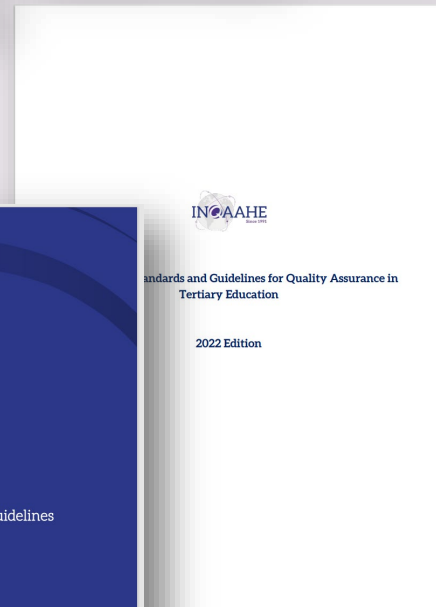




International Standards and Guidelines for QA in TE

A Talk with the Developers

30th of November 2022



The Panel



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The Scope

- 1 **Evaluation of evaluators: evolution, benefits, and current landscape**
- 2 **Methodology of the new ISGs: Development and key changes**
- 3 **The new ISGs: structure and modules**
- 4 **The new ISGs: quality enhancement continuum**



Evaluation of Evaluators

Evolution, Benefits, and Current Landscape

Evaluation of evaluators: a brief history



Evaluation of evaluators: international vs. regional

International ISGs

- Bridging diverse systems/regions globally by establishing a common language of communication and recognition
- Alignment with the regional and global soft regulations
- Safeguarding QA provisions internationally
- Recognition of QA providers to conduct reviews locally and globally
- Enabling transferability of results across regions globally
- Nature of reviews: voluntary recognition procedures
- Capacity building: establishment, revision, enhancement
- Inclusive to diverse cultures and systems globally

VS.

Regional standards

- Alignment with the regional priorities
- Safeguarding QA provisions at the regional level
- Promote regional (subject specific/special interest) agendas through standards, guidelines and principles of quality assurance
- Capacity building: establishment, revision and enhancement
- External review and recognition against regionally (subject specific/special interest) adopted standards and guidelines to ensure recognition regionally and attest trust internationally
- Nature of reviews: voluntary/mandatory/indirectly stipulated
- Exclusive to the regional context and recognizable internationally



Internal to the EQAB

- Providing a firm platform for the quality assurance bodies in their daily operations and enhancement
- A self-reflection tool to improve and enhance the EQAB performance
- Professionalization of the EQAB
- Maintaining relevance of the EQAB
- Ensuring the EQABs readiness to external scrutiny
- Encouraging and supporting good practice, thus, expanding potentials for collaboration with relevant peers
- Promoting transparency in EQABs operations worldwide

External to the EQAB

- Safeguarding systems from bogus providers, thus, benefiting HE institutions, students and societies at large
- Public assurance of the quality of HE provisions
- Mutual recognition of EQAB reviews
- Trust in operations and, therefore, more opportunities for meaningful and productive cooperation
- Promotion of UN Regional and Global Conventions for qualifications recognition
- Establishing a common language of communication between diverse systems



A brief history of the INQAAHE international quality hallmarks



Diversification of tertiary education provisions

Institutional: vertical, horizontal and alternative.
Programme: vertical, horizontal and alternative.
Modality: diversification of modalities e.g., online/blended, including metaverse delivery and cross-border.

Diversification of QA providers

- Expansion of mandates: related functions and areas of expertise, operations and geographical coverage.
- Expansion of cross-border QA.
- Diversification of external quality assurance:
 - **Agencies:** buffer bodies established by an organization to conduct independent reviews
 - **Providers:** established exclusively for conducting external reviews
 - **QA bodies:** with a broader scope of enhancement, consultation, training and other related functions (the latter might or might not have an external review function).
- More than 350 QA bodies exist today, with diverse levels of maturity depending on the years of operations, accumulated expertise, and impact levels.

Affirmation of Quality Globally

- Governments, tertiary education providers, students, and societies at large have a critical need for data-informed guidance in terms of the reliability, credibility and relevance of quality assurance providers.
- A growing need to signal quality globally through shared standards and guidelines, and public information, also linking to Credential Registry to connect information about the increasingly diverse education providers and programmes that these QA providers evaluate.



International soft guidance

Inclusive & equitable education

Life-long learning

Relevance & Quality



Quality and Quality Assurance is at the Heart



Recognition of formal, non-formal & in-formal learning



4 QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



UN Global Convention
2020

UN Regional Conventions on Recognition

- Africa
- Arab States
- Asia-Pacific
- Europe
- Latin America & Caribbean

INQAAHE ISG Recognition: the INQAAHE values



**INQAAHE
International
Standards &
Guidelines**

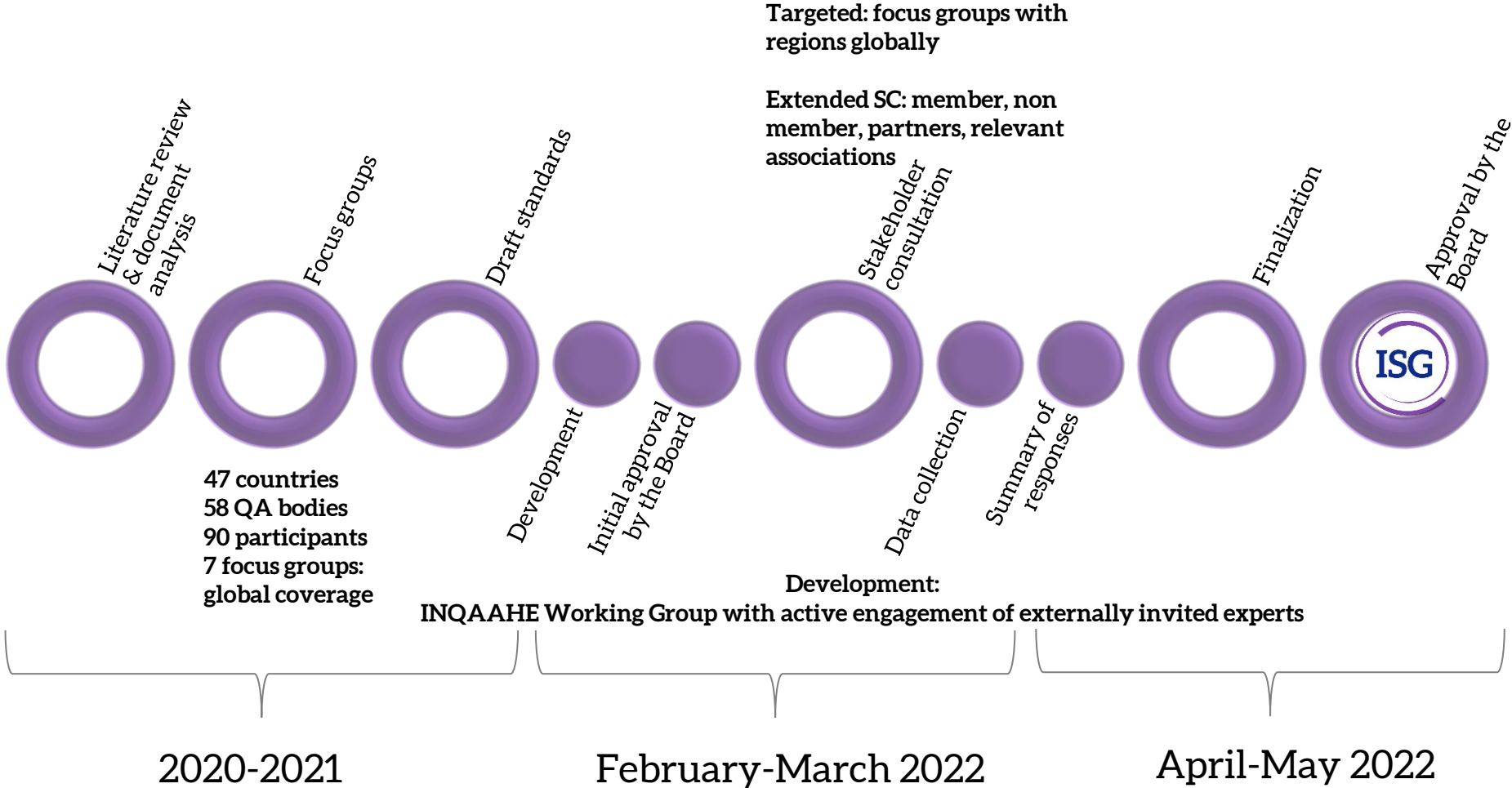
2022 Edition



Methodology of the New ISGs:

Development and Key Changes

Development Timeline: 2020-2022 (May)



The ISGs have been designed in a broad consultation with diverse stakeholders globally

Focus groups

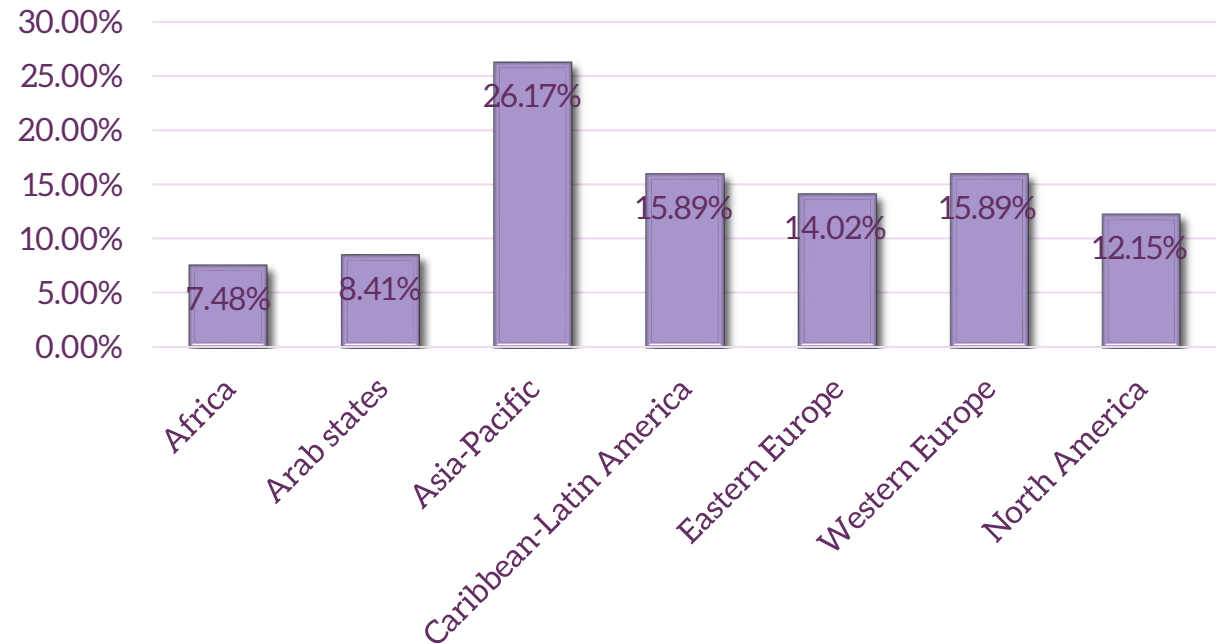
24 countries

17% of QA bodies globally

84% of INQAAHE members

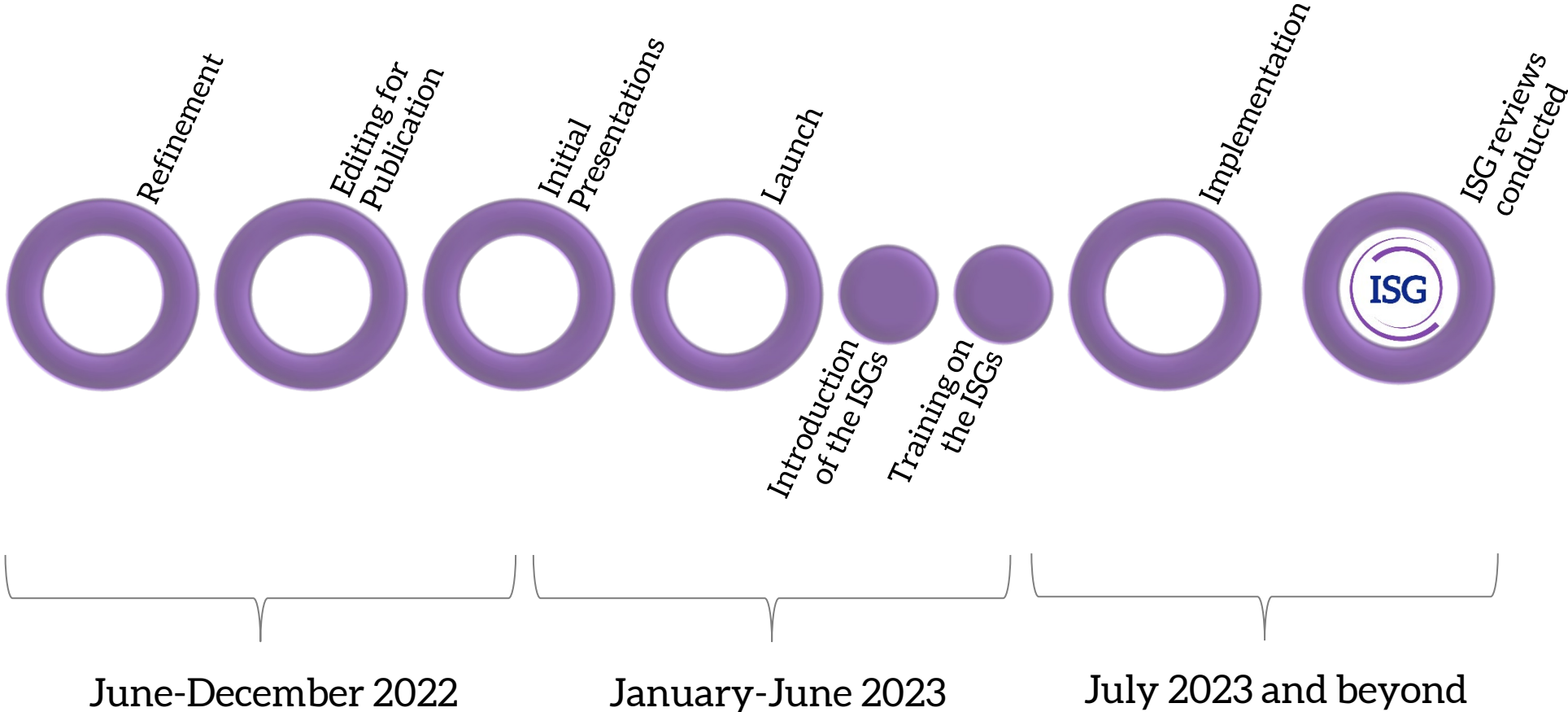
97 participants in total

Stakeholder consultation: online survey



- 108 respondents
- 50 countries
- On average, 8.5 agreement (on a scale from 0 to 10) with the changes introduced

Implementation Timeline: June 2022-January 2023

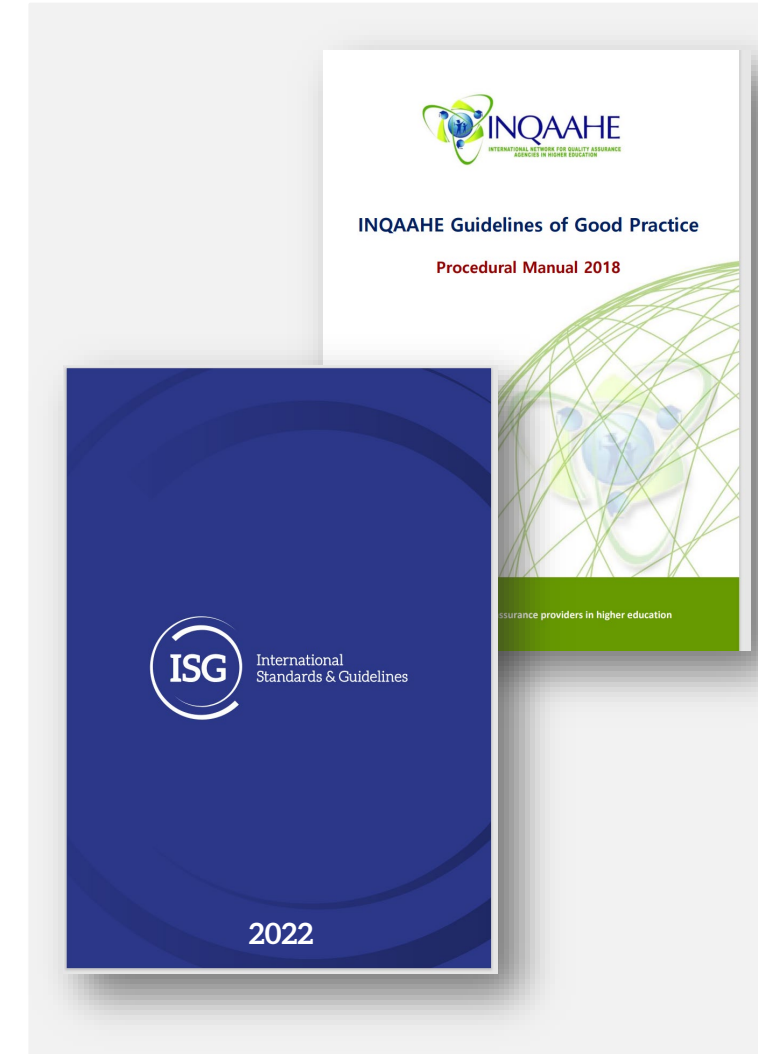


International Quality Hallmarks: the key changes

From Guidelines of Good Practice To International Standards & Guidelines

- Guidelines of good practice for INQAAHE members
- Support enhancement of INQAAHE members through strengthening internal quality assurance systems
- Promote underlying principles of QA promoting trust and credibility
- Promoting internationalization of QA
- All the guidelines were equally applied to all types of QA providers regardless of profile and maturity levels

- Open to QA providers beyond INQAAHE membership
- A modular approach to embrace diversity of providers
- An emphasis on measuring outcomes and impact on HE system
- New, value-driven evaluation: relevance, recognition, integrity, higher education core values (e.g., inclusion, access, equity, integrity, academic freedom)
- Evaluation of EQA providers per enhancement guidelines



The New ISGs:

Structure and Modules

International Quality Hallmarks: the new structure

From Guidelines of Good Practice

- 1 **The External QA Agency**
- 2 **Accountability of EQAA**
- 3 **The EQAA Framework for external review of quality in HEIs**
- 4 **The EQAA and its relationship to the public**
- 5 **Decision-making**
- 6 **The QA of cross-border HE**

To International Standards & Guidelines

Module I (mandatory)	<ul style="list-style-type: none"> - The External Quality Assurance Provider - The EQAP's framework for external review of quality of TEPs - EQAP's Review of TE Providers: Evaluation, Decision Making and Appeals - Internationalization and External Relations - Integrity, Disclosure and Transparency - Stakeholder role and engagement
Module II (cross border)	<p>Module 2.1: Cross-border tertiary education Module 2.2: Cross-border quality assurance</p>
Module III (short learning program)	<p>QA providers that accredit short learning programs offered by formal and non-formal providers</p>
Module IV (online/blended)	<p>QA providers that accredit online and blended HE provisions</p>
	<ul style="list-style-type: none"> - Mandate - Policies and procedures - Relevance of standards - Resources - Recognition

[https://whec2022.net/resources/International%20Network%20of%20Quality%20Assurance%20Agencies%20in%20Higher%20Education%20\(INQAAHE\).pdf](https://whec2022.net/resources/International%20Network%20of%20Quality%20Assurance%20Agencies%20in%20Higher%20Education%20(INQAAHE).pdf)



International Standards and Guidelines of Quality Assurance in Higher Education: the essence

Baseline Standards (mandatory)



All types of QA providers

Specific standards to tailor to the profile of a QA provider (electives)

Cross-border:
Cross border QA
Cross-border education

Short Learning Programs

Online/Blended
Provisions

Quality Enhancement Continuum: the guiding principles

Efficiency

Relevance

Transformation

Section 1: Baseline standards that relate to all quality assurance providers and accreditors regardless of their specific field of operations.

Section 2: Sets of selective modules of standards to cater to specific profiles of EQAPs, enabling due recognition of the increasing diversity of QA providers.

Section 3: *Guiding principles* to promote continuous enhancement and impact of EQAPs as per maturity level.

The scope of the external review will be defined based on the profile of the quality assurance or accreditation body

Validity of 5 years

Module 2.1: Cross-border quality assurance (CB QA)

Mandate

Policies and procedures

Relevance of standards

Recognition

1.1. Mandate, mission and strategies

The EQAP has a clear mandate to conduct QA activities across international borders.

1.1. Alignment with international directives

The EQAP takes into consideration relevant international reference points.

2.1. Clarity and relevance

The EQAP has clearly specified policies and procedures relevant for cross-border quality assurance.

2.2. Expertise

The EQAP should ensure relevant expertise while engaging in cross-border quality assurance.

3.1. Equivalent provisions

The EQAP standards promote equivalence in the quality of provisions across borders.

3.2. Context and culture

The EQAP standards take into consideration local contexts and culture.

4.1. Recognition of outcomes

The EQAP ensures the outcomes of its reviews are recognized in the context they operate in and internationally.



Module 2.2: Quality assurance of Cross-border education (CBE)

Mandate

Policies and procedures

Relevance of standards

Recognition

1.1. Mandate, mission and strategies

The EQAP has a clear mandate to conduct QA activities of cross-border TE.

1.2. Alignment with international directives

The EQAP takes into consideration relevant international soft regulations.

2.1. Relevance of policies and procedures

The EQAP has clearly specified policies and procedures relevant for the CBE provisions.

2.2. Expertise

The EQAP should ensure relevant expertise while conducting quality assurance of CBE provision.

3.1. Equivalent provisions

The EQAP standards promote equivalent level in the quality of CBE provisions.

3.2. Learner experience

StandThe EQAP standards promote equivalent learner experience.

3.2. Context and culture

The EQAP standards take into consideration the local context and culture.

4.1. Recognition of outcomes

EQAP ensures the outcomes of its reviews are recognized in the context in which they operate and internationally.



Module 3: Quality assurance of short learning programmes (SLP)

Mandate

Policies and procedures

Relevance of standards

Resources

1.1. Mandate, mission and strategies

The EQAP has a clear mandate to conduct QA activities of cross-border TE.

2.1. Clarity and relevance

The EQAP has a clear mandate to conduct QA activities of cross-border TE.

3.1. Relevance

- 3.2. Links with labor market/industry/partnerships
- 3.3. Assessment of student achievement
- 3.4. Recognition of Outcomes
- 3.5. The Methodology & Modality
- 3.6. Resources for delivery of SLP

4.1. Human resources

The EQAP has a clear mandate to conduct QA activities of cross-border TE.



Module 4: Quality assurance of online and blended modalities of distance education

Mandate

1.1. Mandate, mission and strategies

The EQAP has a clear mandate for the inclusion of distance provisions within the scope of its external review/accreditation responsibilities.

1.2. Relevant expertise

The EQAP has the appropriate expertise and capacity to conduct reviews of distance education provisions.

Policies and procedures

2.1. Relevance

The EQAP provides clear definitions for distance education and how TEPs may apply for approval.

2.2. Authorisation

The EQAP has established and transparent policies for TEPs to seek authorization for distance education within existing recognitions.

Relevance of standards

3.1. Equivalency

The EQAP has standards to ensure TEPs can and do provide equivalent learning experiences for distance education students.

3.2. Quality

The EQAP has standards to ensure that TEPs are evaluating and reporting on their distance education courses/programs.



INQAAHE offers three types of procedures for an ISG review

Recognition Pathway 1: Review

Through an evaluation carried out by INQAAHE

- Self evaluation against the EQAP's mission and the INQAAHE ISGs
- An external review organized by INQAAHE
- A decision on alignment
- Award of the label
- Inclusion in the register of ISG aligned EQAPs

Recognition Pathways 2: Joint Review

Through an evaluation carried out jointly by INQAAHE and other reputable external evaluator

- Synthesis of the criteria of both the external evaluators
- Single review procedure two separate decisions and awards of recognition
- Award of two labels (INQAAHE and the other evaluator)
- Inclusion in the register of ISG aligned EQAPs

Recognition Pathways 3: Recognition

Through the provision of independent evidence of the alignment by a credible and reputable external organization

- Presentation of the criteria and procedures applied
- External review report and the decision made by the agency
- INQAAHE recognition
- Award of the INQAAHE label
- Inclusion in the register of ISG aligned EQAPs



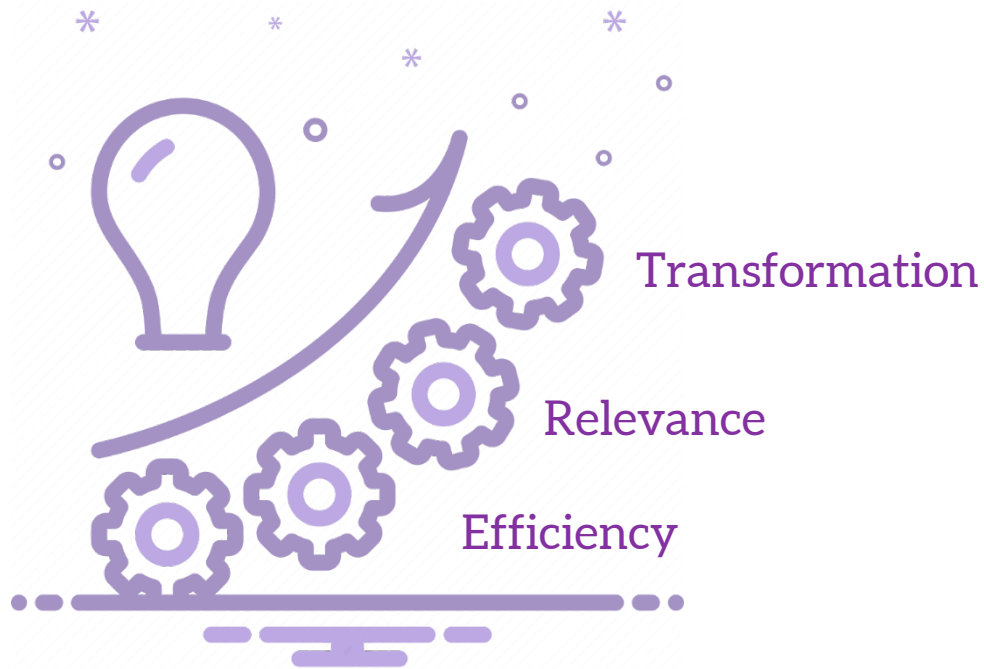
The New ISGs:

Quality enhancement continuum

The new guiding principles for EQAP enhancement: quality enhancement continuum

To ensure continued relevance of periodic external reviews of EQAPs, the new ISGs provide for the *Guiding Principles* for each new cycle of reviews as per the EQAP's objectives.

The *Guiding Principles* aim to incentivize the EQAPs for continuous and more superior performance and impact at a system level with each cycle of external reviews.



	Efficiency	Relevance	Transformation
Functional	Detailed rubrics: <ul style="list-style-type: none"> - Summative evaluation - Can be used both for self-evaluation and external review - Promotes continuous enhancement - Is driven by the goal of meaningful systemic impact and transformations in HE provisions for the benefit of society. 		
Operational			
Financial			
Systemic			

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- Dr. Leah Matthews, Chief Executive Officer of Distance Education Accreditation Council (DEAC), former Vice-President of INQAAHE, the USA
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Thank you

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We are always here with you and for you 😊

