

Notes from the INQAAHE Roundtable Discussions

1. What are the challenges facing organizations and/or professions in globalizing or international efforts?

- Determining common knowledge or skills
- Issues with definition (e.g., definitions of “pharmacist” vary dramatically from country to country)
- Degree level variations (baccalaureate level in some countries; master’s level in others)
- Issues surrounding licensure
- Cultural differences and diversity (values within a nation)/ Understanding the cultural contexts
- Accreditation intersection with laws/trade issues
- Mindset to purchase accreditation (accreditation is not for sale/non-negotiable)
- Cost increases to observe practices and initial communications; costs to continue relationships
- Human resource issues
- Language issues
- Strong gift policy
- Site visitor issues such as taking spouses on the visit to vacation later; impacts the ‘team’ approach to the site visit and getting the job done
- Travel issues – business class policy for international flights; developing travel policies (safety issues, travel advisories, etc.)
- Training teams and staff on cultural sensitivity issues
- What are you trying to achieve through global quality assessment?
- Technical aspects of training; evaluating clinical practice and sites
- Financing accreditation – high cost selects ‘out’ many countries who might want to see external reviews; establishing fair fee structures
- How does a Team review the finances of an academic institution in another country? Determine the financial stability of a program?
- Make a decision to go international > don’t just follow the ‘crowd’; make sure it fits your mission, structure, capacity and business model
- Who is going to sit on governance board? What organizational changes are needed? What is the impact of international QA on your accreditation organization and profession?
- Multiple accreditors for a profession – competitive environment

2. What is the value of conducting specialized quality assessment reviews on an international level?

- Increase/decrease mobility for students
- More in-depth review at the professional level
- Import/export best practices
- Post-graduate study may increase across borders (increased portability of educational prerequisites)
- Other accreditation agencies collaborate
- Trickle back → feedback to help us improve
- Continuing development of knowledge broadening the effect of quality assessment
- Increased professional knowledge
- Employers seeking qualified employees
- Marketing tool for institutions

- Globalization of standards worldwide; for example to effect patient safety

**3. How can INQAAHE can be of assistance in helping accreditors meet the challenges?
(comments from cards)**

- a. Source of translators
- b. Serve as a clearinghouse of resources from various agencies
- c. Maintain a searchable database of QA folks in as many different countries as possible who we could contact with questions about institutional level quality assurance.
- d. Maintain a searchable database of QA agencies that are recognized as legitimate.
- e. Maintain a searchable database of QA agencies that are working in different countries, listing which countries, so that if one organization receives a query from a certain country, they can contact a colleague who has already worked in that country or is responsible for QA activities in that country.
- f. Create an INQAAHE listserv.
- g. Create a blog site or open chat rooms through INQAAHE's website.
- h. Develop a section on the website that lists developments and/or important issues in different countries.
- i. Offer grant opportunities to assist programs in developing countries to participate in international accreditation efforts.
- j. INQAAHE could enlist the assistance of anthropologists to help QA agencies with understanding cultural contexts.