FRANCE EDUCATION INTERNATIONAL

BIBLIOGRAPHIE

Bibliographical resources on university quality assurance

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1.European Higher Education Area/International experiences

1.1 Transnational publications and tools

Harvey, L. (2024). **Extended Editorial: Defining quality thirty years on: quality, standards, assurance, culture and epistemology**. *Quality in Higher Education*, 30(2), 145-184.
This extended editorial examines how the concept of quality in higher education has been understood and redefined over the past thirty years. It reviews key conceptual approaches to quality, including excellence, fitness for purpose, compliance with standards, value for money, and transformative learning. The article discusses how these different interpretations have shaped quality assurance policies and practices over time. It argues that quality is not a fixed or purely technical concept, but one that is socially constructed and context-dependent. In doing so, it emphasizes the role of institutional culture, values, and epistemological assumptions in influencing how quality is defined, measured, and sustained within higher education systems.
https://www.tandfonline.com/doi/full/10.1080/13538322.2024.2355026#d1e67

Harvey, L., & Grenn, D (1993). **Defining quality**. *Assessment and Evaluation in Higher Education*, 19-34.
This paper addresses the nature of the concept of quality in relation to higher education. It analyses ways of thinking about quality, considers their relevance to higher education, explores their interrelationships and examines their philosophical and political underpinnings. The relative nature of quality is examined. First, quality means different things to different people. Second, quality is relative to 'processes' or 'outcomes'. The widely differing conceptualisations of quality are grouped into five discrete but interrelated categories. Quality can be viewed as exception, as perfection, as fitness for purpose, as value for money and as transformative.
https://eclass.upatras.gr/modules/document/file.php/PN1589/Defining%20Quality%20Harvey%20and%20Green%20copy.pdf

INQAAHE: International Network for Quality Assurance Agencies in Higher Education -Website
The INQAAHE is a world-wide association of organisations that is active in the theory and practice of quality assurance in higher education, The central purpose and role of INQAAHE is to promote and advance excellence in tertiary education through the support of an active international community of quality assurance providers. In order to achieve this goal, the network focuses on the development of the research on, and practice of quality assurance, the exchange and understanding of the policies and actions of its members, and the promotion of quality assurance for the benefit of higher education, institutions, students and society at large.
https://www.inqaahe.org/

Karakhanyan, S., & Kinser, K. (eds.), INQAAHE (2026). **Global perspectives on higher education - II Global trends in tertiary education QA: challenges and opportunities in internal and external QA**. Brill.
Is tertiary education well-equipped to embrace changing paradigms and modes of learning? Are quality assurance measures actually designed to support higher learning for diverse students in diverse settings? By building on a legacy of nearly two decades, Global Trends attempts to address efficiency, relevance, and transformative power of quality assurance and accreditation measures by looking into the developmental trends of both internal and external quality assurance and related challenges across the globe. Providing an international review across seven regions – Africa, Arab States, Asia-Pacific, Eastern Europe, Latin America and Caribbean, North America and Western Europe – the study is a joint efffort of QA and TE networks under the umbrella of INQAAHE. A globally diverse set of authors present and preserve our QA legacy by shaping a tradition of a comprehensive historical coverage of QA trends, learning from the past to inform sustainable futures.
https://brill.com/downloadpdf/display/title/73930.pdf

Hopbach, A. (2022). **UNESCO-OECD guidelines for quality provision in cross-border higher education: analysis and recommendations to move forward**. Unesco.
In 2005, UNESCO and OECD issued the Guidelines for Quality Provision in Cross-Border Higher Education to promote international cooperation and emphasize the importance of quality in cross-border higher education (CBHE). The Guidelines provide recommendations for six actors: governments, higher education providers, student bodies, quality assurance and accreditation bodies, academic recognition bodies, and professional bodies. Since then, CBHE has grown, national QA systems have spread, and regionalisation has increased collaboration among providers, authorities, and stakeholders. The core principles remain widely accepted, but the Guidelines are not well-known outside public authorities and offer less procedural guidance than regional frameworks like MERCOSUR, ESG, ASG-QA, or AQAF.
https://unesdoc.unesco.org/ark:/48223/pf0000389910

Martin, M. (2018). **Internal quality assurance and employability: how to strengthen the education-employment linkage**. UNESCO-IIPE.
The rapid expansion of enrolment in the higher education sector worldwide has led to increasing graduate unemployment. This situation is pressuring higher education institutions (HEIs) to better align their education offers with labour market needs. Both governments and market competition have triggered the development of internal quality assurance (IQA) in higher education. While IQA aims primarily to improve the quality of teaching and learning, it can also enhance graduate employability. University case studies from research on IQA conducted by the IIEP analysed existing IQA practices and factors that condition the effectiveness of IQA in HEIs in eight countries. Based on research data, this brief explores how IQA can foster and integrate employability. It also presents strategies for universities and national authorities to improve employability using IQA tools and processes.
https://unesdoc.unesco.org/ark:/48223/pf0000263244

Martin, M. (2018). **The effects of internal quality assurance: how to make IQA more effective for quality enhancement**. UNESCO-IIEP.
Quality assurance (QA) is a common practice in higher education worldwide. Yet the literature on internal quality assurance (IQA) pays little attention to measuring the effectiveness of QA systems. IQA can produce significant results within Higher Education Institutions (HEIs); in particular, it can improve the effectiveness of teaching and learning, increase employability, and enhance management. IIEP's research used university case studies to analyse how different IQA practices condition IQA's effectiveness in HEIs in eight countries. Unique to this research is its methodology, which includes multiple stakeholders and quantitative surveys. Drawing from the research data, this brief discusses the effects of IQA tools on teaching and learning, employability, and management. It draws conclusions on which practices allow IQA tools to be more effective.
https://unesdoc.unesco.org/ark:/48223/pf0000263245

Martin, M. (2018). **Internal quality assurance and management: how to close the loop between evidence and decision-making**. UNESCO-IIEP.
In many countries, internal quality assurance (IQA) of higher education focuses predominantly on teaching and learning. However, it can also support the assessment and improvement of university management. Indeed, management effectiveness is an important element underlying the quality of core higher education activities (i.e. teaching, research, and services). There are specific IQA tools to improve university management, and all IQA tools suppo t management through feeding evidence into decision-making, to support strategic planning. University case studies from research on IQA conducted by the IIEP analysed existing IQA practices and factors that condition the effectiveness of IQA in higher education institutions (HEIs) in eight countries. Drawing from the research data, this brief explores how IQA can integrate management concerns and contribute to an institutional quality culture. It also presents strategies for universities to enhance IQA tools and processes.
https://unesdoc.unesco.org/ark:/48223/pf0000263246 !

Martin, M. (2018). **Linking external and internal quality assurance**. UNESCO-IIEP.
Within the context of expanding enrolments and privatization of higher education, quality assurance (QA) has been at the centre of higher education reform worldwide. Its development has been driven firstly by external quality assurance (EQA) bodies as a mechanism for control, accountability, and improvement. Higher education institutions (HEIs) have responded to the demands of QA agencies, and developed mechanisms for their own internal quality assurance (IQA). University case studies from research on IQA conducted by the IIEP analysed existing IQA practices and factors that condition the effectiveness of IQA in HEIs in eight countries. Based on research data, this brief examines how EQA shaped IQA in the universities studied, and how the link between the two mechanisms can be improved for sustainable and continuous quality enhancement.
https://unesdoc.unesco.org/ark:/48223/pf0000263247

Martin, M. (ed.) (2017). **Internal quality assurance: enhancing higher education quality and graduate employability**. UNESCO IIEP.
With the rapid expansion of the higher education sector, accelerated by privatization and marketization, individual institutions worldwide face increasing challenges to offer and ensure quality educational services. In response to requirements of national regulatory bodies and/or internal demand for quality monitoring and management, a growing number of higher education institutions are adopting, or have already established, internal quality assurance (IQA). With the international spread of this reform movement, IQA policies, structures, and processes can differ significantly, depending on national and institutional contexts. Some institutions focus on employability in IQA, others on integrating academic or management processes into IQA, still others on using information generated from IQA as the basis for a dialogue on quality. IQA practices and effects consequently vary greatly from one context to another. This book highlights recent trends, innovative practices, and effects of IQA in higher education institutions at various stages of development. Presenting good practices and learnable lessons for IQA implementation in different contexts, it is thus a valuable resource for persons in charge of quality assurance in higher education, at both national and institutional level, as well as researchers. Eight in-depth case studies with best practices from Austria, Bahrain, Bangladesh, Chile, China, Germany, Kenya, and South Africa are presented.
https://unesdoc.unesco.org/ark:/48223/pf0000261356

OECD : Organisation for Economic Co-operation and Development (2025). **Ensuring quality in VET and higher education: getting quality assurance right**. OECD.
This paper reviews external quality assurance (QA) in vocational education and training (VET) and higher education in Austria, Croatia, Denmark, Estonia, Finland, Ireland, Lithuania, the Netherlands, Norway, and Scotland (UK). It emphasizes that education providers are primarily responsible for quality, while external QA agencies support both accountability and improvement. QA frameworks like ESG for higher education and EQAVET for VET guide standards and good practices. External QA helps align programs with labour market needs, regulate institutions, and reduce bureaucracy, with some countries integrating QA for VET and higher education and others keeping them separate.
https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/02/ensuring-quality-in-vet-and-higher-education_82028783/812ff006-en.pdf

OECD : Organisation for Economic Co-operation and Development (2025). **Fostering excellence in higher education and VET : going beyond quality assurance**. OECD.
The report examines a range of quality-focused policies beyond formal quality assurance that governments use to promote pedagogical innovation and enhancement in higher education and vocational education and training (VET) in Austria, Croatia, Denmark, Estonia, Finland, Ireland, Lithuania, the Netherlands, Norway and Scotland (United Kingdom). It highlights how countries are using policies such as performance monitoring, national surveys, graduate tracking, funding incentives, and other tools to support teaching excellence and the relevance of learning in both VET and higher education. The report provides comparative examples and emerging practices in each of these ten European jurisdictions to show how governments can go beyond standard quality assurance systems to foster teaching quality, innovation and system-level improvement.
https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/02/fostering-excellence-in-higher-education-and-vet_ec597e10/e6862056-en.pdf

Okebukola, P., Uvalić-Trumbić, S. (ed.) (2023). **Quality assurance in higher education across the world**. CHEA : Council for Higher Education Accreditation.
Over the last 20 years, the quality assurance environment in higher education has undergone impressive changes. The drivers of the changes are internal and external to the jurisdiction where higher education institutions operate. Demand for greater accountability, operationalization of academic freedom, and the demands of national higher education reforms and policies are some of the internal forces. The externals include mobility of staff and students especially across national boundaries; demands of implementing regional and global conventions in higher education; the desire to be well-placed on ranking league tables; impact of COVID-19 on the delivery system; matters of credentialing; and the dynamics of curriculum reforms. The changes that we have SEEN point increasingly to institutional strive for improvement in the quality of teaching, research, community engagement, social responsibility, and trust. In this five-part book, perspectives of the forces driving change and the products of such efforts are richly documented across all the regions of the world by the thirty-three contributors. Part A sets the conceptual tone with its focus on definitions, theory, philosophy and the history of quality assurance in higher education. Part B on country/regional experiences and case studies of successful practices in quality assurance in higher education gives further flavor of the global reach of the contributions to this book. Part C on successful practices in setting up, monitoring, and evaluating internal (institutional) and external quality assurance units/agencies in higher education is helpful for the quality assurance practitioner as it provides useful guide from the six contributors. The book branches out beyond national boundaries in part D to global trends, new directions, partnerships, and challenges. The concluding part is on future directions of quality assurance in higher education.
https://www.chea.org/sites/default/files/other-content/Quality-Assurance-in-Higher-Education-Across-the-World-Book.pdf?utm_source=chatgpt.com

Ricaurte, K., Bouckaert, M., & Galán-Muros, V. (2024). **Do countries use external quality assurance in higher education?** UNESCO-IESALC.
QA agencies play a pivotal role in increasing the credibility, transparency, and accountability of higher education institutions (HEIS). They offer HEIs the opportunity to benchmark themselves against well-established criteria and best practices, fostering an environment conducive to enhancing institutional effectiveness and internal QA culture. QA agencies are also critical for international mobility and the recognition of foreign qualifications when assessing the quality and equivalence of foreign diplomas. Yet, if QA processes are not designed adequately, they can become a significant administrative burden for HEIs or bias the system by placing too much emphasis on some specific outputs (e.g., scientific publications), potentially compromising others (e.g., educational outcomes. This policy insight examines which countries establish a national quality assurance agency (QA) for their higher education (HE) system in their legislation. The 146 countries documented in the HE Policy Observatory are reviewed.
https://unesdoc.unesco.org/ark:/48223/pf0000388856

Sanchez-Chaparro, T., Remanud, D., Gomez-Frias V., Duykaerts, CJolly, A. M. (2022). **Benefits and challenges of cross-border quality assurance in higher education. A case study in engineering education in Europe**. *Quality in Higher Education*, 28(3), 308–325.
Quality assurance in higher education has become a global activity. In the European Higher Education Area, cross-border quality assurance has been heavily encouraged by the European Commission. Behind this, lies the belief that encouraging competition among quality assurance bodies and introducing a liberal 'market' logic into the sector would result in a better overall quality of higher education. However, some critical voices have pinpointed possible risks of this practice. This calls for a better understanding of the actual implications of cross-border quality assurance. Using a purposely chosen case study, this article reflects on the risks and benefits of cross-border quality assurance in Europe. The case study involves the accreditation in the engineering sector in Belgium by a French accreditation agency, in partnership with a Belgian agency. Benefits and challenges of cross-border quality assurance are identified, as well as several key lessons for quality assurance bodies involved in this type of activity.
https://www.cti-commission.fr/wp-content/uploads/2023/07/BenefitsandChallengesofCBQA_AMJ_2021-12.pdf

Stensaker, B. & Matear, S. (2025). **Student involvement in quality assurance: perspectives and practices towards persistent partnerships.** *Quality in Higher Education*, 31(1), 8-22.
Students are, in some regions and countries in the world, one of the key stakeholders that are included in quality assurance processes, although their participation is missing in others. However, there is an increasing interest in including students in quality assurance processes, both internally at the institutional level and externally as part of the national and regional accreditations or evaluations of institutions or their educational offerings. This article identifies key practices and dilemmas when involving students in quality assurance and discusses the conditions facilitating a partnership with students in these processes. In the conclusion, it is argued for an approach where students are recognised as having expertise that is valuable in quality assurance.
https://www.tandfonline.com/doi/full/10.1080/13538322.2024.2346358?src=#abstract

UNESCO: United Nations Educational, Scientific and Cultural Organization (25 November 2019). **Global Convention on the Recognition of Qualifications concerning Higher Education**. UNESCO.
Today, out of 264 million students worldwide, 6.9 million are studying abroad, up from 2 million in 2000. More than half of the 6.9 million are studying outside their region. In November 2019, the Global Convention on the Recognition of Qualifications concerning Higher Education was adopted by the 40th session of the UNESCO General Conference, becoming the first United Nations treaty on higher education with a global scope. The Global Convention establishes universal principles for fair, transparent and non-discriminatory recognition of higher education qualifications and qualifications giving access to higher education and offering avenues for further study and employment. With provisions on non-traditional learning modes, the Global Convention also facilitates the recognition of qualifications, prior learning and study periods earned remotely. In addition, it promotes the recognition of refugees' qualifications, even in cases where documentary evidence is lacking. By ratifying the Global Convention, countries commit to strengthening international cooperation in higher education, raising its quality at home and worldwide, and helping make academic mobility and the recognition of qualifications a reality for millions around the world. It complements UNESCO's five regional conventions, creating a cohesive international system for higher education recognition. It is open to UNESCO Member States and the Holy See. The Global Convention received its 20th ratification on 5 December 2022 and entered into force on 5 March 2023. As of December 2025, 39 States have ratified it.
https://www.unesco.org/en/legal-affairs/global-convention-recognition-qualifications-concerning-higher-education?hub=70286

UNESCO: United Nations Educational, Scientific and Cultural Organization (2020). **A practical guide to recognition: implementing the Global Convention on the Recognition of Qualifications Concerning Higher Education.** UNESCO.
The Global Convention on the Recognition of Qualifications concerning Higher Education was adopted in November 2019 as the first United Nations treaty on higher education with a global scope. The Global Convention establishes universal principles for the recognition of qualifications, fosters mobility between higher education institutions worldwide and ensures the rights of individuals to have their foreign qualifications assessed in a fair, transparent and non-discriminatory manner.Aiming to facilitate the implementation of the Convention, this Guide provides a step-by step practical approach to recognition of foreign qualifications for credential evaluation practitioners and for individuals seeking recognition of their foreign qualifications.
https://unesdoc.unesco.org/ark:/48223/pf0000374905/PDF/374905eng.pdf.multi

Uvalić-Trumbić S., & Martin, M. (2021). **A new generation of external quality assurance: dynamics of change and innovative approaches**. UNESCO-IIPE.
External quality assurance (EQA) systems have become one of the most significant reforms in higher education worldwide over the past three decades. Since the mid-1980s, most countries have created national QA agencies, and through international cooperation a global EQA model has emerged, combining institutional or programme self-assessment with peer review against predefined standards and criteria. In the early 21st century, EQA has faced strong criticism for bureaucratic and process-heavy approaches, leading to transformations and innovation. This publication reviews new and emerging approaches to EQA and provides guidance to the QA community on how to keep EQA relevant in rapidly changing higher education systems. It identifies major trends such as stronger support for teaching and learning and

student learning outcomes, QA for new and alternative providers (especially ODL, MOOCs and micro-credentials), evaluation of internationalization and societal engagement, reinforced attention to internal QA through dialogue and capacity-building, technology-supported procedures, and risk-based or differentiated EQA to reduce unnecessary reviews. The book is based on a 2019 desk review and analysis of regional QA policy documents from Europe, South-East Asia and Africa. It is structured into three thematic parts beginning with definitions, objectives and mechanisms of QA, the emergence of a global EQA model through international and regional cooperation, and the challenges and criticisms associated with it.
https://unesdoc.unesco.org/ark:/48223/pf0000377497

1.2 European Higher Education Area

Council of the European Union. **Council Recommendation of 12 May 2025 on a European quality assurance and recognition system in higher education** (OJ C, C/2025/3006, 28.05.2025, ELI
The Council recommends: to improve all quality assurance systems, to explore the development of a dedicated framework for quality assurance for alliances of higher education, to make programme or combined approaches to external quality assurance more agile institutions, to build the foundations towards the joint European degree label, to Implement automatic recognition.
https://op.europa.eu/en/publication-detail/-/publication/5312f075-3b5e-11f0-8a44-01aa75ed71a1

Dewhirst, C., & Gover, A. (ed) (2019). **Evaluation of learning and teaching: thematic peer group report**. EUA - European university association.
This report, produced by EUA's 2018 Thematic Peer Group, explores how universities evaluate learning and teaching at the programme level to ensure programmes are fit for purpose and support students in achieving learning outcomes. It highlights the main challenges institutions face, reflects on differences in institutional contexts, and proposes four overarching recommendations to improve evaluation practices. Rather than detailing specific methodologies or quality assurance standards, the report focuses on the general framework conditions that enable effective evaluation, offering guidance and inspiration for universities across the European Higher Education Area.
https://www.eua.eu/downloads/publications/eua%20tpg%20report%204%20-%20evaluation%20of%20learning%20and%20teaching.pdf

ENQA : European Association for Quality Assurance in Higher Education, ESU : European Students' Union, EUA : European University Association, EURASHE : European Association of Institutions in Higher Education, Education International, BusinessEurope, EQAR : European Quality Assurance Register for Higher Education (2015). **Standards and guidelines for quality assurance in the European higher education area (ESG)**. ENQA.
The Standards and guidelines for quality assurance in the European Higher Education Area (ESG) provide the framework for internal and external quality assurance. They were adopted at the EHEA Ministerial Conference in 2015. Implementing quality assurance in line with the ESG is one of the key commitments of the Bologna Process. As such, the ESG provide the basis for enhancing trust, mobility and recognition between higher education systems. The ESG are divided into three parts: 1. Internal quality assurance ; 2. external quality assurance : 3. quality assurance agencies. The ESG are designed to be applied to all higher education, regardless of place or mode of delivery. The Standards set out the agreed and accepted practice, while the Guidelines describe how the standards might be implemented, however this will vary depending on the context. Further guidance on the scope and use of the ESG is provided in the introduction to the document. Furthermore, in 2020, the E4 Group issued a statement clarifying the continued relevance and applicability of the ESG in the changing higher education context. It covers issues such as the purpose, focus and interpretation of the ESG.
https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

ENQA: European Association for Quality Assurance in Higher Education (2025). **Guidelines for the responsible use of AI in external QA**. ENQA.
These guidelines have been developed by ENQA to support the responsible use of artificial intelligence (AI) in the external quality assurance activities of QA agencies within the European Higher Education Area. They are the outcome of ENQA's consultation process with its members and affiliates carried out in 2025. The purpose of this document is to provide guidance on key principles and considerations that agencies should observe when integrating AI into their external QA procedures.
https://www.enqa.eu/wp-content/uploads/ENQA-AI-guidelines-final-2025.pdf

ENQA: European Association for Quality Assurance in Higher Education, ESU : European Students' Union, EUA: European University Association, et al. (2024). ENQA.
Quality assurance and internationalisation: state of play and perspectives for the future
Internationalisation of higher education is at the heart of the history and development of the European Higher Education Area (EHEA). The common tools and frameworks, to be implemented in all signatory countries, aim to support mobility, recognition and cross-border cooperation. The European quality assurance framework is key to facilitating internationalisation as a basis for trust and transparency in higher education institutions, their learning and teaching activities, and the resulting qualifications awarded to students. This paper explores the state of implementation of the various quality assurance tools that support internationalisation, discuss how current quality assurance arrangements both support and inhibit international activities of higher education institutions, and reflect on how these challenges might be addressed, including through the upcoming revision of the ESG. As such, the paper provides input for further discussion. The material for the paper draws on the results of recent surveys to map activities and perceptions in the field of quality assurance across national authorities, quality assurance agencies, higher education institutions and students. The research was conducted as part of the QA-FIT project (Quality Assurance Fit for the Future) and is supplemented by other information and data held by the contributing organisations. The paper focuses on internationalisation in the sense of cross-border activities of institutions and agencies within the EHEA, rather than other approaches, such as internationalisation at home, inclusion of foreign experts in internal and external quality assurance processes, and participation in international networks, projects and partnerships.
https://www.enqa.eu/wp-content/uploads/QA-FIT_CrossCuttingPaper_Internationalisation.pdf

EQAR : European quality assurance register for higher education
In most European countries, higher education institutions or study programmes are subject to regular external review by a quality assurance agency. The European Quality Assurance Register for Higher Education (EQAR) is a register of such agencies, listing those agencies that have demonstrated their substantial compliance with a common set of principles for quality assurance in Europe. These principles are laid down in the *European Standards and Guidelines for Quality Assurance* in the European Higher Education Area (ESG). EQAR aims to provide the public with clear and reliable information on quality assurance agencies operating in Europe, and the register is therefore web-based and freely accessible.The Register has been established to: promote student mobility by providing a basis for the increase of trust among higher education institutions; reduce opportunities for "accreditation mills" to gain credibility; provide a basis for governments to authorise higher education institutions to choose any agency from the Register, if that is compatible with national arrangements; provide a means for higher education institutions to choose between different agencies, if that is compatible with national arrangements; serve as an instrument to improve the quality of agencies and to promote mutual trust among them.
https://www.eqar.eu/

Fabregas-Almirall, A. (2025). **Stakeholder involvement in quality assurance: ENQA thematic analysis**. ENQA: European Association for Quality Assurance in Higher Education.
This analysis concentrates on quality assurance agencies' approaches to stakeholder involvement in their governance and work, including the design and improvement of methodologies. The requirements for this are set out by two standards of the ESG: standard 3.1 "Activities, policy and processes for quality assurance" and standard 2.2 "Designing methodologies fit for purpose". The report provides an insight into the variety of approaches across the European Higher Education Area as well as reflection on how external review panels perceived these approaches in terms of showcasing the examples of good practice or persistent difficulty.
https://www.enqa.eu/wp-content/uploads/enqa-thematic-analysis-2025.pdf

Gover, A., Loukkola, T., Peterbauer, H. (2019). **Student-centred learning: approaches to quality assurance**. EUA: European University Association.
Ample evidence suggests that even though student-centred learning is a topic of great interest and benefit to universities across Europe and beyond, there are widespread difficulties in addressing the concept in practice, mostly due to its broad scope. This report presents the status of student-centred learning in Europe's universities and offers considerations for the role of quality assurance processes in ensuring that education provision is geared towards student learning and success. It also suggests an approach to student-centred learning which considers the concept a part of quality culture and reduces the widespread perception of quality assurance as a bureaucratic burden.
https://www.eua.eu/downloads/publications/student-centred%20learning_approaches%20to%20quality%20assurance%20report.pdf

Greere, A. (ed.) (2023). **Quality assurance of micro-credentials: expectations within the context of the Standards and Guidelins for Quality Assurance in the European Higher Education Area**. ENQA.
This report is the outcome of the ENQA working group on quality assurance of micro-credentials. It gives an overview and examples of how the quality assurance of micro-credentials is being addressed in the European Higher Education Area (EHEA) and provides detailed considerations for the application of the European Standards and Guidelines for Quality Assurance in the EHEA (ESG) to micro-credentials. Recommendations are aimed at both education providers and quality assurance agencies, and reflect the range of operating contexts as well as the synergies between internal and external quality assurance.
https://www.enqa.eu/wp-content/uploads/ENQA-micro-credentials-report.pdf

Guillet, S. (2025). **External quality assurance of research at higher education institutions: taking stock of the practices of European quality assurance agencies**. ENQA.
As part of the activities of the European Association for Quality Assurance in Higher Education (ENQA), a working group of quality assurance agencies investigated the topic of external quality assurance (EQA) of research in higher education institutions (HEIs), which is of growing interest in the European Higher Education Area (EHEA). Indeed, EQA of research carried out by agencies contributes to improving the quality of research, is in line with developments in QA of research across the higher education sector and aims to strengthen the link between teaching and learning and research. This study shows that there is limited available literature on the subject of EQA of research, although it is an area in which QA agencies are increasingly active. The EQA of research is overshadowed by literature on EQA of learning and teaching, and is often confused with research assessment. This study has therefore adopted the concept of EQA of research as an all-embracing term referring to a regular process of reviewing (monitoring, guaranteeing, maintaining, and enhancing) the quality of the research environment at HEIs, including its interrelation with the education and societal impact missions of HEIs. By shedding light on the activities of many agencies, this report presents the major trends related to EQA of research that were identified through the analysis of a survey and interview results and provides agencies with some reflective questions for developing or implementing EQA of research activities. Indeed, the results show that 17 out of the 59 agencies surveyed do not engage in EQA of research and for those willing to do so, they face two significant challenges: the lack of a supportive national framework and the reluctance of the HEIs.
https://www.enqa.eu/wp-content/uploads/ENQA-QA-of-R-report.pdf

Hauptman Komotar, M. (2022). **Accreditation in European higher education from the comparative perspective: Slovenia and the Netherlands**. *Quality in Higher Education*, 7(2),149-167
This article addresses quality assurance in European higher education from the perspective of accreditation. To reduce the bias in favour of comparative research of Western (European) countries, it investigates which practices are attached to accreditation in Slovenian and Dutch higher education and identifies on this basis key similarities and differences in its development and implementation. First, it explores accreditation procedures in national steering documents of each country. Second, it addresses its implementation in practice with the support from results obtained with interviews. Results showcase that in the past five years, both countries made significant changes to the accreditation framework to increase institutional responsibility for quality assurance procedures. However, accreditation also became an efficient tool for national (political) actors, to guide the development of higher education systems in the direction of more or less control and, hence, to challenge the promotion of institutional quality culture in both cases examined. https://www.tandfonline.com/doi/full/10.1080/13538322.2021.1909215

Homan, M., Grodecki, J., Viliūnas, V. (2020). **Study on stakeholder involvement in external quality assurance**. ENQA.
The objective of the study is to take stock of the current involvement of stakeholders in external quality assurance across the EHEA. The study takes a comprehensive look at stakeholder engagement in external quality assurance activities by mapping the perspectives of quality assurance agencies, higher education institutions and students on the topic. It also presents activities that quality assurance agencies of the ESQA project and beyond have implemented to engage their stakeholders. The results of the survey for quality assurance agencies confirm that quality assurance agencies involve various stakeholders in various ways. The most well-known stakeholders – students, teaching staff, employers and other staff at higher education institutions – are the ones involved the most across all the surveyed agencies, whereas civil society and local authorities are involved only by a small part of the agencies. The level of involvement of the different stakeholder groups varies depending on the type of external quality assurance activity. For instance, the main stakeholder groups as identified above are largely involved in evaluations – although work remains for full engagement – while they are not as extensively represented in the agencies' different bodies (e.g. decision-making and governing structures).
https://www.enqa.eu/wp-content/uploads/Study-on-stakeholder-involvement-in-EQA_web_n.pdf

Sánchez-Chaparro, T., Remaud, B., Gómez-Frías, V., Duykaerts, C., & Jolly, A.-M. (2022). **Benefits and challenges of cross-border quality assurance in higher education. A case study in engineering education in Europe**. *Quality in Higher Education*, 28(3), 308-325.
Quality assurance in higher education has become a global activity. In the European Higher Education Area, cross-border quality assurance has been heavily encouraged by the European Commission. Behind this, lies the belief that encouraging competition among quality assurance bodies and introducing a liberal 'market' logic into the sector would result in a better overall quality of higher education. However, some critical voices have pinpointed possible risks of this practice. This calls for a better understanding of the actual implications of cross-border quality assurance. Using a purposely chosen case study, this article reflects on the risks and benefits of cross-border quality assurance in Europe. The case study involves the accreditation in the engineering sector in Belgium by a French accreditation agency, in partnership with a Belgian agency. Benefits and challenges of cross-border quality assurance are identified, as well as several key lessons for quality assurance bodies involved in this type of activity.
https://www.tandfonline.com/doi/full/10.1080/13538322.2021.2004984

2.Experiences from emerging and developing countries

Ali, H. .M., & Al Salami, K.A.M. (2025). **The impact of quality assurance initiatives on the performance of private higher education institutions in Oman: the mediating roles of quality culture**. *Quality in Higher Education*, 31(2), 165–188.
Quality assurance is essential in higher education as it strengthens quality and relevance within a fast-changing global environment. It enhances student satisfaction and success by ensuring programs meet learners' needs and expectations. This study examines factors of quality assurance that affect the performance of private higher education institutions in Oman, emphasizing the mediating role of quality culture. Data were gathered through a descriptive survey using a 108-item questionnaire addressing quality culture (33), institutional performance (27), and quality assurance initiatives (27). The sample included 337 senior leaders. Findings revealed that quality assurance initiatives significantly improved quality culture (0.868), which in turn had a substantial impact on performance (0.807). Initiatives also showed a smaller but meaningful direct effect (0.188) on performance. Results confirm that quality culture partially mediates (0.701) the link between quality assurance initiatives and performance. These outcomes highlight the importance of nurturing quality culture to drive long-term institutional success.
https://www.tandfonline.com/doi/full/10.1080/13538322.2025.2542647#abstract

Al-Zoubi, Z., Qablan, A., Issa H., Bataineh, O., & Al Kaabi, A. M. (2023). **The degree of implementation of total quality management in universities and its relationship to the level of community service from the perspectives of faculty members**. *Sustainability*, 15(3), 2404. (Jordan)
The research aimed to identify the degree of implementation of TQM in Jordanian universities and its relationship to the level of community service from faculty members' perspectives and to find out whether there were statistically significant differences related to participants' gender, college, academic rank, experience, type of university, and country of graduation. The study sample consisted of 415 faculty members, and the data were collected in the second semester of 2021–2022. The results indicated that the degree of implementation of TQM in Jordanian universities and the level of community service were both high. There were no statistically significant distinctions in the degree of implementation of TQM related to faculty members' gender, years of experience, and academic rank; however, significant differences were found related to the college and country of graduation variables. The findings also revealed the absence of statistically significant differences in gender, years of experience, academic rank, college, or country of graduation related to the level of community service. Finally, the study concluded that there was a positive correlation between total quality management in Jordanian universities and the level of community service from the faculty members' perspectives.
https://www.mdpi.com/2071-1050/15/3/2404

Anzules-Falcones, W., Martin-Castilla, J. I., & Tulcanaza-Prieto, A. B. (2025). **Holistic approach in higher education in Latin America to adapt to new social and labor needs: challenges for quality assurance**. *Education Sciences*, 15(8),1035.
Higher education institutions have undergone essential transformations in recent decades, driven by legislative reforms and changes in social and economic demands. This study examines the factors that influence the continuous improvement of educational quality in Ecuador's private higher education institutions (HEIs). A quantitative, cross-sectional, descriptive–correlational study was conducted to analyze the adaptation of HEIs to new realities, student mobility, technological development, sustainability practices, and innovation. The results indicate that technological development and environmental sustainability are key elements. There is a strong correlation between technological development and adaptation to the world of work. This suggests that integrating sustainable practices and university–industry cooperation is critical in improving the quality of higher education in Ecuador. In addition, student mobility and graduate follow-up programs are positively related to labor market adaptation and internationalization. These findings suggest the need for a holistic approach to quality assurance and provide practical guidelines for Ecuadorian HEIs to improve their performance in a rapidly changing context.
https://www.mdpi.com/2227-7102/15/8/1035

Fernandez-Chung, R. M., Jalonen, R., & Yee R. C. S. (2024). **Implementing quality assurance in tertiary-level colleges in Bangladesh: readiness and leadership support**. *Quality in Higher Education*, 30(3), 468-485.
Bangladesh's college sector is in crisis. Poor governance and leadership, staff and student quality, inadequate resources and a weak accountability and monitoring system are among the many challenges. In 2017, the Government of Bangladesh established large-scale Continuing Professional Development (CPD) training for leaders, teachers and policymakers from the National University affiliated colleges to build capacity and improve the overall quality of teaching and learning. This mixed-method study uses Holt's Readiness Instrument and Focus Group Discussions to identify participant readiness and leadership support in implementing quality assurance activities in these colleges. The study shows that CPD participants are generally more ready to implement quality assurance activities than non-participants. However, the study indicates a lack of leadership support for implementing quality assurance activities in the colleges. The article concludes that, irrespective of participant readiness, committed senior leaders are critical for success and improving institutional readiness to implement quality assurance activities.
https://www.tandfonline.com/doi/full/10.1080/13538322.2024.2327104#abstract

Gairín, J., Suárez-Rivarola, C.-I., & Sánchez-M. A. (2025). **Developing the quality of equality in Ibero-American universities**. *Quality in Higher Education*, 31(1), 2025, 45–62.
The present exploratory and regional study of Ibero-America has the general objective of defining the level of development of higher education institutions with respect to the quality of equality that they promote. To this end, it uses a survey study done with a previously validated questionnaire, which has provided an Ibero-American sample of 9,889 valid questionnaires from 15 countries and 23 universities. The results show that the institutions implement specific activities or have programs to address equality, but they do not evaluate their quality. They also reveal differences in ratings between students (who rate higher than the other tiers), between institutions (the public ones rate higher), seniority in the institution (rates lower) and area of knowledge (humanities and social sciences rate higher than engineering and health in the case of university staff and, on the contrary, according to the student body's rating).
https://www.tandfonline.com/doi/full/10.1080/13538322.2025.2518692#abstract

Greere, A., & Crozier, F. (2024). **Quality assurance expectations for online higher education: stepping stones to support post-pandemic decisions in Georgia**. *Quality in Higher Education*, 30(1), 29-54.
This article considers post-pandemic implications for higher education institutions and explores the steps required to continue with online delivery, where desirable. Strategic considerations are outlined and priorities for development analysed to ensure higher education institutions can align, in a post-pandemic future, with quality assurance expectations for online education, especially where they are new to the online environment. An analysis of the Georgian higher education context exhibited highly transferable findings as it identified the specificities of the emergency response, highlighted experiences relevant to the transition phase and recommended criteria and guidelines to support the quality assurance of post-pandemic online education. While the Georgian pandemic experience has been as challenging as in other parts of the world, the fact that the whole sector was legally denied the opportunity to offer online education before COVID-19 makes for interesting analysis and confirms that post-pandemic online higher education development is as much an institutional decision as it is a systemic leap.
https://www.tandfonline.com/doi/full/10.1080/13538322.2022.2123266#d1e104

Hanh, N. D., Loan, V. Q., & Viet, N. M. (2020). **Quality framework of higher education in Vietnam, Malaysia and Nigeria**. *Higher Education Studies*, 10(2), 133-144.
The study examines how quality assurance agencies in Vietnam, Malaysia, and Nigeria operate to ensure quality in higher education institutions. It uses qualitative document analysis of policy documents and QA systems from the Vietnamese Ministry of Education and Training, the Malaysian Qualifications Agency, and Nigeria's National Universities Commission and other QA bodies, comparing them through autonomy, accountability, and improvement. The three countries show convergences in QA systems. Vietnam and Malaysia have single national QA systems, while Nigeria has multiple QA systems. All three have achieved results in autonomy, accountability, and improvement, although to different degrees. In Vietnam, internal QA is part of an accreditation system but still requires recognition by an external QA agency. In Malaysia, internal QA is also embedded in accreditation, with reduced reliance on external QA agencies. In Nigeria,

several bodies provide guidelines to support internal QA development in institutions. Vietnam and Malaysia demonstrate accountability linked to continuous improvement, while in Nigeria accountability exists but improvement is less visible due to framework challenges. The study offers insight into QA systems and how they respond to social demands from stakeholders.
https://ccsenet.org/journal/index.php/hes/article/download/0/0/42452/44274

Ilyasov, A., Imanova, S., Mushtagov, A., & Sadigova, Z. (2023). **Modernization of quality assurance system in higher education of Azerbaijan**. *Quality in Higher Education*, 29(1), 23-41.
Today, one of the long-term development goals of Azerbaijan is to train competitive human capital in higher education in the 21st century in accordance with the modern requirements of the labour market. In this context, the modernisation of the quality assurance system in higher education in Azerbaijan is one of the priority issues. The article analyses the issues of quality assurance in the legal framework of Azerbaijan, the Standards and Guidelines for Quality Assurance in the European Higher Education Area and current legislation and makes relevant recommendations to improve regulations. The modernisation of quality assurance at foreign universities is one of the current focus areas. In order to transform university graduates into internationally competitive human capital, to eliminate the difference between the professional qualifications offered by universities and the specialisations sought, the article offers theoretical and practical suggestions to universities to modernise quality assurance.
https://www.tandfonline.com/doi/full/10.1080/13538322.2022.2100606

Isaifan, R. J., & Hasna, A M. O. (2025). **Artificial intelligence for quality assurance in higher education: a policy-to-practice model from Qatar with global relevance**. *Quality in Higher Education*, 31(3), 288-303.
Artificial intelligence (AI) is reshaping the landscape of higher education by redefining how quality is monitored, assured, and enhanced. This paper examines Qatar's pioneering approach to embedding AI within its national quality assurance and accreditation framework, led by the National Committee for Qualifications and Academic Accreditation (NCQAA). Anchored in Qatar's National Vision 2030 and National Artificial Intelligence Strategy, the study illustrates how AI-driven tools can strengthen institutional accountability, streamline accreditation processes, and uphold ethical governance. A structured methodological model is proposed to guide higher education institutions in assessing readiness, developing policy, and integrating AI responsibly. Beyond Qatar, the framework offers transferable insights for countries seeking to harmonise innovation with integrity in their quality assurance systems. By translating national policy into institutional practice, the paper highlights AI's potential to foster transparency, inclusivity, and data-informed decision-making in the pursuit of academic excellence.
https://www.tandfonline.com/doi/full/10.1080/13538322.2025.2576326?src=#d1e259

Jarodi, O., Pramono, J. E., Khafid, M, &.Yulianto, A. (2024**). Ensuring quality assurance in Indonesian higher education: challenges and strategies**. *Proceedings of International Conference on Science, Education, and Technology,* 10(1),472-478.
This article examines the challenges and strategies of quality assurance in Indonesian higher education. Quality assurance is essential for raising educational standards and ensuring continuous improvement. The methodology involves systematically collecting and analyzing existing literature, including books, peer-reviewed journal articles, government reports, and policy documents, to extract key themes and findings related to quality assurance practices. The study highlights significant challenges, such as policy inconsistency, inadequate institutional support, and the need for a cultural shift towards quality. Additionally, the integration of technology and transition to student-centered learning present further complications. Despite these obstacles, ongoing initiatives aim to foster a culture of continuous improvement and alignment with global standards. The article concludes that effective quality assurance requires a multifaceted approach involving organizational readiness, stakeholder engagement, and a commitment to continuous improvement. By addressing these challenges and leveraging best practices, Indonesian higher education institutions can enhance their quality assurance systems, ultimately contributing to the development of competitive graduates and societal progress.
https://proceeding.unnes.ac.id/ISET/article/view/3925/3357

Liu,J. (2025). **Quality assurance in chinese higher education: policy reforms and institutional challenges**. *The Development of Humanities and Social Sciences*, 1(3), 144-161.
Quality assurance (QA) has become a central concern in Chinese higher education amid rapid expansion and reforms. This paper examines the evolution of QA policies in China and analyzes the institutional challenges that universities face in implementing these policies. The study situates China's QA development in the broader context of global trends toward accountability and quality improvement. It reviews major policy initiatives—from the massification of higher education and early evaluation schemes to recent audit-based approaches—and evaluates their impact on university governance, educational quality, and stakeholder involvement. The findings indicate that China has made significant strides in building a comprehensive QA system, including national evaluation agencies and internal quality monitoring mechanisms, which have improved baseline educational standards. However, challenges persist in fostering a genuine "quality culture" within institutions, balancing government control with university autonomy, and ensuring that QA processes lead to substantive improvements in teaching and learning. The paper concludes with recommendations to enhance stakeholder engagement, strengthen internal quality management, and align QA practices with educational outcomes. These insights contribute to understanding how policy reforms can effectively support quality improvement in the context of China's dynamic higher education system. https://dhss.cscholar.com/article/view/1000299/207

López, D. A., Espinoza, O. Rojas, M. J., & Crovetto, M. (2022**). External evaluation of university quality in Chile: an overview**. *Quality Assurance in Education: An International Perspective*, 30(3), 272-288.
This study aims to review processes of accreditation for Chilean Universities. Along with cataloguing evolutionary milestones, the study analyses effects at the institutional and program levels. Design/methodology/approach: The study adopts a meta-evaluative approach and is based on secondary information sources, including both specialised publications and national databases, regarding the expansion of institutions, programs and enrolment, as well as the results of accreditation processes. Findings: University quality assurance reflects developments in economic policies, and supply and demand. Progressive consolidation of the national system has had positive effects on the management and development of universities, but the implementation of quality assurance has brought some problems. A traditional classification of universities into customary categories is predictive of the results of accreditation. The variable of administrative compliance is more important than a culture of quality in explaining the results of institutional and program accreditation. Originality/value: This review identifies advances, limitations and challenges in the improvement and assurance of quality of Chilean Universities and their programs. This is an unprecedented metanalysis of studies concerning the evolution of accreditation processes and will inform future practice.
https://www.researchgate.net/publication/360603994_External_evaluation_of_university_quality_in_Chile_an_overview

Ngoc N. M. Hieu, V. M., Tien, N. H., & Duc, L. D. M. (2022). **Impact of accreditation policy on quality assurance activities of public and private universities in Vietnam**. *International Journal of Public Sector Performance Management*.
The article compares the impact of accreditation policy on the quality assurance activities of public and private universities operating in Vietnam. The article also examines how different are accreditation policies of these groups of universities considering inherent advantages and disadvantages associated with their origin. Research is carried out based on a sample of 20 different universities scattered from Northern through Central to Southern area of the country. The article also suggests adding a third group of international universities to enrich and complement the overarching landscape of competition and cooperation, quality assurance and accreditation process of higher education institutions in Vietnam.
https://www.researchgate.net/publication/360945881_Impact_of_accreditation_policy_on_quality_assurance_activities_of_public_and_private_universities_in_Vietnam

OECD : Organisation for Economic Co-operation and Development (2018). **Rethinking quality assurance for higher education in Brazil**. OECD.
This review examines the external systems in place to assure the quality of higher education in Brazil. It highlights the relative success of the Brazilian quality assurance model in regulating market entry for private operators in Brazil, which cater to over 70% of students. But it also calls into question the effectiveness of existing systems to monitor the quality of undergraduate programmes and institutions and the ability of public authorities to act decisively to protect students from bad quality education. The report analyses the systems that regulate the launch of new higher education institutions and programmes and evaluates quality assessment mechanisms for existing programmes and institutions. It also looks at the structures allowing public authorities to intervene to end or improve poor quality provision. The review offers policy recommendations. It proposes a more differentiated system of quality assurance. It also recommends significant modifications to the design and purpose of the National Examination of Student Performance (ENADE). This work was requested by the National Commission for Evaluation of Higher Education (CONAES) and CAPES, the federal body responsible for quality assurance and funding of postgraduate education.
https://www.oecd.org/content/dam/oecd/en/publications/reports/2018/12/rethinking-quality-assurance-for-higher-education-in-brazil_g1g999f2/9789264309050-en.pdf

Ouazzani Chahdi, T., & Tahrouch, M. (2023). **Assurance qualité interne dans les universités marocaines : cas d'étude**. *Revue Internationale des Sciences de Gestion*, 6(2), 930-960.
This article is the outcome of an action-research project carried out in parallel with a conceptual effort to design a quality management system (QMS) for Moroccan universities, which was the subject of a recent publication in this journal. The QMS described is based on the University's governance bodies and functional units and requires a clear identification of the interactions between these entities at the political, strategic, and operational levels. This system was implemented at Euromed University of Fez (UEMF), which chose to deploy a quality assurance approach to measure and sustainably improve its performance. The article recalls the political and strategic objectives set by the governance bodies and describes the QMS established to achieve them. It presents a 360-degree evaluation system which, at regularly defined and validated intervals, provides internal evaluations of staff, components, and services, processes in real time the data and information collected, and feeds them back to stakeholders in a form that is easily and quickly usable to implement the necessary improvement actions. The entities involved in this approach, as well as the tools, processes, and procedures implemented, are also presented, along with the first academic, scientific, managerial, and reputational outcomes.
https://revue-isg.com/index.php/home/article/view/1292/1053

Ouazzani Chahdi, T., & Tahrouch, M. (2023). **Assurance qualité interne dans les universités marocaines : revue de littérature et proposition d'un SMQ**. *Revue Internationale des Sciences de Gestion*, 6(2), 872-901.
This article sheds light on the development of the quality assurance (QA) culture in the Moroccan higher education system and on its implementation by universities. It first emphasizes the multifaceted nature of the definition of quality assurance and describes its recent development in the American, Canadian, and European higher education systems. It concludes that the criteria defining the concept of QA were established by the Global North for the Global North, and that the Global South was compelled to align with them in order to maintain cooperative relationships. The article then examines the Moroccan legal framework established for the higher education system and the significant importance given to its regular evaluation. It highlights the four levels of performance evaluation of this system and deduces that its feasibility necessarily requires universities to deploy their own quality management system (QMS) internally and to standardize their academic practices by establishing their own quality standards, with permanent and reproducible procedures. Drawing on the relevant literature devoted to this subject and adopting a descriptive and comparative approach, the authors propose a QMS model which, in their view, would be best suited to the case of Moroccan universities, with the ambition of applying it to a concrete case and making it the subject of a future publication.
https://hal.science/hal-04100728/

Sepúlveda-Parrini, P.,Pineda-Herrero, P. Valdivia-Vizarreta, P., & Rodríguez-Pérez, S. (2024). **Examining the quality of online higher education in Chile from the perspective of equity**. *Quality in Higher Education*, 30(°3), 393-409.
This article explores the perceptions of 3164 students and 727 teachers about the quality of online higher education in Chile. The aim is to analyse the results collected through two questionnaires on the perspectives of educational quality. A statistical analysis was conducted to compare groups, and significant differences were identified. The findings indicate that students and teachers agree on online higher education quality being defined more from a perspective of transformation and less from one of selectivity. The student body rejects value for money more than the teaching staff, while the latter rejects more the quality focused on the excellence of the academic programmes. The student-teacher profile explains more significant differences between the samples than other variables such as gender or type of institution. This study contributes new meanings to the quality of online higher education by incorporating nuances of equity based on the perceptions of two little-explored profiles
https://www.tandfonline.com/doi/full/10.1080/13538322.2023.2270398

Ta, H. T., & Pham, H. T. (2024). **Internal quality assurance (IQA) tools and processes used by Vietnamese universities: implications for continuous improvement**. *Vietnam Journal of Education*, 8(2), 138-151.
Based on Martin's and Parikh's (2017) model of quality assurance, this research investigated the extent to which higher education institutions in Vietnam developed Internal quality assurance (IQA) processes and tools in five aspects: teaching and learning, students' employability, research, governance, revenues and community services, and international affairs. This study surveyed university leaders, middle managers, faculty members, and support staff from 13 universities. These universities were recruited from 44 universities in a city in Vietnam using a stratified sampling technique. It was found that (a) these universities used two common IQA tools (student course experiences and students' satisfaction) to ensure and improve the quality of teaching and learning, (b) most universities developed and used all surveyed IQA tools to assure the quality of student services as well as to promote students' employability, (c) as regards governance-related IQA tools, most universities only focused on units' evaluation, and (d) the participating universities reported limited use of tools to assure revenues and community services and international affairs. The paper offers implications for universities in Vietnam to enhance quality and develop a management information system to analyze data collected from these tools for quality improvement. https://vje.vn/index.php/journal/article/view/391/163

3.Africa

3.1 Frameworks, Guidelines

HAQAA: Harmonisation of Quality Assurance and Accreditation in African Higher Education (2022). **Users' Guide for the African Standard and Guidelines for Quality Assurance in Higher Education (ASG-QA).** HAQA.
The African Standards and Guidelines for Quality Assurance in African Higher Education (ASG-QA) were developed in 2018 as part of the establishment of the Pan-African Quality Assurance and Accreditation Framework (PAQAF), a continental platform approved by the African Union to harmonize higher education quality assurance systems and promote compatible methodologies. The ASG-QA were elaborated following a mapping of existing national and regional frameworks, a comparison with other existing international standards and guidelines, and extensive stakeholder consultations. This was made possible through the support of the Harmonisation of African Higher Education: Quality Assurance and Accreditation Initiative (HAQAA), funded by the European Union as part of its partnership with the African Union. As a tool of the PAQAF, the ASG-QA aim to support Higher Education Institutions (HEIs) and Quality Assurance Agencies (QAAs) in developing adequate internal and external quality assurance systems and practices that align with international best practices. Indeed, it provides a unified and sufficiently general basic framework to accommodate the diversity of national contexts while ensuring comparability.
https://haqaa3.obreal.org/wp-content/uploads/2025/06/user-guide-EN.pdf

HAQAA3, Lenga F. K. (2025). **African Standards and Guidelines for Quality Assurance (ASG-QA) in Higher Education in Practice: Interpretation and Users' Guide.** HAQAA3.
The third phase of the Harmonisation, Accreditation and Quality Assurance Initiative in African (HAQAA), 2023-2028, demonstrates a strong commitment to the common agenda of the European Union and African Union. Its objective is to equip African nations with the qualified professionals, leaders, and administrators essential for promoting sustainable development, strengthening trade and investment, and reinforcing democratic values and active citizenship. The African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA) were developed in 2018 within the context of the Pan-African Quality Assurance and Accreditation Framework (PAQAF). They provide 1) a continental framework to harmonize higher education quality assurance systems and promote compatible methodologies, approved by the African Union, and 2) a unified basic framework that is sufficiently general to accommodate the diversity of national contexts while ensuring comparability. They aim 3) to support Higher Education Institutions (HEIs) and Quality Assurance Agencies (QAAs) in developing adequate internal and external quality assurance systems and practices that align with international best practices.
https://haqaa3.obreal.org/wp-content/uploads/2025/06/3.-ASG-QA-en.pdf

HAQAA Initiative (2018). **African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA).** HAQAA.
This document has been prepared for the African Union Commission and European Union Commission. Official guidelines adopted by the African Union in 2018 to which all African national frameworks refer. The ASG-QA document sets out a continental framework for quality assurance in higher education in Africa, aiming to harmonize practices and standards across African countries. It presents minimum standards and guidelines for institutions, quality assurance agencies, and governments, covering governance, teaching, research, student services, and continuous improvement. The guide emphasizes transparency, accountability, and stakeholder participation, including students, academic staff, and institutions. It also provides principles for monitoring and evaluating quality assurance activities and offers tools for self-assessment and accreditation. The objective is to promote academic mobility, mutual recognition of qualifications, and continuous enhancement of African higher education institutions.
https://www.enqa.eu/wp-content/uploads/ASG-QA-English.pdf

ACQF: African continental qualifications framework. (2021). **Presentation of the ACQF project (2019-2022) - General presentation of the project context, vision of ACQF, main activities and results.** ACQF.
The ACQF development project is implemented in partnership between African Union, European Union, GIZ and European Training Foundation. This presentation gives you a clear and comprehensive overview of the wide range of activities and outputs. ACQF development is about technical-analytical-policy work and about interactions with People. **Objectives and Scope of the ACQF Project**: The African Continental Qualifications Framework (ACQF) is a policy initiative of the African Union aimed at improving the comparability, transparency, and quality of qualifications across all education and training sub-sectors in Africa. It is based on Agenda 2063 and the Continental Education Strategy (CESA 2016-2025). The ACQF facilitates the recognition of qualifications, the mobility of learners and workers, and the alignment of skills with the needs of the intra-African labor market (particularly through the AfCFTA). **Expected Results**: Harmonization of qualifications for the free movement of people, support for the mutual recognition of qualifications and the portability of skills, contribution to youth employability and continental integration.
https://acqf.africa/about/presentation-of-the-acqf-project-2019-2022/@@display-file/file/ACQF_presentation%20general_04Nov2021.pdf

3.2 Publications

CAMES: Conseil Africain et Malgache pour l'enseignement supérieur (2023**). Assurance qualité dans l'espace CAMES : concepts, méthodes et choix stratégiques pour le développement de l'enseignement supérieur sous-régional**. CAMES.
Aware of the importance of quality assurance for the Francophone African and Malagasy space, CAMES has equipped itself with a Strategic Development Plan (PSDC) committed to strengthening the capacities of member institutions by investing in human resources and in certain of its governance bodies.
The development of Quality Assurance, particularly the performance of higher education and research institutions (IESR) and the relevance of training and research programs, required the organization of thematic workshops from 2007 to 2016 for sharing the concepts, principles, and objectives of quality assurance; clarifying the implementation context and assessing the level of quality assurance (QA) implementation at the sub-regional level; supporting the establishment of national QA agencies and internal QA structures; the adoption of QA tools and methods; the evaluation, development, and adoption of CAMES reference frameworks; the adoption of the CAMES QA Program; and the dissemination of the quality culture within IESR. No fewer than 500 academic actors from the sub-region, including National Directors of Higher Education, IESR managers, heads of national or institutional QA structures, as well as teacher-researchers, have been attendees and contributors to the CAMES Quality School. The recommendations formulated and the best practices have enabled the development of strategic choices for the emergence of sub-regional academic excellence.
https://www.lecames.org/wp-content/uploads/2023/11/Cames_Assurance-qualite-Concepts-methodes-choix-strategiques.pdf

CHE: Council on Higher Education (2021). **A quality assurance framework (QAF) for higher education in south africa.** CHE.
The Quality Assurance Framework (QAF) Booklet presents the new external quality assurance (EQA) framework of the Council on Higher Education (CHE) for South African higher education. The document explains how the CHE is simplifying its processes after 25 years of EQA to give higher education institutions (HEIs) greater autonomy and responsibility in their internal quality assurance (IQA), while maintaining accountability through audits and accreditations. It defines seven fundamental principles: institutional responsibility, suitability for use, differentiation, etc. Objectives: To strengthen the quality of teaching, research, and community engagement; to adapt the system to South African challenges (transformation, technology, equity); and to build trust in South African graduates at the continental and global levels.
https://www.che.ac.za/file/6473/download?token=4yjBSV_8

Neema-Abooki P. (ed.). 2024. **Quality in African Higher Education: Development Perspectives from Selected Regions (Sustainable Development Goals).** Palgrave MacMillan.
Not available in full for free access.
This book examines quality higher education as a stimulus for sustainable development in Eastern and Southern Africa. Its underlying principle flaunts quality higher education as indispensable for sustainable development on the continent. The first part of the florilegium discusses the context and need for sustainable development in Africa, using higher education as an impetus. The second part focuses on quality assurance processes and mechanisms for enhancing African higher education in the damnedest to drive sustainable development. The book will be of interest to researchers and protagonists of higher education, education management, and sustainable development.
https://thenextchapterhermiston.com/book/9783031495656
https://books.google.fr/books?hl=fr&lr=&id=CO5aEQAAQBAJ&oi=fnd&pg=PR5&dq=Quality+in+African+Higher+Education+:+:+Development+Perspectives+from+Selected+Regions+(Sustainable+Development+Goals)&ots=EjZ7kEYfz-&sig=ywM8nj1-4O4IXn29E2rcmeKYg0Y#v=onepage&q=Quality%20in%20African%20Higher%20Education%20%3A%20%3A%20Development%20Perspectives%20from%20Selected%20Regions%20(Sustainable%20Development%20Goals)&f=false

SARUA: Southern African Regional Universities Association (2023). **State of Play of Internal Quality Assurance in the SADC Region - Final report.** SARUA.
The purpose of this research was to explore the state of play of Internal Quality Assurance (IQA) amongst higher education institutions in the SADC from the perspective of regional stakeholders working in the higher education sector. The key findings, summarised below, clearly indicate the importance of monitoring the implementation of IQA and identified the areas for SARUA to include in its future capacity development programmes. In addition, the research highlights the value attached to forming a SARUA Community of Practice (CoP) to provide a forum for discussion and ongoing support amongst QA practitioners in the region. The findings of this research show that while IQA systems are in place in most institutions and there is a considerable understanding of the technical aspects which underpin the success of an IQA system, there is a challenge in implementing institutional-level management of change to allow the embedding of a shared quality culture.
https://sarua.africa/wp-content/uploads/2021/12/State-of-Play-IQA-SADC-Region-Report.pdf

3.3 Case studies

Abesi Mijere S., Daka H., Mulenga-Hagane M. L., Bwembya I., Banda B., & Chazanga F. (2025). **Challenges in the implementation of quality assurance mechanisms at the university of Zambia.** *Journal of Innovations in Teaching and Learning*, 5 (1), p. 68-76.
The study examined the implementation challenges faced by both academic and administrative staff of quality assurance mechanisms at the University of Zambia. The study employed a convergent parallel mixed methods design, collecting quantitative data through questionnaires from 89 academic staff and qualitative data through interviews with 10 administrative staff and 5 Quality Assurance Directorate personnel and 5 students in leadership. Data analysis included descriptive statistics, correlation analysis, multiple regression and thematic analysis. Findings revealed that resource constraints emerged as the predominant implementation challenge (84.27%). Qualitative findings revealed improved role clarity and streamlined processes attributed to quality systems, but severe understaffing and infrastructure limitations hindered implementation. Based on these findings, the study recommends implementing a tiered quality assurance training framework and establishing a decentralized quality assurance support structure with designated officers in each school.
https://dspace.unza.zm/server/api/core/bitstreams/59de4483-bd67-4923-b8bd-99bc5dd1105f/content

Asuamah, Y. S., & Antwi B.oasiako A. (2024). **Beyond the classroom: quality assurance in developing nations.** Sunyani Technical University.
This comprehensive review explores the multifaceted landscape of quality assurance in higher education, particularly emphasising the unique challenges and opportunities faced by developing nations. Drawing upon a wealth of academic research, policy documents, and institutional reports, the authors delve into the complexities of ensuring high-quality education in diverse socio-economic contexts. Their analysis

identifies key trends, challenges, and innovative practices shaping the future of higher education quality assurance worldwide. By shedding light on successes and shortcomings, they aim to inform policymakers, educators, and stakeholders on strategies for enhancing educational equity and access in developing countries.
https://mpra.ub.uni-muenchen.de/122486/1/MPRA_paper_122486.pdf

Casimiro Zavale, N. (2022). **Challenges of accreditation in an African university: reflections from the Eduardo Mondlane University, in Mozambique.** *Quality in Higher Education*, 28(2), 236-260.
As elsewhere in Africa, Mozambique established, during the 2000s, a national higher education quality assurance system to cope with the country's rapid expansion of higher education. In 2014, the national quality assurance agency began the accreditation process. From 2015 to 2020, the Eduardo Mondlane University (UEM), the country's oldest and largest public university, has accredited about 30 academic programmes. Based on UEM's case and on reflection-in-action and reflection-on-action, this article examines the challenges of accreditation in Mozambique and in Africa. The reflection focuses on challenges related to the process and instruments, organisational setting, resources and policy and impact of accreditation. These challenges suggest that, alongside establishing quality assurance mechanisms in Africa, attention should also be paid to identifying and dealing with challenges constraining or facilitating implementation of these mechanisms, particularly if quality assurance systems are intended to improve the quality of institutions and make them accountable.
https://www.tandfonline.com/doi/full/10.1080/13538322.2021.2010987

Dirkse van Schalkwyk, R., & Steenkamp, R. J. (2020). **A total quality service framework for private higher education in South Africa**. *Quality Management Journal*, 27(2), 106-119.
The primary purpose of this study was to develop an industry-specific total quality service framework for private higher education institutions in South Africa. Service quality for higher education operations is a key performance objective due to the increasingly competitive, marketing-oriented, and highly regulated environment. Using a mixed methods research approach (exploratory sequential mixed methods research design), this research was conducted at six private higher education institutions. The first stage consisted of a qualitative exploration of total quality service dimensions from a top management perspective by means of semi-structured, in-depth interviews, followed by a thematic data analysis approach. Instrument development followed in the second primary stage, in terms of the quantitative exploration of the importance of total quality service dimensions from the internal (lecturers) and external (students) customer perspectives. Data analysis included an exploratory factor analysis (EFA) approach followed by confirmatory factor analysis (CFA). A final step was another thematic analysis of narrative data from the only open-ended question, which yielded additional service quality dimensions. Finally, a total quality service framework was compiled consisting of five primary constructs. This study is a pioneering contribution that bridges a significant gap with the development of the first total quality service framework for private higher education institutions in South Africa.
https://www.tandfonline.com/doi/full/10.1080/10686967.2020.1722044#abstract

Mireku, D., O., & Bervell, B. (2024). **A decade of quality assurance in higher education (QAiHE) within sub-Saharan Africa: a literature review based on a systematic search approach**. *Higher Education*, 87, 1271-1316.
In this study, we examined articles related to academic quality assurance research in the sub-Saharan African (SSA) higher education context to identify internal and external mechanisms put in place to improve the quality of education. To achieve the objective, the study reviewed published studies to bring to light the standard quality benchmark indicators describing how quality assurance has been promoted in SSA starting from 2012 to 2022. Based on this premise, 143 articles were included in the review in accordance with the set criteria for inclusion. The study found that most of the SSA higher educational institutions give extra attention to the building of human resource capacity and neglected other important practices such as internationalization and the "building of industrial collaborations," though these were major ingredients for promoting quality assurance. It also came to fore that, amidst the efforts to achieve quality standards in teaching and learning, insufficient funding, lack of efficient academic staff, poor implementation of educational policies, and unstructured program for training and re-training of staff were the major hinderances to the promotion of quality assurance in higher institutions in the sub-Saharan African region.

Based on the findings, recommendations were made for policy, practice, and future research in higher education delivery in the sub-region. https://link.springer.com/article/10.1007/s10734-023-01064-2

Mtitu E. A. (2025). **Exploring factors for the introduction and implementation of quality assurance systems in selected higher education institutions in Tanzania.** *Cogent Education*, 12 (1).
This article examines factors influencing the introduction and implementation of quality assurance (QA) systems in selected Tanzanian higher education institutions. Using a mixed-methods approach of surveys and interviews with administrators, faculty, and students across four universities, the study analyzes how QA systems are established to ensure quality and accountability. Findings show varying levels of agreement among respondents, with some institutions demonstrating strong consensus. Key factors driving QA implementation include regulatory requirements, stakeholder consultations, and attention to students' learning processes. QA operations cover programme marketing, student admission, assessment, and academic programmes. The study concludes that consistent policy application, improved communication, adequate resources, and fostering a culture of quality can help Tanzanian universities meet international standards and enhance educational outcomes.
https://www.tandfonline.com/doi/full/10.1080/2331186X.2025.2455767#abstract

Myburgh, Z., & Calitz, T. (2024). **Quality management of programme reaccreditation at private higher education institutions in South Africa.** *The Independent Journal of Teaching and Learning*, 17(2), 91-106.
Private higher education institutions (PHEIs) in South Africa must apply to the Higher Education Quality Committee, a standing committee of the Council on Higher Education (CHE), for the reaccreditation of existing accredited programmes. This article explores the internal quality management systems at PHEIs to manage the programme reaccreditation process. The conceptual framework for this study is the PHEI Open System Model which presumes the PHEI to be an open system. In an open system in this model, 'input' is filtered from the external to the internal environment and catalyses the conversion of resources ('throughput') into 'output', i.e., a reaccredited programme. The responses of a purposive sample of PHEIs were considered. This is a qualitative study whereby data was collected through semi-structured interviews which served to investigate how PHEIs manage the programme reaccreditation process and whether they present as open systems.
https://journals.assaf.org.za/index.php/ijtl/article/view/18000/21088

Nason, V. (2023). **Quality Assurance in Kenyan higher education as a tool for keeping pace with the international standards.** *The Journal of Quality in Education*, 13 (22), 113-124.
This paper is a desktop review which presents findings from 32 studies covering quality and Quality Assurance (QA) systems in the Higher Education (HE) sector in the Kenyan context; the choice of the studies was based on relevance, themes and the objectives of the study. The purpose of the paper was to evaluate the determinants of a sustainable quality assurance systems in higher education in Kenya. The selected studies were carefully reviewed, data was gathered and categorized into themes. The emerging patterns from the categorized data was used to answer the research questions. In that regard, this study went beyond the processes of QA, and accreditation to address the question of sustainability which presently stands as one of the key gap in the implementation of QA systems in the HE sector. The main findings of the study are: sustainable QA systems in HE is realizable by addressing the factors identified b) conceptual model is fundamental for clarity and accuracy to avoid confusion and relativism c) the processes of developing and implementing QA should be inclusive and participatory for better results, d) more partnership and collaboration are needed to solve the challenges of implementing QA systems.
https://www.researchgate.net/publication/375781982_Quality_Assurance_in_Kenyan_higher_education_as_a_tool_for_keeping_pace_with_the_international_standards#fullTextFileContent

Olatoun, A. I., Takon, C. T., & Okwe, P., O. O. (2025). **Internal quality assurance mechanisms for improved teaching and learning in public universities in Nigeria**. SSRN : Social Science Research Network.
Higher education plays a pivotal role in advancing national development, driving innovation, and building human capital. In Nigeria, public universities remain the primary providers of tertiary education, yet the rapid expansion of the system has raised major concerns about the quality of teaching and learning. Overcrowded classrooms, inadequate infrastructure, limited funding, and under-resourced faculty have

created gaps that threaten the production of competent and employable graduates. Against this backdrop, internal quality assurance (IQA) has emerged as a critical mechanism for sustaining academic standards and promoting continuous improvement in higher education. This paper examines internal quality assurance mechanisms as tools for enhancing teaching and learning in Nigerian public universities. It explores the conceptual foundations of IQA, its theoretical underpinnings, and its practical applications through mechanisms such as quality assurance units, program reviews, staff development, student evaluations, peer reviews, digital monitoring, and tracer studies. The discussion highlights the benefits of IQA, including improved teaching effectiveness, enhanced graduate employability, accountability, and international competitiveness. It also interrogates the challenges-ranging from inadequate resources to institutional resistance-and proposes strategies for strengthening IQA systems in alignment with national reforms and global benchmarks. The study concludes that robust internal quality assurance is indispensable for transforming Nigerian universities into centers of excellence capable of meeting 21st-century demands.
https://papers.ssrn.com/sol3/Delivery.cfm/5530918.pdf?abstractid=5530918&mirid=1

Regassa F. M. (2025). **Quality assurance reforms in Ethiopian higher education: an examination of past limitations and the new accountability-oriented audit system.** Addis Ababa University.
This article analyzes the transformation of quality assurance in Ethiopian higher education, transitioning from the previous Higher Education Relevance and Quality Agency (HERQA) to the Education and Training Authority's (ETA) new accountability-oriented audit system. HERQA's efficacy was compromised by inadequate accountability, a restricted "fitness for purpose" quality paradigm, fragmented oversight, input-centric evaluations, limited program reach, and institutional malpractices. Employing a document review, this study synthesizes primary policy instruments from the Federal Ministry of Education and ETA with important secondary sources on Ethiopian quality assurance. A thematic analysis elucidates the systemic challenges and the theoretical underpinnings of the reform procedure. In response, the ETA has instituted foundational reforms: a fortified legal framework mandating institutional accountability, an expanded quality conceptualization integrating both "fitness for purpose" and "fitness of purpose," and the strategic adoption of the internationally recognized ADRI (Approach, Deployment, Results, and Improvements) model. This paradigm shift heralds a more comprehensive, evidence-driven, and continuously adaptive quality assurance environment. The article explores the anticipated implications of these reforms for compliance, governance, and national development alignment, while concurrently acknowledging inherent challenges in balancing accountability with institutional autonomy.
https://assets-eu.researchsquare.com/files/rs-7824498/v1/f4aead50-6710-430f-adbb-9ef10d001d37.pdf

Seruhungo Kamanzi, J.B., Harerimana, J.P, & Andala, H. O. **(**2021). **Quality assurance practices and students' academic performance in technical, vocational education and training Institutions: a case of integrated polytechnic regional college Kigali in Kicukiro District – Rwanda.** *Journal of Education*, 4 (3), 1-20.
The study aimed to analyze the relationship between quality assurance practices and students' academic performance at IPRC (Integrated Polytechnic Regional College) – Kigali, located in the Kicukiro District of Rwanda. Three main objectives guided the research: to examine quality assurance practices, assess the level of academic performance, and establish the relationship between the two. The sample included 358 respondents, comprising trainers, administrators, and students. The observed quality assurance practices included the use of appropriate teaching techniques, labor market–aligned curricula, adequate resources, and qualified staff. Effective program evaluation and monitoring also strengthened educational quality. Students expressed overall satisfaction with their technical, reasoning, communication, and problem-solving skills. Statistical analyses revealed a strong positive correlation between quality assurance and academic performance ($R^2 = 0.5312$). The study recommends improving and maintaining program quality to meet labor market needs. Finally, it suggests increasing government funding and private sector involvement to enhance the quality and relevance of technical and vocational education in Rwanda.
google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://stratfordjournalpublishers.org/journals/index.php/journal-of-education/article/download/796/931&ved=2ahUKEwjs3rbb__aRAxXlvycCHatSGq8QFnoECBgQAQ&usg=AOvVaw3lMwl58GJ7Dp-x0G7aiRV1

Tamrat, W., Demas, S., & Kadhila, N. (2026). **Transforming quality assurance in African higher education: evolving trends, insights, and challenges.** In S. Karakhanyan, & K. Kinser K. (eds.), Global perspectives on higher education - II Global Trends in Tertiary Education QA: Challenges and Opportunities in Internal and External QA, 109-135.
The overall objective of the study is to explore and interpret trends in the African TE system in terms of IQA and EQA provisions. The study is set to meet the following specific objectives: – To identify the African TE landscape with particular focus on IQA and EQA and the purpose of understanding better current trends and challenges. – To explore the current trends in and effectiveness of the QA systems being employed with reference to their efficiency, relevance and transformative power. To produce recommendations on future enhancements. Despite considerable efforts, this study has several limitations. A key constraint was the limited participation of institutions and EQAPs, despite disseminating the survey in English, French, and Portuguese and targeting diverse regions. Most participating EQAPs and focus group discussions were drawn Transforming Quality Assurance in African Higher Education 111 from southern and western Africa, despite attempts to include other subregions. Additionally, the scarcity of literature on QA across the continent posed challenges. These limitations necessitate cautious interpretation of the findings and any generalisations drawn. This chapter is structured into four main sections. The first section introduces the background and framework of the study. The second provides an overview of the African TE and QA landscape, offering the broader research context and relevant literature. The third section presents the study's detailed findings, focusing on efficiency, relevance, and the transformative power of QA. The chapter concludes with key findings and recommendations.
https://brill.com/downloadpdf/display/title/73930.pdf

3.4 Quality assurance networks, agencies and institutions

Networks

AfriQAN (The African Quality Assurance Network)
https://afriqan.aau.org/
The African Quality Assurance Network (AfriQAN) has been set up to provide assistance to institutions concerned with Quality Assurance in higher education in Africa. The network is committed to the enhancement of the quality of higher education and also with collaboration with similar organizations on other continents. The Network has been set up by the Association of African Universities (AAU) with financial support from Global Initiative on Quality Assurance Capacity (GIQAC)/United Nations Educational, Scientific and Cultural Organization (UNESCO). The pan-African network brings together quality assurance agencies and institutions from all regions of Africa: Southern Africa: South Africa (CHE), Botswana (TEC), Lesotho, Namibia (NCHE), Zimbabwe (ZIMCHE), Mozambique (CNAQ), Eswatini
East Africa: Kenya (CUE), Tanzania, Ethiopia, Uganda West Africa: Nigeria (NUC), Senegal (ANAQ-Sup), Gambia Central Africa: Cameroon Others : CAMES (multiregional, Francophone Africa). AfriQAN, created by the Association of African Universities (AAU), aims for continental harmonization of QA in HE, complementary to regional networks like EAQAN (East), SAQAN (South) and RAFANAQ (Francophone).

CAMES (Conseil African et Malgache pour l'enseignement supérieur)
https://www.lecames.org/
The website and documents are all in French. Programme Assurance qualité, To address the challenges of Higher Education and Scientific Research in member countries, the CAMES has more specific missions to: a) Promote and foster understanding and solidarity among member States ; b) Establish permanent cultural and scientific cooperation between member States; c) Gather and disseminate all university or research documents: theses, statistics, information on examinations, directories, annals, rankings, information on job offers and demands from all origins ; d) Prepare draft conventions between the States concerned in the fields of Higher Education and Research, and contribute to the implementation of these conventions ; e) Design and promote consultation to coordinate higher education and research systems, harmonize programs and recruitment levels in different higher education and research institutions, foster cooperation between various institutions, and facilitate the exchange of information.
- Publications, https://www.lecames.org/publications/

EAQAN (The East African Higher Education Quality Assurance Network)
https://eaqan.org/
The East African Higher Education Quality Assurance Network (EAQAN) is a legally registered network operating under the framework of the East African Community and its member states. EAQAN brings together quality assurance practitioners from across the region, serving as a collaborative platform for promoting and strengthening higher education quality assurance in East Africa. An internationally recognized network of quality assurance practitioners in East Africa. **Mission** of EAQAN : To promote, enhance and improve the quality of higher education in East Africa through the implementation of quality assurance activities. **Objectives**: a) To foster collaboration and linkages among quality assurance practitioners within East Africa; b) To promote a culture of quality assurance in higher education in East Africa; c) To enhance the capacity of quality assurance units in higher education institutions in East Africa; d) To collaborate with quality assurance bodies regionally and internationally in capacity building; e) To promote research into the practice of quality assurance in higher education for purposes of improving the quality of higher education in Africa; f) To share quality assurance expertise and experiences within the region; g) To plan and host quality assurance conferences, symposium, workshops and such forum in the region for sharing ideas and for the dissemination of research findings and best practices. h) To train, and sustain a pool of quality assurance experts in the region.

RAFANAQ (Réseau Africain Francophone des Agences Nationales d'Assurance Qualité)
https://www.rafanaq.org/
The website and documents are only in French.
The increasingly prominent presence of knowledge and skills forces countries to develop highly qualified human resources. Thus, this issue requires higher education and research institutions to deliver quality training and services capable of supporting national, sub-regional, and global ambitions for continuous economic growth and sustainable development. The role of quality assurance is also reaffirmed in the African Addis Ababa Convention and the Global Convention on the Recognition of Higher Education Qualifications, adopted in 2014 and 2019 respectively. To support the implementation of these normative tools, UNESCO develops and encourages the establishment of quality assurance agencies and networks of quality assurance agencies in higher education and research. It is within this dynamic that Francophone African countries have come together to establish strong links between their national quality assurance agencies or structures, with the aim of addressing the challenges of quality in higher education and research in Francophone Africa.

SAQAN: Southern African Quality Assurance Network
https://saqan.org/
We note this source but the site appears to be malfunctioning.
The regional Network SAQAN is a non-profit voluntary member-based organisation of National Higher Education Quality Assurance Bodies and higher education institutions from Southern Africa. The **main aims** are to promote quality in higher education, foster harmonisation of quality assurance systems in the region and beyond; and facilitate international recognition of higher education qualifications from Southern Africa to enhance mobility of staff and students. The **key functions** are to promote the creation of effective and efficient quality assurance and accreditation mechanisms in higher education within Southern Africa; support the development of quality assurance through capacity building, seminars, workshops and conferences; disseminate information through newsletters, journals, books and other documents, in print and electronic forms; participate and collaborate in continental and international training and research programmes within Southern Africa; mobilise resources to sustain the Network's projects and programmes; and develop and maintain a database of quality assurance bodies and experts.

Agencies

ANAQ-Sup (Scientific Council of the National Authority for Quality Assurance in Higher Education, Research and Innovation)
https://anaqsup.sn/
The website and documents are all in French.
ANAQ-Sup (Senegal) is a state agency under the administrative and technical supervision of the Ministry of Higher Education, Research and Innovation (MESRI) is the leading agency in West Africa, an initiative of RAFANAQ, the Francophone network of Quality Assurance in Africa. ANAQ-Sup's mission is Quality Standards, Technical notice, Quality Assurance System, School evaluations.
- Publications, https://anaqsup.sn/publications/
- Reference frameworks, https://anaqsup.sn/referentiels
- Regulatory Texts, https://anaqsup.sn/textes-reglementaires/

CHE : Council for Higher Education
https://www.che.ac.za/
Vision: To be a dynamic organisation contributing to a transformed, equitable, and quality higher education and training system in South Africa. **Mission**: As the independent statutory quality council for South African higher education, the CHE leads and manages quality assurance, researches and monitors trends and developments, initiates critical discourse on contemporary higher education issues, provides advice to the Minister on strategy and policy. **Values**: In pursuit of its vision and mission the CHE is committed to and guided by the following values: social justice, quality, integrity, accountability.

Namibia Qualifications Authority (NQA)
https://namqa.org/
NQA is a statutory body, regulated in terms of the National Qualifications Framework Act No 29 of 1996. It is made up of 29 members appointed by the Minister of Education in consultation with the Minister of Labour. NQA is mandated by legislation to oversee the development and implementation of the National Qualifications Framework (NQF).

ZIMCHE (Zimbabwe Council for Higher Education)
https://www.zimche.ac.zw/
ZIMCHE was established to promote and co-ordinate education provided by institutions of higher education and to act as a regulator in the determination and maintenance of standards of teaching, examinations, academic qualifications and research in institutions of higher education. **What We Do:** Accreditation : Auditing Institutions, Qualification Assessment, Registration, Standards Development, Higher Education Data, List of Accredited Journals.
- Publications, https://www.zimche.ac.zw/publications/

Institutions

AAU (Association of African universities)
https://aau.org/
To be the leading advocate for higher education in Africa, with the capacity to provide support for its member institutions in meeting national, continental and global needs. To enhance the quality and relevance of higher education in Africa and strengthen its contribution to Africa's development.
Cf : **Strategic Plan 2024-2030,** 2024, 85 p.
https://repository.aau.org/index.php/s/Ja54rTqg8Q4Y2yA?dir=/&openfile=true

IUCEA (Inter-University Council for East Africa) – Quality Education for Development
https://www.iucea.org/ (site functionality is very erratic)
IUCEA coordinates higher education development across the 7 EAC Partner States (Burundi, DR Congo, Kenya, Rwanda, South Sudan, Tanzania, Uganda). **Vision:**To become the leading EAC Institution for an exemplary Common Higher Education Area for a prosperous and sustainable East African Community. **Mission**: To encourage and develop mutually beneficial collaboration between Member Universities and

between them and Governments and other organisations, both public and private. **Main missions**: a) Harmonisation of regional higher education systems (mutual recognition of diplomas); b) Student/staff mobility: EAC-SMS scholarships, university exchanges; c) Quality assurance: Common EAC framework for higher education, training of QA coordinators; d) Centres of excellence.
- Publications, https://iucea.org/publications/