



# INQAAHE Bulletin September 2015

## Table of contents

### **President's message**

Twenty five years of INQAAHE: Some thoughts on strengthening QA as a profession

### **News from the Secretariat**

INQAAHE Forum 2016 in Fiji  
Membership mutations  
Scholarships for QA Graduate Program (QAP) available!  
Call for research proposals 2015-2016

### **News from members**

Campus Alberta Quality Council Eleventh Annual Report  
NUST Pakistan wins Macjannet Prize for Global Citizenship 2015  
Riphah International University organizes 2015 Career Conference & Expo  
EKKA contributed towards launching quality agency in Moldova  
QAA: developing a strategic and coordinate approach to the quality assurance and enhancement of TNE  
HEEACT 10th Anniversary International Conference in Taipei, Taiwan  
The Quality Enhancement Project of the Council on Higher Education  
Athenaeum of the Council of Presidents of Private Universities (CRUP) from Argentine.  
KASBIT: Developing Effective Learning Outcomes

### **News from networks**

Two new EUA publications on internal quality assurance  
CANQATE annual conference— St Kitts & Nevis, 7-9 October 2015  
The Inaugural Review for APQR has been Successfully Completed in Fiji

### **Upcoming events**

2015 IQA Forum and Roundtable Meeting  
ENQA General Assembly taking place 22-23 October in Dublin, Ireland  
10th European Quality Assurance Forum, London, UK (19-21 November 2015)  
THE-ICE 9th International Panel of Experts (IPoE) Forum 2015 Leeuwarden, the Netherlands

## President's message

### Twenty five years of INQAAHE: Some thoughts on strengthening QA as a profession

Dear colleagues,

Founded in 1991, INQAAHE is now in its 25<sup>th</sup> year of meaningful existence.

Quality assurance in higher education [QAHE] is more than 100 years old in some parts of the world. However formal networking in quality assurance is relatively new phenomenon. Therefore 25 years of INQAAHE has a lot of significance in the history of quality assurance networking in higher education. In most parts of developing world, quality assurance in higher education itself has developed in last two decades.

**“YOUR PROFESSION IS NOT WHAT BRINGS HOME YOUR WEEKLY PAYCHECK, YOUR PROFESSION IS WHAT YOU'RE PUT HERE ON EARTH TO DO, WITH SUCH PASSION AND SUCH INTENSITY THAT IT BECOMES SPIRITUAL IN CALLING.”**  
VINCENT VAN GOGH  
KUSHANDWIZDOM

The Board is discussing on various activities that we should do to mark silver jubilee year of INQAAHE and colleagues have come up with many ideas. I thought of using this forum of Bulletin to reflect on a pertinent issue that have kept me bothering over my long association with quality assurance agencies and networks.

#### Quality assurance as a profession

The question is how to strengthen quality assurance in higher education as it has now matured enough as a specialised field or profession? As per the available data there are over 200 quality assurance agencies around the world and the spread has reached to almost every country on this planet. INQAAHE alone has more than 170 full members engaged in external quality assurance activities. The work and impact of INQAAHE has also inspired genesis of many other regional and special interest or professional networks of QA agencies. About 20 networks are currently active, even as their focus, activity and impact may vary from each other. Efforts of networks and external quality agencies [EQA] have given boost to internal quality assurance [IQA] activities among universities and colleges as EQA and IQA have very close functional links. In a country like India over 5000 Internal quality assurance cells have been established in response to efforts of national Assessment and accreditation council. Similar impact can be seen in countries like Pakistan, Vietnam and Sri Lanka. In fact interest in QA activities is so keen in Pakistan and Vietnam that several universities from these countries have become members of international QA networks. The rich and diverse tradition of QA in Americas and advances of QA in Europe are known to all. Rise of EQAR in Europe and recent launch of APQR in Asia pacific have added new dimension to quality assurance scenario.



## **Where are we as a profession?**

Quality assurance in Industry has now become a specialised profession. Industry always looks for individuals who are given training and certification to serve as quality assurance professionals in Industry. A large number institutions offer certificate / diploma / degree programs in quality assurance as per demand from Industry. Almost all recognised professions like lawyers, engineers, doctors, and teachers have their associations which are either self-regulated or regulated through laws of respective countries.

There is considerable agreement about defining the characteristic features of a profession. They have a "professional association, cognitive base, institutionalized training, licensing, work autonomy, colleague control... (and) code of ethics," [Magali Sarfatti Larson, *The Rise of Professionalism: a Sociological Analysis*, Berkeley, California: University of California Press, ]

As per the Perks's [Chapman and Hall] description of milestones required for any occupation to reach stage of a full-fledged profession , many steps are given like; occupation becomes a full-time occupation, the establishment of a [training school](#), establishment of an [association](#), the introduction of codes of [professional ethics](#), the establishment of state [licensing](#) laws and so on.

The roles of these professional associations have been variously defined. Lee Harvey [2004] has defined it as "A group of people in a learned occupation who are entrusted with maintaining control or oversight of the legitimate practice of the occupation."

If we can have a look at the list of international associations , we see that professionals from various fields like Chefs, Internal auditors, Forensic linguists and experts from many other lesser known professions have formed their global societies or associations to further the cause of their fraternity and also to ensure accountability to the public at large.

Interestingly, despite huge expansion in terms of activity and people involved, quality assurance in higher education is yet to reach a stage of a profession in many parts of the world comparable to many other professions.

## **Contribution of INQAAHE in Professional Development**

Being the pioneer in quality networking INQAAHE was the first to recognise that "the massive increase in external and internal quality assurance (QA) activity over recent decades, together with the associated thinking about it, have created a new profession that requires a structured academic discipline and programs to educate quality assurance professionals, stimulate research, and produce new initiatives" [source [www.inqaahe.org](http://www.inqaahe.org)]

Noting that, "there is very little education and training for the QA profession and its professionals, INQAAHE begun to fill this gap through the creation of a comprehensive program for the training and professional development of QA professionals. INQAAHE, through the considerable expertise of its members, has created materials that are available free on its website. QA Graduate program has been developed with support of UNESCO sometimes ago. INQAAHE has also partnered with two leading universities to



offer this program as part of University curricula. Even after discontinuation of UNESCO funds, INQAAHE has continued to offer some scholarships to deserving candidates to take up this course. I believe this is a very important contribution to QA profession apart from various other regular activities like conference, forum and publications.

### **What further can be done to strengthen QA profession?**

Now when we stand at historic juncture of 25 years of international networking of quality assurance in higher education, it's an opportunity to reflect and debate on what further can be done to strengthen this learned and respected profession. I am trying to raise some of the questions that come to my mind for debate and discussion among our colleagues spread over the world and associated with various quality agencies or other bodies interested in quality issues in higher education.

- Can we map status of QA in HE as a profession in various parts of the world?
- We have good number networks and associations of QA bodies. Some of them provide nonvoting membership to individuals. But do we also need association of QA professionals at local/ global level to advance cause of this profession?
- Has the time come to say that higher education quality assurance professionals need formal qualifications and experience in the specified QA area?
- Is it too early to suggest that QA agencies look for certified or licensed QA professionals?
- Given experience of some QA programs offered by Universities, will there be adequate demand and supply balance with regard to formal qualifications in higher education quality assurance?
- If we do not wish to follow the track of other formal professions, will it be good idea to focus on capacity building, development of codes of ethics, good practices, publications and resource development by making use of experience and expertise of senior colleagues who might be willing to contribute individually to the profession?

The last point seems to be an early possibility, as I have had fortune of working with several veteran QA colleagues who have spent decades in higher education quality. Even if they formally retire from QA agency, they are very much willing to contribute to our QA community. Some visiting assignments, consultancy opportunities are always available, but I think we can aim and dream bigger.

I always feel inspired by professional association like IEEE which is the world's largest professional association dedicated to advancing technological innovation and excellence for the benefit of humanity with more than 426,000 members in more than 160 countries. The incredible contribution and reputation of Royal Society in advancing cause of science is known to all of us.

Can we dare to dream to reach these heights in our endeavors of advancing cause of quality in higher education?

### **International Day for Quality assurance in higher education?**

We observe many international days such as Teachers Day, Engineers day, etc. We recently saw international Yoga day happening around the world. Can we think of identifying and celebrating a day as International Day for Quality assurance in higher education to coincide 25 years of international QA networking? This can be done either by making efforts of moving a proposal through UN bodies like UNESCO or all the quality networks can join hands to celebrate this day voluntarily. If we could agree and do it, much beyond symbolism this can be an opportunity to highlight the contribution of our profession to the cause of quality in higher education in particular and to the society in general.

While wishing all colleagues for 25<sup>th</sup> year of international QA networking, I urge to ponder over the issues I have raised for discussion. Needless to mention that these are my personal views and ideas as someone who has spent about 15 years in quality assurance. I feel privileged and fortunate to get this opportunity of raising vital issues for consideration of all learned members of INQAAHE through this bulletin. It will be my pleasure to hear your views on these issues so as to take them to the Board and/or general assembly for further necessary discussion and guidance wherever needed.

An online discussion via blog or twitter could also be a wonderful idea as we live in the world dominated by social media. I am not sure if ideas what I am talking about would become reality in near future. I absolutely wouldn't mind if they do not materialise in my tenure as INQAAHE President, but I would be glad to continue efforts so some of these dreams can come to life at least in our lifetime. Hence I conclude with a quote by Mark Twain.



Wish you a very happy and qualitative networking.



Dr. Jagannath Patil

President, The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) - [jp.naacindia@gmail.com](mailto:jp.naacindia@gmail.com)

## News from the Secretariat

### INQAAHE Forum 2016 in Fiji

The [Fiji Higher Education Commission](#) takes pride in hosting the INQAAHE Forum 2016 **from May 22<sup>nd</sup> to 24<sup>th</sup>**. Registration will be open in October. All INQAAHE members and members of Quality Assurance networks are welcome!



#### INQAAHE FORUM 2016 REGISTRATION COST

Registration	Member Fee (USD)	Non – Member Fee (USD)
Early Discount	350	380
Regular	400	430

#### INQAAHE FORUM & APQN CONFERENCE REGISTRATION COST

Registration	Member Fee (USD)	Non – Member Fee (USD)
Early Discount (INQAAHE <u>and</u> APQN)	500	570
Regular (INQAAHE <u>and</u> APQN)	600	670

**\*\*INQAAHE** – Sunday 22nd May to Tuesday 24th May 2016 (Whereby the Sunday will be registration and pre-board meetings and Monday is the commencing of the Forum). **APQN** – Wednesday 25th May to Friday 27th May 2016 (Whereby the Wednesday will be registration and pre-board meetings and Thursday is the commencing of the Conference)

### Membership mutations

INQAAHE welcomes the following new members:

- [Sindh Madressatul Islam University](#) (Associate Member)
- [Islamic Online University](#) (Associate Member)
- Sunita Kotta (Affiliate Member)
- [The National Bureau for Academic Accreditation and Education Quality Assurance \(NBAQ\)](#) (Full Member)

### Scholarships for QA Graduate Program (QAP) available!

INQAAHE will be providing funds for qualified applicants from developing countries to enroll for a Graduate Certificate in Quality Assurance at The University of Melbourne.

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.



The scholarship application closing date for a start in February 2015 is Friday, 27 November 2015.

Further information:

[Course overview](#)

[Apply instructions](#)

### **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.

Timeline

The research proposals, mid-term and final papers are to be submitted to the INQAAHE Secretariat at [secretariat@inqaahe.org](mailto:secretariat@inqaahe.org) by the following deadlines:

- The proposals should be submitted by October 1, 2015
- The mid-term paper should be submitted by 30th January, 2016
- The final paper should be submitted by March 31st, 2016

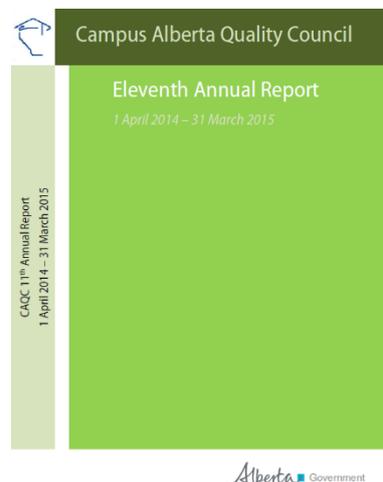
The successful applicant will be notified by October 31st, 2015.

## News from members

### Campus Alberta Quality Council Eleventh Annual Report

This [report](#) highlights some of the main activities in which CAQC has been engaged during a busy and productive year. On Council's recommendation the Minister of Innovation and Advanced Education, approved fourteen degree programs proposed by resident institutions. Nine of these were at the undergraduate level and five were at the graduate level. Each program was thoroughly examined and evaluated using the standards established and published by CAQC.

During the reporting year, Council continued to work closely and proactively with post-secondary institutions on a number of collaborative projects, with the purpose of supporting effective quality assurance at both institutional and system levels. Council, working with the Comprehensive Academic and Research Institutions and the Ministry, co-organized a workshop sharing effective practices in institutional quality assurance as recommended in the final report of the Audit Pilot Task Force last year.



<http://www.caqc.gov.ab.ca>

### NUST Pakistan wins Macjannet Prize for Global Citizenship 2015

National University of Sciences and Technology (NUST) Islamabad, Pakistan, has won first place in the prestigious MacJannet Prize for Global Citizenship 2015 for its '*Education for Empowerment*' program.

The MacJannet Prize was established by the [Talloires Network](#) and the [MacJannet Foundation](#) to recognize exceptional student community engagement initiatives at Talloires Network member universities, and contributes financially to their ongoing public service efforts. With its secretariat housed at Tufts University, Massachusetts, the Talloires Network is an international association of 350 institutions from 75 countries committed to strengthening the civic roles and social responsibilities of higher education. The Network is guided by an elected Steering Committee of 13 members from around the world. Rector NUST, Engr Muhammad Asghar, was recently elected for a 3-year term to the Talloires Network Steering Committee by 63 institutions from 19 countries.

This year, 61 nominations from 315 universities in 72 countries around the world were received for the MacJannet Prize. Winning the first position puts NUST in the league of the world's top universities which have been recognized globally for their civic engagement efforts.



“By making our youth more socially responsible, we all are trying to make our world a more caring and prosperous place for all, and our project ‘Education for Empowerment’ had been one right step in this direction. We feel that this prize is a due recognition of our students’ “Education for Empowerment” initiatives for the community, and will motivate them to adopt “Education for Empowerment” as a way of life. Besides boosting the student-led efforts for the community, this recognition will urge other universities to strive for excellence in community engagement. Above all, it will draw the attention of government & non-governmental organizations to invest in such community engagement programs at institutions of higher education for years to come, specifically in Pakistan. With this prize, we pledge to keep working for our communities and our people, and keep promoting the concept of ‘engaged university’ around the world”.

In order to promote the cause of civic engagement in the institutions of higher education, NUST has been hosting the [Pakistan Chapter of the Talloires Network \(PCTN\)](#) since 2013, which currently has 56 Pakistani universities on-board.

<http://www.nust.edu.pk>

## Riphah International University organizes 2015 Career Conference & Expo

The Faculty of Management Sciences and Marketing Department of Riphah International University as a joint venture organized 2015 Career Conference & Expo, in Pearl Continental Hotel, Rawalpindi, Pakistan, on 27<sup>th</sup> May, 2015. The theme of the conference was **"Beyond the University Life"**, specially focused towards the training of the graduating students with reference to the Job market. The Federal Minister for Planning & Development Mr. Ahsan Iqbal inaugurated the conference and delivered a very impressive speech. The Pro Chancellor of Riphah International University Mr. Hassan Khan welcomed the chief guest and the participants. He also thanked the management of the conference for wonderful arrangements.



The conference was attended by over 1000 participants from the industry, academia, regulatory bodies and the graduating students from across the country. 10 keynote speakers and 13 experts focused on various aspects of job hunting skills and career counseling. 25 stalls were set up by the employers, who conducted on-spot interviews and offered jobs to selected students. The feedback of the graduating students, regarding the event was extremely positive. They highly appreciated the delivered contents that contributed towards their grooming and preparation for the future life.

<https://www.riphah.edu.pk/>

## EKKA contributed towards launching quality agency in Moldova

During the period of September 2014 to June 2015, Estonian Quality Agency for Higher and Vocational Education (EKKA) supported Moldova in creating their national quality agency for higher and professional education. EKKA organised trainings for future staff members of the agency as well as for higher education institutions and potential accreditation experts. EKKA also participated in the development of methodology for study programme accreditation and conducted accreditations of 26 Law programmes in 15 Moldovan universities.



EKKA's Director Dr Heli Mattisen and the Director for Development and International Cooperation Dr Maiki Udam together with the representatives from NVAO (Accreditation Organisation of the Netherlands and Flanders) and AQAS (Agency for Quality Assurance through Accreditation of Study Programmes, Germany) formed a committee for the



election of the agency's board. The Board of Moldovan Quality Assurance Agency (ANACIP) was approved in July 2015. We wish ANACIP great success in fulfilling their aim to enhance the quality of higher and professional education in Moldova and hope to welcome ANACIP in INQAAHE very soon.

The above-mentioned activities were in most part financed through the Estonian development cooperation programme „Creation and Capacity Building of Quality Assurance Agency for Professional Education in Republic of Moldova”.

Further information: [ANACIP Web-page](#)

<http://ekka.archimedes.ee/en/>

### **QAA: developing a strategic and coordinate approach to the quality assurance and enhancement of TNE**

The delivery of higher education programmes overseas, often referred to as transnational education (TNE), is a significant aspect of UK higher education. Approximately 80 per cent of the over 160 UK degree-awarding bodies is engaged in some form of TNE delivery, either through distance learning programmes, collaborative partnerships or branch campuses. Currently more than 600,000 students studying for a UK higher education award, or one in five of the student population, reside outside the UK. This exceeds by far the number of international students enrolled on HE programmes in the UK, currently standing at 430,000.



QAA has reviewed UK TNE since its inception as part of its mission to safeguard the standards and quality of UK HE awards, wherever and however these are delivered. Over the past two years, in response to the recent expansion of UK HE provision overseas, QAA has consulted with the sector to identify ways to adapt its approach to TNE to ensure it remains fit for purpose. Following this consultation exercise a report has now been published (<http://www.qaa.ac.uk/en/Publications/Documents/Developing-a-Strategic-Approach-to-TNE-15.pdf>), which outlines a number of recommendations for the future of TNE review in the UK. These recommendations point towards the development of a more strategic and coordinated approach to the external quality assurance and enhancement of UK TNE.

The report emphasises the importance of more closely aligning domestic and overseas quality assurance activity, and strengthening cooperation with quality assurance agencies in UK TNE host, with a particular view to enhancing the efficiency of current review processes and avoiding duplication of quality assurance efforts across borders.

QAA is currently reviewing UK TNE in Cyprus and Greece. In considering UK provision being delivered in these two countries, QAA will use the recommendations in the report. The review visits will take place in November 2015, while the findings are expected to be published in March 2016.

<http://www.qaa.ac.uk/en>



## HEEACT 10th Anniversary International Conference in Taipei, Taiwan

# 2015年高等教育評鑑國際研討會

## 2015 HEEACT International conference

The Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) invites members of INQAAHE to join its 10th anniversary international conference on December 4<sup>th</sup>, 2015 in Taiwan!

The theme of the conference is "Quality Assurance in Higher Education: Accountability, Internationalization, and Professionalism" aiming to create a platform for the enhancement in higher education quality assurance of the next decade.

HEEACT also calls for papers with the following topics, Quality Assurance and Evaluation in Higher Education, Research and Development of Higher Education, or other topics related to the conference theme are welcomed. The deadline for abstract submission is October 12<sup>th</sup>, 2015.

To register or learn more details please refer to the official conference website: [http://www.accupass.com/go/heeact\\_conf](http://www.accupass.com/go/heeact_conf)

<http://www.heeact.edu.tw/>

## The Quality Enhancement Project of the Council on Higher Education

In 2014 the Council on Higher Education (CHE) in South Africa launched the Quality Enhancement Project (QEP). It is managed by the Institutional Audits Directorate, which was tasked with developing a programme to strengthen teaching and learning in order to enhance student success across the higher education system. For the purposes of the project, student success is defined as enhanced student learning with a view to increasing the number of graduates with attributes that are personally, professionally and socially valuable. The QEP comprises two phases, each of which has several focus areas with which all institutions are asked to engage. In phase 1, which began in February 2014 and will end in December 2015, the focus areas are:

1. Enhancing academics as teachers
2. Enhancing student support and development
3. Enhancing the learning environment
4. Enhancing course and programme enrolment management

The process used in the QEP is inductive in that what is learnt in each step informs what is done in the next step. Unlike a traditional audit process, in the QEP information is constantly being shared and disseminated among individual institutions, the CHE and the broader higher education sector. Collaboration is also encouraged with other bodies and organisations that are involved in various ways in promoting student success.



In 2014 institutions produced submissions that provided baseline information on what they were doing in each of the four focus areas that was successful and not as successful as they had hoped. A content analysis of these submissions revealed a number of common challenges and issues that need to be addressed at institutional and national levels. The CHE convenes a forum for Deputy Vice-Chancellors (DVCs) for Teaching and Learning, which has agreed to work as a national leadership body to identify and initiate actions arising from issues raised in the QEP in order to contribute to increased student success in the higher education system as a whole.

The QEP content analysis of the baseline submissions can be downloaded from [www.che.ac.za](http://www.che.ac.za) and more information about the QEP is available at [http://www.che.ac.za/focus\\_areas/quality\\_enhancement\\_project/overview](http://www.che.ac.za/focus_areas/quality_enhancement_project/overview)

<http://www.che.ac.za/>

### **Athenaeum of the Council of Presidents of Private Universities (CRUP) from Argentina.**

The Council of Presidents of Private Universities (CRUP) in Argentina is an associate member of INQAAHE and holds every year in its regular sessions at least two Athenaeums for training, exchanging and debating upon the different historical, economic, social, cultural, technological and pedagogical aspects of Higher Education. They seek to systematize a body of knowledge, experience and projections through the exposition, the perspective, the comparison and the intuition, so as to reach a deep consensus on the past, the present and the future of Higher Education, especially the privately run.



Among the activities developed in the Athenaeums, the following are mentioned:

1. Expositions in charge of well-known representatives of the academic sphere and of the national and international university administration.
2. Exchange of experiences related to the themes of the Athenaeums among the universities which are members of the CRUP.
3. Identification of good practice in universities for its spreading.
4. Dissemination of lectures, documents and reports related to the content of each Athenaeum.

[Athenaeum on the legal nature, the financing and the government of universities](#) (PDF)

### **KASBIT: Developing Effective Learning Outcomes**

[Khadim Ali Shah Bukhari Institute of Technology \(KASBIT\)](#), Karachi organized a workshop on Developing Effective Learning Outcomes on September 17, 2015. Mr. Moin Ali Khan, Deputy Director QEC, IoBM was the resource person for the workshop. Along with the faculty members of KASBIT participants from other Universities; Iqra University, Indus University and Benazir Bhutto Shaheed University attended the workshop. Mr.



Karamatullah Hussaini, Dean Management Sciences KASBIT welcomed the guests and participants. Discussion was done towards the importance of developing learning outcomes, how they need to be developed and these outcomes needs to be SMART (Specific, Measurable, Realistic, Achievable and Time-bound). The philosopher Seneca once said, "If one does not know to which port one is sailing, no wind is favorable." The student must know precisely what is expected of him. He will thus devote his time to activities which will enable him to attain the course objectives. He will be in a better position to distinguish what is important from what is less important from among the learning tasks covered by the course. When the objectives of the various courses of a curriculum have been precisely formulated it is possible to verify whether the curriculum respects learning sequences, in other words whether the items of learning which the purpose of the course objectives is are presented in an orderly progression. This operation calls for real teamwork so as to ensure that the syllabus is not merely a juxtaposition of courses but rather an organized whole designed to bring about the integrated and optimal development of abilities. Director KASBIT, Professor Muhammad Rais Alvi closed the session with vote of thanks to our eminent speaker and participants of the workshop.



## News from networks

### Two new EUA publications on internal quality assurance



European University Association has recently launched two new publications in a continuation of its work to support institutions in developing their internal quality assurance systems and fostering quality cultures.

The EUA occasional paper [\*ESG Part 1: Are universities ready?\*](#) sets out the current trends in institutional quality assurance in Europe and explores the consequences for universities of the recent introduction of a revised version of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). While much of the evidence shows progress in recent years, in light of the revised ESG, the paper highlights a number of areas that may need further attention from institutional leadership and quality assurance managers. These include the need to link quality assurance with strategic management, the need to demonstrate implementation of student-centred learning, and the need to develop robust measures for reviewing programmes.

In order to support institutions that are developing their internal quality assurance systems, and in the framework of its [\*EUREQA project\*](#) (Empowering universities to fulfil their responsibility for quality assurance), EUA has also published [\*EUREQA Moments! Top tips for internal quality assurance\*](#). This takes the form of a practical and concise guide to the core features of internal quality assurance systems, while presenting good practice drawn from the three-year long EUREQA project. It focuses in particular on issues that foster the development of institutional quality cultures, for example, balancing formal and informal approaches, ensuring implementation and communication of follow-up actions, and adapting measures so they are appropriate for the institutional and national context.

<http://www.eua.be/>

### CANQATE annual conference— St Kitts & Nevis, 7-9 October 2015



CANQATE will host its 12th Annual Conference and Pre-conference Workshop at the St Kitts Marriott Resort, St Kitts and Nevis, under the theme, **“Quality Assurance and Socioeconomic Development in a Global Environment: Regional and International Perspectives.”** The Conference is being hosted jointly by The St. Christopher (Kitts) and Nevis Accreditation Board and the Ministry of Education, St. Kitts and Nevis.

The conference will underline the importance of quality in tertiary education for socio-economic development and regional and international integration. The areas of focus include: tertiary education as an engine of socioeconomic development; quality

assurance as a policy issue in national development; and opportunities and challenges at national, regional, and international levels.

The pre-conference workshop on Wednesday 7 October will examine the issue of "Assessing and Improving the Financial Health of Educational Institutions." The Conference itself will feature a keynote address, plenary and concurrent sessions and a panel discussion with participation by leading international and regional educators, policy makers, and industry experts.

### **CANQATE launches quality footprint initiative**



In keeping with its commitment to capacity-building and the dissemination of information on quality assurance and accreditation, the President and members of the Board of Management of CANQATE will officially launch the CANQATE Quality Footprint Initiative (QFI). This Initiative which was conceptualised by current President, Dr Ruby S. Alleyne, is a service by members of the CANQATE Board of Management, to the tertiary education community in the country in which the Annual Conference is held.

The QFI seeks to make a significant contribution to increasing awareness of quality assurance issues and strengthening the quality culture in the host country. It will take the form of a forum hosted by the national accreditation body or government agency and featuring a presentation on a quality assurance issue that would be of value to key stakeholders in the country.

The inaugural seminars of the CANQATE Quality Footprint Initiative will be held on 6 October 2015. There will be one forum on the island of St Kitts and the other in neighbouring Nevis. Presentations by members of the CANQATE Board will focus on the importance and benefits of accreditation and the target audience will be students of secondary and tertiary institutions on the islands.

### **CANQATE art competition 2015**

Following the success of the inaugural Art Competition last year, CANQATE launched a second contest in August 2015. Once again, staff and students of full and associate members as well as individual members of CANQATE were invited to submit art depicting the theme for the 2016 Annual Conference to be held on the South American mainland in Guyana. The theme is "**Sustaining a Culture of Quality Assurance in Tertiary Education for National and Regional Development.**" The winning entry will be used on promotional and conference materials, including emails, the conference website, and other official materials.

Last year, the competition was won by Raeanne Khan of the College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT). Raeanne's winning design is now being used on promotional and conference materials for this year's Annual Conference in St Kitts and Nevis, 7-9 October, 2015.

<http://www.canqate.org>

## The Inaugural Review for APQR has been Successfully Completed in Fiji

The first formal review for the Asia Pacific Quality Register (APQR), organized by the Asia Pacific Quality Network (APQN) and APQR Council (APQRC), has been conducted on the Fiji Higher Education Commission (FHEC) in Suva, Fiji from 24th to 26th, June 2015.

Facilitated by APQN president, Dr Jagannath Patil, the review panel was made up of three experts: Prof Colin N Peiris (Director of QAA Council of Sri Lanka and Vice-Chancellor of Horizon Campus, Sri Lanka ) as the Chair, Dr Jeanette Baird (Adviser to the Department of Higher Education, Research, Science and Technology in Papua New Guinea) and Prof Dr Jianxin Zhang (Chief Expert of Yunnan Higher Education Evaluation Center and Director of Research Institute of Higher Education, Yunnan University in China). The panellists conducted interviews with the Commissioners and staff of FHEC, committee members, assessors and evaluators, representatives from accredited institutions and a range of other stakeholders. The premises were viewed as were many more documents including records of assessments and decisions, internal working documents and correspondence.



*The Minister of Education in Fiji met the APQR Review Panel*

After three days of meticulous and intense work, with great effort of all the staff from FHEC and many stakeholders such as the Minister of Education, University of the South Pacific (USP), University of Fiji, and Service Pro Institute of Tourism and Hospitality, the review panel successfully completed the review of FHEC for its potential inclusion on the APQR.

The AGM of the APQN in 2012 endorsed a proposal for the establishment of APQR as part of its Decennial agenda. The pilot review was conducted on the Quality Assurance and Accreditation Council (QAAC) in Sri Lanka. The document "Asia Pacific Quality Register (APQR)" was issued after the special meeting at Macao held on 22nd-23rd, January 2015.

The first meeting of the APQR Council was held in Kunming on 17th, April 2015. The review of FHEC is the first formal event for APQR. "This exercise would be counted as a milestone in history of APQN and APQR", said the APQN President on July 2.

After the "quantity era", today higher education has entered into the "quality era", and quality assurance agencies (QAAs) are playing an increasingly important role. Following the founding of the European Quality Assurance Register for Higher Education (EQAR), APQR becomes the second in the international QA networks to implement a QA register. It is firmly believed that APQR will serve as a quality hallmark, providing an inspirational target, laying down basis for mutual recognition and cross-border operation of quality agencies, and offering a good reference for global stakeholders on trustworthy QAAs in the Asia Pacific region.

Agencies interested in applying to be on the Asia Pacific Quality Register may contact [apqnsecretariat@163.com](mailto:apqnsecretariat@163.com)

## Upcoming events

### 2015 IQA Forum and Roundtable Meeting



The Association of Quality Assurance Agencies of the Islamic World (IQA) is organising the 2015 IQA Forum and Roundtable Meeting: "International Partnership on Quality Assurance in Strengthening Islamic Higher Education" hosted by the National Accreditation Agency for Higher Education (NAAHE) and will be held between 6th -8th October 2015 in Grand Cempaka Hotel, Jakarta -Republic of Indonesia.

The meeting will encompass presentations from different keynote speakers on different areas related to Education and Quality Assurance focusing on the practical exchange and informal discussions while show casing best practices and suggesting potential solutions.

### ENQA General Assembly taking place 22-23 October in Dublin, Ireland



The [6<sup>th</sup> ENQA General Assembly](#) will take place at the Dublin Castle Conference Center in Dublin, Ireland, on 22-23 October 2015 and will be hosted by Quality and Qualifications Ireland (QQI). The first day of the Assembly is open to all parties, eg. both members and non-members of ENQA, who are interested in participating in discussions concerning the recent findings and recommendations of the "[Quality Assurance of Cross-border Higher Education](#)" (QACHE) project, trends in quality assurance in the USA, and understanding the new ESG as ENQA membership criteria. The second day, reserved for members only, will be dedicated to formal organisational and administrative proceedings. Registrations for the event will open in June.

### 10th European Quality Assurance Forum, London, UK (19-21 November 2015)

The 10th [European Quality Assurance Forum](#) (EQAF) will take place in London on 19 to 21 November 2015, hosted by the Quality Assurance Agency and UCL Institute of Education.



Through a mix of plenary and parallel sessions, the 2015 EQAF, entitled "**Taking stock and looking forward**", will combine presentations of current developments in quality assurance with discussions on research, policy and practice that will take place in paper sessions and workshops. This year, the Forum will examine QA in the EHEA from a variety of perspectives and explore the ways in which concrete practices in institutions and agencies reflect European level policies.



## THE-ICE 9th International Panel of Experts (IPoE) Forum 2015 Leeuwarden, the Netherlands

**IPoE** 2015  
LEEUWARDEN 25-28 NOV

THE-ICE 9<sup>th</sup> International Panel of Experts (IPoE) Forum 2015 will be proudly hosted by Stenden University of Applied Sciences –Stenden Hotel Management School and School of Leisure & Tourism Management– in Leeuwarden, the Netherlands from 25<sup>th</sup>- 28<sup>th</sup> November 2015.

The theme '*Real World Learning in Tourism & Hospitality*' will build on previous IPoE themes focusing on current strategic issues facing tourism, hospitality and events education. Please see our website for further details of [IPoE 2015](#) and [past IPoE Forums](#). Enquiries are welcome via email to [ipoe2015@the-ice.org](mailto:ipoe2015@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](mailto:secretariat@inqaahe.org).

**INQAAHE SECRETARIAT**

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

---