



**The Association of African Universities (AAU), whose Headquarters is in Accra, Ghana, is pleased to announce a 5-day Quality Assurance, Learner-Centred Teaching Skills & QA in Research workshop for the 21<sup>st</sup> Century Higher & Tertiary Education Personnel (Universities, Polytechnics & All Colleges)**

**5<sup>th</sup> - 9<sup>th</sup> August, 2019**

**Chrismar Hotel, Livingstone (where the Victoria Falls is located), Zambia**

**Workshop Theme:** Revitalizing and Quality Assuring the 21<sup>st</sup> Century Higher Education Quality, Learner-Centred Teaching Skills and Research

**CLICK THE LINK & REGISTER TO ATTEND NOW!!!!!!!!!!!!**

<https://www.surveymonkey.com/r/ZAM59AUG19>

***A GLIMPSE OF PREVIOUS WORKSHOPS***



**HEA Director General Calls for Capacity Building in Quality Assurance in Zambia**



Honourable MP & Minister for HE, Prof Nkandu Luo, Zambia: AAU Workshop, Livingstone, Zambia, 2017 (Left) & Prof Stephen Simukange of the Higher Education Authority, Zambia (Right)



QA Directors: Dr Regina-Koforidua Technical University, Ghana & Dr A. Shayo-University of Dodoma, Tanzania, 2019

## Preamble and Rationale

Virtually all development players now concur that for any meaningful and sustainable economic growth to be realized and sustained, tertiary education must be centrally placed in the development agenda of nations. Indeed, building a tertiary education system is no more a luxury but a national and continental imperative critical for Africa's development and global competitiveness. Quality and relevance of university education have emerged as serious concerns of the sector for some time now. In addition, worldwide research on teaching in Higher Education revealed that most of the institutional personnel do not have the knowledge and skills for quality assurance. The situation has been further aggravated by poor to no orientation and induction of new personnel but it is known that the reputation of an institution is at risk if there are perceptions of poor quality.

In that regard, institutional internal quality assurance mechanisms become more critical in the improvement of standards such that emphasis should be put on the streamlining of internal quality assurance mechanisms in higher and tertiary education. The key aspects of internal QA to be examined include quality assurance policy, staff development capacity, research performance, curriculum design and development, teaching and learning, student support including those with special needs, research performance, teaching and learning, effective university student assessment, infrastructure development, provision of quality education funding and budget constraints, negative attitude towards quality assurance, student-lecturer assessment, staff and management support towards the quality culture (Okoche, 2017; Ansah, 2015, Vukasovik, 2014).

The training workshop is guided by some of the priority areas agreed upon in the *Declaration and Action Plan of the 1<sup>st</sup> Higher Education Summit on Revitalizing Higher Education for Africa's Future* held in Dakar, Senegal (10-12 March, 2015) which include the improvement of Higher Education quality in the 21<sup>st</sup> Century. Therefore, AAU believes that there are opportunities for us to continue working together to jumpstart and energize superior quality assurance practices in African Higher Education (HE). The training workshop seeks to fulfil some of the Continental Education Strategy for Africa (CESA)'s 12 strategic objectives which are in line with revitalizing the quality of all aspects of Higher Education.

Many workshops on QA and Higher Education-Learner Centred Teaching Skills were held across the continent and some of them include the following: Accra, Ghana from 14-18 November, 2016; Kumasi, Ghana from

January 30<sup>th</sup> to 2<sup>nd</sup> February, 2017 (repeated in Ghana by public demand); Victoria Falls, Zimbabwe from February 27<sup>th</sup> to 2<sup>nd</sup> March, 2017; Livingstone, Zambia early February, 2017; Uganda December 11-15, 2017; Uganda March 2018; Lusaka, Zambia, November 6-9, 2018; Kenya 10<sup>th</sup>-13<sup>th</sup> October, 2017; UNISA 25<sup>th</sup> -29<sup>th</sup> March and the latest one The AAU Secretariat in Accra, Ghana 21<sup>st</sup>-24<sup>th</sup> May 2019 with many more lined up for the future. The list is endless but the participants always give positive feedback that they greatly appreciated the rich knowledge and skills they got which greatly transformed their practice from teaching, test construction, assessment, curriculum design and review, to name just a few.

## **HIGHER EDUCATION LEARNER-CENTRED TEACHING SKILLS WORKSHOP**

Regarding teaching in Higher and Tertiary Education, again, worldwide research revealed that most of the lecturers apply poor teaching practices because they do not have the professional teaching qualification (Deusto University, 2015; Cervini, 2010; Chen, Sok and Sok, 2007). To show how serious some countries are about the teaching and learning aspects of Higher and Tertiary Education, the female Zambian MP and Minister of Higher Education Prof Nkandu Luo has been on record of reiterating the need for a teaching qualification for Higher & Tertiary Education personnel earlier than 2018.

In support of Prof Luo's stance, On Monday the 17<sup>th</sup> of June 2019, Ghana Cabinet approved a policy that allows only Post Graduate Certificate lecturers to teach in Higher and Tertiary Education. For further reading kindly click the link provided: <https://www.thepressradio.com/2019/06/17/cabinet-approves-education-policy-allows-only-postgraduate-certificate-lecturers-to-teach/>The situation has been further aggravated by poor to no orientation of new lecturers. The two Tuning Africa II workshops held in Accra, Ghana in October 2016 and Johannesburg, South Africa in April 2017 also had teaching quality as the lowest rated quality attribute in a study involving more than 180 African universities and 300 000 African students. In addition, The AAU which is the African Higher Education Apex body and "*Voice for Higher Education in Africa*" also carried out a similar research study and resolved to come up with the Higher Education Learner-Centred Teaching Skills workshop series as a mitigatory measure.

Still, related to the great need for at least the AAU's Higher Education Learner-Centred Teaching Skills workshop series, an article on lack of induction programmes for early career academics on learning to teach written by Professor Damtew Teferra in the University World News publication of 18 November 2016 Issue No. 437 supports the need for such workshops to improve HE teaching and learning. The article reveals that little attention has been afforded to the state of the teaching skills of academics yet most of them are not trained to do so. They are expected to catch up on the job. It is on this premise that a multi-country and multi-institutional research study on early career academics was undertaken and published in *Studies in Higher Education* as a special issue themed "*Early Career Academics in Africa: Policies and experiences in the teaching praxis*". The articles examine the experiences of induction of early career academics in a number of African universities: Article link: <http://www.universityworldnews.com/article.php?story=20161117105628304>

The training workshop was also guided by some of the priority areas agreed upon in the *Declaration and Action Plan of the 1<sup>st</sup> Higher Education Summit on Revitalizing Higher Education for Africa's Future* held in Dakar, Senegal (10-12 March, 2015) which are to:

3. Increase investment in higher education to facilitate development, promote stability, enhance access and equity; develop, recruit and retain excellent academic staff and pursue cutting-edge research and **provision of high-quality teaching**.

4. **Pursue excellence in teaching and learning**, research and scholarship, public service and provision of solutions to the development challenges and opportunities facing African peoples across the continent.

Under the guidance of the African Union (AU)'s Agenda 2063, the African Union Commission (AUC) developed a comprehensive ten-year Continental Education Strategy for Africa (CESA-16-25) which is driven by the desire to set up a quality system of education and training to provide the African continent with an efficient human resource. As the CESA coordinator, the AAU is willing to contribute to an efficient, *"reorientation of Africa's education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at institutional, national, sub-regional and continental levels"*. AAU believes that there are opportunities for us to together to jumpstart and energize good teaching practices in African Higher Education. The training workshop seeks to also fulfil three of CESA's 12 strategic objectives which are:

1. Revitalizing the teaching profession to ensure quality and relevance at all levels of education (**GOAL 1**).
2. Harnessing the capacity of ICT to improve access, quality and management of education and training systems (**GOAL 3**).
3. Revitalizing and expanding tertiary education, research and innovation to address continental challenges and promote global competitiveness (**GOAL 9**).

**N/B:** Throughout the world, institutions realize the challenges associated with HE teaching and learning because lecturers are recruited on the basis of academic qualifications with no due consideration for the professional teaching qualification. In that regard, institutions have tried to put measures such as the teaching and learning centres as well as one-two year certificates/diplomas in teacher education which lecturers are not able to attend due to large workloads etc. or if they attend, most of them do not complete again for the same reasons. It has been noted that throughout the world, institutions realize the challenges associated with working with personnel who are not trained QA specialists.

It is against this background that the AAU is providing the short **intensive** training course on QA for the 21<sup>st</sup> Century Higher and Tertiary level personnel as well as same level teaching skills to equip lecturers with the foundations for **effective** teaching through content on Educational Psychology, Educational Philosophy and Educational Sociology, Bloom's Taxonomy, ICTs & Instruction, Quality Assurance in Tertiary Education as well as Test construction, Assessment and Evaluation. The workshop will also cover the quality assurance aspects of teaching and learning, research, community engagement and internationalization among others.

#### **A) COURSE AIM**

Sharing knowledge and skills related to quality assurance and skills related to teaching and learning in higher education to personnel and those lecturers who have an interest in updating/upgrading themselves to new modes of teaching and knowledge dissemination in higher education.

#### **COURSE OBJECTIVES ON THE TEACHING AND LEARNING ASPECT**

- Share knowledge on the important endowments and characteristics of a good lecturer
- Equip participants with the background knowledge that informs the teaching and learning practices
- Impart knowledge and skills of the diverse ways of teaching and learning using various Information and Communication Technologies (ICTs)
- Make known to participants the recommended new modes of teaching and the various associated activities
- Impart knowledge and skill on the management of tertiary education classes/classrooms
- To expose to participants the importance of students' physical and socio-economic environments in teaching and learning.

#### **COURSE OBJECTIVES ON THE QUALITY ASSURANCE ASPECT**

- ❖ The development of knowledge and skills for higher education quality assurance personnel because they are recruited with no due consideration of QA qualifications.
- ❖ The development of QA knowledge and skills for higher education personnel (lecturers, registrars, deans, chairpersons) because they are the custodians of quality in departments, faculties, student enrolments, staff recruitments, record keeping and examination process.
- ❖ Share with participants information on Communication, Documentation and Data Collection in quality assurance for record keeping as well as monitoring and evaluation of both students and staff.
- ❖ Share knowledge and information on the important endowments and characteristics of a robust higher education QA system including the formulation of a robust QA management system which is designed in such a way that it can effectively integrate QA into the university system.
- ❖ Discuss ways of dealing with resistance to quality assurance practices and activities in institutions as well as slow acceptance rate of QA in general by the HE community
- ❖ Coin strategies for developing and promoting a quality culture in institutions through education and training of management, staff and students to ensure adherence to quality assurance practices by the institutional community.
- ❖ Train and sustain a pool of QA Officers in the region for the multiplier effect of quality assurance in African Higher Education Institutions, especially on the designing and formulation of instruments/tools and mechanisms to set up, check, control and maintain quality in a HEI.
- ❖ Equip participants with background knowledge that informs good QA practices in HE.
- ❖ Share knowledge and skills of the diverse ways of assuring quality in institutions of higher learning in order to expose to participants the importance of viable QA systems.
- ❖ Make known to participants the recommended new modes and models of QA for HE institutions.
- ❖ Bring awareness of Quality Assurance and increase the visibility of the Quality Assurance activities in African Higher Education.
- ❖ Foster cooperation with other Quality Assurance Officers of higher education within the continent.
- ❖ Disseminate Quality Assurance endeavours and benchmarks in African Higher education through all the possible means of communication.
- ❖ Encourage the harmonization of African Higher Education through the African Standards, Guidelines and Benchmarks as well as the African Quality Rating Mechanism (AQRM) tool for institutional evaluations for QA in HEIs.
- ❖ Sensitization and bringing awareness of what quality in higher education is all about and the current continental and regional activities related to quality assurance.

#### COURSE OBJECTIVES FOR RESEARCH

- Help to equip and improve proposal, generic research and grant writing skills/techniques
- Impart knowledge on general and specific expectations of reviewers (in case of publications) and the ability to review research papers/articles for publication
- Upgrade knowledge and skills needed to assist & supervise students' research projects well,
- Upgrade knowledge and skills needed to properly mark students' research projects/dissertations and theses.
- Timely and effective response to breaches of integrity using e-tools and technologies for addressing academic misconduct
- Inculcate the ability to produce patents (in case of tangible products of research) & copyrights (in terms of written research work or software).
- Equip academic staff with grant winning proposal writing skills and how to transfer the skills acquired to their peers (in case of students and lecturers) and students (in case of lecturers).
- Communicate research results and recommendations to relevant stakeholders
- Sound evaluation of the climate of research integrity in academic institutions and the development and review of effective policies and procedures to curb the challenges
- Establishment of communities of practice to promote academic integrity

- Share knowledge and skills of the diverse ways of research using various Information and Communication Technologies (ICTs)
- Equip participants with the background knowledge and skills that inform better quality research practices and share knowledge on the important endowments and characteristics of a good research
- Selection of relevant and contemporary research topics, formulation of sound statements of problems, aims, objectives and research questions, carrying out relevant and appropriate literature review,
- matching of research approaches and paradigms to appropriate data collection tools and analysis.
- Involvement of students as active participants in institutional ordinary and grant research studies

## **PARTICIPATION and WORKSHOP METHODOLOGY**

To ensure effective interaction and exchange of ideas, participation is open to *all who are involved in Higher Education and Tertiary education regardless of their area of speciality*. The objectives will be achieved through lead lectures, intensive participant interaction over carefully selected cases and other materials in a process facilitated by renowned Resource Persons.

### **WHO SHOULD ATTEND?**

- Quality Assurance personnel in Ministries responsible for Education including Curriculum developers etc
- Quality Assurance personnel in the National Council for Higher & Tertiary Education
- Quality Assurance personnel in Higher Education Institutions, Colleges and Polytechnics
- Higher and Tertiary Education lecturers
- Education specialists,
- Deputy Vice Chancellors
- Deans,
- HE Directors
- HE administrators,
- Chairpersons
- Heads of Departments
- HE assessment officers of regulatory bodies,
- Researchers,
- Graduate training assistants,
- HE admission officers,
- HE Heads of internationalization,
- Directors of digital and online learning,
- Post graduate supervisors, etc.
- Any person who requires capacity building in his/her QA and Teaching skills

### **BLOG LINK:**

### **CONTACTS:**

i) **GHANA:** Dr Violet Makuku, AAU: [vmakuku@gmail.com](mailto:vmakuku@gmail.com) or [vmakuku@aau.org](mailto:vmakuku@aau.org)

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ii) **ZAMBIA:** Mr Davies Chengo, Supershine University: [registrar@supershineuniversity.net](mailto:registrar@supershineuniversity.net)

**WhatsApp Mobile No: +260 979 718 215**

## **F. REGISTRATION FEES FOR INDIVIDUALS**

- i) **Zambian Nationals: US\$350. 00 or Zambian Kwacha Equivalent (If you get a cheque from your institution, cash it and bring cash).**
- ii) **Other Nationals: AAU Member Universities US\$400. 00**
- iii) **Other Nationals: Non-AAU member Universities US\$450. 00**
- iv) **Kindly communicate with Dr Violet Makuku for discounted Institutional Group Special registration fees**

**G. BANK DETAILS-Zambians are encouraged to pay into the account below before the workshop**

### **ZAMBIAN KWACHA ACCOUNT**

**Account Name: SUPERSHINE UNIVERSITY**  
**Bank: Zambia National Commercial Bank (ZANACO) PLC**  
**Branch: Cairo Road Business Centre**  
**Account No: 5279332500147**

### **GHANA DOLLAR ACCOUNT**

<b>ACCOUNT NAME:</b>	<b>Association of African Universities</b>
<b>BANK NAME:</b>	<b>Standard Chartered Bank</b>
	<b>High Street Branch, Accra-Ghana</b>
<b>ACCOUNT NUMBER:</b>	<b>8700202448801</b>
<b>SWIFT CODE:</b>	<b>SCBLGHAC</b>
<b>CORRESPONDENT BANK:</b>	<b>Standard Chartered Bank</b>
	<b>New York</b>
<b>SWIFT CODE:</b>	<b>SCBLUS33</b>
<b>ABA No.</b>	<b>026002561</b>

### **GHANA CEDIS ACCOUNT: EXCHANGE RATE FLACTUATES**

**Account Name: ASSOCIATION OF AFRICAN UNIVERSITIES**  
**Name of Bank: STANDARD CHARTERED BANK**  
**HIGH STREET BRANCH**  
**ACCRA-GHANA**

**Account Number: 0100100581500**  
**Swift Code: SCBLGHAC**

### **NIGERIA NAIRA ACCOUNT DETAILS: EXCHANGE RATE FLACTUATES**

**Account Name: CVC/AAU**  
**Bank: ACCESS BANK PLG**  
**PPPRA BRANCH, ABUJA**  
**PLOT 1012, CADASTRAL ZONE**  
**CENTRAL BUSINESS DISTRICT, FCT ABUJA**  
**NIGERIA**  
**Account Number: 0730902405**

### **NIGERIA USD ACCOUNT DETAILS**

**Account Name: CVC/AAU**  
**Bank: ACCESS BANK PLG**  
**PPPRA BRANCH, ABUJA**  
**PLOT 1012, CADASTRAL ZONE**  
**CENTRAL BUSINESS DISTRICT, FCT ABUJA**  
**NIGERIA**  
**Account Number: 0731023358**