MULUNGUSHI UNIVERSITY

Pursuing the Frontiers of Knowledge

ACTIVITY REPORT



2025-2026 SADC TrainIQA Programme-Stellenbosch University, South Africa

By:
Strategic Plan Focal Person

© October, 2025

1.0 Introduction

The German Academic Exchange Service (DAAD), German Rectors' Conference (HRK), Southern African Regional Universities Association (SARUA) and University of Potsdam (UP) are collectively offering the course: **"Training on Internal Quality Assurance– TrainIQA"** in the SADC region. TrainIQA is part of the 'Dialogue on Innovative Higher Education Strategies (DIES)'. The programme aims at strengthening higher education management structures in developing countries with emphasis on quality assurance. It is funded by the German Ministry for Economic Cooperation and Development (BMZ). Following the onboarding online activities that took place in September, the first physical training took place at Stellenbosch University, South Africa for five days, 5th to 10th October, 2025. Senior Management representatives joined on 9th to 10th October, 2025. Mulungushi University Senior Management was represented by the Deputy Vice Chancellor-Academic Affairs, Prof. Patricia Katowa-Mukwato. The next physical training will be in Potsdam, Germany in April 2026.





2.0 Selection of Participants

Participants were selected on a competitive and meritorious basis drawn from 12 Southern African Development Community (SADC) as shown below:

Nation	Zim	Zam	Tan	SA	Nam	Moz	Mauritius	Malawi	Lesotho	Eswatini	Comoros	Botswana	Total
No. of participants	4	**4**	4	4	3	2	1	3	2	1	1	1	**30**

Out of **175** applicants for Cohort III of the DIES, only **30** candidates were selected. Zambia had representation from Mulungushi University (MU,1), University of Zambia (UNZA,1), Lusaka University (UNILUS,1) and Copperbelt University (CBU,1).

3.0 Course Philosophy and Background

Higher education systems in Southern Africa are characterised by dynamic changes that relate to increasing demand for educational services and student enrolment rates. These developments are coupled by changing environments and disruptions are a major challenge for maintaining quality in higher education learning institutions (HEIs). These phenomena call for practical internal and external quality assurance (QA) systems in HEIs in order to assure and develop the quality of higher education and to create trust and transparency for all stakeholders.

In light of the foregoing, SADC countries are working to harmonise higher education systems in line with continental and regional frameworks such as the **Pan-African Quality Assurance** and **Accreditation Framework** (**PAQAF**), and the **Southern African Development Community Qualifications Framework** (**SADCQF**). In the SADC integration process, regional QA plays a crucial role in this process especially around;

1. the comparability of qualifications and student performance
2. the promotion of recognition and the mobility of students and academics
3. regional collaboration in educational delivery and cross-border education systems and,
4. competitiveness of Southern Africa's higher education systems and qualifications.

Against this background, the TrainIQA course strengthens national capacities in the field of QA, and promotes exchange and networking among HEIs. At the same time, the course offers the opportunity for exchange and dialogue both within the SADC region and between European and African partners and institutions especially that the TrainIQA aims at professionalising quality managers in HEIs.

4.0 Course learning outcomes

The following were the learning outcomes of the training workshop for participants:

1. Understand theoretical concepts of quality, QA and quality enhancement as well as quality culture in HEI and evaluate them according to the different visions and missions of HEIs
2. Design questionnaires and evaluations scientifically and to manage data collection and analysis processes effectively
3. Apply appropriate techniques and scientific methods to reflect upon the results of QA activities and to establish a quality loop with follow-up-processes at all levels of a HEI
4. Address the QA requirements of study programmes and their revision, including the linkage to external quality assurance
5. Recognise and evaluate cross connections between quality development, staff development and organisational development
6. Formulate ideas and strategies about how quality culture can be developed at the institutional level and,
7. Develop and organize a detailed project action plan with clear objectives and timelines.

5.0 Resounding take home message

The discourse on quality assurance in HEIs has taken centre stage in SADC and has received surmountable gravity in the region and Africa as a whole. Mulungushi University has supported, over the years, staff to undergo this training because of its importance (i.e. Dr. Clement Mwaanga (Cohort I); Dr. Charity Meki-Kombe (Cohort II) and currently, Mr. Chilayi Mayondi (Cohort III). Yet, the University has not put in place a dedicated Quality Assurance Unit, let alone employed requisite staff in charge of QA. This is unlike other Universities in the country and region. This observation was also made following my attendance of UNESCO Capacity Building Workshop on Quality Assurance in HE in SADC under the auspices of UNESCO Regional Office for Southern Africa (UNESCO ROSA) in March 2025. Therefore, the University must continue to make firm strides to have a Quality Assurance Unit and employ competent and qualified staff under it. This will result in enhanced holistic quality service delivery in the University and, eventually, clientele satisfaction and retention will be attained.

As a requirement for trainees, the envisaged Change Project for Mulungushi University is: **Fine-Tuning Curriculum to Market Driven Demands**, which was presented at Stellenbosch University, in South Africa. At this event, the Deputy Vice Chancellor-AA was present (see attached presentation). This project will provide Management and Senate an evidence based advisory paper for the University to rethink, for example, academic programmes that are not performing well across the University given our self-financing model and interrogate how thorough MU is in its quest to develop and review academic programmes contemporaneously so that future decisions and

practices are scientific and well informed. This will help the University to be strategic in its resource utilisation and investment.

6.0 Conclusion

The SADC TrainIQA (2024-2025) will run for one year, having started with online on-boarding sessions in September 2025, physical training in Stellenbosch in October 2025 and another physical session slated for April 2026 at Potsdam University in Germany. Meanwhile, trainees are to undertake Change Projects to demonstrate how the learning has informed and shaped institutional business realities. The Quality Assurance discourse in Higher Education is meant to strengthen systems and practices in order that there is comparability and enhanced movement of students and staff in the region. Therefore, Mulungushi University's participation in this programme is of great importance as it will be in tune with ongoing developments around Higher Education in SADC, Africa and the whole world. The emphasis on QA at MU resonates well with the implementation of the University's 2024-2028 Strategic Plan where quality assurance in academic programmes and services of the University in general is indispensable.

Appendix A- Summary of Speakers

SNo.	Name of Speaker	Organisation	Topic
1	Marcel Faaß	University of Potsdam, Germany	Introduction and Workshop context
2	Andre Muller	Director of the Centre for Academic Planning and Quality Assurance, Stellenbosch University, South Africa	Quality Assurance in HE; Philosophies of QA
3	Benjamin Jung	University of Potsdam, Germany	Research Method in QA
4	Petra Pistor	FH Münster University of Applied Sciences, Germany	Surveys in QA
5	Kalawathie Sattar	SARUA	QA Management and Institutional Evaluation
6	Beata Mushema	SARUA	QA Management and Institutional Evaluation-What is working or not
7	Richard Stevens	DVC: Learning and Teaching, University of Stellenbosch, South Africa	Evolution of QA at Stellenbosch University
8	Stephen Simukanga	SARUA	Strides in QA in SADC's HEIs
9	Thomas Hoffmeister	University of Bremen, Germany	QA and Institutional Development
10	Antoinette van der Merwe	Chief Director: IT, University of Stellenbosch, South Africa	AI in Higher Education: Implications for Curriculum Design and Graduate Employability

Appendix B: Participants in Picture





