

The INQAAHE Newsletter is your International Network for Quality Assurance Agencies information hub. This publication aims to provide the latest in QAA and industry trends and news to our subscribers. Contributions are most welcome – please email to [secretariat@inqaahe.org](mailto:secretariat@inqaahe.org).

## Message from the President



Dear Friends and Colleagues,

Welcome to the 3<sup>rd</sup> issue of INQAAHE 2017 Newsletter!

Along with introducing new members and newly GGP aligned members, the current issue shares achievements, good practices, projects and updates on upcoming events in quality assurance organised by INQAAHE, our members, strategic partners and quality assurance community at large.

The issue introduces the INQAAHE Global survey co-organised with UNESCO and QA regional networks and university associations. It is one of the major projects that take stock of both internal and external quality assurance initiatives and examine trends, challenges and opportunities. It also looks at the extent to which QA contributes to the achievement of the *UN Sustainable Development Goal 4* on education.

INQAAHE members and strategic partners have contributed to this issue of the newsletter by sharing information on new legal frameworks set at national levels to underpin quality assurance, revision of QA strategies to ensure diversification of QA provisions, and good practices at the level of internal quality assurance of higher education. A few highlights of good practices are shared by TEQSA (Australia) through international peer learning amongst external quality assurance providers, evalag (Germany) through the sharing of experience with *Professional Standards Framework for Excellence in Teaching and Learning in Lebanese Universities* as part of the Erasmus+ project, and many others including the success stories of our members as a result of to the contribution of INQAAHE to their developmental activities.

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

I hope you find this issue on the most recent developments in quality assurance informative and useful.

Best regards,



Susanna Karakhanyan,  
7<sup>th</sup> President of INQAAHE

# Table of Contents

<b>Message from the President</b> .....	1
<b>News from the Secretariat</b> .....	3
Membership Mutations .....	3
GGP Aligned Agencies .....	3
INQAAHE 11th Biennial Forum 2018.....	3
International Conference: Higher Education for the 21 <sup>st</sup> Century.....	3
Global Survey on EQA and IQA.....	4
<b>News from Members</b> .....	4
ACEEU Awarded Its First Accreditations .....	4
News from Croatian Agency for Science and Higher Education .....	5
Quality Enhancement Cell (QEC) News .....	6
The New Higher Education Regime Law in Macao will be Effective in August 2018 .....	6
Gulf College Signs MOU with Centre Franco Omanais.....	7
MoU Signed between Greenwich University and Liaoning University for Various Exchange Programs .....	8
Russian Register is Included into the APQR – the Asia-Pacific Quality Network (APQN) Register of Agencies .....	8
TEQSA’s Growing Engagement with International Partners .....	9
E-TALEB – Professional Standards Framework for Excellence in Teaching and Learning in Lebanese Universities .....	10
HKCAAVQ’s Launch of New Policies .....	11
‘Education in the Arab World’ Bahrain: Moving Towards a Knowledge-Based Economy .....	11
Results of Accreditations Performed by the Japan University Accreditation Association .....	12
News and Updates from “Quality Matters” .....	13
Quality Enhancement at Shaheed Mohtarma Benazir Bhutto Medical University (SMBBMU) Larkana .....	13
<b>News from Networks</b> .....	14
SHEILA Assists Universities to Become Better Users and Custodians of Digital Data .....	14
HEED Published Volume 11.1 .....	14
<b>Upcoming Events</b> .....	15
THE 2017 ABET Accreditation Seminar. First Mena Region Edition.....	15
Register now for EQAF 2017 .....	15
Seminar for QA agencies: evaluating programmes within institutional evaluations.....	15
4th ASIIN/EASPA Global Conference 2017.....	15
THE-ICE 11 <sup>th</sup> IPoE Forum 2017: ‘Scholarly Excellence in the Age of Compliance’ .....	16

All INQAAHE members are invited to contribute articles for the next issue of the Newsletter. All submissions and accompanying photographs should be sent to: [secretariat@inqaahe.org](mailto:secretariat@inqaahe.org).

## INQAAHE SECRETARIAT

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The content of this Newsletter is compiled by the INQAAHE Secretariat and reviewed by the INQAAHE Communication and Outreach Committee (COC).

While the responsibility of the content and its accuracy remains with members and networks, the INQAAHE COC reserves the right to edit, correct, revise or omit any submitted article as required for consistency and appropriacy.

If major revisions are required, the INQAAHE COC may contact the member or network before accepting or publishing the content.

## News from the Secretariat

### Membership Mutations

INQAAHE welcomes the following new members:

-  [University of Wah](#) (Associate), Pakistan
-  [Khwaja Fareed University of Engineering & Information Technology](#) (Associate), Pakistan
-  [Accreditation Council for Entrepreneurial and Engaged Universities](#) (Full), Netherlands
-  [Department of Higher Education, Research, Science and Technology](#) (Full), Papua New Guinea
-  [Midlands State University](#) (Associate), Zimbabwe
-  [Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care](#) (Full), Kazakhstan
-  [Aragon Agency for Quality Assurance and Strategic Foresight](#) (Full), Spain
-  Abhilasha Singh (Affiliate), United Arab Emirates
-  [Hazara University Mansehra](#) (Associate), Pakistan
-  [Francophone University of International Development](#) (Associate), Cameroon

### GGP Aligned Agencies



INQAAHE is delighted to inform you that [National Accreditation Council \(CNA\)](#),

Colombia is aligned with INQAAHE Guidelines of Good Practice for the period 23 August 2017 - 23 August 2022, after a successful external review, and added to the [GGP database](#). Congratulations!

### INQAAHE 11th Biennial Forum 2018

The INQAAHE 11<sup>th</sup> Biennial Forum will be held in Mauritius **from 2<sup>nd</sup> to 4<sup>th</sup> May 2018**. Proudly hosted by the [Mauritius Tertiary Education Commission](#) (TEC), the theme of the Forum is '*Quality is in the Eye of the Beholder: Relevance, Credibility and International Visibility*'.

Registration will be conducted online beginning November 2017.

#### **Agenda:**

2<sup>nd</sup> May 2018 – Registration, pre-forum workshops and pre-forum board meeting

3<sup>rd</sup> to 4<sup>th</sup> May 2018 – Main Forum activities



### International Conference: Higher Education for the 21<sup>st</sup> Century



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

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

Those who register by 31<sup>st</sup> of October 2017 qualify for the early-bird registration fee. After this date, normal registration fees will apply.

For more information: [seminario@cinda.cl](mailto:seminario@cinda.cl)

## Global Survey on EQA and IQA

INQAAHE is conducting a global survey on EQA and IQA in all regions of the world. The Global Survey is being conducted in cooperation with UNESCO and regional networks – ENQA, APQN, CEENQA, CANQATE, AfriQAN and EUA. Regional university associations are being contacted to support data collection from higher education institutions. The survey instruments, which are intended for both QA agencies and HEIs, are being revised by regional networks to ensure relevance to regional peculiarities and needs. The project has been completed in the Arab region and is currently in progress in Latin America. The surveys for all other regions will be launched by the end of September. The results of the study will feed into the 2018 UNESCO Global Conference on Quality Assurance in Paris. It is one of the major projects that take stocks of both internal and external quality assurance initiatives and examines trends, challenges and opportunities internationally to see the trends, challenges and opportunities. It also looks at the extent to which the QA is actually contributing to achievement of the *UN Sustainable Development Goal 4* on education.

## News from Members

### ACEEU Awarded Its First Accreditations

The Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU) awarded its first accreditations to The University of Adelaide, Australia on 9 June following an eight-month evaluation process. The University earned a dual accreditation as both an Engaged University and an Entrepreneurial University. The Award was presented during the 2017 University-Industry Interaction Conference in Dublin, Ireland, attended by 450+ academics and practitioners from more than 50 countries. “The University of Adelaide is a great example of how an institution can create greater social, cultural and economic impacts through the promotion of entrepreneurship and engagement throughout an entire university,” says Cameron McCoy, Associate Vice-President for Engagement at Lehigh University in the United States who chaired the Accreditation Committee of The University of Adelaide. Reflecting on the accreditation process, Professor Noel Lindsay, Pro-Vice Chancellor (Entrepreneurship) and Director of the Entrepreneurship, Commercialisation and Innovation Centre (ECIC) at The University of Adelaide stated: “It was a challenging process meeting the 15 quality assurance standards to be accredited as an entrepreneurial university and the 15 standards to be accredited as an engaged university. The process was robust but it has been well worth it. While the accreditation is good to have, the journey to getting the accreditation was invaluable.”



## News from Croatian Agency for Science and Higher Education

### Overview of recent European and national policies in regard to HRM in HEIs

As part of the Erasmus+ project Modernisation of Higher Education Institutions through Enhancement of Human Resources Management Function (HRMinHEI), the document *An overview of recent European and national policies in regard to human resources management (HRM) in higher education institutions (HEIs) within European Higher Education Area* was published in July 2017.

This report presents an overview of national policies in regard to HRM in the sector within the context of the broader European-level policy. The overview is based on a conceptual framework and literature review of existing HRM literature, which will also feed the subsequent phases and output of the HRMinHEI project.

This paper provides a theoretical foundation and framework by detailing 10 key dimensions of HRM, and illustrates their application in the context of HEIs. The report also provides a short discussion of existing European-level policies concerning HRM in the field of higher education. The report also shows a content analysis for Austrian, Croatian and Finnish national regulations and policies related to HRM in higher education.

Only a few publications, as mentioned in this report, deal with this management field in Europe. The report clearly demonstrates the differences in functions and services of HRM at HEIs, at least in the aforementioned three countries. This first overview of international (EU) and national policies and HR regulations helps develop further HR capabilities and capacities at system, institutional and individual levels. Please click on this link to view the document.

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system, institutional and individual levels. Please click on this [link](#) to view the document.

### Public presentation of the Analysis of the five-year cycle of re-accreditation of higher education institutions

On 7<sup>th</sup> July 2016, the Agency for Science and Higher Education (ASHE) presented *The Analysis of the five-year cycle of re-accreditation of higher education institutions (2010–2015)* to the public. This publication presents comprehensive information about Croatian higher education institutions and their activities and is the result of the first thorough evaluation of all public and private higher education institutions in Croatia (universities and their constituents – faculties and academies as well as polytechnics and colleges). The analysis began in 2010 and was completed in 2015.

The public presentation brought together more than a hundred leaders of Croatian higher education institutions and members of the academic and scientific community who were addressed by Professor Jasmina Havranek, Director of ASHE.

The analysis will be useful not only to higher education institutions for comparison with related institutions, but also to the overall system, as it brings together a number of useful recommendations intended for policymakers, higher education institutions and relevant bodies. Various positive changes have already happened, as emphasised by the higher education institutions themselves. These changes relate to different segments of the higher education institutions' activities, from the management and internal quality assurance, to study programmes and teachers alike. It is emphasised that quality is recognised as a mechanism for the sustainability and competitiveness of higher education institutions.

Please click on this [link](#) to view the publication.

## Quality Enhancement Cell (QEC) News

Quality Enhancement Cell (QEC), Fatima Jinnah Women University (FJWU), Pakistan contributes towards improving quality in higher education internationally. In order to bridge the gap between academic education and workplace demands, Ms Nosheen Naz, Assistant Director, QEC, FJWU presented a paper titled 'Faculty Development Programmes in Higher Education: Self Evaluation of Teachers' in the 2<sup>nd</sup> International Conference on Social Sciences organised by University of Sains Malaysia.



She presented another paper on 'Impact of Globalisation on Quality of Life: A Regional Comparison' at *International Business, Marketing and Humanities (ICIBMAH 2017)*, an international conference organised by Academy of Business, Marketing and Supply Change Management.

The conferences provided an opportunity to interact with participants from different countries. Various strategies and good practices for the evaluation and assessment of teaching and quality-based research were shared.

## The New Higher Education Regime Law in Macao will be Effective in August 2018

The Higher Education Regime Law (Law No. 10/2017) was approved by the Legislative Assembly. The law was published in the Official Gazette of Macao Special Administrative Region on 7 August 2017 and will come into force one year after its publication. The new law is in response to requests from the higher education sector, as well as to pave the way for further development of higher education in Macao. The Credit System and the Higher Education Quality Assurance

System are introduced in the new law. In future, higher education institutions (HEIs) will be able to offer various types of programmes such as associate diploma programmes, and programmes with double degrees and double majors.

The new legislation on quality assurance in higher education is expected to take effect in August 2018. This legislation regulates all HEIs in Macao, and the programmes that they offer, as well as all non-local programmes. The goal of introducing quality assurance is to promote continuous enhancement in higher education.

Under the Quality Assurance framework, evaluation is conducted at the institutional and programme levels. At the institutional level, there are Institutional Accreditation and Institutional Quality Audit. At the programme level, there are Programme Accreditation and Programme Review.

Under the Higher Education Quality Assurance System, all HEIs and their programmes have to undergo mandatory Institutional Quality Audits and Programme Reviews periodically. Through these evaluation exercises, HEIs will be able to identify good practices, as well as to receive constructive recommendations for improvement. HEIs that have passed Institutional Accreditation can apply for Self-accrediting Status for a set period of time. HEIs that have not attained Self-accrediting Status are required to obtain Programme Accreditation for any new programmes before launching them.

In view of the evaluation results, the Macao Government does not plan to set up its own quality assurance agency in the immediate future. Quality assurance evaluation exercises will be executed by external quality assurance agencies (EQAAs) that meet the Macao Government's requirements.

In the future, the Macao Government will strive to strengthen collaboration with international and regional EQAAs, so as to gather support and foster development of the Quality Assurance System.

For details about the Quality Assurance System and the relevant quality assurance guidelines, please visit <https://www.gaes.gov.mo/eng/institutions/qualityassurance-en>.

## Gulf College Signs MOU with Centre Franco Omanais

In view of the growing multilingual and multicultural global requirements, Gulf College (GC) has signed a Memorandum of Understanding (MoU) with Centre Franco Omanais (CFO) in order to cater to the needs of students, faculty members and stakeholders who want to learn other languages and take professional examinations for the purpose of education, business or job requirements. Currently, GC is hosting students from 24 different countries around the world and this MoU will provide a venue for international students to practise and strengthen language learning.



Dean Prof. Taqi Al Abduwani and the Director of CFO, Mr Christian Adam de Villiers, signed the MoU to officially declare their collaboration and cooperation in the promotion of French language and culture at GC. Also present at the ceremony were Dr Mohaned Al Obaidi, Deputy Dean for Academic and Research, Mr Masood Ahmed Khan, Head of Faculty of Foundation Studies, Dr Khalid Abu Zayed, Head of Faculty of Business and Management Studies, Mr Abu-bucker Samsudeen Shaffi, Head of Faculty of Computing Sciences, and Dr Irene Pineda Villareal, Manager of Centre for Languages and Cultural Studies. The signing of the MoU will boost the offering of various projects of the two institutions such as the teaser courses offered in July and August. Accordingly, French can be taken as an elective in the first semester of 2017-2018.

The partnership will provide an enriching experience for GC and CFO staff, students and external communities as more cultural activities come to light. Photo exhibitions, music concerts, theatrical plays, conferences, workshops and researches were conceptualised to maximise the full potential of the partnership.

## Gulf College spearheads training programme for SMEs

Gulf College (GC) recently spearheaded a 50-hour training programme for the development of management and operational skills for Small and Medium Enterprises (SMEs) which was offered to more than a hundred participants. This training programme was organised in response to the effort of the Ministry of Higher Education to encourage higher education institutions to support entrepreneurship and SMEs, and is one of the advocacies of His Majesty Sultan Qaboos bin Said.

Accordingly, this initiative is a part of the GC community engagement to promote and support entrepreneurship in the Sultanate of Oman. Recently, GC signed MoUs with various institutions such as Al Raffd Fund, Riyada (Public Authority for SMEs), Sharakah, SME Fund and Muscat Business Women's Centre in order to support the SMEs and to contribute to promoting entrepreneurship in the Sultanate of Oman.



In his welcome address, Prof. Taqi Al Abduwani, Dean of GC emphasised the importance of SMEs as the main backbone of the economy because of their flexibility, diversity and sustainability in the business cycle. He also

announced that for academic year 2017-2018, GC would be launching a series of initiatives and programmes to support the development of entrepreneurship and SMEs, and to encourage students to convert their ideas into business. This initiative will give Omani youths the opportunity to excel and meet challenges at the national and global levels in various fields.

## MoU Signed between Greenwich University and Liaoning University for Various Exchange Programs

Over the last three decades, Greenwich University (GU) has developed a distinctive ethos which joined 'social engagement' to the pursuit of academic excellence. Reflecting GU's desire to engage with the outside world, their public intellectuals have become and remain among the most engaged in the nation, and the GU alumni are some of the most influential their generations have produced.

The University's vision and mission are deeply patriotic in nature, i.e. to make students an integral part of the country's success. Apart from academic programmes, GU is the leading university engaged in CSR activities. Internationalisation in higher education has grown in scope, scale and importance. It is one of the major means to improve the quality of education worldwide. The acquisition of knowledge, mobilisation of talent and integration of curriculum with international content are truly the perks of internationalisation.

GU has embarked on the execution of internationalisation of higher education with full zeal and enthusiasm by first inaugurating its branch campus in Mauritius and later signing MoUs with different international universities. Recently, GU signed an MoU with Liaoning University, China.

Established in 1958, Liaoning University is a public higher education institution located in the metropolis of Shenyang. Liaoning is officially accredited and recognised by the Educational Department of Liaoning Province and is ranked amongst the top 50 universities. Liaoning University's predecessor was Shenyang Commercial College, which was set up by the People's Government of the Northeast in November 1948.

In over half a century's development, Liaoning University has grown into a multiple-discipline comprehensive university, embracing Chinese language and literature, history, philosophy, economics, law, foreign languages, art, natural science, engineering and management offering courses and programmes leading to officially recognised higher education degrees such as bachelor's, master's and doctoral degrees.

The signing ceremony of the MoU between GU, Pakistan and Liaoning University, China was held on 29 June 2017 at Greenwich University, Karachi, Pakistan.

International learning and knowledge propels students towards acceptance and understanding of an array of different cultural and community perspectives. Realising the concept of 'One Belt One Road', this MoU will provide an opportunity to students, faculty and staff to explore the cultural and educational values of China along with self-development and awareness.

## Russian Register is Included into the APQR – the Asia-Pacific Quality Network (APQN) Register of Agencies



In 2015-2016, Russian Register became a full member of the International Network for Quality Assurance Agencies in

Higher Education (INQAAHE) and Asia-Pacific Quality Network (APQN), and has received an affiliated status in European Association for Quality Assurance in Higher Education (ENQA).

On 28-30 May 2017, Russian Register Head Office conducted an independent expert review of their education quality assessment activities against the APQR (Asia-Pacific Quality Register) criteria. Based on the results of the review, the Board of APQR made a decision to include Russian Register, already being a full member of the Asia-Pacific Quality Network (APQN), in the APQR Register of Agencies.

Agencies included in the APQR Register can perform international accreditation of educational organisations and their programmes under the management and in cooperation with the APQN. APQR was established by APQN and is a register of external quality assurance agencies that demonstrate that their activities conform to a certain threshold of maturity according to APQR criteria, which is confirmed by an independent external expert assessment of agencies.

Within the frameworks of such independent external APQR assessment, Russian Register has prepared a

report on the self-assessment of its activities against the APQR criteria, which passed an expert review. Russian Register then welcomed foreign experts both at the Head office in St. Petersburg and at the premises of educational organisations in which Russian Register has performed education quality assessment, i.e. St. Petersburg Polytechnic University and St. Petersburg State Electrotechnical University.

Foreign experts, who are leading education specialists at an international level, Prof. Patricia Pol (France), Prof. Jianxin Zhang (China) and Prof. Farida Nurmanbetova (Kazakhstan) have reviewed Russian Register and gave very helpful recommendations on the improvement of their activities in the quality assurance of education.

Russian Register, being a full member of the APQN and therefore a part of a large community of professionals in the area of quality education in Asia-Pacific region (the 'APQN family'), thanked the Chairperson of the APQR Board Dr. Jagannath Patil, the APQN President Prof. Jianxin Zhang, all members of the Expert Team, and the APQN Secretariat for the international recognition and for the opportunity to improve their activities and to form a quality culture in the area of education.

## **TEQSA's Growing Engagement with International Partners**

With a key object of the TEQSA Act calling for the regulator to protect and enhance Australia's international competitiveness in the higher education sector, the agency has been busy engaging with its international partners.



## **International Quality Assurance Staff Exchange Programme launched**

TEQSA recently launched its International Quality Assurance Staff Exchange Programme. The new programme identifies and facilitates opportunities for staff exchange between the agency and its international partners, further strengthening international relationships and engagement.

As part of this programme, Ms Xiong Xing from the Chinese Service Center for Scholarly Exchange (CSCSE) spent a week at TEQSA in August where she was able to meet with staff including TEQSA's Commissioners and Senior Management Team. While visiting, Ms Xiong Xing also met with Australian higher education providers to get a local perspective on qualifications recognition and transnational education.

TEQSA also welcomed several international delegations from foreign quality assurance agency partners in August. Visits organised by the China Education Association for International Exchange, the Ministry of Education and Training, Vietnam, the Federal Democratic Republic of Ethiopia and the Office of the Higher Education Commission, Thailand, provided an opportunity for the visiting delegates to gain a greater understanding of the Higher Education Standards Framework 2015, TEQSA's Risk Assessment Framework and the Australian Qualifications Framework.

### **Forging new relationships**

Since June 2017, TEQSA has signed Memoranda of Cooperations with the Non-Local Courses Registry, Education Bureau, Hong Kong and the Ras Al Khaimah Economic Zone.

For more information, please visit the [TEQSA's international agreements webpage](#).

### **TEQSA abroad**

TEQSA Chief Executive Officer, Anthony McClaran, was invited to Tokyo in August to present a keynote address at the National Institution for Academic Degrees and Quality Enhancement of Higher Education's (NIAD-QE) University Quality Assurance Forum. His presentation provided an international perspective on the role of agencies and faculty in developing and sustaining quality assurance measures, based on his experience in both the UK and Australian higher education sectors.

The opportunity was taken to renew the agencies' MoU for a further three years, strengthening the valuable partnership between Australia and Japan.

TEQSA also participated in the Indonesian Ministry of Research, Technology and Higher Education (RISKTEK DIKTI) seminar and workshop on outcomes-based internal quality assurance with representatives from Indonesian universities in August. The event allowed participants to share the challenges of implementing internal quality assurance processes and to hear about good practices across the Asia Pacific region. TEQSA has a strong relationship with RISKTEK DIKTI and engages regularly with colleagues in the Directorate of General Learning and Student Affairs.

TEQSA representatives will be leading discussions on online learning and academic integrity at the annual Quality Beyond Boundaries Group (QBBG) forum in Hong Kong in October.

#### **TEQSA's Engagement at key higher education events in Australia**

TEQSA has been increasing engagement with students and attended the annual Council for International Students (CISA) conference in Canberra in July. With international students making up 27 per cent of higher education students in Australia, the CISA conference allowed TEQSA to engage directly with key representatives in order to better understand the issues faced when studying in Australia.

TEQSA will again be part of the agenda for the upcoming Australian International Education Conference in Hobart this October. A number of TEQSA staff will be speaking at this year's conference, with presentations on the quality assurance of international education and the outcomes of the Quality Assurance of Online Learning project (a project undertaken on behalf of the Department of Education and Training for APEC economies) on the agenda.

#### **Second annual TEQSA conference**

The second annual TEQSA conference will be held in Melbourne from 29<sup>th</sup> November – 1<sup>st</sup> December with the theme '*Students, Quality, Success*'. This event will bring together leading local and international speakers to offer thought-provoking insights into the challenges and opportunities facing Australia's higher education sector. Highlights include interactive panel discussions,

keynote presentations and a wide range of concurrent sessions.

The regulator is looking forward to welcoming international guests to Australia to participate in the conference where colleagues from international agencies including the New Zealand Qualifications Authority, the Committee for Private Education, SkillsFuture Singapore and the Quality Assurance Agency for Higher Education, UK will be in attendance.

For more information, including registration details, please visit the [TEQSA's conference webpage](#).

### **E-TALEB – Professional Standards Framework for Excellence in Teaching and Learning in Lebanese Universities**

Since internationalisation and transnational education gained more importance, evalag has been actively involved in several international networks and projects, e.g. E-TALEB, a network project by Lebanese universities in collaboration with partners from Germany, the UK and France.

The first milestone of this project has been reached with the publication of a reference framework for quality standards in higher education at Lebanese universities in May 2017. evalag supports the project consortium (consisting of eight Lebanese universities, several partners from the UK, France and Germany) in quality assurance measures such as regular online surveys and interviews with stakeholders.

Funded by Erasmus+ since 2016, the project aims to reach a nationwide agreement on professional standards for higher education in Lebanon and to lay the foundation of an appropriate infrastructure of local and interregional learning centres for university teaching staff. Lebanon is the first country in the region to have such a national framework for teaching and learning.

On 3 May 2017, the reference framework of universities was presented at USEK, and workshops were held with university representatives from all over Lebanon. evalag (together with the office of the Commission for University Didactics (GHG) in Karlsruhe/Germany) conducted a workshop on 'Assuring Quality in Teaching and Learning' where

various learning scenarios were developed focussing on quality aspects.

'E-TALEB' connects the demand of excellence and effectiveness ('E') with the requirements of student-oriented teaching and learning (the Arabic word 'taleb' means student).

Further information on the project can be found at [www.etaleb.org](http://www.etaleb.org).

## HKCAAVQ's Launch of New Policies

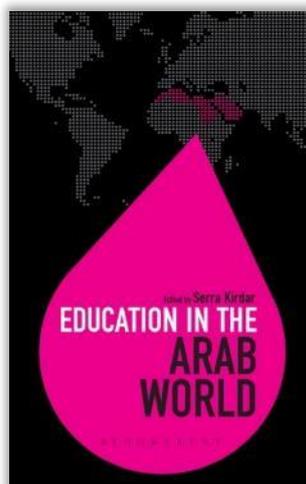
At the end of August 2017, Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) completed the consultation on the Review of its Accreditation Standards and Criteria after two years of research and discussions with relevant stakeholders. HKCAAVQ will publish a Summary of Findings and the position to be adopted for the finalised revisions to their standards in the first half of 2018. For details, please visit <http://www.hkcaavq.edu.hk/en/review-of-standards/consultation>.

In early July 2017, HKCAAVQ rolled out a differentiation of accreditation approach which includes substantial change. The differentiation approach rests on the analysis of data and on an operator's track record drawn from HKCAAVQ's Quality Management System (QMS). HKCAAVQ also introduced a non-QF accreditation service for accredited Hong Kong operators offering learning programmes outside Hong Kong in July 2017.

HKCAAVQ launched a Quality Assurance Online Knowledgebase (QAOK) (<http://www.hkcaavq.edu.hk/en/publications/QAOK>) in February 2017. Up to end-July 2017, HKCAAVQ recorded some 800 users and over 1,500 visits to the good practices on the QAOK. The QAOK is updated regularly as new good practices are identified.

More details about HKCAAVQ's new policies and developments are made available on the HKCAAVQ [website](#) and [newsletters](#).

## 'Education in the Arab World' Bahrain: Moving Towards a Knowledge-Based Economy



A book titled 'Education in the Arab World' edited by Serra Kirdar and Colin Brook was recently published by Bloomsbury Academic Publishing, London, UK. The book is a critical reference guide for researchers, experts, international agencies and decision makers responsible for the development of

education system in Algeria, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, the United Arab Emirates and Yemen. The book, with specific chapters, written by local experts, provides an overview of the education system in each country, as well as a discussion of educational reforms and socio-economic and political issues. It also includes a comparative introduction to the issues facing the education sector in the region.

The chapter written by Dr Jawaher S. Al Mudhahki, Chief Executive of the Education & Training Quality Authority, Bahrain (BQA) under theme of 'Bahrain: Moving Towards a Knowledge-Based Economy' provides an introduction and historical background on the Kingdom of Bahrain's education system since 1893. Bahrain successfully met the UN Millennium Development Education Goals and achieved almost 100% enrollment in primary education, and has managed to ensure equal access to basic and further education for citizens and expatriates through the availability of free basic and upper secondary government schools across the country.

Dr Al Mudhahki discussed the major political, economic and social reforms undergone by the country over the last 15 years under the leadership of His Majesty King Hamad Bin Isa Al Khalifa. This reform has been directed by Bahrain's Economic Vision 2030 which focuses on shaping the way the country is moving forward, and is based around three guiding principles: sustainability,

fairness and competitiveness. The Economic Development Board's Economic Yearbook 2015 indicated that the private education and healthcare sector has expanded at an annual pace of 8.3 per cent, surpassing all other sectors in the social and personal services.

The chapter also outlined the Bahrain's Education Reform Project, its objectives and three phases. The first is the diagnostic phase implemented in 2005 to examine the status of education and training sectors in the Kingdom and to identify the areas of weaknesses and strengths. The outcomes of the diagnostic phase were the establishment of the Supreme Council for Education & Training Development (SCETD) headed by the Deputy Prime Minister, His Highness Shaikh Mohammed bin Mubarak Al Khalifa, to monitor the process and provide essential guidance and direction to ensure that the project progressed appropriately and coherently.

Four main initiatives resulted from the planning phase. One of these initiatives was the establishment of the Education & Training Quality Authority (BQA) as an independent national body governed and supervised by the Cabinet of Ministers of the Kingdom of Bahrain and mandated to 'review the quality of the performance of education and training institutions in the light of the guiding indicators developed by the Authority.'

The last phase was the implementation phase, and two more initiatives were added to the reform project; the School Improvement Programme, and the National Qualifications Framework (NQF) that includes 10 levels, descriptors and a credit system. The NQF is a single framework that includes basic, vocational and higher education qualifications, promotes flexible access between different education pathways and facilitates students' mobility.

Dr Al Mudhahki also discussed the achievements and value added to the quality of education with the country's vision of moving away from an economy based primarily on oil and related industries towards a knowledge-based economy. The Kingdom of Bahrain overcomes obstacles encountered with education reform, as education is recognised as the main driver of change to improve the economy and the lives of Bahrainis.

## Results of Accreditations Performed by the Japan University Accreditation Association

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

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

JUAA has just finalised the results of accreditations for fiscal year (FY) 2016 as follows:

### **FY 2016 University Accreditation (Certified Evaluation and Accreditation for University) Results**

On accepting applications for University Accreditation from 56 universities, the JUAA has undertaken the evaluative process. The evaluation, including document-analysis and site-visit, has been conducted by the University Accreditation Committee with subcommittees.

As a result of the evaluation, the JUAA has decided to grant accreditation to 56 universities satisfying the JUAA University Standards.

The names of the accredited universities are listed in this [link](#).

## News and Updates from Quality Matters”

### Join Quality Matters to Explore Pathways to Excellence!

Share your ideas, experiences and expertise with educators from all over the world at QM Connect Conference, Pathways to Excellence (24<sup>th</sup> to 27<sup>th</sup> September 2017, Fort Worth, Texas) <https://www.qualitymatters.org/events/attend>. This year's theme and concentrations put the focus on quality assurance at all levels in an institution or organisation. Please contact Beth at [bknapp@qualitymatters.org](mailto:bknapp@qualitymatters.org) for more information.

### The Changing Landscape of Online Education - Inaugural Annual Survey Results are out!

The final report for 'The Changing Landscape of Online Education (CHLOE) Survey' is out and available to the public. Download your copy at <https://www.qualitymatters.org/research/first-CHLOE-report-download>. If you are interested in how online education is changing and evolving, and what the online education community is doing to keep up and meet the needs of online students, this is a must-read. The 2nd annual report will be out this Fall with the preliminary report due at the QM Connect Conference.

### Quality Matters: Higher Ed Members Share Three Quality Assurance Priorities for 2017-18 Academic Year

With the growth of online education, it has come a commitment to deliver a quality learning experience for all learners. As institutions prepare for the upcoming school year, they do so with this commitment in mind. But what quality assurance initiatives are at the top of their priority list? And how will they deliver those initiatives? Click [here](#) to read what is on the minds of a few QM members with whom we spoke.

## Quality Enhancement at Shaheed Mohtarma Benazir Bhutto Medical University (SMBBMU) Larkana

The Shaheed Mohtarma Benazir Bhutto Medical University (SMBBMU) main campus is located in Larkana, Sindh Pakistan, near Indus Valley Civilisation (Moen-Jo-Daro). This University has been striving to bring about qualitative changes in the field of Medicine, Dentistry, Nursing and Pharmacy. A workshop was conducted on 3 May 2017 on Self-Assessment Report writing and the role of Quality Enhancement Cell (QEC) in the University. Faculty members of SMBBMU constituent colleges, i.e. Chandka Medical College (CMC), ABibi Aseefa Dental College (BADC), Benazir Institute of Nursing and Community Health Sciences (BINACHS) and Pharmacy attended the workshop. Ms Suraiya Khatoon, Manager QEC IBA Karachi, was the facilitator for the workshop.



The external Quality Assurance (QA) in Higher Education Institutions (HEI) of Pakistan is carried out by Higher Education Commission (HEC) Islamabad. In this regard, SMBBMU Larkana prepared the University Portfolio Report (UPR) on the basis of 11 qualitative standards, i.e. Mission and Goals, Planning and Evaluation, Organisation and Governance, Integrity, Faculty, Students, Institutional Resources, Academic Programmes and Curricula, Public Disclosure and Transparency, Assessment & Quality Assurance, and Student Support Services, as per the HEC Institutional Performance Evaluation (IPE) Manual. The visit of SMBBMU by HEC, QA experts is expected in September 2017.

## News from Networks

### SHEILA Assists Universities to Become Better Users and Custodians of Digital Data



One of the challenges identified in the SHEILA project ‘[Supporting Higher](#)

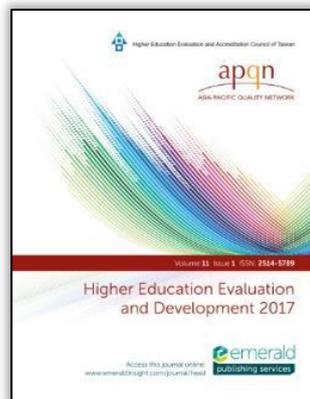
[Education to Incorporate Learning Analytics](#)’ which higher education faces in the adoption of learning analytics (LA) is the [limited availability of policies to address issues of privacy and ethics](#). LA is understood as the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs.

In this regard, SHEILA partners are working on a policy development framework to assist European universities to become more mature users and custodians of digital data concerning their students. The team has performed a series of activities to identify current practices and issues on the matter, including a group concept mapping study conducted with LA experts; a survey about institutional readiness which was distributed to 46 higher education institutions; and interviews with 64 senior leaders from 51 different higher education institutions.

Results from these activities have so far indicated that numerous higher education institutions are either observing the development of LA or have engaged with it, but most institutions are at an exploratory stage without a defined strategy or monitoring framework for LA. Early adopters, however, are likely to elevate the culture and encourage dialogue around LA among researchers and practitioners.

### HEED Published Volume 11.1

Higher Education Evaluation and Development (HEED) is a quality English journal founded by Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) and has been jointly published with Asia-Pacific Quality Network (APQN) since 2014, thus becoming an APQN membership journal.



Just this year, the journal collaborated with Emerald Publishing Group, a publishing company in the United Kingdom which manages a portfolio of nearly 300 journals, more than 2,500 books and over 1,500 teaching cases.

Through Emerald, HEED is published as an open access e-journal and features a platform that allows authors to submit and go through the review process entirely online.

HEED welcomes quality papers on subjects of:

1. Higher education and development
2. Quality assurance and evaluation in higher education
3. Research development of higher education and its practices
4. Other topics related higher education and development

HEED’s new issue Volume 11 No. 1, published in September 2017, contains four insightful chapters:

1. **Institutional research as a bridge: Aligning institutional internal data needs and external information requirements a strategic view** Author: Chester D. Haskell (pp. 2 - 11)
2. **A comparative study of student mobility programs in SEAMEO-RIHED, UMAP, and Campus Asia: Regulation, challenges, and impacts on higher education regionalization** Authors: Angela Yung Chi Hou, Christopher Hill, Karen Hui-Jung Chen, Sandy Tsai, Vivian Chen (pp. 12 - 24)
3. **The development of Malaysian universities: Exploring characteristics emerging from interaction between Western academic models and traditional and local cultures** Authors: Molly Lee, Morshidi Sirat, Chang Da Wan (pp. 25 - 37)
4. **Development of the college-attendance value scale for second-year students in Taiwan** Authors: Ming-chia Lin, Eric S. Lin (pp. 38 - 54)

[HEED Website](#)  
[Journal Download](#)  
[Paper Submission](#)

## Upcoming Events

### THE 2017 ABET Accreditation Seminar.

#### First Mena Region Edition



The Holy Spirit University of Kaslik (USEK), Lebanon, will be hosting the Accreditation

Seminar organised by ABET and USEK. This seminar will take place on 4<sup>th</sup> to 5<sup>th</sup> October 2017.

For more information: <http://www.usek.edu.lb/the-2017-abet-accreditation-seminar>

### Register now for EQAF 2017

Registration is open for the 12<sup>th</sup> European Quality Assurance Forum (EQAF), which will take place on 23-25 November 2017 in Riga, hosted by the University of Latvia.



The Forum titled 'Responsible QA – committing to impact' will focus on the need for quality assurance (QA), whether aiming at

accountability or enhancement, to be carried out in a transparent and responsible manner. This means finding ways of responding to the needs and interests of internal and external stakeholders. EQAF 2017 will explore how this can be done in practice, examining issues such as communication, ethics and the concept of change in QA.

The deadline to qualify for the early-bird registration fee is 9<sup>th</sup> October 2017. After this date, normal registration fees will apply. The final closing date for registrations is 6<sup>th</sup> November 2017. You are encouraged to register as soon as possible as capacity is limited and registrations will be accepted on a first-come, first-served basis. To register, please visit the EQAF website where you will find a preliminary programme and further information about the Forum. You can also stay up to date with the latest news by following @EQAF on Twitter.

### About EQAF

EQAF has been co-organised by ENQA, ESU, EUA and EURASHE since 2006 and has become the largest annual gathering of the European higher education QA community. EQAF aims to bridge national boundaries by facilitating a Europe-wide discussion on current trends and forthcoming developments in research, policy and practice. EQAF provides a unique opportunity to share experiences and network with a wide range of stakeholders, including representatives from higher education institutions and QA agencies, students, researchers and policy makers from across Europe and beyond.

### Seminar for QA agencies: evaluating programmes within institutional evaluations

Agency for Science and Higher Education (ASHE) and the European Consortium for Accreditation (ECA) are organising a seminar for agencies titled 'Evaluating programmes within institutional evaluations'. The seminar will take place on 20-21 October 2017 in Dubrovnik. You can find the programme and register for the event by clicking on this [link](#).

### 4th ASIIN/EASPA Global Conference 2017



The European Alliance for Subject-Specific and Professional Accreditation & Quality Assurance is organising its 4<sup>th</sup> Global Conference titled 'Professional Higher Education Accreditation – why does it matter more than ever?' The Conference will take place in Düsseldorf on 11<sup>th</sup> to 12<sup>th</sup> December 2017.

The full programme can be viewed by clicking on this [link](#).

## THE-ICE 11<sup>th</sup> IPoE Forum 2017: 'Scholarly Excellence in the Age of Compliance'



The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) is proud to announce its annual signature event, [THE-ICE International Panel of Experts Forum 2017](#), to be held from 13<sup>th</sup> to 16<sup>th</sup> November 2017, hosted by William Angliss Institute in Melbourne, Australia,

The IPoE Forum 2017, opened to members and non-members of THE-ICE, will bring together leading international academics and industry delegates with a focus on some of the key strategic issues facing tourism, hospitality and events education. It provides participants the opportunity to engage with invited keynote presenters, as well as to discuss with global academic and industry leaders the key issues and trends in the field of tourism, hospitality and events (TH&E).

Thought-provoking topics and sub-themes include:

### ☀ **Plenary Panel Session: National versus global accreditation – the challenges, the dilemmas and the future**

*Focus:* In an increasingly globalised world, institutions are being faced with issues of national compliance requirements and demand for optional global accreditation. What roles will national compliance and global accreditation play? Will they complement or compete with one another?

### ☀ **Panel Session 2: Institutional Case Studies - Balancing Minimum National Compliance Standards with Developing Global Excellence**

*Focus:* Balancing the requirements of meeting minimum national compliance standards with the challenge of nurturing the development of scholarly excellence of staff and students. What strategic issues are institutions facing as they balance the internal and external requirements of teaching, scholarly activity and research? What are the challenges being faced of meeting the requirements of revenue generation and student

numbers, often coupled with access and equity concerns, while also meeting industry and other stakeholders needs and requirements?

### ☀ **Panel Session 3: Designing Academic Systems and Staff Support Processes That Will Develop Excellence – What Are the Trade-Offs?**

*Focus:* Institutions are not only facing the requirements of compliance, but the desire to be seen to excel. What are the institutional academic structures, promotion policies, incentives and annual staff review processes and resourcing that can be employed to ensure that an institution not only meets its minimum compliance requirements, but that it can also nurture and develop excellence? A roundtable café session that will explore what has worked (or not), for whom, and why?

### ☀ **Panel Session 4: Developing Students as Reflective Practitioners**

*Focus:* How have institutions approached developing a curriculum and pedagogy that ensures students acquire technical skills and knowledge as part of compliance requirements, but also developed the broader skills of being reflective, deep and critical thinkers who embody and aspire to excellence? What has been done? What has worked, and what has not worked?

### ☀ **Panel Session 5: Assuring Today's Learning Outcomes Meet Tomorrow's Employment Opportunities**

*Focus:* We live in a changing world where technology is able to rapidly replace humans, yet curriculum reviews and compliance cycles are typically done every few years – which means the curriculum can be slow to react to changes in the real world. How do we develop a flexible and responsive curriculum and assessment system that can ensure that students will not only be able to meet today's compliance standards and immediate employment opportunities, but also be ready for new and yet undefined roles in a globalised and instantaneous new world?

Click this [LINK](#) to view the Forum Programme in detail. Interested parties are invited to register ([LINK](#)) before 1<sup>st</sup> October 2017 to qualify for 'early bird' rate.