



INQAAHE
CONFERENCE
2025 TOKYO

INQAAHE 18th Biennial Conference 2025

Call for Proposals

***The Big Bang Theory:
the Quality Assurance Paradigm Shift***

13-16 May 2025
Tokyo (Japan)

Hosted by the Japan University Accreditation Association (JUAA)

The International Network of Quality Assurance Agencies in Higher Education (INQAAHE) invites you to submit proposals for the INQAAHE 2025 Biennial Conference. We are looking for proposals that promote participants' learning and professional development, inform practice, and promote constructive discussions igniting innovation to thrive in advanced technologies era.

Proposals may be based on new research, innovative practices, or other relevant experiences and initiatives. Presentations should be interactive and foster a high level of participant engagement. The proposals should be accessible and understandable to international academic audience operating in diverse contexts. All proposals will be reviewed by members of the Conference Programme Committee to ensure they meet the criteria for acceptance.

The deadline for submissions is **20 December 2024**.

Conference Theme

The Big Bang Theory: the Quality Assurance Paradigm Shift

Technological advancements, demographic shifts, new models of education delivery, and socio-political dynamics, raise significant questions about the continued adequacy of traditional models of tertiary education delivery, with important implications for ensuring sustainable quality education.

This conference is an opportunity for the international tertiary education community to discuss the required shifts in views, practices, and paradigms in quality assurance to empower tertiary education providers to innovate to meet the ever-changing technological, societal, demographic, economic, and international landscape.

Discussion will be structured around the following sub-themes.

Sub-theme 1: Quality Assurance and the Sustainability Agenda

In response to the growing societal, economic, and environmental challenges, there is an increasing demand for tertiary education to fulfil its so-called 'third mission' beyond teaching and research. This requires tertiary education providers to take on an increasing range of responsibilities for the local and global communities of which they are part and serve, regarding the sustainability agenda.

This sub-theme will discuss the role of quality assurance in supporting tertiary education providers in generating sustained transformative impact on society, by contributing to the achievement of the Sustainable Development Goals, beyond SDG 4 on Quality Education (aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all).

Sub-theme 2: Quality Assurance and Innovative Learning Pathways

Today's fast-paced innovation in information technology, and equally fast-changing education and training needs, raise the demand for different learning pathways and modalities. There is a growing demand for flexible approaches to learning, capable of integrating non-formal, informal, and formal learning, and meeting the demand for different delivery models than traditional full-time in-person formal education. Examples are the growth in popularity of micro-credential, recognition of prior learning, and work-based learning,

This sub-theme will discuss the role of quality assurance in supporting education and training providers in meeting the growing demand for flexible learning pathways and flexible approaches to teaching, learning, and

assessment, whilst continuing to underpin public confidence in the quality and relevance of learning outcomes.

Sub-theme 3: Quality Assurance and Artificial Intelligence

Artificial Intelligence (AI) can have multiple enhancing applications for teaching and learning practices, such as through personalised learning, increased accessibility, and easing administrative tasks. Furthermore, learning to work with AI is becoming a critical competence for graduates. To harness these potentials, existing concerns about the use of AI in education need to be addressed. The most immediate concern pertains to threats to academic integrity. Other concerns include growing digital disparities, which lead to unequal learning opportunities, and the spread of bias and misinformation.

This sub-theme will discuss how the quality assurance community can help the tertiary education sector harness AI to enhance the quality of the learning experience for all students and improve their employability, whilst continuing to secure confidence in the quality and standards of qualifications. An additional aspect to be considered regards the ways AI could be used to improve the effectiveness and efficiency of external quality assurance.

Sub-theme 4: Quality Assurance and Recognition of Qualifications and Credentials

The UNESCO Global Convention on the Recognition of Qualifications Concerning Higher Education (GRC) has placed a renewed emphasis on the relationships between quality assurance and qualification recognition. A particular focus has been placed on the role of QA in supporting the recognition of less-traditional modes of learning, hence supporting progress towards the Roadmap to 2030 vision set out by UNESCO at the 2022 UNESCO World Higher Education Conference.

This sub-theme will discuss how the international quality assurance community can support the shift in mindset required for the realisation of that roadmap, which calls for 'co-creating more open, inclusive, equitable and collaborative higher education systems. This sub-theme brings together many of the issues dealt with in the other three sub-themes, with a specific focus on quality assurance systems fit for purpose for the recognition of qualifications and learning obtained through and less traditional modes of learning.

The Conference Format

The Conference will open-up a range of opportunities for you to delve deeper into these themes and issues through:

- Pre-Conference Workshops.
- Conference Sessions (diverse formats are possible).
- Regional networks meetings.
- Poster Presentations.

Pre-Conference workshops

Pre-Conference workshops are held the day before the Conference official launch and are usually three-hour long sessions. These workshops are participant-funded and should be viewed as capacity-building sessions.

The format of each workshop may vary, but they should provide valuable hands-on experience and tangible takeaways on the topic. It is recommended that the themes of the Pre-Conference workshops align with the main theme and sub-themes of the Conference.

Each proposal should set out the following:

- The workshop title;
- The Conference theme and/or sub-theme;
- The specific topic linked to intended learning outcomes;
- The format and the methodology;
- The presenter(s) and brief bios with relevant expertise to the workshop theme;
- The organization(s) of the presenter(s);
- A 100 - 150-word abstract;
An outline description of no more than 1,000 words elaborating on the content of the workshop, methodology details while ensuring active learning and engaging discussions, including any specific audio-visual requirements.

Conference sessions

Conference sessions may take several types of formats, such as panel discussions, case studies followed by interactive discussion with delegates, small groups discussions on research findings, and more.

Each session will last 55 minutes. Presenters are expected to encourage engagement and discussion amongst delegates through the design of interactive sessions.

As the number of proposals that can be presented is limited by the number of parallel sessions, the proposals will be assessed against the following criteria:

1. Relevance of the proposal to the sub-theme under which it is presented.
2. The clarity of the proposal and its intended objectives.
3. The interest of the proposal for an international audience.

4. Research-focused proposals must be supported by a sound methodology, and a clear structure and conclusions.

Each proposal should set out the following:

- The intended session format;
- The selected Conference sub-theme;
- The specific topic covered;
- The presenter(s);
- The organization(s) of the presenter(s);
- A 100 – 150-word abstract;
- An outline description of no more than 1,000 words;
- The aims and intentions of the author(s) for the presentation;
- The approach adopted to deliver the session and engage participants, including any specific audio-visual requirements.
- Whether the presenter(s) would like to have their proposals considered for publication in Quality in Higher Education. Applicable only to research papers.

Each proposal must be labelled as follows:

- Type of session format, number of the subtheme, last name of the author/co-authors (i.e. b, 2_martin-jara, which means it is a proposal for an active learning sessions under subtheme 2, submitted by Martin and Jara).

Proposals for publication

Please note, presenters who are interested in having their proposals considered for publication in Quality in Higher Education will be invited to submit a full paper before the Conference. Guidance on paper submissions will be provided in due time.

Proposal abstracts may furthermore be collected for the Conference proceedings to be published.

Poster Proposals

Posters are yet another way to present quality assurance practices. They often open up constructive discussions on a range of aspects related to the practices and create opportunities for presenters to get feedback on these.

Posters will be exhibited in areas where delegates will take their breaks, and a dedicated session is reserved in the agenda for contributors to present their posters.

Proposals for poster presentations on any topic related to one of the sub-themes may be submitted for consideration. Poster presentations can be in electronic or physical format.

Each poster should contain:

- The topic title;

- The name(s) of the presenter(s) and their organisations; and
- A combined textual and graphic description of the topic with the assistance of tables, drawings or charts.

A poster proposal should:

- Identify the presenter(s);
- Identify the organization of the presenter(s);
- Include information on the title or topic;
- Include an abstract explaining the intent of the poster;
- Be no more than 250 words in length;
- The aims and intentions of the author(s) for the presentation;

Each poster proposal must be labelled as follows:

- The file must be identified in the following way: p_last name of the author/co-authors - (i.e. p_martin-jara, which means it is a poster presented by Martin and Jara).

Deadline and Timelines

The following are the deadline and timelines for submissions:

- **25 September 2024:** launch of the call for proposals.
- **20 December 2024:** all proposals must be submitted to the INQAAHE Secretariat.
- **31 January 2025:** authors are notified on their proposal acceptance, which may include recommendations for improvement.
- **20 February 2025:** the final version of the proposal is submitted to the INQAAHE Secretariat.
- **15 March 2025:** the papers and posters are allotted time slots on the agenda and the agenda is published.

Conference Registration

Please note that in submitting a proposal, all authors are accepting that, if selected, it is their responsibility to register for the Conference. Information on registration fees will be available on the INQAAHE as well as Conference website.

Proposals should be sent to: secretariat@inqaahe.org.

Contact Us

For further information and questions regarding the submission of proposals, please contact the INQAAHE office at:

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