



# INQAAHE Bulletin March 2015

## Table of contents

### **News from the Secretariat**

INQAAHE Election 2015  
INQAAHE Conference 2015  
Membership mutations  
GGP Aligned Agencies

### **President's message**

Think Fun! Think INQAAHE!

### **News from members**

NQF Advocacy in Full Effect  
QQA 3rd Conference 18-19 February 2015  
Unibasq, ENQA and EQAR member  
The proposal for a new Swedish model for evaluating doctoral education has been submitted for comments  
The Estonian Higher Education Quality Agency assesses study programmes in Law in universities of Moldova  
Call for Nominations: CCNE Board of Commissioners and Nominating Committee  
Japan University Accreditation Association Held the 2nd JUAA Presidents' Seminar  
QAA's Consultations on International Student Guidance and on Qualifications Awarded by Multiple Degree-Awarding Bodies  
FIBAA conducts accreditation procedures in Kazakhstan  
Call for Papers: The 13th International Conference on Private Higher Education (PHE) in Africa  
ASEAN-QA TrainIQA Workshop I, Petaling Jaya, Malaysia (23-27 February 2015)  
Launch of the NQCF and the TQI by ACTT  
FAST NUCES QEC Conducts a Training Workshop on Quality Management for Public Sector Universities of Pakistan  
Higher Education Institutions in Namibia must raise the bar higher to remain relevant to the ideals of the vision 2030  
AQU Catalunya updates the methodology for the accreditation of recognised first and second cycle degree programmes

### **News from networks**

IEP concludes coordinated evaluations in Montenegro and launches registrations for new round of evaluations  
CANQATE webinar series well received  
CeQuInt Dissemination Conference was a success!

### **Upcoming events**

ENQA Members Forum 2015  
THE-ICE 9th International Panel of Experts Forum 2015



## News from the Secretariat

### INQAAHE Election 2015 results

About 150 INQAAHE members have participated in the Election process 2015 for INQAAHE Presidency and Board. The results were as follows:

- Jagannath Patil, President  
Adviser in charge of National Assessment and Accreditation Council of India (NAAC)
- Susanna Karakhanyan, Director  
President of the Accreditation Commission of the National Center for Professional Education Quality Assurance in Armenia; Quality Assurance Section Manager Abu Dhabi Education Council, the United Arab Emirates
- Pauline Tang, Director  
CEO&Director, Accreditation & Benchmarking, THE-ICE, Australia
- Maiki Udam, Director  
Development Manager, Estonian Higher Education Quality Agency (EKKA)
- Martin Strah, Director  
Director of Development and International Relations, National Commission of University Evaluation and Accreditation (CONEAU) Argentina
- Yvonne Marshall, Director  
Executive Director, University Council of Jamaica (UCJ)
- Jawaher al-Mudhahki, Director  
Chief Executive, National Authority for Qualifications and Quality Assurance of Education & Training (QQA-Bahrain)
- Erika Soboleva, Director  
International Affairs Officer, AKKORK (Agency for Higher Education Quality Assurance and Career Development), Russia

[Election 2015 declaration](#)

### INQAAHE Conference 2015

Within a few days the INQAAHE Biennial Conference will take place in Chicago, Illinois, US. From 30 March to 2 April a wide range of QA topics focusing on diversity and its components will be discussed during plenary and break-out sessions. Papers and Presentation

All selected paper and poster presentations are listed in the [conference website](#), categorized by conference sub-theme.

INQAAHE General Assembly will take place on 1 April from 15.00 to 21.00. Your attendance is expected!



## Membership mutations

INQAAHE welcomes the following new members:

- [ADC Agencia de Acreditación](#) (Full member)
- [Antigua State College](#) (Associate member)
- [Applied Science University](#) (Associate member)
- [National University of Modern Languages](#) (Associate member)
- [Royal College of Surgeons in Ireland - Medical University of Bahrain](#) (Associate member)
- [The University of the Southern Caribbean](#) (Associate member)

## GGP Aligned Agencies

INQAAHE is delighted to inform you that the [Nederlands-Vlaamse Accreditatieorganisatie \(NVAO\)](#) is comprehensively adhering to the INQAAHE Guidelines of Good Practice. They have been added to the GGP database.

NVAO: Congratulations!



## President's message

### Think Fun! Think INQAAHE!

I live and work in Alexandria, Virginia. Alexandria is a relatively old city in the United States dating back to the 1600s. Although a few hundred years of age is not really very old when compared to cities founded thousands of years ago – especially those referenced in travel guides as “ancient” – Alexandria is nevertheless considered historic in the US and it has a rich and colorful history. For example, there are many places in Alexandria where George Washington, the first president of the United States, ate and slept. There is also a statue of Robert E. Lee, a famous Confederate soldier from the US Civil War, located on one of the main streets of town. His statue quite rightly faces his beloved South.

But a little known fact about Alexandria – something most current citizens don't even know – is that this small city of only 15.03 square miles is also home to a very unique company known as “Think Fun.” Originally formed and incorporated in 1985 with the name Binary Arts, “Think Fun” is a company that develops games whereby people of all ages can have fun while exercising their minds. Many of the games created by the company have won game of the year awards, such as Rush Hour, Brick by Brick, and Swish. Over the years, I have purchased many of their games for myself and to give as gifts. I guess that makes me an old-fashioned gamer. I can't help it... I find problem-solving to be very addicting and solution-finding to be very satisfying.

I like to think that I have approached my presidency with INQAAHE in the same fashion. I like think that no matter what issue may have arisen, that I was able to find appropriate pathways that could lead to acceptable solutions for the organization – always, of course, keeping in mind the big picture of why INQAAHE was created; that is, what are its major purposes. In some ways, serving as INQAAHE's president for the last two (2) years has been like working on an incredibly complex “Think Fun” puzzle. I have had to keep my eye INQAAHE's mission through every complex turn of events or new set of obstacles. I have had to move slowly at times and more quickly at other times. I have had to retrace my steps and backtrack when I made mistakes. But I have also had to keep my eye on the future, to try to think logically of how INQAAHE can stay two to three steps ahead of issues that may arise in our world of QA. In other words, I have had to “think fun.”

What kind of “think fun” problem-solving tasks have I and INQAAHE been engaged in for the past two years? Well, there have been numerous items, but I will name just a few...

**Think Fun when Choosing a new Secretariat:** In the first month of my INQAAHE Presidency, I learned that INQAAHE's decision and plans to move the Secretariat to the UAE would not be able to occur. Internally, I was yelling, “YIKES! Why me?!” Externally, we problem-solved. I negotiated an extended contract with NVAO. The Board issued a new Request for Proposals to host the Secretariat from which we received several excellent proposals. Within nine months, the Secretariat was successfully relocated to AQU in Barcelona.



**Think Fun when Selecting/Electing a New Treasurer:** A few months following the “Why me” moment with the recall for the Secretariat, I learned that the INQAAHE Board Treasurer would have to resign from his service on the Board due to a job change. Internally, I was yelling “Why me again??!!” Externally, we problem-solved. Since the Board now had a vacancy to fill and since the Board still had co-options to exercise, discussions were held regarding who might meet the Board’s need for assuring diverse geographic representation on the board along with the Board’s needs to have someone who could serve as a treasurer. With full board agreement and voting, Dr. Jawaher Al-Mudhaki, who has a background in finance and serves as the CEO of the National Authority for Qualifications and Quality Assurance of Education and Training (the QQA) in the Kingdom of Bahrain, was invited to join the INQAAHE Board. She has been an excellent contributor to the Board.

**Think Fun when a New 2015 Conference Program Chair has to be Appointed:** Last May 2014 at the INQAAHE Forum, the Board received the wonderful, yet horrible, news that board member Sonia Marta Mora had been appointed to serve as Minister of Education in Costa Rica. Of course, we were all delighted for Sonia, but of course this appointment created a bit of a problem for INQAAHE due to our immediate loss of the individual who was heading up the program committee for the 2015 INQAAHE Conference to be held in Chicago in a short 10 months. Inside, I was yelling yet one more time... “Why me???!!!Why now???!!!” Externally, we – the Board – once again went into problem-solving mode. Many thanks go to Susanna Karakhanyan for stepping up to the plate on such short notice to assume the chair’s role of this committee. Susanna has worked tirelessly for the past several months organizing the programming with her other committee o board members who volunteered to serve as program session proposal reviewers.

**Think Fun in Estonia:** One of the highlights of the past year was our INQAAHE Forum in Tallinn, Estonia last May. Instead of yelling “Why me?” and feeling the need to problem-solve, I was singing “Lucky me!” and feeling the need to be a sponge to take it all in. Oftentimes on my way to work, I will pop in the CD by Kruuv, the group that played at our gala dinner event, just because it makes me smile. I don’t understand a word of what Kruuv is singing, but the harmony is beautiful and the music is upbeat. Listening to the CD reminds me what a happy night we all had together – QA professionals from all over the world rejoicing in our work and our friendships together.

**Think Fun when Dealing with On-going Strategic Initiatives:** INQAAHE relies heavily on the volunteer service of its board members. The board members work hard and are involved in every initiative that moves forward. This is why getting more members engaged with the board’s activities is crucial. This is easier said than done. Board members all have other full-time jobs. INQAAHE members also have other jobs, so sometimes moving initiatives forward takes longer than planned (even when the Secretariat Staff put multiple calls out for nominations, conference proposals, scholarship opportunities, etc.). For example, there are many new initiatives announced last year that are just now getting started. The review process for revising the Guidelines of Good Practice is one example. The review committee has been formed and given a charge, but realized in initial discussions that they need to thoroughly consider future directions



before placing the first call for comment. Although it seems like this might be a slow start, when my problem-solving attitude takes over, I say to myself “Better planning up front will likely improve my chances of making the right decision moves.” An example of another initiative with a slow start is the updating of the Database of Good Practices. Two years ago, there was discussion among the membership (at the Board, General Assembly and Network meetings) about the value of maintaining this service on the website. The web pages dedicated to this service got few hits and members were no longer submitting information an. There was some sense that too few individuals were involved in deciding what constituted “good practice” and what could be posted. As a result, I appointed a small task force to formulate some proposals on ways to update the page and increase its use. Having received no feedback to date, I have now reconfigured the membership of this task force and asked for a preliminary report at our spring meeting.

There are, of course, many other examples of on-going projects that will require INQAAHE’s continued attention. We offer research money; therefore, we have times of the year when we need to step up the pace to complete reviews and make decisions. We also get 11th hour requests to participate in meetings and discussions held by groups such as UNESCO. These are usually time-sensitive issues and demand our immediate attention. This causes other initiatives to wait, but the good news is that INQAAHE is a respected partner that is asked to collaborate in issues of importance to education and quality assurance. And, collaborations and building productive partnerships are important strategic initiatives in and of themselves.

**Think Fun and Generate New Ideas and Plans of Action:** INQAAHE must maintain an orientation of service to its membership. At a minimum, our services include offering professional development opportunities, fostering research to further the knowledge base of QA, and serving as a network of QA professions who can share their successes and failures with one another, as well as provide access to new ways of thinking about common issues. If INQAAHE strives, however, for more than minimum service (which it does... always!), then we not only offer access to new ways of thinking about common issues, but we actually assist the membership in taking on those activities and offering services in line with that goal. One such new consideration that the Board will discuss at its meeting in March is the development of services that could be personalized to the developmental needs of specific countries or regions that ask for external assistance. The Board is considering this not only because we continually get requests for such services, but also because INQAAHE is being offered an opportunity to carry on the legacy of Marjorie Peace Lenn’s Center for Quality Assurance in International Education. Marjorie’s legacy is one of assisting in the development of nationally-, regionally-, and culturally-appropriate QA processes and procedures around the world. She was known for asking the hard questions in a direct and forthright manner, but always with the best interest of the students and graduates in her mind. How such a service might develop over time is not known, nor do we have a clear understanding of how it might be structured within the INQAAHE framework. But the idea of INQAAHE serving as a home for the Center’s legacy has been planted and the Board will engage in preliminary discussions this spring. I hope that any member reading this who has an idea will contact me.



**Think Fun and Pass the Gavel:** In March, at the conference in Chicago, I will delightedly pass the President's gavel to our colleague and friend, Dr. Jagannath Patil aka JP. I know that JP will be a great leader for INQAAHE. He has the support of the membership. He has the people skills. He has the big ideas. He also has my support. As the soon-to-be past president of INQAAHE, I will continue to serve the board in a nonvoting capacity. In this role, I will be allowed to provide for continuity of experience and an appropriate transition of historical knowledge. If in my new role as past-president, I can assist JP in his understanding of INQAAHE's Board culture even half as well as Maria Jose Lemaitre assisted me, then JP will have full access to the information he will need to make the many decisions faced by the INQAAHE President on a sometimes daily basis, but he will also be able to do so on his own terms. It is my sincere hope that the transition to a new presidency will be fun for us all. I especially hope that it is fun for JP. He will bring new energy to INQAAHE and new ways of balancing the ongoing projects with whatever new ideas are generated for making INQAAHE the best it can be and offer.

In closing, I wish to thank the entire INQAAHE membership, the INQAAHE Board, and the INQAAHE Secretariat for the support given to me while I served as INQAAHE President from 2013 – 2015. It has been a privilege. It has been an honor. And it has been fun!



*Carol Bobby, INQAAHE President 2013-2015*

## News from members

### NQF Advocacy in Full Effect

The Barbados Accreditation Council, in collaboration with the Ministry of Labour, Social Security and Human Resource Development embarked on the Communication Advocacy programme for the proposed National Qualification Framework (NQF) for Barbados in January this year.

To date, the general public has been involved in the discussions and given an opportunity to offer valuable feedback through attendance at town hall meetings and interactive programmes on the local television station. The panelists for the town hall meetings (pictured from left to right below) were Ms Valda Alleyne, Executive Director, BAC; Dr. Sylvia Henry, Instructional Development Specialist, The University of the West Indies, Cave Hill Campus; Ms Pamela Dottin, Quality Assurance Officer, The University of the West Indies; Mr Henderson Wiltshire, Education Officer (Secondary), Ministry of Education, Science, Technology & Innovation; and Mr Henderson Eastmond, Executive Director, Technical and Vocational Education and Training Council.

*Students of one of the local secondary schools*

A wide cross section of stakeholders, from students to Educational Providers also benefitted from a number of targeted information sessions, which were held to garner the buy-in for the NQF which is seen as a 'game-changer' in the educational sector in Barbados.



*Some Tertiary Educational Providers who attended the session*

The feedback will be taken into consideration when the final report is submitted to parliament for approval of the NQF for Barbados. The next phases will be the pilot and implementation of the NQF.



### QQA 3rd Conference 18-19 February 2015

The Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training HH. Shaikh Mohammed bin Mubarak Al Khalifa patronized the third Conference of the [National Authority for Qualifications and Quality Assurance of Education and Training](#) (QQA), themed "Quality of Education and Training: Sustainability and Employability" in the period from 18th to 19th February 2015 at the Gulf Hotel in the Kingdom of Bahrain. The opening ceremony of the two-days conference was attended by ministers, senior state officials and diplomatic corps.

The conference coincided with the seventh anniversary of QQA, which was one of the fruits of the National Education and Training Development Project, launched in January, 2006, in the kingdom. The project aimed at establishing a high-quality educational system that keeps abreast of the 21st century requirements, and results in the graduation of an educated, creative and competitive generation that meets the various needs of the labour market.

The great number of education specialist and experts attending the event reflected the interest allocated by the kingdom and the world to education, given its crucial role in the development of countries and people.





## Unibasq, ENQA and EQAR member

EUSKAL UNIBERTSITATE  
SISTEMAREN KALITATE  
AGENTZIA  
AGENCIA DE  
CALIDAD DEL SISTEMA  
UNIVERSITARIO VASCO



[Unibasq – the Agency for Quality of the Basque University System](#) has demonstrated its substantial compliance with the European Standards and Guidelines for Quality Assurance in the European

Higher Education Area (ESG) through an independent external review, including a site-visit which took place in February 2014.

As a result, from September 2014 Unibasq is a full member of ENQA (the European Association for Quality Assurance in Higher Education) and from December 2014 it is included in the European Quality Assurance Register for Higher Education (EQAR).

## The proposal for a new Swedish model for evaluating doctoral education has been submitted for comments

The [Swedish Higher Education Authority](#) has proposed a new model for evaluating doctoral education. The proposal has been submitted to Swedish higher education institutions and other stakeholder groups for comments. The proposal comprises all disciplines including fine arts. Last time a national review of the doctoral programs was conducted was in 2001-2007. The evaluation of doctoral education constitutes part of the proposal for a new Swedish national quality assurance system for higher education. This has been drawn up by Professor Harriet Wallberg in her role as government appointed investigator (U 2014: I).



The proposed model focuses on how institutions of higher education work to ensure that the PhD students achieve the learning outcomes specified in the Higher Education Ordinance. The institution's internal quality assurance work will also be included as an integral part of the evaluation. In addition, the breadth and quality of the research that is linked to the doctoral education environment and thus benefit the doctoral students will be included in the evaluation. Hence, the evaluation will contain three main components:

- 1) Doctoral students' achievement of learning outcomes,
- 2) Breadth and quality of research linked to the educational environment ,
- 3) Internal quality work of the institutions of higher education.

Doctoral dissertations will not be included in the evaluation. Instead, the evaluation will be based on 1) self-evaluations, 2) general and individual study plans and 3) interviews. The evaluation will result in a two-grade assessment as to whether the evaluated program is of high quality. The expert panels will consist of experts, representatives from the labor market and doctoral student representatives. The Swedish Higher Education Authority will commence the evaluations during spring 2015 with a pilot round. In the pilot a small number of doctoral programs will be evaluated as part of the continued



methodological development. During the fall of 2016 the evaluations will start on a large scale.

For more information about the proposed model, please contact Jeanette Johansen, [jeanette.johansen@uka.se](mailto:jeanette.johansen@uka.se)

### **The Estonian Higher Education Quality Agency assesses study programmes in Law in universities of Moldova**



The [Estonian Higher Education Quality Agency](#) (EKKA) won the public procurement of the Ministry of Education in Moldova to conduct the assessment of study programmes in Law in that country. During 2015, 25 study programmes in 12 different higher education institutions will be accredited.

### **In addition, EKKA is implementing the project on Creation and Capacity Building of Quality Assurance Agency for Professional Education in the Republic of Moldova**

The project aims to support the establishment of Quality Assurance Agency for Professional Education (Higher education and Vocation Education) in Moldova. On a larger scale, it exerts positive influence on the competitiveness of the graduates of VET (vocation education and training) and higher education institutions and the economic development in Moldova in general. Specific activities include cooperation with the Moldovan Ministry of Education in preparing respective draft Acts, developing evaluation methodology, specifying the qualification requirements for the Agency's personnel, and training of personnel and evaluation experts. In the final stage of the project, accreditations will be piloted in one higher education institution and in one VET institution.

The duration of the project is 9 months, spanning from September 2014 to May 2015.

The project is funded by the Estonian Ministry of Foreign Affairs in the framework of the Estonian development cooperation.

EKKA is a leading competence centre in external evaluation of higher and vocational education and training in Estonia. In 2013, EKKA was admitted to the European Register for Higher Education (EQAR). The Agencies included in the Register can also conduct external evaluation of higher education in other countries.



## Call for Nominations: CCNE Board of Commissioners and Nominating Committee

The [Commission on Collegiate Nursing Education](#) (CCNE), the autonomous accrediting arm of the American Association of Colleges of Nursing, is seeking nominations for candidates to run for election to the CCNE Board of Commissioners and Nominating Committee. CCNE is a nationally recognized accrediting organization whose scope is baccalaureate and graduate nursing programs, as well as post-baccalaureate nurse residency programs, in the U.S. and its territories.



The following positions on the Board are open for election:

- One representative of chief nurse administrators (e.g., deans or equivalent) of CCNE-accredited nursing programs
- One representative of faculty (but not the chief nurse administrator) of CCNE-accredited nursing programs
- One representative who is actively engaged, as his or her primary professional role, in the practice of nursing
- One representative of public consumers

The term for Board members is three years. Individuals may serve two consecutive terms, if re-elected.

The Commission is additionally seeking nominations for candidates to serve as members of its Nominating Committee. Four positions are available, and the members are eligible to serve a one-year term.

In order to nominate an individual or self-nominate for a position on the Board of Commissioners or Nominating Committee, please complete the CCNE nomination materials which are available at <http://www.aacn.nche.edu/ccne-accreditation/call-for-nominations>

Nomination materials must be completed and emailed to Renee Ricci, Accreditation Assistant, at [ricci@aacn.nche.edu](mailto:ricci@aacn.nche.edu) **no later than March 13, 2015.**

## Japan University Accreditation Association Held the 2nd JUAA Presidents' Seminar

As Japanese higher education faces various challenges, [Japan University Accreditation Association](#)

(JUAA) has come to play critical roles. JUAA wishes to help Japanese colleges and universities to meet the challenges by regularly disseminating vital information and offering opportunities for addressing and discussing various topics concerning higher education. One such attempt is to have JUAA Presidents' Seminars. The 2nd seminar was held on January

19, 2015, and JUAA set the theme of "University Governance in Globalizing Asia: Views on the Role of the President" and invited three notable lecturers. Approximately ninety current Japanese university presidents and vice-presidents participated.



The first lecturer, Professor Albert Chan is currently the President of Hong Kong Baptist University. For the seminar, based on his experiences as a university president, he presented a lecture, entitled "University Governance and the Role of the President in Hong Kong." The second lecturer was Professor Emeritus Setsuo Arikawa, who is the former President of Kyushu University, a national (i.e., public) university located in Fukuoka Prefecture in Japan. In his lecture, entitled "Reform of National University and the Role of the President in the Governance," Professor Emeritus Arikawa spoke about the reform of Kyushu University. The third lecturer was Professor Tomoya Yoshioka, the current President of Rikkyo University, a private university in Tokyo. He spoke of "Reform of Private University and the Role of the President in the Governance." Following the lectures, we had a session of questions, answers, and idea exchanges, moderated by Dr. Norihiko Suzuki, currently the President of Akita International University and Advisor to JUAA. There were lively discussions and exchanges of views.

## QAA's Consultations on International Student Guidance and on Qualifications Awarded by Multiple Degree-Awarding Bodies

The [Quality Assurance Agency for Higher Education](#) (QAA) is currently consulting on two documents of particular interest to readers of this newsletter. The documents focus respectively on qualifications awarded by two or more degree-awarding bodies, such as joint and double degrees, and on the international students' experience.



In response to demand from the sector for specific guidance on joint and double/multiple degrees, QAA, working with an advisory group composed of experts from the sector, developed a new Qualifications Characteristics Statement, *Qualifications Awarded by Two or More Degree-Awarding Bodies*. The new Statement sets out the main characteristics of this type of qualification, and QAA is proposing that it should be incorporated into Part A of the UK Quality Code for Higher Education (the Quality Code) alongside three other Qualification Characteristics Statements on which it is also consulting: *Foundation Degree Characteristics* (formerly known as the *Foundation Degree Qualification Benchmark*), *Master's Degree Characteristics*, and *Doctoral Degree Characteristics*. The consultation will close on 23 March 2015 and more information about it and on how to make submissions can be found at: [www.qaa.ac.uk/newsroom/consultations-on-degree-characteristics](http://www.qaa.ac.uk/newsroom/consultations-on-degree-characteristics).

QAA is further consulting on a revised draft version of *International Students Studying in the UK - Guidance for UK Higher Education Providers*. The document has been reviewed with a view to ensuring its continuing currency, and clarifying its position in relation to the Quality Code, which was still being fully developed when the previous version of the document was published in 2012. The revised document adopts a different style and language from the previous version, to align it with the Quality Code, and it focuses more specifically on those aspects of the student journey that are particular to international students. The revision of the document was undertaken with the help of an advisory group including key stakeholders and experts, as well as taking into account feedback from focus groups with international students. The consultation will close on 13 March 2015 and more information about it and on how to make submissions can be found at: [www.qaa.ac.uk/newsroom/consultations/consultation-on-the-draft-revised-version-of-assuring-quality-for-international-students-studying-in-the-uk](http://www.qaa.ac.uk/newsroom/consultations/consultation-on-the-draft-revised-version-of-assuring-quality-for-international-students-studying-in-the-uk).

## **FIBAA conducts accreditation procedures in Kazakhstan**

In June 2014, the Ministry of Education and Science of Kazakhstan followed the recommendation of the Republican Accreditation Council and decided to include [FIBAA](#) to the National Register of Accreditation Agencies. FIBAA's decisions on accreditation of study programmes at Kazakh Higher Education Institutions (HEIs) are thus recognised by the Ministry.



**FIBAA**

The listing of foreign accreditation agencies in the Kazakh national register is valid for five years. FIBAA is qualified to conduct programme accreditation procedures in Kazakhstan until June 2019. At the end of this period the Kazakh Ministry decides on the basis of the reapplication of the agency on the prolongation of its registration.

The first activity of FIBAA in Kazakhstan since its official listing in the national register was the assessment of 13 bachelor, 14 master and 14 PhD programmes at the Al-Farabi Kazakh National University (KazNU) in Almaty. With a total of 41 programmes, subdivided in 4 clusters, it was the biggest and most challenging project ever: the accomplishment of this procedure demanded an intensive cooperation and continuous close consultations of the participants as well as lots of organisational skills.

FIBAA intends to conduct in the future further programme accreditation procedures at Kazakh Universities.

## **Call for Papers: The 13th International Conference on Private Higher Education (PHE) in Africa**



*Venue: United Nations Economic Commission for Africa (UN-ECA) Conference Center, Addis Ababa, Ethiopia. Date: 22 August 2015*

Cognizant of the socio economic contributions of private higher education as a key development partner, in the past few decades, many African countries have introduced several reforms which paved the way for private higher education institutions to mushroom. Today in many African countries private higher education accounts for a sizable share of the student population and is assuming the center stage of higher education policies. However, it is equally perceptible that private higher education in Africa survives through daunting situations.

As a continuation of past efforts, St Mary's University is organizing the 13th International Conference on Private Higher Education in Africa with a theme "Private Higher Education Institutions in the Limelight". Therefore, all interested are invited to participate in submitting their abstract (maximum 400 words) outlining the issue/problem, data and method employed, results and implications/significance.



The overarching areas the conference will cover include:

- Financing and sustainability of PHE institutions in Africa;
- Teaching /learning and assessment processes in PHE institutions in Africa;
- Governance, leadership and management of PHE institutions;
- Access and Equity as addressed through PHE institutions;
- Quality and relevance of programs offered in PHE institutions;
- Engagement of PHE institutions in community services
- Knowledge creation/research and dissemination policies and practices
- Policy environment, legislative practices and government support to PHE institutions in Africa;
- Linkage of PHE institutions with industry and other stakeholders; and
- Others

All abstracts should be submitted electronically via email address of the organizers: [rakmo@smuc.edu.et](mailto:rakmo@smuc.edu.et) or [maru\\_shete@smuc.edu.et](mailto:maru_shete@smuc.edu.et)

Important deadlines:

- Deadline for Abstract submission: 15 April 2015
- Time for informing acceptance decision: 30 April 2015
- Deadline for submission of the full paper and power point slides: 15 July 2015
- Date of the conference: 22 August 2015.

For further information contact the organizers through the following address:

The Research and Knowledge Management Office, St. Mary's University, Email: [rakmo@smuc.edu.et](mailto:rakmo@smuc.edu.et) or [maru\\_shete@smuc.edu.et](mailto:maru_shete@smuc.edu.et) P.O.Box 18490, Addis Ababa, Ethiopia

### **ASEAN-QA TrainIQA Workshop I, Petaling Jaya, Malaysia (23-27 February 2015)**

On 23-27 February 2015, the [Malaysian Qualifications Agency](#) (MQA) had the pleasure to host the ASEAN-QA TrainIQA Workshop I in Petaling Jaya, Malaysia.

ASEAN-QA is a joint initiative of the German Academic Exchange Service (DAAD), the German Rectors' Conference (HRK), and the University of Potsdam, Germany together with partners from Southeast Asia and Europe – ASEAN Quality Assurance Network (AQAN), ASEAN University Network (AUN), European Association for Quality Assurance in Higher Education (ENQA) and the Southeast Asian Ministries of Education Organization Regional Centre for Higher Education and Development (SEAMEO RIHED). The ASEAN-QA Project aims at developing capacity in the field of quality assurance in the ASEAN region and is carried out in the frame of DIES (Dialogue on Innovative Higher Education Strategies) – a joint programme by DAAD and HRK to support higher education management in developing countries.





The workshop welcomed participation of 32 quality assurance officers from ASEAN higher education institutions including Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand, Timor-Leste and Vietnam.



### **Launch of the NQCF and the TQI by ACTT**

The Accreditation Council of Trinidad and Tobago (ACTT) will launch the National Qualifications and Credit Framework (NQCF) in September 2015.

The aims of the NQCF are to provide a structure for rationalising the education and training system in Trinidad and Tobago, provide guidelines for the development of academic, professional and training programmes and facilitate comparability of qualifications.

Further, the NQCF will establish rules for the assignment of credits, resulting in greater transparency, comparability and portability of qualifications.

ACTT is also committed to supporting higher education institutions in their quest to provide quality programmes to the nation's citizenry. Since inception, ACTT has afforded institutions the opportunity to engage in initiatives aimed at enhancing their Quality Management System, institutional policies and programme development.

In addition to facilitating workshops and seminars, ACTT has continually improved its existing offerings through valuable collaborations with respected educators, practitioners and quality assurance professionals. On Wednesday February 25, 2015, ACTT launched The Quality Institute. The Quality Institute will streamline the quality enhancement activities of ACTT, through the consolidation of training which is offered to higher education institutions, institutional personnel, quality assurance professionals and other stakeholders.





**1**  2004-2014  
The Ministry of Tertiary Education and Skills Training  
**TEST**

**20<sup>th</sup> INTERNATIONAL CONFERENCE**  
on Higher Education and Training ►

→ **THINKING Global, ACTING Local: The Changing Realities of Higher Education**

**SPEAKERS:**

<p>SENATOR THE HONOURABLE FAZAL KARIM Minister of Tertiary Education and Skills Training, Trinidad and Tobago</p> <p>PROF NICOLE SMITH Georgetown University, DC, USA</p> <p>JULIO EDUARDO OROZCO PEREZ Association of Caribbean States</p> <p>DOROTHY M. WAX Council for Adult &amp; Experiential Learning Illinois, USA</p>	<p>PROF ULRICH RAUCH The University of Trinidad and Tobago</p> <p>STEPHEN JACKSON Quality Assurance Agency for Higher Education, United Kingdom</p> <p>PROF ASHA KANWAR Commonwealth of Learning British Columbia, Canada</p> <p>FRANCISCO MARMOLEJO Human Development Network, DC, USA</p>
---	---

**April 15-17, 2015**  
at the **Hyatt Regency Trinidad**    E-mail: [intlconference@actt.org.tt](mailto:intlconference@actt.org.tt) • [www.actt.org.tt](http://www.actt.org.tt)

The Accreditation Council of Trinidad and Tobago (ACTT) was established by Chapter 39:06 as the principal body in Trinidad and Tobago responsible for the quality assurance of post secondary and tertiary level institutions, programmes and awards.

## FAST NUCES QEC Conducts a Training Workshop on Quality Management for Public Sector Universities of Pakistan



FAST-NU QEC conducted a Higher Education Commission (HEC) sponsored workshop on quality management for Directors QECs of 15 W category public sector universities of Pakistan on January 16, 2015 in Islamabad. The subject workshop had been attended by QEC Directors from 15 W category public sector universities e.g. International Islamic University, Sukkur IBA, Khyber Medical University, Bahria University etc. The workshop quality was highly appreciated by the participant universities and HEC. Some of the well reputed public sector universities expressed their keen interest in extending collaborations with FAST-NU QEC for sharing best practices in uplifting quality standards of education. The recognition at such high profile national forum is an acknowledgement to the FAST-NU management commitment and support to QEC activities for education excellence.

### QEC contributes as a technical reviewer in Quality World Magazine, U.K.

QEC FAST NUCES has contributed as a reviewer in the prestigious "Quality World Magazine", January 2015 Issue (<http://www.thecqi.org>). Quality World Magazine is a monthly membership publication of Chartered Quality Institute, U.K. with a readership of more than 34,000/month. Other organizations who participated as reviewer include Network Rail, Horizon Discovery, Balfour Beatty and Expro International. Active contribution of the University on such quality management forums plays a pivotal role in giving visibility to its quality orientation and efforts for continual improvements among other outstanding organizations. Further, this paves way for scoring higher in HEC ranking of QECs as per the set parameters.

### **FAST NU QEC Achieves Category X in HEC Ranking**

FAST-NU Quality Enhancement Cell (QEC) obtains the score of 72.31 out of 100 points, placing it in category X, in Higher Education Commission's (HEC) annual ranking of QECs for year 2014. The score obtained in year 2014 has been increased by 32.61 points as compared to the year 2013 HEC ranking. This substantial increase in the points scored has been achieved through rigorous focus in all campuses on quality assurance parameters prescribed by HEC.

The pertinent quality centered parameters of HEC ranking include academic programs' self-assessment, active contribution of QEC on scholarly platforms at national and international levels, participation in HEC quality assurance forums, periodic capacity building of QEC teams, faculty development on quality assurance, development of best practices database, periodic publicity of QEC activities for general public awareness through various mediums, and other efforts for standardization.

HEC has already appreciated the FAST-NU QEC efforts on various platforms specifically during its PhD review visit conducted in Islamabad Campus in November, 2014. The commission has also honored FAST-NU QEC, twice in a month duration, to conduct one day training workshops on six sigma in higher education for directors QECs of other public and private sector universities of Pakistan.

In addition, Mr. Farrukh Idrees, Manager QEC FAST-NU has contributed twice as technical reviewer for the prestigious Quality World magazine, the membership publication of Chartered Quality Institute U.K. with readership of more than 30000/month globally.

Management and QEC teams of all campuses are committed to bring all the academic programs at FAST NU in the loop of HEC quality assurance cycle aligned with QEC yearly activity calendar to achieve the highest "W category" in HEC ranking of QECs for year 2015.

### **FAST NUCES QEC Conducts a One Day Workshop on "Six Sigma in Higher Education" for Directors QECs of 15 Private Sector Universities through HEC Platform**



FAST NUCES QEC conducted a Higher Education Commission (HEC) sponsored workshop on "Six Sigma in Higher Education" for Directors QECs of 15 W category private sector universities of Pakistan on December 24, 2014 in HEC Head Quarters, Islamabad. The subject workshop had been attended by QEC Directors from 15 W category private sector



universities e.g. GIKI, SZABIST, IoBM, Zia ud Din, Indus, Riphah International, ISRA and Faisalabad University etc. The workshop quality was highly appreciated by the participant universities and HEC. Further the event was also given the due coverage in The Express Tribune (Partner of International New York Times) dated December 30, 2014.

### **Higher Education Institutions in Namibia must raise the bar higher to remain relevant to the ideals of the vision 2030**



In 2004 the Vision 2030 was launched with the purpose to respond to the call for Namibia to operate as a player in the global arena and move towards a knowledge economy.

Subsequently, in 2007, the Education and Training Sector Improvement Programme (ETSIP) was introduced. Both the vision 2030 and the ETSIP had one ultimate strategic goal

namely to ensure that higher education (HE) is reinforced and used to accelerate the process of building a prosperous and knowledge based economy. With that in mind, the government developed diverse instruments that were supported by Namibia Development Plans (NDPs). The implementation of NDPs was spear headed by assigning to various Ministries tasks to perform with clear targets and road maps that were all geared towards building a new prosperous nation whose development sectors could compete with the best in the world. The acute shortage of cadres with specialized skills that were essential for the execution of the Vision was remarkable. Consequently, the HE system was tasked to train and avail knowledge workers in various developmental fields at the national level.

More than a decade after the adoption of the Namibian Vision 2030, 8 years after the launch of the ETSIP, the Namibian Vision 2030 is merely 16 years shy from fulfillment. It is argued that after such a long period of time, the Namibian Vision 2030 is still a simple dream, while some researchers believe that the achievement of the knowledge economy is a chimeric venture free of any sense of realism.

The pessimistic perception that hovers around the achievement of the knowledge economy is strong. A close analysis of efforts made and subsequent achievements over the last decade in Namibia suggest that though bars still need to be raised much higher, praiseworthy changes have taken place in all sectors nation-wide. Similarly remarkable progress has taken place in Higher Education in particular.

Before the launch of the Namibian Vision 2030, the quasi-totality of the HE system in Namibia was based on a rudimentary structure that responded to basic structural issues in the academia and paid less attention to issues pertaining to educational standards. The system of quality assurance in Higher Education Institutions (HEIs) was quasi-inexistent, unknown or left to chance. The funding of HEIs was a mere random backing of ad hoc selected studies. Teaching, research and development were staffed by mainly relying on a team of foreign professional academics on relatively short contracts.



A glance at the progress made in this area indicates that this trend has been successfully reversed. Generally, more than a half of HE staff members are Namibians and efforts are under the way to reduce the number of expatriate staff to instill the sense of self-reliance.

The HE system is now called upon to make use of these accomplishments and embrace more complex objectives. Thus, the necessity for drastic changes both in scope and depth of HEIs structures is due. The laudatory strengthening of the regulatory system in Namibia HE that saw the genesis, growth and functionality of the National Council for Higher Education is another milestone in providing quality HE in Namibia. Institutions of higher learning that operate in the country are compelled to play an active role in turning the academia into a generator of higher knowledge and skills needed to propel the engine of development. Similarly, criticisms of tertiary education are no longer needed since they can neither redeem the time wasted, nor speed up the achievement of a knowledge society. Given that the planning step has been made, the execution of the Vision 2030 should be built around the available resources, the current conducive political circumstances and the abundant wealth of knowledge in academic programmes.

Concerning using available opportunities, there is a need for HE to reinvent its place in the development arena in line with the Vision 2030. Raising the bar high in HE means fine-tuning programmes, conducting their relevance check and constantly monitor their quality and the implementation thereof. The process of raising the effectiveness of HE programmes should be gradual starting from the most concrete, relevant and doable projects moving towards the most innovative, abstract, less perceptible, yet at the time more lucrative. This is contrary to the perverted but widespread expectation that raising the quality of programmes at HEIs should be instantaneous and should yield immediate results. In this context, raising the bar will mean revisiting the ultimate purpose of HE, the opportunities at its disposal and their use of invention and creativity by avoiding conformism. Quality assurance bodies such as the National Council for Higher Education, the Namibia Qualifications Authority and Namibia Training Authority should remain respectful of the academic autonomy of institutions but should through panel of peer reviewers put in place mechanisms to recognize programmes after determining their relevance to current and future needs of communities and the country. The mushrooming culture of internal quality assurance through promotion of "good practice" should be reinforced.

The speedy use of research, science and technology should be compelling, free and fast. HEIs are duty-bound to see the urgency of harnessing the virtues of the West African Cable System (WACS) that was launched in 2012 in Namibia putting the largest knowledge infrastructure at our fingertips. Thus raising the bar will be for HEIs to embrace relevant innovative opportunities offered by the WACS, invent and create new products and services. Setting online programmes, using digital libraries, and other e-trade related features must not be an option but a necessity. The structures and methods of teaching in HEIs must change to suit the digital era. HE should be adapted to the rapid pace of innovation in Information and Communication Technologies. The introduction of E-classrooms arrangements in teaching will not only increase access to HE, but will also



increase the speed of exchange of experiences and thus foster mutual enrichment and transfer of technologies as they arise.

Besides compliance with the digital era, HEIs in Namibia are induced to avoiding to operate on business model where profit has primacy over quality. In this respect, HEIs should be laboratories of knowledge, where pushing the boundaries of knowledge toward much finer edges should be one of the leading passions. While providing degrees and other prestigious qualifications online, HEIs should be able to put in place internal QA systems that strive for the reinforcement of the culture of excellence in their programmes. They should be able to attract to their programmes the best students, retain and create new talents that will allow achieving high standard of educational outputs.

HEIs should have an academic rigueur based on self-assessment and open discussion coupled with constant check of market articulation and compliance. Since at this point in time HEIs do not need to invent the wheel, they should be able to move at a rapid pace by producing many quality graduates at a competitive cost. With that as a principle in mind, raising the standard of their outputs will be a logical consequence of the efforts thereof. Concerning the high bar in academic institutions, the scholastic rigueur should be translated into the avoiding distractions of diverse forms and nature. The most current distraction that has played distortive role in HE is the ornamental changes leaning on unjustifiable changes in HEIs structures. These changes are expensive and are empty vessels inspired by face lifting models solely effective in corporate business world. The world trend of face lifting that has tendency to influence Namibian HEIs should not be allowed to flourish further.

Raising the bar in HE should remain equal to promotion of independent thinking among HE students and the optimum development of intellectual capacity of graduates in research, science and technology. The National Commission of Research Science and Technology should maintain its academic freedom and remain apolitical in selecting and identifying research projects to be year marked for funding.

Given that Namibia as a society is made of remains of national historical imbalances, HE should be sensitive to the rampant poverty that it should seek to address. Clearly, HEIs should gradually seek to lift up the masses from the conditions of deprivation to that of material and spiritual independence. It is hence the result that the academia will produce that will justify its caliber and not some random onerous face lifting exercises.

Given the rapid increase in knowledge through innovations in ICTs, the accumulated knowledge through research and innovation added to the call from the society to the academia to solve its existential problems, HE institutions can no longer function with their current structures. Thus, the bars must go beyond mere appearances, an overdue process.

*Dr Edward Hategekimana is a Senior Higher Education Officer at National Council for Higher Education (NCHE), Namibia. This article reflects his personal observation.*

## AQU Catalunya updates the methodology for the accreditation of recognised first and second cycle degree programmes



### GUIDE TO THE ACCREDITATION OF RECOGNISED BACHELOR AND MASTER'S DEGREE PROGRAMMES

Version: 2.0  
November 2014

The Catalan University Quality Assurance Agency has designed and developed the accreditation process in accordance with international criteria, in particular those set out in the European Standards and Guidelines (ESG, adopted by the European ministers for Education in Bergen in 2005), thereby assuring equivalence between university degree programmes and the level of qualifications in Europe as a whole. The ultimate aim is to ensure that programmes of study offered by HEIs comply not only with the formal and/or administrative

requirements laid down by the authorities, but that the “level of learning” achieved by graduates actually conforms to what is certified by the HEI.

Accreditation should:

- Assure the quality of programmes of study that are offered, in accordance with the levels of established qualifications and the criteria laid down in the current regulations.
- Provide valid and reliable information so that the users of the university system can make decisions.
- Facilitate the internal quality enhancement of programmes of study and services developed by Catalan universities.

In order to achieve these objectives, the accreditation model proposed is based on:

- International equivalence. AQU Catalunya, as a recognised agency and member of the European QA organisations (ENQA, EQAR), adopts QA standards and guidelines in accordance with this status (the ESG).
- The involvement of each HEI in the assessment of the evidence and substantiation of enhancement actions. Internal validation, or self-assessment, is a key part of the process.
- Integration of accountability and continuous improvement and enhancement as a way of integrating both internal and external requirements.
- Special attention to student learning outcomes as fundamental evidence of the quality of education (learning).
- Recognition of progress/advancement, good practices and outstanding quality as the underlying basis of the principle that accreditation should promote the continuous improvement and enhancement of programmes of study.
- Transparency and publicising of the processes and outcomes, a fundamental objective for ensuring the credibility of decision-making. This also involves the guarantee of defence for HEIs in relation to final decisions in a process of appeal.

With regard to external review, the faculty (including those of affiliated institutions) has become the organisational model as it serves as the focus around which a series of

programmes of study with similar disciplinary fields is structured, and it is also responsible for the implementation and running of the IQAS as regards programme delivery. AQU Catalunya therefore proposes that external accreditation audits be made simultaneously of all recognised academic programmes being offered by a faculty. The main objectives of this proposal are:

- The integration of programme review into institutional review.
- To provide an overview and reinforce the strategic vision of each faculty, by promoting coherence between First Cycle and postgraduate programmes and awards.
- To simplify external auditing and achieve economies of scale that reduce the cost of external audit (both economic and in terms of time, for both the faculty and AQU).

This approach assumes that the external audit is, in terms of its scope, separate from accreditation, which is applied at programme level. At all events, an external site visit must have been made to the faculty that delivers the programme at the time of the accreditation of any recognised degree programme, in compliance with the legal requirement laid down in Royal Decree 1393/2007. One challenge to be taken into account in the process will be integrating the different levels of study programmes offered in the faculty (First Cycle and postgraduate) into the accreditation audit, together with the individual issuance of an accreditation report for each programme.

There are fundamentally two stages to the accreditation audit process: one that is internal, in which the HEI produces a self-assessment report based on the evidence for programme delivery, and one external process in which external review/audit panel studies the self-assessment report and evidence and carries out a site visit to the faculty, with focus groups and interviews with the stakeholders. A new development is the preliminary site visit by the external review/audit panel to the HEI, the purpose of which is to come to agreement about the agenda for the site visit, identify any additional evidence that the HEI will need to provide, identify aspects of the self-assessment report that may need to be expanded upon or corrected, etc. This preliminary site visit is to ensure that everything is in place for the visit by the external review/audit panel itself.

After the site visit, the external review/audit panel issues a preliminary report that highlights the good practices and critical aspects, to which the HEI can add relevant comments and any supporting arguments or representations. Where applicable, the external review/audit panel will add the supporting arguments and issue its corresponding definitive report.

The external review/audit reports are referred to the external review panels that cover the five main subject areas, which then issue the accreditation reports for each degree covered by the site visit.



## News from networks

### IEP concludes coordinated evaluations in Montenegro and launches registrations for new round of evaluations

Following the recent completion of the coordinated evaluations in Romania, EUA's Institutional Evaluation Programme (IEP) concluded another national external evaluation exercise, the coordinated evaluations of higher education institutions in Montenegro. The exercise was commissioned by the Ministry of Education and funded by a broader World Bank supported project with the overall objective to strengthen the quality and relevance of higher education and research in Montenegro. The system review, based on 10 individual evaluation reports and additional background information, highlights shared issues and challenges at system level, and provides recommendations aiming to contribute to capacity building and the improvement of the Montenegrin higher education. The full report can be downloaded [here](#).



The Institutional Evaluation Programme offers institutional evaluations to higher education institutions as well as conducts coordinated evaluations at national or regional level. The registration period for the 2015-2016 round of EUA's is open until 3 July 2015.

For more information on the IEP, please visit: [www.eua.be/iep](http://www.eua.be/iep)

### CANQATE webinar series well received



[CANQATE](#) webinar series "Sharing Best Practices for Quality Improvement and Innovation", which was launched in August 2014, has received an overwhelming response from members. The main aim of the hour long webinars is to expand capacity-building opportunities for tertiary institutions and quality assurance agencies within

the Caribbean region. The first two webinars for 2015 were:

- 1) "Regional Education and Human Resource Development (HRD) 2030 Strategy: The Proposal" on 20 January which was presented by Dr Morella Joseph, Programme Manager, HRD, CARICOM Secretariat; and
- 2) "Standards for the Accreditation of Short Courses" on 24 February which was presented by Ms Grace Gordon, Director of Accreditation, The University Council of Jamaica (UCJ).

Upcoming webinars are:

- 24 March - "Governance and Management of Tertiary Education Institutions: Issues of Quality Assurance" by Dr John Randall, United Kingdom;



- 28 April - "Writing Effective Learning Outcomes" by Dr Susan Murphy, USA;
- 26 May - "Assessing Learning Outcomes" by Dr Susan Murphy, USA.

Recordings of all webinars are available on the CANQATE website. To register for a webinar please visit the CANQATE website: [www.canqate.org](http://www.canqate.org) or send email to the CANQATE Secretariat at [canqateinfo@gmail.com](mailto:canqateinfo@gmail.com) for more information.

### **CANQATE 2015 Conference and Annual General Meeting**

Quality tertiary education is recognized as central to the Caribbean's socio-economic development and global competitiveness. Against this background, the 2015 CANQATE Conference and Annual General Meeting will be under the theme: "Quality Assurance and Socio-Economic Development in a Global Environment: Regional and International Perspectives".

The Conference will be held 8-9 October, 2015 at the St Kitts Marriot Resort in St. Kitts and Nevis. There will be two pre-conference workshops on 7 October 2015.

More details will be posted on the CANQATE website: [www.canqate.org](http://www.canqate.org) in the coming months.

### **New CANQATE Strategic Plan – "Enhancing Quality in Caribbean Tertiary Education"**

The CANQATE Board of Management under the leadership of President, Dr Ruby S. Alleyne has approved a new strategic plan. The Strategic Plan charts the direction for CANQATE over the next three years and presents a revised mission statement as follows: "To enhance the quality of tertiary education in the Caribbean through research, capacity building, advocacy and enabling members to share information and good practices." The Strategic Plan 2015 – 2018 will help CANQATE to better support its members by improving how the Network prioritises its projects and allocates resources, enhancing financial stability, building understanding and support for its work, and holding leaders more accountable for their stewardship in managing CANQATE's affairs.

The Plan focuses on three key areas: 1) enhancing support and collaboration among members and stakeholders; 2) strengthening organisational effectiveness and efficiency; and 3) increasing the financial strength and developing a stable and diversified funding base. The Plan will be reviewed annually and adjustments made to ensure continued relevance.

CANQATE's Strategic Plan 2015 – 2018 will soon be available on the network's website.

## CeQuInt Dissemination Conference was a success!

Around 150 participants from 20 countries attended last month the ECA Conference "[Assessing the Quality of Internationalisation](#)" in Paris France.

The conference focused on quality in internationalisation and answered the most pertinent questions from a quality assurance perspective. In the framework of the [CeQuInt Project](#) co-funded by the European Commission, quality assurance and internationalisation [agencies](#) have developed and tested in [12 pilot procedures](#) across Europe a [methodology](#) to assess the quality of internationalisation at both the level of programmes and institutions. The overall aim was to provide a methodology to (self)-



assess the quality of internationalisation in higher education and to help enhance the quality of internationalisation.

The keynotes and reflections presented the current state of affairs in internationalisation and its potential in the future. The [eminent experts](#) provided their perspectives on internationalisation and the development of quality of internationalisation.

Quality assurance and internationalisation agencies have developed and tested a methodology to assess the quality of internationalisation at both the level of programmes and institutions.

A welcome outcome of the developed methodology is that ECA is now able to reward good quality in internationalisation of programmes & institutions. The [first 11 Certificates for Quality in Internationalisation](#) were awarded at the conference.

## Upcoming events

### ENQA Members Forum 2015



The 2015 ENQA Members' Forum is organised in cooperation with the Andalusian Agency of Knowledge, Department of Evaluation and Accreditation (AAC-DEVA), and will be held on 16-17 April, 2015, in Córdoba, Spain.

During the forum, participants will be updated on the outcomes of the fourth ENQA "Quality Procedures in European Higher Education" project and the revision of the review process and will be invited to share and discuss quality assurance in topical breakout sessions.

More information is available here: <http://www.enqa.eu/index.php/events/5th-enqa-members-forum-16-17-april-2015-cordoba-spain/>

### THE-ICE 9th International Panel of Experts Forum 2015

**IPOE 2015**  
LEEWARDEN 25-28 NOV



*Real World Learning in Tourism & Hospitality*

Leeuwarden, the Netherlands, to be proudly hosted by Stenden University of Applied Sciences, Stenden Hotel Management School and School of Leisure & Tourism Management, 25th – 28th November 2015.

THE-ICE 9<sup>th</sup> International Panel of Experts (IPoE) Forum 2015 is to be proudly hosted by Stenden University of Applied Sciences - Stenden Hotel Management School and School of Leisure & Tourism Management - in Leeuwarden, the Netherlands from 25<sup>th</sup> – 28<sup>th</sup> November 2015.

The IPoE 2015 theme 'Real World Learning in Tourism & Hospitality' 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.

IPoE 2015 will feature a series of invited keynote presentation and panel sessions by leading tourism and hospitality educators and industry experts within the region and internationally.



The IPoE 2015 will also include a number of referred paper presentation sessions with publication opportunities available for accepted submissions – the Call for Papers will be available soon on [THE-ICE website](#).

For further details on the event, please send your enquiry to [ipoe2015@the-ice.org](mailto:ipoe2015@the-ice.org)