INQAAHE Bulletin June 2016

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President's Message

Welcome to the summer edition of the INQAAHE bulletin.

The current edition provides up-to-date information on the INQAAHE activities as well as conveys the news from our respected members and prospective events.

Some of the highlights of this edition include the successful biennial forum organized by INQAAHE in Fiji on 22nd-24th of May, where the revised version of the *INQAAHE Guidelines of Good Practice* were adopted during one of the INQAAHE Board Meetings and became effective as of May, 2016. Others include the many new initiatives proposed by the Board to promote the INQAAHE Strategic Priorities which will become effective in 2016-2018, in line with the expectations of our valued members.

In this edition we have contributions from such respected members as TEQSA, AQU Catalunya, JUAA, NAAC and APQN, the ANQAHE, and EAQAN on both organizational and strategic issues that are of priority to the specific regions and might be applicable beyond. We hope the experience shared is useful to you in your pursuance of ongoing improvement. We have also highlighted the major upcoming events of our members to be carried out in 2016.

INQAAHE, in the pursuance of its Strategic Objectives has made significant strides to better serve its members and drawing on the accomplishments of the previous years and the generous support of our members, we hope to be able to achieve more in the upcoming ones.

Dr. Susanna Karakhanyan

Acting President

Message from the INQAAHE Board

It is with great pleasure that we would like to share with you the achievements of the INQAAHE Forum 2016, held from 22 to 24 of May in Fiji. With 145 participants, the Forum was able to achieve its set goals which evolved from experience exchange, networking, and capacity building, among others.

To ensure that all the INQAAHE members are updated equally on the Forum and its results, we are happy to share with you minutes of the General Assembly (GA) meeting as well as the Forum report, which you will find attached.

One of the most remarkable events was the celebration of INQAAHE's Silver Jubilee, which marked the achievements throughout the 25 years of its history.

The GA meeting focused on the following agenda:

- Approval of the reports delivered by the President, Secretary and the Treasurer;
- Presentation by the 2017 Conference host – QQA Bahrain;
- Voting results for INQAAHE Forum 2018 host;
- Announcement of the revised Guidelines of Good Practice, which became effective as of May 2016;
- INQAAHE co-organization of the International Conference on Quality Assurance in Higher Education with UNESCO and ICDE, to be held in Paris in June 2018;
- New calls for proposals to be launched by INQAAHE; and
- Announcement of the President's resignation, followed by the Vice-President taking over as Acting President before the announcement of new election.

The Forum Report has the following highlights:

- Key note speeches:
  - Benchmarking and peer review: assuring quality through collaborations.
  - Quality assurance in a changing environment: facing diverse demands.
- Topics around which World Cafes were organized and proven to be very successful:
  - What do we do differently because of changing landscape of HE?
  - Consistency of national quality assurance systems.
  - Effectiveness of quality assurance – how can we prove?

All the presentations from the Forum are available for all our members at: http://www.inqaahefiji.fhec.info/Contact/Documents

We do hope that our members find all the information valuable. We look forward to serving all our members better in the future.

President's Resignation

Resignation and farewell

Dear INQAAHE family members,

It has been a great honor for me that the members of INQAAHE General Assembly voted me to serve the INQAAHE as elected President for a term beginning April 2015. In the first year of my tenure, I have tried my best to be true to the faith reposed by you in carrying forward the Agenda presented to members of INQAAHE.

However, on account of compelling personal reasons, I have decided to step down from this valuable position. As such, I have submitted my resignation as INQAAHE President during the meeting of General Assembly, which became effective after conclusion of Fiji Forum on 24th May 2016.

The Board has announced during General Assembly that there will be elections soon for the new President and that the Vice-President has taken over as Acting President. For those who could not attend the Fiji Forum, I wish to share the delight and joy with you in which we celebrated the 25th anniversary of INQAAHE, by releasing a video and also by acknowledging the contributions of founders.

I am particularly pleased to share that the General Assembly meeting at Fiji has unanimously approved my proposal to take up several new initiatives as Silver Jubilee Projects in immediate future, including the idea of Global Quality Assurance Register [GQAR].

I thank everyone once again for giving me this historic opportunity to lead INQAAHE during its Silver Jubilee year and I reiterate my commitment to serve the cause of QA fraternity in my own humble way, whenever possible.

I have volunteered to step down as President but I will continue to be on the Board as Immediate Past President, and assure that I will strive my best to be your voice.

Let us pledge ourselves for a stronger INQAAHE committed to the cause of quality, equality and humanity.

Kind Regards,

Dr Jagannath Patil

Immediate past President-The International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

jp.naacindia@gmail.com

6th June 2016

News from the Secretariat

Membership mutations

INQAAHE welcomes the following new members:

- Horizon College of Business and Technology (Horizon Campus) (Associate Member), Sri Lanka.
- Business & Computing Examinations (Associate Member), United Kingdom.
- International Medical University (Associate Member), Malaysia.
- National Defence University Pakistan (Associate Member), Pakistan.

News from Members

Overview of Higher Education and Quality Assurance Development in Macao

In this article, we would like to give you a brief introduction of the higher education in Macao, and also share with you the development of Quality Assurance in the higher education sector.

Macao is a special administrative region of China and has a population of around 600,000 people. Macao has seen rapid development in higher education development in recent decades. The first university was established in 1991. At present, there are 10 higher education institutions (HEIs), among which 4 are public, 6 are private. The medium of instruction are Chinese, Portuguese and English.

About 16% of the Macao population has a higher education degree. The 10 HEIs enroll about 30,000 students from Macao, Mainland China and from abroad. At present, there are around 275 programmes in operation. The top 5 programmes in terms of student enrollment are Business and Management, Tourism and Entertainment, Law, Journalism and Communication, Languages and Literature.

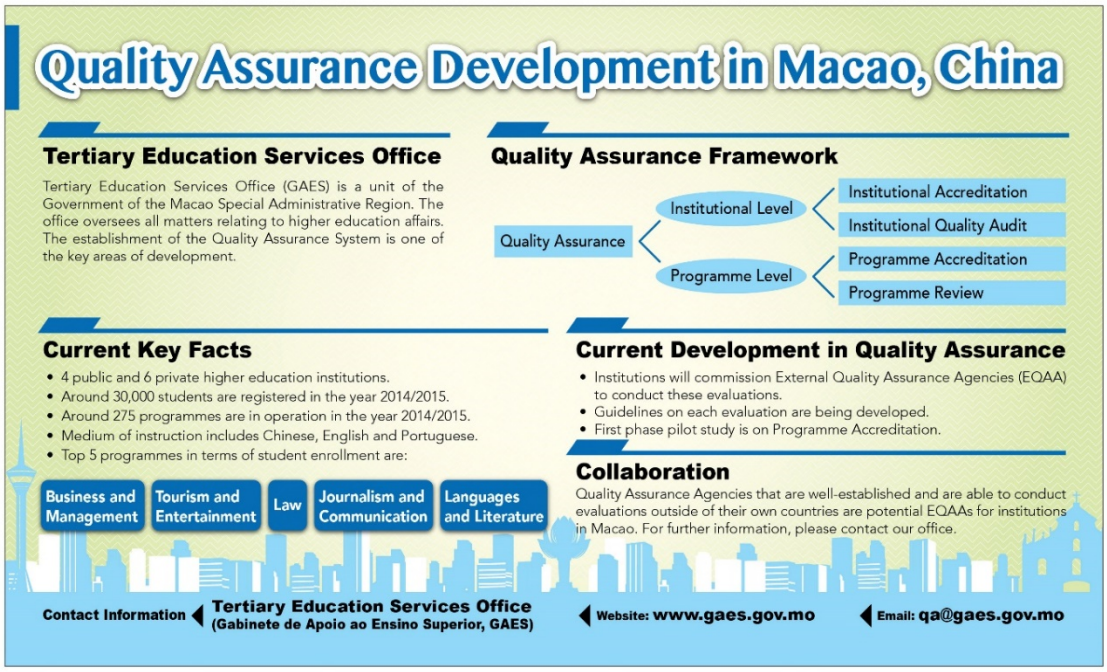
The Government of the Macao Special Administrative Region and the HEIs recognised the importance of quality assurance. The Tertiary Education Services Office (GAES) is the government department that oversees higher education related matters in Macao. Since 2012, we have been working together to develop a Quality Assurance Framework. In this framework, evaluations are conducted at the institutional level and programme level. At the institutional level, there are Institutional Accreditation and Institutional Quality Audit. At the programme level, there are Programme Accreditation and Programme Review.

The Macao Government has no plan to set up its own accrediting body in the near future, instead the Government will allow the HEIs to approach External Quality Assurance Agencies (EQAA) on their own. However, before the appointment of EQAA, the respective HEI has to receive prior approval from the Government. The results of the evaluation will have to be confirmed by the Macao Government.

To cater for the needs and characteristics of Macao, the Government has developed four sets of QA guidelines that stipulate the standards and procedures of each of the evaluation exercise. They comprise the “Guidelines on Institutional Accreditation”, “Guidelines on Institutional Quality Audit”, “Guidelines on New Programme Accreditation”, and “Guidelines for External Quality Assurance Agencies”. The “Guidelines on Programme Review” is under development at this point. The first pilot study on Programme Accreditation will be concluded before the end of 2016.

Since 2012, the Macao Government has become a member of The International Network for Quality Assurance Agencies in Higher Education (INQAAHE), Institutional Management in Higher Education (IMHE), Asia-Pacific Quality Network (APQN) and CHEA International Quality Group (CIQG).

If you would like to know more about the QA development in Macao, you are welcome to contact the Tertiary Education Services Office (GAES) at qa@gaes.gov.mo for assistance.



Riphah Wins International Quality Assurance Award

The Riphah International University has won the 2016 Asia Pacific Quality Network (APQN) Best/Model Internal Quality Assurance (QA) Award. The award ceremony was held at the Intercontinental Hotel, Natadola, Fiji on 26th May 2016. The award was received by the Director of QEC of Riphah International University. This event was also attended by four members of the HEC team headed by Dr. Muhammad Rafique Baloch, the DG of QAA, HEC.

APQN is a network of Accreditation/Regulatory bodies of 38 countries having its headquarters in the People's Republic of China. It has a large number of universities in the Asia Pacific region as its institutional members. Every year during the APQN annual conference, awards are presented to winners on the recommendations of a panel of international

jury in four different categories. The Best/Model Internal QA Award (Category 1) is for institutional members who demonstrate good practices that has the potential of adaptation among APQN members. To be eligible for this award, member universities forward their nominations, providing details of good practices and their achievements in the field of Quality Assurance. After due evaluation by the panel of international jury, the APQN Board decides the winner in each category. The awards are presented in a colourful ceremony, usually during the gala dinner which is held on the evening of first day of conference.

Riphah & QPSP organised a session on "Quality Assurance in Higher Education"

Riphah International University and Quality and Productivity Society of Pakistan (QPSP) jointly organised a national seminar on "Quality Assurance in Higher Education" at Riphah International University Rawalpindi on 17 June 2016. The objective of the seminar was to discuss the key challenges in implementing quality assurance mechanism in Pakistani universities. The session was attended by various quality assurance experts, deans, directors and faculty members from more than 40 public and private sector universities of the country.

Mr. Hassan Muhammad Khan, the Pro-Chancellor of Riphah International University welcomed the participants. He shared the great news that Riphah has recently won the Internal Quality Assurance Award. He thanked the participants who had come from all over the country to attend this event.

Prof. Dr. Ali Sajid, the Chairman QPSP said that the quality infrastructure of Pakistani institutions is facing different challenges such as low budgetary allocation, low training and low strength of faculty, lack of industry-funded projects and low quality culture. He further added that these challenges have led to inadequate faculty development mechanism and ineffective performance management system in universities. To overcome these challenges, he recommended that the university quality enhancement departments have to make an extra effort in terms of involvement in implementation of the quality processes provided by the Higher Education Commission (HEC).

Brig. (R) Engr. Salim Ahmed Khan, the Director of QEC Riphah International University talked about the university ranking criteria set by the HEC. Highlighting the key points of the ranking scorecard, he emphasised that universities must align their activities according to the ranking parameters set by HEC. He concluded with the remarks that universities should focus on increasing the number of research proposals, patent registrations, enhanced university-industry linkages, increasing the number of PhD qualified faculty, training and development of faculty members, increasing the quality of research publications, improved student-teacher ratio and focus on winning national/international awards by students/faculty members.

The session also included a panel discussion in which QA experts from Iqra University, NUST, Air University and UHS Lahore discussed the key challenges they faced in implementing quality processes.

Prof. Dr. Anis Ahmad, the Vice Chancellor of Riphah International University gave his concluding remarks by appreciating the efforts of all experts who gathered at the forum to discuss the key challenges. He assured that Riphah will always play a key role in imparting quality education according to Islamic ethical values.

Prof. Amanullah Khan, Chairman of QEC Riphah thanked all the participants for their participation and contribution to the event. The event ended with the award of certificates and souvenirs to all the participants. Prof. Dr. Anis Ahmad presented the awards to the speakers. The event ended with dua'a.

Results of Accreditation Performed by the Japan University Accreditation Association

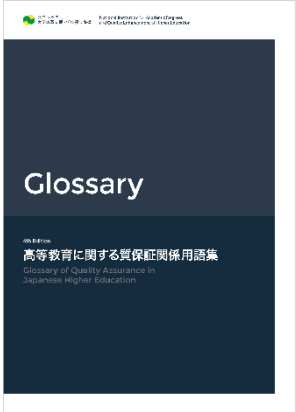
In 2002, the Certified Evaluation and Accreditation System was introduced in Japan (enforced in 2004), obligating all higher education institutions (universities, junior colleges and technical colleges) to undergo an evaluation once every 7 years, and all professional graduate schools to undergo an evaluation once every 5 years as well. In each case, the evaluating agency certified by the Minister of Education, Culture, Sports, Science and Technology (MEXT) conducts the evaluation process, comprehensively assessing the level of education, research, and other areas.

Since its establishment in 1947, the Japan University Accreditation Association (JUAA) has played a significant role in assuring the quality of higher education. On 31 August 2004, the JUAA was authorised by the Minister of MEXT as the first Certified Evaluation and Accreditation Agency for universities. The authorisation for its Certified Evaluation and Accreditation was later expanded to several other fields. The JUAA currently performs Certified Evaluation and Accreditation in 7 fields (universities, junior colleges, law schools, professional graduate business schools, professional graduate public policy schools, professional graduate schools of public health, and professional graduate schools of intellectual property studies).

JUAA has just finalised the results of accreditation for FY 2015, available at: http://www.juaa.or.jp/en/accreditation/result.html.

NIAD-QE published the 4th Edition of the Glossary of QA in Japanese HE

In April 2016, the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE) published the 4th Edition of the Glossary of Quality Assurance in Japanese Higher Education, which defines terms related to Japanese higher education and quality assurance in both Japanese and English.



NIAD-QE initiated a glossary project as a collaborative work with the United Kingdom's Quality Assurance Agengy for Higher Education (QAA) and published the 1st edition of the glossary in 2007. The glossary has been updated since then. NIAD-QE has completed a significant revision of the previous edition in producing the current edition.

Attention was given to comments and suggestions contributed by users of the 3rd edition such as academic staff and education supporting staff in universities, debates in Japanese higher education policy in recent years, and newly introduced systems. This edition contains 186 terms and definitions, including 40 new items. It also covers the methods of evaluation in quality assurance in higher education as well as the systems of third-party evaluation in Japan, including the difference between *Certified Evaluation and Accreditation* and *National University Corporation Evaluation*.

NIAD-QE hopes that this glossary will be a useful reference for understanding quality assurance in Japanese higher education, including the quality assurance community beyond the border.

A PDF version of the glossary can be downloaded free of charge from the link below:

Glossary of Quality Assurance in Japanese Higher Education

Celebrations of World Quality Day at University of the Punjab

"World Quality Day" was celebrated in Punjab University in collaboration with Virtual University of Pakistan on 5 April, 2016. Prof. Dr. Mujahid Kamran, Vice Chancellor of the University of the Punjab was the Chief Guest, while Prof. Dr. Naveed A. Malik, Rector of the Virtual University of Pakistan was the Guest of Honor. Prof. Dr. Ali Sajid was the guest speaker for the event. Deans of different faculties, QEC heads of various universities of Lahore, heads of departments and faculty members of both the universities participated in the event.

Speaking on the occasion, Prof. Dr. Mujahid Kamran said that quality education without quality teachers is impossible. Prof. Dr. Naveed A. Malik told the audience that the quality standards of our education system should be increased.

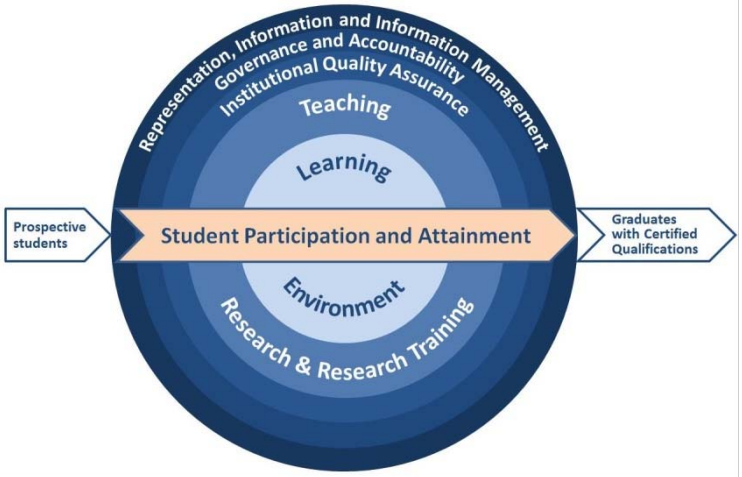
Prof. Dr. Ali Sajid elaborated on the emerging quality issues in the higher education system. Prof. Dr. Muhammad Nawaz, the Advisor of Quality Enhancement at Virtual University highlighted the burning issues in education system.

In his welcoming speech, Prof. Dr. Aamir Ijaz, the Director of QEC explained the purpose of celebration of "World Quality Day". He also discussed the milestones achieved by QEC at Punjab University.

TEQSA, Australia's QA and regulatory agency for Higher Education

TEQSA (Tertiary Education Quality and Standards Agency) is Australia's independent national quality assurance and regulatory agency for higher education. TEQSA's role is to ensure that quality standards in the Higher Education Standards Framework (the Framework) are being met by all higher education providers so that the interests of students are protected and the reputation of Australia's higher education sector is promoted. TEQSA does this by using a risk-based approach to planning and implementing assessments of compliance by higher education providers with the Framework. In assessing applications, TEQSA considers a provider's record of compliance with the Framework and applies a range of assessment methods to determine whether providers meet and continue to meet the Framework.

The former Framework (2011) was extensively revised by the Higher Education Standards Panel (the Panel) over a three year period, involving three formal consultation stages. The members of the Panel were appointed by the Minister for Education for their expertise in higher education quality and all had extensive knowledge of the operation of higher education providers. The Panel undertook the review using a transparent and iterative consultation process that allowed the Panel to test elements of the revised Framework and discuss and overcome issues raised by stakeholders.



The resulting revised Framework (2015) will take effect on 1 January 2017 and is more outcome-focused, principle-based, and supports a culture of effective self-assurance by providers. Importantly, the Framework has been structured to align with the student life cycle.

The view of the Panel in developing the new Framework was that it should not represent a radical departure from the current (outgoing) Framework, and should, in fact, reflect the practice of a responsible provider. The revised Framework is expected to be easier to apply for the purposes of providers' own internal monitoring, reporting and governance activities, as well as for TEQSA's regulatory processes. As a result, TEQSA will be able to use internal reports and information produced during the course of providers' ordinary business, and information published on provider websites, as evidence when assessing compliance with the Framework. The revised Framework has also incorporated the educational aspects of the legislation for providers offering courses to student visa holders, which is also regulated by TEQSA at the higher education level. In turn, this will see a reduction, over time, in the burden on higher education providers arising from TEQSA's administration of the Standards in the Framework.

The revised Framework ensures that the barriers to entry into the higher education sector are set sufficiently high to underpin and protect the quality and reputation of the sector as a whole. These barriers equally establish a baseline for operational quality and integrity from which all providers can continue to build excellence and diversity.

The revised Framework also serves other broader purposes including:

- an explanation of the expectations for delivery of higher education in Australia

- a guide to the quality of educational experiences that students should expect
- a reference for international comparisons
- a reference for other interested parties, and
- a model framework which higher education providers can themselves apply for the internal monitoring, quality assurance and quality improvement of their higher education activities.

The revised Framework takes account of the Objects of the TEQSA Act, and has been designed to facilitate TEQSA's compliance with the three Basic Principles for Regulation articulated in the TEQSA Act:

- the principle of regulatory necessity
- the principle of reflecting risk, and
- the principle of proportionate regulation.

TEQSA is taking a practical approach to the transition, by prioritising the development of critical materials for providers, and releasing materials in a test form to allow early access and consultation. TEQSA is also using opportunities for further streamlining of materials, and is continually testing the new Framework against topical issues. Leading external experts have also been engaged to contribute to key guidance notes.

In preparing to transition to the revised Framework, TEQSA is:

- seeking advice on materials and approaches from a Standards Transition Reference Group, consisting of stakeholder representatives from different parts of the higher education sector
- undertaking extensive briefing sessions around Australia with providers and TEQSA experts
- operating a Standards Interpretation Panel to support staff and respond to FAQs
- using the Case Management model to tailor support for providers lodging applications in early 2017
- reviewing TEQSA's Risk Assessment Framework, provider guidance notes, application guides and forms to align with the revised Framework
- considering how the overlap between the Framework and legislation for providers of international students can allow for streamlining of evidence requirements
- developing supporting information regarding the transition to the new Standards Framework on the TEQSA website.

TEQSA is well prepared for the commencement of the revised Framework and recently completed 12 briefing sessions with the large majority of registered

providers around Australia. Provider feedback indicated a high level of satisfaction with these briefings.

TEQSA is well on track to have all necessary materials ready for providers in advance of the 1 January 2017 commencement date for the revised Framework.

Positive & constructive interaction with QQA Blog

Dr. Jawaher S. Al Mudhahki, Chief Executive of the National Authority for Qualifications & Quality Assurance of Education & Training (QQA) concluded its participation in the QQA Blog that was launched in collaboration with Information & e-Government Authority through bahrain.bh portal for two weeks in May 2016. She praised the public's qualitative and quantitative interactions with the Blog. This has a great impact on the vivacity and effective participation with the Blog as it grabbed approximately 9,000 visits with 109% increase compared to other blogs launched by the e-Government recently.

More than 22,000 students sat for 2016 National Examinations

In 2016, more than 22,000 Grades 12 and 6 students took the National Examinations. In March 2016, more than 10,000 Grade 12 students sat for the examinations for the fourth time, whereas more than 12,000 Grade 6 students took the examination in May 2016. The national examinations were conducted and supervised by the QQA in collaboration with the Ministry of Education. Results of the national examinations will be published once approved by the QQA Board of Directors and endorsed by the Cabinet.

IMPALA International Final Conference

The conference, organised by IMPALA in cooperation with ENQA focused on "Impact Evaluation of Quality Management in Higher Education. A Contribution to Sustainable Quality Development of the Knowledge Society" was held from 16-17 June 2016, Barcelona, Spain. The event aimed at presenting and disseminating further results of the IMPALA project (i.e., methodology and application of impact evaluation of external quality assurance in higher education institutions) to a wider audience. Four case studies of impact evaluation of quality assurance in higher education institutions were presented. Three speeches by notable higher education researchers allowed the theme to be embedded into the current debates on higher education institution governance and higher education policy.

The conference also intended to gather input from participants's critical reflection of the conference theme, in particular European quality assurance agencies and other higher education institution stakeholders. Furthermore, the conference should help to identify options for exploitation of the impact evaluation methodology and further research. The details of the conference can be found from the following links.

Conference program [PDF]

Conference presentations

- Prof. Dr. Dr. **Theodor Leiber** (evalag, Mannheim, Germany): "Introduction to the European Commission Funded IMPALA Project" [PDF]
- Prof. Dr. **Jussi Välimaa** (evalag, Mannheim, Germany): "Higher Education in the Networked Knowledge Society: Challenges for Impact Evaluation of Quality Management" [PDF]
- **Jouni Jurvelin**, PhD (Jyväskylä University of Applied Sciences, Jyväskylä, Finland) & **Matti Kajaste** (FINEEC, Helsinki, Finland): "First Case Study: Impact Evaluation of EUR-ACE Program Accreditation at Jyväskylä University of Applied Sciences" [PDF]
- **Mari Pau Álvarez del Castillo** (Universitat Autónoma de Barcelona, Barcelona, Spain) & **Anna Prades Nebot**, Phd (AQU Catalunya, Barcelona, Spain): "Second Case Study: Impact Evaluation of Program Pre-accreditation at Universitat Autónoma de Barcelona" [PDF]
- **Blazhe Todorovski** (Vice-Chairperson, European Students' Union, Brussels, Belgium): "Impact Evaluation of Quality Assurance from the Perspective of Students in the EHEA"
- Prof. Dr. **John Brennan** (Emeritus, Higher Education Research, The Open University, Milton Keynes, UK): "Success Factors of Quality Management in Higher Education: Are Unintended Impacts More Important than Intended Ones?" [PDF]
- Prof. Dr. **Maarja Beerkens** (Institute of Public Administration, Leiden University, The Hague, The Netherlands): "Evidence-based Policy in Higher Education Quality Assurance: Learning from the Experience of Others" [PDF]
- Prof. Dr.-Ing. **Radu Damian** (ARACIS, Bucharest, Romania) & Prof. Dr.-Ing. **Radu Vacareanu** (Rector, Technical University of Civil Engineering, Bucharest, Romania) & **Andrei-Stelian Bejan** (Technical University of Civil Engineering, Bucharest, Romania): "Third Case Study: Impact Evaluation of Institutional and Program Accreditation at Technical University of Civil Engineering Bucharest" [PDF]
- **Bertram Welker** (Staff Unit Quality Development, University of Stuttgart, Stuttgart, Germany) & **Theodor Leiber** (evalag, Mannheim, Germany): "Fourth Case Study: Impact Evaluation of the Program Review Process at University of Stuttgart"
- Prof. Dr. Dr. **Theodor Leiber** (evalag, Mannheim, Germany): "Résumé of the Conference: A Quick SWOT Analysis of Impact Evaluation of Quality Management in Higher Education Institutions" [PDF]

AQU Catalunya participates in the TeSLA project

As part of the European framework programme Horizon 2020, the European Commission has endorsed the TeSLA innovation and research project (Adaptive Trust-based e-assessment System for Learning), the objective of which is to define and develop a system that facilitates online examination in such a way that guarantees authentication and authorship at different points of the learning process. In addition to educational aspects (teaching and learning), the project addresses related ethical, technological and legal aspects, such as data protection. It will also be adapted for students with special education needs.

The three-year project is being coordinated by the Open University of Catalunya and has a budget of seven million euros. The TeSLA consortium partnership consists of the following eighteen organisations:

- Universities: Open University of Catalunya/UOC (Spain), Open Universiteit Nederlands, Welten Institute (Netherlands), Sofia University and Technical University-Sofia (Bulgaria), Open University: Institute of Educational Technology (UK), Institut Mines-Telecom (France), Anadolu University (Turkey) and University of Jyväskylä (Finland).

- Quality assurance agencies: AQU Catalunya (Spain), European Association for Quality Assurance in Higher Education (Belgium) and European Quality Assurance Network for Informatics Education (Germany).

- Research centres: University of Namur (Belgium), National Institute of Astrophysics, Optics and Electronics (Mexico), Fondation de l'Institut de Recherche IDIAP (Switzerland) and Imperial College London (UK).

- Technology firms: Protos Sistemas de Información (Spain), LPLUS GmbH Company (Germany) and Watchful (Portugal).

In total, a team consisting of around eighty professionals participates in the project, which will involve large-scale pilot tests during eighteen months with the participation of more than 14,000 students from all over Europe.

AQU Catalunya leads the package dealing with the quality assurance of online study programmes in which ENQA and EQANIE also participate in. The main objective of the package is the quality assurance of e-assessment processes, the attainment of which will be guided by the new Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).

AQU Catalunya contributes its extensive experience in both the e-assessment of distance learning programmes and institutional review of the Open University of Catalonia (UOC). This includes the VIRTUAL programme carried out by the Agency in 2007-2008 involving the review of distance learning programmes and institutions,

which was based on the PRO-QU programme review system (pre-Bologna study programmes) and adapted to the unique features of distance learning. It also incorporated international review specifications for this type of study programmes. ENQA, on the other hand, provides a broader vision of the European standards, while EQANIE offers insight from a more technological point of view as seen through accreditation and quality standards.

News from Networks

NAAC and APQN joint Global Summit

India, being the second largest sender country of internationally mobile students and also one of the major receiving country of students especially from South Asia, quality assurance of higher education and internationalisation is seen as an important concern for National Assessment & Accreditation Council (NAAC). As one of the founder agencies of Asia-Pacific Quality Network (APQN) and The International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the NAAC has played pro-active role in the international quality assurance scenario.

The “Global Summit on Quality Higher Education: Sharing Values and Building Trust Beyond Borders” will be organised by NAAC in collaboration with APQN on 16-17 September 2016 at Bengaluru. The summit aims to address global issues by initiating dialogue among key stakeholders and leaders of global higher education quality assurance community.

The summit has following main themes:

1. Building trust beyond borders in higher education quality assurance - Issues of mutual recognition of qualifications and accreditation decisions.
2. Sharing values in the wake of internationalisation of higher education - Promoting values and ethical practices in quality assurance, addressing concerns of unfair practices.
3. Reinforcing the relevance of quality assurance in the age of disruptive innovations and groundbreaking technology in higher education - Developing strategies and resources for the next generation quality assurance.
4. Internal and external quality assurance - Renewal of the debate on accountability and improvement with advent of ranking.

The summit is targeted at global leaders in higher education quality assurance. About 150 delegates are expected to join the summit being held at Bengaluru for the first time. A limited number of foreign delegates would be offered free registration and accommodation to attend the summit.

ANQAHE Board and General Assembly Meeting in Cairo, Egypt

The Arab Network for Quality Assurance in Higher Education (ANQAHE) held its General Assembly and Board Meeting on Sunday, 17 April 2016 in Egypt.

Dr Badr Aboul-Ela, the President of the Commission for Academic Accreditation (CAA) in the United Arab Emirates was elected as ANQAHE President, succeeding Dr. Jawaher Al Mudhahki. The meeting also included the elections of new board members from different Quality Assurance Agencies in the Arab region.

EAQAN Leadership Change

The East African Higher Education Quality Assurance Network (EAQAN) held its 6th Annual Regional Quality Assurance (QA) Forum on 16-20 May 2016 at Imperial Golf Hotel in Entebbe, Uganda. With the theme "Enhancing Teaching Quality in Higher Education for Better Student Outcomes", the conference aimed at fostering dialogue through sharing of ideas on higher education policies, QA practices, challenges and prospects for promoting quality higher education in the region. The event was hosted by the Inter University Council of East Africa (IUCEA), the Ugandan National Commission for Higher Education (NCHE) and Uganda Universities Quality Assurance Forum (UUQAF). Over 150 Deputy Vice-Chancellors, QA Directors and practitioners attended the forum representing over 80 universities from the Eastern African region.

After her 2 year term as President, Dr. Tashmin Khamis, the Aga Khan University's Director of Quality Teaching & Learning Networks and board member with INQAAHE congratulated the new President, Prof. Masoud Muruke, a seasoned QA practioner from the University of Dar es Salaam in Tanzania. The outgoing President spoke of 4 key areas of growth of EAQAN in the last two years resulting in: i) a four-fold increment in membership fees; ii) the development of EAQAN's first strategic plan;

iii) the registration with INQAAHE as a formal QA network; and iv) the recognition by external evaluators of the technical expertise EAQAN has to support IUCEA and the Higher Education Commissions in their missions to enhance QA of higher education institutions through cyclical reviews of programmes. Other members of the Executive Committee were also elected, including country representatives from Burundi, Kenya, Rwanda, Tanzania and Uganda.

IUCEA pledged to continue supporting EAQAN as a regional network for quality assurance to enhance quality of higher education. The next QA forum will be held in May 2017 in Tanzania.

For more information about EAQAN, please visit the link below:

http://www.iucea.org/EAQAN/

Upcoming Events

7th ENQA General Assembly, 20-21 October, Gloucester, UK

The 7th ENQA General Assembly will take place at the Gloucester Guildhall in Gloucester, United Kingdom on 20-21 October 2016 and will be hosted by the Quality Assurance Agency for Higher Education (QAA).

Participants arriving early to Gloucester are welcome to attend a seminar and reception event at the QAA premises at 18:00 on Wednesday, 19 October 2016, where QAA Chief Executive Douglas Blackstock will present on "Developments in the UK higher education policy and regulatory landscape". Those interested in attending are requested to kindly mention this during registration.

This year's programme features an exciting opportunity for agencies to present during one of two poster sessions. The call for proposals is available here. Please note the deadline for submissions is 31 July.

ENQA members are invited to nominate candidates for the ENQA Board, the election for which will take place during the General Assembly. The deadline for nominations is 9 September.

Registration is now open and will close on 30 September 2016 (or earlier if capacity is reached). Places will be filled on a first-come, first-served basis. For logistical reasons, participation is limited to two representatives per member agency (excluding ENQA Board members and speakers) and to one delegate per ENQA affiliate.

The draft programme is available here.
Practical information is available here.

2016 ICDE Presidents' Summit coming to Sydney

The 2016 ICDE Presidents' Summit, hosted by Charles Sturt University, will be held on 20-23 November 2016 in Sydney, Australia. Entitled 'A New Era of Leadership and Quality: The Business of Open and Distance Learning 2020', it will focus on new trends in executive leadership, changing paradigms, and innovative approaches for distributed leadership and management practice. The summit theme will focus on sharing creative and innovative new approaches to leadership, continuous quality improvement and new regional, national and global partnership models. Anthony McClaran, coopted director of INQAAHE Board, will represent the Network in this event.

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The 2016 ICDE Presidents' Summit will be held at the Sydney Harbour Mariott Hotel. Formal booking and Summit registration information is available since April 2016. For more information, contact Professor Don Olcott, Jr., FRSA, at dolcott@csu.edu.au or Caroline Seville at seville@icde.org.

Call for Papers: International Conference on The New Frontiers of Teaching and Learning QA in HE

The necessity for robust quality assurance in higher education has become increasingly important given the growth in number of students in higher education and the rise of international student mobility worldwide. New theories and practices have been developed in various aspects of teaching and learning around the world, one of which is the focus on 'enhancement' of teaching and learning quality rather than placing mere emphasis on the 'process' of teaching and learning alone.

Addressing these trends, the International Conference on The New Frontiers of Teaching and Learning Quality Assurance in Higher Education, organised by Macao Polytechnic Institute and co-organised by the Asia-Pacific Quality Network (APQN), will be held from 22 to 24 November 2016 at Macao. International 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
- Deep learning
- Outcome-based approach to teaching and learning
- Student evaluation of teachers (SET) and teacher self-evaluation (TSE)
- Voice of students to enhance teaching effectiveness
- Quality assurance framework to safeguard and enhance international student experience
- Use of information and communication technologies (ICTs) in teaching and learning enhancement
- Contention between teaching and research in higher education
- Case studies of teaching and learning quality assurance in higher education with special reference to the Asia-Pacific regions
- Other relevant topics relating to conference theme

Papers in Chinese or in English are welcome. The submission deadline is 15 July 2016. For more details about the conference and its submission arrangement, please visit www.ipm.edu.mo/heconf2016 or contact the organising committee via email at heconf@ipm.edu.mo.

THE-ICE 10th IPoE Forum 2016, 9-12-Nov-2016, Lucerne

This year, THE-ICE are thrilled to be celebrating the 10th anniversary of the IPoE Forum, with special events and awards being organised to mark this auspicious occasion. 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

THE-ICE 10th IPoE Forum 2016 is to be held at César Ritz Colleges Switzerland, Lucerne. Academic papers are invited on the IPoE 2016 theme '*Excellence – Defined and Measured*' and sub-themes: *employability; pedagogy; transferable skills*; *technology*; and *research and scholarship*.

View the proposed programme here and register online today to be involved in this auspicious occasion. For further information, please email ipoe2016@the-ice.org.

Contents of this Bulletin have been submitted by members and networks, compiled by INQAAHE Secretariat in cooperation with the INQAAHE Communication and Outreach Committee (C&O).

Although the responsibility of content remains with members and networks, INQAAHE C&O Committee reserve the right to edit, make corrections, omit material or do minor re-organisation as required to achieve a reasonable consistent look and feel, to any submitted articles.

If the revisions required are major, INQAAHE C&O Committee will contact the member or network (author) before accepting the material.

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

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