in the process establishing a QAA.
5. Establishment of a **Coordinating body** at continental level for is being discussed by AU.
6. Principally, QA is the **responsibility** of HEIs.



8. Current Status

- a) The ASG-QA has been finalized and can be used as a **working document** in African higher education.
- b) It is expected that it will be officially and **politically endorsed** by the African Union in early 2019.
- c) The current draft ASG-QA are available in the 4 **AU languages**, namely:
 - English,
 - French,
 - Arabic and
 - Portuguese.

Find at: <https://haqaa.aau.org>



Summary:

It is hoped that these standards and guidelines will ensure quality provision and enhancement of quality in higher education in Africa, and the development a sustainable quality culture for competitive higher education.

HAVE A QUALITY DAY and GOD Bless

Thank You

Merci

Obrigada

Shukran

