INQAAHE Bulletin September 2014

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News from the Secretariat

Make Plans Now for the 2015 INQAAHE Conference

The International Network of Quality Assurance Agencies in Higher Education (INQAAHE) invites the global quality assurance and higher education community to make plans now to participate in the upcoming 2015 INQAAHE Conference, *The Changing Landscape of Higher Education: New Demands for Quality Assurance*. INQAAHE announces release of the Call for Proposals, Tentative Schedule, and Exhibitor Prospectus.

- The Call for Proposals requests your response for a paper to be presented on one of the four subthemes. NEW THIS YEAR, we offer poster sessions for each of the themes and subthemes.
- The Tentative Schedule is designed for persons to make their travel plans. This includes arriving in advance of the INQAAHE Conference to attend the Spring Conference of the Association of Specialized and Professional Accreditors (www.aspa-usa.org) and Second Global Conference for Specialized and Professional QA and Accreditation Agencies, which will take place as a pre-workshop. More information on the Second Global Conference appears in this issue of the INQAAHE newsletter.
- NEW THIS YEAR, the Exhibitor Prospectus offers this year an INQAAHE Marketplace. In addition to vendors with products and services we offer INQAAHE members to join as exhibitors to showcase their organizations and to introduce themselves to all in attendance.

An INQAAHE webpage is available with these documents and more. Beginning in November[o] online registration will be available as well as links to make your hotel reservations. Information on valued reasons to attend and listing of fees and the hotel room costs is available in our Save the Date flyer to make your budget plans. The dates are March 30-April 3, 2015 at The Drake Hotel in Chicago, Illinois, USA. The 2015 INQAAHE Conference is being organized and hosted by the Accreditation Council for Business Schools and Programs.

Membership mutations

INQAAHE welcomes the following new members:

- [Botswana College of Distance and Open Learning (BOCODOL)](#) (Associate Member)
- [College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT)](#) (Associate Member)
- [Abu Dhabi Education Council (ADEC)](#) (لس مجلس أبو ظبي للتعليم) (Full Member)
- [Council for Accreditation and Quality Assurance in Higher Education](#) (مجلس اعتماد و ضمان جودة التعليم الأكاديمي العالي) / (CAQAY) (Full Member)
- [Khadim Ali Shah Bukhari Institute of Technology (pvt) Ltd (KASBIT)](#) (Associate Member)

GGP Aligned Agencies

INQAAHE is delighted to inform you that the [Malaysian Qualifications Agency (MQA)](#) is comprehensively adhering to the INQAAHE Guidelines of Good Practice. They will be added soon to the GGP database.

MQA: Congratulations!

President's message

Three Challenges of Leadership

Being in a leadership position has many rewards. Among them are prestige, honor, recognition, and the knowledge that somehow you have been chosen to make a difference. Yet the rewards are only satisfying if the leader can successfully hurdle three fundamental challenges –learning to be flexible; knowing when to follow; and making fairness a priority.

These three challenges have personal meaning for me, because not only have I witnessed how a healthy organization behaves when its elected leaders are flexible, can follow, and show fairness. Unfortunately, I have also seen organizational havoc wreaked when elected leaders display rigid reactions, impose personal agendas, and show partiality. Chaos and back-biting quickly among the members can quickly ensue when elected leaders forget who they are serving.

Because later this fall, INQAAHE members will be asked to consider who they wish to elect as the new President and Board of Directors of INQAAHE, it will be important for every voting member to consider not only the candidates' qualifications and expertise in quality assurance issues, but also their disposition for the job. Do they have the personality to work with a diverse group of members? Will they listen to the membership or push their own agenda for change? Will they handle controversy by listening first and then giving thoughtful consideration to the related issues before making a decision?

Choosing a strong leadership will require examining both the expertise of the candidates as well as their temperament for working with others. So let's take a closer look at the disposition side, so you understand more about what I mean.

Learning to be Flexible

Everyone has heard of Murphy's Law; that is, if something can go wrong, it will go wrong. Picture this.

You are the elected leader of a very prestigious organization in your field and in charge of a full-day meeting. You have arrived in the city where the meeting will be held two days early to give yourself time to adjust to the time zone and to allow for an extra work day with the organization's staff. After meeting with the staff, you are confident that all of the important details –the size of the room, the audio-visual needs, food– have been taken care of by the staff. You are please about this, because your meticulously planned agenda is very full and you want the meeting to run as smoothly as possible. What could possibly go wrong?

Well, how about a blizzard?? In 1993, the year I was president of my profession's national honor society, a freak blizzard hit the city where the organization's membership meeting was to occur. The city was paralyzed. The airport was shut down. Trains were stopped. The streets were a glaze of ice and walking outside was too perilous to hazard. The hotel where the meeting was to occur could not provide services, since their employees were stuck at home. Restaurants were shut down and finding a meal to eat was a luxury. People that were in the city could not leave and those trying to arrive could not get in.

Despite the blizzard, the meeting occurred. Those individuals who had arrived before the snow began showed up and we all made do with whatever services were available. Awards were presented, bylaw revisions were presented, and business was completed. Things that needed to be done were accomplished. In fact, camaraderie developed among those who were with us that day. I remember humor and good will permeating the day.

The point: If your meticulously planned agenda can't be followed exactly as planned, don't panic and don't force it. If you allow for flexibility, others will follow your lead.

Knowing When to Follow

A good leader knows that it is important to listen carefully to the ideas and wishes of the members of the organization. It is the members' ideas and wishes should direct the agenda. It is important to note that I am not saying that leaders should never have or voice opinions, ideas, or wishes. Instead, what I am saying is that good leaders do not need and probably should not claim to be the owner of the ideas. Leading an organization effectively often requires following the lead of others and helping the members reach *their* goals.

Several years ago, I was involved with an organization in which the chair had a personal agenda for change. The more this chair pushed for a change, the more change was resisted. The odd thing was that some change would have been a good idea, but since the idea for change was not perceived as coming from the membership, the members balked. As vice chair (and a trained counselor), I spoke with my colleague about the resistance she was experiencing. After some discussion and planning, we held a membership retreat with lots of small brainstorming groups. A funny thing happened. Some of these small groups ended up presenting some of the same recommendations for change originally desired by the chair. The only thing the leaders needed to do at this point was to follow the membership's lead!

The point: Learning how to follow the ideas and the lead of others will have greater payoffs for everyone in the long run.

Making Fairness a Priority

A few years back, when I was chair of the Association of Specialized and Professional Accreditors, I was faced with figuring out a way to handle what I viewed to be an important issue with regard to a proposed bylaw change. This issue had first been presented at the prior meeting during a different board chair's tenure and I had witnessed how the issue had the potential to divide the membership into two camps –one vehemently against the change and the other outspokenly for the change. During that meeting, I had also seen how the previous chair had been required to work extremely hard at keeping order while conflicting emotions were being shot back and forth across the room. I did not wish to find myself in those shoes when this same issue arose at my first meeting as chair of this organization. Yet I recognized that both sides of the issue had to be brought to the floor for discussion and that the membership deserved an open hearing on all of pros and cons.

To be fair to all, I decided that the best way to bring all the conflicting beliefs and opinions to the table was to host a debate. By remembering who had been the most vocal members on both sides of the issue from the previous meeting, I was able to reach out to these members and ask them if they would be willing to be vocal on their opinions one more time. But this time, they would be assigned to a debate team and provided with a list of questions that each team would be asked to address. I also chose to have other members serve as the moderator and time-keeper, thus eliminating myself from the debate process. The rules of debate were followed, except that from the start I declared that there would be no winner. I made it clear from the beginning that the purpose of the debate was to allow the issue to be discussed, all sides heard, and that individual members would need to make decisions regarding the issue on their own.

This solution was a remarkable success. The membership was re-united, because no side had to win or lose. The membership also got to openly hear all of the pros and cons of the issue without any side dominating. Lastly, the membership and I had fun. In the end, it was decided to withdraw the proposed revision to the bylaws.

The point: Regardless of how the leader may feel about an issue (and I did have a very strong opinion on the issue being debated), the leader must insure that all sides are treated fairly and with integrity.

In conclusion, I leave you with three thoughts about these three challenges:

- *Leading INQAAHE is a great honor.* It is also a great challenge for the following reasons we meet face-to-face only once per year, so communication among the board members and membership must all be

done from a distance. You must rely on everyone remaining flexible and good-natured with email communication, since misunderstanding can occur.

- *Leading INQAAHE is an opportunity to make a difference.* Our organization is and must continue to be seen as the world's leading membership organization for organizations that assure quality in higher education setting. Thus we need to focus on the leadership potential within the network by continuing to broaden the involvement of all members in INQAAHE initiative.

- *Leading INQAAHE is rewarding.* Consider that the more you invest in making INQAAHE a successful and highly regarded organization, the higher your own personal payoff in terms of professional development. Consider reaching out to any INQAAHE Board member with your ideas and assistance. Your elected leaders want to hear from you and follow your lead in making INQAAHE an organization that successfully works for its members and their constituents.

Carol Bobby, INQAAHE President 2013-2015

News from networks

IEP: marking a twenty-year contribution to institutional change

EUA's Institutional Evaluation Programme (IEP) is celebrating its twentieth anniversary this year, a milestone that has been marked by the launch of a new publication and an event in Brussels on 18 September.

Created in 1994, IEP is an independent membership service of the European University Association (EUA) which has carried out over 300 institutional evaluations in higher education institutions (HEI), in Europe and worldwide, and a number of system-level evaluations in countries such as Ireland, Portugal and Romania. The mission of IEP is to support HEIs and systems in developing their capacity for change through the process of institutional evaluation.

The new publication, entitled "A twenty-year contribution to institutional change: EUA's Institutional Evaluation Programme" brings together a series of papers and articles that have been provided by a panel of authors who have been involved with the Programme over the last two decades.

These contributions trace IEP's history, how it has evolved, some of its principal achievements, and also look at possible developments in the future. Several authors, meanwhile, look more specifically at the impact of IEP at institutional and also system-level (concrete examples are provided from individual universities and from the system-level reviews including Ireland and Portugal).

The 60-page publication was launched at a special event held on Thursday 18 September at the Representation of the State of North Rhine-Westphalia to the European Union in Brussels, which brought together a wide range of European higher education/quality assurance stakeholders.

In addition to looking back at the history of IEP and "lessons learned", the event also included a panel discussion on how IEP can continue to contribute to the changing European HE landscape and possible ways the Programme can evolve in the future.

The IEP publication can be downloaded here.

More information about the event is available on EUA's website.

The African Quality Assurance Network (AfriQAN)

The African Quality Assurance Network (AfriQAN) is the quality assurance body that is committed to the assurance and enhancement of quality higher education in Africa through strengthening the work of quality assurance bodies and other associated organizations with similar objectives. AfriQAN has held four General Assemblies so far, some in collaboration with the International Conference on Quality Assurance in Higher Education in Africa (ICQAHEA) under the auspices of UNESCO. AfriQAN will hold its next meeting during the 6th ICQAHEA scheduled to take place in Bujumbura, Burundi in mid-September 2014. AfriQAN also organises workshops and exchanges between established and emerging agencies.

A Scoping Study commissioned in 2013 by UNESCO to find out the current state of Quality Assurance on the continent to help provide informed support to HEIs has been completed. Findings showed that accreditation of academic programmes in both public and private universities, as well as the Publishing of Accreditation Status of Academic Programmes of HEIs and, Collection, Storage, Analysis of Data on Higher Education, are the most popular of the activities of African QAAs (11% each). This is closely followed by Academic Programme Accreditation of all tertiary institutions, Regular Reviews of Academic Programmes, and Conduct Research in Critical Areas of Higher Education (10% each). Many countries in Africa are yet to establish regulatory agencies for QA and Accreditation while in other countries like Botswana, monitoring and accreditation is employed only in private HEIs. The reverse is the case in other countries like Mozambique where monitoring and accreditation is employed only in public HEIs. The results suggest that while activities differ in scope and rigor from one QAA to another, they mostly comprise traditional QA functions.

The results listed the major challenges confronting national regulatory agencies in Africa as inadequate personnel (30%), and inadequate financial resources and infrastructure (30%).

AfriQAN also works in close collaboration with the European Universities Association (EUA) on the Europe-Africa Quality Connect project which intends to share the EUA's Institutional Evaluation Programme's approach with African universities. Given the general openness and flexibility of the methodology, the idea is not to impose new QA procedures on universities in Africa, but rather to encourage them to assess their institutional goals and mission in a structured way, and share good European practice in this field. African universities are happy with this method and AfriQAN will continue this collaboration with EUA.

CANQATE launches webinar series

In August, CANQATE launched its webinar series entitled "Sharing Best Practices for Quality Improvement and Innovation". This webinar series is designed to enhance the knowledge and skills of its membership in quality assurance and quality improvement and will run through to September 2015. The webinar series is a CANQATE strategy to enhance capacity-building in the wider Caribbean region.

The one-hour webinars will allow institutions and EQAAs to share information on best practices and innovative approaches. Presentations by leading practitioners in the region will be followed by Question and Answer sessions during which participants will engage in discussion and share their own experiences.

Webinars scheduled for 2014 are:

1. "Improving Quality and Accountability through Quality Audits and Facilities Reviews" - Tuesday 30 September, 2014
2. "Using Institutional Research to improve Student Achievement" - Tuesday 28 October, 2014
3. "Standards for the Accreditation of Short Courses" - December 2014 (date to be announced)

For more information or to register for a webinar please visit the CANQATE website: www.canqate.org or send email to canqateinfo@gmail.com

CANQATE take steps to revitalize core groups

CANQATE is actively engaged in the revitalization and establishment of Core Groups across the region in order to promote, maintain, and sustain a culture of quality in all areas of tertiary education delivery. CANQATE proposes that each country should have an active Core Group.

A Core Group is an activity-based group of tertiary level institutions established at the national level, not only to promote CANQATE, but also to increase focus on quality assurance and continuous improvement through information sharing, networking and engaging in capacity-building activities. CANQATE supports Core Groups by collaborating on workshops, webinars, conferences and other initiatives.

So far there are active Core Groups in Dominica and Trinidad and Tobago. The Trinidad and Tobago CANQATE Core Group (TTCCG) which was re-established on Wednesday 23 July is now receiving support from CANQATE to conduct a two-day workshop on 16-17 September 2014. The workshop will focus on equivalence assessment and credential evaluation and it will be held at the University of

Trinidad and Tobago, Chaguanas Campus *Agora*. Facilitator for the workshop will be Educational Credential Evaluators Inc., based the USA. Persons from across the region will be attending this highly interactive and practical workshop.

Annual CANQATE Conference, 12-14 November 2014, Belize

CANQATE will host its 11th Annual Conference at the Radisson Fort George Hotel and Marina, Belize City, under the theme, "Quality Assurance as a Regional Priority - Partnering to Improve Educational Outcomes Across the Caribbean". The Conference will provide an interactive platform for regional and international educators and quality assurance professionals to share experiences and best practices, and to disseminate information on developments in quality assurance in tertiary education.

A feature of this year's conference is the hosting two one-day pre-conference workshops on Wednesday, 12 November 2014. These workshops are designed for faculty and staff of tertiary institutions and for quality assurance professionals in EQAAs. The workshops will provide intensive, hands-on opportunities for exploring the following topics:

"Developing and Assessing Learning Outcomes" will be presented by Dr Susan Murphy, Consultant-Evaluator with the Higher Learning Commission, USA. This workshop will focus on writing effective student learning outcomes and it will provide participants with practical insights on their own curricula and approaches to managing the assessment of student learning.

"Harmonising External Quality Assurance Standards and Processes across the Region" will be facilitated by John Randall, Consultant, United Kingdom. This workshop is designed for EQAAs and will highlight the potential for harmonisation of standards and processes in the region. Participants will develop an understanding of the potential limitations and factors affecting harmonisation and will examine the upcoming re-accreditation of the regional campuses of the University of the West Indies as a case study.

Please visit the CANQATE website for more information and registration.

Quality Audit in the European Higher Education Area

The Quality Audit Network (QAN) was established as an informal group of external quality assurance agencies in different European countries and has by now 13

members[1]. In these countries some kind of external quality assurance procedure with a focus on the internal quality management system of a higher education institution is applied. It may be called *quality audit*, *system accreditation, evaluation of the internal quality management system,* or *enhancement-led institutional review*, but will be named *audit* in the current article.

The members of the QAN decided to launch a project and prepare a publication to give an overview of the current state of the art in the different countries and of the future challenges expected concerning specific aspects of external quality assurance. The following lines give a very brief overlook on some of the issues covered in the publication. The full version includes twelve monographs of quality assurance agencies and a synthesis by the Agency for Quality Assurance and Accreditation Austria (AQ Austria), who coordinated the project.

Apart from the above mentioned emphasis on the internal quality assurance mechanisms at higher education institutions, the enhancement-led orientation of the procedure is a common feature for all agencies. This is consistent with the belief that the primary responsibility for quality itself and for quality assurance remains with the higher education institutions. The performance areas that are covered in the *audit* vary from country to country and depend mainly on legal stipulations. The scope may range from the provision of degree programmes over the strategy and aims of an institution to monitoring of quality assurance instruments.

In the same way as higher education institutions are made accountable for their performance by external quality assurance, quality assurance agencies are increasingly required to demonstrate the actual effects of an *audit*. Agencies follow different approaches in doing so. Research about the impact of external quality assurance is currently a very relevant topic for the members of the Quality Audit Network.
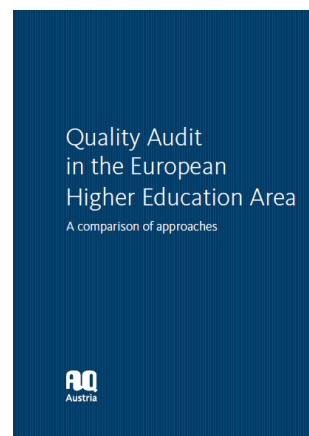
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[1] National Agency for Quality Assessment and Accreditation of Spain (ANECA), the Agency for Quality Assurance and Accreditation Austria (AQ Austria), the Catalan University Quality Assurance Agency (AQU Catalunya), the Romanian Agency for Quality Assurance in Higher Education (ARACIS), the Danish Accreditation Institution, the Finnish Higher Education Evaluation Council (FINHEEC), the German Accreditation Council (GAC), the Norwegian Agency for Quality Assurance in Education (NOKUT), the Accreditation Organisation of the Netherlands and Flanders (NVAO), the Swiss Center of Accreditation and Quality Assurance in Higher Education (OAQ), the Quality Assurance Agency for Higher Education (England, Wales and Northern Ireland) (QAA) and the Quality Assurance Agency for Higher Education Scotland (QAA Scotland), Quality and Qualifications Ireland (QQI).

The quality assurance agencies identified a number of challenges they face already now or expect to come up in the near future. One of them is the question of how to conduct consistent procedures and treat diverse institutions equally. Diversity refers to the profile and size of an institution as well as to the conditions imposed by the environment, but also varying degrees of maturity of their quality management systems. The importance of this matter arises from the demand to external quality assurance for transparency in its actions and from the claim for consistency and equality.

The members of the Quality Audit Network share their experience and ideas on these and other topics with the readers of the publication and provide an overview of external quality assurance in a number of European countries. The publication can be downloaded from the webpage
https://www.aq.ac.at/de/internationales/dokumente-internationales/Quality-Audit-in-Europe-2013.pdf.

APQN: Staff Exchange Project - A step further in Asia Europe cooperation

Asia-Pacific Quality Network (APQN) and European Consortium for Accreditation in Higher Education (ECA) have launched the Staff Exchange Project between the member agencies of the two organizations since August, 2014. Dr. Jagannath Patil, APQN President and Prof. Rafael van Grieken, Chairman of ECA jointly released the call recently. This exchange underpins the importance of building stronger relations in QA in higher education between the Asia-Pacific and European regions.

The outline of the project is following:

1. APQN and ECA will function as an intermediate to encourage member agencies to exchange staff members for visits to member agencies in the other region. A format for visits of at least 1 week to an agency in the other region will be developed by APQN and ECA.
2. Sending agencies will cover international travel cost and accommodation of staff members nominated by them. Host agencies will offer local logistical guidance and advice on accommodation. The host agency also sets up about a program of at least 1 week, taking into account the provided format and the needs of the sending agency.

3. The member agencies of APQN and ECA could nominate staff members before 1st October 2014 by sending the nomination to the Secretariat of their network (APQN or ECA).

4. For purposes of implementing this project, APQN and ECA call for the support of member agencies to act as host agencies. Agencies are requested to indicate their interest in hosting by informing the Secretariat of their network (APQN or ECA) before 1st November 2014.

5. A selection of nominees and host agencies will be made by a joint committee of APQN and ECA before 1st December 2014.

Call for Contribution for HEED

Higher Education Evaluation and Development (HEED) is a journal founded by Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) and is jointly owned and published with Asia-Pacific Quality Network (APQN) from 2014. Both Dr. Jagannath Patil, President of APQN and Dr. Angela Yung-chi Hou, Vice President of APQN have served as the Editors-in-Chief. *HEED* is a scholarly refereed journal with an aim at encouraging research in higher education evaluation and development, raising standard of evaluation research, and sharing outcomes of evaluation and higher education worldwide. Papers in the fields of theoretical and narrative studies as well as the book reviews and shorter research notes are also considered. As stated, the journal welcomes high quality papers on relevant topics, including but not limited quality assurance and evaluation in higher education, research and development of higher education, and other topics related to higher education and development. More information may be found here http://www.heeact.edu.tw/ct.asp?xItem=14846&ctNode=459&mp=4. Your contribution by **mid-September (no later than end of September)** will be highly appreciated. Hope to hear from you soon!

News from members

QAA's upcoming overseas review of UK higher education provision in the Caribbean

 The UK's Quality Assurance Agency for Higher Education's (QAA) next transnational education review will look at UK higher education provision in the Caribbean. The review is focused on distance-learning provision including the support provided at local centres. The overseas visit, centred on Trinidad, will take place during the fortnight 10-24 November 2014 and will be led by QAA Review Manager, Rozina Hashmi. As well as a country overview report and the individual reports on universities' provision on which it is based, there will also be a separate report on the quality assurance of distance learning.

Three peer reviewers have been recruited to the team. The reviewers are currently undertaking a desk-based analysis of information submitted by UK institutions. Visits to some of the institutions in the UK will be used to follow up the desk-based analysis and to explore the arrangements for managing provision delivered in Trinidad. This will be followed by the overseas visit to Trinidad. Throughout the review QAA will be liaising closely with the Accreditation Council of Trinidad and Tobago (ACTT).

Reports are expected to be published in March 2015.

CTI renews its Presidency team

Following the partial renewal of its members on the 1st of July 2014, CTI's plenary assembly elected on the 8th of July its new Presidency Team, for the term of 2014-2016.

Laurent Mahieu has been elected President. He represents associations and professional organizations of engineers.

Have also been elected as Vice-Presidents: Anne-Marie Jolly, representing Higher Education Institutions whose programmes are accredited by CTI, and Maurice Pinkus, also representing associations and professional organizations of engineers.

For further information, please contact Julie NOLLAND: Julie.nolland@cti-commission.fr

CIMQUSEF'2015: "Elite training: a way towards strengthening innovation?"

Rabat (Morocco), May 8-9, 2015

Organized by amaquen institute, the 11th International Conference on Quality in Education (Cimqusef'2015) invites researchers and experts who want to submit articles to try to answer the problematic issues that can be summarized as follows:

- "What strategies are needed in order to establish a system of training of the Elite preserving equal opportunities for all?"
- "How the introduction of training strategies of the Elite Can Boost Innovation in the various fields of research?"
- "How can the training of the Elite become the locomotive of improving the performance of ETS?"

In a methodological concern that cover different aspects of the issue submitted to the Conference, all contributions must try to answer the sub-issues distributed in three complementary axes. The contributions can address one of the three axes. Either the axis ''training of school elite '' as pedagogical problem, or axis ''levers of innovation'' as a socio-economic issue, or axis ''relationship between the training of the elite and innovation'' as an issue of governance.

Participation in the conference is open to thinkers, researchers of all disciplines, educators, practitioners and the world of work Actors who wish to submit relevant ideas and experiences with respect to the raised issues.

All papers validated by the scientific committee of the conference will be published on the website of CIMQUSEF, and those who will be selected by the Scientific Committee of the international scientific journal '' The Journal of Quality in Education'' appear in this one (journal.amaquen.com).

Papers in the form of one-page abstracts, about 500 words, should be submitted online on the conference website (cimqusef.amaquen.org) and sent to the following address:

amaquen@gmail.com (with a copy to amaquen@amaquen.org)

The full papers of 8 pages on average follow the same procedure when submitting abstracts will be accepted.

Important Dates:

- The deadline for reception of abstracts is **October 31, 2014**.
- Authors will be informed of the acceptance or rejection of their abstracts by **28 November 2014**.
- The deadline for reception of full papers is **February 13, 2015**.

For more information: http://cimqusef.amaquen.org

Agency for Development of Higher Education and Quality Assurance in BiH: Workshops with Competent Education Authorities and HEAARS take Place

Workshops with representatives of the competent education authorities in Bosnia and Herzegovina and the Higher Education Accreditation Agency of the Republika Srpska were held in Banja Luka on 17 and 18 June. The workshops were organised as part of the EU funded Twinning Project Strengthening Institutional Capacity for Quality Assurance, and they are part of Component 4 of the Project, which, inter alia, refers to providing support to the implementation of accreditation procedures.

The first workshop gathered representatives of the Ministries of Education and Culture of the Republika Srpska and the Ministries of Education, Science, Culture and Sport of Una-Sana, Tuzla, Central Bosnia and Herzegovina-Neretva Cantons. The workshop was an opportunity to eliminate unclarities and to enhance accreditation procedures, whose major deficiencies were also identified by international experts in the course of the previously conducted analysis of legal provisions and current accreditation procedures. Along with representatives of HEA, international experts Dietlinde Kastelliz, Head of Audit and Consulting Department of the Agency for Quality Assurance and Accreditation Austria, and Almir Kovačević, expert in quality assurance in higher education, took part in the workshop.

The second workshop was held with representatives of the Higher Education Accreditation Agency of the Republika Srpska. The central topic discussed at this workshop was how to provide expert panels with the knowledge required and the guidance on how to implement accreditation processes within the given framework. The international experts presented the experiences and practice of the Agency for Quality Assurance and Accreditation Austria, and the national

participants highlighted specific issues and made proposals on how to resolve them.

While presenting the activities of HEA, Director Husein Nanić, PhD, mentioned that seventeen (17) higher education institutions were currently at different stages of the accreditation procedure, which amounts to nearly 40% of the total number of licensed higher education institutions in BiH. Mr Nanić pointed out that HEA had identified a number of weaknesses in the process, and that the results and recommendations made by the experts engaged in Component 1 of the Project would be of benefit in that respect. We are committed, added Nanić, to constantly improve accreditation procedures. For certain changes it is however a requirement to adapt certain legal regulations and documents. HEA acknowledges the need for changes and uses the current procedures for identifying potential gaps and weak points.

Resident Twinning Advisor from the Member State Austria, Maria E. Weber, PhD, stated that HEA should provide the answers to open issues, while the task of international experts is to provide guidance from the perspective of European standards in this field, in order to reach the common objective of approximating different procedures used for resolving certain issues to the ESG and the European Higher Education Area.

In the course of the workshop, there were discussions on how to design an appropriate model for accreditation, with special emphasis on clearly defining the roles and tasks of HEA and the competent ministries or HEAARS, including particular steps and responsibilities of the stakeholders in this process.

The continuation of these activities is planned for September, when it is planned to have a new workshop with the competent education authorities and HEAARS.

The National Authority for Qualifications and Quality Assurance of Education and Training (QQA) Forum 22-23 October 2014

The National Authority for Qualifications and Quality Assurance of Education and Training (QQA) is organizing a Forum title "National Qualifications Framework: A new dimension to our Education economy". The Forum is organize in cooperation with the Scottish Qualifications Agency (SQA) from 22-23 October 2014 in the Kingdom of Bahrain to launch its National Qualifications Framework (NQF), share and exchange knowledge and experiences of different Qualifications framework systems.

QQA 3rd Conference 18-19 February 2015

The National Authority for Qualifications & Quality Assurance of Education and Training (QQA) is pleased to announce its 3rd conference titled 'Quality of Education & Training: Sustainability & Employability'. The Conference is held under the patronage of His Highness Sheikh Mohamed Bin Mubarak Al-Khalifa the Deputy Prime Minister, in the period from 18th to 19th February 2015 at the Gulf Hotel in the Kingdom of Bahrain. The conference will encompass prominent keynote speakers, presentations and workshops. Delegates from schools, vocational providers, higher education institutions, national examinations centers, and qualifications framework specialists, whom will explore the challenges and opportunities facing quality assurance agencies locally, regionally, and globally.

The Conference committee welcomes contributions to the tracks announced on its website www.qqa.edu.bh and the deadlines for the submissions POSTERS must be submitted by 30th November 2014 and PAPER proposals must be submitted by 30th October 2014. All contributions must be submitted to – conf@qaa.edu.bh.

Association of Quality Assurance Agencies of the Islamic World Forum 22-23 September 2014

The Association of Quality Assurance Agencies of the Islamic World is going to organize its 4th QA-Islamic Seminar and Round-table meeting in Turkey from 22-23 September 2014.

Shaheed Mohtarma Benazir Bhutto Medical University Larkana, Pakistan to Host Capacity building Workshop for Non-teaching Staff

SMBB Medical University, Larkana. Pakistan will host capacity building workshop for its non-teaching staff from 22nd September, 2014 with the financial support of Higher Education Commission (HEC) Pakistan.

The purpose of the said training is aimed to improve the efficiency of SMBBMUL. The components which is to be taught in the above mentioned training program are; *Finance & Audit, Good Governance,, Presentation Skills, IT Equipment management Skills, Quality Assurance, Hostel Mngt, Intra-Departmental Communication, Communication Skills with youth, Admin Skills and Writing Skills.*

The Indigenous on campus training will include non-teaching staff from SMBB Medical University from management cadre for capacity building.

FAST National University's Quality Enhancement Cell conducts an International Workshop in Republic of Fiji

Mr. Farrukh Idrees, Manager QEC of FAST National University of Computer and Emerging Sciences, Pakistan conducted a training workshop for Fiji Higher Education Commission (FHEC) and educational institutions from April 08-16, 2014 in the capital city of Suva, Republic of Fiji. Dr. Richard Wah, Chairman Fiji Higher Education Commission inaugurated the training workshop. About 20 participants from FHEC and academic institutions from across the country participated in the Workshop. Various models and mechanisms of quality management in the context of education management were discussed during the training

sessions. A shield of appreciation was awarded by Chairman, FHEC to Mr. Farrukh Idrees for acknowledging the value addition in quality management of FHEC and academic institutions of Republic of Fiji through the Workshop.

Declaration of Best Research Paper Presented by FAST National University's Quality Enhancement Cell in 12th International Conference on Statistical Sciences Held in Karachi

Mr. Farrukh Idrees, Manager QEC of FAST National University of Computer and Emerging Sciences, Pakistan presented a research paper titled "Programs" Self Assessment for Continuous Improvements-A Study of an Engineering School of Pakistan" at **12th International Conference on Statistical Sciences** jointly organized by Islamic Countries Society of Statistical Sciences (ISOSS) and **Dow University of Health Sciences** on **March 24-26, 2014 in Karachi, Pakistan**. The presented paper was declared the best in the session as per the set parameters by the jury.

QEC Activities for the Year 2014

The year 2014 can be termed as the year of quality improvement activities for FAST School of Management Lahore Campus (FSM). FSM started off with the nominations of program team members for the department which later turned into departmental team efforts resulted into an outstanding self-assessment report prepared for National Business Education Accreditation Council (NBEAC). NBEAC team visited FSM on 7th, 8th and 9th May commended the team efforts for preparing the self-assessment report of high quality which was further acclaimed as of superior quality in the written peer review report by the NBEAC team. The FSM team included Dr Hamid Hassan (Head of Department), Mr. Aamer Allaudin(Assistant Professor), Ms. Fatima Saman Qaisar(Assistant Professor) , Mr. Talha Salam(Assistant Professor), Mr. Aman Abid(Lecturer) , Mr. Ahmed

Qayyum(Lecturer) , Ms.Fatima Omer(Lecturer) , Mr Jamil Sabri(Assistant Professor) and Ms Sahar Javed (Deputy Manager QEC). The feedback and guidance provided by Director FAST-NU Dr Zafar Iqbal was highly appreciated. In addition to this some of the other notable quality enhancement activities of FSM Lahore Campus are as follows:

- Successful Accreditation by NBEAC

- Ongoing preparation of self-assessment report against the HEC Quality Assurance Agency(QAA) Criteria

- Successfully launching, implementation and analysis of HEC QAA designed proformas of Student Evaluation , Faculty Course Review Report, Faculty Survey, Faculty Resume and Research Student Progress Review Form

- Alumni Feedback and Placement Review Book

The QEC achievement for the Computer Science Department of Lahore Campus is the Self-Assessment Report which was the result of internal assessment of BS (CS) conducted according to criteria laid down by HEC QAA which was completed with the support provided to Ms.Sahar Javed(Deputy Manager QEC) by Mr Shafiq Ur Rehman(CS - Head of Department) , Dr Adnan Noor Main(Assistant Professor) and Ishrat Fatima(Lecturer). The support and commitment was immense and was highly appreciated. Self-Assessment resulted in Strengths and Weaknesses

identified after internal assessment by program team members, faculty feedback & interviews and data collection with all the concerned units. Strengths and Weaknesses were presented to Director and Computer Science HOD. The department has planned an assessment visit on 20 September 2014.

The QEC Team is fully committed towards the implementation of HEC QAA framework and quality improvement with the help of management commitment and departmental team work.

Upcoming events

THE-ICE 8th International Panel of Experts (IPoE) Forum 2014

Proudly hosted in Darwin, Australia by Charles Darwin University School of Business and School of Service Industries

The 8th THE-ICE International Panel of Experts (IPoE) Forum 2014 will be hosted by Charles Darwin University in Darwin Australia from 11th to 14th November 2014. To consolidate benefits to its global network, THE-ICE's Benchmarking Roundtable Series event will run as a Pre-Forum Workshop for the first time.

The IPoE Forum theme 'Developing Quality and Value-adding to Partnerships between Institutions' will build on previous themes focusing on current strategic issues facing tourism, hospitality and events education.

Extensive networking opportunities will be provided throughout this event, which is open to all interested individuals.

The IPoE Forum will feature a series of invited keynote presentations, panel sessions, and workshop sessions by leading tourism and hospitality educators and industry experts within the region and internationally, as well as workshop sessions.

Charles Darwin University (CDU) is one of the newest universities in Australia but again it has been listed as one of the 19 Australian universities in the top 400 Times Higher Education World University Rankings.

The IPoE Forum will also include a number of referred paper presentation sessions with publication opportunities available for accepted submissions. Papers will be invited on the following sub-themes:

- Creating common Vocational Education and Training (VET) standards in the ASEAN region to allow for workforce mobility
- Educational pathways from VET to Higher Education (HE) – domestic and international
- Linkages and partnerships between institutions

Don't miss out on earlybird registration rates for the 8th IPoE Forum – now available online.

Please visit THE-ICE website for further details on the event, how to register and paper submissions.

5TH ENQA General Assembly, 16-17 October 2014, Zagreb, Croatia

The 2014 ENQA General Assembly will take place on 16-17 October in Zagreb, Croatia and will be hosted by the Croatian Agency for Science and Higher Education (ASHE). The main themes of the General Assembly Forum are the ENQA Strategic Plan 2016-2020 and the revision of the ENQA review process. In addition, a presentation of the SEQUENT project on QA of e-learning will be provided.

The first day of the Assembly is open to all interested parties, i.e. both for members and non-members of ENQA. The second day, reserved to members only, will be dedicated to formal organisational and administrative proceedings

Please find the draft programme here. Registrations close 26 September 2014.

2nd EUA Funding Forum Strategies for efficient funding of universities

Hosted by the University of Bergamo, Bergamo, Italy, 9-10 October 2014

The higher education funding community comes together again in Bergamo on 9 and 10 October 2014. Take part in EUA's second Funding Forum, join the debate on the future of higher education funding and share experiences with colleagues and peers from around Europe.

A biannual event, the Funding Forum is a unique, inclusive platform open to all higher education funding stakeholders –university leaders and managers, researchers, students, public authorities, public and private funders & partners. This year's Forum focuses on designing strategies for efficient and sustainable funding of higher education in Europe.

Participants of the Forum will:

- Receive the latest analysis of the financial status of Europe's university sector

- Get an overview of the latest trends in funding models in Europe

- Explore the interaction between funding models and the re-structuring of the higher education landscape in different European countries

- Examine the consequences of integrating performance-related criteria in funding models

- Share experiences in managing institutional mergers

- Learn how European-level policy objectives are embedded in the different streams of European funding available to universities.

9th European Quality Assurance Forum Changing education – QA and the shift from teaching to learning

Hosted by the University of Barcelona, Barcelona, Spain, 13-15 November 2014

The European Quality Assurance Forum (EQAF) provides a unique platform for the higher education and quality assurance (QA) communities to monitor, shape and anticipate developments in the field. The main purpose of the Forum is to foster a dialogue on QA that bridges national boundaries and leads to a truly European discussion on QA in higher education, and to create a common European understanding of QA through discussions and networking among different stakeholder groups.

The 9th European Quality Assurance Forum, co-organised by ENQA, ESU, EUA and EURASHE, will take place at the **University of Barcelona, Spain, on 13-15 November 2014**.

Through a mix of plenary and parallel sessions, the 2014 EQAF, entitled "**Changing education – QA and the shift from teaching to learning**", will combine practice-oriented or research-based discussions that will take place in the paper sessions and workshops with presentations of current developments in quality assurance.