8th International Conference on Quality Assurance in Higher Education in Africa (ICQAHEA)

Hosted by The National Council for Higher Education (NCHE) and the University of Namibia (UNAM)
Stamenka Uvalić-Trumbić, CHEA Senior Advisor on International Affairs, Receives Award for Distinguished Service to Quality Assurance in Higher Education in Africa (2015)

The 2015 Distinguished Service to Quality Assurance in Higher Education in Africa Award (DSQA) was conferred on Stamenka Uvalić-Trumbić on September 22 at the 7th International Conference on Quality Assurance in Higher Education in Africa which held in Abuja, Nigeria.

The award is given to any individual who has made a significant contribution to the field of quality assurance in higher education in Africa. This year's award recognizes Stamenka Uvalić-Trumbić for her outstanding contributions to the field.

The seventh International Conference and Workshops on Quality Assurance in Higher Education in Africa took place in Abuja, Nigeria on September 21-25, 2015. This year's theme was strengthening quality assurance in Africa to meet regional and global challenges. The meeting sponsors were the Global University Network for Innovation, GUNI-Africa.
Enhancing quality and combating corruption in higher education: a global perspective

Stamenka Uvalić-Trumbić and Sir John Daniel
Our Topics

- Adapting QA to new needs
- CHEA/CIQG Quality Platform
- Guides to Quality in Online HE
- 7 International Quality Principles
- Combating corruption in HE
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Standard elements of quality assurance

• Regulations and guidelines produced by the QA agency

• A self-evaluation prepared by the institution

• Appointment of a peer group to review the institution or programme, starting by reviewing the self-evaluation
Standard elements of quality assurance

• Site visits by the peer group

• Publication of the report or, in some cases, only the decision
The ‘spread of the familiar’
Focus of QA is shifting

INPUTS

OUTPUTS & OUTCOMES
From inputs to outputs
Multi-lateral support

AHELO

CALOHEE

for the focus on learning outcomes
CALOHEE: Measuring up: Limited to Europe while AHELO global
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CHEA Quality Platform

Stamenka Uvalić-Trumbić

Judith Eaton
What is the Quality Platform?

• An outcomes-based external review of alternative providers of higher education for their performance and quality

• Can be used nationally or internationally
QUALITY PLATFORM STANDARDS

- Are learning outcomes articulated and achieved?

- Do they meet post-secondary level standards?

- Can credits be transferred?

- Is transparent information available?
Sent an application to CHEA to be a Quality Platform Pilot (June 2015)

Prepared a Self-Review and sent it to CHEA (September 2015)

A site visit conducted at DeTao using the Self-Review as basis (November 2015)
Site-visit by peer review group
The Council for Higher Education Accreditation/International Quality Group Acknowledges that:

De Tao Masters Academy
Advanced Classes

Has fully met the required standards to become a CHEA/CIQG Quality Platform Provider 2016 - 2019

Signature CHEA/CIQG

Date 01/26/2016
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Meanings vary widely
QA of MOOCs: Bad news and good…

Bad:
- *skimpy approval procedures*

Good:
- *favourable to innovation*
Making Sense of MOOCs
A Guide for Policy-Makers in Developing Countries
European examples
“Promote quality assurance and peer review of OER. Encourage the development of mechanisms for the assessment and certification of learning outcomes achieved through OER.”
“An open license does not guarantee that an OER is ‘fit for purpose’.”

(Wiley, 2013)
Supporting higher education institutions across Africa in the development and use of Open Educational Resources (OER) to enhance teaching and learning.
Quality Assurance of OER

- Relationships of trust between producers and users
- Put out ‘beta’ content & revise
- Collaborative communities
- Align with learning standards
Align with learning standards
UNESCO’S 2nd WORLD CONGRESS ON OER
2017

2nd World Congress on OER
and Opening Up Education in Slovenia

Davor Orlic, Mitja Jermol
UNESCO Chair in Open Technologies for OER and Open Learning
Artificial Intelligence laboratory, Institut Jožef Stefan
Knowledge 4 All Foundation
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Professor Peter Okebukola
Chair: Advisory Council CIQG
CHEA/CIQG INTERNATIONAL QUALITY PRINCIPLES

1. Quality & higher education providers
2. Quality & students
3. Quality & society
4. Quality & government
5. Quality & accountability
6. Quality & QA & accreditation bodies
7. Quality & change

Available in English, Arabic, Chinese, French and Spanish @ www.cheainternational.org
Essays on each of the seven

International Quality Principles

January 2016

Available in English and French

www.cheainternational.org
The Seven International Quality Principles

**Quality and higher education providers:** Assuring and achieving quality in higher education is the primary responsibility of higher education providers and their staff.

**Quality and students:** The education provided to students must always be of high quality whatever the learning outcomes pursued.

**Quality and society:** The quality of higher education provision is judged by how well it meets the needs of society, engenders public confidence and sustains public trust.
Quality and government: Governments have a role in encouraging and supporting quality higher education.

Quality and accountability: It is the responsibility of higher education providers and quality assurance and accreditation bodies to sustain a strong commitment to accountability and provide regular evidence of quality.
The Seven International Quality Principles

**Quality and the role of quality assurance and accreditation bodies:** Quality assurance and accreditation bodies, working with higher education providers and their leadership, staff and students, are responsible for the implementation of processes, tools, benchmarks and measures of learning outcomes that help to create a shared understanding of quality.

**Quality and change:** Quality higher education needs to be flexible, creative and innovative; developing and evolving to meet students’ needs, to justify the needs of society and to maintain diversity.
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Advisory Statement for Effective International Practice

Combatting Corruption and Enhancing Integrity:
A Contemporary Challenge for the Quality and Credibility of Higher Education

July 2016
# Matrix of examples of effective preventive actions in higher education arrayed by stakeholders

<table>
<thead>
<tr>
<th>Combatting corruption in student admissions and recruitment:</th>
<th>National Governments</th>
<th>Quality Assurance Agencies</th>
<th>HEIs</th>
<th>Faculty &amp; Staff</th>
<th>Students</th>
<th>Press/Civil Society</th>
<th>Employers &amp; Professional Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe enrollment limits set by governments, professional bodies and HEIs.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Publish criteria and procedures for the admission, progression and certification of students.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Monitor behaviour of recruitment staff/agents for observance of HEI’s requirements and the law.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Vet appointments to admissions offices and provide training and support to staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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THANK YOU