

The INQAAHE Newsletter is your International Network for Quality Assurance Agencies information hub. This publication aims to provide the latest in QAA and industry trends and news to our subscribers. Contributions are most welcome – please email to secretariat@inqaahe.org.

Message from the President



Dear Friends and Colleagues,

Welcome to the INQAAHE summer issue of the quarterly newsletter!

In this issue, we are happy to share the major developments within the Network, its members and beyond.

Being an inclusive organisation aimed at promoting the cause of quality assurance (QA) and its enhancement and in light of new developments, we are happy to be able to support newly emerging and developing agencies in terms of guidance on establishment and operationalisation, as well as providing enhancement support to advanced agencies. Thus, the second quarter of 2017 is marked with accepting new members to the INQAAHE family, to date we have welcomed one full member, two associate members and two affiliates to our Network.

Keeping in line with the transparency and relevant principles of the Network, the INQAAHE Board has finalised the following documents that we are happy to share with our members:

- Revised budget 2017 and Budget 2018
- Financial Procedures Manual
- Operational Manual for INQAAHE Funding Scheme (IFS) 2017. The INQAAHE Board hopes that the Scheme serves its purposes by opening opportunities for building new systems, as well as the development and enhancement of advanced ones.

This issue also highlights major changes in the higher education (HE) paradigm in terms of differentiation of provisions and related changes in the field of QA. The key messages conveyed through member contributions include revision of existing and emerging strategies, policies and procedures at different levels worldwide (institutional, agency and national) to ensure relevance of their QA mechanisms to the needs of HE system, as well as enhanced contribution in general. Many QA system within HE, find revamping their systems beneficial to ensure relevance of provisions, and thus improved outcomes and relevance to their socio-economic needs. New strategies adopted by TEQSA (Australia) and QAA (UK) stand out to serve as examples of good practices.

As usual, in the current issue, you will also find valuable information, including upcoming events in QA worldwide, with the aim to help you prioritise the role of each in enhancing of your QA systems.

I hope you find the issue useful in informing you on the most recent developments in quality assurance worldwide,

Best regards,



Susanna Karakhanyan
7th President of INQAAHE

Table of contents

Message from the President.....	1
Table of contents	2
News from the Secretariat.....	3
Membership Mutations.....	3
INQAAHE Procedures Update.....	3
INQAAHE 11 th Biennial Forum 2018	3
News from Members.....	3
A New President of the Commission D'évaluation de L'enseignement Collégial.....	3
Croatian ASHE Awarded the MAMFORCE Standard for Implementing Family Responsibility and Gender Equality Policies	3
TEQSA's International Engagement Strategy	4
Building on World-Class Quality: A New Strategy for QAA.....	5
GC Organised the 1st ARELEN Annual International Gathering	5
Quality Matters Update.....	5
Amendments in Slovenian HE legislation	6
Riphah Contributes towards Improving QA in Higher Education in International University of Kyrgyzstan.....	6
Newly Published "Joint Guidelines for Monitoring International Cooperative Academic Programmes in CAMPUS Asia"	7
Diplomats Visit Greenwich University	7
Education & Training Quality Authority (BQA)	8
News from Networks.....	8
Creation of the Network of Private University Associations of Latin America and the Caribbean (REALCUP)	8
Annual Meetings of CEENQA: "Ways Forward to make External Quality Assurance a more Efficient Process"	10
ENQA EQUIP Project Brought Together QA Agencies to Discuss Challenges with the ESG 2015.....	11
Upcoming Events	11
ENAAE Members Forum 2017	11
Call for Papers for CANQATE's 2017 Conference in Suriname	12
THE-ICE 11th IPoE Forum 2017: "Scholarly Excellence in the Age of Compliance".....	12
International Conference on the New Developments of Teaching and Learning Quality Assurance in Higher Education, Macao, China.....	13
EQAF 2017 Call for Contributions.....	14

All INQAAHE members are invited to send contributions for the next issue of the Newsletter to: secretariat@inqaahe.org.

INQAAHE SECRETARIAT

The Catalan University Quality Assurance Agency,
AQU Catalunya
C. dels Vergós, 36-42
08017 Barcelona
Tel: +34 93 268 89 50

The content of this Newsletter is compiled by the INQAAHE Secretariat and reviewed by the INQAAHE Communication and Outreach Committee (COC).

While the responsibility of the content and its accuracy remains with members and networks, the INQAAHE COC reserves the right to edit, correct, revise or omit any submitted article as required for consistency and appropriacy.

If major revisions are required, the INQAAHE COC may contact the member or network before accepting or publishing the content.

News from the Secretariat

Membership Mutations

INQAAHE welcomes the following new members:

- [The Millennium University College](#) (Associate), Pakistan
- Grace Gordon (Affiliate), Jamaica
- Rehab Mohammad Masoud Ahmad (Affiliate), Egypt
- [Independent Accreditation and Education Quality Assessment Agency, ARQA](#) (Full), Kazakhstan
- [Sultan Qaboos University](#) (Associate), Oman

INQAAHE Procedures Update

INQAAHE Board of Directors recently approved the following documents:

- Revised budget 2017 and Budget 2018
- Financial Procedures Manual
- Operational Manual for INQAAHE Funding scheme 2017

Updated versions are available at INQAAHE website www.inqaah.org

INQAAHE 11th Biennial Forum 2018

INQAAHE 11th Biennial Forum will be held in Mauritius from 2nd to 4th May 2018. Proudly hosted by the [Mauritius Tertiary Education Commission](#) (TEC), the theme of the Forum is 'Quality is in the Eye of the Beholder: Relevance, Credibility and International Visibility'.

More details will be made available soon. Please block your diary to attend this very important event!



News from Members

A New President of the Commission D'évaluation de L'enseignement Collégial

Mrs. Murielle Lanciault was appointed as a President of the Commission D'évaluation de L'enseignement Collégial (CEEC) in Quebec, Canada. She began her new functions on the 8th May 2017 for a two-year term. Mrs. Lanciault has a B.A. degree in Social Work from the Université de Sherbrooke and Diploma in Social Studies from the Université Libre de Bruxelles. She has more than 35 years of experience in the college education field. Mrs. Lanciault has mainly worked at the Cégep du Vieux Montréal: first as a professor of social work techniques, then as a department and programme coordinator and, as the Director of studies. From 2009 until 2015, she assumed the duties of Director General in the same college. Thereafter, she worked as a consultant in the Higher Education field for different colleges or organisations.



Croatian ASHE Awarded the MAMFORCE Standard for Implementing Family Responsibility and Gender Equality Policies



agency for science and higher education croatia

On the 23rd November 2016, the Agency for Science and Higher Education (ASHE) received the MAMFORCE STANDARD as part of the project "In Pursuit of Full Equality between Men and Women: Reconciliation of Private and Family Life". ASHE became the first organisation from the public sector to receive this standard as a confirmation of implementing family responsibility and gender equality policies.

MAMFORCE STANDARD is awarded to organisations that have passed an independent review of their working conditions and the practice of human resources management, and will use the received recommendations to implement new practices regarding the responsibility towards family obligations of employees, and enable uniform gender representation in managerial positions.

The project included several phases: filling out questionnaires about the policies, practices and measures that support family responsibility and gender

equality; conducting an employee survey that gives insights into their perception of existing practices, interviewing the employees, and developing recommendations for further improvement.

In organising its activities, ASHE gives great importance to ensuring the compatibility between the business obligations and private life of its employees, and fosters equal treatment of all employees.

TEQSA's International Engagement Strategy

TEQSA's International Engagement Strategy 2016-2020 was launched earlier this year and it is built on the following foundation objectives:



- Quality assuring Australian cross border higher education
- Supporting Australian cross border higher education activity and innovation
- Building networks and collaborating to ensure quality

To view the Strategy in full please visit <http://www.teqsa.gov.au/sites/default/files/IntEngagementStrat-final-v1.pdf>

To date, TEQSA has made significant progress against the activities identified in the Strategy, particularly around building relationships and increasing collaboration with other quality assurance agencies.

TEQSA has signed Memoranda of Cooperation with 12 quality assurance agencies, representing 10 countries, and is a signatory to the Memorandum of Affiliation with the Council for Higher Education Accreditation (CHEA) International Quality Group. These agreements promote streamlined approaches to regulation, as well as the sharing of knowledge, information and best practice.

Further to this TEQSA regularly hosts delegations, particularly from the Asia-Pacific region, and in February completed a staff exchange with the National Institution for Academic Degrees and Quality Enhancement (NIAD-QE), Japan. In their week-long visit to TEQSA, the three NIAD-QE delegates had the opportunity to meet with TEQSA's Chief Executive Officer, Commissioners and the senior management team. They also presented an overview of Japan's higher education systems to TEQSA staff and were accompanied to visits to the Australian Skills Quality Authority and two Australian higher education

providers where they attended campus tours, information sessions on student experience, quality assurance, accreditation, policies and processes, as well as academic governance and compliance. The exchange between the two agencies encouraged a sharing of ideas and best practices and allowed for discussion of current issues and emerging trends in higher education in Japan and Australia. TEQSA is actively pursuing further opportunities for greater engagement with international partners.

TEQSA is a lead member of the Quality Beyond Boundaries Group (QBBG), an international network of quality assurance agencies from the UK, Singapore, Dubai, Hong Kong, the USA and Australia. TEQSA hosted the most recent QBBG meeting in Melbourne in October 2016 and topics discussed included academic integrity and its challenges on a global scale, perspectives from working with government in different jurisdictions, better frameworks for transnational data collection and the comparability of data across jurisdictions. As an initiative of QBBG, in collaboration with the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, TEQSA is currently undertaking a pilot of a joint approach to assessment of a cross border higher education institution, with the aim to reduce regulatory burden on providers. TEQSA was proud to accept, on behalf of the QBBG, the Asia Pacific Quality Network award of International Cooperation in Quality Assurance, at a ceremony in Moscow in May.



NIAD-QE Japan staff spent a week at TEQSA in February in the first staff exchange between the two organisations.

Validation visits to Indonesia, Vietnam and Mexico will complete TEQSA's year-long APEC Quality Assurance in Online Learning project, which TEQSA has led on behalf of the Department of Education and Training for APEC economies. TEQSA CEO, Mr Anthony McClaran, said the project aimed to improve quality assurance of online learning across APEC economies and promote

student mobility. Supporting interested economies to deal with the challenges of online learning and developing capacity for APEC economies to assure the quality of online higher education courses are the key project objectives. The final documents will be released shortly.

TEQSA looks forward to continue strengthening its relationships with other quality assurance agencies and working together to achieve the objectives of its International Engagement Strategy.

Building on World-Class Quality: A New Strategy for QAA

QAA UK recently launched its new Building on World-Class Quality Strategy for 2017-2020. Addressing



QAA's Annual Conference 2017, its Chief Executive, Douglas Blackstock, described the strategy as 'ambitious', 'fresh and forward-looking' and 'underpinned by our core values of collaboration, innovation, expertise, accountability and integrity'.

Building on World-Class Quality will support QAA's vision for world-leading and independently assured UK higher education. It has three main objectives. By 2020 QAA will be recognised and valued by student bodies, institutions and governments as:

1. the expert independent quality body supporting a diverse system of co-regulation of UK higher education
2. delivering valued services that provide assurance and drive quality enhancement
3. using its international reputation and partnerships to benefit UK higher education.

The full text of [Douglas Blackstock's speech](#) is now available. In it, he also confirmed QAA's intention to be designated the independent quality body in England in accordance with the Higher Education and Research Act 2017, as well as [news that Universities Wales has commissioned QAA](#) to be the independent external quality reviewer on behalf of all universities in Wales.

GC Organised the 1st ARELEN Annual International Gathering

Gulf College Oman hosted the first ARELEN Annual International



Gathering with the theme "Handling Global Challenges Facing Universities in the MENA region" on 6th and 7th February 2017 at its premises in Muscat, Oman. During the event, several papers related to the global challenges, ethical internationalisation, networking, benchmarking, students voice, leadership capacity building for women in higher education and building capacity for responding to the challenges were presented and discussed. The event was attended by vice chancellors, deans and heads of academia from 30 different institutions representing 24 countries. During the event, the Governance Advisory Board meeting also took place where the strategic plan for ARELEN 2017-2021 was discussed. The revised strategic plan contains the vision, mission, aims and objectives, as well as the three themes which ARELEN will be focusing on.



Participants of first ARELEN Annual International Gathering.

ARELEN focuses on cooperative activities between universities in the Arab world and Europe. More information on this event can be accessed at <https://arelen.net/events/45/>.

Quality Matters Update

Quality Matters (QM) and Fudan University were honoured with the 2017 USDLA Global Impact Award! On behalf of QM and Fudan University, Deb Adair, QM Executive Director, accepted the prestigious award at the United States Distance Learning Association (USDLA) conference and awards banquet in Indianapolis, Indiana, on 1st May 2017. QM and Fudan have a shared vision and commitment to quality education for all students through establishing,



under the leadership of Fudan, a Chinese higher education association to promote quality assurance in online education, and developing, based on the QM-Fudan Standards, a framework and related services to meet the quality assurance needs of the Chinese higher education community. Please contact Yaping at ygao@qualitymatters.org for any questions or comments.

Share your ideas, experiences and expertise with educators from all over the world at **QM Connect Conference - Pathways to Excellence**, from 24th to 27th September 2017 in Fort Worth, Texas, USA to help design the future of online learning and improve learner engagement. This year's theme and concentrations put the focus on quality assurance at all levels in an institution or organisation. Early registration is now open at <https://www.qualitymatters.org/events/attend>.

Please contact Beth at bknapp@qualitymatters.org for any questions.

Amendments in Slovenian HE legislation

The intention of these amendments is to focus on external institutional evaluation/accreditation with the emphasis on assessing a higher education institutions as a whole - its governance, evaluating and auditing only selected study programmes and collecting appropriate and fit-for-purpose information from their annual self-assessment reports. Evaluation visits to higher education institutions (and faculties) are compulsory and are carried out in two steps – as initial visit and as follow-up visit after three months. We consider that these activities will guarantee in particular the quality of the higher institution as a whole as well as its internal quality assurance system and quality culture. The necessary condition for this is properly established, effective and operational internal quality assurance system according to ESG Part 1 at the higher education institution. The validity of accreditation is also reduced from 7 to 5 years.



In this context, an important objective is given by the amended legislation - the activities of [Slovenian Quality Assurance Agency](#) (SQAA) will to a greater extent focus on counselling, providing system analyses, research, and policy-making. Counselling will pay special attention to enhancing the quality of study programmes and research, covering educational

institution as a whole entity. Importance is however subtracted from oversight and inspection. To compensate for this novelty, a reinforced mechanism of sample (cluster) audits and extraordinary audits of study programmes, as well as follow-up procedures within institutional accreditation, will be further designed by the SQAA and put in place. These reports of sample audits will be used solely for improving the quality culture and quality assurance/enhancement procedures at the higher education institutions.

The above proposed system has been adopted in December 2016 by the Slovenian Parliament and was put in operation in April 2017. It is currently being further developed and specified by the SQAA.

Riphah Contributes towards Improving QA in Higher Education in International University of Kyrgyzstan

The Director of Quality Enhancement, Riphah International University in Islamabad Pakistan, Engr. Salim Ahmed Khan, on the invitation of International University of



Kyrgyzstan (IUK), visited IUK from 20th to 24th May, 2017. During his visit, he called on the President of IUK and Rector of the International School of Medicine (ISM). Thereafter, he interacted with Deans and heads of departments (HODs) to know the prevailing Quality Management System (QMS) in the university. Interactive sessions were planned with the Deans/HOD/Faculty members of the university, on the following subjects:

- Introduction of Riphah International University, Islamabad, Pakistan:-
- Role of Higher Education Commission (HEC), Pakistan in improving Teaching Quality and Research in HEIs of the country:-
- Improving University Governance through External Evaluation
- The mechanism of grooming fresh students in Riphah International University
- Improving Teaching Quality and Research by focusing on HEC University Ranking Parameters.

During the presentation to ISM faculty members, Engr. Salim found them to be extremely keen and are willing to learn the QMS of Higher Education implemented in Riphah International University, Islamabad, Pakistan. Through these interactive sessions, efforts were made

to pass on the QMS knowledge to them. It was pleasure to see their keenness to adopt Riphah's QMS model in all their departments for improving their quality of higher education.



Presentation on QMS to HODs/Deans of ISM.

Newly Published "Joint Guidelines for Monitoring International Cooperative Academic Programmes in CAMPUS Asia"



In June 2017, the "Joint Guidelines for Monitoring International Cooperative Academic Programmes in CAMPUS Asia" were produced by three quality assurance (QA) agencies, namely the Higher Education Evaluation Center of the Ministry of Education (HEEC) in China, the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE) in Japan, and the Korean Council for University Education (KCUE) in Korea.

The Collective Action for Mobility Programme of University Students in Asia (CAMPUS Asia) is a government-led initiative to promote high quality international cooperative academic programmes among the universities in China, Japan, and Korea. Under this initiative, ten programmes were selected as pilot programmes in 2011 and were funded by the three governments for five years. Following the successful outcome of the pilot programmes, seventeen programmes—nine new programmes and eight ongoing programmes—were selected as full-fledged programmes in the fall of 2016. These programmes are also to be funded by the three governments for five years.

To support CAMPUS Asia through QA, the three QA agencies conducted monitoring on the CAMPUS Asia programmes (first and second monitoring in 2013 and 2015, respectively) during the pilot programme period. The main purpose of the monitoring was to identify good practices from the viewpoint of educational quality and to widely disseminate them throughout the higher education community rather than merely confirming that the programmes have met a minimum level of quality.

The second monitoring on the CAMPUS Asia programmes in 2015 was conducted jointly with a high level of cooperation among the three QA agencies by using a common QA framework. The framework was established based on the results of a comparative analysis of the monitoring criteria and procedures used during the first monitoring, which was operated independently by the three countries under their respective regulations for QA.

The guidelines were produced based on the experience of the joint monitoring. The contents of the guidelines include general principles, an implementation system, procedures, criteria and viewpoints, as well as considerations when conducting monitoring.

The guidelines not only enable the three QA agencies and reviewers to clearly understand the method of CAMPUS Asia monitoring, but to also serve as a good reference for other QA agencies when conducting monitoring or evaluation of international cooperative academic programmes, especially when working with partner agencies in other countries, and for higher education institutions in their internal quality assurance work.

The guidelines can be downloaded free of charge from the link below.

http://www.niad.ac.jp/english/campusasia/second_monitoring.html

Diplomats Visit Greenwich University

US Counsel General

Greenwich University had the privilege of hosting Her Excellency, Grace Shelton, US Counsel General, along with Ms. Sharlina Hussain Morgan, the Spokesperson of U.S. Consulate at Karachi. Her Excellency visited the entire campus and met with the



UNIVERSITY of GREENWICH

faculty members, staff and students. Prof. Dr. A.Q. Mughal conducted a meeting with Her Excellency to discuss and share different views and platforms for mutual collaborative ventures in future.

Ambassador of Italy

His Excellency Stefano Pontecorvo of Italy, Ambassador Extraordinary and Plenipotentiary, along with his wife Madame Lidia Ravera Pontecorvo and Gianluca Rubagotti, Consul of the Consulate of Italy in Karachi, graced Greenwich University with their visit. Important meetings with the Vice Chancellor, Madam Seema Mughal and Greenwich faculty were conducted to chalk out a road map whereby the corporate sector of the two countries will be integrated via Greenwich University's platform to explore economic cooperation.

Greenwich University would be the first Pakistani University to integrate the corporate and academia sectors towards capacity building for economic growth at the international level.

Education & Training Quality Authority (BQA)

On 2nd May 2017, the Education & Training Quality Authority (BQA) conducted the 6th cycle of Grade 9 National Examinations for more than 12,000 students from 78 schools; 60 government schools and 18 private schools and they were completed on Monday, 8th May 2017.



The National Examinations were held over 7 days under the supervision and organization of the BQA in collaboration with the Ministry of Education; where students took the examination in the four basic subjects: Arabic, English, Mathematics and Science according to the national curriculum.

It is worth mentioning that several steps were taken to achieve the desired objectives of the National Examination. In 2019, the Unified National Examination System Plan will be applied, and a pilot national examination will be conducted in 2018 to induct and train students on the examinations questions of which 12.5% will be calculated as part of the student's school assignments.



News from Networks

Creation of the Network of Private University Associations of Latin America and the Caribbean (REALCUP)

The Network of Private University Associations of Latin America and the Caribbean (Red de Asociaciones Latinoamericana y Caribeña de Universidades Privadas, REALCUP) was created in 2016 in the framework of the Colloquium of Private University Presidents held in Buenos Aires City on 13th and 14th April 2016. With the theme "Internationalisation of Higher Education and its Impact on Quality Assurance in Education", the event gathered renowned guests from academia, including Janes Knight, Susanna Karakhanyan and María José Lemaitre, with the participation of the Presidents of private higher education institutions represented by the following associations:

- a) Argentina: Consejo de Rectores de Universidades Privadas de Argentina (CRUP)
- b) Chile: Corporación de Universidades Privadas de Chile (CUP)
- c) Peru: Federación de Instituciones Privadas de Educación Superior (FIPES)
- d) Paraguay: Asociación Paraguaya de Universidades Privadas (APUP)
- e) Colombia: Asociación Colombiana de Universidades Privadas (ACIUP)
- f) Brazil: Sindicato Das Entidades Mantenedoras de Estabelecimentos de Ensino do Estado de Sao Paulo (SEMESP)

The creation of REALCUP was preceded by the Seventh Meeting of University Networks and President Councils of Latin America and the Caribbean (7^{mo} Encuentro de Redes Universitarias y Consejos de Rectores de

América Latina y el Caribe), held in Guadalajara, Mexico on 23rd September 2015. On that occasion, IESALC-UNESCO promoted the creation of the Network, and its Director, Dr. Pedro Henríquez Guajardo signed a Letter of Understanding drafted among the associations in the region.

On 6th October, 2016, the members of REALCUP met in Asuncion, Paraguay, to start a debate leading to the drafting of a proactive agenda for the private university sector for CRES 2018. The discussion of this topic was resumed at the third meeting of the Network, held on 20th to 21st April 2017 in Lima, Peru. The Network agreed upon the following guiding principles, and resolved to address the challenges mentioned below.

Guiding Principles

1. We reaffirm our exchange and cooperation activities leading to the development of higher education understood as a service in the public interest, i.e., a public good, regardless of its diverse ways of administration, as a universal human right and as a relevant element for the responsible search for solutions to social problems. Additionally, we ratify the statements of the World Conference on Higher Education of 2009, i.e., that autonomy is a necessary requirement for education institutions to fulfil their missions through equality, quality, relevance, efficiency, transparency, and social responsibility.

2. We are aware that a global knowledge-based economy requires individuals to develop new competencies, skills and expertise to act in an autonomous and thoughtful way, and to join collaborative teams. In this regard, the growing demand to access higher quality education and services poses the challenge for higher education institutions to develop an interdisciplinary educational model that encourages critical and contrastive thinking, innovation, ethical behavior, and active and responsible citizenship.

3. We promote respect for the diversity of institutions and educational models articulated with internal and external quality assurance mechanisms and contributing to the democratization of knowledge, offering opportunities for progress to hundreds of thousands of people who find in higher education a strategy for social mobility today. In this context of respect for institutional differentiation, we emphasize the relevant role played by privately managed higher education institutions in serving the sustained growth

in enrollments and the increasing levels of quality assurance and improvement in educational services.

4. With a firm belief in the importance of regional integration, we emphasize our interest in the Higher Education Space of Latin America and the Caribbean (Espacio Latinoamericano y Caribeño de Educación Superior, ENLACES), promoted since the Regional Conference on Higher Education of 2008, as well as in the Regional and World Declarations on Higher Education, thus recognizing the contribution of experiences from other regions of the world in policies and practices to frame the debate of this meeting called “Forum of the Network of Private Universities of Latin America and the Caribbean”. We endorse this communiqué for dissemination and debate at the Regional Conference on Higher Education of 2018 and the World Conference on Higher Education of 2019.

Challenges

1. Considering that changes in higher education occur in the interaction of higher education institutions and society, we intend to emphasize the articulation between academic education and workforce demands. In this connection, the following challenges have been identified:

- Commit to education that enables developing professional and citizen competencies through theoretical and practical training articulated with the demands of the real context and driven by an integrated curriculum design that fosters interdisciplinary learning around social problems.
- Focus the learning and teaching process on the activation of the student, the promotion of higher cognitive skills –resolution, argumentation, evaluation and integration- and develop continued education programs that guarantee spaces of ongoing training and improvement.
- Train professors to refresh their teaching strategies, innovate in educational approaches, and integrate different technologies to maximize learning opportunities.
- Diversify the academic offering and create learning conditions ensuring access opportunities for different types of students, with simultaneous objectives of equity, relevance and quality.

2. In a social context of mass higher education, it is important to guarantee education based on quality assurance mechanisms that contribute to equal learning opportunities and enable academic mobility. In this front, the Network has identified the following challenges:

- Create spaces for discussion and exchange of experiences that support the continued improvement of higher education institutions, based on processes and the results obtained from internal or external quality assurance procedures, prioritizing successful learning by students.
- Emphasize efforts to bridge the gap in development through increased knowledge sharing and transfer of successful experiences among members of the Network, encouraging authentic forms of multilateral and multicultural collaboration resulting in more and better skills for the management and development of programs, strategies and actions in participating institutions.
- Significantly increase the efforts associated with research and innovation through joint initiatives by multiple stakeholders, e.g., small and medium companies, addressing the issues and challenges of public interest.
- Enable, through a credit system, the academic mobility of students in the higher education institutions of the Network.

3. With a commitment to reforms that encourage the development of a democratic culture and bring our societies to a standard that meets the knowledge and skills required to reduce asymmetries and address present and future challenges, we express the need to create new ways of relationship with the National States and international organizations. In this regard, the Network addresses the following challenges:

- Reinforce the visibility of private initiative in the region, in terms of achievements and challenges to meet education needs, the modernization of its operations with a focus on results, thus complementing State efforts faced with the imperative of the increase in training demands, promoting innovations in governance.
- Encourage, through the submission of proposals and information in different national, regional and global forums, the need to have new forms of public-private financing, faced with the imperatives imposed by higher rates of access to qualified higher education and expensive investments in research, development and entrepreneurial culture, which are key components of the relevance and quality objectives.

As part of the meeting held in Peru, the governance and management structure of REALCUP was established. It includes the presidency and an executive secretariat, which will rotate among the

different member countries. In the initial organizational stage, and in anticipation of the Regional Conference on Higher Education (Conferencia Regional de Educación Superior, CRES) to be held in 2018 in Cordoba, Argentina, it was resolved that the presidency should be based in Argentina, and the executive secretariat in Peru. The current president of REALCUP is Dr. Héctor Sauret, and the executive secretary is Mg. José Dextre Chacón, who will be supported, in this stage of organization and development of the Network, by Jaime Vatter (Chile), Kitty Gaona (Paraguay), and Andrés Nuñez Alvarez (Colombia).

REALCUP has participated in a meeting hosted by IESALC in Brazil, together with all university networks, in preparation for the Regional Conference. For more information about the Network's activities, please write to de@crup.org.ar and gerenciageneral@fipes.pe

Annual Meetings of CEENQA: “Ways Forward to make External Quality Assurance a more Efficient Process”

The annual meetings of CEENQA were held this year on 28th to 29th April 2017 in Zagreb, generously hosted by the **Croatian Agency for Science and Higher Education / Agencija za znanost i visoko obrazovanje (ASHE/AZVO)** in close cooperation with the **University of Zagreb**.



The **workshop on 28 April** discussed on the **“Ways forward to make external quality assurance a more efficient process”**. Following a warm welcome by the Rector of the University, the key note was given by Nora Skaburskiene, SKVC (Lithuania) and Maria Weber, AQ Austria. The speakers then focused on supporting IT processes for efficient external quality assurance such as a Europe-wide database of external quality assurance results and suitable IT systems for administering external quality assurance. Finally, case studies for efficient external quality assurance in CEENQA member agencies were presented. It was especially striking this year on the many changes in legislation and quality assurance procedures which affect member agencies.

The presentations by the speakers are available on the CEENQA website <http://www.ceenqa.eu/>.

In the framework of the annual **general assembly** on **29th April 2017**, three Board members were elected. With the end of the three two-year terms of one member of the Board, that position, along with that of the President and the Vice-President, was voted on at the meeting as well. Two current Board members were re-elected, plus one member was newly elected into the Board. In addition, after 16 years of committed service, the function of the Secretary General was handed over to the elected Board Members. Finally, the General Assembly accepted the application of the Armenian agency ANQA to become member of CEENQA.

ENQA EQUIP Project Brought Together QA Agencies to Discuss Challenges with the ESG 2015

In the framework of the  EQUIP project “Enhancing Quality through Innovative Policy and Practice” (www.equip-project.eu), ENQA organised a focus group addressed to QA agencies on the implementation of the ESG 2015. The event was the last in a series of focus groups addressed to six different stakeholder groups: 1) universities, 2) universities of applied sciences and university colleges (professional higher education), 3) academics, 4) QA agencies, 5) students, and 6) ministries.

The ENQA EQUIP focus group took place on 3rd and 4th May 2017 in Oslo, Norway, in conjunction with the ENQA Members’ Forum. About 20 representatives of QA agencies from 12 different countries gathered to discuss current issues in quality assurance. The participants exchanged experiences with specific challenges in the way their own system or organisation approaches quality assurance, sharing possible solutions. One recurrent theme was the impact of factors outside the quality assurance system on the work of agencies, including, for example, changes in government or legislation and broader trends such as economic recession and youth unemployment. The group also worked on the concepts of quality and higher education and discussed how their agencies’ review criteria reflected certain aspects of the ESG 2015, such as student-centred learning, internal review of programmes by institutions, and the link between quality assurance and strategic management within

institutions. In this regard, the differentiation between external quality assurance at institutional level and programme level was discussed as an important contextual factor that contributes to the diversity of systems.

The outcomes of the focus groups will be used to develop a study examining the implications concerning the introduction of the ESG 2015, innovative approaches to the implementation of the ESG 2015, and recommendations for individual stakeholder groups.

Upcoming Events

ENAEF Members Forum 2017



The European Network for Accreditation of Engineering Education will hold its 1st Members Forum at KU Leuven (Belgium) on 18th and 19th October 2017 with the theme “**Challenges, perspectives and good practice of programme accreditation in engineering education**”.

After more than ten years of programme accreditation, ENAEF is facing new challenges, including recent developments in higher education quality assurance, ongoing debate on institution versus programme accreditation, common training principles for engineers, improvement of the value and recognition of EUR-ACE labels by students and employers, etc.

The forum is intended to gather experiences and reflections from individuals actively engaged in EUR-ACE accreditations and to explore the questions that ENAEF will face in the next ten 10 following years.

The Forum will, besides plenary presentations and discussions, comprise parallel workshops and break-out sessions, with the final objective of drafting an agenda for ENAEF orientation in the following years.

Primarily open to the ENAEF community, the forum may be of interest to all the professionals concerned with the future of Engineering Education.

All details will be published on the ENAEF website (www.enaef.eu) from mid-June. For further

information, contact the ENAEE secretariat (secretariat@enaee.eu).

Call for Papers for CANQATE's 2017 Conference in Suriname

Promoting Regional Cooperation in Tertiary Education Quality Assurance: Strength in Sustainable Development and Harmony in Action, 14th ANNUAL CONFERENCE, 8th to 10th November 2017 Paramaribo, Republic of Suriname.

To be hosted by:



The Conference Committee is now accepting papers on the following sub-themes:

1. Applying ICT Towards Greater Collaboration among Quality Assurance Stakeholders
2. Convergence of External Quality Assurance Policies, Processes and Standards
3. Models for Partnerships Aimed at Enhancing Quality of Tertiary Education
4. Building a Culture of Quality Assurance at Institutions of Tertiary Education
5. Developing Effective Quality Review processes for Improving Quality in Tertiary Education
6. Applying Institutional Research for the Development of Continuous Improvement Strategies

Requirements for the submission of papers

Paper proposals should cover topics with relevance to one of the sub-themes and contain a 250-word abstract in MSWord (Times New Roman 1230th) and formatted as follows:

1. Reference to the sub-theme
2. Title of Paper
3. Author(s) first name and surname
4. Institution(s)
5. E-mail address of author(s)
6. Abstract text

7. Tables and figures as attachment
8. PowerPoint presentation of app. 10 minutes

Important dates

- Deadline for the submission of the Abstracts is **15th August 2017** and must be e-mailed to novasuriname@yahoo.com
- Contributors will be notified by **30th August 2017** if their papers have been accepted
- Deadline for the final submission of the final paper and PowerPoint presentation is **15th September 2017**
- Finalisation of programme is scheduled on **30th September 2017**

THE-ICE 11th IPoE Forum 2017: "Scholarly Excellence in the Age of Compliance"

To be proudly hosted by William Angliss Institute
555 La Trobe St, Melbourne VIC 3000

Full research, working & poster papers are now being accepted!

IPoE 2017
MELBOURNE 13-16 NOV



THE-ICE IPoE Forum 2017 will bring together leading international academics and industry delegates with a focus on some of the key strategic issues facing tourism, hospitality and events education. THE-ICE IPoE Forums are open to members and non-members of THE-ICE. The forums are unique events, providing participants the opportunity to engage with invited keynote presenters, as well as to discuss key issues and trends with global academic and industry leaders in the field of tourism, hospitality and events (TH&E).

Academic and professional papers are invited on the IPoE 2017 theme “Scholarly excellence in the age of compliance’ and sub-themes:

Plenary Panel Session: National versus global accreditation – the challenges, the dilemmas and the future

Focus: In an increasingly globalised world, institutions are being faced with issues of national compliance requirements and demand for optional global accreditation. What roles will national compliance and global accreditation play? Will they complement or compete with one another?

Panel Session 2: Institutional Case Studies - Balancing Minimum National Compliance Standards with Developing Global Excellence

Focus: Balancing the requirements of meeting minimum national compliance standards with the challenge of nurturing the development of scholarly excellence of staff and students. What strategic issues are institutions facing as they balance the internal and external requirements of teaching, scholarly activity and research? What are the challenges being faced of meeting the requirements of revenue generation and student numbers, often coupled with access and equity concerns, while also meeting industry and other stakeholders needs and requirements?

Panel Session 3: Designing Academic Systems and Staff Support Processes That Will Develop Excellence – What Are the Trade-Offs?

Focus: Institution are not only facing the requirements of compliance, but the desire to be seen to excel. What are the institutional academic structures, promotion policies, incentives and annual staff review processes and resourcing that can be employed to ensure that an institution not only meets its minimum compliance requirements, but that it can also nurture and developing excellence? A roundtable café session that will explore what has worked (or not), for whom, and why?

Panel Session 4: Developing Students as Reflective Practitioners

Focus: How have institutions approached developing a curriculum and pedagogy that ensures students acquire technical skills and



knowledge as part of compliance requirements, but also developed the broader skills of being reflective, deep and critical thinkers who embody and aspire to excellence? What has been done? What has worked, and what has not worked?

Panel Session 5: Assuring Today’s Learning Outcomes Meet Tomorrow’s Employment Opportunities

Focus: We live in a changing world where technology is able to rapidly replace humans, yet curriculum reviews and compliance cycles are typically done every few years – which means the curriculum can be slow to react to changes in the real world. How do we develop a flexible and responsive curriculum and assessment system that can ensure that students will not only be able to meet today’s compliance standards and immediate employment opportunities, but also be ready for new and yet undefined roles in a globalised and instantaneous new world?

Also featured are a series of panel sessions drawing on the expertise of leading educators and industry professionals in the field of TH&E, offering the latest thinking from a variety of world-class experts.

Frame of Reference and Submission Guidelines are available on THE-ICE’s [Call for Paper](#) site.

IPoE Forum 2017 website:
<http://the-ice.org/events/ipoeforum2017/>

Call for paper website:
<http://the-ice.org/events/ipoeforum2017/callforpapers>

International Conference on the New Developments of Teaching and Learning Quality Assurance in Higher Education, Macao, China

The 9th Higher Education International Conference on the ‘New Developments of Teaching and Learning Quality Assurance in Higher Education’ will be held from 21-23 November 2017 at the Macao Polytechnic Institute in Macao, China. Jointly organised by the Macao Polytechnic Institute and the Asia-Pacific Quality Network (APQN), the conference is now calling for papers.



Registration to this conference is free. Complimentary accommodation and meals will be provided for one author per accepted paper.

Scholars and experts are welcome to submit papers on different aspects of teaching and learning quality, such as:

- Theories and practices of teaching and learning quality assurance systems;
- ‘Enhancement’ of teaching and learning in higher education;
- Outcome-based approach to teaching and learning;
- Student evaluation of teachers (SET) and teacher self-evaluation (TSE);
- Voice of students to enhance teaching effectiveness;
- Use of information and communication technologies (ICTs) in teaching and learning enhancement;
- Professional development for teachers in connection with teaching and students’ learning.

The submission deadline is **18th August 2017**.



For more details about the conference and paper submission arrangements, please visit the [conference website](#). Enquiries can be directed to heconf@ipm.edu.mo

EQAF 2017 Call for Contributions

The 12th European Quality Assurance Forum (EQAF), hosted by the University of Latvia, will take place in **Riga, Latvia, on 23rd to 25th November 2017**. The Forum organisers, [ENQA](#), [ESU](#), [EUA](#) and [EURASHE](#), are **seeking proposals for papers and workshops** from quality assurance practitioners from higher education institutions and quality assurance (QA) agencies, students, and researchers in the field.



Under the title “Responsible QA – committing to impact”, this year’s Forum will focus on the need for quality assurance, whether aiming at accountability or enhancement, to be carried out in a transparent and responsible manner. EQAF 2017 will explore how this can be done in practice, examining issues such as communication, ethics, and the concept of change in QA. During the Forum, paper sessions and workshops will provide space for more detailed discussions about research, policy initiatives, and practical case examples related to current developments in quality assurance. Selected contributions will also receive one reduced fee for attending the Forum. For more information about the call, please consult the [EQAF website](#). The deadline to submit contributions is **24th July 2017**.