African Union

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African Quality Rating Mechanisms (AQRM)

An Internal Quality Assurance Tool For Higher Education Institutions

(A HAQAA2 Initiative)

Olusola Oyewole

HAQAA2 Harmonisation, Accreditation and Quality Assurance in African Higher Education

OBREAL Global

DAAD Deutscher Akademischer Austauschdienst German Academic Exchange Service

enqa. European Association for Quality Assurance in Higher Education

African Union

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About the HAQAA2 Initiative

The HAQAA2 initiative has been an ambitious endeavour to promote African continental harmonization in quality assurance, as well as African regional integration in higher education more generally, in line with the ambitions of the 'PAQAF' framework of the African Union and the Continental Education Strategy for Africa (CESA).

A continuance of HAQAA1, the initiative has been adjusted and re-positioned over the past 3 years, responding and adapting to the Covid crisis and tackling new, important policy themes where required. The initiative has been structured around three core action areas: Capacity building, training and support for CESA (the policy component).

It has engaged diverse stakeholders from the higher education sector at institutional, country and regional levels. The final HAQAA2 event is a showcase event, tying together all of these elements.

The objectives are:

- Promote and disseminate the results of training and capacity building done in IQA and EQA
- Discuss the future of the African Standards and Guidelines (ASG-QA) on this basis, as well as continued capacity building and training needs
- Present a road map and clear vision for the future set-up of the Pan-African Quality Assurance and Accreditation Agency, according to a major stakeholder consultation
- Present a road map for capacity building for coherent higher education data generation in Africa
- Present a road map for how the African Credit Transfer System should be taken forward in Africa, and concrete actions that can be taken at institutional, national and regional levels

- Discuss the overall policy impacts of HAQAA2, both towards African regions and towards the African Union and the CESA agenda.

About the Association of African Universities (AAU)

The AAU, whose headquarters is in Accra, Ghana, was established in 1967. The AAU is the apex organization and principal forum for consultation, exchange of information and cooperation among the universities and other higher education institutions in Africa. With an initial membership of 34 institutions in 1967, AAU has grown to a current membership of more than 420 institutions in 46 African countries, and operates in three official languages, namely English, French and Arabic.

As the representative voice of higher education in Africa, AAU aims to raise the quality of higher education in Africa and strengthen its contribution to Africa's development by, *inter alia,* providing support to their core functions and facilitating critical reflection on, and consensus building around, issues affecting higher education and the development of Africa.

As a key higher education body with a continental mandate, the AAU has a unique voice on matters of higher education in Africa. This has motivated development partners to support it in its programmes and services in areas such as - ICT, Gender, Climate change, health, quality assurance, youth education, peace building, advocacy, centres of excellence and new research paradigms.

Motto

The Voice of Higher Education in Africa.

Vision

To be the leading advocate for higher education in Africa, with the capacity to provide support for its member institutions in meeting national, continental, and global needs.

Mission

To enhance the quality and relevance of higher education in Africa and strengthen its contribution to Africa's development.

Foreword

The African Quality Rating Mechanisms (AQRM) is a tool that higher education institutions in Africa can employ to ensure the quality of their programs and processes. It was adopted by the Conference of the African Union Ministers of Education in 2007. In 2018, the African Union Commission handed over the AQRM questionnaire to the AAU, but it was realized that an overhaul of the whole instrument was inevitable. The instrument was re-developed by the AAU and the launch of the African Quality Rating Mechanism (AQRM) for institutional improvement was done on Friday June 3rd 2022, with an overwhelming response from the whole world.

The AQRM was promoted as part of the Harmonization of African Quality Assurance Program 1 and 2, during which its contents were improved to take care of emerging issues in higher education, post covid.

The HAQAA2 program was able to develop an 0n-line version of the AQRM so that institutions can complete the questionnaires on their own for an online analysis.

This tool has been found to be a useful tool for driving institutional internal quality assurance process. Issues about the validations of the institutional self-analysis has been raised. However, institutions are challenged to raise up internal validation teams to check on themselves. The AQRM tool can be used by any institution or by a unit or department or college in an institution. Its current version is to ensure that institutions can promote it to a wider use in their environment.

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Secretary-General,

Association of African Universities.

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Chapter 1

Quality and Quality Assurance of Education

1.1 Quality

Quality is a multidimensional concept that has different meanings for different people and situations. **"Quality"** as a concept has been variously recognized to mean:

- "fitness for purpose' – measured by the extent to which each higher education product fits its envisaged or stated purpose.
- 'fitness of purpose' – measured by the extent to which an institution's provisions align with or fit national priorities, goals, objectives, and aspirations.
- 'transformation from one state to another with value-added'.
- 'attainment of a flawless product'
- 'excellence' - is viewed as the attainment of exceptionally high standard.
- 'attainment of exceptionally high standards' among others.
- 'conforming to generally accepted standards as defined by an institution, quality assurance bodies, and appropriate academic and professional communities"[1].
- the totality of features and characteristics of a product or service that bear on its ability to satisfy given needs *or value* to the Customers

Quality has become an integral feature of the education system all over the world, but the concept of 'quality education' has different meanings to the various stakeholders in the education field. Njoku[2] noted that academics will define quality in higher education by emphasizing the quality of research work done by a colleague or an

1 Materu Peter (2007) Higher education quality assurance in sub-Saharan Africa. World Bank Working Paper No. 124. The World Bank.

2 Njoku, P. (2006) Quality assurance in higher education. Paper presented at the 30th Annual Conference of the Nigerian Association for Education Administration and Planning, held at the Enugu State University of Science and Technology, Enugu, Nigeria. 2-6 October, 2006. 15 pages

institution, while undergraduate students will focus on the issue of teaching, their learning experience, and the environment, while professional bodies will focus on meeting the professional standards and skills.

In another World Bank publication,[3] several reasons were given for prioritizing educational quality over quantity at higher levels of education. Countries were encouraged to promote quality education because:

- Quality is more closely correlated with growth. Workers with higher quality cognitive, technical, communications, and team skills are better able to: assimilate technology; push the knowledge frontier; work in groups; and make efficient decisions that build the technological capacity for competitiveness and are the basis for innovation in applied research in fields such as engineering and the biosciences.
- Tertiary institutions equipped to impart quality education and conduct relevant applied research are also likely to cultivate multiple linkages with industry and to stimulate knowledge-based development through a variety of proven channels.
- Better quality education can lead to lower graduate unemployment and enable graduates to effectively participate in lifelong learning.
- One of the strategies for arresting the deterioration of the past and revitalizing higher education systems in Africa is by promoting quality in higher education and the process of quality assurance.

The current need for development in many African countries demands that they produce graduates that are able to stimulate innovation, promote the development and diversification of new services and products and maximize returns through more efficient allocation and management of assets. This can only be possible when educational institutions of learning - from the primary to the tertiary education levels, are committed to quality education.

It is necessary to promote quality education at all levels of the education system. This is because poor quality primary education will lead to poor quality raw materials for the secondary schools, which will also deliver poor quality students into the tertiary levels for graduates that will be useless to themselves and society.

3 World Bank (2008) Accelerating Catch-up: tertiary education for growth in sub–Saharan Africa. Synopsis. Pg 7

Africa needs quality education that will produce skilled and innovative graduates to support national as well as continental economic development.

The strategy that education institutions employ to ensure or ascertain the quality of their education system is called Quality Assurance.

1.2 Quality Assurance:

Quality assurance is variously recognized to include:

- "the process of evaluating the fitness for purpose of an institution or program using appropriate measurements, which examines the effectiveness and efficiency of the inputs, process and output elements of the institution's set purpose and mandates against some standards.
- "process of ensuring that minimum standards (or requirements) are in place, adhered to and improved upon, on a regular basis".
- "all those planned or systematic actions necessary to provide adequate confidence that a product or service will satisfy given needs" (Making sure that Quality is what it should be)

1.2.1 Quality Assurance in Education

One of the areas where the concept of Quality Assurance is emphasized is in higher education.

From Higher Education Perspective, quality assurance is the process of examining an institution and its facilities and programmes to see if the expected standards are being met, upheld, and improved upon. It is a process where the basic requirements for infrastructure, teaching and learning, staff development, research, student affairs, and programme design and development are examined by an organized and systematic assessment process.

Quality Assurance in education is the "planned and systematic review process of an institution or programme to determine that acceptable standards of education, scholarship, teaching, administration and infrastructure are being maintained and enhanced.

The aim of quality assurance in higher education is to guarantee the improvement of standards and quality in higher education in order to make higher education meet the needs of students, employers and financiers.

1.2.2 Driving Forces Compelling Quality Assurance

There are various driving forces compelling the need for good quality assurance mechanisms in our education system. These include:

1.2.2.1 Demand for efficiency and competitiveness:

The role of education and training and of high-level human resource development in addressing the political and economic crises and challenges of the African continent are also central to the recommendations of the Commission for Africa and to the commitments in the Gleneagles Communique.

A well functioning and responsive higher education system is now considered by many governments and international development and funding agencies to be indispensable for social and economic development and for the establishment of knowledge-based societies and economies.

African higher education institutions will have to accelerate the development of their planning and delivery capacity to respond to and be ready for the new challenges and tasks facing them within the emerging development assistance framework. The development and maintenance of quality and standards will be a critical component of higher education readiness on the continent – as a factor designed to improve efficiency, benchmarking, and competitiveness in higher education. Several new developments pertaining to the increased demand for higher education, new modes of delivery and the increasing mobility of students and academic professionals across national borders are all impacting on African higher education institutions in ways that require stronger quality assurance planning and implementation capacity.

1.2.2.2 Increasing Mobility, Globalization and the Cross–Border Recognition of Qualifications:

Increasing student and academic staff mobility across borders has put the issue of mutual recognition of academic and professional qualifications high up on the agenda of higher education systems.

Cross-border recognition of qualifications and joint accreditation of degrees and diplomas are not new to the African continent, and various sub-regional bilateral and multilateral mechanisms have been in place for some time to facilitate these processes, e.g., in East Africa by the Inter-University Council, in Southern Africa by a Technical Committee of the Southern African Development Community and for the French-Speaking African Countries by the Conseil Africain et Malgache pour l'Enseignement Superieur (CAMES). However, there is a broad understanding that the existing international and regional initiatives on quality assurance, accreditation and recognition of qualifications have to be further strengthened and implemented more effectively. In the context of increasing and new forms of cross-border provision of higher education, and the wide range of possibilities opened by the inclusion of education in the General Agreement on Trade in Services (GATS), there is a need for new regional and international initiatives to enhance student protection at a global level, while respecting individual countries' authority to regulate the quality assurance and accreditation of their own higher education systems. This move calls for more collaboration between domestic higher education service providers and international organisations and networks on quality assurance to enable African providers and their country systems to have a clear picture of the accreditation and recognition regimes of countries outside the continent and of the latest trends and developments in this regard.

1.2.2.3 Involvement of private interests in higher education:

New private higher education providers are emerging in many countries of Africa. For some of them, financial returns come up as the main motivating factors. Except urgent steps are taken, there will be tendencies to compromise academic standards by these private providers. This may be expected as some of these providers themselves may not have benefits of higher education and may want to cut corners. The current news of the on-goings in private universities of Nigeria lend credence to these assertions. Private Universities which are yet to produce first degree holders are currently mounting post-graduate programmes; professors are being appointed with lowers academic qualifications and experiences; the rate of turnovers of vice-chancellors is alarming with a university having up to two or three vice-chancellors within a year. It is becoming clear that without adequate quality assurance mechanisms in place, the marketability of graduates from these private-higher education systems may be discriminated against in the future.

1.2.2.4 The Challenge of the New Modes of Delivery:

The world of education and learning is rapidly changing and creating new realities and challenges in the face of globalisation. The knowledge society, innovations in ICT, emphasis on the market economy, massification of education provision and participation, and trade liberalisations have important implications for higher education and lifelong learning. New contextual issues such as electronic delivery of educational services, cross-border delivery and consumption of educational services, skills development outside formal learning arrangements, new types of qualifications, and even commercial provision of teaching and learning continue to challenge existing institutions, policies, funding arrangements and regulatory frameworks in many countries.

These recent developments also pose new questions for the regulatory capacities and boundaries of existing national or regional policy frameworks. Furthermore, the current situation increases the pressure to make new efforts for student protection both at national as well as international levels.

1.2.2.5 Expansion in Enrolments:

Institutions of higher education are under increasing pressure to admit more students than the capacity of their staff and infrastructure will allow, resulting in phenomenal increases in enrolment at almost all institutions of higher education at a time when resources for staffing, equipment, library and laboratory facilities are still limited, if not shrinking. Although the increase creates opportunity for services and production to be provided by highly skilled and creative personnel, nurturing such a cadre of people requires that the quality of higher education has to be strengthened.

The issues of quality in labour market terms are measured not only by traditional input-oriented approaches to quality assurance, but increasingly by outcomes-oriented and competency-based approaches. How the products of these institutions, be they graduates, research products or technical services, are perceived and received in the relevant communities, is therefore of increasing importance.

Despite the problems posed by structural adjustment requirements and various other political and social crises, African higher education has always sought to respond to the demands for increased access. With increasing demand, institutions of higher education have come under pressure to attract more students by promising

and delivering high quality programmes. However, these developments are new to many African institutions of higher education that are yet to develop strategies for resource mobilisation and academic entrepreneurship. As many universities try to offer more than their human and other resources can cater for, quality is likely to be compromised. This is especially problematic in a context where African public and private universities may have to compete with foreign providers operating in their countries.

1.2.2.6 Market Demand for Quality and Relevance of Education

We are moving very fast into the era where the end-users of the products of higher education are demanding for relevance and the need for special skills from the products of these institutions. Today, it is not enough to hold a certificate, it is important to be able to exhibit the skill to carry out some services. Higher education institutions therefore need to ensure that their Inputs, Processes and Outputs meet the required quality levels through the implementation and institution of appropriate quality assurance programmes.

1.2.2.7 The Challenge of Brain–Drain

It is estimated that about 3 million Africans live in Europe and North America. Over one hundred thousand are professionals. The World Bank reported that 23,000 university graduates and 50,000 executives leave Africa annually. Estimates show that 40,000 African PhD holders live outside Africa.

There are arguments that the phenomenon of 'brain-drain' can be made to be beneficial as the skilled and highly qualified professionals can put their capacities to the service of their home nations, which may benefit from emigrants' remittances, export opportunities for technology, transfer of knowledge, increased ties to foreign institutions and access to international networks. The great skills of African youths will not need to emigrate outside the continent in search of quality education if such quality education is provided in their various countries.

One important way of retaining our human resources is by improving their working environment at home and ensuring that our home students do not receive second-rate education.

1.2.2.8 Challenge of Emerging Trans-National Education:

Many young people are now looking beyond the four walls of tertiary institutions to get the education, skills, and competencies that they need. This new form of education is being provided by Transnational education. Transnational Education refers to "all types of higher education study programmes, or sets of courses of study, or educational services; including those of distance education, in which the learners are located in a country different from the one where the awarding institution is based". Transnational education is currently being fuelled by globalization and the hunger for life-long learning by many citizens of the world. The recent emergency of Covid-19 has gone long enough to expose many young people who are hungry for education to get connected to various forms of transnational education. The delivery mechanisms for Transnational education are wide and include:

a) Branch campus / Satellite campus.

b) Franchising

c) Articulation

d) Distance – (Non-Open) /virtual education / Self-study distance education

e) Study abroad

f) Double/ Joint degree / Programme articulation

g) Corporate Universities

h) Off-shore institution

i) International joint university Programme

Many national and international organizations do not know the attitudes they should have towards transnational education. While many developed countries are currently making money from less developed countries through transnational education, many African countries are yet to develop appropriate mechanisms to control it, if they regulate it to their benefit.

While some countries are seeing it as a threat to the national monopoly of their national authorities, some others are seeing its potential to improve access, widen participation, enrich the curricula, expand choice and flexibility and impact some skills and competencies that are not available in many traditional tertiary educational institutions.

One major challenge is that the providers of such tertiary education are not educational institutions like universities, but commercial entities, such as Coursera, who are empowering young people with the skills of this current century.

Beyond these, they are posing challenge to the need to ensure that the quality of transnational education meets the standards sets in each country.

1.2.2.9 The Challenge of the Pandemic:

The Covid-19 pandemic has changed the face of higher education in many continents. Following the pandemic, the face-to-face mode of teaching and learning will need to give room to virtual teaching and learning. Many institutions have been struggling to provide the necessary infrastructure for the need to conduct learning through the virtual space. Today, examinations, practical exercises, research and other activities are being facilitated virtually. There is need to ensure that the quality of these modes of delivery meet up to the standards set for such programmes.

1.3 Quality Assurance Comprehensive Approach:

The process of Quality Assurance varies with the purpose of the exercise. There are Quality Assurance programmes aimed at assessing a partial aspect of a system, without checking the totality of the system. This partial approach will have no lasting effect at promoting total quality, as needed for the current challenge.

Okebukola (2006)[4] proposed a comprehensive approach to quality assurance, which focus on the dimensions of INPUTS, PROCESS, and OUTPUTS (As in Figure. 1). This is a "Critical Control Point" mechanism of carrying assuring quality. In this model, it is assumed that where the inputs (human and material resources and or capital materials) are of quality standard and quality processes are followed, the outputs will be of commensurate good quality. The components that are assessed in this comprehensive model constitute the substance of most quality assurance tools and mechanisms.

4 Okebukola, P (2006) Quality Assurance in Nigeria. UNESCO Conference on Quality Assurance in Africa. Nairobi, Kenya. February, 2006

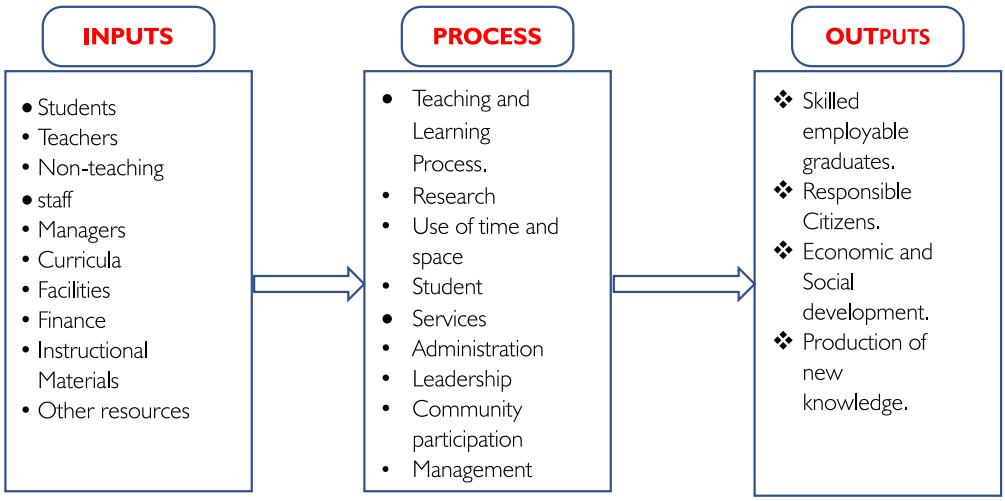

Figure 1 : Quality Assurance of What?. (Okebukola, 2006)

1.4 Quality Assurance Process:

For a nation to put in place good quality assurance mechanisms for her educational system, the following are necessary:

(a) Quality Assurance 'Institutionalized' Structures.

These refer to the recognized body, unit or agency empowered to ensure that laid down quality assurance mechanisms are set up and adhered to.

The institutionalized structure could exist at the national level, regional, professional or even continental level. Such a structure or organ should have the necessary authority by law to set standards, benchmarks, to meet laid down criteria and have the power to ensure compliance, through appropriate monitoring and control mechanisms and power to sanction appropriately to ensure compliance.

(b) Quality Assurance Mechanisms

This refers to the process through which the quality is ascertained. In most educational institutions, minimum academic standards or benchmarks are set for the various components of the institution, programmes or courses. Today the Benchmarks are now giving way to Core Curriculum Minimum Academic Standards (CCMAS). The concept of the CCMAS sees the national regulatory agencies providing a percentage of the curricula that should be mounted for each

discipline and making room for the institution to provide additional institutionally developed courses, in line with their mission and vision.

Mechanisms are put in place for institutions to carry out their level of compliance with these standards through a process called "**Institutional Self-Assessments**" (the use of evaluation concepts, techniques, and findings to foster improvement and self-determination), or through an **external review system**, which is usually carried out by an independent qualified team that is usually composed of representations of the stakeholders of the programme or system (such as senior professionals in the field, industries, professional bodies, students, etc).

(c) Quality Assurance Guidelines:

These are the set of assessment procedures laid down for assessing the quality of a programme or institution. The criteria are usually those components that make up the inputs, process and outcomes/ products, which had earlier been highlighted.

(d) Quality Assurance Evaluation/review process/ Assessment

Mechanisms and Process – Self-assessment, programme evaluation, audit, institutional assessment/ accreditation, etc.

(e) Quality Assurance Communication, Advocacy, and Publicity.

Quality is not ensured until the stakeholders are made to know the ratings of their interests in the quality assurance rating mechanisms. Appropriate community and dialogue with the institutions on what needs to be done to meet set standards and communication of the outcomes of quality assurance exercise in an open and transparent manner helps to ensure the quality of the process as well as the quality assessment agency or unit itself.

1.5 Systems of Quality Assurance:

There are two major types of Quality Assurance systems based on the purpose of the process and the authority carrying out the quality assurance process.

Basically, the two systems are:

1. External Quality Assurance Processes
2. Internal Quality Assurance Processes

1.5.1 External Quality Assurance:

This External Quality Assurance process is the one carried out by an external body, usually, a regulatory agency or an international quality assurance organisation. This process is carried out for various purposes including:

(a) Assessment related to the initial opening of programmes and institutions.

(b) Quality supervision through the setting of minimum academic standards for different fields of studies, and Minimum Institutional Standards.

(c) Accreditation of academic programmes and institutions. **Accreditation** is a process of self-study and external quality review used in higher education to scrutinize an institution and or its programmes for quality standards and the need for quality improvement. There can be programme accreditation or institutional accreditation.

Programme accreditation is the process whereby specific programmes such as medicine, history, law or engineering offered in an institution are evaluated relative to minimum standards set for that programme. The programme is deemed accredited if the minimum standards are met or exceeded.

Institutional accreditation on the other hand is a process by which the activities of an institution are evaluated against criteria established by an accrediting agency. These criteria include governance and administration, financial stability, admissions, personnel services, institutional resources, student academic achievement, institutional effectiveness, and relationships with constituencies inside and outside the institution. Institutional accreditation speaks to the overall quality of the institution without making judgments about specific programmes. Attention is given not only to the educational offerings of the institution being evaluated, but also to such other institutional characteristics as adequacy of library and learning resources, student personnel services, financial conditions, effective management, and administrative strength. Educational programmes are reviewed as a part of consideration of the entire institution, but not in great detail. The five key features of institutional accreditation are:

- **Self-study:** Institutions prepare a written summary of performance based on the standards set by the accreditation agency.
- **Peer review**: Accreditation review is conducted primarily by teaching, administrative and technical staff of similar institutions.
- **Site visit:** The accreditation organization sends a visiting team to review the institution.
- **Action (judgment) of accreditation organization**: Accrediting organisation makes decisions about the accreditation status of the institution.
- **Monitoring and oversight**: Institutions are reviewed over time in cycles from every few years to ten years. Normally, these reviews include a site visit.

(d) Programme or institutional "Audit" and "Academic Review". Apart from Accreditation, other tools that are commonly employed in assessing the quality of educational programmes and institutions are "Audit" and "Academic Review".

Audit is a process of review of an institution or programme to determine if its curriculum, staff, and infrastructures meet its stated aims and objectives. It is an evaluation of an institution or its programmes in relation to its own mission, goals, and stated standards.

An Academic Review is a diagnostic self-assessment and evaluation of teaching, learning, research, service and outcomes based on a detailed examination of the curricula, structure, and effectiveness of a programme as well as the quality and activities of its faculty. It is designed to give an institution an evaluation of its own academic programmes based on a self-assessment by the unit, a peer review by colleagues outside the programme, and a report on its findings.

(e) Harmonization and recognition of degrees and diplomas from other sources.

(f) Ranking of Universities and programmes

1.5.2 Internal Quality Assurance

Internal Quality Assurance (IQA) is also referred to as Internal Quality Monitoring, Internal Audit, Internal Quality Review, University Quality Audit, etc.,

Internal Quality Assurance (IQA) is the process through which an institution carries out a quality assurance process within its system with the purpose of ensuring that it is delivering excellent services.

Internal Quality Assurance (IQA) is a general term for the methods and procedures used by institutions to review, evaluate, and/or assess the quality of the education offered and/or of the research conducted, the services offered, etc.

The objective of Internal Quality Assurance is for institutions to create their own system that is best suited to their own environment and characteristics, to give them assurance that they are meeting the required standards, and expectations.

Institutions commit to internal quality assurance not because of meeting the demands of a regulatory agency but for them to have the satisfaction that they are meeting the expectations and delivering good services to their stakeholders which include Students, parents, employers, governments, sponsoring agencies, development partners, the industries and the community.

One of the tools for carrying out a good internal quality assurance process is the African Quality Rating Mechanism (AQRM)

Chapter 2

Introduction to the Quality Rating Mechanism (AQRM) for African Higher Education

2.1 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.

2.2 Purpose

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.

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. This will, over time, contribute to successful implementation of the AU Higher Education Programmes (HEP) Harmonization Strategy as it is likely to pave the way for increased partnership between African HEIs. Ultimately, the mechanism should support African higher education to compete more favourably in an increasingly international higher education environment.

The existence of a quality rating mechanism, specifically relevant to the African higher education context, will also support the AUC in its endeavours to identify Centres of Excellence across the continent.

2.3 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 are 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

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 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 funding, including from industry and the corporate sector.

It is hoped that institutions will take ownership of their own 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. Should institutions and/or programmes maintain an 'Excellent' quality rating for at least four years, they will be considered for recognition as 'AU Centres of Excellence'.

2.4 Rating Institutional quality

For each specific criterion, there are five possible scores: From 0 to 4

With:

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.

2.5 Overview of the Process

The African Higher Education Quality Rating Mechanism is voluntary. The quality rating mechanism will be implemented in partnership with regional and national higher education bodies.

Institutions will work with relevant national higher education bodies to prepare their quality rating submission. To avoid duplication and to support the development of national quality assurance processes across the continent, as far as possible this process should be aligned with national quality assurance procedures.

A team of two or more people could be appointed within each participating department unit or programme. Their role will be to process the submission, calculate the institutional programme rating and prepare a narrative report detailing areas of strength and areas for improvement. Once completed, the rating and narrative report will be sent to the coordinating team, who will conduct the final review and verification. It is proposed that a team of five people are appointed with responsibility for managing and marketing this quality rating process at a continental level.

Chapter 3

The Guide to the Use of the African Quality Rating Mechanism

PREAMBLE

The use of the AQRM instrument which supports the work of national, regional, and continental Quality Assurance (QA) bodies was adopted by the Conference of the African Union Ministers of Education in 2007. The African Union Commission (AUC) was at the forefront in the development of this African QA improvement tool that will ensure that the performance of higher education institutions can be measured against a set of agreed criteria.

This exercise is meant to help institutions carry out self-evaluations that support institutional quality culture development. Most African Higher Education Communities, including regional Quality Assurance agencies (QAAs), national and some individual institutions throughout all the 5 African regions took part in the development process of the African Standards and Guidelines (ASG-QA). This was out of a realization by African countries' Higher Education Ministers that QA (Standards & Guidelines as well as Accreditation) is the most important tenet for revitalizing African higher education.

The implementation of the AQRM aims at fulfilling the main aim of the 2014, Addis Convention which is to enhance student and staff mobility through enabling the comparability of qualifications through the use of the same standards and improvement tool.

The AQRM supports African higher education institutions to take ownership of their own quality assurance processes and it is one means of supporting institutional quality. Secondly, this exercise enables individual institutions to improve their internal quality assurance systems in order to compete favourably at different levels of higher education ranking systems throughout the world.

This exercise brought about the harmonization of African Higher Education QA and accreditation whose importance was noted by African countries higher education ministers during the then Organization of African Unity (OAU) in

Arusha, Tanzania, 1981 when they came up with the **1981, Arusha Convention**. The importance of this convention which was not implemented for many years was clearly illustrated by its revival under the **2014, Addis Convention** which AAU as the African Union Commission's implementing arm will now execute through the AQRM on a larger scale in 2018. AAU is also the ***"Voice of Higher Education in Africa".***

Purpose of the AQRM:

The AQRM institutional evaluation is meant for institutional improvement. It is not a ranking tool, but it helps institutions to

a) improve

b) build the quality culture

c) prepare for the 5-year cycle of re-accreditation and

d) compete favorably in the ranking systems of their nations, continent and at global level.

Guide to the Process

1. The Institution or unit that wants to apply the AQRM tool must understand the purpose of the exercise.
2. Absolute honesty is required for this self-assessment tool.
3. 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
4. It is advisable that institutions carry out the AQRM exercise every three months and be able to map their progress or otherwise in ensuring quality.
5. An Institutional team should be set up, for checking on the issues raised in the Questionnaire.
6. 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 pertains to the institution.

7. An Internal or External Verification team can be set up to verify the various claims made by the Internal AQRM team.

The processes in 6 and 7 should be repeated every three months.

8. The outcomes of the multiple verifications should be communicated to the institution's management and areas that need to be attended to should be brought to the attention of the management to ensure the quality of the programmes and processes.

How institutions can use the online AQRM tool

An online version of the AQRM is available, which can serve the same purpose as the current hard copy.

1. Interested universities are asked to fill out this ONLINE APPLICATION FORM: at http://aqrm.aau.org

2. The commitment (of the university leadership) as expressed in the application form, as well as preparedness to undertake the exercise are very important aspects for a successful AQRM institutional assessment and evaluation. The AQRM Questionnaire can be accessed through this link: https://aqrm.aau.org The AAU is looking forward to your expression of interest to undergo the AQRM institutional evaluation with a component of an external QA review from the AAU.

Chapter 4

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.

The AQRM will help you to monitor your status or ratings in each of the following:

1. Governance and Management – Including Vision, Mission and Strategic Objectives
2. Human Resources
3. Infrastructure and Facilities
4. Financial Resources
5. Teaching and Learning
6. Research, Publications, and Innovations
7. Community and Societal Engagements
8. Programme planning and Management
9. Curriculum development
10. Teaching and learning
11. Assessment
12. Programme / Academic Results
13. Digitalization, Technology-aided / Virtual learning
14. Library Facilities

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

With:

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 comparism. The standards for comparism 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. It is for this purpose that this standard is provided in the next Chapter.

Chapter 5

Standards and Guidelines for Internal Quality Assurance in AQRM

Introduction:

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

5.1 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

The institutional vision, mission, and strategic objectives:

a) Are publicly disclosed; reflect the aspirations and needs of stakeholders, and indicate strategic development plans and targets.
b) Concerning QA, are translated into clear policies and strategic plans, which are operationalised into achievable goals.

The institution ensures that there is a robust and well-functioning QA system for its entire activities (academic, research and community engagement), and that facilitates the coordination of the approval of policies, procedures and mechanisms. The institution, therefore, ensures that:

a) The vision and mission statements and strategic objectives reflect commitment to quality enhancement;
b) Various forms of planning (for example, strategic, institutional, academic, and financial) are coordinated to ensure the quality of academic outcomes;

c) Medium- and long-term plans reflect the programmes being offered, as well as its research focus to ensure sustainability and continuous improvement;
d) 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
e) There is continuous and periodic monitoring, evaluation and benchmarking of processes, including self-assessment of academic programmes and institutional self-assessment for purposes of continual improvement.

5.2 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:

a) Has qualified, competent and experienced leadership to oversee the development and management of a quality culture within the institution;
b) Has relevant governance and management bodies, such as the University Council, Senate, Management Board, 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;
c) Has a QA policy and structure, which flow down through all levels;
d) Has clear communication systems and networks for the promotion of internal and external information dissemination for public accountability;
e) Makes responsible use of its autonomy;
f) Has policies and procedures for the delegation of authority, whenever needed;
g) Enables students to participate in decision-making in relevant governance bodies;
h) Ensures regular consultations with stakeholders, reports and follows up actions on key issues of policy and operations to promote quality, cohesion, harmony and identity within the institution;

i) Emphasises ethics, transparency, and academic integrity throughout its teaching, learning and research activities;
j) Promotes a high degree of institutional integrity and responsiveness by advocating and demonstrating honesty and non-discrimination in its treatment of staff, students and members of the public and in the management of institutional affairs;
k) Publishes and disseminates on a regular basis, impartial and objective qualitative and quantitative information about courses offered, research undertaken and community services;
l) Has developed and implemented effective processes for deterring, detecting and dealing with misconduct by students or staff;
m) Has policies and activated procedures to manage conflict of interest; and
n) Has effective, systematic, timely and fair processes for the investigation of complaints, grievances and appeals by students, staff and other stakeholders.

5.3. Human Resources

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.

Guidelines

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

a) 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;
b) Has a core of full-time staff and keeps up-to-date records of staff numbers, qualifications and employment turnover rates;
c) Has clear policies and procedures for continuous staff development;
d) 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;
e) Provides adequate staff support facilities and services;
f) Undertakes periodic monitoring, evaluation, and appraisal of staff; and

g) Adheres to (local/regional) norms for student-faculty ratios that promote student-centred learning.

5.4 . Financial Resource Management

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.

Guidelines

Financial sustainability is the backbone of any institution, and adequate financial resources and prudent financial management should be conducted within an approved framework of institutional strategies, policies and procedures, which enable the institution to meet its financial needs to ensure quality academic outcomes. The institution has:

a) Adequate financial resources to carry out its mandate and objectives effectively and efficiently;
b) 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;
c) 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;
d) A system to address the risks, gaps and challenges identified for continuous improvement; and
e) 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.

5.5. Infrastructure and Facilities

Standard

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

Guidelines

For a good higher education experience, institutions provide a range of resources to assist students' learning.

Infrastructure and facilities are in line with the goals and aims of the higher education institution, the programmes on offer, the teaching and learning strategy, as well as research.

The institution has:

a) Academic, administrative and recreational facilities (lecture theatres, seminar rooms, staff offices, laboratories, studios, workshops, etc.) adequate for the number of students and staff;
b) A properly organised library equipped with facilities and resources (physical and/or electronic); adequate for the number of students and staff;
c) Adequate Information and Communication Technology (ICT) infrastructure, including affordable, high speed and dedicated connectivity.
d) Facilities that conform to appropriate national health and safety provisions; and
e) Facilities accessible for persons with disabilities.

In the case of E-learning, the institution ensures:

a) Sufficient infrastructure to address technical support in terms of:
    i. Server space,
    ii. Redundancy or load balancing,
    iii. Technical help desk,
    iv. Reliable internet access, and
    v. Reliable technical services in terms of back-up and remote services; and
    vi. Resources to develop the knowledge and skills of their ICT practitioners.

b) That it has an ICT plan for purposes of:
    i. Maintaining and upgrading of technologies; and
    ii. Ensuring reliability, privacy, safety and security.

c) That there is consistency and coherency of the technical framework for students and academic staff, which ensures that any change in technology is introduced in a way that minimises its impact on students and academic staff. Therefore, the institution has:

i. A clear structure for communicating changes in software programmes, hardware or technical system / procedure when a student or staff proceeds from one course to another,
ii. A training programme / process for both staff and students when new software or a new system is adopted,
iii. Access to training by off-campus or virtual students, and
iv. Learning policy on new software when a student or tutor proceeds from one course to another.

d) That hardware, software and technical support are an important element of e-learning and, therefore, the institution has the following in place:

i. A help desk that operates 24 hours and 7 days a week,

5.6. Student recruitment, Admission, Certification and Support services

Standard

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 students' future employability.

The institution shall have documented policies and strategies that promote students' welfare and guidance in curricular, vocational and personal areas.

Guidelines

Providing conditions and support that are necessary for students to make progress in their academic career is in the best interests of the individual students, programmes and institutions. It is vital to have fit-for-purpose admission, recognition and completion procedures.

Therefore, the institution has clear guidelines and strategies:

a) For marketing/promoting the institution and its programmes, recruitment, admission, selection and registration;
b) That promote diversity in admission, including gender mainstreaming and consideration of disadvantaged groups and persons with disabilities, where applicable;

c) That ensure that students admitted meet minimum general and programme-specific entry requirements;
d) That ensure monitoring, evaluation and benchmarking for improvement of enrolment management;
e) That guarantee continual collection and compilation of data on students' admission, progress and performance, and graduation rates;
f) That promote student retention and progression, and address issues concerning drop-out rates;
g) That ensure rigorous processes for issuance and storage of certificates; and
h) That ensure storage of detailed records and transcripts, indicating the list of courses, units and grades.

The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities) and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing learning resources and student support.

Support services may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit-for-purpose, accessible, and that students are informed about the services available to them.

Students need guidance, and appropriate provision is made to advise and assist them in curricular, vocational and personal domains. Adequate provision is made for information and advice to potential students during the application and enrolment phases.

The institution has guidelines for the promotion of students' learning by:

a) Advising them on academic issues;
b) Advising them on financial matters;
c) Providing health and personal counselling services; and
d) Providing career guidance.

The institution supports and develops appropriate strategies for the creation and functioning of cultural, artistic and sports facilities and associations.

5.7. Design, Approval, Monitoring and Evaluation of Study Programs

Standard

The institution shall have policies and systems that ensure the design and development, monitoring and evaluation of quality, relevant study programmes that are learning outcomes-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 the case of ODL, the provider shall have in place mechanisms for pre-testing or piloting the learning materials to ensure that they are at the learners' level and that the learners will be able to use them without difficulty.

Guidelines

The institution:

a) Has policies, procedures and processes for introducing new programmes with learning outcomes and that are competence-based, and for amending or phasing out standing programmes and programmes are subject to continuous monitoring and evaluation (including periodic external review) and development to ensure currency, quality and relevance;

b) Has academic programmes that are in line with its mission and objectives and address the expectations and needs of stakeholders; therefore, the programmes show range, depth, coherence, quality and relevance; are up to date and adequate in content and scope, promoting core content, ideas, values and the acquisition of employability skills, such as work-related learning/attachment/ internship/traineeship;

c) Ensures that programme structures and credit hours/units are in accord with international norms for the amount of study required for each qualification it offers (or for the level of the qualifications awarded); and that programmes are approved by the relevant national QAA and professional bodies, where applicable;

d) Has effective mechanisms for stakeholder participation in curriculum design, review and validation, including feedback from students, alumni and employers;

e) Has policies requiring formulated learning outcomes to be defined and documented for all programmes and courses, and ensures that the

programme specifications are accessible to learners (or stakeholders);

f) Has structures and procedures for the approval of programmes by relevant bodies, such as the Senate, and authorities such as professional bodies, if applicable;

g) Has programmes that are delivered by adequate, qualified and competent staff with pedagogical skills;

h) Has appropriate formal agreements for all programmes offered in partnership with other institutions, specifying in detail the roles and responsibilities of both partners, including teaching commitments and QA arrangements; and

i) Ensures that the formulated learning outcomes are benchmarked against level descriptors of national or regional Qualifications Frameworks, as applicable.

In the case of ODL, the pre-testing of learning materials is essential for ensuring that the learners will be able to achieve the objectives or intended learning outcomes. The broad requirement of pretesting should be made available, for example:

a) Students' understanding of the objectives;

b) Language of presentation;

c) Explanation of concepts, ideas and theories;

d) Use of examples for illustration;

e) Activities and practice exercises given, and feedback provided;

f) Use of symbols or icons;

g) Navigational devices for online materials;

h) Motivate and sustain learners' interests; and

i) Use didactic concepts in writing modules.

5.8. Teaching, Learning and Assessment

Standard

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

Teaching and learning is one of the core activities of a higher education institution, and it is important that the academic staff and facilitators ensure quality student experience to enable the students to acquire appropriate knowledge, competences and skills.

The institution ensures that:

a) The teaching, learning and assessment strategies are student-centred and flexible; motivate students' self-reflection and engagement in the learning process;
b) The environment and resources are appropriate and adequate to support each student;
c) There are systems in place for periodic monitoring, assessment and evaluation of the teaching and learning approaches for quality improvement; and
d) There are mechanisms for students to provide feedback on their learning experience.

In the case of ODL:

e) The decision on the medium or media of delivery should take into account the following:
    i. Accessibility to the learners,
    ii. Cost of using it, both by the institution at installation and maintenance, as well as learner cost,
    iii. Teaching strengths in relation to specific content,
    iv. Its capacity in creating inter-activity,
    v. Organisational requirements for development,
    vi. Its novelty, and
    vii. Speed within which it can be set up.
f) There are face-to-face sessions to provide general orientation and introduction to the course materials at the commencement of the course;
g) There are special face-to-face sessions for difficult aspects of the course during the programme/course; and
h) There are face-to-face sessions to provide some revision work to learners before examinations.

Student assessment is one of the most important elements of higher education because the outcomes of such assessment have a profound effect on students' progression and future careers. It is, therefore, important that assessment is carried out professionally at all times. This implies that:

a) The assessment and procedures are published and consistently applied, and include:
    i. A range of assessment methods (e.g. coursework, projects, research, dissertation and examinations to serve formative and summative assessment purposes),
    ii. Internal and external moderation,
    iii. Invigilation procedures,
    iv. Monitoring of student progress,
    v. Validity and reliability of assessment practices,
    vi. Recording of assessment results and settling of disputes, and
    vii. Rigour and security of assessment system;
b) Assessment standards are spelled out for each programme and are competence- or outcomes-based, where applicable;
c) Assessment is carried out by competent and impartial examiners;
d) Integrity of examinations and award of degrees are ensured to guard against examination malpractice;
e) There is regular objective feedback to students on their strengths and weaknesses, and appropriate counselling support for improvement;
f) There is a disciplinary and appeals process for students who may feel aggrieved; and
g) There is a QA handbook, which is known to staff and students.

5.9 Research and Innovation

Standard

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

Research is one of the core activities of a higher education institution, and the institution therefore requires an institution-wide research policy that sets the direction of its research. The policy is at both institutional and research-programme level (postgraduate studies) to ensure proper engagement in research. The institution ensures that:

a) There is a shared understanding of the nature, role and goals of research;
b) There are standards, procedures and processes for the approval of research proposals, and theses, and the conduct and supervision of research studies;
c) There are policies, research management systems and strategies, adequate infrastructure and resources that facilitate all staff to undertake innovative research, and publish research results;
d) There are standards and processes for the approval of research proposals and theses, in line with the research needs of the national or regional context, and capacity building possibilities for researchers, management of research partnerships and research contracts, handling of intellectual property and commercialisation of research, and effective and trustworthy management of research information;
e) There is adequate academic integrity through the establishment and use of appropriate research committees and boards to ensure academic integrity;
f) The research undertaken is relevant and responsive to the needs for academic advancement and community development expectations; and
g) There is effective monitoring and evaluation of the research system.

5.10. Community engagement

Standard

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

Guidelines

A higher education institution is not only responsible for teaching, learning and research, but also for serving society. The institution ensures that community engagement activities are conducted within institutional policies and strategies that facilitate collaboration between the institution and its larger communities (local, national, regional, continental and global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

For the benefit of the students, institution, and society, the institution incorporates community engagement in its activities, with the objective of:

a) Enriching scholarship, research, and creative activities;
b) Enhancing teaching and learning;
c) Facilitating preparation of educated and engaged citizens;
d) Strengthening democratic values and civic responsibility in students;
e) Addressing critical societal issues and contribute to public good.

The institution should ensure that there are mechanisms for partnering with other stakeholders in the community for sustainable development.

5.11. Information Management System

Standard

The institution shall ensure that it collects, analyses, and makes use of relevant information for the 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 analysing information about academic programmes and other activities of the institution feed into the internal QA system.

The information gathered will depend on the vision and mission of the institution. However, the following points are important to address:

a) Key performance indicators;
b) Profile of student population (including gender);
c) Learning resources and available student services;
d) Student progression, drop-out rates, and graduation rates;
e) Satisfaction of students and alumni with programmes and teaching provided; and
f) Career paths for students.

It is important that both students and staff are involved in analysis and follow-up activities to address the shortcomings.

5.12. Public communication

Standard

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

Information about the institution's activities is useful for prospective and current students, alumni and other stakeholders, and the public. The information includes programmes offered, selection criteria, expected learning outcomes, qualifications they award, teaching and learning procedures, graduation rates, learning opportunities, and information about the employment of its graduates. The institution and departments ensure that:

a) Promotional materials give a clear and accurate view of the programme, its provision, objectives and outcomes, including:
    i. Identification of the programme,
    ii. The body awarding the qualification and its accreditation status,
    iii. Mode of delivery,
    iv. Level of the programme on the National Qualifications Framework (NQF), where applicable,

iv. Charges involved,
v. Terms and conditions relevant to the programme,
vi. Conditions for withdrawal from the programme,
vii. Financial agreements with the provider; and
viii. Rights, obligations and commitments expected of the student.

b) Students are fully informed of the issues that affect them with respect to the management of the programme, such as:

i. Language of communication, ii. Required access to technologies, in the case of ODL, iii. Technical competencies of students required to enrol in the programme, in the case of ODL,
iv. Timeframe in which the programmes are offered and nature of learning outcomes,
v. Required texts and access to reference materials,
vi. Understanding of independent learning expectations,
vii. Schedule for face-to-face interactions, in the case of ODL,
viii. Schedule for examinations,
ix. Schedule for submission of assignments, and
x. Collection of certificates.

5.13. Collaboration, Staff and Student mobility

Standard

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 the mobility of academic staff, researchers and students in the programme, internationally. The degree-awarding institution ensures appropriate and high quality delivery of programmes at the partner institution. The collaborating institutions:

a) Ensure that programmes under collaboration are of the required standard and rigour as those of the parent institution;
b) Ensure that students benefit from the same standard of resources as those for the regular students of the awarding institution;
c) Take the responsibility to assure the quality of the educational provision under collaboration;
d) Ensure that the collaborating institutions are approved by the relevant QAA/ professional body and are subject to periodic quality audits; and
e) Ensure that students are fully informed of the nature of the collaboration between the institutions concerned.

If the programme is offered via collaborative arrangements, the provider clearly defines the rights and responsibilities of parties, legal ownership, accreditation status of the programme, and resources available for the programme.

Chapter 6

THE AQRM TOOL

Lead and Contact Person

Lead and Contact Person for this survey

Full Names: ……..

Position: ……..

Department: ……..

Address: ……

E-mail: ……..

Phone Number (including country code): ……

1.00 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 which institution / Unit is known	
4.	Country	
5.	Year of Establishment of Institution / Unit	

6.	Date Institution was formally accredited	
7.	Web Address	

1.1 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 Certificate 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)	

1.4 FACULTY / STAFF PROFILE

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		

1.5 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	
Others (Specify)	

Q28. Does your institution have a policy on the following issues

Policy Issues	Yes	No	Under preparation
Distance Education			
Quality Assurance			
HIV/AIDS			
Partnership with Industry			
Research			
Religious tolerance			
Academic Freedom			
Staff Recruitment/ Retention/ Promotion			
Harmonization of qualifications with other institutions and regions			
Students/Staff with disability			
Code of Student Conduct			
Gender			
Sexual harassment			
Other Policies (Specify)			

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)		

Q31. What are the percentage (number) student dropout rates over the last three years, for *each of the following years of study?* _____

Year	Male	Female	Total
Undergraduate programme			
1st year			
2nd year			
3rd year			
Masters programme			
1st year			
2nd year			
PhD Programme			
1st year			
2nd year			
3rd year			

Q32. Does your institution facilitate evaluation by students of the teaching, research facilities, and university management? □ YES □ NO

Q33. If yes, what does your institution do with the outcomes of the evaluations? Please describe.

Q34. Who designs or has authority to review curriculum in your institution?

	Mark 'X' against the correct option
Any academic staff member, on his / her own	
Curriculum Committee set up by the Faculty Board and or Senate, and made up of academics only.	
Curriculum committees including representatives of business and industry	
Curriculum specialists only	
Vice Chancellor and Deans	
Others (Specify)	

Q35. Which of the following is/are true of the Curriculum of most of the programmes in your institutions?

	Mark 'X' as appropriate
African -centred	
Patterned after other African University	
Patterned after other non-African University	
Outcome Based learning	
Subject specific competences emphasized	
Generic competences or transferable skills emphasized	
Promotes Student Learning, rather than staff- centred teaching	
Other important characteristics (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

Q41. What is the total number and amount of research grants in your institution over the last three years?

Year		Number of Research Grants	Amount in US Dollars
	National grants		
	Foreign grants		
	National grants		
	Foreign grants		
	National grants		
	Foreign grants		

Q42. What is the total annual budget allocated to research in your institution, in the past 3 years? (In US Dollars)

Year	Amount (In US Dollars)

Q43. In what type of geographic community is your institution located? (Please tick all that is applicable)

Type	Mark 'X' as appropriate
Urban	
Rural	
Peri-urban	
Diverse	
Other (specify)	

Q44. How many community outreach programmes did your institution run over the past three years?

Year	Number of programmes

Q45. What are the main sources of funding currently available at your institution?

	(Mark 'X' as appropriate)	Percentage contribution to your total annual funding
Public / Government		
Private		
Students School fees		
Foreign support		
Other source (specify) *The Church*		

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**

Q48. How many international academic staff does your institution have?

Full-Time: _____ Part-Time: _____

Chapter 7

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 Value = 9					

1. *YOUR ANALYSIS AND SELF RATING OF GOVERNANCE AND MANAGEMENT*

GOVERNANCE AND MANAGEMENT - **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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GOVERNANCE AND MANAGEMENT - **2nd 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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GOVERNANCE AND MANAGEMENT - **3rd 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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GOVERNANCE AND MANAGEMENT - **4th 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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2 . INFRASTRUCTURE AND FACILITIES

Rate the Infrastructure and facilities 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
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 INFRASTRUCTURES AND FACILITIES*

INFRASTRUCTURE AND FACILITIES **- 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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INFRASTRUCTURE AND FACILITIES - **2nd 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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INFRASTRUCTURE AND FACILITIES - **3rd 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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INFRASTRUCTURE AND FACILITIES – **4th 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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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: ……
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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: ……
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Areas for improvement identified: ……
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Recommendations: ……
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FINANCIAL RESOURCES - **3rd 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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FINANCIAL RESOURCES – **4th 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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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 encourages and rewards teaching and learning innovation.				
4.2	The institution has procedures in place to support the induction to teaching, pedagogy, counselling and the upgrading 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, individually or via electronic platforms.				

4.4	Student: staff ratios and academic staff average work-loads are in line with acceptable norms for the particular mode of delivery, and are such that the necessary student feedback can be provided.				
4.5	The institution has policies/pro-cedures in place to inform the development, implementation and assessment of programmes offered by the institution and these policies take account the contribution of higher education to socio-eco-nomic develop-ment.				
4.6	The institution has developed a policy or criteria for staff recruit-ment, deploy-ment, develop-ment, succession planning and a system of men-torship and/or apprenticeship.				

4.7	Student support services, including academic support and required counseling services are provided, in line with the institutional mode of delivery.				
4.8	The institution has mechanisms in place to support students to become independent learners, in line with the institutional mode of delivery.				
4.9	The institution has a devoted office to promote international cooperation and enhance Intra-Africa mobility of students and staff.				
Total Assessment Value					
			Aggregated Value = $\frac{\text{Total Assessment Value}}{9}$ =		

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

TEACHING AND LEARNING - **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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TEACHING AND LEARNING - **2nd 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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TEACHING AND LEARNING - **3rd 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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TEACHING AND LEARNING – **4th 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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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).				
5.6	Researchers are encouraged and supported to present their research at national and international conferences.				
5.7	Researchers are encouraged and facilitated, using Research and Development budget, to engage in research relevant to the resolution of African problems and the creation of economic and development opportunities.				
5.8	The institution encourages and rewards research whose results are used by society				

5.9	The institution has a mechanism for partnership with industry, including attracting resources from industry. The institution receives requests from industry for specific research and training support.				
5.10	The institution has established linkages to promote international joint research and publications				
Total Assessment Value					
			Aggregated Value = Total Assessment Value = 10		

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: ……..
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Areas for improvement identified: ……
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Recommendations: ……
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RESEARCH, PUBLICATIONS AND INNOVATIONS - **2nd 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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RESEARCH, PUBLICATIONS AND INNOVATIONS - **3rd 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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RESEARCH, PUBLICATIONS AND INNOVATIONS – **4th 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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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 disseminates information on its community engagement activities to the local community.				
6.6	The institution offers relevant short courses to the community/ broader society based on identified needs and supporting identified economic opportunities.				
6.7	The institution makes its facilities available (where possible) to the local community in support of community and socio-economic development activities.				
Total Assessment Value					
			Aggregated Value = $\frac{\text{Total Assessment Value}}{7}$ =		

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

COMMUNITY / SOCIETAL ENGAGEMENT - **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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COMMUNITY / SOCIETAL ENGAGEMENT - **2nd 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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COMMUNITY / SOCIETAL ENGAGEMENT **- 3rd 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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COMMUNITY / SOCIETAL ENGAGEMENT **– 4th 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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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 Innovation				
Societal Engagement				
Total				

Rating Score = Total Aggregated Value /6

Specification of Quality Rating

Rating score less than 1.0	à	POOR Quality
Rating score between 1.0 and 1.99	à	INSUFFICIENT Quality
Rating score between 2.0 and 2.79	à	SATISFACTORY Quality
Rating score between 2.8 and 3.5	à	GOOD Quality
Rating score greater than 3.5	à	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

7.0 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 technol-ogy in a manner appropriate to the programme, facilities avail-able, and target students.				
Total Assessment Value					
			Aggregated Value = Total Assessment Value = 8		

7. *YOUR ANALYSIS AND SELF-RATING OF PROGRAM AND MANAGEMENT*

PROGRAM AND MANAGEMENT - **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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PROGRAM AND MANAGEMENT - **2nd 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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PROGRAM AND MANAGEMENT - **3rd 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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PROGRAM AND MANAGEMENT – **4th 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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8.0 CURRICULUM DEVELOPMENT

Rate the Curriculum Development 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**
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: ……
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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: ……
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Areas for improvement identified: ……
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Recommendations: ……
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CURRICULUM DEVELOPMENT - **3rd 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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CURRICULUM DEVELOPMENT – **4th 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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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 Value = 6		

9. *YOUR ANALYSIS AND SELF-RATING OF TEACHING AND LEARNING*

TEACHING AND LEARNING- **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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TEACHING AND LEARNING - **2nd 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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TEACHING AND LEARNING - **3rd 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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TEACHING AND LEARNING – **4th 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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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.				

10.6	Marking procedures ensure consistency and accuracy and the provision of feedback to students.					
Total Assessment Value						
			Aggregated Value = Total Assessment Value = 6			

10. *YOUR ANALYSIS AND SELF-RATING OF ASSESSMENT*

ASSESSMENT - **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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ASSESSMENT - **2nd 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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ASSESSMENT - **3rd 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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ASSESSMENT – **4th 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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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 consultancy are undertaken in the subject area to solve industrial problems and support the social and economic development.				
Total Assessment Value					
			Aggregated Value = $\frac{\text{Total Assessment Value}}{8}$ =		

11. *YOUR ANALYSIS AND SELF-RATING OF PROGRAM / ACADEMCI RESULTS*

PROGRAM / ACADEMIC RESULTS - **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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PROGRAM / ACADEMIC RESULTS - **2nd 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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PROGRAM / ACADEMIC RESULTS **- 3rd 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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PROGRAM / ACADEMIC RESULTS **– 4th 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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RATING SUMMARY AT PROGRAMME LEVEL

Rating Summary at Programme Level	
Major Standard	**Aggregated Value**
Programme Planning and Management	
Curriculum Development	
Teaching and Learning	
Assessment	
Programme Results	
Total	

Rating Score = Total Aggregated Value = 5

Specification of Quality Rating

Rating score less than 1.0	à	POOR Quality
Rating score between 1.0 and 1.99	à	INSUFFICIENT Quality
Rating score between 2.0 and 2.79	à	SATISFACTORY Quality
Rating score between 2.8 and 3.5	à	GOOD Quality
Rating score greater than 3.5	à	EXCELLENT Quality

Overall quality at programme level is rated as

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12 *DIGITALIZATION, TECHNOLOGY AIDED/ VIRTUAL LEARNING*

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**
12.1	The institution makes extensive use of technology for learning and ensures that the technical infrastructure for delivery (e.g. computers, internet, electricity, audio/ video facilities) is fully operational.				
12.2	There is a process in place to monitor and maintain the equipment and technology in good working order and also to facilitate annual maintenance contracts.				
12.3	The institution allocates sufficient budget annually to replace, add and deploy new technology and related facilities.				

12.4	The institution has a Learning Management System (LMS) in place which provides for proper communication among the various units of the institution, with the various stakeholders and with the learners and staff.				
12.5	Adequate ICT facilities are available in the institution and are accessible to all academic and administrative staff.				
12.6	The University has a Centre in charge of ICT and Digitalization				
12.7	The University has a Teaching and Learning Centres where staff and students are trained on Virtual learning				
12.8	The institution constantly monitors the performance of the online / virtual learning platforms and processes, in terms of quality, access and equity.				
12.9	The institution has clearly laid down guidelines to select, review, monitor and provide guidance to the managers and staff of the ICT and Digitalization Centre.				

12.10	The Institution has an ICT / Digitalization Policy.				
12.11	The institution obtains feedback from learners and staff on the adequacy and accessibility of the support facilities and learning resources available at the institution about the online / Computer-aided learning				
12.12	The outcome of the feedback is acted upon and appropriate remedial measures are taken to overcome any inadequacies.				
12.13	There is a provision in the budget for meeting unforeseen emergencies in the provision of learning support facilities				
12.14	The University has regular capacity building programs on online teaching and learning				
12.15	The University has good infrastructures for online Webinars and Video Conferencing				

12.16	The institution has clear procedures for learners to access the facilities of other institutions available on a sharing basis.				
Total Assessment Value					
			Aggregated Value = Total Assessment Value = 8		

11. *YOUR ANALYSIS AND SELF-RATING OF DIGITALIZATION, TECHNOLOGY AIDED/ VIRTUAL LEARNING*

DIGITALIZATION, TECHNOLOGY AIDED/ VIRTUAL LEARNING **- 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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DIGITALIZATION, TECHNOLOGY AIDED/ VIRTUAL LEARNING - **2nd 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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DIGITALIZATION, TECHNOLOGY AIDED/ VIRTUAL LEARNING - **3rd 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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DIGITALIZATION, TECHNOLOGY AIDED/ VIRTUAL LEARNING – **4th 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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13 LIBRARY FACILITIES

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
13.1	The library facilities of the institution are developed – with physical and digital books and resources				
13.2	The library catalogue is up-to-date and easily accessible to learners.				
13.3	The library is computerized and has sufficient materials available in electronic form (e-books, e-journals).				
13.4	The library provides e-resources and reprographic facilities to staff and learners.				
13.5	There is an inter – library borrowing facility which is accessible to both students and the staff.				

13.6	The library has sufficient qualified staff trained to deal with the latest electronic media and provide adequate support to the learners to access the library facilities.				
13.7	There is justified allocation of financial resources for the upkeep, maintenance and development of the library.				
Total Assessment Value					
			Aggregated Value = Total Assessment Value = 8		

11. *YOUR ANALYSIS AND SELF-RATING OF LIBRARY FACILITIES*

LIBRARY FACILITIES - **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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LIBRARY FACILITIES - **2nd 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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LIBRARY FACILITIES - **3rd 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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LIBRARY FACILITIES – **4th 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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RATING SUMMARY AT PROGRAMME LEVEL

Rating Summary at Programme Level	
Major Standard	**Aggregated Value**
Digitalization, Technology-aide / Virtual learning	
Library facilities	
Total	