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QUALITY ASSURANCE: DEFINITION, COMPONENTS AND SIGNIFICANCE

Wednesday, January 21, 2026

LECTURE DELIVERED AT THE 2026 AJAYI CROWTHER
ACADEMIC CULTURE AND QUALITY ASSURANCE WORKSHOP,
AJAYI CROWTHER UNIVERSITY, OYO, JANUARY 2026

■ OUTLINE OF PRESENTATION

- Protocol
- Appreciation
- Definition of Quality Assurance in Higher Education
- Evolution of QA Concept in Higher Education
- Key Mechanisms of QA in Higher Education
- Core Purposes of QA in Higher Education
- Key Players in QA in Higher Education
- A Call To Action, and
- Concluding Remarks

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DEFINITION OF TERMS

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■ DEFINITION OF TERMS

■ **Quality Assurance In Higher Education:**

- UNESCO (2007) defines external quality assurance as “a process where an external body evaluates an institution or program’s operations to determine if they meet agreed-upon standards and to encourage improvement”
- UNESCO (2007) also sees it as a continuing process of checking, measuring, ensuring, and keeping the quality of higher education high

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DEFINITION OF TERMS

- **Quality Assurance In Higher Education:**
 - European Association for Quality Assurance in Higher Education (ENQA) (2015) refers to QA as all evaluations by external organizations (such as governmental bodies) aimed at validating an institution's own quality assurance processes
 - Quality Assurance Agency (QAA, UK) defines QA “as the systematic evaluation and monitoring of educational quality to ensure institutions meet standards and students acquire the necessary knowledge and skills”

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■ DEFINITION OF TERMS

■ **Quality Assurance In Higher Education:**

- European Commission (2018) defines QA as “the means by which an institution guarantees with confidence that the standards and quality of its educational provision are being maintained and enhanced”
- Hayward (2006) defines QA in Africa as a “planned and systematic review process of an institution or program to ensure that acceptable standards of education, scholarship, and infrastructure are being met, maintained, and enhanced”

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■ DEFINITION OF TERMS

- **Quality Assurance In Higher Education:**
- The Nigerian National Universities Commission (NUC 2006) defines QA as the “systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained”

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■ DEFINITION OF TERMS

- **Highlights of definitions of Quality Assurance in Higher Education:**
 - These definitions highlight Quality Assurance in Higher Education as:
 - Assessing and monitoring educational provisions by Higher Institutions to ensure that students acquire the necessary knowledge and skills, processes are satisfactory, qualities are met, standards, scholarships, and infrastructure are enhanced, maintained and improved upon to the satisfaction of all stakeholders

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EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education:

- Quality Assurance had always been an industry and manufacturing sector concept until the 1820s when European Universities commenced its introduction in the Higher Education sector
- Prior to its introduction, early Medieval Universities (like University of Bologna and Paris) maintained quality through internal review, self regulation and the personal reputation of faculty

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education:

- Four stages were identified in the evolution of Quality Assurance in Higher Education:
 - **Medieval Era** – when early universities maintained quality through internal peer review that depended on the reputation of faculty and that of the university. Academic regulations were largely unofficial, restricted within the university and vague
 - Early precursors to formal QA began in the 1820s, when the United Kingdom introduced external examination and grading of degrees

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education:

➤ Early 20th Century

- The US commenced regional accreditation systems as a baseline to ensure institutional standards and protect students
- During this period, systematic external reviews were established with QA principles that focused on standard and process control and that were borrowed from the manufacturing sector and applied to education

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education:

➤ Post-WWII – 1960s

- The rapid development and diversify of the higher education sector following World War II resulted in the establishment of national external quality assurance procedures
- During this time, the United Kingdom and Ireland developed national external QA systems to govern the expansion of higher education

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education:

➤ The 1990s

- witnessed a surge in QA agencies globally due to the rapid expansion of higher education
- For instance, in 1999, Europe established the European Standards and Guidelines to enhance compatibility between qualifications
- And in 1991, the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) was established to coordinate efforts worldwide

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■ Evolution of QA in Higher Education:

➤ The 21st Century

- A major shift was recorded, from strictly monitoring inputs such as staff numbers, buildings, etc., to assessing student learning outcomes and employability
- This period also witnessed the development of online and distance learning education and international competitiveness

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education:

- **In Africa**, the evolution of QA could be viewed from two perspectives:
 - **The Pre-Independence Era** (before the 1960s)
 - African higher education institutions were affiliates of colonial universities in Britain, France and Portugal, e.g. University College Ibadan, which was an affiliate of the University of London
 - At this period, oversight was highly centralized and strictly followed European academic standards to ensure equivalence of degrees

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education:

➤ The Post-Independence Era (1960s-1980s)

- African governments sought to align education with national development goals, following their independence
- This period witnessed the creation of
 - (a) National Agencies under the education ministries to oversee quality, and
 - (b) Sub-Regional Cooperation to harmonize recognition of degrees across member states

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■ Evolution of QA in Higher Education:

➤ The Post-Independence Era (1990s-2010)

- This period that witnessed the rapid expansion of students' enrolment and reduced funding, with fears of decline in quality, resulting in:
 - (a) The growth of External QA agencies in Sub-Saharan Africa from 9 in 1990 to 32 by 2022
 - (b) The establishment of Internal Quality Assurance Units to monitor staff-student ratio, teaching quality, faculty adequacy, and other parameters

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■ Evolution of QA in Higher Education:

➤ The Post-Independence Era (1990s-2010) Contd.

(c) The era also witnessed the establishment of The African Quality Assurance Network (AfriQAN) in 2007 by the Association of African Universities (AAU) to foster continental collaboration

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■ Evolution of QA in Higher Education:

➤ The Current Era (2011-2026)

- This period was devoted to Continental Harmonization with a focus on creating:
 - (a) A unified African higher education space through the Pan-African Quality Assurance and Accreditation Framework (PAQAF), endorsed in 2016
 - (b) The Harmonization of African Higher Education Quality Assurance and Accreditation (HAQAA) initiative, which is currently in its third phase (2023-2028)

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education:

➤ The Current Era (2011-2026) Contd.

(c) The provision of a common reference point for both internal and external evaluation across the continent using the African Standards and Guidelines for Quality Assurance (ASG-QA)

(d) The use of harmonized handbooks to promote student mobility and credit transfer by Regional bodies like the Inter-University Council for East Africa (IUCEA) and the Southern Africa Quality Assurance Network (SAQAN)

(e) The inclusion of virtual learning environment and digital resource integrity in QA methodologies

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education In Nigeria:

- **In Nigeria**, the evolution of QA was similar to what obtained in Africa
- This period was marked by the transition from colonial advisory bodies to statutory national regulatory agencies that were established to uphold academic standards, and included the following four Era:

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education In Nigeria:

➤ The Pre-Independence Era (1948 - 1960)

(a) The University College Ibadan was established in 1948 and operated as an affiliate of the University of London

- During this period, oversight was highly centralized, with the Inter-University Council (IUC) in London responsible for maintaining quality standards to ensure alignment with British expectations and guarantee the equivalence of degrees

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■ Evolution of QA in Higher Education In Nigeria:

(b) **The Ashby Commission** (1959) that was established in 1959, recommended in its report that a national body to coordinate university development be created, which led to the formation of the National Universities Commission (NUC) in 1962

➤ **The Evolution of Statutory Regulations** (1970s – 1980s)

(a) The NUC was reconstituted in **1974** as a statutory body with powers to regulate academic, administrative, and financial activities

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education In Nigeria:

(b) The National Board for Technical Education (NBTE) was established in **1977** to oversee the polytechnics and technical colleges

(c) The NUC was empowered in **1985** to establish the Minimum Academic Standards and conduct formal accreditation of all university programmes

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education In Nigeria:

➤ The Formalization of Accreditation (1989 – 1990s)

(a) The National Commission for Colleges of Education (NCCE) was created in **1989** to regulate teacher education

(b) The Basic Minimum Academic Standard was developed in **1990**, marking the beginning of comprehensive programme accreditation exercises

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■ EVOLUTION OF QUALITY ASSURANCE CONCEPT IN HIGHER EDUCATION

■ Evolution of QA in Higher Education In Nigeria:

➤ The Modern Paradigm Shift (2000s - Present)

- Recent years have witnessed a transition from solely “inspection” to a comprehensive “Quality Assurance” framework, which integrates Internal Quality Assurance (IQA) units within institutions and realign the adoption of the BMAS with international standards of competitiveness

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KEY MECHANISMS OF QUALITY ASSURANCE IN HIGHER EDUCATION

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■ KEY MECHANISMS OF QUALITY ASSURANCE IN HIGHER EDUCATION

Quality Assurance in Higher education institutions is a dual-structured system consisting of the following:

- **Internal Quality Assurance (IQA):** The policies and practices implemented by Higher Educational Institutions themselves to monitor and improve their performance
- **External Quality Assurance (EQA):** Involves evaluation conducted by outside agencies, such as national regulatory bodies or professional accreditors

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KEY MECHANISMS OF QUALITY ASSURANCE IN HIGHER EDUCATION

- The key mechanisms of **Internal Quality Assurance (IQA)** include:
 - **Self-Assessment:** Periodic reviews where departments assess their own strengths and weaknesses
 - **Feedback Loop:** Regular collection of feedback from students, faculty, alumni, and employer to inform curriculum updates
 - **Academic Audit:** Internal reviews of programmes and administrative functions to ensure they meet internal standards
 - **Staff Development:** Ongoing training for academic and administrative staff to improve pedagogical and management skills
 - **Quality Units:** Dedicated offices that coordinate QA functions, often under the Vice-Chancellor

KEY MECHANISMS OF QUALITY ASSURANCE IN HIGHER EDUCATION

- The key mechanisms of **External Quality Assurance (EQA)** include:
 - **Accreditation:** Formal recognition that an institution or programme meets minimum standards set by the regulatory agency (e.g., NUC)
 - **Institutional Audit:** Comprehensive reviews of an institution's internal quality assurance (IQA) systems to determine if they are effective and reliable
 - **External Examining:** Inviting academics from other institutions to review assessment standards, grading and degree integrity
 - **Regulatory Compliance:** Monitoring adherence to national laws and educational frameworks

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STANDARD EVALUATION PROCESS OF EXTERNAL QUALITY ASSURANCE IN HIGHER EDUCATION

- Most **External Quality Assurance (EQA)** agencies follow a three-stage model that includes the following:
 - **Self-Assessment:** A detailed self-evaluation report prepared by the institution to analyze its own strengths and weaknesses against pre-defined criteria
 - **Per Review Site Visit:** A visit to the campus by panel of external experts (including academics and sometimes students) to validate the self-assessment through interviews and evidence inspection
 - **Final Reporting and Decision:** A final report – often made public – is released and a decision regarding the institution's standing (e.g., full accreditation, partial or denied) made

INTERNATIONAL FRAMEWORKS AND BODIES

- **External Quality Assurance (EQA)** is increasingly globalized through **regional frameworks** that allow for cross-border recognition of qualifications:
 - **European Quality Assurance Register (EQAR):** A list of credible agencies that comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
 - The **European Association of Quality Assurance (ENQA)** in Higher Education, which promotes cooperation and best practices
 - The **International Network for Quality Assurance Agencies in Higher Education (INQAAHE)**, a worldwide association of QA agencies
 - The **Council for Higher Education Accreditation (CHEA)** in the US recognizes private regional and disciplinary accreditors

CORE PURPOSES OF QUALITY ASSURANCE IN HIGHER EDUCATION

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CORE PURPOSES OF QUALITY ASSURANCE IN HIGHER EDUCATION

➤ The Core purposes of **Internal Quality Assurance** are to:

- Promote a “quality culture” and propel continuous improvement in teaching, research and administration through ongoing feedback loops and self-assessment
- Ensure that teaching methods remain effective and curricula are regularly updated by identifying weaknesses and strengths in instructions
- Ensure that institutions operate effectively and minimize waste by standardizing internal processes and monitoring resources

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CORE PURPOSES OF QUALITY ASSURANCE IN HIGHER EDUCATION

- The Core purposes of **IQA** Contd:
 - Support the growth of academic and administrative staff through targeted training and performance evaluation, which, in turn, impacts student learning experience
 - Act as a mechanism for institutions to demonstrate their legitimacy and commitment to excellence to both internal and external stakeholders
 - Provide credible evidence to students, parents, employers, and the government that the education provided meets established standards
 - Ensure that the qualifications awarded are trustworthy and globally recognized by monitoring compliance with internal policies and national regulations of standards

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■ CORE PURPOSES OF QUALITY ASSURANCE IN HIGHER EDUCATION

- The Core purposes of **IQA** Contd:
 - Lay the foundation for successful external evaluations and national accreditation
 - Prepare the institution for review by national or international External Quality Assurance(EQA) agencies using the Internal audits and self-assessment reports (SARs) generated by the institution
 - Ensure that the institution strictly adheres to legal and statutory requirements, such as those defined by national and international agencies or bodies

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CORE PURPOSES OF QUALITY ASSURANCE IN HIGHER EDUCATION

- The Core purposes of **External Quality Assurance** are to:
 - Provide public assurance to stakeholders (students, employers, and government) that an institution is delivering a high-quality education
 - Encourage institutions to go beyond the minimum standards by offering expert feedback and identifying best practices for enhancement
 - Ensure adherence to regulatory frameworks, national standards and legal requirements for degree-granting status
 - Plays a critical role in identifying and preventing malpractices such as corruption, plagiarism, and “accreditation mills”

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KEY PLAYERS IN QUALITY ASSURANCE IN HIGHER EDUCATION

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KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- Internal and External stakeholders collaborate to execute, enhance and maintain quality assurance in higher education
- **Internal Key Players** at the **Institutional level** include, among others, the following:
 - **Governing Council:** Approves all required funds needed for the upgrade of facilities and purchase of equipment, and expenses during the accreditation exercise
 - **University Management:** Execute the strategic vision of the university and allocate resources to needed/priority areas
 - **Quality Assurance Units:** Coordinate all processes and activities connected with quality assurance

■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

➤ **Internal Key Players** at the **Institutional level**:

- **Academic Staff (Faculty)**: Maintain standards in teaching and curriculum design and oversee QA activities at Faculty/Departmental/Unit levels
- **Students**: Provide feedback through surveys on teaching quality, facilities, and the learning environment
- **Support Staff**: Provide services that ensure smooth operations during accreditation activities
- **Alumni and Parents**: Provide feedback on academic, industry and other inputs needed for the accreditation exercise

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■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

➤ **External Key Players** at the **National level** include, among others, the following:

➤ **Government Ministries:**

- Set the policies, regulations, and funding frameworks and legal requirements for Higher educational institutions, that govern the accreditation system
- Provide the statutory authority for accreditation agencies to operate
- Acts as final authority in licensing new institutions

■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

➤ **External Key Players** at the **National level**:

➤ **National Accreditation Agencies:**

- Establish mandatory benchmarks, such as Minimum Academic Standard (MAS) or Basic Minimum Academic Standards (BMAS) which all universities must meet
- Coordinate external peer review visits, analyze self-study reports, and conduct site inspections during accreditation exercise
- Grant, deny or withdraw accreditation status for institutions
- Perform periodic reviews to ensure continuous improvement and compliance with national policies and regulations

■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Players** at the **National level**:
- **Professional and Statutory Bodies**:
 - Conduct programme accreditation for field like medicine, law, engineering, accounting, nursing, etc. to ensure that graduates meet industry-specific requirements for employment and licensure
 - Define specific technical skills and ethical standards required for professional practice
 - Prepare students for professional licensure

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■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Players** at the **National level**:
- **Industry Employers and Advisory Boards**:
 - Act as external evaluators who bridge the gap between academic theory and job market needs
 - Provide feedbacks on the relevance of curriculum to current and future job market needs
 - Often participate in the accreditation process, and thus verify that graduates have attained the necessary competences for the national economy
 - Often serve as members of Programmes Advisory Boards in some institution, to enhance quality assurance and improve graduate employability

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■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Players** at the **Regional level** include
- **Regional Accreditation Agencies** (e.g., HLC, SACSCOC, MSCHE). They, among others,
 - Evaluate the entire institution, including governance, financial stability, and student services, rather than focusing on specific programmes, as found at the National level
 - Enhance student mobility by ensuring that credits earned at one institution are recognized by others within the same region
 - Establish high benchmarks for faculty credentials and curriculum that are often viewed as more prestigious than national standards

■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Players** at the **Regional level** include
- **Multi-National Regional Networks** (e.g., AfriQAN). They, among others,
 - Operate across groups of countries (e.g. African Union) to harmonize quality assurance, and create common framework to ensure cross-border comparability
 - Help regional institutions meet global benchmarks, making degrees from these regions competitive in the international labour market
 - Organize regional workshops, seminars, and training for peer reviewers to ensure a consistent “quality culture” across different nations

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■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Players** at the **Regional level** include
- **Regional Professional Associations.** They, among others,
 - Promote local industry alignment by providing feedback that ensure that university programmes meet the specific labour market demands of the region
 - Enhance peer audit coordination by supplying “experts” or “subject matter specialists” used by regional accreditation agencies during site visits and institutional audits

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■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Prayers** at the **Regional level** include
 - **National and Regional levels External Examiners:** Experts from other institutions who review assessment results and curriculum relevance to ensure comparability
- **Employers and Industry:** Define the skills and competences that graduates must possess and thus influence curriculum content

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■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Players** at the **International level** operate as global regulators and facilitators to bridge national education systems
- Harmonize standards, thus ensuring cross-border recognition of degrees, and fostering a “global quality culture”. They include
 - **Global Intergovernmental Organizations (e.g., UNESCO):** Develop and monitor international legal instruments, such as the Global Convention on the Recognition of Qualifications concerning Higher Education, to facilitate student and professional mobility

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■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Prayers** at the **International level**
- **Global Intergovernmental Organizations (e.g., UNESCO):**
 - Build capacity for developing nations by providing technical assistance to help member states establish their own national quality assurance agencies where none exist
 - Provides global leadership and policy guidance aligned with Sustainable Development Goals 4 (sdg4), thus ensuring inclusive and equitable quality education for all

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■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Prayers** at the **International level**
- **International Quality Assurance Networks (e.g., INQAAHE)**: serve as “agencies for agencies”
 - They establish International Standards and Guidelines (ISG) for quality assurance providers to ensure they operate with integrity, transparency, and independence
 - Facilitate the exchange of best practices and research on evolving education trends like AI and digital learning , through global forums – such as the 2026 INQAAHE Forum in South Africa

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■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Prayers** at the **International level**
- **International Quality Assurance Networks (e.g., INQAAHE)**
 - These networks maintain registers of recognized agencies to safeguard systems from malpractice and unaccredited “degree mills”

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AJAYI CROWTHER UNIVERSITY, OYO, JANUARY 2026

■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Prayers** at the **International level**
- **International Specialized Accreditors (e.g., AACSB, EQUIS, ABET)**
 - Focus on programmatic excellence in specific disciplines like business or engineering
 - They evaluate programmes against high-level, industry-validated global standards that often exceed national requirements
 - They issue international “seal of approval” that signals to global employers that graduates possess specialized, ready-market skills

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■ KEY PLAYERS IN HIGHER EDUCATION QUALITY ASSURANCE

- **External Key Prayers** at the **International level**
- **International Expert Peer Reviewers**
 - They participate in site visits to provide an objective, “outside-in” evaluation of an institution’s administrative and educational processes
 - They offer expert insight into global best practices, helping local institutions eliminate shortcomings and align their curricula with international labour market needs

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SUSTAINING QUALITY ASSURANCE IN AJAYI CROWTHER UNIVERSITY: A CALL TO ACTION

Wednesday, January 21, 2026

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A CALL TO ACTION

STEPS TO ATTAINING AND MAINTAINING QUALITY ASSURANCE IN ACU

- Sensitize the University Community (faculty, staff, students, and other stakeholders (e.g. alumni, industry experts, community leaders, etc) on the need to enhance and maintain Quality Assurance in ACU and stress the importance of collaboration among faculty, staff, students, the community, alumni, etc
- **Key player:** The University Management

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A CALL TO ACTION

STEPS TO ATTAINING AND MAINTAINING QUALITY ASSURANCE IN ACU

- Mobilize stakeholders to identify and explore the internal and external challenges that threaten the sustainability and maintenance of effective QA at ACU
- Coordinate and set short-term and long-term goals to constantly achieve excellence in QA at ACU
- **Key Player:** University Management, Director of QA, University Community and Stakeholders

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A CALL TO ACTION

STEPS TO ATTAINING AND MAINTAINING QUALITY ASSURANCE IN ACU

- Establish Key performance indicators for measuring QA indices and outline actionable strategies that can be implemented to enhance academic programmes, foster innovation, improve student support, and strengthen community ties
- **Key Player:** University Management, Director QA, University Community and Stakeholders

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A CALL TO ACTION

STEPS TO ATTAINING AND MAINTAINING QUALITY ASSURANCE IN ACU

- Leverage on technology and data, and utilize digital tools to automate repetitive tasks like student surveys and compliance tracking
- Integrate fragmented data systems into a single platform for better tracking of Key Performance Indicators (KPIs)
- **Key Player:** University Management, Director QA, ICT Unit

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A CALL TO ACTION

STEPS TO ATTAINING AND MAINTAINING QUALITY ASSURANCE IN ACU

- Undertake regular assessment and evaluation methods of the Key performance indicators, creating a culture of feedback and continuous improvement through retreats, workshops, training, etc
- **Key Player:** University Management, Director QA

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A CALL TO ACTION

STEPS TO ATTAINING AND MAINTAINING QUALITY ASSURANCE IN ACU

- Regularly review curricula to ensure they meet modern industry needs and incorporate experiential learning
- Conduct regular internal audits and classroom observations to maintain consistent teaching quality
- **Key Player:** University Management, Director QA Unit

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A CALL TO ACTION

STEPS TO ATTAINING AND MAINTAINING QUALITY ASSURANCE IN ACU

- Periodically review University Operating Procedures to take cognizance of national and international accreditation standards
- Support Robust Internal Frameworks that will assist the QA Directorate to monitor academic programmes and the learning environment
- **Key Player:** University Management

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A CALL TO ACTION

STEPS TO ATTAINING AND MAINTAINING QUALITY ASSURANCE IN ACU

- Visibly prioritize quality and allocate sufficient resources to sustain it
- Ensure resource sustainability and maintain state-of-the-art facilities, including libraries, laboratories, and digital learning environments
- Align resource allocation with the University's strategic goals to ensure long-term stability
- **Key Player:** University Management

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A CALL TO ACTION

STEPS TO ATTAINING AND MAINTAINING QUALITY ASSURANCE IN ACU

- Invest in continuous professional development of staff to keep teaching methods current
- Actively engage students, alumni, and industry partners in the feedback loop to improve institutional policies
- **Key Player:** University Management, Director QA Unit

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A CALL TO ACTION

STEPS TO ATTAINING AND MAINTAINING QUALITY ASSURANCE IN ACU

- Cultivate staff interest in university development by ensuring a just, equitable and staff-friendly environment

- **Key Player:** University Management

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CONCLUDING REMARKS

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CONCLUDING REMARKS

- Sustaining excellence at ACU requires a united effort from all stakeholders—Management, faculty, students, staff, and alumni. By committing to these actions, an environment of innovation, inclusivity, and academic rigour can be cultivated
- Let us work together to ensure that ACU remains a beacon of excellence, preparing future leaders to meet the challenges of an ever-evolving world

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CONCLUDING REMARKS

- Join hands with the University Management in this commitment to excellence
- Share your ideas, participate in initiatives, and hold each other accountable
- Together, we all can make **AJAYI CROWTHER UNIVERSITY** a place where Quality Assurance is not just an aspiration, but a standard

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*Thank
You*

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