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QUALITY ASSURANCE SYSTEMS IN AFRICAN PARTNER UNIVERSITIES WITHIN THE ENERGY AGRO-FOOD SYNERGY PROJECT

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CRONYMNS AND ABBREVIATIONS

CHE	Commission for Higher Education
CUE	Commission for University Education
EAFS	Energy Agro-Food Synergies
ENQA	European Network for Quality Assurance Agencies
HERQA	Higher Education, Relevance and Quality Assurance
HEIs	Higher Education Institutions
QA	Quality Assurance
QAS	Quality Assurance Systems
QM	Quality Management Systems
SUA	Sokoine University of Agriculture
TCU	Tanzania Commission of Universities Prescribed Procedures for Programme Approval
UON	University Of Nairobi
UQF	University Qualifications Framework

TABLE OF CONTENTS

ACRONYMNS AND ABBREVIATIONS	iii
TABLE OF CONTENTS.....	iv
PREFACE.....	2
1.0 INTRODUCTION.....	3
1.1 Justification for Effective Quality Assurance Systems	3
1.2 Review Objectives	4
2.0 REVIEW METHODOLOGY	4
3.0 REVIEW FINDINGS.....	7
3.1 History and Status of Quality Assurance Systems at Global level.....	7
3.2 History and Status of Quality Assurance Systems at National level	9
3.2.1 Kenya.....	9
3.2.2 Tanzania	9
3.2.3 Ethiopia	10
3.3 Quality Assurance Systems and Cooperation in the Regional Context	11
3.3.1 Inter-University Council for East Africa (IUCEA)	11
3.4 Quality Assurance Perspectives	11
3.4.1 What is quality?	11
3.4.2 What is Quality Assurance?	13
3.5 QAS Operational Status at Institutional Level.....	13
4.0 DISCUSSION.....	15
6.0 CONCLUSIONS.....	16
REFERENCES.....	17

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PREFACE

The review was done within the EU-funded Energy-Agro Food Synergies Project with an objective (among others) of developing new teaching modules in conjunction with Partner European (University of Bologna and Pavia University (Italy); University of Clermont (France) and African universities (University of Nairobi (Kenya), Addis Ababa and Mekele Universities (Ethiopia) and Sokoine University (Tanzania). These new teaching modules are intended to benchmarked against existing quality standards. Selected **European Standards and Guidelines** as spelt out by European Network for Quality Assurance Agencies (ENQA) (representing globally-recognised standards) **as well as Standards and Guidelines** spelt out by various regional and country-specific bodies in the relevant African region/countries were used as the basis of reviewing the Quality Assurance aspects in Partner African Universities.

1.0 INTRODUCTION

This report highlights the status and practice of higher education quality assurance (QA) in three partner African countries (Kenya, Tanzania and Ethiopia) and four partner/participating universities, namely University of Nairobi (Kenya), Sokoine University of Agriculture (Tanzania), Mekelle University and University of Addis Ababa (Ethiopia) by the period of review. It also captures the status of QA systems in existence at national and regional level.

The report also highlights selected European Standards and Guidelines in an effort to make the developed teaching modules attain a global outlook.

1.1 Justification for Effective Quality Assurance Systems

The need to provide quality education in universities is critical for training of qualified manpower within an internationally-recognised framework of quality standards.

On the global arena, the transition to a knowledge-based economy has brought about changes that have in turn created a demand for higher skill levels in most occupations. For Africa, the challenge to creating knowledge economies rests with the balance between improving the quality of tertiary education and simultaneously create a critical mass of highly trained people in appropriate fields (Materu, 2007).

East Africa has for the past ten years experienced a sporadic expansion of the number and enrollment levels in university institutions as triggered by the exponential increase in demand of access to higher education in each of the countries in the region, making safeguarding quality a matter of great concern among multidimensional stakeholders (IUCEA, 2013).

No country or its human capital can operate in isolation. Higher Education Institutions' (HEIs) 'products' (its graduates) are thrust into a competitive environment created by local, national, regional and international expectations and standards (Materu, 2007).

In addition, education has become a tradable commodity across borders world over, hence the need for international quality standards. To this end, efforts are being implemented within regional and international QA frameworks, as already realised in some regional groupings, particularly in Europe as part of the Bologna Process (IUCEA, 2013).

In a nutshell, Quality Assurance Systems (whether regional or international) promote: regional/international comparability and compatibility of higher education; regional/international student and staff mobility; internationally credible higher education area; credibility and academic excellence within regional/international socio-economic block set up; employability of graduates

and labour mobility across borders; institutional accountability to national/international stakeholders (Mayunga, 2008).

1.2 Review Objectives

The purpose of the analysis was to enrich, support and enhance the *quality* of developed teaching modules within Energy Agro-Food Synergies collaborative project.

The broad objective of this analytical undertaking was to identify relevant, common/cross-cutting quality assurance systems and standards.

The specific objectives were to conduct a cross-comparative analysis of the national & institutional quality guidelines of African universities in order to identify key quality standards applicable for enriching the teaching modules and also identify/establish criteria for benchmarking the teaching modules at *international/regional/ national/institutional* levels

2.0 REVIEW METHODOLOGY

This report was based on a desk and web-based review of QA published information as well as questionnaire-based responses in all 3 partner Africa countries within EAFS Project. The QA Analysis involved review of documents at international, regional, national and institutional level.

A questionnaire based on selected Standards and Guidelines was developed by African Partners visiting University of Pavia and electronically administered to Energy Agro-Food Synergies (EAFS) Partners from African universities in 2014.

SELECTED EUROPEAN UNION STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE WITHIN HIGHER EDUCATION INSTITUTIONS (Source: ENQA: Standards and Guidelines for Quality Assurance in the European Higher Education Area)

Part A	SELECTED STANDARDS AND GUIDELINES for <i>INTERNAL</i> QUALITY ASSURANCE WITHIN HIGHER EDUCATION INSTITUTIONS
1	<p>Policy and procedures for quality assurance: Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should also develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.</p> <p><i>Comment: In comparison to the African partner institutions, all the universities have in place Policy and Procedures for quality assurance.</i></p>
2	Approval, monitoring and periodic review of programmes and awards: Institution should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.
3	Assessment of students: Students should be assessed using published criteria, regulations and procedures which are applied consistently.
4	Learning resources and student support: Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.
5	Information systems: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.
Part B	SELECTED STANDARDS AND GUIDELINES for <i>EXTERNAL</i> QUALITY ASSURANCE WITHIN HIGHER EDUCATION INSTITUTIONS
1	Use of internal quality assurance procedures: External quality Assurance procedures should take into account the effectiveness of the internal quality assurance processes (to determine the extent to which the standards are being met)..
2	Development of external Quality Assurance processes: The aims and objectives of the QA processes should be determined before the processes themselves are developed.

Specifically, the analysis interrogated the following regional and country-specific governing/regulatory bodies' QA documents:

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ENQA, 2009)
- Commission for University Education (CUE, Kenya): Universities Standards and Guidelines (2014)
- Tanzania Commission of Universities (TCU, Tanzania): Prescribed Procedures for Programme Approval:
 - University Qualifications Framework (UQF)
- Higher Education Relevance and Quality Assurance
- Higher Education: Quality, Quality Assurance, the Concepts and its Elements and HERQA's Focus Areas (Ethiopia)

The QA analysis also interrogated QA-related documented systems for the 4 institutions, namely University of Nairobi (Kenya); Sokoine University of Agriculture (Tanzania); Mekelle University and University of Addis Ababa (Ethiopia).

The following documents were reviewed at Institutional Level:

- SUA Proposed Quality Assurance and Promotion Policy June 2011
- UON Quality Management Doc. No: UON/QM REV NO. 05
- UON Quality Assurance Directorate web docs (on-going)
- Addis Ababa University website QAS documents (e.g. Academic Standards and Quality Enhancement)
- Mekelle University web documents (though scarce at the time)

The Inter-University Council of East Africa (IUCEA) Quality Handbooks (Vol. 1-5) and 'ENQA Report on Standards and Guidelines for Quality Assurance in the European Higher Education Area' and 'Quality Procedures in the European Higher Education Area and Beyond' were reviewed at regional and international levels, respectively.

3.0 REVIEW FINDINGS

3.1 History and Status of Quality Assurance Systems at Global level

3.1.1. *QUALITY ASSURANCE IN THE EUROPEAN UNION*

PREAMBLE

In a changing global market place characterised by a growing population, multicultural diversity, and multiple official languages, free movement of goods, individuals, services, and capital, academic training is also expected to benefit from protection to enable citizens of participating nations use their education across all member countries of the European Union (www.ec.europa.eu).

Demand for good quality higher education by students and society is increasing. This implies that Higher Educational Institution (HEI's) are now faced with similar pressures that have characterised the business sector for decades. "The goal of the European Union (EU) is for the member nations to become the world's most dynamic knowledge-based economy, which means investing heavily in research and in education and training" (www.europa.eu).

To realise the above goal, the EU needed to establish common educational frameworks and policies. The intergovernmental Bologna Declaration of 1999, (also known as the Bologna Process), defined a common framework for higher education programs, degrees, and tools (Diploma Supplement, European Credit Transfer System (ECTS) credits, etc.), and also encouraged the development of quality assurance within and between European universities. The Bologna Declaration's main task was to assist European populations fulfill their roles within knowledge-based society, in which knowledge creation was the primary driver of economic, social and cultural development (www.europa.eu).

Driven by the process, Europe has realised rapid development of national quality assurance systems. Consequently, European countries have established common qualifications for national educational systems (internal requirements) and defined international (external requirements) at the European level, as steps to improve the consistency of quality assurance across the European continent. Standards have also been developed for internal and external quality assurance in order to provide universities and quality assurance agencies with common reference points. This harmonisation was intent on making higher education systems more comparable and compatible while taking mutual advantage of their cultural diversity and different research traditions and teaching and continuously improve the quality of their education; to ease student mobility; and to assist young people in obtaining mutually recognized qualifications (Colet and Durand 2004).

THE ‘BIRTH’ OF EUROPEAN NETWORK FOR QUALITY ASSURANCE AGENCIES

In 1998, as a result of the European Union’s pilot project, the Commission of the European Union recommended the establishment of and support of the European Network for Quality Assurance Agencies (ENQA) which became operational in 2000.

EUROPEAN STANDARDS AND GUIDELINES

(Extracted from ENQA Report on Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2009)

The core of the ENQA report consists of the three proposed sets of European standards and guidelines, which the European ministers subsequently adopted:

1. Internal quality assurance within higher education institutions

The purpose of these standards and guidelines is to provide a source of assistance and guidance to both higher education institutions in developing their own quality assurance systems and quality assurance agencies undertaking external evaluations, as well as to contribute to a common frame of reference, which can be used by institutions and agencies alike.

2. External quality assurance of higher education

These standards and guidelines envisage an important role for external quality assurance. The form of this varies from system to system and can include institutional evaluations of different types (subject or programme evaluations; accreditation at subject, programme and institutional levels; and combinations of these).

3. External quality assurance agencies

The standards and guidelines should ensure that the professionalism, credibility and integrity of the agencies are visible and transparent to their stakeholders and should permit comparability to be observable among the agencies and allow the necessary European dimension. The standards and guidelines do not, however, reduce the freedom of European quality assurance agencies to reflect in their organisations and processes the experiences and expectations of their nation or region. Accordingly, the principle of subsidiarity has been taken very seriously.

In order to ensure the all-important autonomy, the institutions and agencies themselves were free to decide the procedural consequences of adopting the standards, co-operating within their individual contexts.

3.2 History and Status of Quality Assurance Systems at National level

3.2.1 Kenya

The Commission for University Education (CUE) was established under the Universities Act No. 42 of 2012 as the Government agency mandated to regulate university education in Kenya. It is the successor to the Commission for Higher Education (CHE) which was established by an Act of Parliament (Cap 210B) in 1985 to oversee and enhance the quality of university education in Kenya. The CUE endeavors to mainstream quality assurance practices in university education by encouraging continuous improvement in the quality of universities and programmes.

CUE Vision is stated as “Accessible, relevant and sustainable quality university education” while its **Mission** is to “regulate and assure quality university education by setting standards and monitoring compliance to achieve global competitiveness.” Its **Mandate** is “to promote the objectives of university education, by regulating and accrediting universities and programmes, among other functions” (Commission for University Education, 2015).

CUE has established Standards and Guidelines which are categorized into eight Schedules as follows:

- First Schedule: Institutional Standards
- Second Schedule: Standards of Physical Resources
- Third Schedule: Standards and Guidelines for an Academic Programme
- Fourth Schedule: Standards and Guidelines for Open, Distance and E-Learning
- Fifth Schedule: Standards and Guidelines for University Libraries
- Sixth Schedule: Standards for Technical Universities
- Seventh Schedule: Standards for Specialized Degree Awarding Institutions
- Eighth Schedule: Commission Forms

3.2.2 Tanzania

The Tanzania Commission for Universities (TCU) was established in 2005. The Commission’s responsibility rests in the recognition, registration, accreditation and general quality management structure, monitoring and assurance system for all public and private higher education institutions, their programmes, courses, students, staff and awards.

TCU's **Vision** is to be a world-class higher education regulatory agency supporting systematic growth and excellence of university education in Tanzania with a **Mission** to promote accessible, equitable and harmonized quality university education systems that produce nationally and globally competitive outputs.

3.2.2.1 TCU Strategic Objectives

1. Improved quality assurance management systems
2. Improved equitable access and coordination of student admission
3. Improved student enrolment in science related programmes
4. Enhanced internal and external linkages and university support systems
5. Improved ICT resources and higher education management information systems
6. Established permanent TCU office premises
7. Enhanced diversification of sources of funding
8. Improved staff development activities, welfare and working environment
9. Enhanced mitigation against the HIV/AIDS pandemic

(TCU web homepage, 2015)

3.2.3 Ethiopia

In 2003, The Ethiopian government established Higher Education Relevance and Quality (HERQA), as an autonomous agency through the Higher Education Proclamation (351/2003). It is one of the key organizations responsible for guiding and regulating the higher education sector in Ethiopia with the mandate to assure quality education provision in both private universities and private higher education institutions.

HERQA's **mission** is to ensure a high quality and relevant higher education system in Ethiopia. To this end it will assure stakeholders that accredited Higher Education Institutions (HEIs) are of an appropriate standard and that the programs of study offered by these HEIs are of an appropriate quality and relevance to the world of work and the development needs of the country.

HERQA's **vision** is to be a nationally and internationally recognized center of excellence in the safeguarding, accreditation and enhancement of standards and quality in higher education.

HERQA's operational objectives are to:

- Assess the relevance and quality of higher education offered by higher education institutions
- Ensure that the higher education curriculum supports the country's development needs
- Provide an efficient and transparent accreditation system

- Disseminate information regarding standards and programs offered by both Ethiopian and foreign HEIs (HERQA: (<http://www.herqa.edu.et/about>))

3.3 Quality Assurance Systems and Cooperation in the Regional Context

3.3.1 Inter-University Council for East Africa (IUCEA)

The IUCEA as we know it today was re-established as an institution of the current East African Community (EAC) following the Treaty for the Establishment of the current East African Community (The Treaty) that was signed on 30th November 1999. The Treaty entered into force on 7th July 2000 following its ratification by the original three Partner States, namely Republic of Kenya, Republic of Uganda, and United Republic of Tanzania. Other member countries have since joined the community. In 2009, the East African Legislative Assembly (EALA) enacted the IUCEA Act 2009, thereby integrating IUCEA into the EAC operational framework (IUCEA, 2011).

The IUCEA **Vision** as indicated in its Strategic Plan 2011-2016 is that IUCEA becomes an EAC strategic institution responsible for promoting, developing and coordinating human resources development and research in the region. Its **Mission** is to promote strategic and sustainable development of higher education systems and research for supporting East Africa's socio-economic development and regional integration (IUCEA, 2011).

The Main Objectives of IUCEA are to facilitate networking among universities within and outside, of the East Africa region; provide a discussion forum on a wide range of academic and other matters relating to higher education in East Africa; facilitate maintenance of internationally comparable education standards in East Africa in order to promote the region's competitiveness in higher education (IUCEA, 2013).

3.4 Quality Assurance Perspectives

3.4.1 What is quality?

From a global perspective, “*Quality is often described as the totality of features and characteristics of a service that bear on its ability to satisfy stated or implied needs. Quality in higher education, according to Article 11 of the World Declaration on Higher Education published by the United Nations, is a multi-dimensional concept, which should embrace all its functions and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, faculties, equipment, services the community and the academic environment. It should take the form of internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, which are vital for enhancing*

quality. Independent national bodies should be established and comparative standards of quality, recognised at international level, should be defined”.

EU views Quality Assurance (QA) is “an all---embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of a higher education system, institution or program” (Vlăsceanu et al., 2004).

IUCEA defines quality as “*achieving our goals and aims in an efficient and effective way, assuming that the goals and aims reflect the requirements of all our stakeholders in an adequate way.*”

HERQA (2005) defines ‘quality’ as: ‘fitness for purpose;’ ‘meeting threshold or minimum standard; or ‘compliance with set standards or zero error.’

CUE defines “*standard*” as a reference point against which different aspects of the institution and programmes are compared or evaluated for quality (2014).

IUCEA recognizes the complex nature of Quality Assurance (QA) in Higher Education, given the multiplicity of facets including multiple clients, products and stakeholders: government, employers, academic world, parents, students, and society. Quality is also multi-dimensional in nature. This implies that the concept of quality may be considered from the multiple perspectives: quality of the input, quality of process, and quality of output (IUCEA/DAAD, 2010).

“Quality is achieving our goals and aims in an efficient and effective way, assuming that the goals and aims reflect the requirements of all stakeholders in an adequate way” (IUCEA/DAAD, 2010). IUCEA acknowledges that quality is context-bound. Nevertheless, all universities recognize the need to play a role on the international arena. This reality requires that the institutions meet at least the basic standards applicable globally to higher institutions.

HERQA (2005) defines quality as ‘fitness for purpose.’ From HERQA’s perspective, “quality education provision is assured provided every program launched in a department has defined purpose that meets specific needs of the industry in particular and the nation’s development agenda in general” (Teshome, 2013).

HERQA, like IUCEA, has adopted a tri-element quality model comprising of inputs, process and output (HERQA, 2005). An example of an input is curriculum whose design should include input from stakeholders’ (students, parents, employers, government and the society in general. “Consulting government strategic and policy documents, feasibility study on the skills demanded by the industry help institutions to prepare a road map for the preparation of sound curriculum and launching of a program responsive to the industry” (Teshome, 2013).

Quality is context bound. To this end, institutions of higher education in different settings (e.g. those in highly developed/sophisticated regions) should be assessed in their unique context and may necessitate use of different criteria. Nevertheless, an institution, regardless of location may be judged in accordance with the goals (promises) made (IUCEA/DAAD 2010). This is echoed in other quality institutions like HERQA which states that the vision, mission and goals of a Higher Education Provider should guide its academic planning and implementation as well as bring together its members to strive towards a tradition of excellence (Teshome, 2013).

3.4.2 What is Quality Assurance?

Quality assurance is the whole range of actions and mechanisms that support quality in higher education (Teshome, 2013).

According to SUA, Quality assurance is *“A systematic and continuous attention to ensuring that conditions are in place for students to achieve standards set by the institution or the means by which an institution can guarantee that the standards and quality of education of its educational provisions are being maintained.”*

3.5 QAS Operational Status at Institutional Level

In the UoN (Kenya), The Vice-Chancellor (VC) is responsible for QAS. The VC has appointed a Management Representative (MR) to be the officer in charge of maintenance and improvement of the QMS. The University Management communicates to the entire staff the importance of meeting customer requirements as well as statutory and regulatory requirements pertinent to the University services. UoN has established Quality Objectives to guide all the University employees in discharging quality service to customers and stakeholders. The UoN Applies the ISO 9001:2008 Standard Requirements in its QMS.

The UoN has seen the establishment of an internal Quality Infrastructure dedicated to quality, in both internally and externally focused viewpoints comprising of a Quality Assurance Board and Directorate of Quality Assurance headed by a Director appointed by the Vice-Chancellor.

The Mandate and Functions of the Directorate of Quality Assurance are outlined as:

1. Development and implementation of Quality Assurance Policy and Procedures for monitoring the students’ progress, pass rates, dropout rates, and labour market perception of academic programmes and the graduates of the university;
2. Synthesis of topical Quality Assurance matters in higher education arising from debates and practices in the regional and global contexts and updating the Nairobi University community and management accordingly;

3. Updating the Deputy Vice-Chancellors responsible for the different areas of academic activities on the functioning of the Quality Assurance system as it relates to specific respective activities within the different divisions and the status of quality performance of the research, programmes and as well as programme delivery processes;
4. Development and implementation of mechanisms for periodic review and evaluation of the academic programmes;
5. Provision, facilitation and coordination of programme accreditations and re-accreditations where this is relevant in the profession involved;
6. Development and implementation of a system for quality assurance of the students' assessment and examinations;
7. Development and implementation of a system for quality assurance of the teaching facilities;
8. Development and implementation of a programme-level Self-Assessment framework;
9. Development and implementation of a Management Information system to provide quality related information from quality data;
10. Development and publication of the University of Nairobi Quality Handbook. (www.uobi.ac.ke)

At Sokoine University of Agriculture, QAS is managed by the Quality Assurance Bureau. The institution's Chief Executive Officer is in charge of the QMS through Quality Assurance Bureau. "In compliance with the TCU general quality assurance guidelines, the SUA Council at its **107th meeting held on 18th December 2009** approved the establishment of a Quality Assurance and Promotion Bureau (QAPB), whose main task is "...to set quality standards and to monitor and evaluate whether SUA's performance is in line with set standards as per University's Vision, Mission and Corporate Strategic Plan (CSP)" (SUA, 2011). SUA's Policy Objectives (aligned to QA) are to:

1. Mainstream quality in planning, implementation and evaluation at all levels.
2. Provide a framework for ensuring quality delivery of academic programs and other services offered within the University.
3. Propel SUA to greater achievement in development of knowledge, technology and scholarly attainment.
4. Contribute towards enhanced application of knowledge, technology and scholarship to solve current and emerging societal problems in the pursuit towards achieving national development goals (SUA, 2011).

In Addis Ababa University, Quality Assurance System is organized under Quality Assurance Directorate Office which is responsible for QMS. It is also responsible for curriculum development and evaluation within each department.

Academic Standards and Quality Enhancement Center exists whose overall purpose is "to guide, assist and coordinate university-wide efforts to improve student learning and enhance institutional

effectiveness in the way of assuring and enhancing academic quality and standards.” The following are the major tasks of the Office:

1. Develop guidelines and measures of internal systems of quality enhancement
2. Develop quality standards to undertake academic audit on periodic basis
3. Lead and monitor the development of strategies, policies and procedures, directing quality assurance and enhancement
4. Plan and lead academic programs review process; self-evaluation and peer review of an institution or programs towards acceptable standards of education are being met, maintained and enhanced
5. Coordinate and facilitate the academic review of teaching, learning, research and service
6. Support colleges, departments and centers on enhancement of quality of education
7. Coordinate and follow up the international accreditation of programs of the university when necessary (www.aau.edu.et)

At Mekelle University, Quality Assurance head is in charge of the QMS.

More results are appended at the end of the report (Appendix I).

4.0 DISCUSSION

Responses from all four institutions indicated existence of formal mechanisms for the approval, periodic review and monitoring of their academic programmes and awards. Their quality assurance programmes include systems for regular feedback from relevant organizations and stakeholders in addition to formal programme approval procedures by an external body besides the institution (internal) itself.

While there was no absolute uniformity in the definition of ‘quality’ or quality assurance, the implied meaning was cross-cutting and concurs with points of view held by other global schools of thought.

Concept of quality is contextual. That notwithstanding, it is in the best interest that all universities play a role on the international arena, and hence need to embrace benchmarking.

In comparison to the African partner institutions, all the universities had in place Policy and Procedures for quality assurance.

All four Higher Education Institutions under review are operating under clear and elaborate regulatory and accreditation frameworks, developed under reputable leadership. In addition, all 4

institutions under review had documented QA Policies. The institutions have QA Directorates at different stages of development. These are strengths to build on and further ‘energise’ the institutional leadership into fully adopting and implementing QAS. The Quality Standards adopted by all 3 countries were crafted with reference to European Standards.

6.0 CONCLUSIONS

National Regulatory/Accreditation bodies have provided very elaborate ‘Quality blueprints’ (Standards & Guidelines) in all 3 countries. It is evident that all the 4 HEIs have the best intentions to operationalize Quality Assurance Systems at institutional level in line with their National Standards and Guidelines. This is evidenced by the setup of QAS Directorates at institutional levels.

While Quality and Quality Assurance aspects at institutional, national, regional or global level may not demand absolute definitional uniformity, it is still imperative that we have a shared idea about quality. To this end, stakeholders, including regulators and implementers, must endeavour to understand what the ‘bottom line’ for the threshold of quality is, and preferably with the input of our international partners. This will accrue positive returns through creation of credibility and academic excellence within regional/international socio-economic block set up, an environment for regional/international benchmarking of higher education, student and staff mobility within the regional and internationally; and labour mobility across borders, among other benefits.

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APPENDIX I

RESULTS: Quality Assurance Questionnaires' Responses

	Quality Standard Category				
1.1	Policy and procedures for quality assurance	ADDIS ABABA UNIVERSITY	MEKELLE UNIVERSITY	SOKOINE UNIVERSITY OF AGRIC	UNIVERSITY OF NAIROBI
	Briefly describe the Organization of the Quality Assurance system in your institution.	It is organized under Directorate office and responsible for the curriculum development and evaluation within each department. Departments, quality assurance directorate are responsible for QMS	It has its own structure. Quality Assurance Head is in charge of the QMS	Managed by the Quality Assurance Bureau. CEO is in charge of the QMS, Through Quality Assurance Bureau	<p>1. The Vice-Chancellor is responsible for QAS. The VC has appointed a Management Representative (MR) to be the officer in charge of maintenance and improvement of the QMS.</p> <p>2. The University Management communicates to the entire staff the importance of meeting customer requirements as well as statutory and regulatory requirements pertinent to the University services.</p> <p>3. UoN has established Quality Objectives to guide all the University employees in discharging quality service to customers and stakeholders</p> <p>4. The UoN Applies the ISO 9001:2008 Standard Requirements in its QMS.</p> <p>5. Establishment of A Quality Assurance Board and The University of Nairobi Directorate of Quality Assurance under a Quality Assurance Director (recent)</p>

	Does your institution have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards?	www.aau.edu.et	No response	1. Policy for postgraduate studies	1. Adoption of ISO 9001:2008 standard in the development of Quality Manual that describes the QMS of the University in respect to educational services offered to customers in Central Administration, Colleges and the Students Welfare Authority 2. Establishment of The University of Nairobi Directorate of Quality Assurance
	Does your institution's policy statement include procedures for Policy implementation, monitoring, control and revision?	Yes. University senate legislation	Yes		Yes. 1. As spelt out in the mandate and functions of Directorate of QA.-UoN and 2. QUALITY MANUAL Doc No: UON/QM Rev No: 05
1.2	Approval, monitoring and periodic review of programmes and awards				
	Does your Institution have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards?	Yes	Yes	Yes	Yes
	Do your quality assurance programmes pay attention to Curriculum and Programme design and content?	Yes	Yes	Yes	Yes

	Do your quality assurance programmes include Specific needs of different modes of delivery (e.g. full-time, part-time, distance learning, e-learning) and types of higher education (e.g. vocational, academic and professional)?		Yes	Yes	Yes. The University of Nairobi Almanac specifies.....for diverse programmes.
	Do your quality assurance programmes include formal programme approval procedures by a body (external) other than the institution itself?	Yes	Yes	Yes	Yes. CUE and relevant Accreditation bodies
	Do your quality assurance programmes include systems for monitoring the progress and achievements of students?	Yes	Yes	Yes	Yes
	Do your quality assurance programmes include systems for Regular periodic reviews of programmes?	Yes	Yes	Yes	Yes. Procedures for curriculum review process
	Do your quality assurance programmes include systems for regular	Yes	Yes	Yes	Yes. Procedures for Teaching and curriculum review process includes students input

	feedback from relevant organizations?				
1.3	Assessment of students				
	Are your quality assurance programmes on the assessment of students designed to measure achievement of intended learning outcomes (ILOs)?				Yes. (Refer to Procedure for teaching)
	Do your quality assurance programmes ensure that assessments are conducted in accordance with the institutions stated procedures?	Yes	Yes	Yes	Yes
2.1	Use of internal quality assurance procedures				
	Do your external quality assurance agencies take into account your institutions' internal quality assurance procedures?	Yes	Yes	Yes	Yes