



**INTERNATIONAL
AGRICULTURAL
ACADEMY
FOR AFRICA**

POLICY ON QUALITY ASSURANCE

Document Number	07/VER001/23
Responsible Department	Quality Committee
Responsible Person	Quality Commissioner
Approved by	Board of International Agricultural Academy for Africa (Pty) Ltd
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Introduction

As a registered and accredited Higher Education Institution, with the purpose of quality higher education, there should be an explicit enhancement of quality at the International Agricultural Academy for Africa (Pty) Ltd. In order to achieve and maintain quality at the International Agricultural Academy for Africa, there should be specific structures and processes in place to support quality enhancement. These structures and processes should nurture and maintain a quality culture and care for quality at International Agricultural Academy for Africa. Quality relates to the capability of purpose to deliver programmes and graduates that are accepted nationally and internationally.

Purpose

The purpose of the policy is the protection of quality. Information regarding quality at International Agricultural Academy for Africa will be highly evaluated and the identity of people with information on lack of quality will also be protected, when necessary, requested and possible. Information regarding quality must be submitted to the Quality Commissioner.

Responsible

International Agricultural Academy for Africa must have a quality commission that meets annually with a Quality Officer (chair of the commission) to report on each programme. The Registrar is the Quality Commissioner and is responsible for quality assurance and control. Quality assurance is seen as part of the responsibility and activities of the Head of Departments at the International Agricultural Academy for Africa. Overall responsibility for quality assurance rests with the Vice-Chancellor, who will report on the status of quality assurance to the Board.

Quality Indicators

- **Policies and implementation of policies.** Policies should be implemented and reviewed as well as monitored. The main responsible person is the Registrar of the International Agricultural Academy for Africa and there must be an annual report to the Board on policies, development and implementation thereof.
- **Programme design.** Programme design should be according to the content and goals of the Policy for Development of Learning Programmes.
- **Course material.** Quality as part of the course material is relevant to prior knowledge and expertise, learning goals, outcomes, assessment, functionality and purpose according to the Policy for the Development of Learning Material.
- **Assessment and evaluation.** Assessment and evaluation must be according to the Policy on Assessment and the management thereof. All self-evaluations and/or peer evaluations must be followed by an improvement plan with actions to respond to the results or deficiencies identified during the evaluation process. Self-evaluation is regarded as a cornerstone of quality.
- **Learner support.** Communication, platforms of learner support, and transparency with regard to all aspects of higher education are required. Students are an integral part of the quality assurance system. Student support and development with regard to the identification of academically non-active or at-risk students, as well as support in various forms, enhance life and academic skills.
- **Resources.** Resources include academic and administrative or support staff. For quality in education, it is expected that well-qualified staff must be appointed, but also that the development of staff takes place. Learning facilities must be adequate and sufficient for teaching and learning.
- **Management and administration.** Effectiveness in management and administration supports quality education. All functions and services rendered by academic, administrative, student and/or general support units must be continuously evaluated and assessed as part of quality support.
- **Collaboration/Peer review.** Institutional education does not take place in isolation but in collaboration. Apart from communication with regulatory bodies, external peer evaluation must be conducted on a regular basis within a five-year cycle within the specific guidelines provided. Interaction with external academic, industry

statutory/non-statutory, regulatory and/or non-regulatory bodies and/or professional bodies/councils representation forms part of the continuous collaboration process.

- **Teaching and Learning.** All aspects of teaching and learning as set out in the Teaching and Learning Policy should be emphasized, monitored and managed. Academic quality is best guaranteed when responsibility for it is located as closely as possible to the academic processes of teaching, learning, research and community engagement, and such quality is maintained and enhanced through the professional commitment of staff and students. Enhancing academics as teachers, upgrading skills, as well as looking at and taking workload allocation into consideration form a cornerstone in quality teaching and learning. Teaching and learning are supported by learning spaces as well as the learning environment, and access to information and institutional support services form pillars for quality in teaching and learning.
- **Results and Research.** Results, successes, drop-outs, cancellations, and academic and institutional research all speak to this indicator of quality.

Application

- Quality as a purpose should be managed and measured. This measurement could take place on a weekly basis, monthly, or at semester intervals, annually, or continuously and sometimes not at all.
- Quality application at the International Agricultural Academy for Africa should be according to the institutions' cycle.
- **Assessment** – assessment and analysis of all indicators and the status of quality are vital. Feedback always initiates the cyclic process.
- **Planning** – planning is required with regard to assessment and analysis in relation to the purpose, output, and goals of the Institution generally but for quality specifically.
- **Action** – action must be taken where needed with the purpose of improving quality and striving for quality excellence.