



INQAAHE Bulletin

October, 2005

INQAAHE News

➤ **Support for Agencies and Sub-Networks in Developing Regions**

The board of INQAAHE has appointed a working group comprising the President, Secretary and Treasurer to work with the World Bank in preparing a programme of capacity building for Agencies and Sub-Networks in Developing Regions.

The board is satisfied in principle that such a scheme be developed and that support for developing regions would make significant contributions to the growth of Quality Assurance in Higher Education in areas where this has not happened to date.

The scheme will, if successful, mirror the recently established programmes for Asia Pacific and Latin America. Further information will be supplied as it becomes available.

- The board of INQAAHE has co-opted Jorge Mora, Chairman, Sistema Nacional de Acreditación de la Educación Superior (SINAES), Costa Rica as a member of the Board.
- At a recent meeting of the board of INQAAHE it was agreed that the subscription for 2006 be set at €330 euros, an increase of 10% with a similar percentage increase being made by those members from countries listed by the OECD as less developed or low income countries.
- The board of INQAAHE have agreed to review the methods of communication to members. A questionnaire will be circulated to the network members over the next couple of weeks to determine which methods of communication are of interest and where improvements can be made. In the interim it has been agreed that the QA newsletter be suspended until May 2006 with bulletins circulated more regularly.

Members are invited to forward contributions for the Journal '**Quality in Higher Education**' to Lee Harvey, editor of the Journal by e-mail to lee.harvey@shu.ac.uk. The Journal, which is published three times a year, is provided to the members of INQAAHE and is also available to non-member organisations or individuals.

- The QAA (Quality Assurance Agency for Higher Education) have submitted the attached article which they hope INQAAHE readers, with an interest in current developments in higher education in the UK, will find that the Outcomes papers provide an accessible entrée to current work in quality and academic standards management in English higher education.... [QAA - news from members](#)

Forthcoming Events

- **II International Barcelona Conference on Higher Education, *The Financing of universities*, Barcelona, 30 November – 2 December, 2005**

The Conference is organized by the Global University Network for Innovation (GUNI), and hosted by the Universitat Politècnica de Catalunya (UPC). The aim of the Conference is to discuss the most relevant issues in the financing of universities, with internationally highly recognized experts from.

The preliminary program, speakers CV, the registration form and further information you might need to take part of the Conference, can be found at the official Conference's web page: <http://www.guni2005.com>

- **Center of Accreditation and Quality Assurance of the Swiss Universities (OAQ) together with the Rector's Conference of the Swiss Universities (CRUS) conference, Internal quality assurance at higher education institutions – requirements and good practices – Friday, 2 December 2005, 8.30 – 17.30**

Further details available from OAQ website at www.oaq.ch or

➤ **THE WTO AND INTERNATIONAL TRADE IN EDUCATION SERVICES: THE OPPORTUNITIES AND CHALLENGES OF TRANSNATIONAL HIGHER EDUCATION**

Hong Kong Baptist University, Lam Woo Conference Centre, **18-19 December 2005**

An International Forum Held in Conjunction with the WTO Ministerial Sponsored by:
The Hong Kong Universities through their Hong Kong America Center, The Center for Quality Assurance in International Education, The Asia Pacific Quality Network

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- The 2006 **Australian Universities Quality Forum** will be held from **5-7 July 2006** in Perth, Western Australia. The theme of AUQF2006 will be Quality Outcomes and Diversity, and presentations and discussions will cover a wide range of quality assurance and quality enhancement issues. Some of the areas of interest for 2006 are:

- Achieving quality outcomes
- Follow-up to QA processes
- Communication of outcomes
- Auditing diversity

The AUQF2006 website is now online: www.auga.edu.au/auqf

- The **First Educational Forum for International Schools** will take place in the UAE on **6th - 8th December 2005**.

International Schools in the Gulf, as well as from other countries and regions, have been invited to attend and participate. Educational institutions and research organizations, educational publishers, and education technology companies will also be participating. Official representatives from the education ministries of the different Gulf States will be present, as will be most of the leading figures in the field of education from all of these States. The forum is being organized by the Arab Bureau of Education for the Gulf Countries in co-operation with the International Curricula Organization (ICO).

The dedicated conference website is available at : www.multaq-edu.org

General queries can be directed to Mr. Belal Fattom, General Coordinator of the Forum by e-mail: info@multaq-edu.org

Items of Interest

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- The International Journal of Private Higher Education 2005(1) is available at <http://www.xaiu.com/xaiujournal/> articles can be downloaded in pdf format.
 - The Commonwealth of Learning (COL) is seeking a Vice-President to assist the President in sustaining and developing relations with key stakeholders in order to promote the use of learning technologies in development. Further information is available on COL's web site at www.col.org/opportunities or available from COL upon request to info@col.org
 - The seventh General Assembly of ENQA, held in Madrid, 22-23 September 2005, elected Peter Williams, Chief Executive of the Quality Assurance Agency for Higher Education (QAA), as the new president of the Association replacing Christian Thune. Séamus Puirseil, Chief Executive of the Higher Education and Training Awards Council (Ireland) and Stefanie Hofmann, Project Director of the Akkreditierungs-, Zertifizierungs- und Qualitätssicherungs-Institut (ACQUIN, Germany), were elected as the two vice-presidents.
 - ENQA met with U.S. Regional Accreditation Commissions (CRAC) on 11-12 September (19. Sep. 2005) The first meeting between ENQA Board and the leadership of seven regional accreditation organisations from the United States took place in Copenhagen on 11-12 September.

The mutual briefing included several topics, the most important of which were ENQA's mandate from the Bergen ministerial meeting and current quality assurance developments in the United States. Further information is available from the ENQA website at <http://www.engq.net>

- The Observatory on Borderless Higher Education is a joint initiative of the [Association of Commonwealth Universities](#) and [Universities UK](#). The Observatory have kindly agreed to the inclusion of articles of interest in the INQAAHE bulletin. The Observatory website is available at <http://www.obhe.ac.uk/index.html>

The following articles were included in recent news and reports from the Observatory.

AICTE revises regulations for foreign universities in India-but does anyone care?

On 16 May 2005, the All-India Council for Technical Education (AICTE), the statutory body regulating Indian higher education across a range of fields, revised its 'Regulations for entry and operation of foreign universities/institutions imparting technical education in India' (covering key fields such as business and IT). As previously reported by the Observatory, the AICTE first issued such regulations in April 2003. The text of the regulations remains substantially the same, and continues to pose significant compliance challenges to foreign providers (e.g. in terms of asserted AICTE control over enrolments, fees and facilities). As in 2003, all foreign higher education institutions operating in India (including those working in partnership with local universities and colleges) are required to gain approval from AICTE. However, in the two years since the regulations were first set out, only two foreign higher education institutions have obtained AICTE approval. Given the growing scale of transnational higher education in India, why have so few foreign providers complied with the AICTE? Which two foreign universities have gained approved status; and what do developments reveal about the current nature of transnational provision and its regulation in India?

To view the entire story, please click the following link: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=386>

Mapping German transnational activities - is a more commercial approach slowly being adopted?

As the Deutscher Akademischer Austausch Dienst (the German Academic Exchange Service - DAAD), a national organisation working to promote German education abroad, considers applications for the second cycle of the government funded 'German Study Programmes Abroad' scheme, this article examines the German approach to internationalising its higher education sector. With a focus on the initiatives to promote German tertiary education abroad through transnational provision, this article outlines current projects and rationales. DAAD has since 2000, with government funding, assisted German higher education institutions wishing to offer courses abroad, and is thought to be the primary catalyst of activity. The official list of DAAD-funded projects and initiatives offers a rare opportunity to analyse the scale and characteristics of German transnational higher education. What are the main initiatives in this overall strategy? Are there signs that the country is moving away from a 'traditional, non-commercial' internationalisation approach based on exchanges and partnerships to a 'globalisation-driven' approach led by concerns over the competitiveness of German higher education in the international student market and a potential German brain-drain? Finally, this article compares the German approach to transnational delivery with the model commonly adopted by universities in the English-speaking world.

To view the entire story, please click the following link: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=385>

Australia considers a national quality strategy for transnational higher education- will this leave the competition behind?

While the UK is thought to be the world's leading source of transnational higher education on student numbers, Australia is undoubtedly the market leader in terms of intensity of activity. Australian universities have on average a much higher number of transnational programmes than their UK peers. Last month, Australia's Department of Education, Science & Training (DEST) released a discussion paper entitled 'A National Quality

Strategy for Australian Transnational Education & Training'. The document is concerned with all levels of education offered transnationally (higher education, vocational education, primary/ secondary education and English language provision). Australia arguably already has the world's most extensive quality assurance system for transnational higher education, including audit by AQUA (Australian Quality Assurance Agency) and an AVCC code of practice. DEST is careful to avoid any perception that existing quality assurance arrangements are in any way sub-standard, but argues that the current distributed model may be confusing for stakeholders (not least governments, parents and students overseas). What are the options the discussion paper sets out, and what might be the implications for Australian transnational higher education, and Australia's competitors?

To view the entire story, please click the following link: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=379>

The international value of US accreditation- CHEA database reveals range of non-US universities with US accreditation

The US Council for Higher Education Accreditation (CHEA), the co-ordinating body for higher education accreditation in the United States, has released an updated database of all institutions/ programmes accredited by its members. As previously reported by the Observatory, as universities increasingly seek international reputation, there is a trend of resort to non-national accreditation or other recognition. The most obvious examples are non-US business schools that have obtained accreditation from the US Association to Advance Collegiate Schools of Business (AACSB), and business schools from a range of countries that have sought accreditation under the EQUIS scheme in Europe or from the Association of MBAs in the UK. The CHEA database reveals examples of US accreditation obtained by higher education institutions in 31 countries/ territories outside the United States- including Australia, Canada, Germany, New Zealand, Singapore and the United Kingdom. Which foreign universities as a whole are US accredited, and what is the scale of non-US take-up of discipline/ programme based US accreditation? Taking the main regional accreditation agencies, which non-US institutions have candidate status?

To view the entire story, please click the following link: <http://www.obhe.ac.uk/cgi-bin/news/article.pl?id=377>
