



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



Stamenka Uvalić-Trumbić

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

est honor on quality assurance that can be conferred by the consortium.

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,

Award for Distinguished Service to Quality Assurance in Higher Education in Africa (2015)



Global University Network for Innovation (GUNI)-Africa, African Quality Assurance Network (AfriQAN) and the Association of African Universities (AAU)

8TH INTERNATIONAL CONFERENCE AND WORKSHOPS ON QUALITY ASSURANCE IN HIGHER EDUCATION IN 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

Our Topics

- **Adapting QA to new needs**
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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



Multi-lateral support



AHELO



CALOHEE

for the focus on learning outcomes

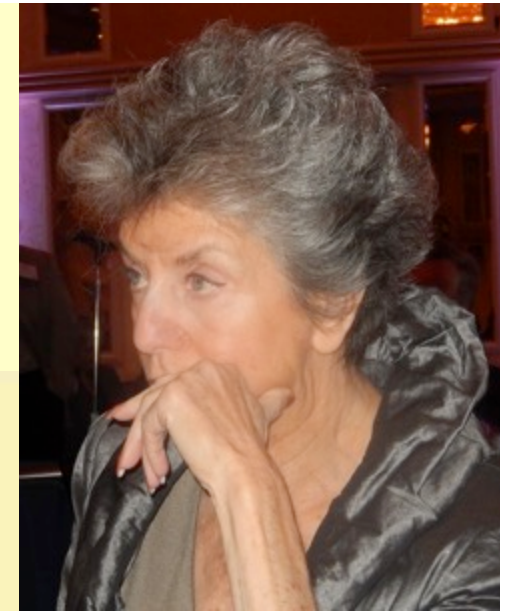
CALOHEE: Measuring up: Limited to Europe while AHELO global



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CHEA Quality Platform



Judith
Eaton



Stamenka
Uvalić-Trumbić



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?

CHEA Council for
Higher Education
Accreditation

CHEA International Quality Group

CIQG

QUALITY
PLATFORM
PROVIDER



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GROUP

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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



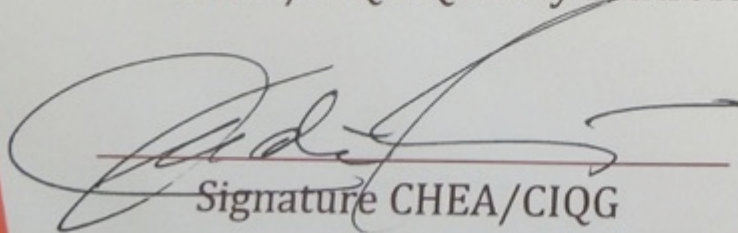
CHEA Council for
Higher Education
Accreditation
CHEA International Quality Group **CIQG**

QUALITY
PLATFORM
PROVIDER

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

01/26/2016

Date



US DEPARTMENT OF EDUCATION



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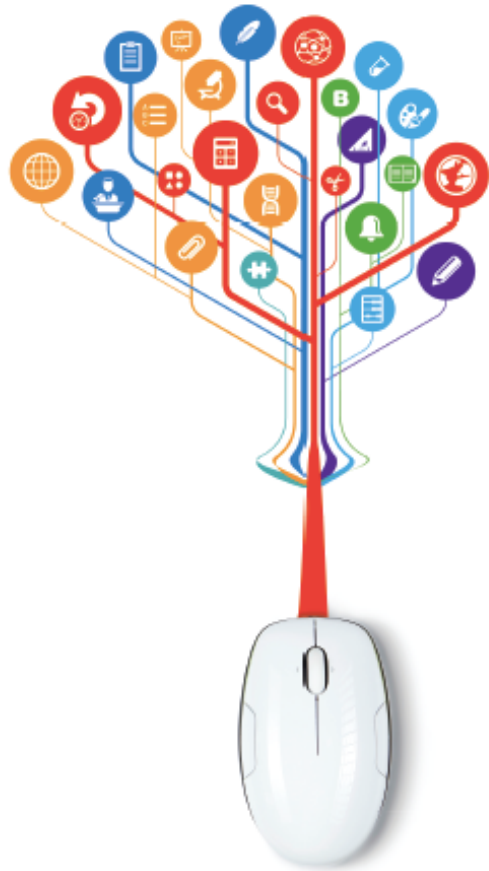


A Guide to Quality In Online Learning

Authors:
Neil Butcher & Merridy Wilson-Strydom



Editors:
Stamenka Uvalić-Trumbić & Sir John Daniel



A Guide to Quality in Post-Traditional
Online Higher Education

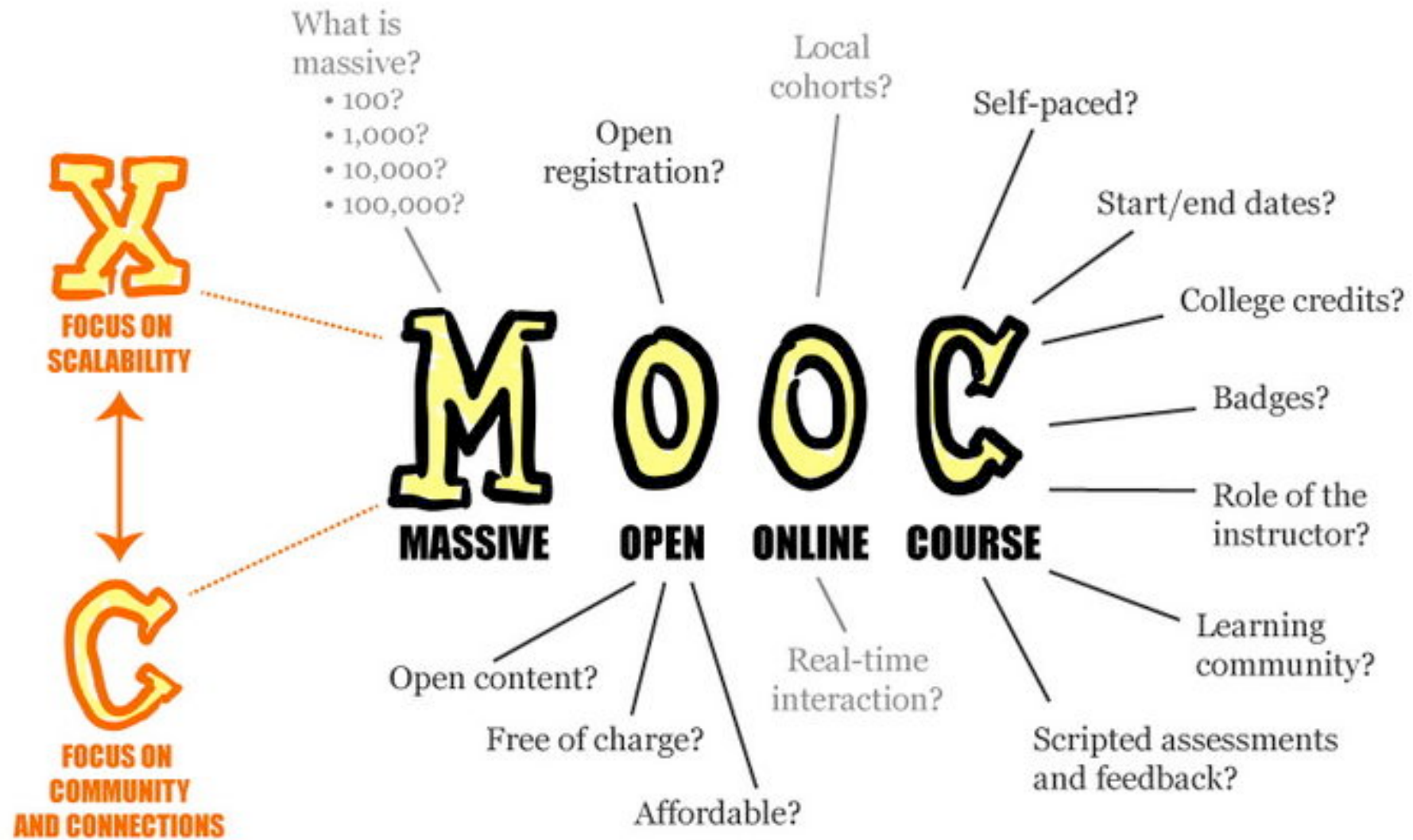


A Guide to Quality in Post-Traditional Online Higher Education

Authors:
Neil Butcher & Sarah Hoosen



Editors:
Stamenka Uvalić-Trumbić & Sir John Daniel



Meanings vary widely

Making Sense of MOOCs

**A Guide for Policy-Makers
in Developing Countries**



European examples



OpenupEd_logo_colour.png 728x164 pixels

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mooq

[Home](#) [Qualit](#)

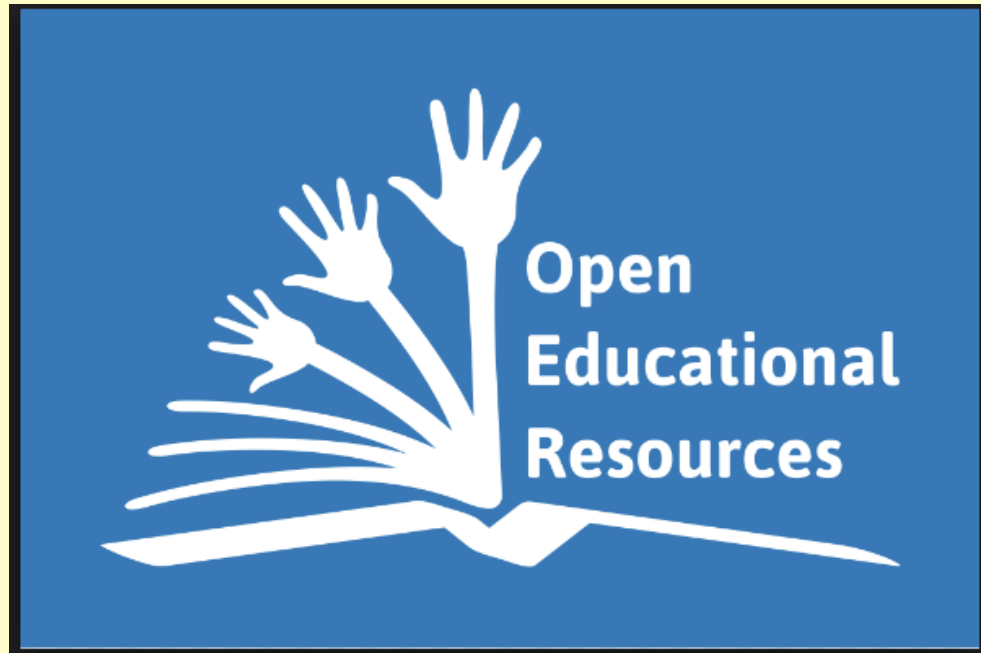
MOOQ

WE WILL MAKE MOOCs BETTER!



“Promote quality assurance and peer review of OER. Encourage the development of mechanisms for the assessment and certification of learning outcomes achieved through OER.”

OER & Quality



“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.

[Find out more](#)



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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Stamenka
Uvalić-Trumbić



Judith
Eaton



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

The CIQG International
Quality Principles:

Toward a Shared
Understanding of Quality

Edited by Stamenka Uvalić-Trumbić

CIQG Publication Series



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.

The Seven International Quality Principles

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



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning



July 2016

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

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

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THANK YOU