The interplay between IQA and EQA

HAQAA3 training course: External Quality Assurance (EQA)

Prof Ana Nhampule
Joaquim Chissano University – Mozambique

Harmonisation, Quality Assurance
and Accreditation in Africa
HAQAA3

Summary

Objectives of the training session:
- Participants acquire knowledge of and can differentiate between EQA and IQA processes; and
- They understand the interplay between EQA and EQA.

Content:
1. Quality in higher education (HE)
   - Complexity of the concept of quality
   - Emancipatory logic of QA in HE
2. Categories for debate on the emancipatory logic of QA
   - Some examples of how emancipatory logic of evaluation is applied on IQA and EQA: experiences from participants and ASG-QA
3. Interplay between IQA and EQA
4. Final remarks.

Harmonisation, Quality Assurance and Accreditation in Africa

HAQAA3

Concept of quality (1/2)

- The concept of quality is very complex.
  - *Quality is like love. Everybody talks about it, and everybody knows what he or she is talking about. Everybody know and feels when there is love. Everybody recognises it, but when we try to define it, we are left standing empty handed. The same counts for the concept of quality. There is no general consensus on the concept of quality. An absolute definition of quality does not exist because just like beauty quality is in the eyes of the holder* (IUCEA, 2023: 6).

- Quality assurance in higher education is more complex than quality assurance in industry:
  - Multi-product system and Multi-client system,
  - Multidimensional quality of inputs, process and outputs,
  - Stakeholders with different own ideas and needs – there is a need for negotiated concept of quality.

Concept of quality (2/2)

- Stakeholders in higher education include:
    - Government or state, employers or industry, professional bodies or associations, academic staff, administrative staff, **students**, **parents**, society, society in general.

- *Quality is achieving our goals and aims in an efficient and effective way, assuming that the goals and aims reflect the requirements of our stakeholders in an adequate way* (IUCEA, DAAD & HRK, 2023: 7)

- The context where education aims to promote citizenship rights based on the independent and critical thinking of the graduate calls for an emancipatory logic of QA.

Emancipatory logic of QA in HE (1/2)

- The emancipatory logic of QA is inspired on the paradigm of emancipatory evaluation:
  - Emancipatory evaluation is a paradigm of evaluation that does not disregard existing assumptions; however, it outlines a new path through a dialogical process where stakeholders develop their own actions.
  - Emancipatory evaluation is a democratic process.
    - The main commitment of emancipatory evaluation is to enable stakeholders involved in an educational process to write their own story and generate their own alternatives for action.
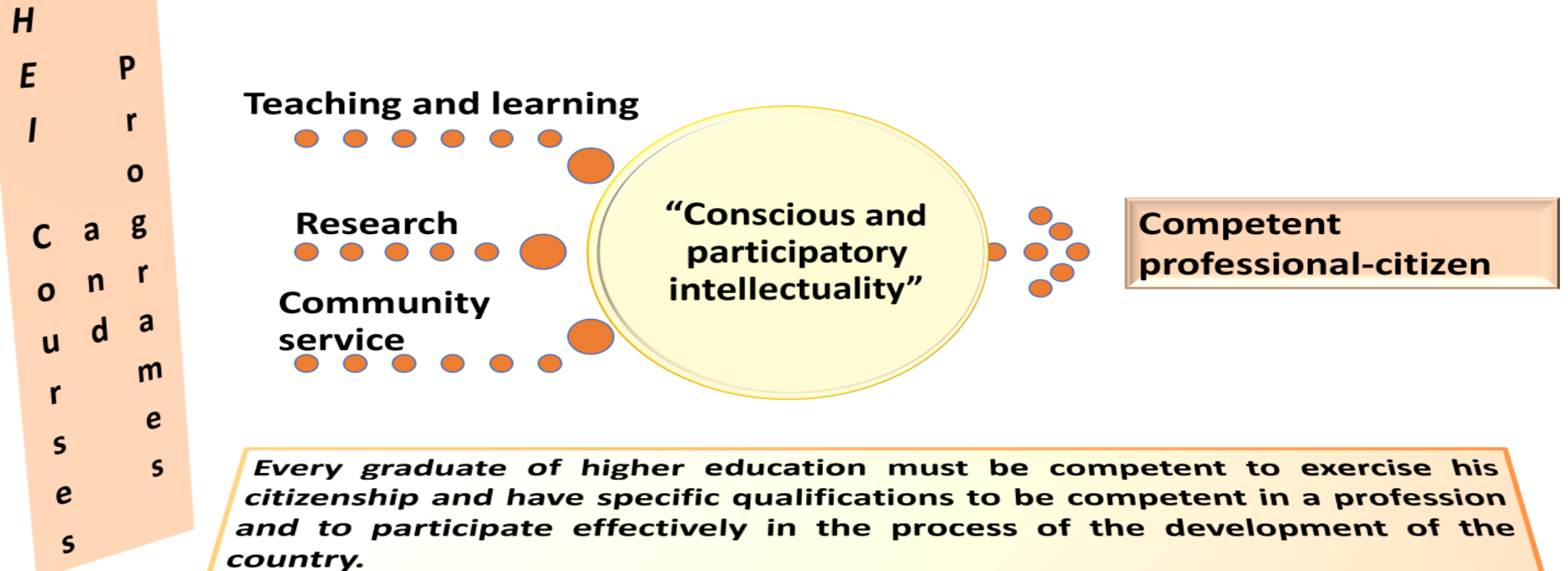- Emancipatory logic of QA calls for an ethical action for improvement.

(SAUL, 2010 & SAUL, 2015)

Emancipatory logic of QA in HE (2/2)

- Emancipatory evaluation has two basic objectives
  - To illuminate the path of/for transformation that can benefit the stakeholders – Evaluation is committed to the future, to what is intended to be transformed, based on critical self-knowledge. Enables the clarification of alternatives or possibilities for the improvement of quality of the evaluated reality;
  - To benefit stakeholders making them self-determined – this objective focus on the emancipatory warmth of this approach for those who are stakeholders of an educational program. This process can allow participants, through critical consciousness, to imprint a direction to their actions in the contexts in which they are situated, according to the agreed values and to which they are committed throughout their historicity.
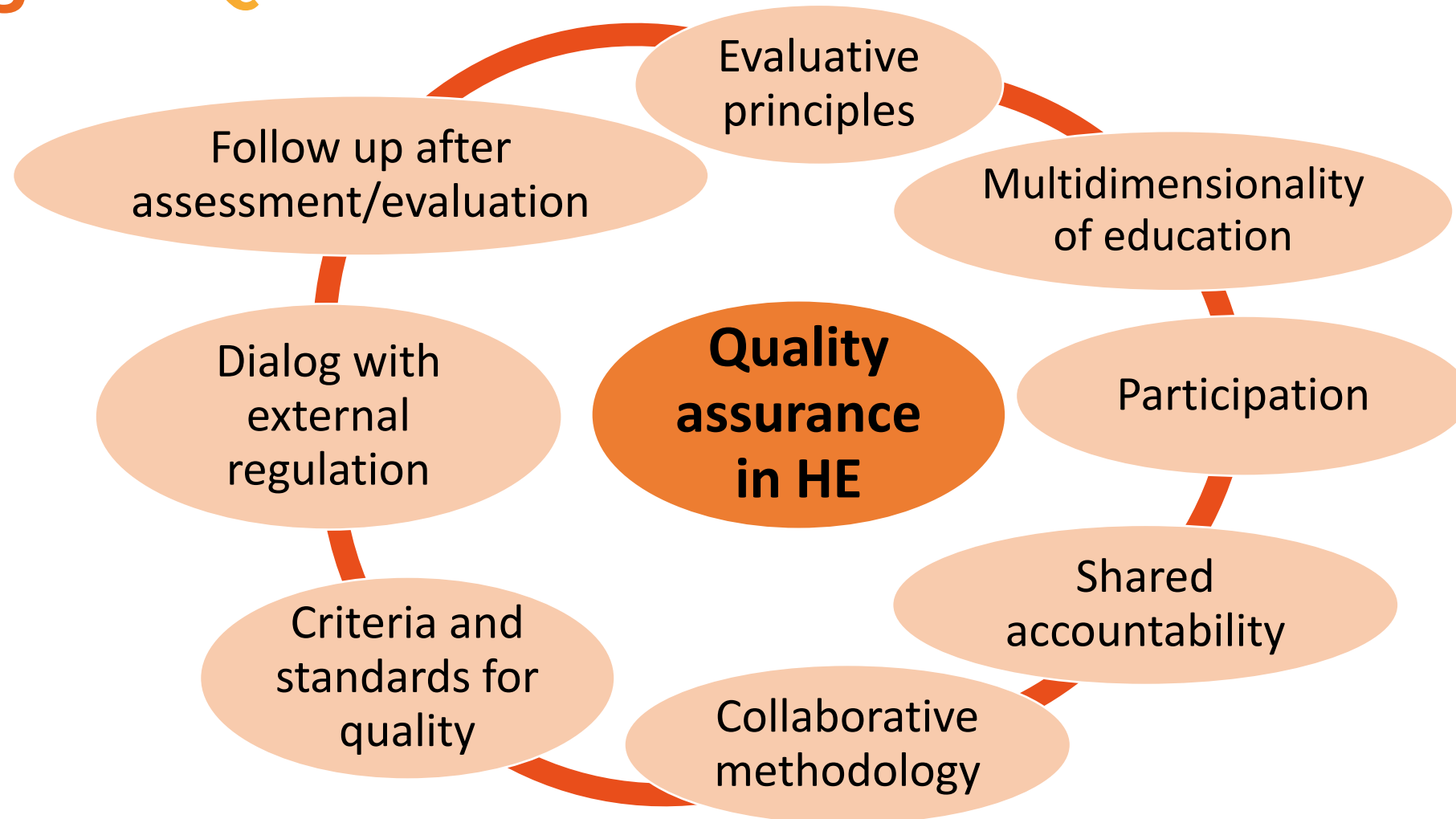
Concept of quality: an example from Mozambique

Underlying quality concept in SINAQES (the Mozambican NQAS)

HEI Courses and Programmes

Teaching and learning

Research

Community service

"Conscious and participatory intellectuality"

Competent professional-citizen

Every graduate of higher education must be competent to exercise his citizenship and have specific qualifications to be competent in a profession and to participate effectively in the process of the development of the country.

25/01/2025

Source: Nhampule (2021)

HAQAA3

# Categories for the debate on the emancipatory logic of QA

What is behind each category? (1/2)

- Explanation of the evaluative principles
  - Common understanding or negotiated concept of quality and quality requirements;
  - Shared principles of QA.
- Multidimensionality of educational quality
  - Approach to different aspects of the educational context, quality requirements set by different stakeholders who appreciate different aspects of quality.
- Participation of the stakeholders
  - Different voices, collaborative work, stakeholders' engagement in all phases of the QA process (self assessment, external evaluation, and follow up).
- Shared accountability
  - Institutions are the preferential locus for the contextualized interpretation of the data collected;
  - Dialogue with stakeholders in different levels and negotiation for the implementation of the needs for improvement because of the QA processes.

What is behind each category? (2/2)

- Collaborative methodology
  - Collaborative setting of procedures and tools for QA (for both: IQA and EQA);
  - Adoption of national and international references with adequate adaptations in HEI; and
  - Usage of the results by all stakeholders for improvement.
- Clear and objective descriptors
  - Clarification of the dismission of quality in each instrument or stage of the evaluation process;
  - Explicit operational descriptors that translate each dimension in concrete practices.
- Dialogue with data from external regulation
  - National QA system or framework; regional QA system and framework;
  - International frameworks and good practices are considered in all process.
- Follow up after self assessment and follow up after external evaluation
  - Improvement plan form the SAR and recommendations from the EER are implemented collaboratively.

Discussion on the emancipatory logic of QA
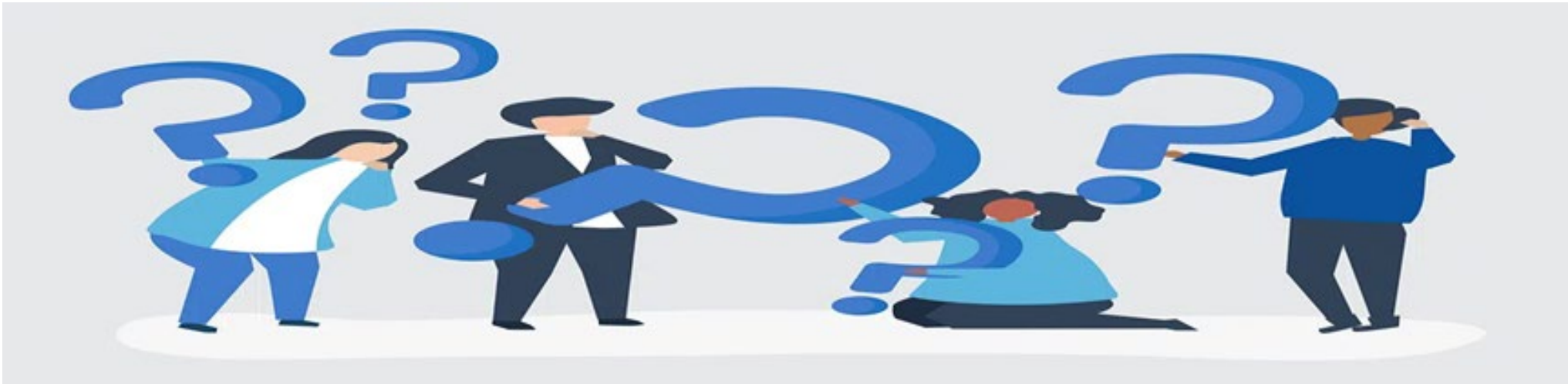
- To what extent is the IQA and EQA in your country and in your region following the emancipatory logic of QA?

Harmonisation, Quality Assurance
and Accreditation in Africa

HAQAA3

Emancipatory logic of QA at regional level

- The IUCEA Handbook for Quality Assurance in Higher Education – "Roadmap to Quality" refers to:
  - Clear definition of principles for QA in HE
    - Aims of the handbook – support HEI to implementing good practices for QA applying their national standards and criteria, developing an adequate systems that fits international developments, and discovering their own quality.
    - The tools offered on the handbook must be adapted to the specific situation of the university and faculty or department.
  - Consultation made with all stakeholders, at regional and national level;
  - Benchmarking with best practices in the continent an internationally;
  - Standards as reference for the national regulations were designed from the existing national QA systems.

Examples of how emancipatory logic of QA is applied in the ASG-QA (1/2)

- Approach used in framing the standards and guidelines:
  - The ASG-QA are stated as common minimum standards or requirements that must be complied with. However, individual HEIs and QAAs can add additional standards that will reflect their own traditions and contexts.

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

Harmonisation, Quality Assurance and Accreditation in Africa

HAQAA3

Examples of how emancipatory logic of QA is applied in the ASG-QA (2/2)
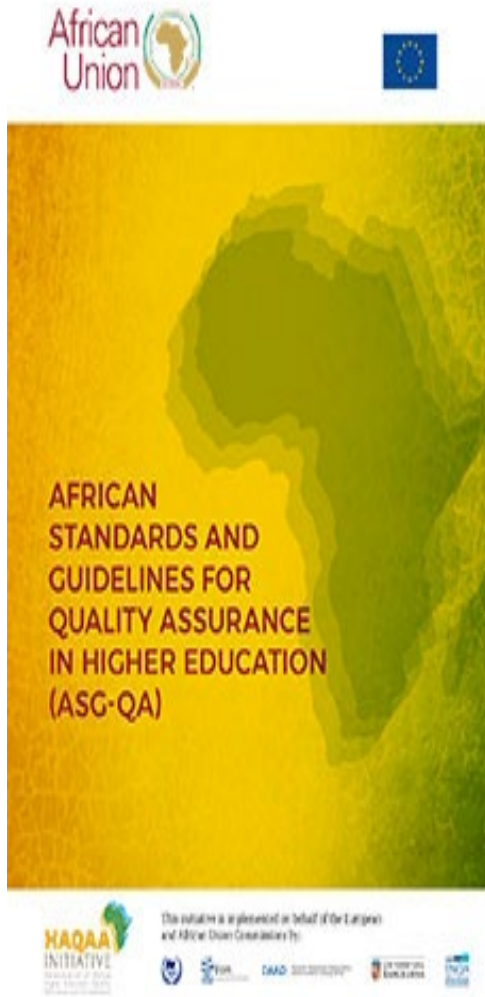
- Consultation process under PAQAF:
  - Participative process for the establishment of African QA principles,
- ASG-QA drafting process: Technical working group, National QAS, Regional QAS, benchmarking.
- Consultation: survey on the draft ASG-QA, in Portuguese, English, French and Arabic – all feedback were considered comprehensively; Training initiatives.
- Advisory Board of the HAQAA Initiative, involving representatives from different regions.
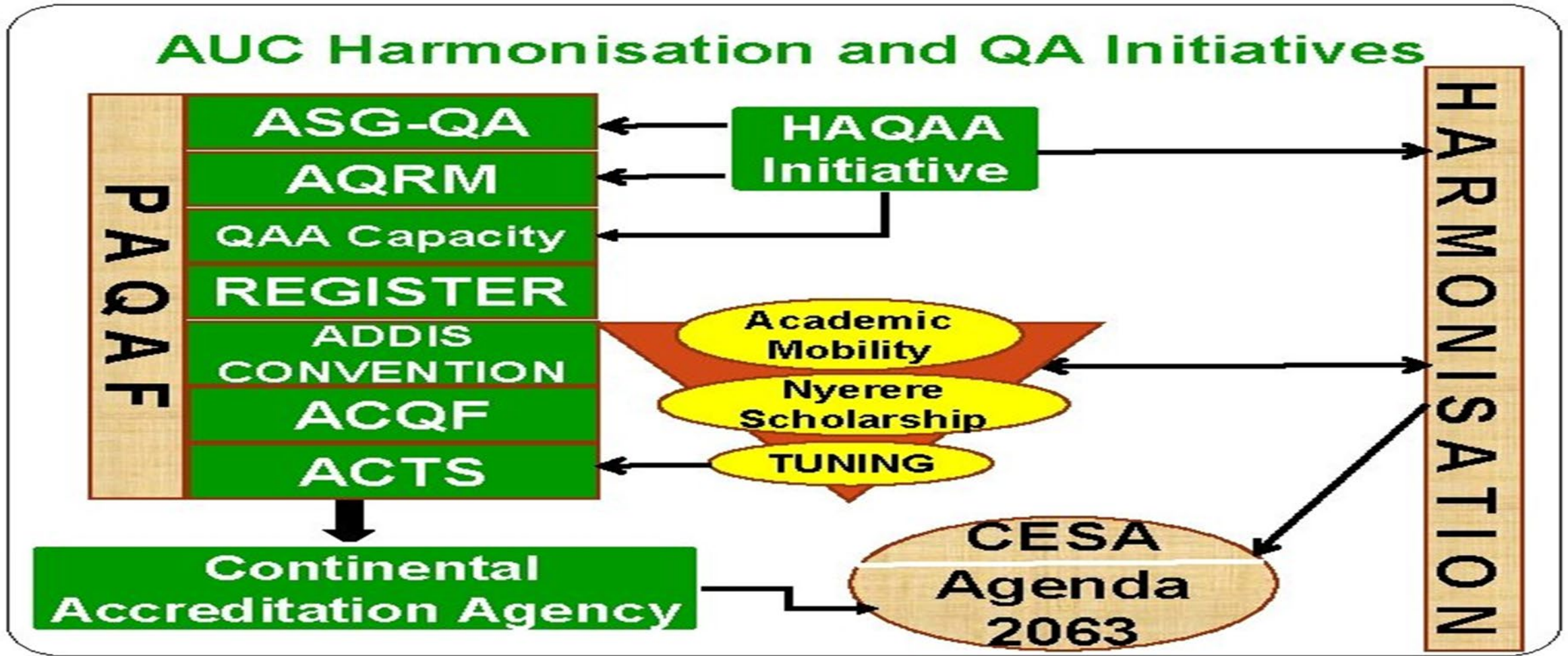- Implemented processes of QA for Agencies (peer review).

ASG-QA is a tool of PAQAF

The interplay between IQA and EQA – ASG-QA

Internal Quality Assurance implemented by HEIs

Part A: IQA

ASG-QA

External quality assurance of HEIs

Part B: EQA

Quality Assurance of Quality Assurance Agency (for self-assessment in preparation of EQA)

Part C: QAA

Harmonisation, Quality Assurance and Accreditation in Africa

HAQAA3
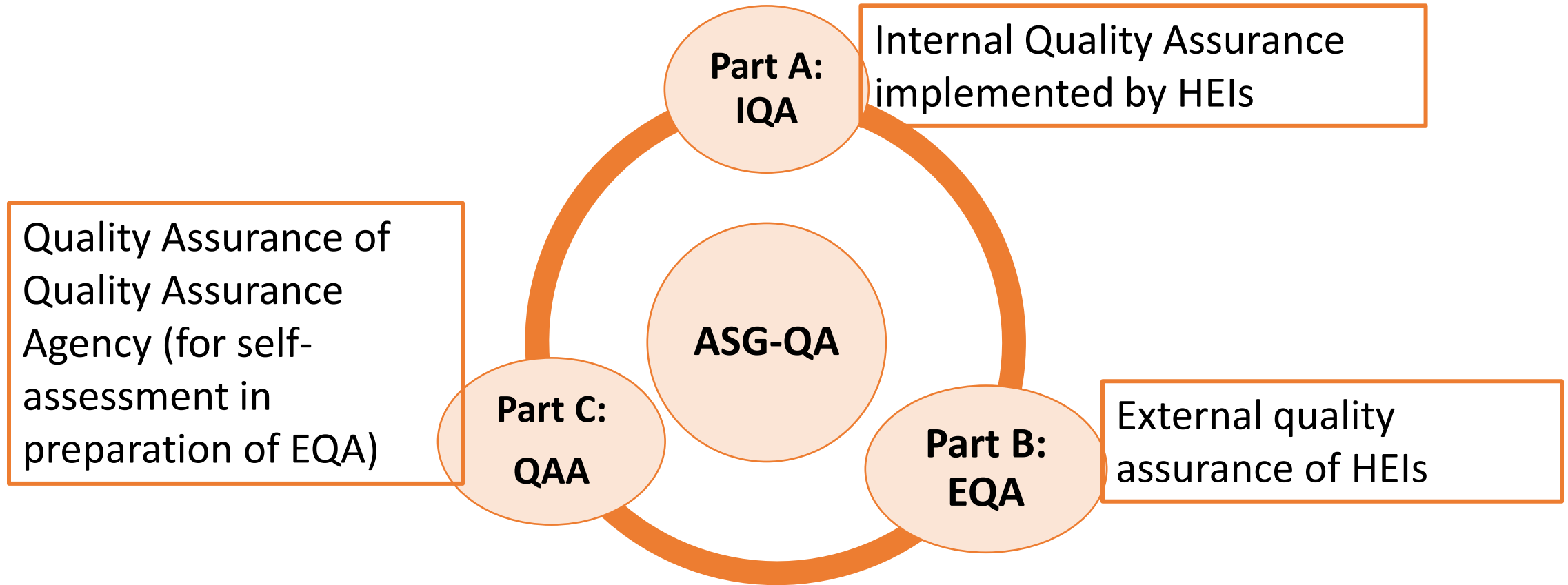
The interplay between IQA and EQA (1/3)

Self-assessment (continuous and systematic process)

External Evaluation (periodic)

Accreditation

Carried out by the HEI or Faculty/Department

Collaborative analysis of the degree of performance in each standard and criteria or guidelines; evidence-based analyses (SWOT analysis); **Self-Assessment Report** (SAR) which includes the Improvement Plan.

Peer Review carried out by the QAA

External analysis of the RAA; site visit to the HEI or Faculty/Department; verification of evidences; **External Evaluation Report** (EER) that includes recommendations for improvement.
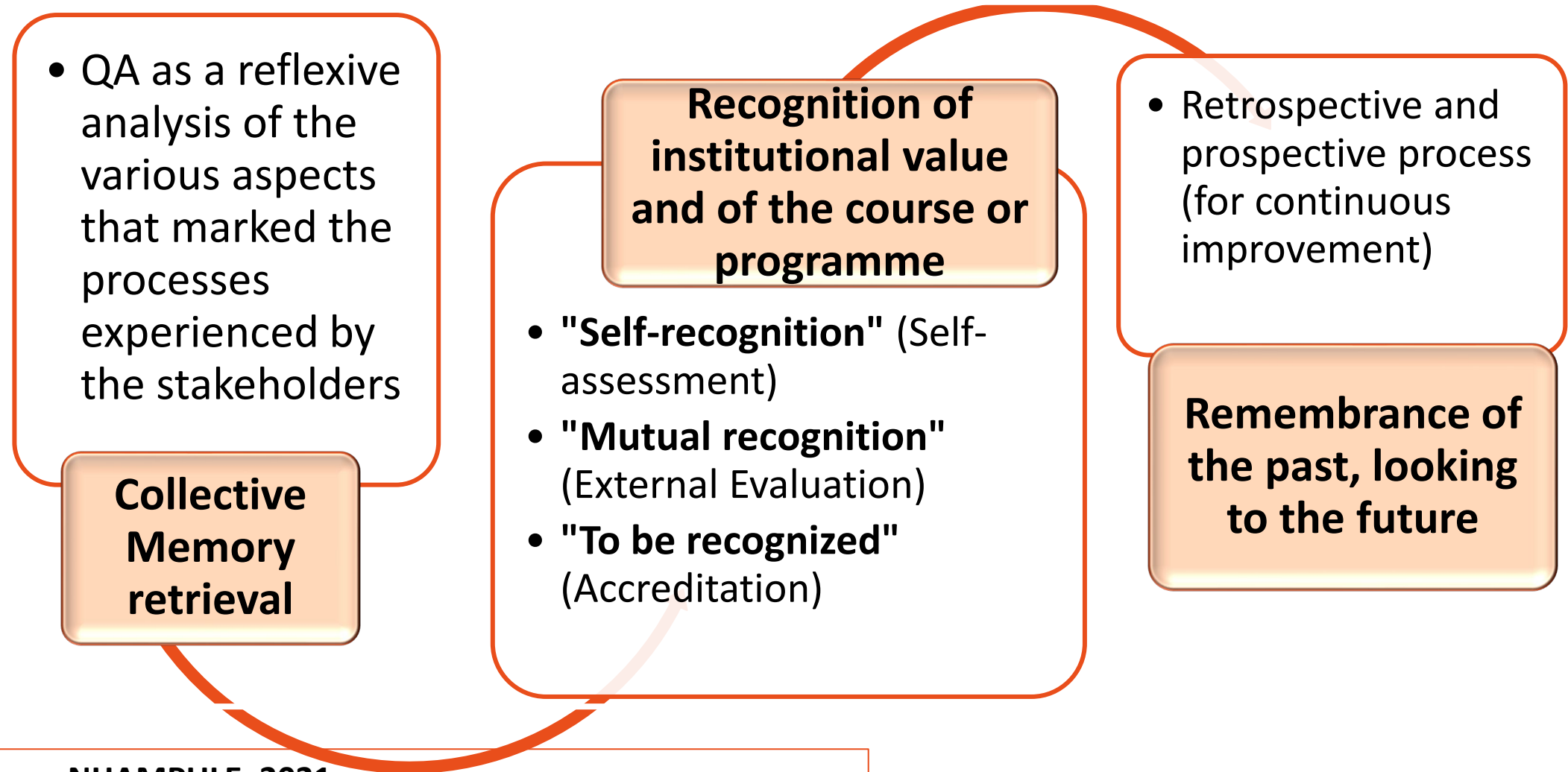
Public Statement by QAA on the performance of the HEI, or program

It is based on the results of the external evaluation.

Quality Assurance on in Africa
QAA3

The interplay between IQA and EQA (2/3)

- The interplay between IQA and EQA calls our attention to the primary responsibility of HEI for quality and quality assurance:
  - The EQA process come after IQA process.
  - If there are not internal processes for QA that results on the self assessment report and plan for improvement, it will be impossible to implement external processes – peer review or external evaluation.
  - IQA and EQA follow the same approach – we suggest the emancipatory logic for QA.
- The aim of EQA is to strengthen the IQA – analizing the same reality from outside.
  - It will (des)confirm and reinforce the narrative identity made during the IQA.
  - It will strengthen the possibilities for benchmarking – recognition of the value (identity) of the institution or program; and offering possibilities for improvement and possibilities to be recognized as "add valued" experience.

The interplay between IQA and EQA (2/3)

- QA as a reflexive analysis of the various aspects that marked the processes experienced by the stakeholders

Collective Memory retrieval

Recognition of institutional value and of the course or programme

- **"Self-recognition"** (Self-assessment)
- **"Mutual recognition"** (External Evaluation)
- **"To be recognized"** (Accreditation)

- Retrospective and prospective process (for continuous improvement)

Remembrance of the past, looking to the future

Source: NHAMPULE, 2021
Adapted form the concept of Narrative identity (Paul Ricour)

Discussion on the interplay between IQA and EQA

- To what extent the HEI in your country assume their responsibility for quality and QA? (1 top good practice and 1 top challenge).

- What are the 3 top challenges facing QA processes in HEI, in your county, and in your region?

- What are the 2 top challenges facing QA processes in the QAA?

- How those challenges can be addressed to adopt or reinforce the emancipatory logic of QA (both IQA and EQA).

Harmonisation, Quality Assurance and Accreditation in Africa

HAQAA3

Final Considerations

- IQA and EQA are based in the same principles.
- African countries have made significative progress on the establishment of QAS/QAF at national, regional and Continental levels.
- However, there are still challenges in African HE space.
  - HEI and the governance structure, including QAA, they need to strengthen their capacity to transform all intentions addressed by the regulations and frameworks on QA into practices.
  - Some countries they still need to develop their own frameworks or systems.
  - Even the QAA, when they started to do their self assessment under ASG-QA, they experimented many difficulties – training is needed for all stakeholders, including those from government and QAA.
- The implementation of ASG-QA, part C – agency review and consultancy visits – is a very important action for the improvement of the quality of HE in Africa and for the enhancement of QA mechanisms.
  - As a follow up, agencies are implementing improvements in their own structure and in the national processes of EQA, inspiring institutions to improve their own IQA systems.

HAQAA3

References

- IUCEA & DAAD (2023). *Guidelines for internal and external assessment at program level*. **Revised and combined volumes 1 and 2 of the "Roadmap to Quality" – Handbook for Quality Assurance in Higher education**. Available online: WWW.iucea.org.

- NHAMPULE, A.M. (2021). *Modelos e Experiências de Avaliação Institucional no Ensino Superior: O caso de Moçambique*. Paper presented to the Roundtable on Higher Education in Portugueses Speaking Countries. Held on-line, organized by ANPAE and Forges. 7 May 2021.

- OKEBUKOLA, P.A. (2019). *Hinderances and Enablers to Continental Aspirations to Quality Higher Education in Africa*. Peper presented to the NAQAAE 6th International Conference, Cairo, June 12-13.

- SAUL, A.M. (2010). **Avaliação emancipatória: desafios a teoria e a prática de avaliação e reformulação de currículo**. São Paulo, Cortez Editora, 8ª Ed.

- SAUL, A.M. (2015). *Running against the logic of control in assessment: for democratic and emancipatory education*. Article in the journal **Educação e Pesquisa**, São Paulo, v. 41, n. especial, p. 1299-1311, dez., 2015. available on-line: https://www.scielo.br/j/ep/a/3nMScNcgg4HFXrrMTTTsGtc/?format=pdf.

- SORDI, M.R.L (de); OLIVEIRA, S.B. (de) & ALMEIDA, L.C. (2023). *External evaluation and institutional evaluation: contests and dialogues to build social quality*. Article in **Cadernos Cedes**, Campinas, v. 43, n. 121, p.77-89, Set.-Dez., 2023. available on-line: https://doi.org/10.1590/cc269668.

Harmonisation, Quality Assurance and Accreditation in Africa

HAQAA3

THANK YOU!

Contact

Ananhampule@yahoo.com.br

More information at

www.haqaa3.obreal.org

Harmonisation, Quality Assurance
and Accreditation in Africa

HAQAA3