



AfriQAN – INQAAHE WORKSHOP ON GOOD PRACTICES IN QUALITY ASSURANCE

African Quality Assurance Network – Accra, Ghana
Commission for Higher Education – Nairobi, Kenya

Assuring Quality Higher Education
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**AfriQAN – INQAAHE WORKSHOP ON GOOD
PRACTICES IN QUALITY ASSURANCE**

**PROCEEDINGS OF THE WORKSHOP HELD AT
THE KENYA SCHOOL OF MONETARY STUDIES IN NAIROBI
ON 15TH MAY 2012**

NAIROBI, KENYA

**African Quality Assurance Network – Accra, Ghana
Commission for Higher Education – Nairobi, Kenya**

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FOREWORD

Quality within the realm of higher education is a concept that has over recent years gained prominence. This has been enhanced by a number of factors, key among them being: increased access and the need for professional training required to facilitate economic growth in an increasingly competitive and global environment. In order to maintain a competitive advantage, universities have to ensure the delivery of quality programmes as well as ensure the provision of sufficient and high calibre facilities in addition to a holistic learning environment. Quality Assurance Agencies in higher education play an important role in ensuring that students enrolled in higher education institutions have access to quality education. The significance of this role is entrenched in one arm of the mission statements of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) which is committed to developing and promoting standards of professional practice in Quality Assurance. This commitment has led to the development of the Guidelines for Good Practice in Quality Assurance commonly referred to as the GPQAs. These GPQAs are the work of sixty five (65) quality assurance agencies from all over the world and have been designed for use by all quality assurance agencies irrespective of their stage of development. The original GPs were developed in 2003 and were later revised in 2006. This review was necessitated by the need to incorporate the views of the key stakeholders namely: institutions and reviewers.

The African Quality Assurance Network (AfriQAN) identified the need to select and share good practices among the existing and emerging National Regulatory Agencies (NRAs) in Africa; document these good practices and initiate the process of developing a common framework of GPQAs. In collaboration with INQAAHE, AfriQAN found it timely to organize a workshop where External Quality Assurance Agencies (EQAA) in Africa would deliberate on and document Good Practices (GPs) that would be included in the INQAAHE database. The GPs took into account INQAAHE guidelines particularly in the areas of: Quality Assurance of the EQAA; Relationship between the EQAA and Higher Education Institutions and Institutional and programmatic performance. AfriQAN is confident that the GPs identified will lead to the harmonization of good practices, the strengthening of the capacities of EQAAs in Africa and the development of a database of good practices used by the agencies.

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The culmination of this workshop would not have been realised without the support of stakeholders who have played an instrumental role in either developing the proposal, providing the funding or the organizational capacity required. In this regard, the contribution made by all the stakeholders is sincerely appreciated. We appreciate also the role of UNESCO in funding the project through the GIQAC scheme and the facilitation of the same for the workshop organization and deliberations by INQAAHE and AfriQAN. While funding plays an instrumental component in the success of any event, the organizational and logistical elements are core to the fruitful culmination of a project. The Association of African Universities (AAU) Secretariat in collaboration with the Commission for Higher Education (CHE) was critical in this respect. The two organizations identified key representatives from the National Regulatory Agencies from different regions in Africa, initiated and maintained contact with them until the end of the workshop. The support provided by the National Regulatory Agencies in sponsoring and availing representatives from their organizations to participate in the workshop is immensely appreciated. The participants although representing NRAs which are at different stages of development were key in submitting their Good Practices which formed the basis of discussions on the identification and documentation of GPQAs.

We take cognisance of INQAAHE's policy of continual improvement with regard to the consolidation of all GPQAs in their website and their periodic review in order to remain relevant. INQAAHE policy of involving NRAs from the different regions of the world is a fundamental good practice in that it promotes buy-in from all the stakeholders who are later obliged as members of INQAAHE to adhere to the documented Guidelines. The involvement of the aforementioned stakeholders is a depiction of both organisational and individual commitment to the overall quest of assuring quality higher education that is both accessible and sustainable. This quest for quality can only be assured if the capacities of Quality Assurance Agencies are strengthened through the development and implementation of Good Practices. This workshop has indeed set the pace for increased engagement of NRAs in the region in order to eventually harmonize quality assurance practices in Africa.

Prof. Florence K. Lenga
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ABBREVIATIONS AND ACRONYMS

AfriQAN	African Quality Assurance Network
CAS	Central Admissions System
CHE	Commission for Higher Education
DRC	Democratic Republic of Congo
EQAA	External Quality Assurance Agency
GGPQA	Guidelines for Good Practice in Quality Assurance
GPQA	Good Practice in Quality Assurance
GUNI	Global University Network for Innovation
HEQMISA	Higher Education Quality Management in Southern Africa
INQAAHE	International Network of Quality Assurance Agencies in Higher Education
NCHE	National Council on Higher Education
NECTA	National Council for Technical Education
NRA	National Regulatory Agencies
QAA	Quality Assurance Agencies
RIE	Research and Intellectual Expo
RIEOC	Research and Intellectual Expo Organizing Committee
SADC	Southern African Development Community
TCU	Tanzanian Commission for Universities
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZIMCHE	Zimbabwe Council for Higher Education

EXECUTIVE SUMMARY

The reality of globalization has intensified in the 21st Century profoundly shaping higher education. Faced with this ever growing, complex myriad of forces outside of the realm of academia, universities and governments have had to develop programmes and policies in response to globalization. This response by academia to globalization while challenging, has presented enormous opportunities for these institutions to operate (undertake research and offer academic programmes) within cross border, regional and international contexts. The impact of this response referred to as internationalization and its inherent manifestations have raised a number of issues including approaches to teaching, learning and curricula development. This has led to the rise of quality assurance as a major policy interest all over the world. In light of the evolving role of higher education regulatory agencies from one of evaluating HEI's against pre-defined standards to one of evaluating them against their own defined mission and vision statements. Regulatory agencies within the higher education sub-sector are increasingly embracing more of a validating role. In order to tackle cross border issues particularly dealing with mobility, the need for instituting frameworks that ease student mobility and implementation of programmes while facilitating comparability of educational qualifications has become imperative. Realising the importance of setting up such a structure, quality assurance agencies from different regions in the world have engaged in different fora at regional and international scale in order to assimilate their efforts. This enhanced need for dialogue on quality assurance issues demonstrates the urgency and pertinence of developing common good practices that higher education regulatory agencies can ascribe to.

This report is therefore devoted to examining the practices used by EQAAs in Africa in line with the INQAAHE Guidelines for Good Practice in Quality Assurance (GGPQA). The contribution of the National Regulatory Agencies (NRAs) from sixteen (16) participating African countries with respect to sharing of good practices in use in NRAs in Africa is an initial step towards identification of these practices. This report highlights thirty (30) good practices submitted by fifteen (15) NRAs and one regional quality assurance network. It also outlines the group discussions undertaken in order to identify good practices in the following three categories: Institutional accreditation, programme accreditation and the relationship between EQAA and HEIs. The overall goal of the workshop was not only the documentation of GPs in quality assurance in the region but also initiation of the process of developing a common framework of GPs. Consequently, the submitted GPs were evaluated against an evaluative tool developed by AfriQAN and CHE in line with the INQAAHE Guidelines for Good Practice in Quality Assurance. It is envisaged that the outcome of this workshop report will form the basis for the documentation of GPs in quality assurance in the region and initiate further dialogue in the region.

PART I

1.0 INTRODUCTION

The African Quality Assurance Network (AfriQAN) workshop on Good Practices in Quality Assurance was held on 15th May 2012 in Nairobi, Kenya. The workshop was organised by AfriQAN and INQAAHE and hosted by the Commission for Higher Education (CHE) of Kenya.

1.1 Background

The AfriQAN was established in 2009 to serve as the coordinator of quality assurance in higher education for the African continent, and has its Secretariat at the Association of African Universities (AAU) office complex in Accra, Ghana. The membership comprises of National Regulatory Agencies (NRAs), Higher Education Institutions (HEIs) and relevant government ministries of higher education. The network is thus still in its formative stages and is strategizing in capacity building, creation of databases and documentation of quality assurance practices in use in the various NRAs. The ultimate goal of the network is to create a harmonised quality assurance higher education area in Africa for compatibility, transferability and effective competition in the global market. Given that AfriQAN is yet to document the good practices in quality assurance in the region, it was imperative that the NRAs come together to share their practices with a view to identifying the good ones that can form the framework for the network.

1.2 Purpose of the Workshop

The purpose of the workshop was to bring together National Regulatory Agencies within the AfriQAN to share their current practices in quality assurance and enhance their knowledge on quality assurance issues.

1.3 Workshop Objectives:

The objectives of the workshop were to:

1. Identify good practices that are in use in NRAs in Africa;
2. Share the identified good practices amongst the existing and emerging NRAs in Africa;
3. Document good practices in quality assurance in use in the region; and
4. Start the process of developing a common framework of quality assurance good practices

1.4 Expected outcomes

The expected outcomes from the workshop were to:

1. Harmonize quality assurance good practices in Africa; and
2. Strengthen the capacity of emerging quality assurance agencies

1.5 Participants

The Workshop participants comprised of representatives of National Regulatory Agencies of the sixteen participating countries which included Republic of Botswana, Burundi, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Liberia, Lesotho, Malawi (SADC HEQMISA), Mauritius, Mozambique, Namibia, Nigeria, Tanzania, Uganda, and Zimbabwe

PART II

2.0 GOOD PRACTICE PRESENTATIONS

2.1 Introduction

Thirty (30) Practices were submitted from fifteen (15) External Quality Assurance Agencies (EQAAAs) and one Regional Association in Africa. These represented sixteen countries in the continent, including the country in which the regional association is situated. The practices were assessed (pre-selected) in order to identify one for presentation by each Agency during the workshop, due to the limited timeframe. The due process used in the assessment and the results are given in this overview.

2.2 The evaluation process

The evaluation process was based on the principle that a good practice is an activity that is systematic, clear and coherent that has been documented as adding significant value to the policies or practices of a Quality Assurance Agency (QAA), and /or its stakeholders. In addition to this, the relevant system or action was considered to be capable of being transferred to other contexts and that it would add value to the growing knowledge base on quality assurance. The aspects considered in the evaluation were based on the INQAAHE Guidelines for Good Practice in Quality Assurance (GGPQA) (2007). The exercise involved preparation of a checklist to assess conformity to the format given for submission of documents by the Agencies. The sections given in the format presented during the call for submissions were assessed on the basis of alignment with the INQAAHE GGPQA (2007), where applicable, by using a score of 0 to 5 as given below.

- 0 = Not Applicable / Not given;**
- 1 = Inadequate, not articulate, clear or coherent;**
- 2 = Inadequate but with minor improvements the aspect may be improved to a satisfactory level;**
- 3 = Satisfactory, adequate and meets the minimal expectations as per the INQAAHE GGPQA (2007);**
- 4 = Very Good, above the satisfactory level;**
- 5 = Excellent, meets the outlined expectations in all ways.**

Not all the sections had the same weighting due to variation in relevance, scope, and meeting the prescribed instructions given such as number of words and specific requirements for the given aspect. The average score could not therefore be calculated mathematically. However, the general overview of the duly filled scores in all sections provided the strengths and weaknesses and thus some objective judgment on which of the submitted practices by a Quality Assurance Agency was closer to fulfilling the requirements of a Good Practice (GP) in quality assurance.

2.3 Good Practices submitted

A summary of the good practices received is given in Table 1.0 for the Agencies that submitted the reports.

Table 1.0: Summary of GPQAs by Country and Quality Assurance Agency, and Practice

Table 1.0: Summary of GPQAs by Country and Quality Assurance Agency, and Practice			
SR No	COUNTRY / REGION	NAME OF QAA	GGPQA SUBMITTED
1	Republic of Botswana	Tertiary Education Council	1. Programmatic Accreditation
			2. Institutional Registration / Accreditation
2	Burundi	National Commission for Higher Education	3. Evaluation of Private Higher Education Institutions Requiring the Opening of New Programmes
			4. Analysis of the Validation Workshop Report to Apply for Programme 'Accreditation'
3	Democratic Republic of Congo	National Commission on Permanent Quality Assurance	5. Control of School
			6. Organizational Audit and Investigation of Sustainability
4	Ethiopia	Higher Education Relevance and Quality Agency	7. Participation of Private HEIs and Other Stakeholders in the Assessment of the Status of Quality Assurance in Private HEIs
			8. Higher Education Institutions: Partners of HERQA in Quality Assurance
5	Ghana	National Accreditation Board	9. Academic Audit
			10. Affiliation, A tool for Quality Assurance
6	Kenya	Commission for Higher Education	11. Governance of the Commission for Higher Education
			12. Institutional Accreditation
7	Lesotho	Council on Higher Education	13. Development of the Minimum Programme Accreditation Standards
			14. Strengthening Quality Assurance Systems within Higher Education Institutions in Lesotho
8	Liberia	National Commission on Higher Education	15. Standardization of Curricula of Freshman and Sophomore of Tertiary Institutions
9	Mauritius	Mauritius Qualifications Authority	16. Registration as Trainer
			17. Registration of Training Institutions

10	Mozambique	National Accreditation and Quality Assurance Council in Higher Education	18. To create the structural and Institutional Conditions to allow for the Effective Implementation of the National Quality Assurance and Accreditation System in Mozambique
			19. Building Capacity for Quality Assurance in the Higher Education System in Mozambique / CHEQAM
11	Namibia	National Council for Higher Education	20. Programme Accreditation Sub-system
			21. Institutional Audit Sub-system
12	Nigeria	National Universities Commission	22. Approval of Academic Programmes in Nigerian Universities
			23. Institutional Accreditation of Nigerian Universities
13	Higher Education Quality Management Initiative for Southern Africa	HEQMISA	24. A Study on Quality Management Practices in Higher Education Institutions in Southern African Development Community (SADC)
14	Tanzania	Tanzania Commission for Universities	25. Quality Assuring Admission of Students into Higher Education
			26. Programme Management System
15	Uganda	National Council for Higher Education	27. Setting Minimum Academic Standards
			28. Accreditation of Academic / Professional Programmes
16	Zimbabwe	Zimbabwe Council for Higher Education	29. Supporting Academic Mobility: ZIMCHE-SARUA-IOM Diaspora Lecturer Temporary Return Project
			30. Promoting Academic Excellence: The Research and Intellectual Expo (RIE)

2.4 Good Practices selected

Based on the rating scores one (1) Practice was selected from each Agency for presentation during the workshop. The Practices selected from the Agencies were aligned with the categories given in the INQAAHE GGPQA.

Table 2.0 shows the selected Practices under each category and by country.

Table 2.0: Selected Practices by Category and Country

Category of Practice	Country / Region	Title of the Practice
Programm Accreditation and Related Topics	Republic of Botswana	Programmatic Accreditation
	Burundi	Evaluation of Private Higher Education Institutions Requiring the Opening of New Programmes
	Liberia	Standardization of Curricula of Freshman and Sophomore of Tertiary Institutions
	Namibia	Programme Accreditation Sub-system
	Nigeria	Approval of Academic Programmes in Nigerian Universities
	Uganda	Accreditation of Academic / Professional Programmes
Institutional Accreditation and Related Topics	Ethiopia	Participation of Private HEIs and Other Stakeholders in the Assessment of the Status of Quality Assurance in Private HEIs
	Ghana	Academic Audit
	Kenya	Institutional Accreditation
	Mauritius	Registration of Training Institutions
Relationship Between EQAA and HEIS	D. R. Congo	Organizational Audit and Investigation of Sustainability
	Lesotho	Organizational Audit and Investigation of Sustainability
	Mozambique	Building Capacity for Quality Assurance in the Higher Education System in Mozambique / CHEQAM
	Higher Education Quality Management Initiative for Southern Africa (HEQMISA)	A Study on Quality Management Practices in Higher Education Institutions in Southern African Development Community (SADC)
	Tanzania	Quality Assuring Admission of Students into Higher Education
	Zimbabwe	Promoting Academic Excellence: The Research and Intellectual Expo (RIE)

PART III

3.0 WORKSHOP PRESENTATIONS

3.1 Presentation on the INQAAHE database of Good Practices by Prof. Florence K. Lenga; DCS, Accreditation and Quality Assurance, CHE, Kenya

To harmonise small group presentations, the presenter introduced participants to the Good Practice in Quality Assurance (GPQA) database as follows:

The GPQA Database:

The Good Practices in Quality Assurance (GPQA) of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) is an online searchable collection of systems and activities that are relevant to good policies, practices, and outcomes in quality assurance. It is developed by INQAAHE as a resource for use by Quality Assurance Agencies (QAA) seeking information on good practices to adapt or adopt. GPQA is defined as an activity that is clear and coherent, and that has been documented as adding significant value to the policies or practices of a QAA and or its stakeholders. The basic principle of the selection is that the activity or the system appears to be potentially transferable to other contexts and /or adds value to the growing knowledge base on quality assurance. The GPQA must have evidence of success, impact or realization of objectives.

Purpose of the GPQA Database

The purpose of the GPQA database is to document as many as possible existing good practices from QAAs for purposes of sharing; and to foster positively the on-going quality enhancement efforts of QAAs.

How the GPQAs are selected

The GPQAs submitted are verified through a validation process in line with the given definition. The validation is conducted by a group of reviewers, appointed by the INQAAHE Board. The reviewers have ample experience from various jurisdictions with practices of operating an EQAA. In submitting GPQAs, using a prescribed template, the submitting organization is required to consult the GPQA Guidelines (GGPQA, 2007) and the ground rules for the database (<http://www.inqaah.org/gpqa>).

Who may submit?

- INQAAHE Members; Affiliates
- Non-INQAAHE Members

BUT: The Database is only available to members and the affiliates.

GPQA Status

13 GPQA have been published by INQAAHE within the period of March 2009 to May 2012 and 21 GPQA are pending review by the appointed reviewers. The validity of the GPQA is for a time period of three (3 years), after which it has to be reviewed. Eight (8) EQAAs have been found to be aligned to the GGP alignment procedure through the reviewed evidence. They are comprehensively adhering to the INQAAHE GGPQA (2007); period of validity being 6 years.

3.2 Overview of the workshop methodology by Prof. Peter Okebukola

The Good Practice presentations were done in two sessions including the poster session and the parallel group sessions. In the overview, Prof. Peter Okebukola highlighted the hierarchy of GPQA which participants were to bear in mind during the rating of the presentations and also introduced participants to the Instrument for on-site assessment of GPQA with a practical example. The hierarchy was summarised as:

i) **Standard Practice:**

This is pitched at the bottom of the hierarchy and includes routine practices including accreditation, site visits, reports, leading to approval of institutions.

ii) **Good Practice:**

This is pitched slightly above the minimum of good practice. It is slightly better than a few, and includes something spectacular, e.g. ensuring that the accreditation panel is composed of people at the level of associate or full professors.

iii) **Exemplary Practice:**

This is pitched slightly above good practice. It is better than most, spectacular and striking e.g. conducting tracer studies to determine what the graduates are doing, their levels of employment, how the knowledge gained at the university fits in, and problems they encounter. Such feedback is then used for curriculum improvement.

iv) **Best Practice**

This is outstanding, with success in most contexts to which few can compare. Beyond winning, participants should learn lessons from others to adopt or adapt to their local settings.

The *Instrument for on-site assessment of GPQA* (Appendix 3) was used to rate each presentation on a scale of 0 – 3 interpreted as 0: Nil; 1: Low; 2: Average; and 3: High. The GPs were rated on the following seven (7) criteria:

1. Objectives
2. Impact
3. Suitability for context
4. Scalability
5. Tackling challenges
6. Modest resources
7. Adaptability.

3.3 Presentation of Good Practices in Quality Assurance

3.3.1 Poster Presentation

The participating National Regulatory Agencies set up posters on the selected GPQAs in one room. The posters captured the title of the good practice; purposes achieved / objectives of the GP; context (if relevant), evidence of success /impact /realization of objectives; and resources required. Participants inspected each poster and interacted with the presenters during the poster session to familiarise with the selected GPs before the parallel group sessions.

3.3.2 Parallel Group Sessions

During the parallel Group Sessions each participating NRA was allocated twenty (20) minutes for presentation and ten (10) minutes for discussion of the GP. Participants rated the presentation individually and then consolidated the individual ratings into a mean rating, the maximum score being 21. The best presentation in each of the three groups was presented at the plenary session. The three plenary presentations were rated again to arrive at the best overall GPQA.

The participating countries were divided into three small groups as follows:

Discussion Group A: Programme Accreditation and Related Topics
Participating Countries: Liberia, Nigeria, Namibia, Uganda and Botswana
Chair: **Prof. Peter Okebukola**

Discussion Group B: Institutional Accreditation and Related Topics
Participating Countries: Ethiopia, Ghana, Kenya, Mauritius and Burundi
Chair: **Prof. Jonathan Mba**

Discussion Group C: Relationship between External Quality Assurance Agencies and Higher Education Institutions
Participating Countries: D. R. Congo (DRC), Lesotho, SADC-HEQMISA (Malawi), Mozambique, Zimbabwe and Tanzania

Chair: **Prof. Florence K. Lenga**

3.4 Parallel Sessions: GROUP A Presentations

Thematic area: Programme Accreditation and related issues

Facilitator: **Prof. Peter Okebukola.**

Participating Countries:

1. Botswana;
2. Liberia;
3. Namibia;
4. Nigeria; and
5. Uganda.

3.4.1 Country: Botswana

Good Practice: Programme Accreditation in the context of the Tertiary Education Council's mandate as a Quality Assurance Agency for the Tertiary Education Sector

It was noted that the discussion was better presented compared to what had been documented. Botswana's proximity to South Africa was considered to be of benefit to the former as they worked very closely and in collaboration with each other. The panellists were concerned with whether the transfer of students from institutions that are not

doing well in terms of programme accreditation had any negative implication on the institutions which were receiving these students and whether transfers of credits was given to such affected students.

It was recommended that the title of the good practice should be amended to reflect the good practice. It was considered necessary to reflect on the challenges and look for practices that will solve the challenge. Programme accreditation was considered a standard aspect. What one was doing above the standard would make a good practice. Botswana was requested to consider revising the title of the good practice. Collaboration and resources of other countries was recommended to beef up the Botswana good practice.

3.4.2 Country: Liberia

Good Practice: Standardization of Curriculum: Freshman and sophomore programmes at Tertiary Institutions

The National Commission for Higher Education was created by the office of the National Legislature in 1989. Standardization of curricula of freshmen & sophomore in the Republic of Liberia started in 2011 to improve quality of higher education.

Standardization of curricula of freshmen and sophomore and its impact on quality improvement

In Liberia, it is important that students have the basic and broad knowledge for “life’s foundation and for career development and advancement. Standardization of curricula of freshmen & sophomore ensures quality education throughout the nation at the Baccalaureate Degree Granting Institutions; ensures uniformity of quality in disciplinary course faculty; and ensures easy and smooth matriculation of students between Baccalaureate Degree Granting Institutions.

Standardization of curricula improves student quality by ensuring that:

- a) Students enrolled at the Baccalaureate degree-granting Institutions develop communication, conceptualization, analytical and critical thinking skills;
- b) Students at these Baccalaureate Degree Granting Institutions have the opportunities to fulfill Core Liberal Arts Courses that are appropriate for general education and foundation; and
- c) Students enrolled at these Baccalaureate Degree Granting Institutions would begin to acquire an awareness of the diversity of education in the academic culture.

How the standardization of freshmen & sophomore curricula improves Liberia Higher Educational Quality

Standardization ensures that:

- a) Freshmen and sophomore students are learning the basic universal topics such as English, mathematics, history and geography.
- b) A standardized education system helps raise the level of education throughout the country. With a standardized system when a child's family moves from one county to the next or an individual travels, he/she would be right on target with their peers. A standard curriculum helps evaluate the progress of students and would make schools as well as students accountable for their competence and performance. Standardizing the curriculum enables all students to access the same education, no matter what school they attend. It ensures that all students are learning the same materials and are, therefore, better prepared for higher education and workplace competitions and opportunities. Standardizing the curriculum strengthens credentials and it enables Liberian graduates to complete on the national and International Community level with their peers and authenticates their credentials approved by National Commission for Higher Education.

Academic environment issues addressed include:

- a) Developing evaluation and accreditation mechanisms for Freshmen and Sophomore education programmes;
- b) Examining whether private, non-profit, and public institutions should be held to different standards;
- c) Organizing and regulating credit transfer between the different technical and traditional institutions; and
- d) Reconciling the demand for rapid program development with the need to maintain quality control and review.

Information Communication Technology:

This is done by evolving evaluation methodologies for programs using information technology and providing access to quality data to students through technology; organizing and regulating credit transfer between the different technical and traditional institutions; and determining how to evaluate the competencies and qualifications of students attending multiple institutions.

Good governance

This is achieved by supporting the autonomous management of institutions within the evolving education environment; maintaining the integrity of the academic mission of tertiary education even within the growing influence of corporate management systems on campuses; and preserving academic freedom in the face of financial concerns and corporate philosophies on campus.

Discussion:

It was noted that regulations for credit transfers needed to be clearly articulated; the uniqueness of the good practice needed to be articulated as additional information; and the aspects that made the good practice unique needed to be listed.

3.4.3 Country: Namibia

Good Practice: Programme Accreditation

There was need to clarify who conducted the tracer studies. In the case of Namibia, it was the council. The tracer study as a good practice needed to be clearly articulated to bring it out as exemplary. Members were informed that the Council was fully funded by government. It was recommended that the title be made unique and reflective of the good practice.

3.4.4 Country: Nigeria

Good Practice: Enhancement of Internal Quality Assurance through approval of academic programmes in Nigeria Universities

The Nigerian Universities Commission (NUC) institutional accreditation, commenced in 2011, is the process whereby the activities of Universities/institutions are evaluated against criteria established by the Commission. The main objective of NUC institutional accreditation is to ensure that every facet of the institution is adequately contributing to the delivery of quality educational programmes.

The focal areas are:

- a) Institutional vision, mission and strategic goals;
- b) Institutional governance and administration;
- c) Institutional resources
- d) Quality of training, learning and research;
- e) Institutional efficiency and effectiveness;
- f) Extension services and consultancies;
- g) Transparency – financial management and stability; and
- h) General ethos

Accreditation of Undergraduate programmes (commenced 1990).

The overall aim of *Approval of Academic Programmes in Nigerian Universities* is to ensure that academic programmes offered in the Nigerian University System take-off on a sound footing. Deriving from this overall aim is the fact that the Commission is able to keep record of programmes in the Nigerian University System, their dates of establishment and the department and Faculty/College where they are domiciled in order to:

- a) Ensure that the provision of the minimum academic standards (MAS) are attained, maintained and enhances;
- b) Assure employers and other members of the community that Nigerian graduates of all academic programmes have attained an acceptable level of competency in the areas of specialisation;
- c) Certify the international community that programmes offered in Nigerian Universities are of high standards and their graduates are adequate for employment and for further studies.

The contextual features or challenging issues that had to be addressed in designing and implementing the good practice include untimely declaration of new programmes by universities to the National Universities Commission; and the diverse array of nomenclature for particular programmes across Nigerian universities even when the programmes are the same. The nomenclatures are assigned such programmes to make them attractive for prospective candidates.

For a university to establish a new academic programme, it must have satisfied the internal requirements for the establishment of academic programmes in the university, which include the approval of the Senate. The University thereafter completes the NUC form for the establishment of new academic programmes. The completed forms are analysed and a panel of academic experts is constituted to carry out resource verification by assessing the adequacy of the human and material resources for the programme. The areas covered in the verification are the curriculum, staffing (categories of staffing in relation to the number of students to be enrolled for each year), the physical facilities, equipment and consumables as well as library resources available for staff and students to be enrolled.

The practice has recorded success in that most universities need the recognition the good practice confers on the programmes to attract prospective students. In addition, only the NUC approved programmes are advertised in the brochure of the admission bodies and only the graduates of such approved programmes are mobilized for

National Youth Service (a compulsory one-year service without which a graduate is not employable either in the public or private sector). Resource persons are professors and representatives of professional bodies.

To carry out the good practice, there is the need to train staff for the analysis of application materials of the proposed programme; constitute panel of experts for the resource verification; travel to the university for the resource verification; write reports of the exercise; and convey approval or otherwise to the university.

Discussion:

During the discussion, it was clarified that:

- a) Approval of institutions comes before approval of academic programmes. However, for purposes of institutional accreditation, basic programmes are allowed to start;
- b) The Nigeria Universities Council gazettes all programmes offered in an institution;
- c) It is a legal requirement that programmes must be submitted to the Commission;
- d) The state universities were more challenging to regulate than the rest. Private universities were strictly regulated, thus they had proper advice on governance. On the other hand, the federal universities also followed set guidelines;
- e) Approval of programmes was a prerequisite to accreditation;
- f) No one would be allowed to graduate from a programme that was not accredited; and
- g) In Nigeria, universities could not accredit their own programmes.

3.4.5 Country: Uganda

Good practice: Accreditation of Academic/Professional programmes

The Universities and Other Tertiary Institutions (Amendment) Act, 2006 states, inter alia, as follows: "For avoidance of doubt, no person shall operate a University, Other Degree Awarding Institution or a Tertiary Institution without the prior accreditation of its academic and professional programmes by the National Council for Higher Education (S 119A)". The implication of this mandate for the National Council for Higher Education is enormous as there are over 1000 programmes (and/or) courses that need to be assessed in all the 30 private universities and 5 Government sponsored (or public universities).

The main objectives of the good practice are:-

- i) Ensuring that at least the provisions of the minimum standards documents are attained maintained and enhanced. NCHE has developed minimum standards for courses of study in many areas and has made them available publicly. These standards help in specifying what minimum body of knowledge or competencies must be achieved in particular study areas.
- ii) Assuring employers, parents and other stakeholders that the graduates from Ugandan universities have attained acceptable levels of competency in their areas of specialization.
- iii) Certifying to the world at large that the programmes in Ugandan Universities are of high standards and that their graduates are adequately prepared for employment and for further studies.

The requirement that all academic programmes needed the approval of NCHE came as a thunderbolt in 2006. Older Universities were at first hesitant to adhere to the requirement but they had no choice. On the other hand, NCHE did not have adequate personnel to implement the law immediately. However, since that period, NCHE has recruited many qualified individuals (including many with higher degrees and long teaching experience) to assist in the implementation of this crucial mandate. This accreditation of academic programmes has been particularly timely for the new universities – both public and private. In new universities planning of new academic and professional programmes is critical.

In the practice, the academic content is scrutinized on the philosophy and objectives; curriculum content; admission requirements into the programme; academic regulations; course evaluation; standard of students' practical/project work; and the external examination system. On staffing, the main concerns are administration of the faculty/department; academic staff – number of staff, student staff ratio, staff mix by ranks, and the competence and qualifications of teaching staff; non-teaching staff; and staff development programme. Physical facilities including laboratories/studio/clinics/farm and equipment; classrooms – equipment and facilities; office accommodation; and safety of the environment are considered. Also considered are Library Facilities where seating capacity, Journals, ICT Installation are evaluated.

For funding NCHE urges all institutions of higher learning to diversify their sources of funding. However, the vast majority of privately sponsored institutions rely on tuition fees and other functional fees for their survival. On assessment, the ideal situation

would be for expert panels to visit each institution for purposes of accrediting each academic programme. However, due to financial and logistical limitations, this is not currently possible. Programmes in a given specialization are perused by experts in the field and a decision can be made on whether the programme needs to be improved on or whether it qualifies on the first shot. Any amendments may be recommended by the relevant committee of experts, which must be made before the programme could be recommended for accreditation by the full Council of NCHE. Accredited programmes remain valid for five years after which they must be re-submitted. Decisions to accredit academic programmes or an institution are made by the National Council for Higher Education, which then informs the line Ministry (Ministry of Education and Sports) for information purposes only. Professional programmes are accredited in consultation with relevant professional bodies such as Uganda Medical and Dental Practitioners Council, Uganda Society of Architects, and Uganda Law Council.

The Good Practice is enormously successful. It has been observed by NCHE that deans and heads of departments need guidance on how to write the programmes in a professional manner. Consequently, NCHE has dispatched a team of staff members to visit the universities and other tertiary institutions to guide them on what NCHE requires. The universities have been pleased with this arrangement.

NCHE does not have all the staff needed. However, current staff is dedicated and possess appropriate qualifications. The institution is semi-autonomous and depends (largely) on state coffers for its operations. The annual budget of the institution must be approved by the Government. The funds received from Government finance all the activities associated with accreditation of academic programmes and institutional accreditation. NCHE sometimes receive donations from development partners.

Discussion

It was clarified that before a programme is accredited, the Commission works with the institution to ensure that it is good. It was also pointed out that external examiners can be very expensive, thus some institutions cannot afford to bring them in.

3.5 Parallel Sessions: GROUP B Presentations

Thematic area: Institutional Accreditation and related topics

Facilitator: Prof. Jonathan Mba

Participating countries:

1. Kenya
2. Burundi
3. Ethiopia
4. Ghana
5. Mauritius

3.5.1 Country: Kenya

Good Practice: Institutional Accreditation – Commission for Higher Education

The highlights of the institutional accreditation process at the Commission for Higher Education presented included:

- a) Application and submission of a proposal;
- b) Evaluation of a proposal;
- c) Evaluation of curriculum and legal documents;
- d) Verification of resources; and
- e) Approval.

The process was unique in that it takes a developmental approach where the Commission works with the institution towards achieving full accreditation.

Challenges faced in the process include:

- a) Political pressure where institutions try to use political mechanisms with a view to fast tracking the accreditation process.
- b) Financial constraints arising from the fact that accreditation is a lengthy and a costly process. However, the Commission can only levy minimum charges because accreditation is a public service.
- c) The culture of quality is not universal in society and hence a lot of effort is required to ensure sponsors of universities appreciate why quality is necessary.

Discussion

There were concerns that the developmental approach may encourage applications from sponsors who are not serious hence lowering quality. It was explained that the application is not indefinite and lapses if the institution does not make progress within two years. With this caveat the Commission has been

able to weed out applicants who are not serious. It was also pointed out that the Commission tries to inculcate the culture of quality by insisting on compliance to standards. In this case the Commission combines accreditation and licensing such that an institution will only be allowed to operate after meeting minimum standards.

Participants felt that the institutional accreditation process may discriminate against individual sponsors of universities. It was however pointed out that the Commission encourages individuals to sponsor universities but the ownership is vested into a trust into which they nominate members. This ensures sustainability of institutions even when the individual sponsor is no longer there.

3.5.2 Country: Mauritius

Good practice: Registrations of training institutions by the Mauritius Qualification Authority

The highlights of the process included the submission of a project proposal, accreditation, and then grant of awarding powers. The authority registers both private and public institutions intending to offer higher education in Mauritius. The authority also registers foreign universities wishing to set up campuses in the country. Education is first viewed as a business and therefore universities have also to acquire business licenses. Registration involves both programme and institutional accreditation as well as post accreditation quality audits. The Process has led to the establishment of campuses in Mauritius by 49 foreign institutions. However, the process faces challenges due to the increased number of institutions seeking registration. The agency has tried to encourage more institutions to come forward by making the process flexible such as giving wavers where possible.

Discussion

Participants felt that the registration process may not lead to quality especially when foreign investors in education first come in as businessmen. Viewing education first as a business was considered the wrong paradigm. It was however explained that investors get business permits first for the purposes of getting recognition as economic operators in the country, but they still have to go through an accreditation process by the agency concerned. There was concern

that letting so many foreign institutions into the country without proper structure would eventually compromise quality. It was however pointed out that the regulatory agency first ensures that the institutions setting up campuses in Mauritius are accredited in their mother countries and that the quality of programmes offered is consistent with that at the mother university. The combination of accreditation and licensing of universities and other tertiary institutions was thought to be a weakness of the process because of the overwhelming numbers involved leading to potential for compromising of quality.

3.5.3 Country: Burundi

Good practice: Institutional Accreditation by the National Commission for Higher Education

The regulatory agency is one year old and as such it is still setting up structures. The agency has been developing guidelines. The accreditation process takes one year and an institution has to go through all the steps. The establishment of the EQA gave credibility to higher education in Burundi and had seen more institutions being established.

Discussion

It was observed that in the accreditation process the authority to operate is given by the Minister and this is a potential source of political interference. Burundi may have to re-think this arrangement in order for the regulatory agency to be autonomous otherwise this will remain a point of weakness. It was explained that this is a transitory arrangement since it was the ministry in charge of education that was originally mandated to accredit institutions. The agency expected to acquire full autonomy once it was fully established and all structures were in place. Participants felt that there was no need for Burundi to re-invent the wheel in establishing its EQAA and could learn a lot from the already established agencies in the region.

3.5.4 Country: Ghana

Good practice: National Accreditation Board – Academic audits

This was different from normal accreditation and was aimed at ensuring that institutions maintain quality at all times. The process was different from normal accreditation in that it:

- a) Is limited in scope and does not target whole institution's operations;
- b) Requires short notification;
- c) Requires limited preparation, if any; and
- d) Is random.

The process targets both public and private universities and checks among other things the quality of academic staff, relevance of courses, adherence to entry

requirements and grading systems. The main challenges to the process were high cost, difficulty in timing, the large number of institutions and enforcement. It had, however, impacted positively on the quality in the institutions.

Discussion

The uniqueness of the process was emphasized as lying in its short notice where the board is able to catch institutions 'as is where is' leaving no chance for window dressing. There were concerns that the short notice may compromise the quality of information gathered since information in a university is domiciled in many areas such that the verdict arrived at may not be objective. It was explained that usually the audit targets specific functions of interest in the institution and therefore the auditors are able to dig deeper and get concise information. It was pointed out that the process did not document the enforcement mechanism that would ensure there was compliance for purposes of continual improvement. It was agreed that other agencies can emulate this approach to assure quality post - accreditation. However, agencies employing this strategy would need to strengthen the enforcement aspect of it and clearly define the scope for enhanced objectivity.

3.5.5 Country: Ethiopia

Good practice: Higher Education Relevance and Quality agency stakeholder participation in assessment of the status of quality assurance in private HE institutions.

The uniqueness of the process was the involvement of stakeholders at all stages of assessing quality including the development of assessment criteria. It started initially as a project aimed at addressing quality issues in private universities but is now a standard practice. The programmes had positive outcomes including:

- a) The establishment of quality status of all universities and increasing the credibility of Ethiopian higher education;
- b) Establishment of a ranking criteria;
- c) Closure of institutions that were not meeting standards;

Discussion

During discussion the process was lauded as good and capable of ensuring sustainable quality in the universities. It was pointed out that once all the stakeholders bought into the idea of quality then it becomes very easy for the regulatory agency to assure the same. There were concerns that stakeholder involvement in everything may have its drawback in that some stakeholders may advance their own agenda to the detriment of the universities. It was also pointed out that stakeholder involvement needed to be closely managed for it to realize the desired results.

3.6 Parallel Sessions: GROUP C Presentations:

Thematic area: Relationship between external quality assurance and Higher Education.

Facilitator: Prof. Florence K. Lenga

Participating Countries:

1. Lesotho
2. Democratic Republic of Congo;
3. Zimbabwe;
4. Tanzania;
5. Malawi (SADC – HEQMISA)
6. Mozambique

3.6.1 Country: Democratic Republic of Congo (D.R.C)

Good Practice: Organisational Audit and Investigation of Sustainability

The Democratic Republic of Congo is a post-conflict country on its way to recovery. For over three decades, the DRC higher education system had an uncontrolled and unbalanced quantitative growth accompanied by quality deterioration. Uncontrolled establishment of public and private institutions of higher education and universities had led to decline in graduate quality. Graduates' poor professional performance as noted by public and private employers had raised questions on the relevance of the whole Congolese education system. As a matter of fact, the number of HEIs increased from 3 during the period 1954-1960 to 37 institutions in the period 1981-1990 and more than 1300 public and private HEIs in the country in 2012.

In order to keep up with international standards and make the education system competitive, organisational audits and surveys of public and private HEI were permanently initiated in 2009 for purposes of:

- a) Updating the database of each HEI;
- b) Setting standards for adequate quality training in educational structures at all levels;
- c) Cleaning up the system of Higher and university education by closing non-viable institutions; and
- d) Setting up performance structures at central and decentralised levels to effectively contribute to the implementation of the new vision of the overhauled higher education and university system.

The audits were conducted by a multi-sectorial and multi-disciplinary investigation team according to set criteria including infrastructure, educational materials and human resources. As a result, a database of viable public and private sector institutions and universities would be established. Some institutions which were found not viable were closed down.

An option was taken to provide each institution with a quality assurance unit with the aim of developing and maintaining an internal quality culture and a critical attitude towards routine procedures as well as critical thinking on the institution's mission, goals, objectives and strategic priorities.

Three quarters of the universities and colleges of higher education in DRC have set up a quality assurance unit in charge of designing the institution's strategic plan, assessing the institution's strengths, weaknesses, opportunities and challenges, and suggesting appropriate remedial action where necessary. At the time of the workshop, National, Provincial and institutional audits were on-going, after which the institutions were to be rated. A higher education exhibition held annually in Kinshasa in June provides HE staff, students and workers with an opportunity to showcase their special works, talents, research and innovation. The activity also provides employers the opportunity to appreciate HE contribution to the country's social, political, economic and industrial development.

Survey personnel are drawn from all public and private sectors. Funding for these activities comes from the central government and both national and international partners.

Discussion

In view of DR Congo's post-conflict context, not many issues were raised. However, the presenter mentioned that some institutions which were considered non-viable were closed down and participants sought to know whether the institutions were accredited, and which criteria were used to arrive at conclusions about viability. The response was that audits were conducted by a multi-sectorial and multi-disciplinary investigation team. Criteria included infrastructure, educational materials and human resources. As a result, a database of viable public and private sector HEIs was established.

3.6.2 Country: Lesotho

Good Practice: Strengthening Quality Assurance systems within Higher Education

The QA Mandate of CHE – Lesotho is to accredit programmes offered by public and private institutions; register private institutions in consultation with the Ministry of

Education and Training; audit private and public institutions; and, monitor and evaluate the performance of private and public institutions. The CHE dilemma was whether to give notice of when programme accreditation would start and expect the institutions to prepare accordingly; or to share information and provide support to the institutions as they activate and strengthen their quality assurance mechanisms in preparation for programme accreditation and other quality assurance processes.

The purpose is to prepare the institutions for programme accreditation and other quality assurance activities; strengthen or activate internal quality assurance mechanisms where they existed; and facilitate establishment of internal quality assurance mechanisms where they did not exist

The approach involved conducting capacity-building Workshops on Quality Assurance. This had began in the month of February 2011; and post - workshop activities were carried out between February and September 2011. Continued supportive dialogue and activities with institutions were carried out in February 2012. Mid-Term Review Meeting was planned for May 2012 and the final Review Workshop for September 2012. Post-Workshop activities included; Sensitization Workshops on Quality Assurance; Development of Institutional Quality Criteria; Development of Institutional Quality Assurance Policy; Piloting of the Self-Evaluation Exercise; and, Progress Report detailing achievements and challenges.

The progress that had been noted was in the increased quality assurance activities in the institutions, increased awareness of the CHE mandate and activities, submission of post-workshop deliverables and restructuring that was happening in some institutions.

Discussion:

While appreciating the presentation, participants noted that the presenter had not mentioned the challenges that were encountered or could be anticipated in the GP. The anticipated challenges highlighted included provision of support to the institutions without taking away their initiatives; bureaucratic processes within institutions; lack of institutional capacity on QA issues and lack of buy-in by those running the Institutions. Sensitisation of stakeholders and capacity building workshops were used to create awareness.

3.6.3 Country: Malawi (SADC – HEQMISA)

Good Practice: A Study on Quality Management Practices in Higher Education Institutions in the Southern African Development Community (SADC) HEQMISA

The objective of the good practice was to develop consistent QA systems at Institutional and Regional level in line with the SADC Protocol on Education and Training which aims at harmonizing education systems at all educational levels across the SADC Region.

Although Regional conferences and training workshops on Quality Assurance were conducted by HEQMISA, the development and implementation of coherent national and regional quality frameworks posed major challenges in view of the broad variety of education standards and practices throughout the SADC member countries. There was no policy on quality assurance, research and support services. Guidelines for curriculum review were available in some institutions but not others. There was big variation especially in student evaluation, staff development and resources required.

A Pilot Survey was conducted by HEQMISA from 2007 to 2008 on the status of institutional QA, such as personnel, infrastructure and processes at 34 SADC higher education institutions in five member countries. The participants answered questions regarding various aspects of institutional QA. The instrument drew a differentiated picture of achievements and problems arising in the course of the implementation process of QA systems at those institutions.

At that time, not many institutions had joined HEQMISA and indeed some of the SADC countries had not even heard of HEQMISA. The contact persons for the survey were either Vice Chancellors/Deputy Vice Chancellors or Principals or Deans of the institutions. The institutions included Universities and Colleges of Education. The aspects of institutional QA covered in the questionnaires included Mission, Vision, Assessment Policy and Programme Approval; Presence of QA/QM Unit, Access to Management; Policy on QM and Nature of QM Policy; Curriculum Design, Curriculum Reviews, Guidelines to Curriculum design and Educational Plan; Research Policy and Research Quality; Support Services and Policy on Support Services; Policy on Community Services, Approval of New Programmes, External Accreditation of Programmes and Programme Reviews; Student Feedback, Effectiveness of Response, Self Evaluation, External Reviews; and Student/Staff Exchange, Local Development Links, International Linkages, and Commitment to HEQMISA.

The key results indicated interest and ambition in QA; limited human, physical and financial resources; stronger promotion of research; regional and international exchange; and varying responsibilities.

Discussion

Participants were informed that the presentation was based on a Pilot Survey

conducted by the Higher Education Quality Management Initiative for Southern Africa (HEQMISA) from 2007 to 2008 on the status of institutional QA. The survey collected data on indicators such as personnel, infrastructure and processes at 34 SADC higher education institutions in five (5) of the fifteen (15) member countries, including Malawi. The presentation was therefore not based on Malawi's NRA good practice *per se*. However, it was noted that universities in the region varied widely, especially in student evaluation, staff development and resources required.

3.6.4 Country: Tanzania

Good Practice: Quality-assuring admission of students into higher education

The Tanzania Commission for Universities (TCU) is a body corporate established on 1st July, 2005 under the Universities Act Cap.346 of the Laws of Tanzania. Among the major roles of TCU is to ensure orderly performance of the universities and the maintenance of the set quality standards by providing support to universities in terms of coordinating the admission of students.

The growing number of higher education institutions in Tanzania and the subsequent expansion of student enrolment created a number of challenges including Multiple students' admission; Use of forged certificates during the application for admission; Multiple loan allocation and disbursements; Higher admission costs as applicants were obliged to physically visit institutions and pay for each individual institution in which admission is sought; Delayed commencement of academic year due to admission irregularities; and Inability for some universities to meet their admission capacity. To increase efficiency and effectiveness of the admission of students into higher education institutions, the TCU developed an electronic admission system named the Central Admission System (CAS). The aim was to streamline the admission of students into higher education institutions in Tanzania. CAS was used for the first time during the admissions for the 2010/2011 academic year. In 2012, the system was improved to become more interactive.

The main functions of the CAS are to:

- a) Eliminate multiple students' admission and use of forged certificates during the application for admission;
- b) Allow only those who meet the minimum entry requirements to proceed with the admission process thereby eliminating the unqualified before the process goes further, hence save time and resources needed in the

process;

- c) Track selected applicants through registration in their institutions, their performance and progression in subsequent years until graduation.
- d) Scale up the quality of input into higher education and track the performance of registered students until their graduation; and
- e) Eliminate multiple loan allocation and disbursements.

Admission into higher education is done centrally through TCU. Applicants may choose to apply for admission into any higher education programme by using either Internet or the Short Message Service (SMS) on mobile phones. These enable all applicants to lodge applications wherever they are. Applications for admission by internet log on the TCU website <http://www.tcu.go.tz> and those by SMS follow the steps given.

CAS system is unique because it is able to process the admission of applicants from both the School and TVET systems. It has addressed all the challenges related to forgery of certificates during the application process because all applications are lodged online and the examination results for each applicant are directly obtained from the National Examinations Council of Tanzania (NECTA) and the National Council for Technical Education (NACTE) databases using applicant's index number. It is a one stop admission centre. The applicant can apply for admission into more than one institution at a go, electronically, hence reducing the cost and time spent. CAS has made it possible to determine the actual admission capacity of each institution. This has resulted in an increase in number of admitted applicants more than ever before. Multiple admissions have become a matter of history as the system allocates the applicant to only one programme out of the many programmes applied for. CAS has generated important data and reports to be used by researchers, policy makers and decision makers.

Some of the major limitations of CAS include limited computer skills for most applicants; fear- of-change mind-set which has made some institutions to opt out of the CAS; difficulty in verifying authenticity of foreign certificates; and mismatch of names of applicants between 'O' Level and 'A' Level Certificates that make the system to reject applications.

Resource Requirements in terms of financial resources may vary depending on the context and scope of investment. Generally investing in this system is capital intensive in installation of ICT Infrastructure (software and hardware), and involvement of ICT specialist (in terms of both hardware and software) and Computer Programming specialists.

The future prospects are hinged on the fact that CAS is being improved to include the applications for admissions into various programmes for the applicants under the equivalent qualifications entry scheme. The CAS is worth emulating by other institutions dealing with education elsewhere because it saves both time and financial resources while maximising efficiency and effectiveness. The CAS model could be adopted as the system to be used for admission into all levels of education. Having generated a useful data base in terms of programmes, gender and other variables, CAS is being linked with other sectors for making projections in the national development plans.

Discussion:

From the presentation it was felt that quality assurance in the admission process is a crucial aspect for quality graduates given the fact that the quality of inputs through the admission process has a significant impact on the quality of outputs. The participants were informed that there was evidence of success in that forgery of certificates by applicants during the application process had been significantly minimized; and multiple admissions had been reduced almost to zero. It was possible to capture applications from both the School and TVET system; capture and process information for applicants on the maximum loan amount expected for each programme to enable them make an informed choice; support for full admission lifecycle management from admission to graduation; and to generate pre-defined and customized reports.

3.6.5 Country: Zimbabwe

Good Practice: Promoting academic excellence: The Research and Intellectual Expo (RIE)

The objective of RIE is to showcase, annually, the best research and intellectual work by Zimbabweans both at home and in the Diaspora, thus exhibiting how investment in higher and tertiary education is benefiting the country. No country has developed without utilising the wealth of knowledge and wisdom produced by its citizens. In cognizance of this fact, ZIMCHE wishes to collate and channel this knowledge and wisdom to achieve Zimbabwe's development goals.

The Minister of Higher and Tertiary Education, tasked ZIMCHE to organise RIE annually during the month of September, consistent with the Zimbabwean tradition where thanksgiving ceremonies are held during that month. ZIMCHE, appointed a RIE Organising Committee (RIEOC) chaired by the Chairman of ZIMCHE. The Chief Executive Officer of ZIMCHE serves as the Secretary of RIEOC. The Main Committee has 14 members and it operates through the 5 specialist sub-committees including

Programme Design, Marketing and Publicity, Publications (this committee has 2 editorial boards), and Finance and Adjudication where this committee presides over 4 panels of Judges.

The inaugural RIE was organised in 2011. Firstly, an advocacy and publicity seminar to market the initiative was organised. All stakeholders were invited to the seminar where the objectives and the modus operandi of RIE were explained. Secondly, the Marketing and Publicity Committee visited all higher and tertiary education institutions holding advocacy seminars with the aim of ensuring their buy-in. Thirdly, Advocacy Meetings were held with the press in all regions of the country. The Ministry of Higher and Tertiary Education's human capital website, www.zimbabwehumancapital.org, was used to communicate with people in the Diaspora. A call for papers, exhibitions and performances was published in the media.

The exposé was divided into the following five specific but related segments: Opening ceremony which focuses on the delivery of a Distinguished Lecture; Viewing of exhibits which vary from posters on research done, innovations, product development, marketing and promotional strategies; and Conference /paper presentations consisting of plenary and parallel sessions. The number of sessions depends on subscription, i.e. abstracts and papers received by due dates, the performing and visual arts and the awards ceremony. Awards are in various categories and sub-categories of the events segments.

Participants are drawn from all institutions in higher and tertiary education in Zimbabwe, that is, Universities; Polytechnics and industrial Training centres; Teachers' Colleges; Research and Training Institutes/Centres/Colleges; Professional Associations, Partners, stakeholders and funding agencies of higher and tertiary education; Industry and commerce; and all interested persons.

The themes for RIE so far have been Leadership in Research and Intellectual Excellence in Zimbabwe: Past, Present and Future (2011) and Research, Innovation and Creativity for Sustainable Development (2012). So far, three (3) publications have been produced, namely: Journal of Zimbabwe Studies; Arts, Humanities and Education; Journal of Zimbabwe Studies; Science, Engineering and Health; and Opening ceremony addresses. RIE has had impact in providing a platform for sharing information and networking (57 HEIs participated); giving the public an opportunity to 'see' and get an idea of what happens in HEIs; providing opportunity for HEIs to account for public funds; fostering hope and enthusiasm among scholars; and Publication of the Journal of Zimbabwe Studies. Although the quality of the Expo presentations was generally good, some papers from junior faculty were not good enough to publish in the journal.

ZIMCHE therefore, organized a workshop for young scientists in order to fill the gap. More workshops will be organised in the near future.

The Principles of Good Practice are mainly in Promoting Academic Excellence through Effective communication and advocacy, networking and information sharing; evaluation to obtain feedback; mentoring young academics; Supporting scholarship and research; and Working together harmoniously.

Discussion

Although it was not easy to establish a link between RIE and GPQA the presentation generated a lot of interest among participants. Some of the questions were whether RIE captured only the research conducted by Zimbabweans all over the world, or also research conducted on Zimbabwe by researchers anywhere in the world. The answer was that it captured Zimbabweans locally and internationally. Secondly, the initiative was new, with the inaugural Expo carried out in 2011 and plans underway for the second one to take place in September 2012.

3.7 Plenary Discussions

In plenary , as a follow-up of the small group discussions, the best practices identified in the three (3) categories of Programme Accreditation; Institutional Accreditation; and Relationship between External Quality Assurance and Higher Education were highlighted. The best practices, as identified by the various small groups, were:

1. Under the Programme Accreditation good practices – The practice in Nigeria of “Enhancement of Internal Quality Assurance through approval of academic programmes in Nigeria University”;
2. Under the Institutional Accreditation good practices – The practice in Ethiopia of “Higher Education Relevance and Quality agency stakeholder participation in assessment of the status of quality assurance in private Higher Education Institutions” ; and
3. Under the Relationship between External Quality Assurance and Higher Education good practices - The practice in Tanzania of “Quality - Assuring admission of students into Higher Education”.

The three (3) practices were presented, in plenary, by the respective countries, for purposes of having all the participants score them in order to determine the best practice in higher education quality assurance in the African region. Each of the fourteen (14) participants were individually involved in scoring the good practices of the quality assurance agencies of the three (3) countries of Nigeria, Ethiopia and Tanzania. The scoring was based on the seven (7) items of the assessment criteria of Objectives,

Impact, and Suitability for Context, Scalability, Tackling Challenges, Modest Resources and Adaptability.

The scores obtained in plenary were as follows:

The scores obtained in plenary were as follows:

Country	Scores	Totals	Average	Rank													
Ethiopia	14	18	15	17	14	14	15	13	17	13	19	15	17	15	216	15.4	3
Nigeria	16	16	14	17	11	15	19	16	16	18	16	17	15	14	220	15.7	2
Tanzania	17	14	18	18	17	14	17	19	15	16	18	15	18	15	231	16.5	1

Based on the scores of the three (3) good practices, the practice from Tanzania was ranked the best in the region, followed by that of Nigeria (ranked second) and that of Ethiopia that was ranked third. The three (3) practices were to be presented to the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) for recognition. In addition, the higher education quality assurance agencies of the three (3) countries were presented with awards. The other quality assurance agencies were required to enhance the documentation of their good practices for purposes of re-submission to INQAAHE for further consideration.

At the end of the workshop, it was agreed that all the GPQAs submitted for the workshop would be revised along the lines discussed during the presentations. Thereafter the GPQAs would be submitted to AfriQAN by 31st May 2012. Re-evaluation of the submitted practices would be carried out by the Chairman, Prof. Peter Okebukola, prior to them being submitted to INQAAHE for consideration.

PART IV

4.0 OFFICIAL OPENING AND CLOSING

4.1 OPENING

4.1.1 The opening ceremony

The Opening Ceremony was presided over by the following officials

- Commission Secretary, Commission for Higher Education (CHE), Kenya;
- Chief Executive, Global University Network for Innovation - Africa;
- Coordinator, African Quality Assurance Network (AfriQAN) at the AAU. Accra, Ghana
- Deputy Commission Secretary, Accreditation and Quality Assurance Division, CHE, Kenya

4.1.2 Welcome remarks by Professor Everett M. Standa, CS /CEO – CHE, Kenya

In his welcome remarks, the CEO noted that whereas governments demand quality in education, budgets for activities geared towards quality improvement in education are not easily available, and attempts to foster quality are often resisted. To increase access while maintaining quality and relevance in Higher Education Institutions (HEIs) is therefore a delicate balancing act. HEIs have to work hard to meet the needs of the people they serve and remain accountable. This requires institutions to maintain up-to-date data and make it available for policy and decision-making and for proper projection.

On the international arena, networking is very important. In matters of branding, especially in science, technology and innovation, outcomes have to match people's expectations. Identification of skills and definition of quality is paramount.

4.1.3 Remarks by Professor Jonathan Mba, Coordinator, AfriQAN, AAU, Ghana

The African Quality Assurance Network (AfriQAN) is the network for Quality Assurance Agencies in Africa. Practitioners meet in various forums to compare notes on quality and to harmonise the definition of Quality Assurance. It was expected that the outcomes of the workshop would include a clear understanding of the status of Quality Assurance in Higher Education in Africa. This is particularly necessary in view of the proliferation of the private sector in higher education and its implications on the issue of quality.

4.1.4 Opening remarks by Professor Peter Okebukola, President, AAU, Accra, Ghana

The presenter commended the AU, CHE and INQAAHE for hosting the workshop. He noted that it was sad that whenever quality assurance indicators were presented, Africa was always placed at the bottom of the table. This called upon quality assurance agencies in Africa to work harder to see the 21st Century Africa come to the top of Quality Higher Education. A summary of his presentation, titled the harvest of good practices in quality assurance follows.

Summary of Prof. Peter Okebukola's Presentation:

The Global University Network for Innovation (GUNI) – Africa was formed in 1995 to foster Standard, Good, Exemplary and Best Practices. This constitutes the hierarchy of practice, described as follows:

The Hierarchy of Practice:

Standard Practice:

This is pitched at the bottom of the hierarchy and includes routine practices including accreditation, site visits, reports, leading to approval of institutions.

Good Practice:

This is pitched slightly above the minimum of good practice. It is slightly better than a few, and includes something spectacular, such as ensuring that the accreditation panel is composed of people at the level of associate or full professors.

Exemplary Practice:

This is pitched slightly above good practice. It is better than most, spectacular and striking such as conducting tracer studies to determine what the graduates are doing, their levels of employment, how the knowledge gained at the university fits in, and problems they encounter. Such feedback is then used for curriculum improvement.

Best Practice

This is outstanding, with success in most contexts to which few can compare. Beyond winning, participants should learn lessons from others to adopt or adapt to their local settings.

4.2 CLOSING

4.2.1 The African Story of Achievement and Outstanding Needs by: Prof. Peter Okebukola,

In his closing remarks, the Chairperson of the Workshop highlighted the following facts on key aspects of Higher Education in Africa:

- a) There are 2,302 higher education institutions in Africa enrolling 6.2 million students of whom 39% are female;
- b) Less than 20% of the students are enrolled in science, engineering and technology;
- c) Africa Contributes about 3% to the global scholarly literature and a handful of Nobel Prize winners;
- d) Students have potential to succeed given ambient learning environment; and
- e) In 2010, Africa had the lowest higher education participation rate (mean GER= 6.8%).

Turning to Quality Assurance Agencies (QAAs), the speaker noted that there were 22 African countries with National Quality Assurance Agencies. Some countries had national and sub-regional QAAs while others had national, regional and Ministry of Education (MoE) QAAs. The following were singled out and elaborated:

1) African Quality Assurance Framework

The speaker explained the African Quality Assurance Framework (AQAF) whose goal is to catalyse improvement in quality in higher education in Africa. It aims to bring Africa under one umbrella in quality assurance in higher education in terms of minimum standards. This, however, does not mean that it is a single quality assurance currency for Africa in a one-size-fits-all fashion. With the linguistic diversity that groups African countries into Anglophone, Francophone, Lusophone and Arabophone regions, linguistic barriers in the QA process need to break down. The QA process should be aligned with the goal of sustaining Africa's economic growth through production of quality graduates.

The QA methodology should include situation analysis of quality assurance practices in different countries and sub-regions in Africa; establishment of regional benchmarks and minimum standards; and development of Africa regional framework, noting that sub-regional frameworks are already in place in East and southern Africa.

2) African Higher Education and Research Space (AHERS):

The rationale for setting up this space is that pockets of research with doubtful impact on development dot the African landscape, the case of "left hand does not know what the right hand is doing". AHERS methodology includes creation of database of researchers and research themes; mapping of researchers with similar themes; capacity building of researchers; and evolution of centres of research excellence.

3) Pan African University (PAU):

The African Union Commission proposed in 2008 the creation of the Pan African University (PAU). The PAU involves the promotion, networking and development of programmes and research centres within selected existing high quality universities in the five geographic sub-regions, namely: Northern, Western, Eastern, Central Northern and Southern Africa. Each sub-region will host a thematic component of the PAU which will be committed to select and to network with high quality centres developing similar programmes and to serve as a coordinating hub for those institutions. The distribution of the PAU thematic components included Algeria in the Northern region hosting Water, Energy and Climate change; Nigeria in the Western region hosting Life and Earth Sciences; Kenya in the Eastern region hosting Basic Sciences, Technology and Innovation, Cameroon in the Central Northern region hosting Humanities, Social Sciences and Good Governance; and South Africa in the Southern Africa region hosting Space Sciences.

PAU was set up to promote science and technology in Africa and strengthen quality in African institutions of higher education and research; speed up the exchange of results and data through African and international networks, including linkages between African academia and industry; increase systematic intra-African mobility of researchers and students; provide examples for enhancing attractiveness and global competitiveness of African higher education space; produce an adequate supply of highly qualified Africans able to innovate in order to address the challenges facing the development of the African continent; and improve the retention of skilled African professional human resource.

4) African Credit Transfer System:

The goal of this is enhancement of students' mobility across institutions within and across countries. The methodology is to reach common understanding of what a "credit" is, agree on minimum content for courses and enter into regional agreement on credit transfer.

5) Licence – Master – Doctorate (LMD) Reforms:

The LMD reform was introduced in 2007 in the West African Economic and Monetary Union (UEMOA - French acronym) member countries to align with Anglophone system in response to the Higher Education Harmonization Strategy in Africa of the African Union. In 2011-2012 there were intensive activities around quality of teaching and learning, the pedagogical capacity of teachers, the level of research development and management of the credit systems.

6) Growing Number of National Quality Assurance Agencies:

The number of National QAAs was noted to have grown from 9 in 1990 to 21 in 2012. It is projected to grow to 32 and 50 respectively by the years 2015 and 2020.

7) African Quality Rating Mechanism (AQRM):

Key issues that informed the development of an African Higher Education Quality Rating Mechanism (AQRM) included existing global ranking systems being criticized for favouring certain types of universities and certain aspects of higher education (e.g. science and research) without understanding the context in which HEIs operate and their unique missions and goals in dealing with social and economic priorities of their region; and differing education systems such as Anglophone vs. Francophone having differing programmes, differing incentives to instructors, differing systems of promoting academic staff and hence penalised by existing ranking systems.

The rating scales of AQRM

Criteria	Sample issues - the institution has:
Governance and Management	1) a clearly stated mission and values with specific goals and priorities; and 2) specific strategies in place for monitoring achievement of institutional goals and identifying problem areas
Financial resources	1) access to sufficient financial resources to achieve its goals in line with its budget and student unit cost; 2) procedures in place to attract funding, including from industry and the corporate sector
Infrastructure	(taking the institutional mode of delivery into account): 1) sufficient lecturing space to accommodate many students; 2) sufficient learning / studying spaces for students including access to electronic learning resources,

Other rating criteria include Recruitment, Admission and Selection; Teaching and learning; Research Outputs; Student Support; and Community Engagement.

The progress so far is that 34 higher education institutions from all the sub-regions of Africa participated in the 2009-2010 data collection exercise whose results were yet to be released. Based on the 2010 pilot experience, there were prospects of improving the entire process and also interesting many more HEIs in the continent.

8) Quality Assurance Peer Review Mechanism (QAPRM):

The aim of the QAPRM is to share experiences on structure, functions, management, legal frameworks and other enabling attributes of quality assurance agencies in higher education in Africa; assess the degree of fit between current (observed) quality assurance practices and the expected as encapsulated in vision and mission statements and strategic goals; highlight strengths and weaknesses of quality assurance agencies for the purpose of early remediation of deficiencies; identify best practices in quality assurance that can be modelled region wide; and to promote partnerships and collaboration among quality assurance agencies in Africa.

Others singled out though not elaborated were the International Conferences on Quality Assurance in Higher Education in Africa (ICQAHEA); Development of Guide to Quality Assurance in Higher Education in Africa; and Development of Guide to Effective Teaching and Learning in Higher Education in Africa.

Concluding Remarks

The African story of achievements is evident in the advancement from diversity to harmonisation while maintaining institutional and national identities and autonomy. Partnerships and cooperation are key ingredients for success. There are several QA fires burning in Africa, and political will is the key to success.

Reactions:

Participants thanked AFRIQAN, INQAAHE and the AAU for facilitating the workshop in which 30 good practices were presented in the poster session, small groups and the plenary. They proposed that AfriQAN should:

- a) Publish the good practices in the form of books for sharing;
- b) Start a good-practice institution through which good practices can be made available to other interested parties;
- c) Provide links to the websites of the good practices to enable participants to improve on workshop presentations before onward submission.

Noting that the uniqueness in some good practices presented was not obvious, participants were urged to flag out the innovativeness and uniqueness in their presentations and make statements on collaboration with other QA bodies.

4.2.2 Closing Remarks by Prof. Everett M. Standa, CS/CEO, CHE, Kenya

In closing, the Commission for Higher Education CEO noted with appreciation that most issues and concerns had been discussed in the workshop. Participants were urged to continue with the exchange of ideas and also organise workshops for such exchanges in their QAs. Such workshops should provide forums where people ask pertinent questions as to whether IQA has changed the environment within which we operate; and whether universities are the place to go to for solutions to Africa's problems.

Participants were encouraged to continue to assist each other through these networks to realise the African dream. From the Kenyan experiences, the CEO noted that the matter of quality assurance which appeared foreign to the Government had now become part of performance contracting. The speaker thanked Prof. Peter Okebukola and Prof. Jonathan Mba for their contribution to the success of the workshop; and Prof Florence K. Lenga for the tireless effort put into organising and hosting the workshop. The team was requested to explore possibilities of regularising the meetings and follow-up activities.

5.0 APPENDICES

Appendix 1: Workshop Evaluation Report

EVALUATION REPORT ON THE AfriQAN - INQAAHE WORKSHOP ON GOOD PRACTICES IN QUALITY ASSURANCE HOSTED BY THE COMMISSION FOR HIGHER EDUCATION (CHE) AT THE KENYA SCHOOL OF MONETARY STUDIES IN NAIROBI ON 15TH MAY 2012.

The AfriQAN - INQAAHE Workshop was evaluated using an evaluation form prepared by the Commission for Higher Education (CHE) – (**Appendix 1**). The workshop participants evaluated the workshop on various aspects using the appended tool. The results were obtained from the evaluation sheets of seventeen (17) participants who rated the workshop on various aspects of the organisation of the workshop and workshop presentations according to the tool. The various aspects were rated on a scale of 1-5 as follows:

Ratings: 1 = Poor; 2 = Fair; 3 = Average; 4 = Good; and 5 = Very Good.

The results of the evaluation are given herein.

a) Workshop Organisation:

Table 1 shows the results of the workshop organisation

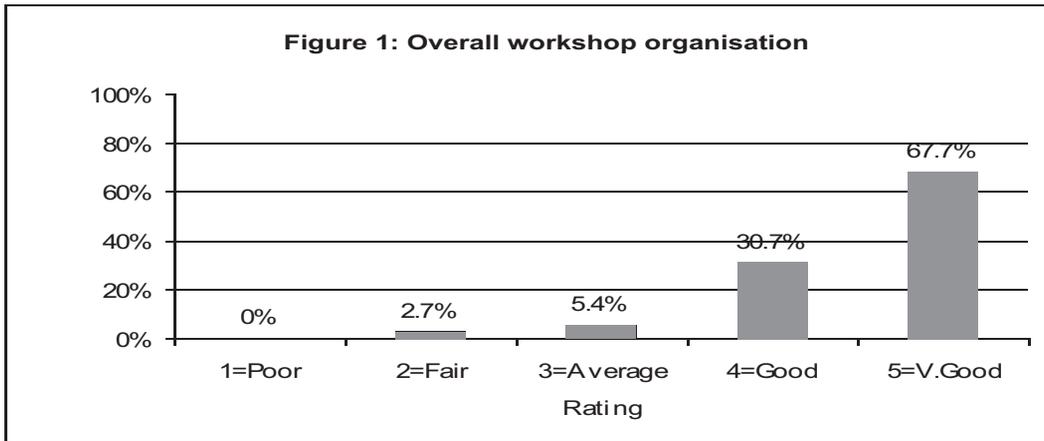
Table 1: Workshop Organisation

ASPECT	RATINGS				
	1=Poor	2=Fair	3=Average	4=Good	5=V. Good
Registration	0 (0%)	1(5.8%)	1(5.8%)	4(23.5%)	11(64.7%)
Venue	0 (0%)	1(5.8%)	3(17.6%)	4(23.5%)	9(52.9%)
Organisation	0 (0%)	1(5.8%)	0 (0%)	9(52.9%)	7(41.2%)
OVERALL ORGANISATION	0%	2.7%	5.4%	30.7%	67.7%

In summary, Table 1 showed that:

- i) Majority of the participants (64.7%) rated the registration process as very good. Others (23.5%) rated it as good, bringing the high rating percentage (good and above) to 88.2%;
- ii) 52.9% of the participants found the venue very good and 23.5% found it good. On the whole, 76.4% of the participants rated the workshop venue highly
- iii) The workshop organisation was rated 'very good' by 41.2% and 'good' by 52.9% of the participants bringing the total high ratings of the workshop organisation to 94.1%.

Figure 1 below shows the consolidated ratings indicating that the overall workshop organisation was rated as very good by 67.7% of the participants. From the ratings it can be concluded that the majority of the participants (98.4%) rated the overall workshop organisation very highly.



b) Workshop presentations

Table 2 shows the results of the workshop presentations

From Table 2, the workshop presentation was rated as follows:

- i) Presentation by Session Chair was highly rated at 82.5% by the participants; the INQAAHE database of GPQA presentation was rated at 71.0%; and presentation on programme accreditation and related topics was rated at 70.5%. The overall rating of workshop presentations was also high (74.3%).
- ii) Presentation of 3 GPQAs in groups was rated as shown below:
 - Group A on programme accreditation and related topics was rated at 59.0%;
 - Group B on Institutional Accreditation & related topics at 42.2%; and
 - Group C on Relationship between EQAAs and HEIs was rated at 53.4%.
- iii) The aspects of the workshop presentations that were rated below average included:
 - Poster presentation and inspection at 41.1%;
 - Time allocation Group B at 41.1%;
 - Time allocation Group C at 47.2%;
 - Discussion & Questions Group A at 47.0%;
 - Discussion & Questions Group B at 41.3%; and
 - Discussion & Questions Group C at 41.3%.

Table 2: Workshop Organisation

ASPECT	RATINGS					
	1=Poor	2=Fair	3=Average	4=Good	5=V. Good	High ratings
• Presentation by workshop Chair	0 (0%)	1(5.8%)	2(11.7%)	8(47.0%)	6(35.5%)	82.5%
• INQAAHE presentation of Database of GP	0 (0%)	2(11.7%)	3(17.6%)	6(35.5%)	6(35.5%)	71.0%
• Poster presentation & inspection	0 (0%)	2(11.7%)	7(41.7%)	4(23.5%)	3(17.6%)	41.1%*
• Institutional Accreditation & related topics	0 (0%)	2(11.7%)	4(23.5%)	7(41.7%)	2(11.7%)	53.4%
• Programme Accreditation & related topics	0 (0%)	1(5.8%)	3(17.6%)	8(47.0%)	4(23.5%)	70.5%
• Relationship between EQAA & HEIs	0 (0%)	1(5.8%)	4(23.5%)	7(41.7%)	2(11.7%)	53.4%
• Presentation of 3 GPs: Group A ¹	0 (0%)	1(5.8%)	2(11.7%)	6(35.5%)	4(23.5%)	59.0%
• Presentation of 3 GPs: Group B ²	0 (0%)	1(5.8%)	3(17.6%)	6(35.5%)	2(11.7%)	47.2%*
• Presentation of 3 GPs: Group C ³	0 (0%)	0 (0%)	3(17.6%)	7(41.7%)	2(11.7%)	53.4%
• Time allocation: Group A	1(5.8%)	2(11.7%)	4(23.5%)	5(29.4%)	4(23.5%)	52.9%
• Time allocation: Group B	1(5.8%)	2(11.7%)	4(23.5%)	4(23.5%)	3(17.6%)	41.1%*
• Time allocation: Group C	1(5.8%)	2(11.7%)	3(17.6%)	6(35.5%)	2(11.7%)	47.2%*
• Discussion & Questions: Group A	0 (0%)	3(17.6%)	4(23.5%)	4(23.5%)	4(23.5%)	47.0%*
• Discussion & Questions: Group B	0 (0%)	3(17.6%)	2(11.7%)	6(35.5%)	1(5.8%)	41.3%*
• Discussion & Questions: Group C	0 (0%)	3(17.6%)	2(11.7%)	6(35.5%)	1(5.8%)	41.3%*
PRESENTATIONS OVERALL	0.3%	6.6%	18.7%	45.3%	29.0%	74.3%

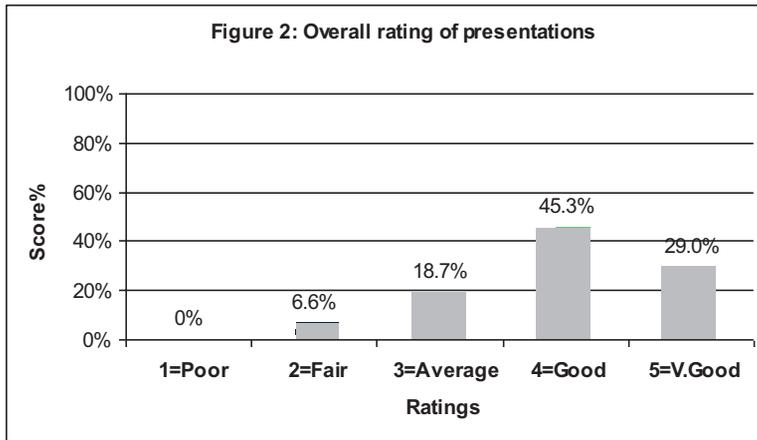
¹Discussion Group A: Programme accreditation and related topics

²Discussion Group B: Institutional Accreditation and related topics

³Discussion Group C: Relationship between EQAAs and HEIs

*Aspects rated as 'below average'

Figure 2 shows that the overall ratings of the workshop presentations were high. 29.0% of the participants rated the presentations as very good and 45.3% rated them as good, bringing the percentage of those who rated the presentations highly to 74.3%.



When asked whether or not they benefited from the workshop Sixteen (16) participants (94.1%) said yes, while one abstained.

Reasons given for various ratings:

1) Presentations and sharing of Good Practices (GPQAs) was a very good experience because:

- a) The presentations made participants know the requirements for INQAAHE project proposals;
- b) The GPQAs were very good and had lessons that could be adapted anywhere;
- c) The presentations at the workshop were beneficial for improving QA practices in participating institutions;
- d) It was the first time in Africa to document GPQAs. The GPQAs must be documented and circulated to all participants for learning purposes, including the list of participants for networking;
- e) There was diversity of members and issues in the groups;
- f) The interactive and participatory approach was very good and the discussions were relevant and useful;
- g) It was a chance to critique good practices; and
- h) It brought together many countries and Quality Assurance Agencies in Africa

2) Time

- i) It is worth noting that 5.8% of participants rated time allocation for group discussion as poor. The reason given for this was that the time was too short and that they needed more time to understand the good practices.
- j) The workshop was good and well planned but one more day would have been better. Participants were of the view that the workshop should have been allocated at least two (2) days.

Suggestions:

1) Suggestions on ranking:

During the presentations, it was agreed that the ranking of the presentations on the GPQAs be done in groups and the best from each group be presented in the plenary. Participants therefore suggested that:

- a. AfriQAN should also review the GPQAs that were not presented and have the best also included amongst the three that were presented during the plenary;
- b. The number system used for ranking /ordering the presentations was subjective, and that good, detailed feed-back from participants in groups would have been better than ranking, which may have clouded learning from one another.
- c. Good practices should not be ranked.

1) General suggestions:

2) General suggestions:

- a. In future, during the presentation of selected GPQAs in the plenary, all QAAs should be given the opportunity to share their experiences on the same with respect to similarities, differences and adaptability;
- b. All submitted GPQAs from QAAs should be presented at plenary sessions as opposed to group presentation and selection of a few for plenary. Hence the need to allocate more time for such workshops; and
- c. Such forums should be held more frequently such as annually or biennially.

Appendix 2: Workshop Evaluation tool



COMMISSION FOR HIGHER EDUCATION

**AfriQAN/INQAAHE Workshop on Good Practices in Quality Assurance
EVALUATION FORM**

VENUE: KENYA SCHOOL OF MONETARY STUDIES

Date: Tuesday 15th May 2012

(PLEASE FILL THIS EVALUATION FORM AND GIVE IT TO THE ORGANIZERS OF THE EVENT)

USING THE SCALE GIVEN BELOW PUT A TICK (√) IN THE RELEVANT BOX PROVIDED

SCALE 1=POOR; 2=FAIR; 3=AVERAGE; 4=GOOD; 5=VERY GOOD

		1	2	3	4	5
1. ORGANIZATIONAL						
1.1	Registration	<input type="checkbox"/>				
1.2	Venue	<input type="checkbox"/>				
1.3	Organization	<input type="checkbox"/>				
2. PRESENTATIONS						
2.1	Presentation by Workshop Chair	<input type="checkbox"/>				
2.2	INQAAHE presentation of Database of GP	<input type="checkbox"/>				
2.3	Poster presentation and inspection	<input type="checkbox"/>				
2.4	Institutional Accreditation and related topics (Group C)	<input type="checkbox"/>				
2.5	Programme Accreditation and related topics (Group B)	<input type="checkbox"/>				

2.6 Relationship Between EQAA and HEIS

(Group A)

1 2 3 4 5

2.7 Presentation of 3 good practices;

i) Group A	<input type="checkbox"/>				
ii) Group B	<input type="checkbox"/>				
iii) Group C	<input type="checkbox"/>				

2.8 How was time allocated for;

a) Each presentation;

i) Group A	<input type="checkbox"/>				
ii) Group B	<input type="checkbox"/>				
iii) Group C	<input type="checkbox"/>				

b) Discussion and questions;

i) Group A	<input type="checkbox"/>				
ii) Group B	<input type="checkbox"/>				
iii) Group C	<input type="checkbox"/>				

2.9 Did you benefit from the Workshop?

Yes No

Give reasons for your answer

.....

3.0 Any Other Comments

.....

THANK YOU VERY MUCH FOR SPENDING TIME TO FILL THIS EVALUATION FORM.

Appendix 3: Good Practice Rating Instrument

AfriQAN/INQAAHE Workshop on Good Practices in Quality Assurance
(Sponsored by GIQAC)
Kenya School of Monetary Studies
15th May 2012

Nairobi, Kenya

INSTRUMENT FOR ON-SITE ASSESSMENT OF GOOD PRACTICES IN QUALITY ASSURANCE

Name of Quality Assurance Agency

Title of Good Practice

S/No.	Assessment Criteria	Nil 0	Low 1	Average 2	High 3
1	Clarity of purpose /objectives of good Practice				
2	Evidence of positive impact on quality of input, process and output /outcome in the higher education system				
3	Suitability of the context of application				
4	Scalability beyond initial application				
5	Ease of tackling challenges and limitations				
6	Requires modest resources for implementation				
7	Features can be adapted /adopted by other quality assurance agencies in Africa				
TOTAL					

Appendix 4: Workshop Programme



AfriQAN/INQAAHE Workshop on Good Practices in Quality Assurance
(Sponsored by GIQAC)
15 May 2012
Kenya School of Monetary Studies
Nairobi, Kenya

Workshop Programme

Time	Detail		
8.30-9.00	Registration		
9.00-9.15	Introduction and Welcoming Remarks by Prof. Everett M. Standa, Commission Secretary and CEO, CHE (Room B8)		
9.15-9.30	Welcome Remarks by INQAAHE & AfriQAN, and the presentation of Workshop Chair, Prof. Okebukola		
9.30-9.45	Presentation of INQAAHE Database of Good Practices by Prof. Florence Lenga		
9.45-10.00	Group Photo Session		
10.00 – 11.00	Poster Presentation Inspection (during this time people will be taking tea as they move around the posters) - (Room B10)		
11.00-12.30	Small Group Parallel Session A Facilitator: Prof. Florence Lenga 15 minutes for each presentation + 10 minutes for discussion and questions (Room B8)	Small Group Parallel Session B Facilitator Chair: Prof. Peter Okebukola 15 minutes for each presentation + 10 minutes for discussion and questions (Room B4)	Small Group Parallel Session C Facilitator : Prof. Jonathan Mba 15 minutes for each presentation + 10 minutes for discussion and questions (Room B4)
12.30 -13.30	Lunch		
13.30-15.00	Small Group Parallel Session A Facilitator: Prof. Florence Lenga 15 minutes for each presentation + 10 minutes for discussion and questions (Room B8)	Small Group Parallel Session B Facilitator Chair: Prof. Peter Okebukola 15 minutes for each presentation + 10 minutes for discussion and questions (Room B3)	Small Group Parallel Session C Facilitator : Prof. Jonathan Mba 15 minutes for each presentation + 10 minutes for discussion and questions (Room B4)
Time	Detail		
15.00 – 15.30	Health Break (Chairs to select 3 best practices for plenary presentation during this time)		
15.30-16.30	Plenary Session – Discussions and Presentation of Selected Practices (Room B8)		
16.30-1700	Remarks on the Workshop by Prof. Okebukola Closing of the Workshop by Prof Everett M. Standa, Commission Secretary/Chief Executive Officer – CHE (Room B8)		

Appendix 5: List of Participants



**AfriQAN/INQAAHE Workshop on Good Practices in Quality Assurance
(Sponsored by GIQAC)**

15 May 2012

Kenya School of Monetary Studies (KSMS)

Nairobi, Kenya

LIST OF PARTICIPANTS ON 15TH MAY 2012

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