African Quality Rating Mechanisms (AQRM)

Professor Adewale Olusegun OBADINA

Association of African Universities (AAU)

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An Internal Quality Assurance Tool For Higher Education Institutions

Olusola Oyewole

Harmonisation, Quality Assurance and Accreditation in Africa

HAQAA3

Global Gateway

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African Union

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THE AFRICA-EU PARTNERSHIP
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01 **Introduction to the Quality Rating Mechanism (AQRM) for African Higher Education**

Introduction

Quality assurance of higher education institutions (HEIs) is being promoted as part of an initiative aimed at revitalizing higher education and research in Africa.

To contribute to quality assurance, the African Union Commission (AUC) is spearheading the development of an African Quality Rating Mechanism (AQRM) to provide an objective measure of quality in African higher education institutions (HEIs).

The AQRM includes criteria against which institutions can assess their own quality levels. It is designed to assist institutions to benchmark progress in quality development, in every area of education provision and research. This will also feed into the Commission's unfolding efforts towards the enhancement of harmonization of higher education in Africa.

Purpose

01   The purpose of the African Higher Education Quality Rating Mechanism is to present an alternative to the existing global ranking/rating systems that do not take into consideration African specificities.

02   The quality rating mechanism seeks to support processes to improve quality in African higher education by developing African-specific quality criteria or benchmarks and supporting the development of institutional cultures of quality.

03   Ultimately, the mechanism should support African higher education to compete more favorably in an increasingly international higher education environment.

Level of Analysis

While quality can be assessed at various units of analysis (programme, department, faculty, and institution), The programme and institution level of analysis is the focus of the AQRM

The institutional and programme selected for assessment are shown in Table 1, while some samples of issues addressed under the criteria are presented in Table 2

It is hoped that institutions will take ownership of their quality assurance processes, in line with policy and procedures of national and regional quality assurance bodies and use the quality rating mechanism as one means of supporting continuous quality improvements.

Table 1: Institutional and Programme Criteria

Institutional Criteria	Program Criteria
Governance and management	Management
Financial resources	Financial resources
Infrastructure	Infrastructure
Recruitment, admission and selection	Recruitment, admission and selection
Teaching and Learning	Teaching and learning
Research output	Research output
Student support	Student support
Engagement with the community/broader society	Engagement with community/broader society
Staff characteristics	Staff characteristics
Student characteristics	Student characteristics
Throughput rates	Throughput rates
Quality assurance procedures	Curriculum development

Table 2: Sample Issues

Criteria	Sample issues
Governance And Management	1. The institution has a clearly stated mission and values with specific goals and priorities
	2. The institution has specific strategies in place for monitoring the achievement of institutional goals and identifying problem areas.
Infrastructure	1. The institution has sufficient lecturing spaces to accommodate student numbers, taking the institutional mode of delivery into account.
	2. The institution provides sufficient learning/studying space for students, including access to electronic learning resources, as required for the institutional mode of delivery
Finances	1. The institution has access to sufficient financial resources to achieve its goals in line with its budget and student unit cost.
	2. The institution has procedures in place to attract fund- ing, including from industry and the corporate sector.

Rating Institutional quality

0 = Poor

1 = Insufficient

2 = Satisfactory

3 = Good

4 = Excellent

Institutions will be free to score themselves using these 5-point scores and their various scores under each category will help them to appreciate their rating on the specified criterion.

02 The Guide to the Use of the African Quality Rating Mechanism

GUIDE TO THE PROCESS

The Institution or unit that wants to apply the AQRM tool must understand the purpose of the exercise.

Absolute honesty is required for this self-assessment tool.

The User needs to note that the instrument is not useful for a one-time application. Its merit is derived in making multiple analyses using the tool and assessing progress or otherwise, in various units, activities and processes analyzed using the AQRM

An Institutional team should be set up, to check on the issues raised in the Questionnaire.

It is advisable that institutions carry out the AQRM exercise every three months and be able to map their progress or otherwise to ensure quality.

The Institutional team should carry out an on-site visit to the various aspects covered in the Question and complete the questionnaire by assessing the state of things as it pertain to the institution.

03 Frequency And Grading For The Rating Process

To be able to use and benefit from the objectives of the AQRM tools, you should be ready to carry out the rating mechanisms at least once in three months. And you should be able to do this about 4 times to be able to assess your performances.

01 Governance and Management – Including Vision, Mission and Strategic Objectives

02 Human Resources

03 Infrastructure and Facilities

04 Financial Resources

05 Teaching and Learning

06 Research, Publications, and Innovations

07 Community and Societal Engagements

08 Programme planning and Management

09 Curriculum development

10 Teaching and learning

Assessment

Programme /Academic Results
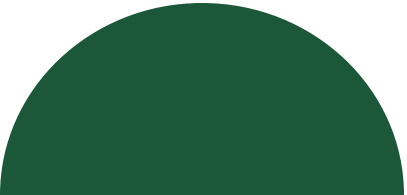
The first AQRM exercise that an institution will conduct will have no meaning beyond telling you about your status on each of the criterion

After the first assessment, the institution or unit should identify some proactive actions that need to be taken in areas where they have scored low. Necessary actions should be taken to address them.

In another three months, the institution/unit will need to subject itself to another AQRM process. This will help you, not just to know your rating but will help you to know if you are improving or deteriorating.

The AQRM is not a Ranking tool. There is therefore no need to compare your rating against any other institution or unit.

As earlier indicated, you will be rating the activities or academic roles using each specific criterion, with five possible scores: From 0 to 4

0 = Poor

1 = Insufficient

2 = Satisfactory

3 = Good

4 = Excellent

For you to be able to rate your institution, you need to know the Standards for comparison. The standard for comparison on your rating in the AQRM is the African Standards for Quality Assurance in Higher Education (ASG-QA).

All the team members involved in the rating process must therefore know the expected standards for each of the criteria

04 Standards and Guidelines for Internal Quality Assurance in AQRM

The African Quality Rating Mechanisms has adopted the African Standards and Guidelines (ASG-QA) as complementary tools for its internal quality assurance processes.
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Vision, Mission, and Strategic Objectives

Standard

The institution shall have published vision and mission statements that reflect its commitment to continuous quality enhancement; strategic objectives and clear policies and procedures that are consistent with its vision and mission.

Guidelines

For the institutional vision, mission, and strategic objectives, the institution, therefore, must ensures that:

✓ The vision and mission statements and strategic objectives reflect commitment to quality enhancement;

✓ Various forms of planning (for example, strategic, institutional, academic, and financial) are coordinated to ensure the quality of academic outcomes;

✓ Medium- and long-term plans reflect the programmes being offered, as well as its research focus to ensure sustainability and continuous improvement;

✓ The formulation of the plans is collegial, they promote a high degree of institutional integrity and responsiveness to change, and they are known to stakeholders; and

Governance and Management

Standard

The institution shall have clearly stated governance and management structures. This will ensure sound and ethical governance and management, including robust QA practices that support the achievement of its mission and legal mandate.

Guidelines

The institution:

- ✓ Has qualified, competent, and experienced leadership to oversee the development and management of a quality culture within the institution;

- ✓ Has relevant governance and management bodies, such as the University Council, Senate, Management Board, and Student Body; and various committees, each with a clear mandate, duties, responsibilities, powers, privileges, and tenure; and these bodies are properly coordinated to ensure efficiency, effectiveness, and quality; Medium- and long-term plans reflect the programmes being offered, as well as its research focus to ensure sustainability and continuous improvement;

- ✓ Has a QA policy and structure, which flow down through all levels;

- ✓ Has clear communication systems and networks for the promotion of internal and external information dissemination for public accountability;

- ✓ Enables students to participate in decision-making in relevant governance bodies;

Human Resources

Guidelines

The quality of staff is the key to the quality of the higher education institution and, therefore, it:

✓ Has clear policies and procedures that ensure equal opportunities and actual gender equality in human resources for recruitment, retention, and promotion of staff that is based on qualification, competence and skills;

✓ Has a core of full-time staff and keeps up-to-date records of staff numbers, qualifications and employment turnover rates;

✓ Has clear policies and procedures for continuous staff development

✓ Has clear contractual agreements with staff that outline the conditions of employment and are aligned with any legislative requirements of the country of the institution;

✓ Provides adequate staff support facilities and service

Standard

The institution shall have policies on human resources that are inclusive, and that ensure recruitment and retention of adequate numbers of qualified and competent staff to achieve its mission and carry out its legal mandate.

Financial Resource Management

Guidelines

Standard

The institution shall have adequate financial resources and prudent financial management that are aligned to its mission, objectives and mandate to ensure quality education.

:

- ✓ Adequate financial resources to carry out its mandate and objectives effectively and efficiently;

- ✓ A diversified financial and sustainable resource base, and ensures a balanced allocation of resources to core functions of teaching and learning, research, and community engagement;

- ✓ A prudent financial management system, which includes strategies, policies and procedures for budgeting, resource allocation, repairs and maintenance of infrastructure, asset management, debt management and financial reporting;

- ✓ A system to address the risks, gaps and challenges identified for continuous improvement; and

- ✓ Monitoring, evaluation (through financial audits) and benchmarking processes for the financial management system using international best practices or some other basis of accounting appropriate for the institution.

Vision, Mission, and Strategic Objectives

Standard

The institution shall have published vision and mission statements that reflect its commitment to continuous quality enhancement; strategic objectives and clear policies and procedures that are consistent with its vision and mission.

Guidelines

For the institutional vision, mission, and strategic objectives, the institution, therefore, must ensures that:

- ✓ The vision and mission statements and strategic objectives reflect commitment to quality enhancement;

- ✓ Various forms of planning (for example, strategic, institutional, academic, and financial) are coordinated to ensure the quality of academic outcomes;

- ✓ Medium- and long-term plans reflect the programmes being offered, as well as its research focus to ensure sustainability and continuous improvement;

- ✓ The formulation of the plans is collegial, they promote a high degree of institutional integrity and responsiveness to change, and they are known to stakeholders; and

05 The AQRM Tools

Lead and Contact Person

Lead and Contact Person for this survey

Position: ....

Department: ....

Address: --- .

E-mail: ....

Phone Number (including country code): ....

Section 1: General Information / Unit/ Information

1. Name of Institution/ Unit

2. Any other Name of institution (e.g. in original language

3. Acronym by

4. Country

5. Year of Esta

6. Date Institution

7. Web Address

1. Institutional profile

Q8. Which of the following fits the type of your institution?

Status	(Mark 'X' as appropriate)
Public	
Private but not for profit	
Private for profit	
Other (specify)	

Q9. At what levels are academic programmes offered

Levels	(Mark 'X' as appropriate)
Undergraduate	
Masters	
Doctorate	
Post Doctorate	
Others (Please specify)	

Q10. How many colleges, faculties, schools, institutes, and departments has your institution?

Types	(Please state the appropriate number)
Colleges	
Faculties	
Schools	
Institutes	
Departments	
Other distinct units/specify	

Q11. What is the thematic focus of your institution?

Thematic Focus	(Mark 'X' as appropriate)
Science and Technology	
Management and Business Administration	
Arts, Languages and Humanities	
Agriculture	
Medicine	
Other (Specify)...	

1.2 Student profile

Q12. What is the total current number of full-time and part-time students enrolled in your institution?

Degree Type	Number of Male Students	Number of Female Students	Total Number
Bachelors Full-time			
Bachelors part-time			
Masters full-time			
Masters part-time			
Doctorate full time			
Doctorate part time			
Others			
Total			

Q13. What is the age distribution of students in your institution?

Age Range (years)	Male (%)	Female (%)
Under 18		
18 - 25		
26 - 35		
36 - 50		
51 and above		

Q14. Do you charge tuition fees in your institution and if yes how much do you charge for *the following categories of students on average?*

	YES/NO	Amount (US$)	
		Undergraduate	Postgraduate
All domestic students			
Some domestic students			
International Students			
Others (Please specify)			

Q15. Which of the following criteria are used for admission decisions in your Institution?

Criteria	(Mark 'X'as appropriate)
Performance on your institution's standardized tests	
Performance on national exams (e.g. Baccalaureate, A level etc.)	
Cumulative high school grade average	
Others (Please specify) (Ordinary Diplomas or National Certifi- cate of Education @ Credit level C.G.P.A)	

Q16. What student services are offered by your Institution?

Service Type	Mark X for those offered	
	On Campus	Off Campus
Students Guidance and Counselling		
Service Type	Mark X for those offered	
	On Campus	Off Campus
Student Loans Scheme (Part-Payment scheme)		
Scholarship and Bursary schemes		
Canteens/Restaurants		
On-Campus Residence		
Organized Private Students Residence		
Book Shop		
Digital Library		
Library		
International Students Office		
HIV/ Aids Counselling		
Religious Chaplaincy		
Others (Please specify)		

Q17. What proportion of students in your institution receive needs-based government or other financial assistance?

Type of Assistance	Proportion (%)	
	Government Source	Other Source
Full Scholarship/Bursary		
Partial Scholarship/Bursary		
Loan		
Others (Please specify)		

1.3 Facilities

Q18. How do you rate the condition of the following facilities in your institution? (Mark 'X' as appropriate)

	Excellent	Good	Satisfactory	Insufficient	Poor
Science laboratories					
Language Laboratories					
Students Hostels					
Staff Offices					
Sports and Recreational Facilities					
Others (specify)					

Q19. How would you rate the sufficiency of the following library and information resources available in your institution? (Mark X as appropriate)

	Excellent	Good	Satisfactory	Insufficient	Poor
Journals /periodicals					
Textbooks					
Reference Materials					
Internet access/ connectivity					
Study space					
Others (Specify)					

Q20. What is your assessment of the e-learning services available in your institution? (Specify)

Please rate the items listed below (from 1 = weak to 5 = very strong)

	Score
There is reliable, robust and adequate e-learning infrastructure - computer labs, internet access, learning management system	
Processes associated with institutional planning and management of e-learning: - Financial resources are allocated for e-learning design, development and delivery - E-learning initiatives are guided by explicit plans, strategies and policies	
Processes surrounding the oversight and support for e-learning: - Students receive adequate technical support when using e-learning resources - Teaching staff receive adequate technical support, pedagogical support and professional development opportunities	
Processes concerning the creation and maintenance of e-learning resources: - Teaching staff are provided with e-learning design support services - There are formal e-learning standards and procedures	
Processes impacting the pedagogical aspects of e-learning: - Students are trained on e-learning skills - Clear learning objectives guide the development of e-learning content - E-learning is designed to engage the students	
Processes associated with the evaluation and quality control of e-learning: - The institution conducts regular reviews of e-learning aspects	

a. Has your university begun implementing e-learning? (Mark X as appropriate)

Yes	
In Progress	
No	

b. When did your university start implementing e-learning? (Mark X as appropriate)

Less than a year ago	
A year ago	
2 years ago	
5 years ago	
More than 5 years ago	

c. What type of e-learning are you implementing? (Mark X as appropriate)

Fully online courses and programs	
Blended learning	
Other (specify)	

d. Does the university have an e-learning policy? (Mark X as appropriate)

Yes	
In Progress	
No	

e. Does the university have an e-learning strategy? (Mark X as appropriate)

Yes	
In Progress	
No	

f. How is the e-learning project funded? (Mark X as appropriate)

Donors	
Institutional Budget	
Government	
Other (Specify)	

Q21. State the number of your academic staff by qualification and gender

Rank	Male	Female	Total
PhD			
Masters			
Bachelors			
Diploma			
Other (specify)			
Total			

Q22. Approximately what proportion of the regular staff hold PhD? (Tick)

a) Less than 25% □

b) 25 - 50 % □

c) 51 - 75 %

d) More than 75% □

Q23. What is the proportion of your academic staff by rank and gender?

Rank	Male	Female	Total
Professor			
Associate Professor			
Senior Lecturer			
Lecturer			
Emeritus Professor			
Others (Specify)			
Total			

Q24. What is the average annual gross salary (in US Dollars) of the following faculty members?

Rank	Average Annual Salary (Local Currency)	Average Annual Salary (USD)
Professor		
Associate Professor		
Senior Lecturer		
Lecturer		
Assistant Lecturer		
Teaching Assistant		
Emeritus Professor		

Governance and Management

Q25. Describe the governance structure of your institution? Upload the organogram/ describe

Q26. How are the Vice Chancellors and Rectors of your institution appointed?

	Mark 'X' as applicable
Appointed by the Government / Proprietor	
Elected by Governing Council	
Open competitive process	
Others (Specify)	

Q27. How are the Deans of your institution appointed?

	Mark 'X' as applicable
Appointed by the Vice-Chancellor/ Rector	
Elected by their Peers	
Through open competitive electioneering	
Through interview following advertisement	

Q29. Is your institution currently involved in inter-university academic mobility programmes? Indicate thematic areas and number of institutions involved

No	Name of Programme	Thematic Areas of study	Number of African institutions involved	Number of Non- African Institutions involved
1				
2				
3				
4				
5				

1.6 Teaching and learning

Q30. Which of the following were used for evaluating student performance in your institution over the past three years?

TYPE OF ASSESSMENT	FREQUENCY	COMMENTS
Quiz		
Homework		
Term paper		
Projects		
Mid Term exam		
Final exam		
Industrial attachment		
Others (Specify)		

Q36. Which of the following trans-disciplinary/ cross-cutting areas are covered in the curriculum in your institution? (Rate *from 1 = Weak to 5 = Very Strong for each*)

Subject areas	Rating	Comments
Critical thinking		
Independent learning		
High order argumentation		
Internationalization		
Tolerance		
African History		
African Integration		
Pan Africanism		
Sustainable development		
Gender sensitivity		
National development		
Others (Specify)		

1.7 Linkage with the industry sector

Q37. How would you rate the sufficiency of the following linkages with the industry sector in your institution? (Mark X as appropriate)

	Excellent	Good	Satisfactory	Insufficient	Poor
Responsiveness of curricula to industry and employers' participation in curriculum design					
Industrial placements and practical trainings for students					
	Excellent	Good	Satisfactory	Insufficient	Poor
Links between the institution & potential employers to facilitate graduate employment					
Data availability on graduation output and employment rate					
Tracer studies/ survey of graduates and their employers					
Collaborative research undertakings to solve industrial problems					

1.8 Research and community outreach

Q39. Indicate the number of patents, books and articles in academic journals published by staff in your institution over the past three years?

Year	Number of Patents	Number of Books	Number of academic articles in journals	No record (Mark 'X' where applicable)

Q40. What number of your institution's staff members received national and international research awards over the past three years?

Year	Number of national awards	Number of International Awards	
		African	Non-African

1.9 Internationalization

Q46. Does your institution have an International Office? X
□ YES NO □

If the answer is YES, which of the following describe the objectives of the office?

(i)   Promoting international cooperation

(ii)   Enhancing Intra-Africa mobility of students and staff

(iii) Managing the welfare and other needs of International Students

Q47. How many international students does your institution have? What percentage of the total is that?

- **From countries in your geographic region**

- **From African countries outside your geographic region**

- **From outside Africa**

06 RATING QUESTIONNAIRES

1. GOVERNANCE AND MANAGEMENT

Rate the Governance and Management of your institution on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)

0 = POOR   1 = INSUFFICIENT   2 = SATISFACTORY

3 = GOOD   4 = EXCELLENT

Reference Number	Standards for Quality Rating	Assessment Value 1	Assessment Value 2	Assessment Value 3	Assessment Value 4
1.1	The institution has a clearly stated vision, mission, and values with specific goals and priorities.				
1.2	The institution has specific strategies in place for monitoring achievement of institutional goals and identifying problem areas.				
1.3	Clear accountability structures for responsible officers are in place.				
1.4	**Where appropriate, staff, students and external stakeholders are represented in governance structures. Governance structures are representative in terms of gender.**				

1.5	The institution has developed quality assurance policies and procedures.				
1.6	Appropriate mechanisms are in place to evaluate staff in line with performance agreements with relevant authorities.				
1.7	The institution has put a management information system in place to manage student and staff data, and to track student performance.				
1.8	The institution has specific policies in place to ensure and support diversity of staff and students, in particular representation of women and the disabled.				
1.9	The institution has a policy and standard procedures in place to ensure staff and student welfare.				
Total Assessment Value					
Aggregated Value = Total Assessment 9 Value =					

I. YOUR ANALYSIS AND SELF RATING OF GOVERNANCE AND MANAGEMENT

GOVERNANCE AND MANAGEMENT - **1st Rating**

Summary of Strengths and Areas for Improvement

Strengths identified: ……………………………………………………………. …………………………………….

Areas for improvement identified: …………………………………………………………………………….

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Recommendations: ……………………………………………………………………………………………………

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GOVERNANCE AND MANAGEMENT – **2nd Rating**

Summary of Strengths and Areas for Improvement

Strengths identified: ……………………………………………………………….. …………………………………….

Areas for improvement identified: ……………………………………………………………………………….

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Recommendations: ……………………………………………………………………………………………………

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2. INFRASTRUCTURE AND FACILITIES

Rate the Infrastructure and facilities of your institution on b the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)

0 = POOR   1 = INSUFFICIENT   2 = SATISFACTORY

3 = GOOD   4 = EXCELLENT

Reference Point	Standard for Quality Rating	Assessment Value 1	Assessment Value 2	Assessment Value 3	Assessment Value 4
2.1	The institution has sufficient lecturing spaces to accommodate student numbers taking the institutional mode of delivery into account.				
2.2	The institution provides sufficient learning/studying space for students including access to electronic learning resources, as required for the institutional mode of delivery.				
2.3	Academic and Administrative Staff have access to computer resources and the internet.				
2.4	Students have access to computer resources and the internet at a level appropriate to the demands of the institutional mode of delivery.				
2.5	The institution has sufficient laboratory facilities to accommodate students in science programmes, taking institutional mode of delivery into account.				

2.6	Laboratory equipment is up to date and well maintained.				
2.7	The institution invests in maintaining an up to date library to support academic learning and ensures that appropriate access mechanisms are available depending on the mode of delivery.				
2.8	The institution makes provision for managing and maintaining utilities and ensuring that appropriate safety measures are in place.				
Total Assessment Value					

Aggregated Value/ 8 = Total Assessment

Value _____ **=**

2. YOUR ANALYSIS AND SELF RATING OF INFRASTRUCTURE AND FACILITIES

INFRASTRUCTURE AND FACILITIES - **1st Rating**

<u>Summary of Strengths and Areas for Improvement</u>

Strengths identified: ………………………………………………… …………………………………

Areas for improvement identified: ……………………………………………………………

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Recommendations: ……………………………………………………………………………………

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INFRASTRUCTURE AND FACILITIES – **2nd Rating**

<u>Summary of Strengths and Areas for Improvement</u>

Strengths identified: ………………………………………………………… ……………………………………

Areas for improvement identified: ……………………………………………………………………………

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Recommendations: …………………………………………………………………………………………………

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3. FINANCE

Rate the financial resources of your institution on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)
0 = POOR   1 = INSUFFICIENT 2 = SATISFACTORY
3 = GOOD   4 = EXCELLENT

Reference Point	Standard for Quality Rating	Assessment Value 1	Assessment Value2	Assessment Value 3	Assessment Value 4
3.1	The institution has access to sufficient financial resources to achieve its goals in line with its budget and student unit cost.				
3.2	The institution has procedures in place to attract funding, including from industry and the corporate sector.				
3.3	Clearly specified budgetary procedures are in place to ensure allocation of resources reflects the vision, mission and goals of the institution.				
3.4	The institution provides financial support to deserving students (institutional bursaries and/or scholarships).				
3.5	**Information about financial aid and criteria for its allocation is provided to students and other stakeholders.**				

3.6	The institution publishes income and expenditure statements.				
Total Assessment Value					

3. *YOUR ANALYSIS AND SELF RATING OF FINANCIAL RESOURCES*

FINANCIAL RESOURCES - **1st Rating**

Summary of Strengths and Areas for Improvement

Strengths identified: …………………………………………………………….. ……………………………………..

Areas for improvement identified: ………………………..…....………………………………………………..

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Recommendations: ……………………………………………………………………………………………………..

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FINANCIAL RESOURCES – **2nd Rating**

Summary of Strengths and Areas for Improvement

Strengths identified: …………………………………………………………….. ……………………………………..

Areas for improvement identified: ………………………..…....………………………………………………..

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Recommendations: ……………………………………………………………………………………………………..

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4. TEACHING AND LEARNING

Rate the Teaching and Learning of your institution on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)

0 = POOR   1 = INSUFFICIENT 2 = SATISFACTORY   3 = GOOD   4 = EXCELLENT

Reference Point	Standard for Quality Rating	Assessment Value.1	Assessment Value.2	Assessment Value.3	Assessment Value .4
4.1	The institution en- courages and rewards teaching and learning innovation.				
4.2	The institution has procedures in place to support the induction to teaching, pedagogy, counselling and the up- grading of staff teaching and learning skills through continuing education and lifelong learning.				
4.3	Students have sufficient opportunity to engage with staff members in small groups, individ- ually or via electronic platforms.				
4.4	**Student: staff ratios and academic staff average workloads are in line with acceptable norms for the particular mode of delivery, and are such that the necessary student feedback can be provided.**				

4. *YOUR ANALYSIS AND SELF RATING OF TEACHING AND LEARNING*

TEACHING AND LEARNING - **1st Rating**

Summary of Strengths and Areas for Improvement

Strengths identified: …………………………………………………………. ……………………………………

Areas for improvement identified: …………………………….………...……………………………………

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Recommendations: …………………………………………………………………………………………

   …………………………………………………………………………………………………

TEACHING AND LEARNING – **2nd Rating**

Summary of Strengths and Areas for Improvement

Strengths identified: ………………………………………………………………. ……………………………………

Areas for improvement identified: …………………………….………...………………………………………

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Recommendations: ……………………………………………………………………………………………

   ……………………………………………………………………………………………………

5. RESEARCH, PUBLICATION AND INNOVATION

Rate the Research, Publication, and Innovations of your institution on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)

0 = POOR   1 = INSUFFICIENT   2 = SATISFACTORY   3 = GOOD   4 = EXCELLENT

Reference Point	Standard for Quality Rating	Assessment Value. 1	Assessment Value. 2	Assessment Value.3	Assessment Value 4
5.1	The Institution has a research policy and publications policy, strategy and agenda. The research policy includes a focus on research supporting African socio-economic development, among others.				
5.2	The institution has a policy and/or strategy on Innovation, Intellectual Property Ownership and Technology Foresight.				
5.3	The institution has demonstrated success in attracting research grants from national or international sources and in partnership with industry.				
5.4	The institution has procedures in place to support academic staff to develop and enhance their research skills, including collaborative research and publication.				
5.5	**Staff and students publish their research in accredited academic journals and apply for patents (where relevant).**				

5. *YOUR ANALYSIS AND SELF RATING OF RESEARCH, PUBLICATIONS AND INNOVATIONS*

RESEARCH, PUBLICATIONS AND INNOVATIONS - **1st Rating**

Summary of Strengths and Areas for Improvement

Strengths identified: ……………………………………………………………. …………………………………….

Areas for improvement identified: …………………………….….…..……………………………………………….

………

Recommendations: …………………………………………………………………………………………

……………………………………………………………………………………………………….

RESEARCH, PUBLICATIONS AND INNOVATIONS – **2nd Rating**

Summary of Strengths and Areas for Improvement

Strengths identified: …………………………………………………………………. …………………………………….

Areas for improvement identified: …………………………….….…..……………………………………………….

………

Recommendations: …………………………………………………………………………………………………

……………………………………………………………………………………………………….

6. COMMUNITY/SOCIETAL ENGAGEMENT

Rate the Community/Societal Engagement of your institution on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4) 0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY 3 = GOOD 4 = EXCELLENT					
Reference Point	Standard for Quality Rating	Assessment Value 1	Assessment Value 2	Assessment Value 3	Assessment Value 4
6.1	The institution has a policy and procedure in place for engaging with the local community or society in general. The community often requests the institution for specific academic/ research assistance				
6.2	The institution encourages departments and staff to develop and implement strategies for community engagement.				
6.3	Students are required to engage with communities through their academic work.				
6.4	The institution has forged partnerships with other education sub-sectors to enhance the quality of education in the country and region.				
6.5	The Institution dissem- inates information on its community engage- ment activities to the local community.				

6. *YOUR ANALYSIS AND SELF RATING OF COMMUNITY/SOCIETAL ENGAGEMENT*

COMMUNITY/SOCIETAL ENGAGEMENT- **1st Rating**

<u>Summary of Strengths and Areas for Improvement</u>

Strengths identified: …………………………………………………………. ……………………………….

Areas for improvement identified: …………………………..…....……………………………………..

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Recommendations: ………………………………………………………………………………………

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COMMUNITY/SOCIETAL ENGAGEMENT– **2nd Rating**

<u>Summary of Strengths and Areas for Improvement</u>

Strengths identified: …………………………………………………………. ……………………………….

Areas for improvement identified: …………………………..…....……………………………………..

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Recommendations: ………………………………………………………………………………………

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SUMMARY

RATING SUMMARY AT THE INSTITUTIONAL LEVEL

Rating Summary at Institutional Level				
Major Standard	Aggregated Value. 1	Aggregated Value. 2	Aggregated Value. 3	**Aggregated Value. 4**
Governance and Management				
Infrastructure				
Finances				
Teaching and Learning				
Research, Publication and Inno- vation				
Societal Engagement				
Total				

Rating Score = Total Aggregated Value /6

Specification of Quality Rating

Rating score less than 1.0   **POOR Quality**

 Rating score between 1.0 and 1.99   **INSUFFICIENT Quality Rating**

score between 2.0 and 2.79   **SATISFACTORY Quality Rating score**

between 2.8 and 3.5   **GOOD Quality**

Rating score greater than 3.5   **EXCELLENT Quality**

Overall quality at institutional level is rated as _____

Self-Rating at Programme Level

You can also subject each of your Programmes to the six ratings above. This will help you to know how your programs are performing in the selected areas

07 PROGRAMME PLANNING AND MANAGEMENT

Rate the Programme Planning and Management on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)					
0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY 3 = GOOD 4 = EXCELLENT					
Reference Point	Standard for Quality Rating	Assessment Value.1	Assessment Value.2	Assessment Value.3	Assessment Value.4
7.1	The programme is aligned with the overall institutional mission and vision.				
7.2	The programme meets national accreditation criteria.				
7.3	The institution allocates sufficient resources to support the programme.				
7.4	There is a programme coordinator(s) responsible for managing and ensuring quality of the programme.				
7.5	The mode of delivery takes account of the needs and challenges of all targeted students.				
7.6	Staff teaching on the programme have the appropriate type and level of qualification.				
7.7	The programme is regularly subjected to internal and external review in a participatory manner to reflect developments in the area of study.				

7.8	Programme planning includes a strategy for the use of technology in a manner appropriate to the programme, facilities available, and target students.				
Total Assessment Value					
			Aggregated Value = Total Assessment Value = 8		

7. YOUR ANALYSIS AND SELF RATING OF COMMUNITY/SOCIETAL ENGAGEMENT

PROGRAM AND MANAGEMENT - **1st Rating**

Summary of Strengths and Areas for Improvement

Strengths identified: ……………………………………………………….. ………………………………….

Areas for improvement identified: …………………………..….…..……………………………………….

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Recommendations: ………………………………………………………………………………………………….

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8.0 CURRICULUM DEVELOPMENT

Rate the Curriculum Development at programme level on the basis of the following stan- dards by assigning an assessment value (0, 1, 2, 3, or 4)

0 = POOR   1 = INSUFFICIENT   2 = SATISFACTORY   3 = GOOD   4 = EXCELLENT

Reference Point	Standard for Quality Rating	Assessment Value. 1	Assessment Value.2	Assessment Value.3	Assessment Value.4
8.1	The curriculum clearly specifies target learners and learning outcomes/ competencies for each module/course and for the programme as a whole.				
8.2	The curriculum is regularly updated to take account of new knowledge and learning needs to support African development.				
8.3	Modules/courses are coherently planned and provide a sequenced learning pathway for students towards attainment of a qualification.				
8.4	The curriculum includes an appropriate balance of theoretical, practical and experiential knowledge and skills (where applicable) as well as core and elective areas				

8.5	**The curriculum has been developed to maximize student career pathways, opportunities for articulation with other relevant qualifications, and employment prospects.**				
8.6	Curriculum development has been informed by thorough research and consultation with relevant stakeholders including public sector planners, industry and other employers				
8.7	The curriculum reflects positive African values, gender sensitivity and the needs of society.				
Total Assessment Value					
			Aggregated Value = Total Assessment Value = 7		

8. *YOUR ANALYSIS AND SELF-RATING OF CURRICULUM DEVELOPMENT*

CURRICULUM DEVELOPMENT - 1st Rating

Summary of Strengths and Areas for Improvement

Strengths identified: ………………………………………………………………… ……………………………………….

Areas for improvement identified: …………………………….…………………………………………………………….

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Recommendations: ………

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CURRICULUM DEVELOPMENT – 2nd Rating

Summary of Strengths and Areas for Improvement

Strengths identified: ………………………………………………………………… ………………………………………….

Areas for improvement identified: …………………………….…………………………………………………………….

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Recommendations: ………

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9.0 TEACHING AND LEARNING

Rate the Teaching and Learning at programme level on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)

0 = POOR   1 = INSUFFICIENT   2 = SATISFACTORY   3 = GOOD   4 = EXCELLENT

Reference Point	Standard for Quality Rating	Assessment Value. 1	Assessment Value.2	Assessment Value .3	Assessment Value.4
9.1	Teaching and learning are based on explicit learning outcomes which are consistent with programme and course aims.				
9.2	A clear strategy is in place to identify the learning materials needed to support programme delivery.				
9.3	Learning materials have been clearly presented, include reference to the learning aims and outcomes and an indication of study time.				
9.4	The learning materials have been designed with the purpose of engaging students both intellectually, ethically and practically.				
9.5	Programme review procedures include materials review and improvement.				
9.6	Innovative teaching and learning materials are provided for students.				
Total Assessment Value					

		Aggregated Value = Total Assessment
		_____
		6
		Value =
		6

9.0 YOUR ANALYSIS AND SELF-RATING OF TEACHING AND LEARNING

TEACHING AND LEARNING - 1st Rating

Summary of Strengths and Areas for Improvement

Strengths identified: ………………………………………………………… …………………………………….

Areas for improvement identified: …………………………………………………………………………………….

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Recommendations: ……

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TEACHING AND LEARNING – 2nd Rating

Summary of Strengths and Areas for Improvement

Strengths identified: ………………………………………………………… ………………………………………….

Areas for improvement identified: …………………………………………………………………………………….

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Recommendations: ……

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10. ASSESSMENT

Rate   the Assessment at programme level on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)

0 = POOR   1 = INSUFFICIENT   2 = SATISFACTORY   3 = GOOD   4 = EXCELLENT

Reference Point	Standard for Quality Rating	Assessment Value 1	Assessment Value 2	Assessment Value 3	Assessment Value 4
10.1	The institution has systems in place for external examiners.				
10.2	Clear information about mode of assessment is provided for all courses/modules making up the programme.				
10.3	Assessment is used as an integral part of the teaching and learning process and seeks to ensure that students have mastered specific outcomes.				
10.4	The level of challenge of assessments is appropriate to the specific programme and targeted students.				
10.5	A variety of assessment methods are used in the programme.				

10. YOUR ANALYSIS AND SELF-RATING OF ASSESSMENT

ASSESSMENT - 1st Rating

Summary of Strengths and Areas for Improvement

Strengths identified: ……………………………………………………………… ……………………………………..

Areas for improvement identified: …………………………………………………………………………………………

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Recommendations: ……

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ASSESSMENT – 2nd Rating

Summary of Strengths and Areas for Improvement

Strengths identified: ……………………………………………………………………………… ……………………………………………..

Areas for improvement identified: ………

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Recommendations: ………

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11 PROGRAMME/ ACADEMIC RESULTS

Rate the Programme Results on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)

0 = POOR   1 = INSUFFICIENT   2 = SATISFACTORY

3 = GOOD   4 = EXCELLENT

Reference Point	Standard for Quality Rating	Assessment Value.1	Assessment Value.2	Assessment Value.3	Assessment Value.4
11.1	Student progress is monitored throughout the programme and early warning is provided for students at risk.				
11.2	Completion rates per cohort conform to established norms for the subject area and mode of delivery and strategies to increase completion rates are in place.				
11.3	Quality student feedback is provided.				
11.4	Expert peers and/or professional bodies review the relevance and quality of learning achieved by students.				
11.5	There is established linkage with potential employers that facilitate graduate employment.				
11.6	Tracer studies of graduates and their employers are conducted to obtain feedback on achievement of graduates.				

11.7	The programme has an effective research plan with suitable implementation, evaluation and feedback mechanisms.				
11.8	Research and consul- tancy are undertaken in the subject area to solve industrial prob- lems and support the social and economic development.				
Total Assessment Value					
			Aggregated Value = Total Assessment **8**		

PROGRAMME / ACADEMICS - **1st Rating**

Summary of Strengths and Areas for Improvement

Strengths identified: ……………………………………………………………
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Areas for improvement identified:
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Recommendations:
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PROGRAMME / ACADEMICS – **2nd Rating**

Summary of Strengths and Areas for Improvement

Strengths identified: ……………………………………………………………
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Areas for improvement identified:
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Recommendations:

Thank You