

Harmonisation for African Higher Education Quality Assurance and Accreditation 2

HAQAA 2 Initiative



Harmonisation of African
Higher Education Quality
Assurance and Accreditation

This initiative is implemented on behalf of the European and African Union Commissions by:

How to write a review report

- Who is the report for?
- What is the report for?
- What does the report need to say? What messages does it need to contain?
- What's the best way to say this clearly to the intended audience?

Who is the report for? Who is the main audience?

- The review report is the main outcome of the review panel's work and contains your findings and conclusions
- Agency reviews: *"A report with findings and recommendations for improvement..no compliance judgements..."*
- Consultancy visits: *"The...review report take(s) on a more 'developmental' tone..."*
- In both cases no requirement to publish the report

What is the report for?

- No compliance judgements and no *"formal consequences to the review process."*
- Gives a level of flexibility that we don't normally have! What will be useful for the agency under review? What about an agency having a consultancy visit? They will be at different stages of development and maturity
- Nevertheless, if the reports are to be useful, they must all be:

Comprehensive

Fair

Evidence-
based

Meaningful

Understandable

HAQAA2



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What does that mean?

- Comprehensive: all standards must be covered: i.e. Parts B and C of the ASG-QA
- Fair: consistent application of the ASG. No baggage!
- Meaningful: Analysis and conclusions must be clear
- Understandable: the language must be appropriate for the audience

Structure of the report

- Executive summary
- Introduction
- Background to the review
- Review process
- Self-assessment report
- Site visit
- **FINDINGS**
- Additional observations
- **CONCLUSIONS**
- Summary of commendations
- Overall conclusions and recommendations



Findings

- Each standard in parts B and C of the ASG-QA should be discussed separately and should include:
- Description: General overview of the situation (refer to the SAR)
- Evidence: a short description of the evidence the panel saw in relation to the standard (documents/meetings)
- Analysis: Evaluation of the agency's alignment with the standard (based on the evidence received)
- Conclusion: the link between evidence and analysis should be mutually supportive

Findings

Discussion of each standard should lead to a conclusion, including:

- RECOMMENDATIONS
 - The explanation of why the recommendation is important should be clear in the analysis. In a developmental review, the panel might want to offer some support
- COMMENDATIONS
 - Indicating ways that these might be enhanced if possible

In summary

Brief description of how the agency meets the standard

Explain how you tested it (evidence): analysis

Conclusion: does the agency's approach align with the standard?

Questions?



Questions are the path to learning

Group work

Cases

- Standard B2: Designing external QA mechanisms fit for purpose
- Standard C4: Independence of QAA

Grouping

- 2 francophone and 2 anglophone groups
- All groups will look at both standards

Structure

- Each group nominate a speaker and a notetaker
- A facilitator will be present to provide support if needed

Time

- 25 minutes group work
- 15 minutes plenary feedback

What should the groups do?

Consider...

- Any commendations?
- What recommendations would you make given the information in the report?
- Try to draft the commendations and the recommendations in a developmental way

Be prepared to

- Feedback one commendation (if relevant)
- Feedback one recommendation – is the recommendation necessary to meet the standard or will it lead to improvement?

Plenary

- Questions
- Thoughts
- Discussion





THANK YOU!



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This initiative is implemented on behalf of the European and African Union Commissions by:



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