

African Standards and Guidelines for Quality Assurance (ASG – QA) in Higher Education

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General Purpose of the ASG - QA

- The African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA) were developed in 2018 as part of the Pan-African Quality Assurance and Accreditation Framework (PAQAF). They:
 - Provide a continental framework for harmonizing higher education quality assurance systems and promoting compatible methodologies, endorsed by the African Union.
 - Provide a unified basic framework that is general enough to take into account the diversity of national contexts, while ensuring comparability, and
 - Aim at supporting higher education institutions (HEIs) and quality assurance agencies (QAAs) in developing adequate internal and external quality assurance systems and practices that correspond to international good practice.

Specific Purposes

Specifically the ASG-QA aims at supporting HEIs and QAAs to:

- Have a common framework and understanding of QA among stakeholders, at regional, continental, and international level
- Develop mutual trust, thus facilitating recognition and mobility of students and human resources in Africa
- Ensure quality improvement / enhancement through self-assessment, external peer review and continuous monitoring and evaluation

Specific Purposes Continued

- Promote transparency and accountability by providing appropriate information on QA to the public
- Promote a sustainable quality culture in HEIs, alongside the African Quality Rating Mechanism (AQRM)
- Support HEIs in the production of relevant teaching and learning resources as well as student assessment mechanisms
- Promote international competitiveness of Africa's higher education system.

Principles

To ensure the success of quality assurance in higher education in Africa, the ASG-QA are based on the following principles:

- Quality and quality assurance are primarily the responsibility of HEIs
- The autonomy, identity and integrity of HEIs are acknowledged and respected

HEIs and QAAs can adapt the standards and guidelines to fit their own systems and contexts based on the evidence they produce

Development of the ASG-QA

- The development of the ASG-QA was through wide consultation with stakeholders
 - The existing standards and guidelines of higher education in use in African countries were documented and analyzed and a high level of similarities were found
 - Regional quality assurance networks or associations were also involved in the process. These included
 - Inter University Council of East Africa (IUCEA)
 - Arab Network for Quality Assurance in Higher Education (ANQAHE)
 - Conseil Africain et Malgache pour L'Enseignement Superieur - The African and Malagasy Council for Higher Education - (CAMES) in Francophone Africa
- The ASG-QA were also benchmarked with other international standards and guidelines, such as the European Standards and Guidelines (ESG) 2015

Scope of the ASG - QA

The ASG-QA:

- Apply to all types of HEIs in Africa irrespective of the mode of study or place of delivery, including transnational and cross-border delivery
- Address students through the whole cycle of their university life, thus referring always to both undergraduate and postgraduate students, unless otherwise stated
- Address all the staff of HEIs, from academic, research, administrative, and technical / support staff, unless otherwise stated
- Should be applied taking cognizance of existing qualifications framework and credit transfer and accumulation systems in operation in the continent.

Structure of the ASG - QA

The ASG are presented in three parts, namely:

- Part A: Focuses on the Internal Quality Assurance (IQA) of HEIs
 - The quality of open and distance learning (ODL) is incorporated into the IQA
 - HEIs should develop their IQA systems according to Part A of the ASG-QA
- Part B: Describes the standards and guidelines used for External Quality Assurance (EQA) of HEIs by External Quality Assurance Agencies (EQAA)
 - EQAAs should use the principles, practices and methodologies for EQA set out in Part B when conducting quality assurance at HEIs
 - EQAAs should acknowledge the IQA standards and guidelines used by institutions in Part A, to ensure that the internal practices of the HEIs are directly relevant to any EQA that they undergo

Structure of the ASG-QA Continued

- Part C: Focuses on the internal quality assurance of Quality Assurance Agencies (QAAs)
 - The EQAAs should undertake their quality assurance activities in accordance with the standards and guidelines articulated in Part B.
- The three parts of the ASG-QA are interlinked, and together form the basis for an African QA Framework

The ASG-QA Users' Guide

- To further support the implementation of the ASG-QA, a Users' guide was developed in 2022 for providing practical guidance and explanation. These include:
 - Clarifications in improving the understanding and interpretation of the ASG-QA, particularly in relation to aspects of individual standards that have proved challenging in the first years of their use;
 - Guidance on the implementation of the standards for HEIs and QAAs in the early stages of development;
 - Examples of how HEIs and QAAs can demonstrate that they are meeting the commitments of the ASG-QA when undergoing internal or external reviews.
- The ASG-QA and the Users' Guide, therefore are tools that embrace different types of HE systems and languages across the continent, in pursuit of a common African higher education space where mobility has become a reality and where systems and regions are now more porous than ever before.

Pertinent Definitions

- The Standards are stated as common minimum requirements
- Requirements are stated needs or expectations, usually implicit or mandatory
- The Guidelines are stated in more specific terms to advise HEIs and QAAs on the best way to address each standard and allow for the collection of evidence in support of their status of quality
- The Users' Guide gives examples of how HEIs and QAAs can demonstrate that they are meeting the commitments of the ASG-QA when undergoing internal or external reviews

Part A: Internal Quality Assurance (13 Standards)

No.	Standard	No.	Standard
1	Vision, Mission and Strategic Objectives	8	Teaching, Learning and Assessment
2	Governance and Management	9	Research and Innovation
3	Human Resources	10	Community Engagement
4	Financial Resource Management	11	Information Management System
5	Infrastructure and Facilities	12	Public Communication
6	Student Recruitment, Admission, Certification and Support Services	13	Collaboration, Staff and Student Mobility
7	Design, Approval, Monitoring and Evaluation of Study Programmes		

Part B: External Quality Assurance (7 Standards)

No.	Standard
1	Objectives of External Quality Assurance and Consideration for Internal Quality Assurance
2	Designing External Quality Assurance Mechanisms Fit for Purpose
3	Implementation Processes of External Quality Assurance
4	Independence of Evaluation
5	Decision and Reporting of External Quality Assurance Outcomes
6	Periodic Review of Institutions and Programmes
7	Complaints and Appeals

Part C: Internal Quality Assurance for QAAs (9 Standards)

No.	Standard	No.	Standard
1	Legal Status	6	Internal Quality Assurance
2	Vision and Mission Statement	7	Financial and Human Resources
3	Governance and Management	8	Benchmarking, Networking and Collaboration
4	Independence of QAA	9	Periodic Reviews of QAAs
5	Policies, Processes and Activities		

Part A:

- S1. 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

The institutional vision, mission and strategic objectives are:

- Publicly disclosed, reflect the aspirations and needs of stakeholders and indicate strategic development plans and targets
- Translated into clear policies and strategic plans, which are operationalized into achievable goals

Examples of Good Practice / Evidence

- Quality policy and commitment of the leadership drafted, posted and communicated to all the stakeholders of the university
- The institution has a strategic plan aligned to its vision, mission and values, with a SWOT analysis and planning of actions to be taken to implement a quality management system
- Operational activities are aligned with institutional plans, and are visible in the institution's implementation plan or strategic documents of faculties

Part A:

S2. 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 a QA policy and structure, which flow down through all levels
- Relevant governance and management bodies properly coordinated to ensure efficiency, effectiveness and quality

Examples of Good practice / Evidence

- Documented selection process of top management positions
- Job profiles for top management positions available
- Organization chart of the institution
- Statutes of the institution
- Authorities and responsibilities documented and communicated, such as job descriptions and employment contracts
- Relevant quality policy available
- Formal existence of a quality assurance unit / centre / directorate

Part A:

- S3. 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

Guidelines

The institution 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
- A core of full-time staff and up-to-date records of staff members, qualifications and employment turnover rates

Examples of Good Practice / Evidence

- HR policy (recruitment, retention and career development)
- Existence of HR department and a full time HR staff compliment
- Staff CVs and examples of approved job descriptions
- Performance management system
- Written reports / records of staff performance appraisals, workload and qualification adherence
- Regular reports on staff retention / turnover
- Succession planning / strategy

Part A:

S4. The institution shall have adequate financial resources and prudent financial management that are aligned to its mission, objectives and mandate to ensure quality education

Guidelines

The institution has:

- 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 system to address the risks, gaps and challenges identified for continuous improvement
- Monitoring, evaluation and benchmarking processes for the financial management system

Examples of Good Practice / Evidence

- Financial and accounting procedures manual
- Sources of funding given; government, private, student fees, grants, non-core income generated from other activities
- Accounts held by the institution, segregated by type and purpose
- Financial risk management analysis reports
- External financial audit reports
- Audit and risk committee
- Existence of an internal control system
- Internal audit reports should include financial matters

Part A:

S5. The institution shall have adequate and appropriate infrastructure, facilities and resources to support teaching, learning and research

Guidelines

The institution has:

- Academic, administrative and recreational facilities adequate for the number of students and staff
- A properly organized library equipped with facilities and resources, physical / electronic, adequate for the number of students and staff
- Adequate information and communication technology (ICT) infrastructure, including affordable, high speed and dedicated connectivity
- Facilities accessible for persons with disabilities

Examples of Good Practice / Evidence

- Adequate number of offices, rooms, lecture theatres, laboratories in relation to the number of programmes on offer, students and staff, and recreational facilities
- Existence of a library which is accessible throughout the day, with a system for managing and facilitating searches of the documentary resources
- Reliable high speed internet access
- Budget for IT infrastructure and related services
- Competent and reliable technical services
- Physical existence of access ramps
- Physical existence of lifts for all high spaces
- Essential information accessible to people with disabilities of all types

Part A:

S6. The institution shall have pre-defined, published and consistently applied policies and procedures that ensure fair and equitable recruitment and admission, progression, certification and support services through all phases of the student's lifecycle, and in issues concerning student's future employment. The institution shall have documented policies and strategies that promote student's welfare and guidance in curricular, vocational and personal areas

Guidelines

The institution has clear guidelines and strategies that:

- Promote diversity in admission, including gender mainstreaming and consideration of disadvantaged groups and persons with disabilities where possible
- Promote student retention and progression, and address issues concerning drop-out rates

Examples of Good Practice / Evidence

- Admission, equivalence and transfer policies
- Documentation on student admission, graduation, transfer and equivalence of courses
- Analysis of students' admission against annual drop-out rates and graduation statistics
- Exit surveys of graduates upon completion of the programmes offered
- Psychological and social counselling procedures
- Students' guidance and counselling activities and periodic students' evaluation on the same

Part A:

- S7. The institution shall have policies and systems that ensure the design and development, monitoring and evaluation of quality, relevant study programmes that are learning outcome-based and aligned with the needs of stakeholders, and that contribute to the achievement of its mission, and are commensurate with national, regional and international standards. In case of QDL, the provider shall have in place mechanisms for pre-testing or piloting the learning materials to ensure that they are at the learner's level and that the learners will be able to use them without difficulty

Guidelines

The institution has:

- Policies, procedures and processes for introducing new programmes with learning outcomes that are competence-based and programmes are subject to continuous monitoring and evaluation and development to ensure currency, quality and relevance
- Effective mechanisms for stakeholder participation in curriculum design, review and validation, including feedback from students, alumni and employers

Examples of Good Practice / Evidence

- Policies and procedures for introducing, developing, revising and terminating study programmes
- Publishing all expected intended learning outcomes of all study programmes
- Policies and procedures for monitoring the quality assurance of inputs, processes and outputs of proposed programmes
- Policies for evaluation of teaching and learning
- Documented changes and implementation in courses and programmes based on feedback from IQA committees, student-staff committees and external stakeholders
- Structured feedback mechanisms from the labour market and alumni

Part A:

S8. The institution shall put in place, in a way that is consistent with its vision and mission, policies and procedures that promote learning and acquisition of appropriate knowledge, competencies and skills; and assure fair and transparent assessment based on student centred assessment. The assessment principles, standards and procedures are explicit and made available publicly to both students and staff

Guidelines

The institution ensures that:

- The teaching, learning and assessment strategies are student - centred and flexible, motivate students' self reflection and engagement in the learning process
- There are systems in place for periodic monitoring, assessment and evaluation of the teaching and learning approaches for quality improvement
- There are mechanisms for students to provide feedback on their learning experiences

Examples of Good Practice / Evidence

- Teaching, learning and assessment framework / policy
- Records of student performance and achievement of learning outcomes
- Records of reports on student evaluation shared with the students
- Written records of training interventions in response to corrective action to improve pedagogy, assessments methods and skills
- Tools for peer evaluation, and head of department – lecturer evaluations
- Student satisfaction surveys; tools for student – lecturer evaluations, tools for student – course evaluations

Part A:

S9. The institution shall encourage, promote, and engage in innovative research consistent with its policies and strategic plans, and address national, regional, continental, and international needs. The institution shall encourage innovation in its teaching, learning and research. The institution shall ensure that the management of postgraduate studies is conducted within an approved framework of institutional policies and plans that ensure quality ethical research

Guidelines

The institution ensures that:

- There is a shared understanding of the nature, role and goals of research
- There are standards, procedures and processes for the approval of research proposals, and theses, and the conduct and supervision of research studies
- There is adequate academic integrity through the establishment and use of appropriate research committees and boards

Examples of Good Practice / Evidence

- The research policy and objectives are formalized in the institution's implementation plan, in accordance with national policy and priorities. They are disseminated and shared
- The nature of the research is consistent with the institution's mission and values
- The requirements for the approval of theses and research topics are decided in the bodies provided for this purpose, and are documented in minutes. They are visible and communicated to all parties
- The code of ethics is documented, available and communicated
- There are available documents as evidence that training on plagiarism is regularly organized

Part A:

S10. The institution shall encourage engagement in community outreach programmes as part of its social responsibility

Guidelines

The institution ensures that:

- Community engagement activities are conducted within institutional policies and strategies that facilitate collaboration between the institution and its larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity
- There are mechanisms for partnering with other stakeholders in the community for sustainable development

Examples of Good Practice / Evidence

- Policies and plans related to the nature of the relationship with the community
- Financial and physical support for meeting the needs of the local community development
- Joint initiatives and development projects
- Training courses and developmental and awareness – raising lectures
- Statistics of staff members / students who have participated in local community service activities

Part A:

S11. The institution shall ensure that it collects, analyses, and makes use of relevant information for effective management of its programmes of study and other activities

Guidelines

- Reliable data is crucial for informed decision-making and for understanding what is working and what challenges need to be addressed
- Effective processes for collecting and analyzing information about academic programmes and other activities of the institution feed into the internal QA system

Examples of Good Practice / Evidence

- Existence of Information Management System (IMS) policy and guidelines, ICT policy and guidelines, and risk management policy and guidelines
- Required ICT infrastructure
- Qualified staff to operate the IMS and ICT
- Data audit plan and reports; data to include profile of student population by gender, learning resources and available student services, student progression, drop-out rates, graduation rates, and students' career paths
- Programme review reports

Part A:

S12. The institution shall publish information about its activities, including programmes, in a clear, accurate and objective manner; and ensure that the information is up-to-date and accessible. The institution shall ensure that promotion of its programmes is carried out in a fair and ethical manner, following acceptable best practices, and comply with all relevant legislation

Guidelines

The institution and departments ensure that:

- Promotional materials give clear and accurate view of the programme, its provision, objectives and outcomes
- Students are fully informed of the issues that affect them with respect to the management of the programme

Examples of Good Practice / Evidence

- Public communication policy, customer service charter, and institution's website
- Faculty yearbooks, promotional materials such as brochures, circulars, and newsletters
- Service quality surveys / questionnaires, their outcomes including recommendations for improvement
- Graduate and employer tracer studies surveys
- Improvement plans and progress reports
- Timeframe for the programmes on offer, language of communication, required texts and access to reference materials, schedule for examinations, and schedule for submission of assignments

Part A:

S13. The institution shall have mechanisms that promote collaboration with other HEIs, professional bodies, research institutions and relevant social actors at national, regional, continental and international levels and to facilitate mobility of students and staff

Guidelines

- The institution has policies that promote mobility of academic staff, researchers and students in the programme, internationally
- The degree awarding institution ensures appropriate and high quality delivery programmes at the partner state

Examples of Good Practice / Evidence

- Policies governing the establishment of collaboration at all levels
- Procedures and mechanisms of cooperation at national, regional and international levels
- Approval of partnering institutions and programmes on offer by the relevant QAA / Professional body
- Joint projects, training courses and study programmes, workshops, conferences and conventions
- Activities related to attracting students, and those related to staff exchange programmes nationally and internationally
- Availability of offices / unit within the relevant organizational structures concerned with international cooperation

Part B:

S1. EQA shall ensure that the HEI has clearly articulated vision and mission statements, and shall help the institution ensure the effectiveness of its IQA mechanisms, providing an additional instrument for assessing institutional quality

Guidelines

- EQA recognizes and supports the institutional responsibility for its QA
- Assists the HEIs to adhere to established QA principles, standards and guidelines in the higher education sector
- Assists HEIs to develop and entrench an institutional quality culture by having in place mechanisms for continuous quality improvement

Examples of Good Practice / Evidence

- Make available the analysis of the frames of reference and documents taken into account in the external evaluation process
- Show monitoring mechanisms and, if possible, results to document the agency's methodology in the external evaluation process
- Explain how the agency conceptualizes its evaluation of HEIs
- Existence of documentation provided to HEIs prior to the evaluation

Part B:

S2. Standards, guidelines and processes for EQA shall be designed to be fit for purpose, defined to achieve the intended aims and objectives of EQA, and to strengthen IQA systems at institutions

Guidelines

The standards, guidelines and processes developed and implemented by QAAs and institutions are created in consultation with stakeholders. The standards and guidelines are for:

- Periodic programme accreditation / audit
- Periodic institutional accreditation / audit

Examples of Good Practice / Evidence

- Give the periods of validity of evaluation results of HEIs, training programmes and research
- Documentation of stakeholder involvement and feedback, such as; national stakeholder conference, stakeholder surveys and consultation, and publication of findings
- Present and analyze the methodologies and reference systems used for the various types of evaluation implemented by the EQAA

Part B:

S3. The standards, processes and procedures for EQA shall be pre-defined, reliable, published and consistently implemented for purposes of accountability

Guidelines

EQA is carried out on the basis of the self-assessment prepared by the institution. The processes for EQA include:

- Self-assessment by the institution and production of the self-assessment report (SAR) / self-evaluation report (SER)
- Site visit to the institution and interviews with stakeholders of the institution
- Site visit review report

Examples of Good Practice / Evidence

- Show the existence and accessibility of reference documents
- Existence of documents describing the main stages of the external evaluation and follow-up of recommendations
- Existence of documents for monitoring the implementation of procedures
- Use feedback, results of HEI and expert surveys to demonstrate the implementation of the processes and the resulting satisfaction of stakeholders
- Available site visit reports

Part B:

S4. EQA shall be carried out by panels of external experts drawn from a wide range of expertise and experience

Guidelines

Experts:

- With appropriate skills and competent to perform their task are carefully selected
- Should be adequately inducted into EQA principles and procedures
- Are independent in their judgement about the quality of the programme or institution
- Have no conflict of interest with the institution or programme under review
- Sign a declaration of independence and no conflict of interest form

The institution be given the opportunity to declare no objection on the expert review team

Examples of Good Practice / Evidence

- Procedure manuals / documents for the selection and management of experts
- Selection criteria
- Statistics on the diversity of the experts' profiles; academics, researchers, professionals, QA specialists, students, gender, age, and geographical origin
- Documentation on the training of the experts
- Documentation on transparency
- Signed declaration forms of no conflict of interest
- Indicate the opportunity given to the HEI to give a no objection opinion on the nominated experts

Part B:

S5 Reports and decisions made as a result of EQA shall be clear, based on published standards, processes and procedures, and made accessible, for purposes of accountability

Guidelines

- External quality assessment decisions are published without undermining the integrity of the review process
- The EQA reports are detailed, clear and precise to ensure easy follow-up
- The review reports clearly indicate commendations, recommendations and formal decisions
- The institution is given an opportunity for factual verification to ensure accuracy of the report
- The decisions taken are free from external influence

Examples of Good Practice / Evidence

- Make public documents relating to references, processes and procedures
- Make QAA's reports and decisions public and accessible
- Conduct a critical analysis of published reports on their clarity, strengths, weaknesses and decisions made
- Demonstrate the existence and proven functioning of right of reply mechanism
- Demonstrate the existence of codes of ethics to prevent the risk of conflict of interest

Part B:

S6. EQA of institutions and programmes shall be undertaken on a cyclical basis

Guidelines

The length of the review cycle is clearly defined and published:

- For academic programmes, the review cycle is consistent with the duration of the programme, or it reflects the defined validity of the accreditation period
- Depending on the content of the QA system, for institutions, the cyclical institutional review is carried out preferably every five years
- Every cyclical review results in a report of the general findings of the review

Examples of Good Practice / Evidence

Demonstrate the existence and accessibility of :

- Clearly defined and published cycle lengths for programme / institutional reviews
- Public information on the planning by the EQA of intended cyclical evaluations, such as on the EQA's website
- Published reports of the undertaken cyclical programmes / institutional reviews

Part B:

S7. The procedures for lodging complaints and appeals shall be clearly defined and communicated to the institution concerned

Guidelines

- There is an established complaints and appeal system with clearly defined procedures and processes
- The institution and general public are allowed to raise issues of concern consistent with the complaints and appeals system
- Appeals and complaints are handled professionally, within an agreed period of time

Examples of Good Practice / Evidence

- Accessible, easy to read documents on complaints and appeals procedures and processes
- Analysis of complaints and appeals handled, their nature, and the response time taken documented
- Documented measures taken for future improvement on the issues handled

Part C:

S1. The QAA shall be an autonomous legal entity with clearly defined mandate, scope and powers. It will be recognized as a quality assurance agency at a national / regional level

Guidelines

- When external quality assurance is for regulatory purposes, there should be security that the outcomes of the process are accepted within the HE system, the stakeholders and the public
- The QAA is established by a competent authority

Examples of Good Practice / Evidence

- Appropriate legal instrument such as an Act / Decree that established the QAA
- Statutes that define the mandate, scope and powers of the QAA
- QAA activity reports validated and passed on to the hierarchy

Part C:

S2. The QAA shall have written and published vision and mission statements or objectives taking the higher education context into account

Guidelines

The vision, mission and objectives show that:

- Quality assurance is a major activity of the agency
- There is a systematic approach to achieving the vision, mission and objectives of the QAA
- The Objectives are implemented in line with a practical management plan that is linked to the agency's resources

Examples of Good Practice / Evidence

- The QAA has a published vision, mission and objectives which are clearly disseminated to stakeholders and the public
- The QAA has a strategic plan, annual plans, and annual reports in accordance to the activities it undertakes in relation to its mandate

Part C:

S3. The QAA shall have clearly defined structures that ensure sound and ethical governance and management, including good practices of quality assurance that support its mission and legal mandate

Guidelines

The QAA has:

- Qualified and experienced leadership to oversee the development and management of best practices in quality assurance in higher education
- Relevant governing bodies such as governing board / council and committees which are well coordinated to ensure efficiency and effectiveness of its vision, mission and strategic objectives
- Procedures for the appointment of the governing board and the chief executive
- Policies and procedures for financial and management decisions
- Clear communication system of its activities for disseminating information for public accountability

Examples of Good Practice / Evidence

- QAA's organization chart
- Recruitment policies and procedures for appointment of chief executive, governing board / council, and staff
- Availability of existing policies and procedures for financial management
- Validated reports by board / council on management decisions made on financial matters
- Existing communication strategy and feedback mechanism in place

Part C:

S4. The QAA shall be independent in its operations, outcomes, judgements and decisions

Guidelines

The QAA makes independent decisions and judgements that are not subject to change by third parties. Independence of an agency includes:

- Organizational independence – demonstrated by official documentation such as legislative Acts or statutes and instruments of governance
- Operational independence – the definitions and operations of the agency's procedures and methods, nomination and appointment of qualified external experts including the provision of no objection
- Independence of formal outcomes – the final decision of quality assurance activities remains the responsibility of the QAA

Examples of Good Practice / Evidence

- Policy documents on independence
- Procedures on appointment and nomination of staff and external experts
- Procedures for the development and validation of QA standards
- Appeals and complaints system in place, its implementation and feedback mechanisms

Part C:

S5. The QAA shall undertake its quality assurance activities in accordance with the standards and guidelines articulated in Part B of the ASG-QA

Guidelines

- The external quality assurance standards and processes are appropriate for the core activities of an institution or programme, such as teaching and learning, research and community work
- The QAA conducts institutional audit / accreditation and programme accreditation / reviews on a regular basis and produces in advance the framework to the concerned institution
- The QAA ensures transparency in its reviews / assessment processes such as in the appointment of external peer reviewers

Examples of Good Practice / Evidence

- Existing QAA's standards booklet
- Manual for carrying out institutional and programme evaluation / accreditation
- Database for Peer Reviewers
- Peer Reviewers' Manual with standard operating procedures

Part C:

S6. The QAA shall have in place policies and processes for its own internal quality assurance related to defining, assuring and enhancing the quality and integrity of its activities

Guidelines

- The QAA is accountable to its stakeholders and observes high professional standards and integrity
- The external quality assurance standards and processes are predetermined, predefined, published and availed to HEIs well in advance
- The QAA policies ensure objectivity and fairness in all its judgements, decisions and conclusions

Examples of Good Practice / Evidence

- Availability of an internal quality assurance of the agency
- Feedback mechanism in place and evidence of its implementation
- Summary of reports on activities related to the implementation of the agency's IQA system

Part C:

S7. The QAA shall have adequate and appropriate human, financial and material resources to carry out its QA mandate effectively and efficiently

Guidelines

The QAA is adequately funded to realize its vision, mission and objectives to:

- Ensure it has adequate facilities commensurate with its QA activities
- Recruit adequate and qualified human resource to carry out its QA activities, cognizant of gender, disadvantaged groups and persons with disabilities
- Carry out its external quality assurance mandate professionally, effectively and efficiently

Examples of Good Practice / Evidence

- Strategic Plan
- QAA's annual budget
- Audited financial reports / statements
- Risk assessment of activities
- Assets reports
- Data on staffing segregated according to qualifications, position / cadre, gender, age

Part C:

S8. The QAA shall promote and participate in international initiatives, workshops and conferences, and collaborate with relevant bodies on QA to exchange and share experiences and best practices

Guidelines

The QAA should remain relevant in its activities through:

- Collaboration with professional bodies
- Sharing of information and experiences regionally, continentally and internationally

Examples of Good Practice / Evidence

- Internationalization policy
- Internationalization structures and reports from HEIs
- Reports of activities carried out with professional bodies, other QAAs, and relevant international organizations
- Benchmarking reports

Part C:

S9. The QAA shall undergo periodic internal and external reviews for continuous improvement

Guidelines

The QAA:

- Conducts a comprehensive internal self-assessment of its processes, practices and activities periodically including data analysis
- Subjects itself to periodic external review on the basis of self-assessment by regional, continental or international QA bodies
- Ensures that the required recommendations are disclosed and implemented for improvement
- Depending on the context of the QA system, for QAAs, the cyclical review is carried out preferably every five years

Examples of Good Practice / Evidence

- Internal and external review reports
- Evaluation procedures
- Improvement plans and records of their implementation

Acknowledgements

- The work reported herein is from the published ASG - QA, and the Users' Guide for the ASG – QA
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- Finally, I am gratefully for this opportunity that I was accorded to participate in this forum

THANK YOU ALL FOR LISTENING