

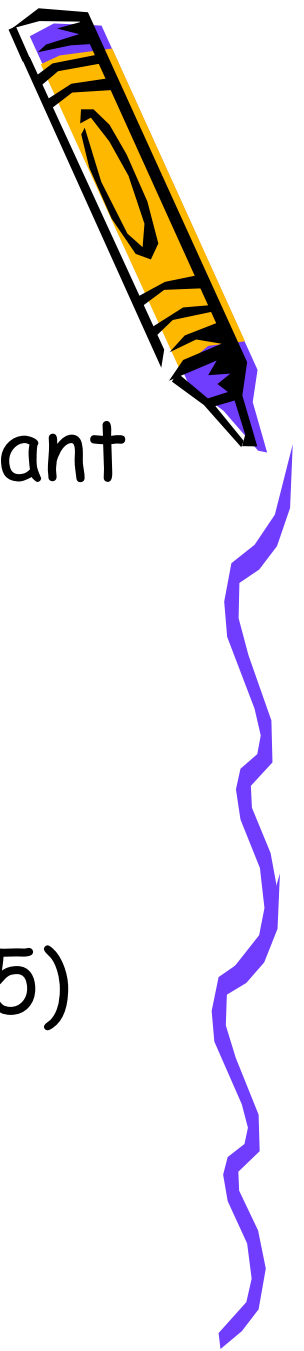
African Quality Rating Mechanism (AQRM)



Olusola Oyewole
African Union Commission
Addis Ababa

African Union

- Recognized Education as an important tool for promoting development, peace and understanding in the continent.
- Second Decade of Education for Africa Plan of Action (2006 - 2015) developed





Areas of Focus

- Gender and culture
- Education management information systems
- Teacher development
- Higher education
- Technical and vocational education and training, including education in difficult situations
- Curriculum, and teaching and learning materials
- Quality management

Higher Education Priorities

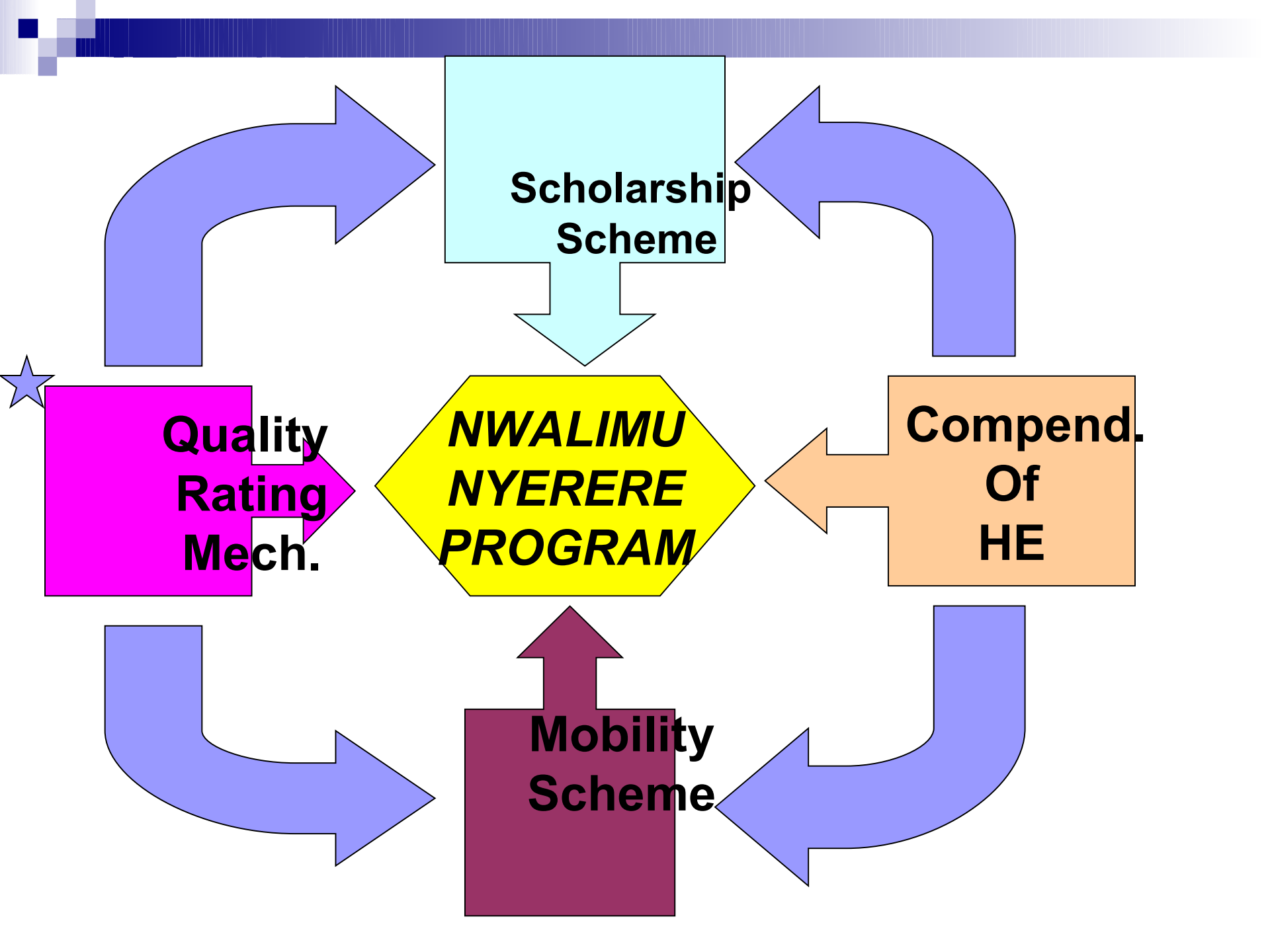
Revitalization of Higher Education with four thematic priorities:

- (i) Production of Knowledge.
- (ii) Quality Assurance
- (iii) Support to lower levels of education
- (iv) Financing of Education



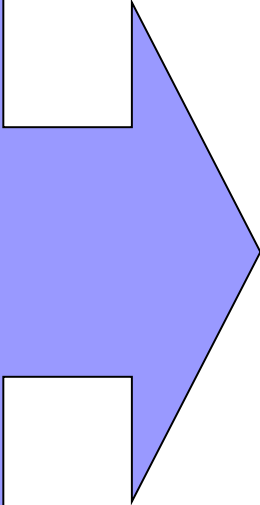
Higher Education Programmes at the AUC

- **Harmonization of higher education: Arusha Convention revised by UNESCO.**
- **Nwalimu Nyerere Program:**
 - (a) **Nwalimu Nyerere Scholarship Scheme;**
 - (b) **African HE Mobility Program**
 - (c) **African HE Quality Assurance Program**
 - (d) **Compendium of African HEI's**
- **The Pan African University**



Ranking Controversies

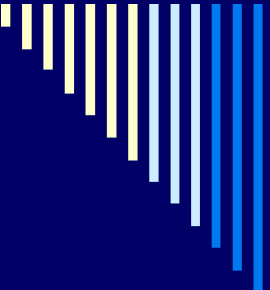
Ranking:
Ordered
listing of
institutions on
the basis of
their
aggregate
score based
on some
criteria



- **Criteria used unfair to all;**
- **Lacks data for assessing**
 - 1. Teaching quality,**
 - 2. Investments in infrastructures,**
 - 3. institutional specialization**

Rating – The Alternative

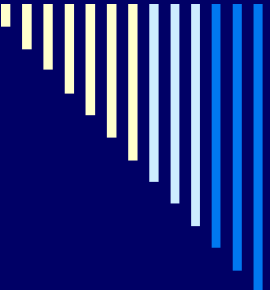
- Not dependent on the performance of other institutions;
- Helps institutions to carry out self assessment and measure performance against some preset thresholds;
- Focused on quality assurance (institution, country and continental level)



An African Higher Education Quality Rating Mechanism

Purpose:

- To support processes aiming at improving quality of African HE (Focus area of Plan of Action for the Second Decade of Education)
- To present an alternative to existing global quality rating/ranking systems that do not take African specificities into account.



An African Higher Education Quality Rating Mechanism

Purpose:

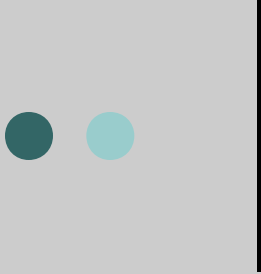
- To contribute to the successful implementation of the AU HEP Harmonization Strategy.
- Provides support to the scholarship scheme and the Mobility program

The African Rating Mechanisms

- Will provide an objective measure of quality in African Higher Education institutions;
- Will assist institutions to carry out self-bench-marking of their progress in quality development
- Will promote excellence, networking and collaborations among African HEIs

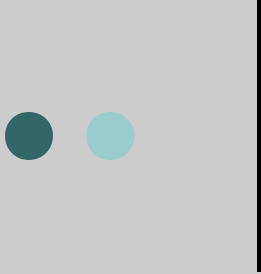
The African Rating Mechanisms

- Will help AUC to develop a compendium of African HEIs.
- Will help AUC to identify institutions to which students could be supported with scholarships in various programmes.
- Will help AUC staff Mobility programmes
- Will promote networking among HEIs of Africa



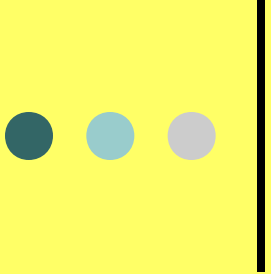
AQRM Components:

- Based on a blend of ‘fitness for purpose’ and ‘excellence’ approaches to quality so explicitly takes institutional diversity into account
- Proposes a series of quality criteria which are assessed taking institutional context into account
- Essentially an external approach, but seeks to build in opportunity for institutional self evaluation and reflection



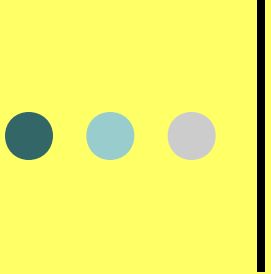
AQRM Components:

- No comparison of institutions, but allows AUC to rate quality as ‘unsatisfactory’, ‘satisfactory’ or ‘excellent’.
- Detailed feedback will be provided and institutions will be able to see what steps to take to improve their quality



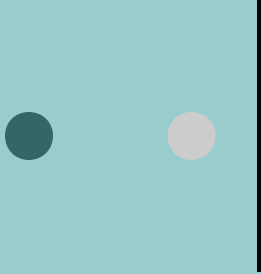
AQRM Level of Analysis

- Institution and programme levels
- Institution as first point of analysis – where institution meets quality criteria then they will be invited to submit specific programmes for review
- Institution as first point of analysis seeks to encourage institutions to develop internal quality assurance procedures so leading to a culture of quality over time



AQRM Level of Analysis

- Aim is for institutions to take ownership of their own QA processes, in line with national and regional QA bodies.
- Where institutions or programmes maintain an 'excellent' quality rating for at least four years, they can be considered for recognition as AU Centres of Excellence.

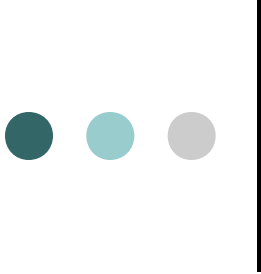


AQRM Approach to criteria selection:

Include a range of **input, process and outcome criteria**, with a specific focus on process criteria as far as possible

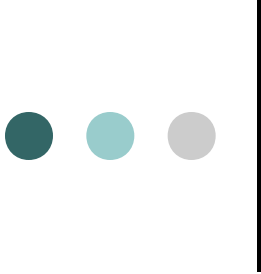
Criteria related to quality assurance have been integrated into each category of criteria to reinforce the idea that quality should be integrated into functioning of programmes and institutions.

Criteria formulated in a manner that takes institutional and programme mode of delivery into account.



Institutional level criteria categories:

- Governance and Management
- Infrastructure
- Finances
- Teaching and Learning
- Research, Publications and Innovation
- Community/Societal Engagement



AQRM Programme level criteria

- Programme Planning and Management
- Curriculum Development
- Teaching and Learning Assessment
- Programme Results

An African Higher Education Quality Rating Mechanism - Rating Institutional Quality



- A description is provided for each level of performance for each criterion
- Based on institutional information submitted, a score is given for each criterion



An African Higher Education Quality Rating Mechanism - Rating Institutional Quality



- Three possible scores:
 - Unsatisfactory performance = 1
 - Satisfactory performance = 2
 - Excellent performance = 3
- Scores for each criterion are automatically summed to provide a subtotal for each category of criteria
- External verification may follow



An African Higher Education Quality Rating Mechanism - Rating Institutional Quality cont



- Inline with fitness for purpose approach to quality, need to take institutional diversity into account
- Assumed that governance and management, infrastructure and finances apply to all types of institutions - hence criteria can be applied to all



An African Higher Education Quality Rating Mechanism - Rating Institutional Quality cont

- However, institutions will differ with respect to their focus on teaching and learning, research and community/societal engagement depending on their specific vision and mission
- Institutions are asked to weight their focus on teaching and learning, research and community/societal engagement when submitting data

AQRM Contents

Part 1 –General Information

Part II – Institutional Profile

Part III - Students Profile

Part IV - Library and ICT

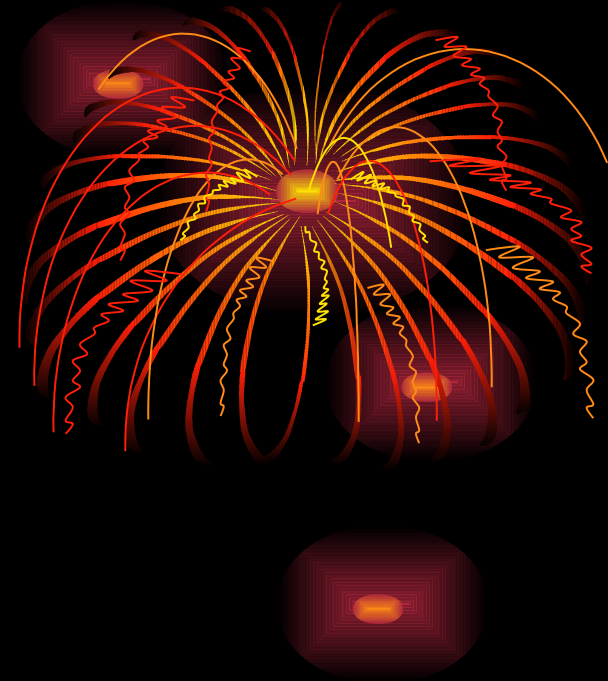
Part V – Faculty / Staff Profile

**Part VI - Governance and Management
Profile**

Part VII – Teaching and Learning

Part VIII – Curriculum

Part IX - Research





Self- Rating Component. A

Part XIV – Self Rating of 5 Selected
Institutional Faculty/ College or
Programs.

Rating Scale:

- 1 (Unsatisfactory Performance)
- 2 (Satisfactory Performance)
- 3 (Excellent Performace)



Criteria

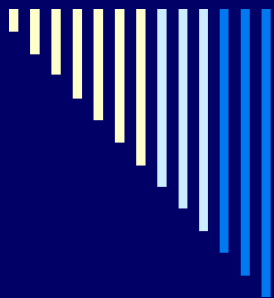
- Management
- Financial resources
- Infrastructures
- Recruitment, Admission and Selection
- Teaching and Learning
- Research Output
- Student Support
- Community Engagement



Rating Component B- Institutional Self-Rating

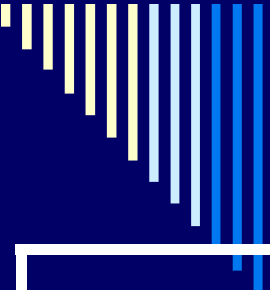
Of:

- Governance And Management;
- Infrastructure;
- Finances;
- Teaching And Learning;
- Research, Publication and Innovation; and
- Community/Societal Engagement.



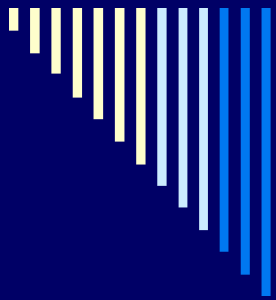
Governance and Management

	1 Unsat	2 Satisf	3 Excellent
Has clearly stated Mission and Values			
Has strategies in place for achieving goals			
Institution has developed Quality Assurance Policies and Procedures			
Institution has a policy and standard procedures for ensuring staff and students welfare			



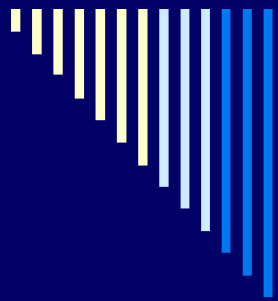
Infrastructure

	1 Unsat	2 Satisf	3 Excellent
Institution has sufficient lecturing spaces			
Staff and students have access to computer resources			
Institution has sufficient laboratory facilities			
Laboratory equipment is up to date and well maintained			



Finance

	1 Unsat	2 Satisf	3 Excellent
Institution has access to sufficient financial resources			
Institution has in place procedures to attract funding, including industry and cooperate sector.			
Financial and budgetary procedures are adhered to by institution			



Research, Publications and Innovations

	1 Unsat	2 Satisf	3 Excellent
Institution has a research policy and Publication policy			
Institution has policy on intellectual property ownership			
Institution rewards research which results are used by the society			
Institution has success in attracting research grants			

Expected Implications

- Best Programmes would be recognized by institutions;
- Institutions will know their areas of strength and weakness;
- AUC will know programmes to support in each institutions
- Good publicity will be given to African institutions
- Institutions will be challenged to develop Policies and Strategic plans for QA, Research, etc

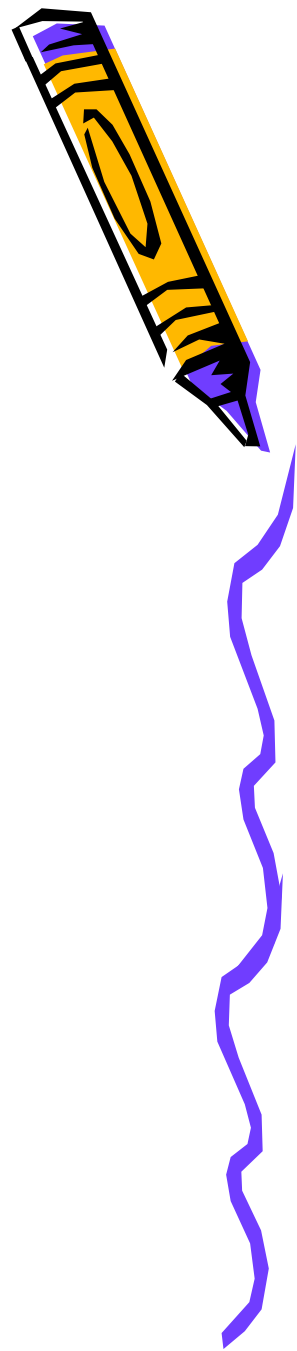
Our Plan and Needs

- Regional and National Agencies to help.
- Institutional Leaders to provide support and participate.
- National Governments and Ministries
- Publicity

Our Plan and Needs

- Institutional involvement - Contact e-mails and Prompt response
- Want institutions to form Networks and collaborate in having joint programmes that will make them qualified for the Staff and Student Mobility and Scholarship schemes
- Wants Institution to develop Strategic Plans for promoting quality

Institutional QA Strategic Plan



Strategic Plan Guidelines. 1

- Background Information: Including historical development of the institution.
- Institutional Capacity: Current Programmes, Staff and Student profiles and Infrastructures
- A Vision statement: describes what an institution aspires to become in the future and the values it enshrines”
- A Mission statement is: “an assertion of an institution’s *raison d’être* or purpose, and should clearly define its ideals as well as the products and services that will be offered and by whom”

Strategic Plan Guidelines. 2

Analysis of opportunities and threats:

SWOT analysis

- Strengths,
- Weaknesses,
- Opportunities, and
- Threats to the institution.

Strategic Plan Guidelines. 3 _

SWOT ANALYSES QUESTIONS (a)

- What are the strengths of the institution?
- Do stakeholders value what the institution does?
- What are the best programs, outstanding disciplines, most successful areas of research, and other special features of the institution?
How can the institution build on these as it plans for the coming decade?
- What are the current weaknesses of the institution?

Strategic Plan Guidelines. 4 _

SWOT ANALYSES QUESTIONS (b)

- Which of the programs are least successful? Should unsuccessful programs be eliminated or could they be turned into high quality programs? What makes most sense in the current context?
- Are there special opportunities the institution could build on in the future?
- Do institutional strengths provide opportunities?
- Is the location of the institution one that could be used to better advantage?
- Are there threats in the external environment that could prevent the institution from achieving success?
- What are the threats on the horizon?
- How can the institution plan for them?

Strategic Plan Guidelines. 5 _

SWOT ANALYSES QUESTIONS (c)

- What is the nature of the shortfall of qualified staff members? What steps can be taken to raise the quality of existing staff? How can we attract high quality new academic staff?
- How can we catch up on information technology? How can the institution deal with the training needs of staff and students?

Strategic Plan Guidelines. 6 - Strategic positioning choices

- Capacity/resources required to implement the strategic choices. Staff capacity
- Expertise
- Hardware
- Efficiency improvement require
- External constraints that need to be addressed
- Financial requirements

Strategic Plan Guidelines. 7

- Implementation Strategies

And

- Logical Framework (Log-frame) with:

Activities	Inputs	Expected Outputs	Verifiable Indicators	Risks and Assumptions

Thank you

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