



INQAAHE Bulletin December 2015

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President's message

Signals from Incheon and Paris 2015 – Some Reflections for Global QA Community

Dear colleagues,

Warm greetings of Merry Christmas and Id Milad-un-Nabi with advance wishes for happy New Year 2016.

Year 2015 will be remembered in history of mankind for several reasons. Two prominent things that I consider landmark events from perspective of a global citizen include Paris Agreement of Climate Change and Incheon declaration by UNESCO- Education 2030.

I believe global QA community can reflect on essence of these initiatives and try to align some of our purposes and actions with these globally acclaimed initiatives for the betterment of mankind. This article is an attempt to initiate brainstorming by reflecting on some ideas that come to my mind as a stakeholder in the process of change.

Incheon Declaration - Education 2030: Towards inclusive and equitable quality education and lifelong learning for all

Over 130 Education Ministers and more than 1500 participants have now adopted the Incheon Declaration "Education 2030: Towards inclusive and equitable quality education and lifelong learning for all ". The Incheon Declaration was signed at the end of the World Education Forum (WEF) held in Incheon, Republic of Korea, during the third week of May 2015. As explained in the opening paragraphs of the document, the Declaration marks and important step in the development of international education policy, continuing the Education for All (EFA) movement.

Besides inclusion and equity, **Quality** has found a significant mention in the declaration affirming that "We commit to quality education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress."

'Toward 2030, A new Vision for education' is a brilliant piece of articulation which states that "Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and inspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 "*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*" and its corresponding targets. It is transformative and universal, attends to the 'unfinished businesses of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. "[www.unesco.org]"



It is now challenge for all stakeholders of quality education including INQAAHE to contribute to this laudable vision.

Paris Agreement

For the first time in History, 195 Parties to the UN Framework Convention on Climate Change ([UNFCCC](#)) – pledged to curb emissions, strengthen resilience and joined to take common climate action in what is called as Paris Agreement reached at the conclusion of COP 21, on 12 December 2015. Following the adoption of the new Paris Agreement on climate change, United Nations [Secretary-General](#) Ban Ki-moon said government representatives made history today.

"The Paris Agreement is a monumental triumph for people and our planet .It sets the stage for progress in ending poverty, strengthening peace and ensuring a life of dignity and opportunity for all" said Mr. Ban. [www.un.org]

The message that we learn from this historical agreement is perhaps that no cause is better than coming together in interest of humanity and our planet.

It is now up to us to determine what are direct and indirect implications for QA community in higher education of these issues, and how we reflect it in our mission, plans and actions.



INQAAHE Initiatives

It's a matter of irony or divine coincidence that in this very same year INQAAHE has geared up for some major initiatives aimed at reflecting on the past and reshaping the agenda for future.

Review of strategic Plan

In yet another important step signifying our commitment to constantly remain engaged in planning and scrutiny of our strategies, the Board has agreed to Review our strategic plan. The current strategic plan 2013-2017 is available on INQAAHE website.

It is now a challenge for the Working Group and the Board to approach this review in such a way so it reviews and refines a clear roadmap for the immediate future plan.

Some of the indicative questions that we could consider in review might be:

- How far we have been able to achieve stated strategic Goals and objectives?
- What is perception of membership and other stakeholders on our performance in relation to strategic plan?
- What are the key ingredients of success where it is identified and what are the hindrances for progress where and if these are located?
- Which are the areas that need continuity, fine-tuning or complete overhaul?
- How far we are consistent with global trends of policy making and new realities in the field of higher education in general and quality assurance in particular?

I hope other colleagues will also contribute questions and different suggestions so we can approach this issue in a systematic and objective manner.

Review of constitution

The learning organisations also need to be changing organisations. As it said aptly by someone, the change is the only constant thing. INQAAHE is a learning organisation and in order to keep pace with changing times, it has to change its rules and policies. In history of 25 years constitution of INQAAHE has been altered some times. Now also the Board has agreed to undertake review of constitution.

A working group has been formed and tentative schedule of consultations with stakeholders including the Board and general assembly has been worked out. I hope this will also be an exercise of introspection coupled with forward looking approach so as to make this organisation more agile, active and highly relevant to the mission with which it is established.

Active and assertive participation from all stakeholders can definitely lead us to the change for the better. Here also I feel answers to following key questions could help us keep on track.



- How relevant are we today to the stakeholders we intend to serve and how focussed are we to the purposes for which we are established?
- How the changes made would help serve our stakeholders and our stated mission?
- How consistent we will be with trends and new realities of the changing world scenario?

I am sure other colleagues will have different inputs and questions that will help the Working Group tasked with this assignment.

25 years of INQAAHE

We are all set to celebrate 25 years of meaningful existence of INQAAHE serving the cause of higher education quality community across the world. A Working Group has been formed and host of activities for silver jubilee celebrations are being scheduled to take place coinciding with INQAAHE Forum at Fiji. This is going to be a great opportunity for all of us to look back at 25 years, take stock of lessons learnt and start dreaming about creating a glorious future for next generation of QA community.

The coincidence of 25 years celebrations, strategic plan review and constitution review gives us a rare opportunity to look at all issues in a holistic way and invigorate this organisation with renewed zeal and enthusiasm .

Signals from Incheon and Paris 2015 - Time for Contributing to Global cause

"When historians look back on this day, they will say that global cooperation to secure a future safe from climate change took a dramatic new turn here in Paris," Mr. Ban stated while reacting on Paris Agreement. "Today, we can look into the eyes of our children and grandchildren, and we can finally say, tell them that we have joined hands to bequeath a more habitable world to them and to future generations."

Incheon Declaration facilitated by UNESCO states emphatically "We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach. "

History is witness to fact that educational institutes and quality assurance bodies have contributed to causes such as access, equity and empowerment besides quality. We as the network of QA bodies and organisations have great capacity to leverage positive changes in educational processes and thereby inducing social reforms.



If we could also take this opportunity of relating ourselves with key messages coming from Incheon Declaration and Paris agreement, then we would have great satisfaction of being in alignment or contributing to the cause of some of the most important global missions and initiatives of our times.

I once again take this opportunity to wish you happy, peaceful and prosperous New Year 2016.



Dr. Jagannath Patil

President, The International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

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21 December 2015



News from the Secretariat

BULA FROM FIJI

INQAAHE BIENNIAL FORUM DATES

22nd – 24th May, 2016
InterContinental Fiji Golf Resort and Spa,
Natadola, Sigatoka

INQAAHE REGISTRATION – NOW OPEN!

The FHEC and organizing team for the 2016 INQAAHE biennial forum,
welcomes you to register!
There's only 5 months left till the forum!

We are excited to hosting this prestigious event
that will create synergies between prominent Quality Assurance experts
in Higher Education and other sectors.

For registration, please go to this link:

www.inqaahefiji.fhec.info

Should you have queries, please email:

inqaahe@fhec.org.fj

Accommodation

There are seven resorts as options on our website.
We recommend the Intercontinental Golf Resort and Spa,
the host venue of the biennial forum for
ease of mobility from your room to the conference facility.
All prices are in USD.

****PLEASE QUOTE YOUR ATTENDANCE FOR THE INQAAHE FORUM
WHILE BOOKING TO SECURE THE DISCOUNTED RATES.**

VISA & REQUIRED LETTERS

For countries that require a visa to travel to Fiji,
please notify us so that we are able to support your
application through a letter confirming your
registration and attendance at the INQAAHE biennial forum.

PROGRAMME

You will find the draft programme on the website for the respective days.
The organising team and INQAAHE board will finalized this early in 2016.

Membership mutations

INQAAHE welcomes the following new members:

- [Agencia Centroamericana de Acreditación de programas de Arquitectura y de Ingeniería](#) (Full Member). Panama.
- [Higher Education Quality Assurance Agency in Latvia \(AIKA\)](#) (Full Member). Latvia.
- [Ramanand Arya D.A.V. College](#) (Associate Member). India
- [Camp Education Society's Dr. Arvind B Telang Sr college of Arts \(CES ABT college\)](#) (Associate Member). India.
- [Hellenic Quality Assurance and Accreditation Agency \(HQA\)](#) (Full member). Greece.
- [AVM's KARMAVEER BHAURAO PATIL DEGREE COLLEGE](#) (Associate Member). India
- [SHAILENDRA EDUCATION SOCIETY'S ARTS COMMERCE AND SCIENCE COLLEGE](#) (Associate Member). India

Scholarships for QA Graduate Program (QAP) 2015-2016

INQAAHE is providing funds for qualified applicants from developing countries to enroll for a Graduate Certificate in Quality Assurance at The University of Melbourne. Awarded applicants are as follows:

- Faisal Notta, Pakistan
- Raphael Jingura, Zimbabwe
- Farruckh Idrees, Pakistan

The Quality Assurance for Professionals Program is a one-year professionally-oriented graduate-level certificate intended to lead to internationally-trained expertise for people working in or interested in quality assurance or accreditation in higher education.

Call for research proposals 2015-2016

INQAAHE is allocating 2500 USD for supporting the preparation of three research papers or essays, in accordance with the [Terms of reference](#). The final papers will be published in the journal Quality in Higher Education. Awarded applicants are as follows:

Title	Author	Organisation	Country
Has the quality of teaching and learning processes improved with the implementation of an external quality assurance system by the State?	Ariadna Guaglianone Ariana De Vincenzi	CRUP (Council of Private University Presidents)	Argentina
The challenges and opportunities of inter-agency cooperation in the quality assurance of transnational education	Fabrizio Trifiro	QAA (Quality Assurance Agency of Higher Education)	United Kingdom
On the Way to Sustainable Quality Enhancement in Learning and Teaching	Theodor Leiber	evalag (Evaluation Agency Baden-Wuerttemberg)	Germany

Season's greetings



Season's greetings!
from the INQAAHE Board and Secretariat

News from members

Ontario Universities Council on Quality Assurance

Each year, the Quality Council publishes an [Annual Report](#) that highlights the activities of the Council and its Appraisal and Audit Committees. The report also features highlights of major projects, which include conferences and workshops held to support the quality assurance activities of Ontario universities.

ANNUAL REPORT
JULY 1 2014 – JUNE 30 2015



ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE



PKA & AQAS intensify cooperation



On 20 October [PKA](#) (Poland) and [AQAS](#) (Germany) signed a Memorandum of Understanding in Warsaw. The agreement reflects the good and grown cooperation of both organizations in different fields and projects over the past years. By collaborating closer both agencies respond to the growing international cooperation between Polish and German Higher Education Institutions. Based on the good experiences in the past PKA and AQAS are optimistic to be able to support different activities of universities in creating the European Higher Education Area.

Both parties agreed to intensify their common efforts by sharing experiences, training experts and also cooperate closer in the Quality Assurance for Joint Programmes. PKA as well as AQAS have been active players in the accreditation of Joint programmes between Polish and German Higher Education Institutions. The closer cooperation will also facilitate these procedures not only for the agencies but also the Higher Education Institutions in the future.

For the two agencies the memorandum also marks a landmark in reflection of the newly incorporated "European Approach on Quality Assurance of Joint Programmes" that was approved by the Conference of Ministers in May of this year. It enables agencies to take into account results of other European agencies when making their own decisions.

SQA Wins Two Awards at Public Service Day 2015

At this year's Public Service (PS) Day celebrated on September 25th 2015, [Samoa Qualifications Authority](#) received two awards. Ms Naomi Tausa Mavaega of Corporate Services Division was awarded the Samoa Public Service Innovation and Excellence Individual award for Customer Service and Service Delivery Initiative. The Authority also won a Team Award that recognized its Public Awareness Initiative. Organized by the Public Service Commission, the day's festivities began with a bright colorful parade of all government agencies and ministries on Beach Road, Apia followed by the Award Ceremony and Booth Exhibitions at TATTE Building. It was a sunny and bright day to celebrate public servants. For SQA, it was even brighter. Congratulations!



CEO-SQA receives Public Awareness; Naomi receives Customer Service Award (Photo Credit: Public Service Comm)

University of Waikato Academic Audit Report Cycle 5

Academic Quality Agency for New Zealand Universities has released the report of its most recent [academic audit of the University of Waikato](#).

AQA

Academic
Quality Agency
For New Zealand Universities

This audit is the fifth of the Cycle 5 academic audits of New Zealand universities to be conducted by AQA. Cycle 5 audits cover all aspects of an institution which are related to teaching, learning and student support.

President of Pakistan Chairs the 10th Convocation of Riphah International University, Islamabad

Riphah International University, Islamabad, Pakistan held its 10th Convocation on Saturday, November 14, 2015 at Jinnah Convention Centre, Islamabad. The chief guest at the occasion was the President of Pakistan Mr. Mamnoon Hussain. The other dignitaries present at the occasion were, Chairman Higher Education Commission (HEC) Pakistan Prof. Dr. Mukhtar Ahmad, Pro Chancellor Riphah Mr. Hassan Muhammad Khan, Vice Chancellor Riphah Prof. Dr. Anis Ahmad and Turkish Ambassador Mr. Sadik Babur Girgin.

890 graduates and post graduates of the university were awarded degrees at the convocation. They belonged to various faculties, including Faculty of Health and Medical Sciences, Pharmaceutical Sciences, Management Sciences, Engineering and Applied Sciences, Computing, Social Sciences and Humanities, Basic Sciences and Media Sciences. 16x Zulfiqar Gold Medals and 40x Chancellor Gold Medals were awarded to the students for obtaining the top positions.

Riphah International University is chartered by the Federal Government. The President of Pakistan is the patron of the university while Maj. Gen. (Retd.) Muhammad



Zulfiqar Ali Khan is the founder Chancellor. President of Pakistan Mr. Mamnoon Hussain awarded the medals to the students and congratulated them, their parents and teachers for the success achieved. 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 the disciplines, earning 5th position in all the universities and 2nd in private sector universities, in Medical category, in the country. Congratulating the graduating students, he said it is only an opening to the new world as their success will be measured by the capabilities, achieved during their education, to address the future challenges. The founder Chancellor Maj. Gen. (Retd.) Muhammad Zulfiqar Ali Khan, in his message reminded the students that acquisition of knowledge doesn't end with the obtaining of a degree. It is a continuous process and with their hard work they should be able to cope with the new challenges in their practical life.



The 2015 ASEAN young quality assurance officers' forum and roundtable meeting

The [2015 ASEAN Young Quality Assurance Officers Forum and Roundtable Meeting](#) has been successfully held on 19-20

November 2015 in Marina Putrajaya, Malaysia. This auspicious event by the ASEAN Quality Assurance Network (AQAN) was hosted by the Malaysian Qualifications Agency (MQA) in



conjunction with the 27th ASEAN Summit in Kuala Lumpur. The Opening was officiated by Dato' Seri Idris Bin Jusoh, the Honourable Minister of Higher Education Malaysia. The Keynote Speech was delivered by Professor Emerita Tan Sri Dato Seri Dr. Sharifah Hapsah Binti Syed Hasan Shahabudin, the Senior Consultant from the Prime Minister's Department.

With Malaysia being the Chair of ASEAN for 2015, this event has successfully gathered 125 participants representing quality assurance agencies of ASEAN member countries, ministries/agencies and universities to participate in active discussion and networking. Themed, *Peer Ingenuities – Approaches to and Challenges in Quality Assurance of Higher Education*, the Forum aimed at providing opportunities to young quality assurance officers from ASEAN member countries to experience an advancement of knowledge through exchange of ideas, perspectives, aspirations and experiences. It also offered a platform for intellectual sharing which exposes the new generation to information and experiences pertaining to quality assurance of higher education and qualifications system. The Forum was utilised with sharing sessions by local and international experts on National Quality Assurance and Qualifications System, ASEAN Quality Assurance Framework (AQAF), ASEAN Qualifications Reference Framework (AQRF) and Recognition of Prior Learning (RPL).

The Roundtable Meeting which was conducted after the Forum witnessed the establishment of the **ASEAN Young Quality Assurance Officers Network (AYQON)** and the endorsement of the Putrajaya Declaration. The MQA has been officially appointed as the Executive Secretary and the Secretariat for the Pro Tem Committee of AYQON. AYQON will be responsible for capacity building of young quality assurance officers from ASEAN member countries and strengthening cooperation in the field of quality assurance within the ASEAN region.

Meeting of regional bodies for external quality assurance in higher education in Zagreb

One-day meeting of regional bodies, agencies for external quality assurance in higher education was held on 13th November 2015 at the Croatian Agency for Science and Higher Education in Zagreb.

The purpose of the meeting was to exchange experiences of institutions in the procedures of external quality assurance in higher education, share information on agencies' activities and plans, and deepen cooperation in this area which is extremely important for further development of national higher education systems, but also to raise

potential questions and problems, especially those regarding mutual recognition of accreditation decisions, i.e. higher education qualifications etc.

Quality Enhancement Cell (QEC) at Ghulam Ishaq Khan Institute scored 94% in the Quantitative Assessment conducted by QAA, Higher Education Commission (HEC) Pakistan

GIK Institute provides the series of experiences that no other university can excel in, producing graduates that distinguish and outstand from other people. Ghulam Ishaq Khan Institute of Engineering Sciences and Technology (GIKI) has maintained its position by practicing the highest standards of quality in education. For the period ending June 30, 2015 QEC (Quality Enhancement Cell) at GIK Institute has obtained the total score of 94% through the quantitative assessment/ scorecard system conducted by Quality Assurance Agency, Higher Education Commission (HEC), Pakistan.

The Institute prepared itself for the visit of Pakistan Engineering Council (PEC) delegates in October, 2015 for the Accreditation of programs and Washington Accord membership. Various sessions/meetings were held to discuss the steps needed to implement Outcome Based Education (OBE) system. Dr. Zahid Halim, Coordinator QEC conducted a session with Deans of all faculties on OBE and PEC requirement before the visit.



The Accreditation Support Committee (ASC) conducted mock visits in parallel to observe and report the findings. As a result, improvements have been made in setting up OBE. Quality Enhancement Cell at GIKI participated in video conferencing arranged by Indus University on "Developing a Systematic Internal Quality Assurance System" in August 2015. In November 2015, QEC has been involved in collecting and compiling latest available data for

Organization of Islamic Cooperation Standing Committee on Scientific and Technological Cooperation (COMSTECH). GIK Institute considers it a privilege to contribute in the preparation of Science Report of Pakistan prepared by COMSTECH. The report will exhibit major achievements of Pakistani Research Universities and R&D organizations.

In fall, 2015 QEC team conducted online Course/Teacher Evaluation and as well as Faculty Survey that are essential part of annual activities of QEC. The Institute has always been ranked among the top 5 Institutes by HEC (Higher Education Commission) Pakistan in the category of Engineering and Technology. Recently Institute has applied for various International Rankings as well. QEC team along with the collaboration of all departments is struggling to meet the requirements of International Rankings and anticipate becoming part of it.



CCNE Seeks Individuals Interested in Applying to Serve as an On-Site Evaluator



The Commission on Collegiate Nursing Education (CCNE) is seeking applications from educators and practicing nurses to serve as volunteer evaluators on its accreditation review teams. **The deadline for submitting an application to be considered for the spring 2016 evaluator training program is January 8, 2016.** To learn more about serving as a volunteer evaluator, please watch *Volunteering as a CCNE Evaluator in the Accreditation Process*, available [here](#).

CCNE is a nationally recognized accrediting agency that ensures the quality and integrity of baccalaureate and graduate nursing programs. CCNE began conducting accreditation reviews in 1998 and currently accredits 1,389 baccalaureate and graduate nursing programs at 705 colleges and universities in the United States and its territories. CCNE fosters continuing self-assessment by these programs and supports continuing growth and improvement, while allowing for innovation in nursing education.

Volunteer evaluators who comprise the CCNE accreditation teams are designated as representing nursing education or nursing practice:

- The **educator** who serves on the evaluation team has depth of knowledge in one or more areas of nursing expertise and is familiar with nursing education and program development. He or she is responsible for helping the team understand the special nature of nursing education and the importance of preparing safe and effective nurses. Educators assist the team in evaluating curricula, faculty roles and qualifications, internal governance, student services, and student and faculty outcomes. It is expected that educator applicants have doctoral preparation and teaching experience at the baccalaureate and/or graduate levels in nursing. Special consideration will be given to faculty and chief nurse administrator applicants a) who are from institutions that do not currently have any CCNE trained on-site evaluators; b) who are clinical nurse leaders, clinical nurse specialists, and/or nurse practitioners; and c) who have experience teaching in or administering a CCNE-accredited Doctor of Nursing Practice (DNP) program.
- The **practicing nurse** who serves on the evaluation team a) regularly engages, as his or her primary professional role, in the provision of nursing care; or b) has worked full-time in nursing practice for a minimum of 10 years and maintains currency in practice by providing nursing care at least 200 hours per year. The practicing nurse has knowledge about nursing in general and depth of knowledge in at least one area of nursing practice relevant to the program(s) under review. Nurse practitioners, clinical nurse specialists, clinical nurse educators, nurse administrators, and clinical nurse leaders are encouraged to apply. Special consideration will be given to practicing nurse applicants a) who hold a master's degree in nursing (or higher); b) who have taught in an academic setting and/or who are currently affiliated with an academic institution (e.g., as a preceptor or



adjunct faculty member); and c) whose employers would support their volunteer service as an evaluator, if selected.

CCNE reimburses all training participants for the actual expenses associated with their attendance at the training program and with their participation on evaluation teams. However, like most higher education accrediting agencies whose practices are based on a voluntary, peer review process, CCNE does not pay an honorarium.

An on-site evaluation of a nursing program, which could be located at a college or university anywhere in the United States or its territories, typically occurs over a three-day period, plus travel to and from the campus site. CCNE typically conducts on-site evaluations during the spring (January through April) and fall (September through November). In addition to traveling to the institution to participate in the on-site evaluation, each evaluator is expected to work collaboratively with other members of the team; read the nursing program's self-study document in advance; and, while on site, review program materials, interview program constituents, and observe classroom and clinical activities. Additionally, each member of the team is responsible for writing an assigned portion of the accreditation team report.

To be considered, applicants must be available to commit to serving on at least one on-site evaluation per year, if asked. Because of the resources CCNE expends in the training process, it is expected that the applicant plans to remain professionally active for at least three years following training. In addition, willingness and ability to travel nationally, computer literacy, word processing skills, access to email, and strong writing skills are essential.

To be considered for service as a volunteer on-site evaluator in the CCNE accreditation review process, please click [here](#) to access the application form and to upload a current curriculum vitae/resume. Two letters of recommendation must be submitted directly to CCNE from individuals who can address the applicant's qualifications and suitability to serve as a CCNE on-site evaluator. The letters of recommendation can be uploaded by clicking [here](#). CCNE will only consider applications that are submitted using CCNE's online application form and that include two letters of recommendation.

For more information, please contact Dina Recor, CCNE Accreditation Coordinator, at drecor@aacn.nche.edu

AAQ Switzerland: New shift to institutional accreditation for all types of higher education institutions

The [Swiss agency of accreditation and quality assurance \(AAQ\)](#) carries out institutional accreditation in Swiss higher education institutions as well as programme accreditations in the field of basic medical education as well as postgraduate advanced training for the medical and psychology professions. The AAQ has an international network and is entitled to conduct procedures in Germany and Austria.





Since the coming into force of the Higher Education Act in January 2015, all public or private higher education institutions (HEI) wishing to obtain the right to use the reserved designations “universities”, “universities of applied sciences” or “universities of teacher education” must undergo institutional accreditation. Institutional accreditation focuses on the quality assurance system of an institution and the measures in place to ensure the quality of its teaching, research and service provision. The Swiss system is fully in line with the European Standards and Guidelines (ESG). Indeed, this approach enables the autonomy of HEIs (which retain full responsibility for their quality assurance and development) to be reconciled with their duty to demonstrate transparency and accountability, and contributes to the reinforcement of a quality culture. The quality assurance system is assessed by independent external experts who offer an objective perspective on quality assurance and development approaches and mechanisms. The quality standards cover the following areas: quality assurance strategy; governance; teaching, research and services; resources; internal and external communication. The accreditation procedure is led by an agency recognised by the Swiss Accreditation Council.

More under: <http://aaq.ch/en/accreditation/institutional-accreditation/>

German Accreditation Council resolution on the accreditation of joint degrees

At its meeting of 30 September 2015, the German Accreditation Council passed a resolution which facilitates the accreditation of international study programmes leading to joint degrees. It is based on the European Approach for Quality Assurance of Joint Programmes, which was adopted by the ministers of the EHEA in May 2015 in Yerevan/Armenia. Germany is among the first countries that implement this agreement in national regulations.

For the text of the resolution, please see:

http://www.akkreditierungsrat.de/fileadmin/Seiteninhalte/AR/Beschluesse/en/Resolution_of_GAC_on_European_Approach.pdf

Conceptualizing a quality and innovation driven higher education (HE) system in Namibia: the road ahead



On 20 March 2015, the new Namibia Cabinet was sworn in with new Ministries created. Major structural changes were made including the split of the Ministry of Education into two; one in charge of Basic Education, Art and Culture and the other to spearhead Higher Education, Training and Innovation.



Proponents of the separation of Basic and Higher Education argue that its meaning is rooted in the fact that it strengthens the idea of SPECIALIZATION that inherently has an embedded idea of expertise and innovation. This government deliberate effort and its “mindfulness” about the necessity to have the academia as the national think tank has numerous advantages including the increase of focus and concentration leading to Higher Education Institutions (HEIs) effectiveness. Mindfulness enhances creative thinking, boosts intuition and creates alertness that serves as a modulator of apprehensive attitudes (such as apathy and lethargy) that intrinsically interfere with motives to innovate. In the first instance, mindfulness serves as a transformer of what at an eye glimpse might be perceived as impossible into hypotheses or possibilities that through the process of innovation (research process) are confirmed or infirmed. In the latter, it stimulates human inner energy that defies shame and possible fear of failure which are enemies of innovation.

The demarcation of tertiary education within the education system implies a deliberate effort to ensure that HEIs have people who are mindful of their mandate of research, teaching and community involvement. The meaning of the demarcation is also to guarantee that funds allocated to HE activities lead to special or innovative results that can be accounted for by a specialized sector. Currently, the Namibia Higher Education Act, (Act no. 26 of 2003) gives to National Council for Higher Education (NCHE) among others, the authority and duty to conduct Quality Assurance (QA) in HE. The last five years have unquestionably laid foundations for QA and a platform for innovation by putting in place policies and structures to guide management of quality in HEIs.

The road ahead entails to make QA in HEIs a compass to guide programmes development processes by confirming that they are relevant to national needs and goals. In the future, QA systems should be able to validate that HEIs curricula are indeed mindful of activities that promote profound reflection on community existential issues. QA in HE should also seek to go beyond triviality by encouraging the use of creative thinking skills and enhancing academic self-confidence that in return would ignite passion for knowledge and skills, while ultimately leading to national prosperity.

The road ahead will certainly be characterized by QA system (s) that deliberately will seek to find and encourage evidence of these attributes in HE programmes and activities. The road ahead should be to apply the minds with combination between research and intuition at a high level to ensure that HEIs have in place programmes that are relevant to the needs at the job market, not missing sight on the international dimension that supports graduates’ mobility. In the time ahead, QA system in Namibia will not only be compelled to insist on HE programmes relevance to the development in science and technology, but also it will seek to validate the relevance of its systems, processes and procedures for useful programmes outcomes nationally and internationally. Since Namibia contends to become an industrialized nation by 2030, research and innovations in Science and Technology will strive to be mindful of the current energy crisis in the country. While researching in other fields, HEIs will also need to apply their minds on how green energies could be provided faster, cheaper and at a larger scale to meet the industrialization ambitions of the country. That will strategically contribute to the reduction of dependency on imported power, and fossil fuels, which are the culprits in the

destruction of the ozone layer that contributes to global warming. QA in this respect will be used to ascertain that science and technology oriented programmes in HEIs have built-in futuristic mechanisms to tackle this and other related issues as they arise. The utilization of Robotic and ICTs inventions for management of agricultural, tourism, mining and other environmental contingencies/activities will need to be taken seriously in future HEIs curricula submitted for Quality Assurance.

It is being anticipated that once HEIs become more mindful of the social and economic conditions in the country, and the mandate of NCHE on Quality Assurance of programmes as the compass, these institutions will make efforts to conduct relevant research, thus live to their social expectations. The process will culminate into an innovation driven HE system in Namibia.

DR EDWARD HATEGEKIMANA, is a Senior Higher Education Officer at [National Council for Higher Education in Namibia](#), Windhoek

This article reflects his opinion on the issue discussed

FAST-NU QEC Pakistan news coverage

FAST-NU QEC presents a Case Study in an International Conference of Statistical Sciences in Peshawar

Mr. Farrukh Idrees, Manager QEC, FAST-NU Pakistan presented a case study Six Sigma in Higher Education in 13th International Conference on Statistical Sciences organized by Islamic Society of Statistical Sciences from March 24-26, 2015 in Peshawar. The prestigious workshop was inaugurated by about seven worthy vice chancellors of various public sector universities of KPK Province. More than 70 research papers were presented on the application of statistics in education management, manufacturing, energy management etc. by scholars and professionals in different sessions of the conference. The significance of the research presented by FAST-NU QEC was highly admired by the participating scholars, jury, and the practitioners for enhancing the standards of education. A certificate of appreciation was awarded by the jury to Mr. Farrukh Idrees for his research on the emerging theme of quality in higher education.



FAST-NU QEC holds a training workshop on modern quality tools in Tertiary Education Support Program

FAST-NU QEC conducted a training session on “modern quality tools for Quality Assurance in Higher Education” in a national training workshop. The training was sponsored by Higher Education Commission’s Tertiary Education Support Program (TESP). More than 100 participants from about 35



public sector universities of Pakistan participated in the session. The contents of the workshop covered the application of six sigma and benchmarking in higher education quality management. The applicability of the modern quality tools in higher education were highly appreciated by the participants.

FAST-NU QEC Holds a Workshop on “Outcome-based Assessment in Higher Education” at CFD Campus

FAST-NU Faisalabad Campus conducted a full day faculty training workshop titled as “**Outcome-based Assessment in Higher Education**” On November 02, 2015. The workshop was inaugurated by Prof. Dr. Asif Mahmood Gilani, Director CFD Campus. Prof. Dr. Waseem Ikram, Dean Faculty of Electrical Engineering was the resource person of this workshop. He delivered the lecture on “**Outcome Base Education (OBE)**” and trained more than 30 faculty members about the modern concept and process of learning outcomes especially in the field of engineering.

Enhancing Quality of Higher Education through Industry and Academia Linkages at FAST-NU, Lahore Campus



IEEE IAS NUCES arranged their first ever event providing liaison for students with people from industry. Mr Mustafa Qasim from Ebryx conducted an interactive session on 19th November at NUCES Lahore, focusing primarily on guiding students how to pursue careers in the field of network security. Mr. Amin Sukhaira (Vice President, R&D FireEye) and Mr Haroon Akthar (Manager Products & Operation Ebryrx) visited FAST-NU, Lahore Campus on 26 November 2015 for an executive meet up arranged by Ms Sahar Javed – Deputy Manager QEC. The purpose of meeting was enhancement of quality of higher



education through academia and industry linkage and the agenda of the meeting was introduction of FireEye as a world leader in Network Security, to explore multiple aspects of industrial academia collaborations among FAST & FireEye. The meeting was attended by Dr Amjad Hussain – Director of Campus, Dr Kashif Zafar – CS Head of the Department, Dr Mehreen – CS FYP Coordinator , Ms Sidra Basharat – CS FYP Coordinator, Ms Ishrat Fatima – Network Security Instructor , Dr A D Raza – EE FYP Coordinator, Ms Tooba Afzal – IEEE Faculty Advisor, Dr Haroon – Softec Advisor and Ms Sahar Javed – Deputy Manager QEC

FAST-NU QEC Participates in HEC IOT Workshop

Deputy Manager QEC Islamabad Campus, Asim Azhar Shah, attended a workshop at International Islamic University Islamabad (IIUI) at Faisal Masjid Campus with the name HEC Indigenous on Campus Training (IOT) under modern university governance program Phase-II from 20 to 22 October. The workshop exclusively focused on introducing best practices in QA in higher education for non-faculty employees of universities.



News from networks

ENAAE and IEA publish a joint document on engineering accreditation

Some 26 countries around the world have agreed new and updated best practice in the accreditation of engineering degree programmes described in a document entitled "[Best Practice in Engineering Programme Accreditation](http://www.enaee.eu)" (see <http://www.enaee.eu>).

The document represents a joint initiative between the [European network for accreditation of Engineering Education](#) (ENAAE) and the [International Engineering Alliance](#) (IEA), which comprises the so-called Washington, Sydney and Dublin Accords. It was formally launched at a ceremony in Brussels on November 17th 2015.



The document includes the following key sections:

- Background material on best practice in accreditation.
- Best practice for the constitution, scope and governance of an accreditation agency, acknowledging that accreditation may be operated by a range of types of bodies.
- Criteria for accreditation in a system operating according to best practice.
- Elements of best practice in the accreditation process itself.
- Elements relating to the agency's capacity for current operation and long-term sustainability of the accreditation agency and its process.

The best practice document adopted at the ENAAE general assembly is significant because it represents an agreement and common understanding of best practice in engineering accreditation by countries and agencies all over the world. It is intended for use partly by bodies setting up as accreditation agencies or existing agencies as they update their policies and procedures.

ENAAE publishes the revised version of the EUR-ACE® standards



The EUR-ACE® label (European Accreditation of Engineering programmes) guarantees the quality of an engineering degree programme and its suitability as an entry route to the engineering profession (pre-professional accreditation), while assuring academic quality and relevance for the "engineering" job.



After eight years of implementation, more than 2000 labels have been awarded in Europe and in the world; the time has come to revise the EUR-ACE standards, not by altering their fundamental bases, but to take into account the feedback of the stakeholders, to clarify and simplify the presentation.

On March 31 2015, ENAEE has approved the new [EUR-ACE® Framework Standards and Guidelines](#) (EAFSG). The document was formally unveiled at the ENAEE general assembly in Brussels on November 17th in Brussels. The EAFSG's constitute the basis upon which authorisation to award the EUR-ACE® label is granted to quality assurance and accreditation agencies. They are defined in terms of

- (a) Standards and Guidelines for Accreditation of Engineering Programmes.
- (b) Standards and Guidelines for Accreditation Agencies.

A particular attention has been paid to the revision of the Programme Outcomes applicable to the Bachelor and Master Degree programmes in engineering; they describe the knowledge, understanding, skills and abilities which an accredited engineering degree programme must enable a graduate to demonstrate.

The EAFSG are intended to be widely applicable and inclusive so that they can be applied to all branches of engineering and to reflect the diversity of engineering degree programmes in the European Higher Education Area and beyond (see <http://www.enaee.eu/eur-ace-system/>).

Summary of 2015 CANQATE Conference

On October 7th to 10th, 2015 CANQATE held its 12th Conference and Annual General Meeting at the St Kitts Marriott Resort, Frigate Bay, St Kitts under the theme "**Quality Assurance and Socio Economic Developments in a Global Environment: Regional and International Perspectives**". The Conference was attended by more than one hundred and fifty (150) persons including sixty (60) overseas delegates.

Plenary sessions were delivered by:

- Dr. Ethley London, Higher Education Consultant, Jamaica on the topic "*Welcome to the Caribbean! Investing in the Hospitality and Tourism Industry through Training*"
- Professor Stafford Griffith, Director of School of Education, UWI, Jamaica on the topic "*The Quality Stamp of Approval in Caribbean Examination and Lessons for Higher Education*"
- Dr Neil Kemp, Board Member, Council for Education in the Commonwealth, UK on the topic "*Quality Assurance in Cross Border Education*"

Conference subthemes included:

1. Quality Assurance Training for Leaders of Tertiary Level Institutions
2. Leadership and Quality Assurance: Opportunities & Challenges at National and Regional levels
3. Quality Assurance as a Policy Issue in National Development
4. Tertiary Education as an Engine of Socio Economic Development and QA Issues
5. Quality, Accountability and Development in the Tertiary Education Environment
6. Quality Assurance, Education Tourism (Edu-Tourism) and Sustainable Development in the Caribbean

The Conference was preceded by a Pre-conference Workshop on Wednesday October 7th, 2015 on "Assessing and Improving Financial Health of Educational Institutions" and was facilitated by Dr. Jeffrey Slovak, Deputy Vice President for Finance and Administration at Governors State University in Chicago, USA.

The Board of CANQATE followed through on its *Quality Footprint* initiative by facilitating two workshops, one in Basseterre, St Kitts and one in Charlestown, Nevis for the young persons of the Federation on the topic "Why Accreditation Matters".

Chairperson of the Accreditation Board, Dr Robertine Chaderton, Conference Chair, Dr Eustace Esdaille, Mrs. Trisha Francis, Executive Director to the Accreditation Board, members of the CANQATE Board and the Local Organising Committee ensured that the Conference was a success.

CANQATE elects new leadership team

A new Board of Management of the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) was elected at its 12th Annual Conference in St Kitts and Nevis. The team is led by Dr. Ronald Brunton, the Director, Qualifications & Recognition of the Accreditation Council of Trinidad and Tobago.



Front Row: From left Sharon Alleyne (Treasurer), Dr. Ronald Brunton (President), Dr. Ruby Alleyne (Immediate Past President), Adrian Leiva (Vice President); Back Row: From left Lyndon Abdool (Board Member), Lisa Henlin (Board Member), Pamela Dottin (Regional Representative Central), Christopher Chinapoo (Secretary), Dr. Angela Penny (Regional Representative, North), Sherma Joseph (Regional Representative, South), Dr. Deborah Jack (Board Member)



EQANIE publishes New Programme Outcomes for Accreditation of Informatics programmes

At its meeting in Vienna in October 2015, the [European Quality Assurance Network for Informatics Education \(EQANIE\)](#) has adopted new standards for informatics or computer science programmes. The new learning outcome statements for Bachelor and Master degree programmes in the field of informatics provide the core of the EQANIE Framework Standards - namely the criteria against which informatics programmes are reviewed for the award of the Euro-Inf Quality Label.



The revision of the learning outcome statements which had originally been issued in 2011 was implemented by the Accreditation Committee of EQANIE with feedback of its members and authorized agencies (ANECA, Spain, ASIIN, Germany, BCS, United Kingdom). The revision took into account recent developments in the field of informatics and put a higher emphasis on ethical aspects of the fields as well as issues of security in IT.

The new programme outcome statements will now become part of the Euro-Inf Framework Standards and Accreditation Criteria and will be used both in EQANIE's accreditation procedures and those carried out by the authorized agencies. They can be accessed on EQANIE's website ([EQANIE learning outcome standards](#)).

The new standards and information about a European accreditation with the Euro-Inf label for informatics degrees will be the theme of an EQANIE workshop in Berlin, Germany, on Monday, 2 May 2016. Representatives from higher education institutions working on their self-assessment report for the award of the Euro-Inf® Label or planning to submit an accreditation request with EQANIE are kindly invited to this workshop. Registration is possible via the conference website ([EQANIE workshop registration](#)).

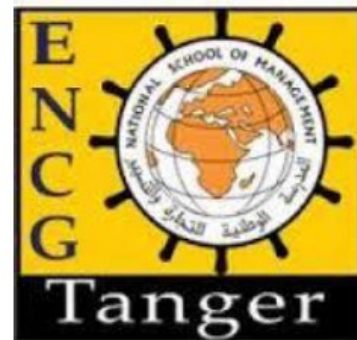
An EQANIE working group is also in the process of drafting European learning outcomes for degree programmes in the field of information systems (or business informatics or similarly named programmes). Input from international experts will be consolidated and the criteria are expected to be published in June of next year.

Further information can be obtained from the EQANIE Secretary General Jana Möhren (moehren@eqanie.eu).

Upcoming events

12th Edition of the International Conference on the Quality of Education and Training (CIMQUSEF)

Under the theme: Human Resource Development in Education and Training, April 8 & 9, 2016, Tanger, Morocco



The issue

Human Resource Development (HRD) focuses on the training of employees in organizations and institutions, and the development of their knowledge, skills and attitudes within their professional environment. Leadership, talent development, professional development, and lifelong learning are considered some of the essential elements in this area. Businesses and organizations, profit and no-profits, have been investing heavily in the training of human resources to the point that they have, for the most part, a service dedicated to HR development with the essential role of improving performance. And since the institutions of education and training represent the natural place for the teaching and development of knowledge, skills, and other qualifications in men and women, it would be normal that they are most interested in this subject.

So how these institutions may be able to provide adequate training for their human resources? How do they manage to better assess its quality? And how do they make lifelong learning an integral part of their management policies and practices?

This is the issue that this 12th edition of CIMQUSEF will attempt to analyse, through the papers and interventions that will be presented. Participants will have to discuss the theme of the Congress by trying to bring their answers to several questions such as the following most important:

- What are the possible ways to facilitate the training of all HR throughout life?
- What are the mechanisms of professional development and learning in the work environment?
- What are the success factors of the programs of continuing education?
- How do we evaluate the effectiveness of training programs?



- How HRD would be the key for institutional change?
- What role for ICT in HRD?

Participants

The 12th edition of CIMQUSEF welcomes submissions from all academic disciplines and fields that focus on the theme of the congress, including psychology, education sciences, social sciences, and economics and management sciences. Researchers and specialists in these areas as well as any person with expertise in the development of HR are invited to submit their contributions, but it would be desirable that the authors have an excellent knowledge and practice in the following:

- The theories related to HR development and ways to implement them;
- The steps to develop lifelong learning programs in institutions;
- The advice mechanisms in the field of HR development;
- The body of scientific research conducted in the field;

Conference Sessions

The opening session

It will emphasize the importance of human resource development in improving the performance of educational institutions and training, as well as on how to improve practices in the field of training the trainers.

The 1st session: initial training of the personnel of education and training. This session will focus on the following:

- Effective models of initial teacher training;
- Effective training models of responsible leaders to manage the education and training institutions;
- Best practices in the field of training individuals responsible for evaluating education and training systems;
- The role of universities in the initial training of personnel of education and training;
- The characteristics of the teacher of tomorrow;

The 2nd session: lifelong learning in institutions of education and training. This session will focus on the following:

- Learning approaches in the context of perpetual turmoil faced by institutions of education and training;

- The characteristics of the trainers and the foundations of the curriculum of lifelong learning;
- The role of distance learning in facilitating professional development;
- The mechanisms for the implementation of self-learning as leverage for lifelong learning;
- The means and methods of motivation for of lifelong learning;

The 3rd session: evaluation for institutional development. This session will focus on the following:

- The evaluation procedures and mechanisms of the professional performance of the education and training staff;
- The utilization of evaluation results of the professional performance to plan the development of human resources;
- The relationship between HRD and improving institutional performance;
- The mechanisms for evaluating the effectiveness of professional development programs;
- Evaluation Mechanisms of the initial training policy of education and training staff;

4th session: institutional knowledge management. This session will focus on the following:

- The role of human resources in the maintenance and improvement of cognitive assets of the institutions in order to make learning organizations;
- Institutional management based on knowledge improvement;
- Cognitive-fertilization between institutions through staff mobility;
- The role of cognitive networks in improving the performance of institutions;
- The importance of professional practice networks in HRD.

The closing session. It will be organized as a round table to discuss the conclusions of the 4 sessions.

Papers Submission

Authors wishing to contribute should send their contributions by e-mail to the following address: amaquen@gmail.com with a copy to amaquen@amaquen.com

Maximum number of words (not including the abstract title or other information):

- For abstracts: 250 words;



- For the full text: 2.500 words.

Contributions can be submitted in English, Arabic or French. If accepted, they will be presented in their language of submission.

Contributions must be in Word format.

Deadlines

Authors should submit abstracts of their contributions by **January 15, 2016**. The reviews of the Scientific Council on abstracts will be communicated to authors before **January 29, 2016**. Authors should submit the full versions of their contributions by **February 19, 2016**. The decisions of the Scientific Council on the full versions will be communicated to authors before **March 4, 2016**. Authors should submit the final full versions of their contributions by **March 18, 2016**. The authors will present their accepted papers on **April 8-9, 2016** according to the final program of the congress.

ASIIN Annual Conference 2016



The [ASIIN](#) International Conference 2016 will take place on the 2 - 4 May 2016 at the Steigenberger Hotel in Berlin.

The topic of this year's conference is „The unsolved mystery of untapped potential of quality assurance in higher education – How can we jointly tackle the five remaining grand challenges“. In spite of the fact that QA of Higher Education has become a global phenomenon and is consuming considerable resources of the HE sector, there is a stunning absence of a structured discussion about its impact, functions and its enormous potential in an organized debate among key stakeholders. Only in a handful of countries, there is a structured discussion with regard to quality assurance and accreditation as instruments

- for building the university of the future,
- for political and economic integration and defining national education strategies,
- for stimulating public interest in its values,
- for facilitating the recognition of qualifications,
- for creating academic and professional mobility cross-nationally,
- for connecting to the employment sector,

The ASIIN International Conference will look into the grand challenges and unique opportunities that a structured approach to quality assurance and accreditation has for organizing academic and professional mobility on a global scale while providing valuable information for key stakeholder such as politicians, parents and students, recognition authorities etc.



The conference aims at representatives of the national and international higher education community, representatives of the international business world and employer's association, political stakeholders and representatives of the media, representatives of international quality assurance agencies, representatives of recognition authorities, representatives of ASIIN member organizations, peers and committee members of ASIIN and all others that are interested in the topic.

Information about the conference agenda, speakers, registration and accommodation can be found on the designated website: <http://www.asiin-ev.de/pages/en/asiin-e.-v/news-and-events/events/asiin-international-conference-2016.php>

THE-ICE 10th IPoE (International Panel of Experts) Forum 2016 Lucerne, Switzerland

THE-ICE 10th IPoE (International Panel of Experts) Forum 2016 is to be proudly hosted by César Ritz Colleges Switzerland, Lucerne, from 9th - 12th November 2016. Over the past 30 years, César Ritz Colleges Switzerland have developed a worldwide reputation for quality and excellence in Hospitality and Tourism Management Education.

THE-ICE IPoE Forums are unique events providing participants the opportunity to engage with invited keynote presenters, as well as to discuss key issues and trends with global academic and industry leaders in the field of tourism, hospitality and events.

IPOE 2016
LUCERNE 9-12 NOV

What's on at IPoE 2016:

- The IPoE 2016 theme *Excellence – Defined and Measured* will focus on strategic issues facing tourism, hospitality and events education. Extensive networking opportunities will be provided throughout the event.
- IPoE 2016 will feature a series of invited presentations and forum panel sessions by leading tourism and hospitality educators, as well as industry experts within the region and internationally.
- IPoE 2016 will also include a number of referred paper presentation sessions with publication opportunities available for accepted submissions. The IPoE 2016 Call for Papers will be available soon on [THE-ICE website](#) with academic papers being invited on the IPoE 2016 theme *Excellence – Defined and Measured* and sub-themes: employability; pedagogy; transferable skills; technology; and research culture.

For further details on the event, please send your enquiry to ipoe2016@the-ice.org





Information provided in this Bulletin is compiled by INQAAHE Secretariat but responsibility of content remains with members and networks who have contributed this information.

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

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