

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 4th issue of INQAAHE 2017 Newsletter!

To start with we would like to extend our warm welcome to the new members of INQAAHE as well as the newly GGP aligned agencies. We are also happy to share the news on a successful completion of one of the INQAAHE Tempus projects, which brought together INQAAHE members in enhancing quality assurance systems in Eastern Europe.

Further, the current issue of the newsletter highlights the trends prevalent in a diversity of quality assurance settings. Revision and/or set up of new systems to promote relevance of quality assurance frameworks in line with the ever-changing contexts and, most importantly, emphasis on enhancement component of HE quality assurance are

on the priority list in many parts of the world. INQAAHE's Global Survey is one of the initiatives to move the agenda of enhancement and relevance forward and upward.

While endeavouring to enhance and quality assure the systems, the professional development of faculty members was observed. Enhancement also takes place through the establishment of collaborative ties as well as special interest groups to further explore how quality assurance could be more relevant and responsive to the systems' requirements. A series of seminars and workshops provide a robust platform for capacity building for quality assurance and therefore enhancement of the quality provisions at institutional and system levels. Of significant importance is academic integrity and the commendable effort of the INQAAHE members to move the integrity of higher education provisions forward.

Finally, as always, we are happy to share valuable information on current and upcoming quality assurance events worldwide. Among the major ones are the INQAAHE Biennial Forum 2018 hosted by TEC, Mauritius, and the INQAAHE/CINDA (Chile) joint international conference in Latin America in January 2018. We are also happy to share other important QA events which will help you to orientate and prioritise the enhancement of your quality assurance systems.

I hope you find the information of the most recent developments in quality assurance both enlightening and useful.

Best regards,



Susanna Karakhanyan,
7th President of INQAAHE

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All INQAAHE members are invited to contribute articles for the next issue of the Newsletter. All submissions and accompanying photographs should be sent to: secretariat@inqahe.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:

-  [Distance Education Accrediting Commission](#) (Full), USA
-  [ABET](#) (Full), USA
-  [Quality Assurance Agency for Higher Education of Andorra](#) (Full), Andorra
-  [Hamdard University](#) (Associate), Pakistan
-  [Pakistan Institute of Fashion and Design](#) (Associate), Pakistan
-  Abhilasha Singh (Affiliate), United Arab Emirates
-  [Jinnah University for Women](#) (Associate), Pakistan
-  [Institute of Business Administration](#) (Associate), Pakistan
-  [Institute of Management Studies](#) (Associate), Zambia

GGP Aligned Agency



INQAAHE is delighted to inform you that [Comisión Nacional de Acreditación](#) (CNA Chile) is aligned with INQAAHE Guidelines of Good Practice for the period 7 November 2017 –

7 November 2022, after a successful external review, and added to the [GGP database](#). Congratulations!

INQAAHE 11th Biennial Forum 2018



The INQAAHE 11th Biennial Forum will be held at Le Meridien Hotel, Mauritius **from 2-4 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*'.

The website of the Forum is expected to go live by end December 2017 where the agenda, details of the speakers and other relevant information will be made available. Members are encouraged to register online as soon as possible to enjoy the early bird discounts!

Agenda:

2 May 2018 – Registration and pre-forum workshops

3-4 May 2018 – Registration and main Forum activities.

Forum registration fees:

A. Pre-Forum workshops

	USD
One workshop (<i>per individual</i>)	125
Two workshops (<i>per individual</i>)	200

B. Forum

	Early Bird Until 15 Mar 2018	Regular Unitl 1 May 2018
INQAAHE Member	390	450
Non-Member	450	500

International Conference: Higher Education for the 21st Century



CINDA (Centro Interuniversitario de Desarrollo), in cooperation with INQAAHE (International Network for Quality Assurance Agencies in Higher Education) is organising a [Conference in Santiago de Chile on 8-9 January 2018](#).

The International Conference offers a trusted platform for knowledge-sharing and for like-minded quality assurance enthusiasts to hold stimulating discussions. Experts from quality assurance, higher education institutions and policy makers, from Latin America and other regions of the world, are invited to share their views on the current challenges we are facing. The event will include a keynote and short presentation with breakout groups for participants to hold theme-focused discussions.

For more information: seminario@cinda.cl

Global Survey on EQA and IQA

INQAAHE is conducting a Global Survey on EQA and IQA in all regions of the world. The Global Survey is being conducted in cooperation with UNESCO and regional networks – ENQA, APQN, CEENQA, CANQATE, AfriQAN and EUA. Regional university associations are being contacted to support data collection from higher education institutions. The survey instruments, which are intended for both QA agencies and HEIs, are being revised by regional networks to ensure relevance to regional peculiarities and needs. The project has been completed in the Arab region and in Latin America. Currently, the surveys for all other regions are in progress.

The results of the Global Survey 2017-2018 will feed into the 2018 UNESCO Global Conference on Quality Assurance in Paris. It is one of the major INQAAHE projects that takes stock of both internal and external quality assurance initiatives and examines trends, challenges and opportunities internationally. It also looks at the extent to which QA contributes to the achievement of the *UN Sustainable Development Goal 4* on Education Quality.

The Global Survey project, will become one of the activities of INQAAHE and will be held regularly, i.e., once every three years, to take stock of the current developments in quality assurance, identify gaps and invest in the solutions to ensure continued relevance of quality assurance provisions in higher education.

INQAAHE's contribution to Armenian, Russian and Ukrainian QA systems through Tempus project ALIGN

ALIGN (Achieving and Checking the Alignment between Academic Programmes and National Qualifications

Frameworks) is one of the initiatives of INQAAHE and a joint endeavor of thought leaders in the Armenian, Russian, Ukrainian and European Union higher education to move the reform agenda in a post-Soviet context to a new level of performance in line with international trends. The team was guided by the accumulated experience of academic programme development and operationalisation in Europe while striving to come up with innovative techniques ensuring achievement of academic programme alignment with National Qualifications Frameworks (NQFs) as well as measuring the quality of achieved alignment.

The final output of the project are the national guidelines on aligning academic programmes with the national qualifications frameworks for each of the three countries, which include tools for measuring the alignment. The target countries aim to launch a wider process of aligning academic programmes with NQFs and the promotion of relevant qualifications at the national, regional and international levels. The project also supports the Ukrainian Government in the setting up of a national quality assurance system.

The INQAAHE team behind the initiation of the project comprises Susanna Karakhanyan, David Woodhouse and Carol Bobby, past presidents of INQAAHE, Iring Wasser, former INQAAHE board member.

The project was made possible through the generous contribution of the European Commission and its Education, Audiovisual and Culture Executive Agency (EACEA) Tempus programme. INQAAHE members – the National Center for Professional Education Quality Assurance (ANQA, Armenia), National Center for Public Accreditation (NCPA, Russia) and Central and Eastern European Network for Quality Assurance (CEENQA) were the lead partners in the projects.

News from Members

AFRICA

Aga Khan University Internationally Benchmarks Teaching Quality against the UKPSF

In its mission to ensure a world class student-centred experience the Aga Khan University (AKU) has become one of the Higher Education Academy's (HEA, UK) first strategic partners in the majority world. HEA's mission is to improve learning outcomes by raising the quality and status of teaching in Higher Education. HEA works with universities to improve the professional experience of faculty through accreditation of educational development provision and professional recognition of teaching practice through fellowships benchmarked against the Professional Standards Framework (UKPSF) UK. The UKPSF is the only national framework in the world dedicated to support the development of learning and teaching staff in Higher Education.

Twelve (12) AKU faculty and staff gained Fellowship of the HEA in September and October 2017.



AKU HEA Principal Fellow (INQAAHE Director, Dr. Khami) Senior Fellows, and Fellows with AKU President Rasul and AKU Provost Amrhein.

Besides this award, INQAAHE Board Member, Dr. Tashmin Khamis has also been appointed to join an international panel of judges for the HEA Global Teaching Excellence Award (for the second year running). For more information please visit <https://www.aku.edu/qt/> and <https://www.heacademy.ac.uk/awards/global-teaching-excellence-award-2018>



ASIA

Riphah International University 12th Convocation – Celebrating Outstanding Achievements



The 12th Convocation of Riphah International University was held on 25 November 2017 in Islamabad. The President of Islamic Republic of Pakistan and Patron of Riphah International University, Mr Mamnoon Hussain addressed the convocation graduates. Chairman HEC, Prof. Dr Mukhtar Ahmed, in his speech said, "Since its inception in 2002, Riphah has been progressively involved in imparting quality education and knowledge across all disciplines, due to which it has achieved 2nd position in private sector universities in the General category." Congratulating the graduates, he said their graduation was only an opening to the new world, as their success would be measured by using the capabilities achieved during their education, to address future challenges. The Chancellor, Mr Hassan Muhammad Khan, in his address reminded the graduates that the acquisition of knowledge did not end with the acquisition of a degree, but that it was a continuous process.

In his address, Vice Chancellor of Riphah International University, Prof. Dr Anis Ahmed, highlighted the University's achievements since its inception. The latest of these achievements was the recognition of the University's engineering programme at the international level under the Washington Accord. He said Riphah University has also achieved landmark success obtaining APQN Quality Assurance Award for maintaining high standards of education and disciplines.

More than 900 graduates, post graduates and PhD students of the university from various faculties were awarded degrees at the convocation. 28 Zulfiqar Gold Medals and 55 Chancellor Gold Medals were awarded to the graduates and post graduates for obtaining top positions in the examinations and securing distinctions in various disciplines.

QEC – IBA Karachi Seminars

Seminar on Academia and Industry Linkages



The strong and effective interaction between the industrial sector and the educational institutions is important as it produces skilled human resources required by the industry. To address this, Quality Enhancement Cell -IBA Karachi organised a seminar on 'Academia and Industrial Linkages' followed by a panel discussion in Karachi.

The main objective of this seminar was to identify and improve the weaknesses observed in the relationship between the academia and the industry. Even in the fast-paced environment of 2017, major institutions operate as microcosms, failing to co-ordinate their efforts to better serve the competitive industries. The seminar investigated why academic and corporate ventures have been facing obstacles in generating synergy.

The event was attended by faculty members, students and representatives of QECs from various public and Key critical issues addressed at the seminar include:

private sector universities of Karachi. QECs from other cities also joined via video conference.

Seminar on 'Identification and Prioritisation of Critical Issues and Challenges in Promoting the True Quality Culture in Higher Education Institutions'



The concept of quality in higher education has always been a debatable subject, considered as one of the major pillars of all ongoing massive development, whether it be the expansion of infrastructure or expansion of academic programmes. Both students in higher education and the industry, expect institutions to set up and maintain the highest levels of educational quality. But the issues and obstacles faced by the higher education providers in the implementation of true quality culture has become a big challenge.

To address these critical areas, Quality Enhancement Cell of IBA Karachi organised a seminar on 'Identification and Prioritisation of Critical Issues and Challenges in Promoting the True Quality Culture in Higher Education Institutions'. This was followed by a panel discussion.

Renowned keynote speakers and experts from academia were invited to share their expertise on the attainment of academic excellence by setting clear strategic direction.

"Identification and Prioritization of Critical Issues and Challenges in Promoting the True Quality Culture in Higher Education Institutions" followed by a panel discussion.

The renowned keynote speakers and experts from academia were invited to share their expertise with the audience helping them attain the academic excellence by setting clear cut strategic direction.

- Quality Cultures like Responsive (how we respond to something developing around the world), Reactive (which will lead to regenerative quality seminar investigated why academic and corporate ventures have been facing obstacles in generating culture), Regenerative and Reproductive (maintenance of status quo) by Prof. Dr Mustaghisur-Rahman, Head of Management Sciences Department, Bahria University
- The relative nature of the concept of Quality by Dr Zaki Rashdi, Director Quality, Learning & Innovation Associate Dean (Accreditation) Iqra University. He asserted that the Quality culture is not tangible but is something which can be felt and learned when you are exposed to different quality systems. Dr Rashdi maintained that since Quality in education is always associated with teaching, learning and its processes, so teaching and learning should be the focus for quality.
- Graduate Employability Index should be taken as a Quality Index and be used as a criterion for ranking by HEC - Dr Nishat, Associate Dean, Faculty of Business Administration, IBA & Vice Chairman Accreditation Council.

The seminar was attended by a large number of QECs, Faculty members and management personnel from different leading universities of Karachi, Nawabsha, Sindh and Balochistan.

Workshop 'Plagiarism: How to avoid it'



The Quality Enhancement Cell (QEC), Shaheed Mohtarma Benazir Bhutto Medical University (SMBBMU) Larkana in collaboration with the department of Medical Education organised a one-day workshop on 'Plagiarism: How to avoid it' for Post

Graduate Supervisors on 2 November 2017. Prof. Dr Khurshid Ahmed Abbasi, Ex-Chairman Plagiarism Standing Committee SMBBMU, facilitated this workshop. The QEC team, along with the faculty of SMBBMU, attended two online workshops titled 'Active Learning in Higher Education' on 4-5 October 2017 and 'Identification and Prioritisation of Critical Issues in Promoting the Quality Culture in HEIs' on 10-11 October 2017, organised by Agha Khan University (AKU) and Institute of Business Administration (IBA) Karachi respectively.

News from FAST-NU QEC

FAST-NU QEC presented a research paper on quality management in Bahria University International Conference on Management in Karachi, Pakistan



Mr. Farrukh Idrees, Manager QEC, FAST-NU presented a research paper on quality management in 1st International Conference organized by Bahria University, Karachi in November 2017. More than 80 research papers were presented on the application of research in various aspects of management, manufacturing, services sectors etc. by scholars and professionals in different sessions of the conference. A certificate of appreciation was awarded by the jury to Mr. Farrukh Idrees for his research on the emerging theme of quality management with the application of structural equation modelling.

FAST-NU QEC contributed as a resource person in a workshop on Six Sigma in Higher Education in IoBM University, Karachi



Mr Farrukh Idrees, Manager QEC, FAST-NU contributed as a resource person in a national workshop on six Sigma in higher education, organised by IoBM University in November 2017. More than 30 delegates from about 20 universities actively contributed to the workshop. IoBM University awarded a certificate of appreciation to FAST-NU QEC for its contribution as a resource person.

One Day Workshop on ‘Outcome Based Education and Assessment’ for faculties of Computer and Electrical Engineering in December 2017

Quality Enhancement Cell (QEC) at FAST-National University is committed to facilitate in continual faculty development, systems’ upgradation, and capacity building of stakeholders of the Outcome Based Education (OBE) model in the University. This would espouse the cause of good policy-making and efficient delivery of knowledge, as per the requirements of Higher Education Commission (HEC) and accreditation councils like Pakistan Engineering Council (PEC), National Computing Education Accreditation Council (NCEAC), and National Business Education Accreditation Council (NBEAC). Adopting the OBE model ensures the reliability of QEC activities that have the potential to impact the quality of graduates, thus contributing to the drive for an open and efficient quality system of the University.

Dr Ejaz Ahmed, Associate Professor of Computer Sciences at FAST National University conducted a training session on ‘Outcome Based Education and Assessment (as per HEC requirements)’ on 15 December 2017 for the faculty of Computer Science in FAST-National University, Islamabad. Outcome-based education (OBE) philosophy is transforming educational systems around stalwart goals. Further, OBE models are rigorously followed by accreditation bodies and quality assurance agencies in

assessing quality systems of Higher Education Institutions (HEIs).

Quality Enhancement Cell (QEC), Fatima Jinnah Women University (FJWU), contributes to QA in HE

Ms. Javaria Iftikhar, Deputy Director, Quality Enhancement Cell has attended an International Conference on Quality Assurance in Higher Education from December 18-19, 2017 organized by Khyber Medical University, Peshawar.

Ms. Nosheen Naz, Assistant Director, QEC, FJWU presented a paper titled “Assessment of Learning Environment of Students in Higher Education Institutions of Pakistan” in the above mentioned Conference.



The conference provided a great platform for interaction with various national and international research scholars. Many challenges faced by Quality Assurance Agencies in different countries were brought into light and possible solutions were also discussed.

KABONE - First QA Institute for Nursing in Korea



The Korean Accreditation Board of Nursing Education (KABONE) is a nonprofit corporation established in February 2004 with accreditation from the Ministry of Health and Welfare. It was approved as Korea's first evaluation and accreditation institute for higher education programmes for nursing in Korea on 28 November 2011.

KABONE has been contributing to the enhancement of higher education quality management and accountability as a self-regulating organisation of nursing professionals seeking to cultivate capable nurses and improve the quality of nursing services demanded by the society through the evaluation and accreditation of nursing education programmes.

➤ **Accreditation of Nursing Education Program**

Re-designation as an evaluation and accreditation institute for higher education program

On 25 November 2016, KABONE was redesignated as a Higher Education Programme Evaluation and Accreditation Authority by the Korean Ministry of Education.

In accordance with Article 7 of the Medical Service Act, graduates of universities and colleges that obtained certification from KABONE would be eligible to take the Korean National Nurse Examination. Thus, it was meaningful for KABONE to have proven expertise and competence as an evaluation agency from this redesignation.

Evaluation and accreditation of nursing education program in 2017

As an accreditation authority, KABONE has certified 204 nursing education programmes by conducting secondary evaluation for 5 years since 2012, and has evaluated the modified revised procedures and accreditation standards since 2017. KABONE accredited 10 bachelor degree programmes and 1 diploma programme through certification in the first and second half of 2017.

KABONE plans to strengthen its performance-based evaluation system through the third evaluation until 2021.

➤ **Evaluation and Designation of 4-year Nursing Education Program for Colleges**

Continuation of commissioning designation authority for college evaluation

Since 2011, KABONE has been maintaining its assessment commissioning designation authority for a 4-year nursing course for colleges in accordance with Article 50, Paragraph 3 of the Higher Education Act. As a result, the validity of its authority has been extended until 2020 on 20 June 2017. KABONE has been striving to guarantee the qualitative improvement of nursing and nursing education through the unification of a 4-year nursing education course.

Evaluation of 4-year nursing college course for class of 2019

From 2011 to 2016, a 3-year nursing diploma course was offered by 81 colleges. In September, three more colleges were designated to offer the course which has since has been changed to a 4-year bachelor degree course through the evaluation and designation of 4-year nursing programmes for colleges. Thus, a total of 84 colleges, which account for 97.7% of 86 colleges with nursing education programmes, will operate the 4-year nursing course in 2019.

➤ **Evaluation and Designation of Nurse Aid Education and Training Agencies**

Chosen as an evaluation and designation commissioning authority for nurse aide education and training agencies

KABONE was chosen as an evaluation and designation commissioning agency for the Evaluation and Designation of Nurse Aid Education and Training Agencies by the Ministry of Health and Welfare on 27 February 2017 in accordance with the revision of Article 80, Paragraphs 1 and 2 of the Medical Service Act. Following the appointment, KABONE started the evaluation and designation commissioning of 600 nurse aid education and training agencies. It aims to solidify its position as a professional evaluation agency for nursing-related education and training programmes.

Japan University Accreditation Association 70th anniversary



Opening speech by JUAA President Kyosuke Nagata, PhD

2017 marks the 70th anniversary of the establishment of Japan University Accreditation Association (JUAA), and a commemoration ceremony was held on 31 October 2017 in Tokyo.

JUAA was established in 1947 by 46 universities as its initial members. Since then, JUAA has engaged in several activities including accreditation and setting standards, and now has become one of most widely recognised external quality assurance agencies in Japan. In the commemoration ceremony, more than 300 guests gathered from universities and the other organisations, celebrating the anniversary and discussing the future roll of JUAA. JUAA will continue to make a contribution to the qualitative improvement of Japanese higher education by strengthening their relationship with other quality assurance agencies in the world.

AUSTRALASIA

News from TEQSA

International visitors to TEQSA

TEQSA was pleased to welcome Ms Noor Azlin Sulaiman and Mrs Siti Aishah Abdul Mujib from the Malaysian Qualifications Agency (MQA) for a week-long visit as part of the International Quality Assurance Staff Exchange Programme. While in Melbourne, they met with TEQSA Commissioners and had discussions with staff about TEQSA's assessment processes, our Risk Assessment Framework and Admissions Transparency Project. The visitors also participated in site visits to two higher education providers, where they gained a greater understanding of the student experience in Australia.

Ms Cassie Ong and Mr Gabriel Lee, Committee for Private Education, SkillsFuture Singapore (CPE) and Ms Donna Behl from the New Zealand Qualifications Authority also visited TEQSA recently to share and compare approaches to assessment and emerging trends and issues in higher education from across jurisdictions.

TEQSA staff have also presented to delegations from the Ministry of Education and the Beijing Academy of Educational Science, P.R China, the Office of the Higher Education Commission Thailand, the Swedish Council for Higher Education and the Indonesian National Accreditation Agency for Higher Education.



TEQSA was pleased to welcome colleagues from Singapore and New Zealand to our office. From left: Olivia Tsang, Lorraine Buckman, Baraka Nahdi from TEQSA, Donna Behl from NZQA, Gabriel Lee and Cassie Ong from CPE, Karen Treloar, Arundhi Jayasinghe and Fel

TEQSA in Japan

In November, two TEQSA staff members were hosted by the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE) for a week-long staff exchange placement in Tokyo. The aim of the placement was to share information regarding the operations of TEQSA and NIAD-QE, including Japan's internationalisation of higher education. The visit also provided TEQSA with insight as to how the Japanese agency protects the reputation and quality of higher education in the country and allowed exploration of further collaborations between the two agencies.

This visit was a unique and rewarding opportunity to gain a deeper understanding of higher education quality assurance in Japan, share information on TEQSA's operations and to strengthen the relationship between NIAD-QE and TEQSA, which was inaugurated

in 2014 with a Memorandum of Cooperation, subsequently renewed.



Olivia Tsang and Sarah Stevens, TEQSA, centre in photograph, visited NIAD-QE in Tokyo as part of TEQSA's International Quality Assurance Agency Staff Exchange Program

Annual Quality Beyond Boundaries Group Forum

In October, TEQSA was pleased to participate in the sixth annual forum of the Quality Beyond Boundaries Group (QBBG) hosted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications.

The QBBG brings together representatives of quality assurance agencies from Dubai, Hong Kong, Singapore, Malaysia, United Kingdom, United States and Australia. Some of the key topics discussed at the forum included: approaches to the accreditation and quality assurance of online learning, including a presentation of the draft Toolkit developed through the Quality Assurance of Online Learning project (a recent project undertaken by TEQSA on behalf of the Department of Education and Training for APEC economies); the prevalence and prevention of risks to academic integrity; and dimensions of student engagement, including ensuring that the transnational education student voice is considered in institutional decision making. The next QBBG meeting will be held in Dubai in 2018.

Second annual TEQSA conference focuses on Students, Quality and Success

The second annual TEQSA conference was held in Melbourne from 29 November – 1 December with the theme '*Students, Quality, Success*'. The event included over 70 presentations, keynote addresses and panel discussions. The 800 delegates in attendance heard

from thought leaders, policy makers and students on a range of issues facing the sector both in Australia and internationally.

TEQSA was pleased to welcome colleagues from international agencies to the conference. The agencies include the New Zealand Qualifications Authority, the Committee for Private Education, Skills Future Singapore, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the Quality Assurance Agency for Higher Education, UK.

The conference also provided an opportunity for TEQSA Chief Executive Officer Anthony McClaran to sign a Memorandum of Understanding with the Council for International Students Australia, formalising TEQSA's commitment to enhancing engagement with students. The signing of this agreement means that TEQSA now has agreements in place with four of the largest student associations in Australia and looks forward to working with student representatives in establishing a Student Expert Advisory Group.

The function of the Student Expert Advisory Group will be to provide advice to TEQSA on the approaches and strategies relating to the regulation of higher education with particular reference to the engagement of students in the regulation of providers.



Bijay Sapkota, President, Council of International Students Australia with our chief executive, Anthony McClaran while signing a MoU at TEQSA's recent conference

EUROPE

ASHE Public Call for Experts

The Accreditation Council of the Agency for Science and Higher Education (ASHE) adopted the Higher Education Institutions Re-accreditation Plan, according to which the re-accreditation of higher education institutions delivering study programmes in the technical field and the fields of economics and information and communication sciences in the social sciences area will be carried out in 2017 and 2018.

All those interested in becoming members of the expert panels (experts in the field of higher education) for the technical field and the fields of economics and information and communication sciences of the social sciences area, with a good knowledge of English in speech and writing, may apply via the following link: <https://www.azvo.hr/en/public-call-for-experts>

For more information, please click [here](#).

ASHE wins Charter for Quality award

The Agency for Science and Higher Education is the winner of the Croatian Society for Quality Charter for its special contribution to education and promotion of quality.

Taking into account the criteria such as education and training in quality, international reputation, promotion of quality in publications and organisation of professional conferences, publishing activity and social contribution, CSQ recognised the Agency's contribution to the creation of recognisable and competitive Croatian higher education and science, and to the promotion of quality in society.

For more information please click [here](#).

Lithuania is seeking to join OECD: A study carried out by OECD was presented



On 16 October, the Director of Centre for Quality Assessment in Higher Education, Nora Skaburskiene, and the Deputy Director,

Aurelija Valeikiene, took part in a conference 'How Lithuanian education looks in the worldwide context?' organised by the Ministry of Education and Science and Organisation for Economic Co-operation and Development (OECD).

At the conference, a review 'Education in Lithuania' carried out by OECD was presented and changes of the higher education reviewed. It was discussed ways to improve students' achievements and higher education activities. Education expert, Thomas Weko, presented a report prepared by EBPO on recommendations for improvement of Lithuanian education system.

The following overarching recommendations for Lithuania were presented:

- Clarifying and raising performance expectations

- Aligning resources in support of raised performance expectations
- Strengthening performance monitoring and ensuring quality
- Building institutional capacity to achieve high performance

The following recommendations were highlighted for tertiary education:

1. Consolidating tertiary institutions for efficiency and quality
 - Adopting a flexible, open, and pragmatic approach to consolidation
 - Approaching institutional consolidation as a first step in a long-term process
 - Supporting complementary initiatives to improve research performance of Lithuanian universities
2. Balancing attractiveness and quality in internationalisation
 - Protecting students
 - Aligning incentives
 - Researcher recruitment
3. Monitoring and supporting equity in tertiary education
 - Developing an equity monitoring capacity
 - Monitoring pathways from secondary vocational programmes to higher education, and ensuring adequate preparation provides pathways for vocational students
 - Monitoring the profile of higher education students who are successful in completing their studies - and who are not, and using this information to both inform both institutional practice and public policy
 - Linking monitoring to policy targets and extant policy instruments, such as social grants
 - Evaluating student basket assumptions to ensure that students in like programmes receive comparable and appropriate instructional support and monitoring differences in instructional spending accordingly

The representatives from Finland, Estonia, Latvia, Austria, Germany, Belgium, Ireland and United

Kingdom presented the experiences of their respective countries.

Among others, the following higher education experts attended the event: Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD), renowned education expert Andreas Schleicher and higher education expert, Prof. Jamil Salmi.

OECD study details can be found at:

http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-in-lithuania_9789264281486-en#page2.

Unibasq-AQAS Joint Trainings for Experts

As a continuation of the initiative presented at the INQAAHE 2017 Biennial Conference 'Between Collaboration & Competition: The Promises & Challenges for Quality Assurance in Higher Education', where Unibasq (Agency for Quality of the Basque University System-Basque Country/Spain) and AQAS (Agency for Quality Assurance through Accreditation of Study Programmes-Germany) recounted their experience in looking for options to increase the number of foreign experts in their procedures, Unibasq and AQAS ran two joint pilot trainings in Bilbao and Cologne, in March and October 2017, respectively.

When outlining this project, both agencies considered the positive experiences within the ECA training academy, which was one of the outcomes of the ECA project 'European Training of Quality Assurance Experts (E-TRAIN)'. This project was the origin of the ECA's Experts Exchange Platform (EEEP) which aims to share trained or experienced experts across borders among agencies (<http://ecahe.eu/home/eeep/>). These experts focusing particularly on quality assurance of Joint Programmes or in assessing the quality of internationalisation.

The question about the language used for training was raised as training for foreign experts is usually conducted in English. The discussion looked at the options of using Spanish, German, English, and even Basque, for training activities. Cross-border activities reviews are mostly done in English, sometimes with the help of native speakers or translators. There are two important factors to be considered: One is the recognition that the language selection has a limiting

factor when it comes to the number of potential experts; the other is the languages of the procedure both agencies offer.

Regarding their accreditation procedures, both agencies have different expert profiles; academic, students, and professional and quality assurance experts. The training was open to academic experts from Higher Education Institutions (HEIs) and to all the expert profiles. Both organisations are involved in programme and institutional level activities.

One of the objectives of the training design was also to provide the opportunity of informal learning, giving trainees the opportunity for less formal encounters and to raise questions that they may not want to raise in front of more experienced experts. The preferred arrangement was two half days with a dinner providing the perfect opportunity for informal discussions.



For future training, the organisers agreed to develop a small glossary of specific terms of EQA used in both languages.

Incorporation of foreign experts in the external quality assurance procedures remains a challenge that requires individually tailored responses, as the limiting factor of language cannot be overcome but needs to be addressed.

Hence it is not the language of joint training activities which limits implementation, but different languages used in every day operations of the external quality assurance procedures. Recognising that there is still room for improvement, the manifold positive side effects of the cooperation of two agencies from different European countries prove that it is worth the effort. Both authors believe that the challenge of language must not only be seen as a limiting factor, but also a fundamental root of the rich cultural diversity higher education builds on. Consequently, the reality of

different languages should be an aspect that should be respected in collaborative procedures, instead of only identifying it as a limiting factor.

LATIN AMERICA AND CARIBBEAN

ACTT Observes Quality Assurance Month 2017

ACTT's QuiTE Awards Ceremony 2017

The Accreditation Council of Trinidad and Tobago (ACTT) hosted its annual Excellence in Higher Education Awards Ceremony on 31 October 2017. Through the Quality in Tertiary Education (QuiTE) Awards that were presented at this ceremony, ACTT recognises the achievements of institutions and professionals in the sector. These Awards aim to promote quality in the operations of registered and accredited post-secondary and tertiary level institutions in Trinidad and Tobago.

Awards were presented to institutions that demonstrated excellence in the implementation of quality assurance systems, student monitoring and tracking systems, institutional research capacity and overall improvement. Institutions were grouped based on student enrolment levels, with awards being presented to exemplars in the following categories:

- Excellence for an Established Quality Management System
- Excellence for Student Support Services in Tertiary Education
- Excellence in Teaching and Learning

ACTT also presented awards to individuals in the higher education sector in the following categories:

- Excellence in Applied and Academic Research
- Excellence in Teaching

The Excellence in Higher Education Awards Ceremony and Cocktail Reception also concluded ACTT's Quality Assurance Month 2017, which included outreach initiatives at schools across Trinidad and Tobago.

AWARDEES: Institutional Categories

Excellence for an Established Quality Management System

- 1st place: National Energy Skills Center
- Honourable mention: Arthur Lok Jack Graduate School of Business

Excellence in Student Support Services

Large Category

1st place: UWI School of Business and Applied Studies Limited

Medium Category

- 1st place: Trinidad and Tobago Hospitality and Tourism Institute
- Honourable mention: CTS College of Business and Computer Science Ltd

Excellence in Teaching and Learning

- 1st place: Arthur Lok Jack Graduate School of Business

Awardees: Individual Categories

Excellence in Applied and Academic Research

- Dr Laurette Bristol, Director of Academic Services, UWI School of Business and Applied Studies Limited

Excellence in Teaching

- Alana Jameson, Course Director and Tutor, Council of Legal Education, Hugh Wooding Law School



Winners of ACTT's QuiTE Awards 2017

The UCJ Celebrated 30 Years of 'Enabling National Development through Quality Assurance' in October

The University Council of Jamaica's (UCJ) celebrated its 30th Anniversary in October 2017, with the theme '30

Years of Enabling National Development through Quality Assurance.' The celebration provided a significant opportunity for the organisation to reflect on its work and achievements since its inception in 1987.

Thanksgiving Service. The celebration commenced with a Thanksgiving Service held in Kingston on 8 October 2017. Members of the UCJ Council, staff, volunteers and representatives from the agencies of the Ministry of Education, Youth and Information (MOEYI) were in attendance.

6th Dr Dennis Lecture. The celebration continued on 19 October 2017, with the hosting of the 6th Dr Dennis Irvine Lecture in Kingston. The lecture was introduced in 2007 to honour the work and memory of the late renowned educator, Dr Dennis Irvine, the UCJ's founding Chairman. Dr Lincoln Edwards, President, Northern Caribbean University and guest lecturer examined the topic, **'Enabling Development: International Standards, Our Future'**.

The Honourable Floyd Green, State Minister, MOEYI encouraged higher education institutions to ensure that their programme offerings were aligned to the nation's economic priorities, developmental goals and international standards.

30th Anniversary Awards Luncheon. The toast of the 30th Anniversary celebration was the Awards Luncheon on 26 October 2017. The UCJ presented certificates of Registration and Accreditation to recently registered institutions and those with programmes that had been accredited or re-accredited during the period March 2016-September 2017. Staff and volunteers who have made significant contributions to the UCJ were also recognised.

Senator, the Honourable Ruel Reid, Minister of Education, Youth and Information, in his address to key stakeholders focused on the government's vision for higher education in Jamaica, edu-tourism and the greater parity in the allocation of funds to higher education institutions, providing an enabling environment for private and foreign participation in the sector as well as the improvement of quality assurance systems.

Speaking after the 30th Anniversary celebration, Executive Director of the UCJ, Mrs Althea Heron, said: "It has been a remarkable year for the UCJ. As the

Agency progresses, it is our intention to continue to deliver a first-class service and exhibit openness and fairness in all our operations as we assure quality in the higher education sector."



Senator, the Honourable Ruel Reid, Minister of Education, Youth and Information (2nd left) is flanked by Dr Carolyn Hayle (2nd right), Chairman, the UCJ, Mrs Althea Heron, Executive Director (right) and Dr Ethley London, Founding Executive Director, the UCJ at the 30th Anniversary Awards Luncheon in Kingston on Thursday, 26 October, 2017

NORTHERN AMERICA

Quality Matters and Academic Rigour

Academic Rigour is at the forefront of many conversations about education. Whether you are talking about your own courses, transfer credits or alternative sources for student learning, rigour is sure to play a role in the discussion. The Quality Matters Community is talking about it too. During two special sessions at the 2017 QM Connect Conference, more than 50 participants discussed key topics including defining what rigour is (and isn't), what role quality plays and how rigour is evaluated. To catch up on the conversation, view the recordings of the Academic Rigour sessions.

Then take a look at how one institution addresses the issue. QM Connect panelist, Andria Schwegler from Texas A&M University - Central Texas, created a presentation on Academic Rigour, sharing the perspectives of faculty and staff at the University. Review their definitions of rigour as well as how courses, transfer credits and alternative learning are evaluated.

So, what's next? We need to keep the conversation going. Topics related to academic rigour such as alternative learning initiatives are not going anywhere. In fact, as the article, 'The Credentials Revolution', from Inside Higher Ed points out, alternative learning options continue to grow and with them the need to examine the role of rigour in such offerings. As we move this discussion forward, we hope to involve educators like you.

Putting Quality Assurance into Practice

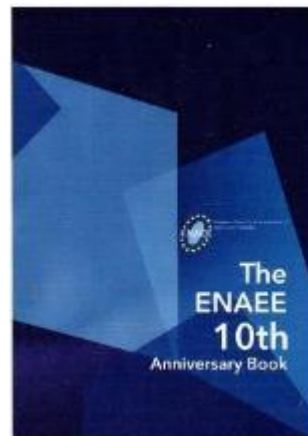
UNC Charlotte is taking its quality assurance efforts to the next level and demonstrating its organisational commitment to quality online learning by participating in QM Programme Reviews. UNC Charlotte's fully online Instructional Systems Technology (IST) programme recently received the QM Programme Certification for Programme Design, signaling that the programme is designed around measurable learning objectives or competencies.

"As we prepare our graduates to be future instructional designers, technology facilitators and online learning designers and facilitators, this certification has added value to our programme," said Florence Martin, director of UNC Charlotte's Instructional Systems Technology (IST) programme.

To learn more about UNC Charlotte's journey to Programme Certification, please view UNC's QM Connect presentation. Plus, check out this article, 'Instructional Systems Technology Programme Receives National Quality Matters Certification', to learn about the other ways UNC Charlotte is using QM resources to add value and deliver its online promise.

News from Networks

ENAAE publishes 'The ENAAE 10th Anniversary e-book' (Oct 2017)



It has been more than a decade since the launch of ENAAE (European Network for Accreditation of Engineering Education) on 8 February 2006, at the end of the first EUR-ACE project. On the occasion of the first ENAAE Members Forum (Leuven, October 18-19), ENAAE published 'The ENAAE 10th anniversary e-book' to document the birth and development of the EUR-ACE® system.

The history of ENAAE and of the EUR-ACE® system illustrates the changes which occurred in the European Higher Education at the turn of the 21st century. Hence, this history is not anecdotal and may be of interest to the engineering and education communities.

EUR-ACE® is at the confluence of two important educational developments. On the one hand, the 'Bologna process' aims to build a coherent, compatible and competitive European Higher Education Area (EHEA); it focuses on the academic features of European higher education. On the other hand, the 'Lisbon agenda' of the European Commission, aims to build a knowledge society, with a stronger focus on the impact of higher education and research on the economy and society.

In the e-book, the reader will understand how the founders of the EUR-ACE system have worked, with the support of the European Commission, to match the two complementary aspects of engineering education, and how they succeeded in building a qualification framework for future engineering professionals, coping with the diversity of the engineering professions and of the education systems in Europe and beyond

Contact: secretariat@enaee.eu; www.enaee.eu/

ENAAE acts for international mobility of engineering graduates



Although young engineers are often mobile and many find their first jobs outside their home countries, there still remain hindrances arising from the difficulty in getting their qualifications recognised by companies or local authorities.

Within the European Union, Common Training Principles

for engineers have not yet been worked out and adopted; problems associated with the diversity of national regulations and requirements still need to be resolved.

Outside the European Union, in countries belonging to the International Engineering Alliance (IEA, comprising the Washington Accord), the authorities should note that the EUR-ACE® Accord provides the same guarantee in respect of the practice of the engineering profession. To help solve these difficulties, ENAAE is publishing an official certificate which describes the main characteristics of the EUR-ACE® system; it highlights the joint agreement between IEA and ENAAE on Best Practice in Engineering Programme Accreditation (2015). The certificate is primarily aimed at national immigration authorities, but can be used by every graduate of a EUR-ACE® labelled accredited engineering degree programme listed in the official ENAAE database.

The certificate is being circulated to all EUR-ACE® authorized agencies so that they can disseminate it to the labelled degree programme managers and to their graduates. The certificate will be available in the Promotion Section of the Members' Area of the ENAAE website www.enaee.eu/.

Further inquiries may be addressed to secretariat@enaee.eu.

The 1st ENAAE Members Forum (KU Leuven, 18-19 October, 2017)

After more than 10 years of engineering programme accreditation, ENAAE is facing new challenges: recent developments in higher education quality assurance, ongoing debate on institutional vs. programme

accreditation, common training principles for engineers, improvement of the value and recognition of EUR-ACE® labels by students and employers, etc.

ENAAE convened its 1st Members Forum at KU Leuven (Belgium), 18-19 October 2017: **'Challenges, perspectives and good practice of programme accreditation in engineering education'** with the final objective of drafting an agenda for ENAAE orientation in the next few years.

The Forum gathered experiences and reflections from 75 individuals actively engaged in EUR-ACE® accreditation activities.

ENAAE is now publishing this 'Leuven Communiqué' which is a summary of the conclusions and recommendations issued from nine parallel workshops and three break-out sessions.

ENAAE members disagree with the idea of accreditation as a bureaucratic and conservative process; they consider that programme quality assessment can be open to and supportive of innovative pedagogical methods and that the major benefit of accreditation is to improve the quality of engineering programmes through the self-evaluation process carried out by the faculty staff and stakeholders.

Accreditation is based on direct, on-site exchanges between peers and faculty, administration and students; and cannot be substituted by paper assessment. Participants noted that outcome based assessment is the norm, and that student competence assessment is a key issue on which ENAAE should disseminate good practice, particularly in relation to transferable and technical competences.

ENAAE members strongly advocated that ENAAE and the authorized agencies should actively promote 'lean' programme accreditation procedures which use synergy effects with programme, institutional or system accreditation. Lean 'procedures' for the periodic renewal of agency authorisations and programme accreditation should be mandatory, focusing mainly on the evaluation of changes since earlier evaluations.

Transnational accreditation should not be operated as a revenue generating exercise, but should promote international recognition of the EUR-ACE® label and

the establishment of programme accreditation in host countries.



With the rise in institutional accreditation and changes in national regulations on quality assurance, which make programme accreditation more often optional than mandatory, the EUR-ACE® accreditation system enters a new era, ENAEE should demonstrate that the benefits for the final users and the whole engineering community exceeds the costs in time and human resources and should seek bridges and synergies with all the different systems.

Further inquiries may be addressed to secretariat@enaee.eu.

News from ENQA

ENQA's report on QA and recognition includes findings and recommendations

The European Association for Quality Assurance in Higher Education's (ENQA) Working Group VII on Quality Assurance and Recognition published its final report, entitled [Current practices on external quality assurance of academic recognition among QA agencies](#).

The report presents the findings of the group's research in determining the state of the art where QA agencies and issues of academic recognition are concerned, a topic of greater importance since the 2015 adoption of the Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

The report reveals that 60 percent of the surveyed agencies have only occasional or no contact whatsoever with their relevant [ENIC-NARIC](#) centre. Concerning the agencies' external quality assurance methodologies, 23 percent have an explicit focus on recognition, 12 percent have focus on outcomes and metrics, and 65 percent have no explicit focus or are in transition. The working group's survey and subsequent

interviews have revealed that recognition is not currently a priority for most QA agencies – and in cases where it is – there are integration challenges. The report includes some final recommendations, with further work on the topic being taken up by the EU-funded [LIREQA project](#).

ENQA's members and affiliates meet in Sèvres for annual General Assembly

The European Association for Quality Assurance in Higher Education (ENQA) is pleased to welcome its newest elected members, Sofija Pekic Quarrie from the Commission for Accreditation and Quality Assurance (CAQA, Serbia) and François Pernot from the High Council for the Evaluation of Research and Higher Education (HCERES, France). Members present at the General Assembly in October also re-elected Christoph Grolimund for his second full term on the Board. Christoph Grolimund was elected as ENQA President, Caty Duykaerts (AEQES, Belgium) and Nora Skaburskienė (SKVC, Lithuania) were elected as Vice Presidents, and Anne Flierman (NVAO, the Netherlands) was appointed as Treasurer.

Members present at the October General Assembly endorsed the Board's earlier decisions to renew the memberships of the following seven agencies: the Accreditation, Certification and Quality Assurance Institute (ACQUIN, Germany), the Agency for Quality Assurance through Accreditation of Study Programmes (AQAS, Germany), the Catalan University Quality Assurance Agency (AQU Catalunya, Spain), the Foundation for International Business Administration Accreditation (FIBAA, Germany), the National Accreditation Agency of the Russian Federation (NAA, Russia), the Accreditation Organisation of the Netherlands and Flanders (NVAO, the Netherlands), and the Centre for Quality Assessment in Higher Education (SKVC, Lithuania). ENQA's membership decisions are made following successful external reviews of the agencies. Reports and other materials relating to the reviews are available on the [Review Reports and Decisions page](#) of the ENQA website.

The General Assembly endorsed the Board's earlier decision to grant affiliate status to the Higher Education Funding Council for England (HEFCE, United Kingdom).

Upcoming Events

HKCAAVQ: Professional Training Workshop in Quality Assurance 'Where internal QA meets external QA'

HKCAAVQ (Hong Kong Council for Accreditation of Academic and Vocational Qualifications) is the only statutory body tasked with the responsibility for quality assurance of both the education and training sectors in Hong Kong. Under the Hong Kong Qualifications Framework (HKQF) which was launched in 2008, HKCAAVQ is responsible for developing the standards and mechanism to safeguard the credibility of academic and vocational qualifications on the Hong Kong Qualifications Register (HKQR). In addition to providing accreditation services, it is also a statutory function of HKCAAVQ to provide training as a means to strengthen capacity in quality assurance of institutions and reviewers.

With the commitment to advancing the practice of quality assurance (QA), HKCAAVQ is offering a 5-day

workshop to provide a systematic integration of the 'know-how' and 'know-why' of quality assurance, within the context of outcome-based education and qualifications

frameworks. We expect to see a mix of local and international participants for stimulating exchange of ideas and perspectives.

The event will take place between the 12 and 16 of March 2018 at Crowne Plaza Hotel, Causeway Bay, Hong Kong

To find out more about the workshop or for registration, please visit: https://www.hkcaavq.edu.hk/en/services/training/professional_training_workshop or use the QR code above.

For questions regarding the workshop, please email to training@hkcaavq.edu.hk or call at (852) 3658 0147.

