



Routledge Contemporary Africa

QUALITY ASSESSMENT AND ENHANCEMENT IN HIGHER EDUCATION IN AFRICA

Edited by
Peter Neema-Abooki



Quality Assessment and Enhancement in Higher Education in Africa by Professor Dr Peter Neema-Abooki (editor) is the most comprehensive text for increasing stakeholder confidence in higher education and enhancing credibility of higher education in Africa. It is a *vade mecum* for all those who want to achieve excellence, enhance reputation and develop evidence-based decision-making in higher education in Africa, where student numbers are exploding due to massification of higher education and demographic challenges. This book will change the face of quality assessment, quality monitoring, quality reviewing, quality assessment and quality enhancement in higher education in Africa. The book is a delightful guide to all of us whose mission is to enhance quality, efficiency and effectiveness of higher education in Africa. The book seeks to change, inspire and strengthen quality culture, student life, alumni quality, best practices, inclusivity, diversity, flexibility, life-long learning, life-wide learning and safe learning environments in higher education in Africa. This is a *must-read, engaging, scholarly, pulsating and captivating quality in higher education book* for anyone considering using state-of-the-art technologies to assess and enhance quality in higher education in Africa.

Professor Chrispen Chiome
Quality in Higher Education specialist
Professor of Educational Leadership and Policy
Faculty of Education, Zimbabwe Open University

This is a delightful book full of useful information on *Quality Assessment and Enhancement in Higher Education in Africa* for those of us who want to enjoy authentic academic publication written mainly by African Scholars. The book covers the major higher education mandate, namely teaching, learning, assessment and research. This book provides awareness and in-depth knowledge in Higher Education Quality Assessment and Enhancement promotion. The contents in my opinion have been thoroughly researched, well-structured and scholarly written. This important book is recommended as text for all higher education institutions. It is a useful reference to any individual and/or organisation interested in promoting and managing effective quality assurance in higher education.

Professor Thomas Edwin Baubeng Assan
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The book reads well. I am convinced that the readers will find this book a useful addition to the libraries on education, specifically in this continent. The author

is well adept in academic qualifications and experience to be taken seriously as a leading intellectual in matters of education in Africa and beyond.

*Professor Maurice Nyamanga Amutabi
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Quality Assessment and Enhancement in Higher Education in Africa is a product of one whose doctoral research focused on higher education development in general and total quality management in particular. The book touches on the nexus embosoming his administrative work as a presbyter and a seasoned academician who not only has strong links to both the culture and monarchies of Toro and Ankole in Western Uganda, and notable credentials as a cultural ambassador, but also as one who has a keen interest in the arts including literature, poetry, philosophy, theology, and drama. His lived exposure around a variety of communities in Africa, America, and Europe add to the latitude that this book is a perfect fit on the global market.

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Editor of Makerere Journal of Higher Education (MAJ/OHE)*

I have known Prof Peter Neema-Abooki, since December 1979, and as one that has portrayed great zeal and unquenchable thirst for knowledge especially in the Ecclesial and Education realms. He has incessantly depicted great desire for carrying out research in a wide sphere of knowledge upgrades. He now presents a book with a comprehensive coverage of topics that address various aspects of quality in education. The book invites African Higher Education Institutions, including those that are ecclesial-based, and all educational institutions at whatever level, to entrench quality as an indispensable aspect of institutional culture; hence, a perennial challenge to all Educationists, students on research, practitioners, and indeed all the people who hold positions of leadership in the society. Heightened is that Education is a revolving discipline that surpasses one school of thought but a variety due to various environmental dictates that shape the future of nations. I whole-heartedly appreciate the time this cleric-cum-academician took passionately to put all wide-spectrum content that not only provides for the fabrics of Higher Education Challenges and proposed solutions but also opens up a discussion onto which other researchers can base their findings and personal views. The anthology is a fruit of one who has been schooled within a deep-seated heritage from which the traditions of education have an identity and demands in both the local and universal contexts a symbiosis of the claims of culture and the claims of God. I therefore recommend this book as a *vade mecum*.

*His Eminence Antoine Cardinal Dr Kambanda
Archbishop of Kigali Archdiocese
Apostolic Administrator of Kibungo Diocese
Former Residential Bishop of Kibungo Diocese
Former Rector, Grand Séminaire Saint-Charles Borromée
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Quality Assessment and Enhancement in Higher Education in Africa

This book explores quality assessment and enhancement in higher education in Africa to illustrate the need to develop quality practices in measuring effective education and continually search for permanent improvement.

The book demonstrates that technological and socio-economic trends, innovations and inventions of the twenty-first century demand that additional attention should be placed on education for national, regional and international development. Since conventions for quality assessment and enhancement need to be defined and systematic structures constructed to develop quality practices, the book shows how quality in higher education within Africa has been established and advanced to provide a framework for monitoring, auditing and reviewing assessment and enhancement. Though the book considers African complexities and diversity, it incorporates global trends and utilises an international focus that enables readers to devise appropriate strategies for developing and enhancing quality and standards in higher education in both continental Africa and beyond.

Illustrating why quality assessment and enhancement should be embraced in all aspects including inputs, processes, outputs and outcomes in educational settings globally, this book will be of interest to policymakers and scholars in the fields of Higher Education, Quality and Global Studies, African Education, African Studies and Management and Administration, Leadership and Professional Development Studies.

Peter Neema-Abooki is a Professor of Higher Educational Management and Administration/Business and Management in Uganda, and he is a professionally trained educationist. He was a Postdoctoral Research Fellow at the University of Johannesburg, South Africa, and is now an Academic Associate at the University of South Africa (UNISA). He has rendered services as an External Quality Assurance Expert for Programme Review at the Namibia National Council for Higher Education.

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Edited by Peter Neema-Abooki

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Emmanuel Cardinal Dr Wamala
Eminent a Prince of the Church
An Archbishop and a Gamaliel
A Melchisedek, an *alter Christus*
A Christian and a senior Citizen
A Witness of the *Bona Messianica*
A Quintessence of sage and wit
Verily a *Magister per excellentiam*
Paragon-n-expert in humanity
In sooth seasoned a personality.



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Foreword

Quality Assessment and Enhancement in Higher Education in Africa

It gives me great pleasure to write the Foreword to the book *Quality Assessment and Enhancement in Higher Education in Africa*. Peter Neema-Abooki, a Professor of Higher Educational Management and Administration/Business Management, edited the book. He is a professionally trained Educationist and a Cleric schooled in both Philosophical-cum-Religious and Theological-cum-Pastoral Studies. His scholarly research and publications as a university lecturer, which focus on Quality Assurance and contemporary issues in Higher Education management, are richly showcased in this book – that he has served not only as the editor but also as a contributor – and whose contents are contributed by an array of outstanding scholars from many countries.

Our paths crossed when he rendered services as External Quality Assurance Expert for Programme-Review at the Namibia National Council for Higher Education, an agency I served in for 9 years, initially as a member and lastly as the Chairperson.

To respond to and domicile global trends and best practices in Higher Education Management requires sound policies and multidimensional concepts that encompass many functions, activities, academic programmes staffing, students, and infrastructure, governance and community services. These policies will incubate and nurture professionally competent, highly skilled and dedicated staff required to produce and enlighten citizens/products with strong ethical values for welfare and security for the society locally, nationally and globally. This book is a torchbearer in this direction.

The book offers comprehensive coverage of topics that addresses various aspects of quality in education. The arguments in the various discourse will assist educators in upgrading their skills and increasing their competence in order to transform students holistically and for future realities and challenges in societies. The knowledge will be transferred to students who would be

able to think critically, be accountable, independent, economically highly productive and able to respond to requirements in their respective societies. Ultimately, this will constitute strong, forward-looking, futuristic socio-economic development.

The book is written in 17 chapters, with copious references to worldwide examples. In Chapter 1, the book advocates for Quality Assurance in all aspects of Higher Education (HE), including inputs, processes, outputs and outcomes in order for HE in Africa to be comparable with global trends and best practices. Chapter 2 highlights the current trends of QA in HE globally. Chapter 3 presents the global and regional frameworks of Quality Assurance (QA) and Quality Enhancement (QE) and examines scholarly works on these two concepts in the African context. Chapter 4 describes global factors that shape quantity in HE within the global context and demonstrates that common characteristics exist among approaches to quality in universities amidst differences. Chapter 5 advocates for continuous revision of the curriculum mechanisms for adjustment in pre-service teacher education. Chapters 6–8 address the changes needed to adjust to the impacts of the COVID-19 epidemic on higher education, including Open Distance Learning, educational resources for new models of teaching and research, and the imperative for rethinking and recasting current QA systems and revision of current QA legislative instruments. Chapter 9 stresses the concept of Ubuntu, and how transformative pedagogy can enhance quality education in Adult Community Education and Training (ACET) colleges to address poor education consigned to blacks in South Africa. Chapter 10 circumnavigates around critical pedagogy, Internal Quality Assurance (IQA), analyses IQA challenges and recommends government intervention in financing HE. Chapter 11 deals with the application of Bernstein's theory of pedagogic practice to investigate the inner logic of QA and its implications for enhancing teaching and learning in HE. Chapter 12 examines in detail the HE massification policies in Zimbabwe. Chapters 13–16 deal with research and quality in HE focusing on rising African voices in publishing, management of research issues in HE, supervision and implications on quality of research output, and assessing and enhancing quality education. The last chapter postulates that African higher education institutions (HEIs) are duty based to design policies that improve quality in all institutional processes and entrench quality as an indispensable aspect of institutional culture. It reinforces the imperative that the institutional leadership be highly committed to quality education and learning and teaching – the aspects that *ex jure* constitute the road to socio-economic development.

The discussions and examples that buttress the point in these chapters are arranged in a fluid logical sequence. In this book, Prof Neema-Abooki has brought to bear his rich knowledge of the subject matter through this collaborative effort. Readers, including students, professional educationists,

policymakers, Ecclesial personnel, philanthropic and custodial institutions, and other social-sector public and private organisations should find this book to be very beneficial.

Prof 
Lischen Haoses-Gorases

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Preface

“Quality” renders an existential imperative in higher education, as it does in all other sectors of human society. Accordingly, higher education in Africa has an indispensable stance towards the realisation of the Millennium Development Goals and is hence a key player in facilitating the development process in the continent. Quality, therefore, is per se a quest of QUEST (quality in every single task), for quality is self-propagating as it advocates for a quality culture.

While the quality in higher education is a multipronged concept that looks at the quality of the whole institution, this book advances on a twin-variable of quality where “Assessment” is an evaluation that makes graded judgments about quality in higher education systems, while “Enhancement” refers ultimately to the continuous search for permanent improvement. The twin perspective is discussed in the context of higher education in Africa, and the book has endeavoured to define the need towards the edifice of developing quality practices in measuring the educational effectiveness and the incessant quest for perennial quality.

Remotely the book is inspired by

a Catholic intellectual heritage in its diverse representations in the universal and local contexts – the heritage that contains vast repository of theological thought, philosophising, devotional practices, works of literature, visual art, music, and drama, styles of architecture, jurisprudential principles, social theorising, and other forms of cultural expression that have emerged in vastly different parts of the world. Included are works on astronomy, and the rich treasure of human intellection and creativity.¹

The first three of the seventeen chapters in this book orient directly on quality in the global context. Others have alluded to spelling out, for instance, that the information in reference to the global world counter-benefits university managers and administrators and policymakers as shifting to models that, besides being topical and relevant for the sharing of experiences across contexts, do evince a superlative role in socio-economic development. Upheld herewith are modalities that include the application of open approaches and resources in educational institutions, more than ever before, during the

eruption of the Corona Virus (COVID-19) pandemic. Moreover, African higher education institutions must learn to progress towards digitisation and online learning and ensure adherence to quality in line with international standards – which include the full participation of stakeholders, international collaboration, relationships between industries and universities, evaluation on the basis of higher education institution's academic standing, external quality assessment, and supporting and enhancing quality, accountability and quality audits.

As regards teaching and learning, propagated for is continuous review of the curriculum, the existential need for training of trainers, and spatial practices which are enhanced by technological resources, hence the demand to re-address both the educational resources and practices in educational disciplines – during and beyond the COVID-19 phenomenon. The book advocates for rethinking and recasting into versatile, resilient, and flexible quality assurance systems – the systems that should remain fit for purpose and in amity with transformative pedagogy. Such systems should equip the educands with practical knowledge and skills for job creation. In addition, quality assurance management in universities should be based on praxis, and action and reflection, leading to higher education transformation that operates on a continuum of mixed pedagogic practice with the ideal for enhancing the quality of learning and teaching. To this effect, the book commends theories that heighten and develop towards the incessant reflection on the quality of academic practice.

In the realm of research and publication, the book underscores the sublime desire to document knowledge generated during an informal and formal scholarship in Africa and outlines the processes of publishing and its relation to quality assurance in higher education through a University Press. Ranking and other major challenges met by universities in the conducting and management of research are herewith probed and assessed. Recommended are concerted efforts towards the funding of research and incentivisation of researchers. Connected with this is the need for capacity building and commitment of the supervisors and orientation of students on their roles and expectations in the supervisory process. All in all the book subscribes to the agenda of the African Union Commission, hence consistent with the aim of the African Quality Rating Mechanism.

As an outstanding contribution to the native continent, the book ventures to providing a relevant and critical lens to the analysis of quality in relation to major themes such as the African concept of Ubuntu, massification, scholarly publishing, lack of resources, and the pandemic situation, among several others. The conceptual underpinnings enable the specific characteristics in the local context to homologate towards a productive manner apt to taking forward the study to the implementation of the quality field.

All in all this peremptory book invites African higher education institutions to the imperative of designing policies that improve quality in all institutional processes, thereby engendering quality as an indispensable aspect of an institutional culture. It advocates for attuning structures, processes and procedures to

dynamic changes in the environment and ultimately measuring up to fitness for purpose and fitness to purpose.

The compendium aims to be an essential reading for researchers and other academic practitioners including government and university policymakers. Entities expected to be interested in this book, therefore, include, and are not limited to, higher education policy, higher education teaching, higher education research, higher education management and leadership of teaching and research, lecture induction and professional development, and professional organisations – including central quality assurance agencies and professional development associations.

The Church, *Mater et Magistra*, shall also be a beneficiary within her perennial and indispensable

role without whose acknowledgement one cannot conceive of the traditions of education in the world today. Maintaining a Catholic identity in the higher institutions in Africa demands bringing together the claims of culture and the claims of God in teaching, learning, research, and publication.²

It is, therefore, “significant to note that beyond the government, the Catholic Church is the single largest provider of education in post-colonial Africa. Catholic education in Africa stands as a significant instrument for alternative approaches to human and cultural development”.³ Through her institutes, especially higher educational institutes, the Catholic Church is uniquely positioned to positively influence the transformation of African societies, cultures and nations.⁴

The marketability of this book is akin to beyond Africa and the Caribbean as it exhibits an international focus and does embrace the global society. The previous book by the same editor entitled *Quality Assurance in Higher Education in Eastern and Southern Africa: Regional and Continental Perspectives* stands intertwined with this current piece and the duo are complementary to each other.

Notes

- 1 Elias, J., & Nolan, L. (2011). Educators in the Catholic Intellectual Tradition. *Teaching Theology and Religion* 14(2) DOI:10.1111/j.1467-9647.2011.00704.x.
- 2 Elias, J., & Nolan, L. (2011). Educators in the Catholic Intellectual Tradition. *Teaching Theology and Religion* 14(2) DOI:10.1111/j.1467-9647.2011.00704.x.
- 3 Stan Chu Ilo (2018). The future of Catholic education in Africa: Narrating and documenting our own story. *Bulletin of Ecumenical Theology*. vol. 30 (2018), 6–38.
- 4 Stan Chu Ilo (2014). *The Church and Development in Africa: Aid and Development from the Perspectives of Catholic Social Ethics*. 2nd Edition. Eugene, Oregon: Pickwick Publications. 233–242.

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Acronyms

AArU	Association of Arab Universities
AAU	Association of African Universities
ABET	Accreditation Board for Engineering and Technology
ACET	Adult Community Education and Training
AISSAC	Association for Information Systems Southern African Chapter
APQR	Asia Pacific Quality Register
AQRM	African Quality Rating Mechanism
ASG-QA	African Standards and Guidelines for Quality Assurance
ATT	Perceived Attitude Towards
AUC	African Union Commission
BA (Ed)	Bachelor of Arts with Education
BI	Behavioural Intention
BQA	British Quality Assurance
C+	Strong
C++	Very strong
CEMAC	Central African Economic and Monetary Community
CHE	Council on Higher Education
CHEA	Council for Higher Education Accreditation
CNAA	Council for National Academic Awards
COMDAF	Conference of Ministers of Education of the African Union
COVID-19	Corona Virus Pandemic
CR	Critical Realism
DEd	Doctor of education
DHET	Department of Higher Education and Training
Dip Educ (KyU)	Diploma n Education (Kyambogo University)
Dr	Doctor
EAC	East African Community
ECOWAS	Economic Community of Western African States

EFQM	European Foundation for Quality Management
EHEA	European Higher Education Area
ELIR	Enhancement-Led Institutional Review
ENQA	European Association for Quality Assurance in
EQA	External Quality Assurance
ESD	Educations for Sustainable Development
ESG	European Standards and Guidelines for Quality
EU	European Union
GDP	Gross Domestic Product
GoU	Government of Uganda
HAQAA	African Higher Education Quality Assurance and Accreditation
HAQAA	Harmonization of African Higher Education Quality Assurance and Accreditation
HE	Higher Education
HEAC	Higher Education Accreditation Council
HEIs	Higher Educational Institutions
HEQC	Higher Education Quality Committee
HEQEP	Higher Education Quality Enhancement Project
ICT	Information and Communications Technology
ICTs	Information Communication Technologies
IHERD	Higher Education and Research for Development
IHEd	International Institute for Higher Education Research and Capacity Building
IJMTL	International Journal of Mathematics Teaching and Learning
IMF	International Monetary Fund
IQA	Internal Quality Assurance
IUCEA	Inter-University Council for East Africa
IUQB	Irish Universities Quality Board
JGU	Jindal Global University
MA	Master of Arts
MMIRA	Nixed Methods International Research Association
MOOCs	Massive Open Online Courses
MPhil	Master of Philosophy
NAB	National Accreditation Board
NCHE	National Council of Higher Education
NESP	National Education Sector Plan
NGOs	Non-Government Organisations
NPM	New Public Management
NUC	National University Commission
ODL	Open Distance Learning
OECD	Organisation of Economic Corporation and Development

OER/P	Open Educational Resources/Practices
OU	The Open University
PAQAF	Pan-African Quality Assurance and Accreditation Framework
PEAP	Poverty Eradication Action Plan
PEOU	Perceived Ease of Use
PhD	Doctor of Philosophy (Latin: <i>Philosophiae Doctor</i>)
PPP (Framework)	People, Programme and Place
PRIMO-F factors	People, Resources [other], Innovations, Marketing, Operations and Finance
Prof	Professor
PU	Perceived Usefulness
QA	Quality Assurance
QAA	Quality Assurance Agency
QAB	Quality Assurance Bureau
QE	Quality Enhancement
QEP	Quality Enhancement Project
R&D	Research and Development
Rev Fr Dr	Reverend Father Doctor
Rev Fr Dr Prof	Rev Father Professor
RSA	Republic of South Africa
RTCEA	Royal Technical College of East Africa
SADC	Southern African Development Community
SARUA	Southern African Regional Universities Association
SDGs	Sustainable Development Goals
SIMS	Srinivas Institute of Management Studies
TAM	Technology Acceptance Model
TCU	Tanzania Commission for Universities
The Rt Rev	Right Reverend (Bishop)
The Very Rev Msgr	Reverend Monsignor
TPS	Toyota Production System
TQA	Teaching Quality Assessment
TQM	Total Quality Management
UIC	University-Industry Collaborations
UKZN	University of KwaZuluNatal
UMI	Uganda Management Institute
UN	United Nations
UNESCO IITE	UNESCO Institute for Information Technologies in Education
UNESCO INRULED	UNESCO International Research and Training Centre for Rural Education
UNESCO	United Nations Scientific Organisation
UNIMA	University of Malawi
UNISA	University of South Africa
US	United States

USA	United States of America
UTAUT	Unified Technology of Acceptance and the Use Theory
VSA	Voluntary System of Accountability
WHO	World Health Organisation
WSCUC	WASC Senior College and University Commission
ZOU	Zimbabwe Open University



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1 Introduction

Quality higher education in Africa: Assessment and enhancement perspectives

Peter Neema-Abooki

Quality assessment and enhancement

Quality is an aspect often designed to embrace effectiveness, efficiency, and accountability; “quality education” is one of the major elements that guarantee sustainable economic and social development at the national and regional levels of a given economy (Kihwelo, 2013). Quality is, therefore, according to Yirdaw (2016), conformance to the mission specifications and goal achievement within a publicly accepted standard of accountability and integrity. The issue of education quality, therefore, presupposes an environment where learners acquire capabilities they require to become economically productive, develop sustainable livelihoods, contribute to a peaceful and democratic society and enhance their wellbeing

Quality is achieved when the higher education institutions (HEIs) are able to translate the needs of the stakeholders into goals and aims that can later be achieved when *educational activities, research, and community outreach* are efficiently and effectively conducted (Teshome, 2012). To this end, the triple referred to mission constituted the core functions of a university.

In order to fulfil their functions, universities need to meet certain standards of quality. For this, a good regulatory framework is necessary that mandates and ensures, among others, continuous attention to promoting and attaining quality, assessment and control of quality, and providing evidence to the relevant stakeholders about the quality levels attained in universities (Matei & Iwinska, 2016) and other higher education-level institutions.

While “higher education” as defined by the *Merriam-Webster Dictionary* is education beyond the secondary level especially education provided by a college or university, “assessment” in higher education (HE) is crucial in measuring the educational effectiveness and the quality that an institution is offering. The results gathered from institution-level assessments, for instance, are used to improve curriculum designs and meet both internal and external requirements for educational quality (Miller and Leskes, 2018).

Several mechanisms of assessing quality in HE have been developed based on processes and purposes including quality assurance (QA) (Carrasco, 2013). If quality in HE is most often defined today as “fitness for purpose”, QA “refers

to the policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced” (Woodhouse, 1999, p. 30).

There are three main dimensions of quality education known as the 3Ps: *Presage*, *Process*, and *Product*. *Presage* dimensions consist of financial and material resources, qualified teachers and students, and staff-student ratios. *Process* dimensions consist of class size, class contact hours, independent study hours and total hours, quality teaching, research and its environment, assessment and feedback, reputation, peer rating and students’ support, and quality enhancement process, while *Product* dimensions consist of students’ performance, degree classification, retention and persistence, employability, and graduate destination (Malinen, Vaisanen, & Savolainen, 2012). All these calls for quality assessment and enhancement.

In HE systems, quality assessment encompasses several elements including a process of self-evaluation (intra-institutional review process), a review by peers and the formulation of standards that are used to make the decision to give or withhold accreditation (Levi & Rothstein, 2018).

Since assessment is an evaluation that makes graded judgements about quality, it goes beyond accreditation that makes a binary judgement (Dill, 2000). This entails *external assessment* by peers of the quality of teaching and learning through the scrutiny of institutional documentation and student work, direct observation, interview as well as reference to performance indicators (NCHE, 2011).

Regarding teaching and learning, assessment takes the form of formative and summative stances. While the former is given at the end of a course or a programme, the latter, otherwise known as continuous assessment – according to Lych (2016) – provides day-to-day feedback about the learning and teaching process. Assessment can reinforce the efficacy of teaching and learning. It also encourages the understanding of teaching as a formative process that evolves with feedback and input from students. This creates good classroom rapport. This chapter posits with Lych that student assessments are necessary because: firstly, throughout a lesson or unit, the teacher might want to check for understanding by using a formative assessment. Secondly, students who are experiencing difficulties in learning may benefit from the administration of a diagnostic test, which will be able to detect learning issues such as reading comprehension problems, an inability to remember written or spoken words, hearing or speech difficulties, and problems with hand-eye coordination. Thirdly, students generally complete a summative assessment after completing the study of a topic. The teacher can determine their level of achievement and provide them with feedback on their strengths and weaknesses. For students who did not master the topic or skill, teachers can use data from the assessment to create a remediation plan. Fourthly, teachers may also want to use informal assessment techniques. Using self-assessment, students express what they think about their learning process and what they should work on. Using peer assessment, students get information from their classmates about what areas they should or should not revise.