

**TOWARDS HARMONISING THE IUCEA/DAAD
AND THE EDULINK QUALITY ASSURANCE IN
HIGHER EDUCATION PROJECTS.**

**PRESENTED AT THE 4TH AfriQ' Units_Project
Workshop at Moi University 26th – 29th Aug
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BY

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ORDER OF PRESENTATION

1. BACKGROUND OF THE IUCEA/DAAD QUALITY ASSURANCE PROJECT.
2. AREAS OF POSSIBLE HARMONIZATION WITH THE EDULINK PROJECT- VOLS 1 & 2 (IUCEA)

Origin of the Handbook

- The IUCEA took a decision to coordinate Quality
 - Christoph and Chacha conversations
- Visit Germany in January 2006: VCs, Academic Registrars and members of the governing Board
- June 2006- regional meeting in Nairobi: Ministers, politicians, academicians, University administrators, CEO of regulatory agencies in attendance.
- Meeting resolved that IUCEA should prepare a QA Handbook for East African universities to:
 - Define QA and give benchmark standard guidelines for university core activities
 - Spell out the objectives and goals of a common East African QA framework
 - Establish appropriate QA instruments
 - Give benchmark standard guidelines for university core activities

Progress of the Handbook

- Draft by Ton Vroejestin
- Discussions in first training in Germany 2007
- Discussions in National workshops and feedback
 - Deans in Kenya, Uganda, and Tanzania
 - HODs Kenya, Uganda, and Tanzania
 - QA officers, participating Universities
 - Representatives from regulatory agencies.
- Editorial team: Ton, Dr Halima, Prof Mayunga, Dr. Mike Kuria, Dr Cosam Joseph and others
- Contribution of experts: Ina, Stef, Christoph, Martina and others.

Who has been involved in the handbook?

1. **IUCEA**-Logistics, core team of experts, leadership, umbrella organization etc
2. **DAAD**-Funding, international experience
3. **University of Oldenburg**- hosting
4. **Regulatory agencies**-TCU, CHE, NCHE
5. **University Managers/ VC**
6. **University academicians**
7. **Consultants**- Ton, Ina, Martina & others

THE PILOT PROJECT

- The development and implementation of the QA handbook.
- The participation of universities from the region
 - Kenya
 - Uganda
 - Tanzania.
- 1st Cohort  21 Universities, 26 programs evaluated
 - Business and administration (14)
 - IT (5)
 - Agriculture and other programs (Wildlife conservation, Environmental engineering) (7)
- 2nd Cohort?  25 universities
 - Kenya 7
 - Uganda 8
 - Tanzania 8
- Rwanda and Burundi now on board
- 2nd Cohort programs:
 - Business Administration and Management
 - Medicine
 - Education
 - IT

NB: MOI, MAKERERE, MZUMBE PARTICIPATED IN THE PILOT PROJECT

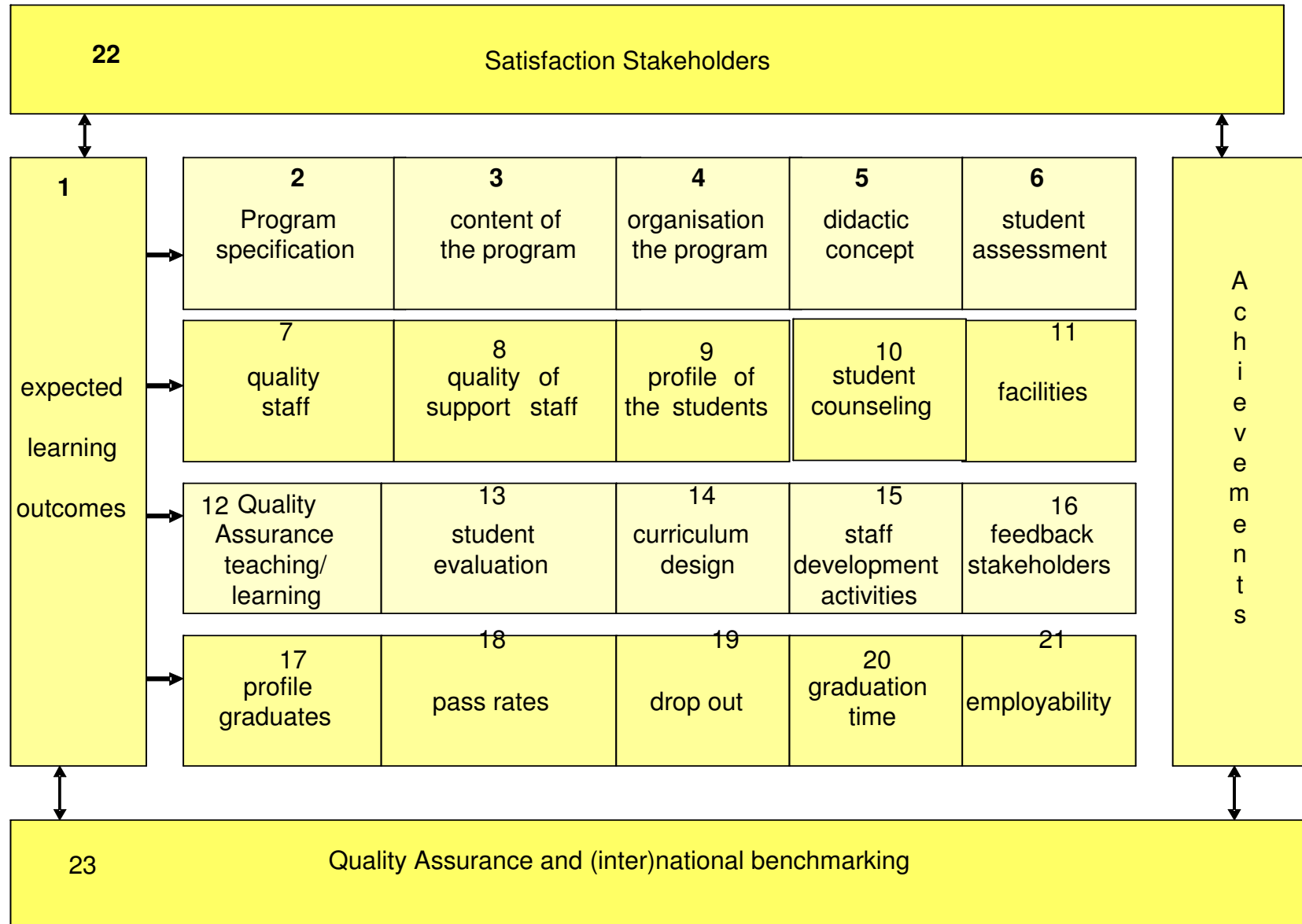
PILOTING PROCESS: SOME OF ISSUES RAISED.

- Handbook or Manual- what school or country?
 - Handbook adopted- East African view as less prescriptive
- Length of handbook- 1st Draft too huge
 - Reduced to four volumes,
- Clarity of models used in the handbook
 - Models reconstructed as with example below
- Interpretation terms: student evaluation vs student assessment.
 - Sensitization and education
- Understanding of learning outcomes
 - Training organized in Uganda on learning outcomes and national workshops- Stef in Kenya.

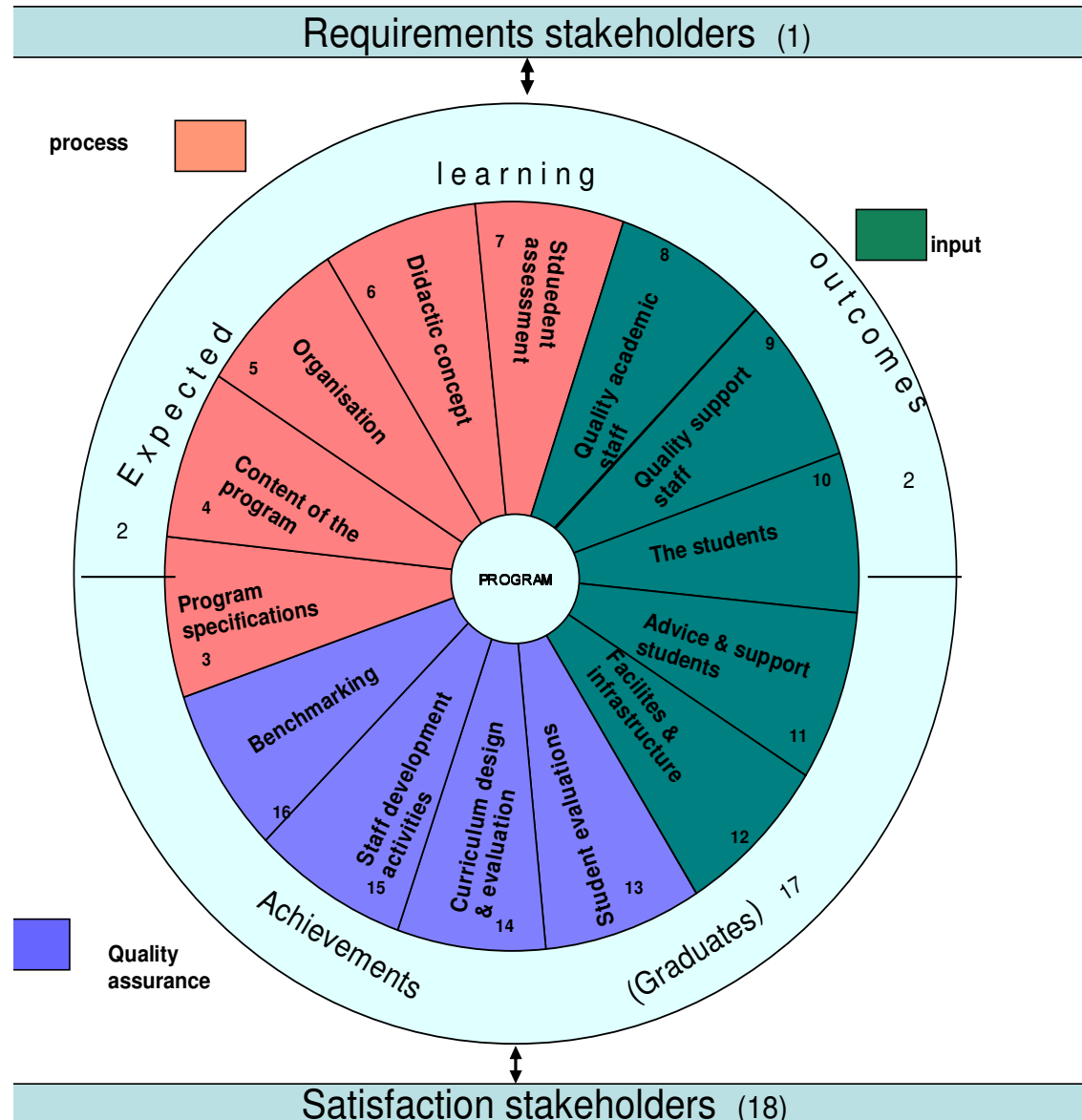
VOLUMES OF THE HANDBOOK

1. Guidelines for Self- assessment at program
2. Guidelines for external program assessment
3. Guidelines for Self-assessment at institutional level
4. The implementation of a Quality Assurance system
5. External Quality Assurance (Not included yet)

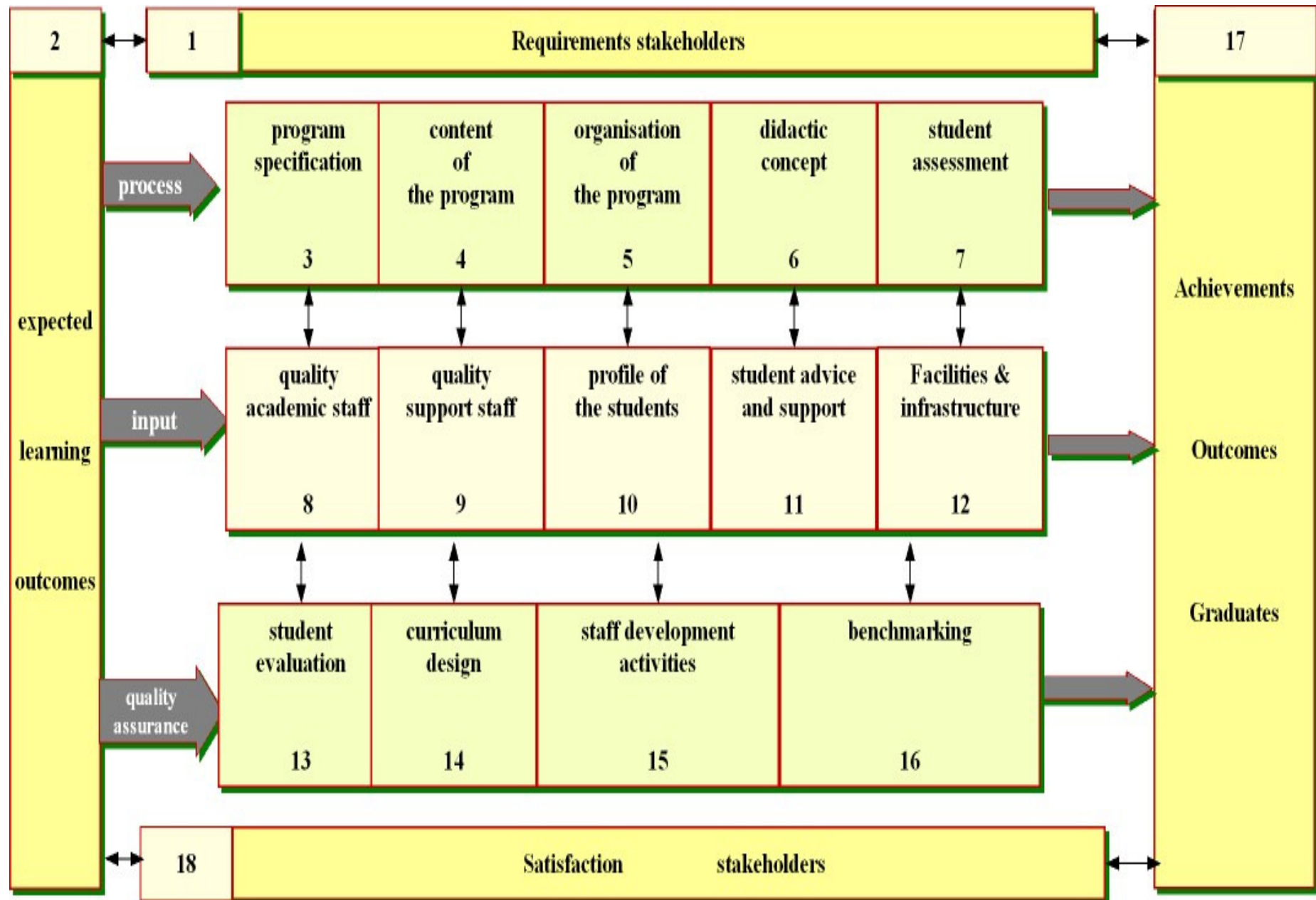
The Quality Model for Teaching and Learning



NEWER VERSION



FINALLY AGREED



HOW TO USE THE HAND BOOK: THE CELLS

- Read the description and understand the concept/aspect
- Check the criteria given under each aspect
- Look for evidence that the criteria is being met
 - Give a description of the state of the art
 - Make a critical analysis
 - Describe strengths and weaknesses
 - What plans to address problems identified
- Use the diagnostic questions/looking for evidence to establish the facts
 - Note these are only a guide, not comprehensive.

AREAS OF FOCUS COMPARED

CRITERIA IUCEA MODEL

- Goals and objectives; expected learning outcomes
- Program content
- Program specification or description
- Program organisation
- Didactic concept/teaching/learning strategy
- Student assessment
- Staff quality
- Quality of the support staff
- Student profile
- Student advice/support
- Facilities & infrastructure
- Student evaluation
- Curriculum design & evaluation
- Staff development activities
- Benchmarking
- Achievements /graduates
- Satisfaction stakeholders

CRITERIA EDULINK MODEL

- Education program (only one expanded here but guide provides all)
 - Aims of the education program
 - Knowledge and skills
 - Admission profile
 - Studies plan and its structure
 - Horizontal and verticle linking of subjects
 - Plan has basic elements & is public and accessible
 - Plan coherent with educ programs
 - Regular and systematic review
 - Outlined student learning time compliant with educational program
- Teaching organization
- Human Resources
- Material resources
- Education process
- Results

AREA	IUCEA/DAAD	REFERENCE	EDULINK	REFERENCE
Titles	<i>Guidelines for Self- assessment at program level vol 1</i>	Front page Volume 1	Institutional Assessment Programme Self-Assessment Guide	Front page
Number of criteria	Based on 17 criteria (quality aspects)	See pg 13	Based on six criteria- the sub-criterion and subsequent points of analysis may suffice eg under aims of the education program- several aspects in IUCEA are dealt with	Pg6
What is being evaluated? Unit or program	program		Not very clear- ref to unit on pg 9 a bit confusing	Pg 9
Organisation of the evaluation				
How long should the evaluation take	5- 8 months from composition of assessment team	Pg 12 Volume pg	5 months time	Pg 11

Publication of the report	Optional		ANECA publishes in their website	
Provision of technical man to help in the process	No provision		ANECA to do so in Spain- how about in East Africa?	
Evaluation of sub-criteria	A scale of 1-7	Pg 40, checklist	A scale of A- E	Pg 19
Aims/ learning outcomes	Refers to learning outcomes	Pg 14/17	Refers to aims and defines them as learning outcomes	Pg 23 1.1 the aims of the educational..
Results of the educational program	Outcome or output- mainly focused on graduates		refers to graduate results, society results etc. do they mean stakeholders views? Not sure	Pg 37

ON THE EXTERNAL ASSESSMENT PROCESS.

Confidentiality	External assessors sworn to confidentiality- cannot make public their findings	Volume 2 Pg 10	May not be prohibited	
The team	Has five members: Chair, two subject experts, labour market rep, education/learning process expert	Pg9	Four/5 members: president, secretary, student, an academic, optional member who is an observer	
Functions of the team members	The role of the secretary is clearly defined- the rest is a bit too free	Pg 10	The roles of the members is clearly defined	
1. The Chair	Does not need to come from the subject discipline- just earn respect	Pg 9	The president required to come from the discipline in question	
2. The student	No provision for a student in the peer team		Student provided for but not necessarily from the discipline- recommended to do so though	

The secretary/ president/ chair	Roles assigned eg 1. being link between EAC and University done by president, see pg 10 and 11		Must come from ANECA- similar to accrediting agencies in EA. Link and organisation see pg 10 and 15	Pg 12
Training of the peers/evaluators	Verification and appointment of the peers takes place before training meaning only those who are acceptable get trained.	Pg 9	Training done even before the evaluators are accepted by the universities	pg 13
Qualifications of the members of the EAC	Only general skills highlighted		Clearly stipulated for each member	
Recruitment of the team	Members to come from both within and outside East Africa.		Pg 16 not clear on what it means by regional representation EAC- what does that stand for in this section	

FURTHER AREAS

- Improvement plan- detailed in the Spanish model- no details in the IUCEA model.
- EFQM model- explanations of scoring valuable- IUCEA could borrow that

CONCLUSIONS AND RECOMMENDATIONS

- Both systems are valuable and complimentary
- Focus areas are similar with very minor differences
- IUCEA handbook coverage wider in scope- based on documents sent to us
- Can borrow areas of strength from the Edulink model: harmonise
- IUCEA spearhead adapting the PEI model to IUCEA model adopted for East Africa
- Considering:
 - Need to learn from edulink project
 - The IUCEA handbook covers program & institutional assessment.
 - Has involved stakeholders in the region in its development
 - Has been piloted in nearly 50 universities- well accepted in the region
 - The IUCEA as the QA body in East Africa
- Technical team to do that??

ANY FURTHER AREAS?

SUGGESTIONS FROM THE FLOOR

THE END

THANK YOU VERY MUCH

Q&A SESSION