

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

Message from the President

Dear Friends and Colleagues,



Welcome to the 3rd issue of the INQAAHE 2018 Newsletter!

With the current issue, we are happy to share with you the most up-to-date information on the INQAAHE 15th Biennial Conference to be held from 25th to 27th of March, 2019, in Colombo, Sri Lanka. This significant event is proudly hosted by the *University Grants Commission* under the patronage of the Ministry of Higher Education and Cultural Affairs of Sri Lanka. We are also happy to share other highlights from INQAAHE activities currently in progress. As always, INQAAHE welcomes pro-active engagement of all its members across the diversity of activities INQAAHE offers.

The current issue offers you a collection of QA developments worldwide ranging from new approaches to stakeholder involvement to the exercise of a diversity of methods – quantitative and qualitative – to build on quality cultures in different contexts. A striking trend in these developments is a move from generic programme accreditation to development and integration of subject specific criteria and competency-based education. The latter are prompted by the increasing need to link the qualifications offered with labour market needs, thus promoting the relevance of HE and its quality assurance mechanisms.

Further, as transnational provision of tertiary education is expanding, and bilateral and multilateral cooperation is increasing its impact, it is encouraging to see the expansion of good practices with stakeholder involvement throughout different regions. For sure, increased ownership, leadership, relevance, and trust can be expected from these international and intercultural involvements.

Considering developments among individual members, we can see the achievements made in system enhancement and capacity building. As a result of collaborations and learning, new national systems are becoming established in contexts where international expertise was previously called upon, manifesting a greater maturity of these systems to build quality cultures from the inside.

Last, but not least, in this issue, as always, we are happy to share valuable information on current and upcoming quality assurance events worldwide, which will help you orient and prioritise the role of each in the enhancement of your quality assurance systems.

I hope you find this issue informative and useful.



Susanna Karakhanyan,
7th President of INQAAHE

Table of Contents

Message from the President	1
News from the Secretariat	3
New INQAAHE members	3
Save the date: INQAAHE BIENNIAL CONFERENCE 25-28 March 2019, SRI LANKA	3
INQAAHE Funding Scheme 2018-2019	3
News from Members	4
AFRICA	4
Workshop on Quality Assurance in Higher Education, TEC Mauritius	4
8 th KNUST Summer School 2018.....	4
THE ASIA-PACIFIC REGION	5
HKCAAVQ Student Engagement	5
Development of Finance Professional Qualifications Structure in Malaysia	6
Official Establishment of the Higher Education Quality Evaluation System of Macao	7
Korean Accreditation Board of Nursing Education (KABONE) - Nursing Education Program in 2018.....	8
FAST NUCEs (Pakistan) Quality Enhancement Cell achieves W Category in HEC Rating for QECs	8
PIDE Workshop on “Self-Assessment Report Writing”	9
MS/M. Phil Equivalent Program Review – SMI University (Pakistan).....	10
Newport Institute Workshop on “Self-Assessment Report: A Tool towards Program Evaluation and Accreditation”	11
Thought-Provoking Session Held at Indus University	11
LUMS (Pakistan) – Institutional Performance Evaluation (Self-Review).....	11
Participation of Sukkur IBA University in Regional Professional Exchange Program	13
International visitors to TEQSA.....	14
THE ARAB REGION	15
The 4 th Scientific Forum: Evaluation and Quality Assurance, Tangier, Morocco	15
New Publication: Major Challenges facing Higher Education in the Arab World: Quality Assurance and Relevance.....	16
WESTERN EUROPE	17
Switzerland: accreditation required for postgraduate education in psychotherapy	17
Internal Quality Management: Evaluating and Improving Competence-Based Higher Education – project results	17
Applying the ESG outside Europe	18
AQU Catalunya revises its methodology for certifying IQAs implementation	18
NORTHERN AMERICA	19
Institutional Effectiveness and Outcomes Assessment – an Integrated Approach	19
News from Networks	22
INQAAHE and Commonwealth of Learning sign an MoU to deliver capacity building on QA in Africa	22
Upcoming Events	22
THE-ICE 12th International Panel of Experts Forum 2018 – Call for papers.....	22
2018 European Quality Assurance Forum (EQAF), November 15-17, Vienna.....	23
Third Annual TEQSA Conference, November 28-30, 2018, Melbourne	23
5 th Global Conference on Quality Assurance in Higher Education, December 10-11, 2018 Berlin	23
EUA - European Learning & Teaching Forum, February 14-15, 2019, Warsaw	24
Professional Training Workshop in Quality Assurance, 11-15 March, 2019, Hong Kong	24

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.

INQAAHE SECRETARIAT

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

Special thanks to Jeanette Baird, editor of this issue.

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

New INQAAHE members

INQAAHE welcomes the following new members:

-  [Chinhoyi University of Technology](#) (Associate member), Zimbabwe
-  [Myanmar Engineering Council](#) (Full member), Myanmar

Save the date: INQAAHE BIENNIAL CONFERENCE 25-28 March 2019, SRI LANKA

LANKA

Please save the date for the next INQAAHE Biennial Conference hosted by the University Grants Commission, Sri Lanka.



The theme of next year's conference is:

Quality assurance, Qualifications and Recognition: Fostering trust in a Globalised World

We look forward to welcoming you in Sri Lanka and engaging with our members in a truly global discussion around issues of quality assurance, qualifications and recognition based on trust and mutual respect for each other.

Have you thought about submitting a paper? If so we would love to hear from you. Our conference call for papers is already open. All paper and poster proposals must be submitted to the INQAAHE Secretariat (secretariat@inqaahe.org) by the **30th of October, 2018**. Contributors will be notified if their paper or poster has been accepted the **20th of December, 2018**. The final version of papers and posters should be submitted to the INQAAHE Secretariat by the **30th of January, 2019**. Publication of the conference materials will be completed by the **11st of March, 2019**.

Visit the [official website](#) for more information on the Conference.

The 2019 INQAAHE conference will feature thought provoking discussions, panel discussions and plenaries, so get involved and come and join us in Sri Lanka!

QM and DEAC Join to Offer Workshop on "Trusting Technology: Strategies for Assessing Quality, Reliability and Integrity in Online Teaching and Learning" at INQAAHE Biennial Conference 2019

[Quality Matters](#) (QM) and the [Distance Education Accrediting Commission](#) (DEAC), two US-based leading organizations in quality assurance and online education, are collaborating to offer a pre-conference workshop titled "Trusting Technology: Strategies for Assessing Quality, Reliability and Integrity in Online Teaching and Learning", which will take place during the [INQAAHE Biennial Conference 2019](#) – Quality Assurance, Qualifications, and Recognition: Fostering Trust in a Globalised World – in Colombo, Sri Lanka, during March 25-28, 2019. Join us for a robust discussion and sharing with the facilitator team: Dr Leah Matthews, Executive Director of DEAC; Dr Deb Adair, Executive Director of Quality Matters; Dr Yaping Gao (yao@qualitymatters.org), Senior Academic Director of Member Services & Partnerships, Quality Matters.

The workshop will focus on examining what quality looks like at the macro level (in an online institution), at the mid-level (in an online program) and at the micro-level (in an online course). Participants at the workshop will have opportunities to explore key aspects of quality review for online instruction, evaluate the integrity and reliability of online teaching and learning, identify resources and training needed to evaluate online education quality, and develop strategies for quality review of distance and online education at the course, program and institution levels. (*Read about DEAC later in this issue.*)

INQAAHE Funding Scheme 2018-2019

Calls for Research proposals and Capacity Building proposals 2018-2019 are already open. Deadlines and topics are available at the [INQAAHE website](#). Key dates are as follows:

- **November 30, 2018**, last day for submitting proposals, and
- **February 11, 2019**, when successful applicants will be notified.

News from Members

AFRICA

Workshop on Quality Assurance in Higher Education, TEC Mauritius



On 27th August 2018, the Tertiary Education Commission (TEC) of Mauritius organised a workshop on quality assurance at the Hilton Hotel, Wolmar, Mauritius. Some 100 participants from private and public higher education institutions were invited to attend. The aim of the workshop

was to consolidate the technical expertise of staff from the public and private higher education institutions in core areas of higher education, namely quality audit, effective self-evaluation and higher education leadership.

According to Prof. Sid Nair, Executive Director of the TEC, *“The TEC has the firm intention of moving the quality agenda forward. Recent international trends indicate that higher education has become a highly dynamic sector, with increased market regulation and demand for public accountability. If Mauritius wants to strengthen its position as a world class knowledge destination, amidst this rapidly changing global demography, it cannot remain insular in its approach to higher education”*.

Three international experts in the field of higher education were invited to present at the Workshop: Prof. Hamish Coates from the Institute of Education Tsinghua University, China; Dr Mark Hay from the Tshwane University of Technology in Pretoria, South Africa; and Assoc. Prof. Douglas Agyei from the University of Cape Coast, Ghana. Participants at the workshop, expressed their appreciation on this initiative of the TEC, which they believe will bring new impetus to the Mauritian higher education sector. Mr. V. Patten, Team Leader, Quality Assurance, at the Open University is of the view that: *“The themes discussed were very pertinent and OU representatives were very receptive to the new ideas and insights of the exposés and discussions especially when delivered by knowledgeable and experienced resource persons”*.

Since April 2017, around twelve workshops have been organized, with the main objective of building capacity

among public and private higher education institutions. For this purpose, the TEC has been soliciting the collaboration of renowned resource persons to share their insights and expertise on contemporary and emerging areas of higher education such as quality audit, outcomes-based teaching and learning, publication strategies, higher education leadership, research management, internationalization, higher education planning, and student experience.



Dr Dhananjay Keskar, Director of the Amity Institute of Higher Education stated that *“The Workshops organized by the TEC have touched on innovative methods, approaches and processes which have direct relevance to the quality of tertiary education. The workshops*

have given a boost to the capability and capacity of individual faculty members as well as institutions”.



8th KNUST Summer School 2018



The Kwame Nkrumah University of Science and Technology (KNUST), Kumasi – Ghana instituted the Summer School as an annual capacity building programme for all categories of staff. It has been

running successfully for the past seven (7) years on KNUST campus. Each year has a unique theme which creates the opportunity for various categories of staff to brainstorm, share ideas and learn best practices in each thematic area.

Assessment in higher education plays a critical role in ensuring, among others, effective planning and organization of instruction management, and in motivating student, grading and certification. The 8th KNUST Summer School was to refresh the knowledge of staff, taking into consideration modern trends and current research implications for the subject of assessment. It also served as a formal orientation for newly recruited teaching staff with no training in measurement and evaluation.

The 8th Summer School was organised from 20th – 24th August, 2018 under the theme “Improving Quality of Higher Education through Effective Measurement and Evaluation” at the Great Hall, KNUST. Resource persons for academic staff included Prof. Kafui Etsey (University of Cape Coast), Prof. Joshua T. Monday (University of Kalabar, Nigeria) and Dr. Meshack Qetelo Moloi (Tshwane University of Technology, South Africa).

THE ASIA-PACIFIC REGION

HKCAAVQ Student Engagement

With the aim of involving students in quality assurance processes, HKCAAVQ has launched a new initiative to engage with students, to enhance their understanding of the value of HKCAAVQ services and to collect the views of students on their educational experience.

Three Student Liaison Meetings have been held with the participation of 43 students from 18 higher education institutions. During the meetings, HKCAAVQ introduced to students its services, the Four-Stage QA Process, accreditation criteria, and details of the process of accreditation. HKCAAVQ also shared recent developments in the higher education sector, and explored ways in which students might provide input to HKCAAVQ’s quality assurance processes.

The meetings were well received by students. Students commented in the end-of-meeting surveys that they had learnt more about the role and accreditation processes of HKCAAVQ and that they appreciated the meetings had provided a platform for them to share their views about higher education with one another.

To continue to engage students in future activities, HKCAAVQ has devised a range of initiatives. First of all, a “VQ Club” will be formed to promote a sense of belonging for students taking part in the meetings. An e-platform has been set up to share with the students

information about international good practices of student participation in academic quality assurance. HKCAAVQ will identify a number of lead student representatives from the students who attended the meetings. The lead student representatives will be provided with relevant quality assurance (QA) training and be invited to observe accreditation exercises. In the long term, HKCAAVQ intends to explore the inclusion of students as members of review panels.



A Joined Up Approach to Quality Assurance

Reviewers from the UK and Hong Kong joined forces earlier this year in assessing the quality assurance arrangements for UK higher education programmes delivered in Hong Kong.

HKCAAVQ and QAA carried out two joint-review exercises in April and May as part of a wider QAA review of UK transnational education (TNE) in Hong Kong. UK reviewers acted as members of the Hong Kong accreditation panels for two accreditation visits to UK TNE programmes. Playing this dual role as both QAA and HKCAAVQ reviewers, they were able to use information gathered through the HKCAAVQ accreditation process to inform a QAA TNE review and a QAA TNE case study.

This approach reduced the information burden on both the UK and Hong Kong providers. It also allowed QAA peer reviewers to benchmark standards and process in action and, on this basis, to conclude that HKCAAVQ’s reviews and judgments could be relied on by both QAA and the institutions offering UK programmes in Hong Kong.

The two quality assurance bodies have a long history of cooperation underpinned by a bilateral Memorandum of Understanding, as well as participation in a number of international initiatives aimed at strengthening cooperation in the quality assurance of TNE. These international initiatives include the Quality beyond Borders Group (QBBG), led by the Knowledge and Human Development Authority (KHDA) in Dubai, and the Cross-Border Quality Assurance Network (CBQAN), led by the China Academic Degrees and Graduate Education Development Center (CDGDC).

The joint review exercise was undertaken in the spirit of the above initiatives. Its aims were to establish a

strategic alliance across borders to improve the quality of TNE and to enhance external quality assurance, reducing avoidable duplication of quality assurance requirements and processes.

The exercise also implements the advice contained in the Toolkit for Quality Assurance Agencies on Cooperation in Cross-border Higher Education, developed under the leadership of the European Association of Quality Assurance in Higher Education (ENQA) as part of the EU-funded project Quality Assurance of Cross-Border Higher Education (QACHE). Following the report on UK TNE in Hong Kong published by QAA in August, there will be a joint event organised by HKCAAVQ and QAA in cooperation with the British Council Hong Kong. The event will discuss the findings of the QAA TNE review exercise, focusing on the benefits and challenges of undertaking joint review activity and the broader challenges and benefits of ensuring that TNE students get a quality learning experience. It will include presentations by QAA, HKCAAVQ and the British Council and case studies from the providers that underwent joint review, as well as a student panel.

The event, Review of UK Transnational Education (TNE) in Hong Kong: Collaborative Quality Assurance Activities across Borders, is scheduled for 25 October 2018, at the British Council Hong Kong, and will be attended by representatives of UK higher education institutions and local operators in Hong Kong.

Development of Finance Professional Qualifications Structure in Malaysia



Following the success of the development of Islamic Finance Professional Qualifications Structure (IFPQS), which was launched in Abu Dhabi in October 2017, the Finance Accreditation Agency (FAA) of Malaysia is currently embarking on the development of a Finance Professional Qualifications Structure (FPQS).

The primary purpose of IFPQS and FPQS is to provide organisations and individuals in the financial services industry (FSI) with comprehensive knowledge reference structures to enable consistent and high-

quality learning and development. This is occurring in tandem with the rapid growth and changing landscape of the industry, which requires finance professionals to be constantly equipped with both conventional as well as contemporary knowledge and skills at foundation, intermediate and advanced levels of learning.

Mirroring the IFPQS, the FPQS will contain two important components, namely the FPQS Parameters and Model Knowledge References (MKRs), based on the six-level Finance Qualifications Structure (FQS) developed by FAA. The Parameters include programme levels, programme descriptors, programme outcomes, recommended entry requirements, recommended minimum learning hours, recommended learning methodologies and assessment methods, as well as recommended profiles of trainers. The MKRs will cover all the important learning areas in various sectors of the FSI, namely banking, insurance, capital market and financial planning and wealth management.

The IFPQS and FPQS have the potential to serve various stakeholders:

- a) Individuals in planning for their professional development
- b) Training providers in the design, development and assessment of their learning programmes
- c) Trainers in terms of expectations for delivery
- d) Quality assurance agencies in evaluating learning programmes for accreditation
- e) Financial institutions in determining the learning and development of their human capital
- f) Policy makers in enhancing the human capital of their FSI professionals

Since the content is industry-oriented, both IFPQS and FPQS will also provide a point of reference for higher education institutions in the design, development, delivery and assessment of their academic programmes, hence bringing the academic fraternity closer to the finance industry. From the standpoint of FAA, the IFPQS and FPQS will also serve as mechanisms to streamline and classify learning levels and outcomes into a single structure, which are important features of national qualifications frameworks. Flexibility is a key feature in that the IFPQS and FPQS can be used to design and develop professional learning programmes leading to certification or short courses.

The development work for FPQS started on 30 July 2018 with the appointment of FAA Panel of Experts and FAA Industry Experts who are recognised as subject matter experts and practitioners in the respective sectors within the FSI. An exposure draft is expected to be ready by end of the year, which will be published online to garner feedback from various stakeholders, including an International Review Committee set up for

this purpose. The final draft is expected to be ready by June 2019.

For more information, please contact Eddy Chong, the Chief Technical Officer of FAA at:

eddychong@faa.org.my.

Official Establishment of the Higher Education Quality Evaluation System of Macao - Tertiary Education Services Office (GAES)

The Government of the Macao Special Administrative Region (SAR) started establishing the framework of the higher education quality evaluation system in 2012. In light of the recognition of the evaluation outcomes, Macao has not yet established any evaluation bodies; instead, higher education institutions (HEIs) are to select appropriate external quality assurance agencies (EQAAs) that meet the Macao Government's requirements and according to their institutional development, characteristics and need to conduct evaluation exercises. To ensure consistency and fairness in the course of evaluations, the Government of the Macao SAR commissioned professional organizations to compile evaluation guidelines for Macao higher education, namely "Guidelines on Institutional Accreditation", "Guidelines on Institutional Quality Audit", "Guidelines on Program Accreditation", "Guidelines on Program Review", as well as "Guidelines for External Quality Assurance Agencies" exclusively for EQAAs.

Meanwhile, in order to facilitate the establishment of the quality evaluation system and to better understand trends of development in international higher education quality assurance, the Tertiary Education Services Office in 2012 became a member of both INQAAHE and APQN. The Office has also become an official member of CIQG affiliated to CHEA in 2015 for the purposes of strengthening ties with international organizations.

After years of effort, Administrative Regulation No. 17/2018 on the Higher Education Quality Evaluation System and the Higher Education Regime (Law No. 10/2017) have simultaneously taken effect from 8th August 2018. All HEIs in Macao and higher education programs offered in Macao are subject to the quality evaluation system in order to protect the quality of Macao higher education, enhance its development, and to raise the academic, pedagogical and research levels of HEIs.

In brief, the quality evaluation system of Macao is as follows:

1. Higher education quality evaluation consists of the institutional level and the program level, with 7 years as one cycle in general.
2. Under the institutional level, there are Institutional Accreditation (IA) and Institutional Quality Audit (IQA). IA aims to evaluate institutional administration and management, and academic planning development. HEIs in Macao have discretion about whether to conduct IA to be granted status to self-regulate and offer new programs, so as to enhance the autonomy and flexibility of HEIs in institutional operation and program delivery. For IQA, this type of evaluation periodically reviews the operation of HEIs in Macao to identify their good practices and areas for improvement, and to achieve continuous enhancement.
3. Under the program level, there are Program Accreditation (PA) and Program Review (PR). Through PA, new programs offered by HEIs or existing programs with substantial changes are assessed on whether they meet the stated program objectives and the intended learning outcomes, while PR periodically evaluates the quality of higher education programs offered by HEIs in Macao and identifies the areas for improvement in these programs to pursue excellence.
4. Prior to the conduct of evaluation exercises, HEIs should submit evaluation proposals to the SAR Government, which include information on the proposed EQAA. HEIs and EQAAs should conduct evaluation exercises according to the approved proposals and evaluation Guidelines.
5. Under the quality evaluation system, a quality evaluation panel (QEP) is to be formed by quality evaluation experts and scholars. The QEP primarily provides the Government of the Macao SAR with professional advice on quality assurance.

One of the characteristics of the Higher Education Quality Evaluation System of Macao is that HEIs can select appropriate EQAAs that meet the Macao Government's requirements to conduct evaluation exercises; therefore EQAAs play a very important role in the evaluation system. In the future, the SAR Government will continue to strengthen its ties with EQAAs to facilitate the smooth implementation of the quality evaluation system.

By the enactment of the Higher Education regime and related regulations on 8 August 2018, offering greater flexibility in curriculum design in higher education, and encouraging quality enhancement in programs, we

welcome a better future and vision for higher education in Macao.

For details about the quality evaluation system of Macao, please visit:

<https://www.gaes.gov.mo/institutions/qualityassurance>

Korean Accreditation Board of Nursing Education (KABONE) - Nursing Education Program in 2018

Evaluation and accreditation of Nursing Education Programs

As an accreditation authority, KABONE accredited 15 programs (14 bachelor's degree courses, 1 diploma course) through certification in the first half of 2018.

On 5 September 2018, KABONE held a certificate ceremony for certified nursing colleges, and hosted a meeting to guide the quality management of nursing education and provide feedback on the certification process.

Certified Nursing College Fellows with KABONE President Kim Hee Soon in the Certification Ceremony



Monitoring of the evaluation and accreditation of the Nursing Education Program

The universities or colleges that obtained accreditation of their nursing education programs are obliged to maintain the quality of their education throughout the period of accreditation (22, Accreditation of the Nursing Education Program Regulation). Therefore, we confirmed the quality and the consistency of nursing education through continuous monitoring, and through a self-evaluation paper submitted by the university or college within six months from the date of the certification period of 2 years. The first half of the 2018 evaluation and accreditation of the nursing education programs involved 17 nursing colleges. A total of 17 nursing colleges obtained a 'maintenance of certification'.

Follow-Up Evaluation of Nursing Education Accreditation Programs

For nursing education programs that are conditionally accredited or new courses, we have confirmed the quality and the consistency of nursing education through follow up monitoring and evaluation. In the

first half of 2018, 26 nursing colleges underwent evaluation and accreditation of their nursing education programs, and all of them were granted 'accreditation retained'.

Complementary Evaluation of Academic Course Conversion from 3-year nursing Diploma Course to 4-year bachelor degree course

Since 2011, KABONE has maintained its assessment under commissioned designation authority of 4-year nursing courses for colleges in accordance with Article 50, Paragraph 3 of the Higher Education Act. In the first half of 2018, three colleges were granted 'academic course conversion', and will operate 4-year bachelor degree courses from 2019.

Evaluation and Designation of Nurse Aid Education and Training Agencies

KABONE designated 197 nurse aid education and training agencies after thorough evaluation in the first half of 2018. This year, 15 programs that have been implemented in high schools were included. It is expected that about 155 institutions will participate in the designation and evaluation in the second half of this year.

One-day Workshop on the Evaluation and Designation of Nurse Aid Education and Training Agencies



FAST NUCES (Pakistan) Quality Enhancement Cell achieves W Category in HEC Rating for QECs

FAST NUCES Quality Enhancement Cell (QEC) obtained a score of 96 out of 100 points (category W) in the Higher Education Commission's (HEC) Annual Rating of QECs for year 2016-17. This substantial increase in the points scored



has been achieved through rigorous focus at all levels in the campuses on the quality parameters prescribed in HEC scorecards for QEC ranking, e.g., self-assessment processes, active contribution of QEC on various scholarly platforms, active participation in HEC meetings, regular follow up on corrective actions against accreditation visits, contribution in HEC national workshops as resource person, capacity

building of QEC team, faculty development on quality assurance related topics, development of best practices database, periodic publicity of QEC activities through various electronic media, and other efforts for standardization and continuous improvement in education management.

FAST NUCES QEC Conducts a One Day Workshop on “Outcome Based Assessment” for Faculty and Staff of FAST NUCES Faisalabad Campus

FAST NUCES QEC conducted a one-day training workshop on “Outcome Based Assessment” for faculty on March 20, 2018 in NUCES Faisalabad Campus. Dr. Farrukh Idrees, Manager QEC, was the resource person. The workshop was attended by more than 20 participants, who were highly appreciative.

FAST-NU QEC Delivers a Key Note Lecture on Quality Management in the University of Central Punjab in July 2018

FAST-NU QEC, as a part of its continual contribution to intellectual forums on quality in higher education



according to HEC requirements, delivered a key note lecture titled “Benchmarking – A Modern Tool of Quality Management” for UCP Post Graduate Scholars in July, 2018 in Rawalpindi. The contents of the presentation were well received by all who attended the session.

PIDE Workshop on “Self-Assessment Report Writing”



Ms. Fareena Iqbal, Director Quality Enhancement Cell, at the Pakistan Institute of Development Economics (PIDE), was invited as a resource person for a workshop on “Self-Assessment Report Awareness / Importance & Procedure with respect to HEC Ranking and

academic/program quality enhancement” at the Federal Urdu University of Science & Technology, Islamabad Campus (FUUAST) on July 11, 2018. Program Team members from different departments attended the session. Assessment is a systematic process of gathering, reviewing and using important quantitative and qualitative data and information from multiple and diverse sources about educational programs, for the purpose of improving student learning, and evaluating whether academic and learning standards are being met. Healthy debate and discussion was generated among the faculty members about different criteria for the Self-Assessment Report and how these reports can be developed to achieve academic excellence. The workshop was followed by a question and answer session with the participants. The workshop ended with vote of thanks from the Dean.

1st PIDE tree plantation drive for Clean & Green Pakistan



The 1st PIDE Plantation Drive 2018 “Give a Gift of Tree to Pakistan on its 71st Birthday” at University Campus Islamabad was organized by the Quality Enhancement Cell (QEC), Pakistan Institute of Development Economics (PIDE), Department of Environmental Economics at (PIDE) and Community Kitchen Garden (CKG) Society. The Divisional Forest Office Punjab Rawalpindi (South) and CKG gifted the plants for the activity. On the occasion, Dr. Asad Zaman, Vice Chancellor and Director QEC of PIDE, Ms Fareena Iqbal, reinforced the Institute’s commitment towards making PIDE environmentally friendly. While speaking to the students, they said that deforestation has deprived us of the many benefits that trees bring to the environment. Students also said trees are natural regulators of temperature and climatic changes caused by various industrial practices.

On this tree plantation occasion in the PIDE Campus and surroundings, the Vice Chancellor, Dean, Director QEC, Registrar, senior staff members and students planted a sapling.

MS/M. Phil Equivalent Program Review – SMI University (Pakistan)

The Accreditation and Quality Enhancement Cell of Sindh Madressatul Islam University conducted an MS/MPhil & Equivalent Programs Review-Self, as recommended by the Higher Education Commission of Pakistan in its revised criteria for Assessment of Quality Enhancement Cell by Quality Assurance Agency (QAA). The reviewer panel consisted of one external member from the HEC reviewers' pool and two internal members. Institute of Business Administration, Karachi Director of QEC, Dr. Shahid Raza Mir was invited as an external reviewer. Dr. Syed Asif Ali, Dean of Information Technology, and Dr. Zahid Ali Channar, Dean of Business Administration Management and Commerce, were internal reviewers.

The panel reviewed all MS/M. Phil & Equivalent Programs of departments, i.e., Education Media and Communication Studies, Environmental Sciences, Computer Science, and Business Administration Management & Commerce. All records were prepared in the HEC prescribed format and AQEC Director, Dr. Saima Baig, facilitated the MS Review meeting. The review panel met with Heads of Department and Faculty members of MS/M.Phil. & Equivalent Programs then visited the University and to assess the adequacy of its facilities including the library, computer labs, and classrooms.

Thereafter, the review panel had an exit meeting with the worthy Vice-Chancellor of SMI University. The review panel discussed observations related to MS/M.Phil. & Equivalent Programs as conducted by the departments. The Vice-Chancellor expressed hopes for further improvement in the MS/M.Phil. & Equivalent Programs, to provide quality of education in research and enhance capabilities in leadership and research at the international level. The Vice Chancellor appreciated the efforts of the AQEC department to fulfill the HEC requirement of the MS Program Review.

Accreditation Quality Enhancement Cell

by Dr Saima Baig

On the recommendation of the Higher Education Commission (HEC) of Pakistan, the Accreditation and Quality Enhancement Cell (AQEC) of SMI University organized "Two Days Institutional Performance Evaluation-Self" on 21st and 22nd June 2018. Mr. Muhammad Moin Uddin Ali Khan, Head of Quality Enhancement Cell, Institute of Business Management (IoBM) Karachi, was invited as an external evaluator. The team of evaluators included internal members of the University as well: the Dean, Faculty of Information Technology, Dr. Syed Asif Ali and the Dean, Faculty of

Business Administration Management & Commerce, Dr. Zahid Ali Channar.

On the first day of evaluation, the team of evaluators scrutinized the Standard-wise documents, reports, annexures, as required by the HEC. As the evaluation encompassed proper vetting of all the processes involved in the working of the University along with the documentary evidence, therefore, a substantial amount of time was invested by them to make sure that each process was being carried out as per the guidelines of the HEC. The domain of the evaluation was not confined to faculty or students only; it included a thorough inspection of each administrative department of the University as well.

The Institutional Performance Evaluation was facilitated by the Director, Dr. Saima Baig, and an AQEC team. Dr. Baig presented the SMI University Portfolio Report to the evaluation panel then Mr. Moin Uddin visited Talpur House of the University where he along with internal members and Director AQEC held a session with all faculty members and students of each of its five departments. Although faculty and students were on their summer holidays, they came specially to respond to the evaluation team. The general meeting with the faculty was held in Quaid-e-Azam Conference Hall where Mr.

Moin Uddin inquired about the processes and matters that were quite general in nature.

Furthermore, he paid a visit to the office of each chairperson of the department and inspected each and everything related to their courses, syllabus, teaching evaluation, and student evaluations. to make sure each concern was properly recorded and maintained by them. The time-space for lunch and tea break was also reserved in their busy schedule. The first day dealt mostly with the matters related to faculty and students. The next day was scheduled for administrative departments and other remaining matters. The second day of the Institutional Performance Evaluation began with the scrutiny of documents related to administrative departments. The evaluation team embarked upon the inspection by paying a visit each department and assessing each of their aspects. The offices where the team paid visit included the Directorate of Finance, Directorate of HRM, Registrar Office, Directorate of ORIC, Directorate of Planning & Development, IT Administration Unit, TV Studio, and Radio Studio. In each department, the



director or head of the department cooperated with the team and provided evidence of almost all the functions that were being performed by their respective office as per HEC guidelines. Moreover, Dr. Stephen Jhon, Director ORIC, presented an overview of the Incubation Center, which the evaluation team then visited. The team visited Senate Hall, which has the facility of online video conferencing and where official meetings are usually held. Dr. Saima Baig, Director, AQEC also led the team towards Khan Bahadur Hassanally Effendi Library where matters were discussed with the Additional Librarian of the university. At the end of the visit, the evaluation panel once again investigated the institutional documents and annexures in the AQEC. Before their departure, the AQEC team ensured that all aspects of evaluation were covered by the Panel. At the last Dr. Syed Asif Ali, Dean, Faculty of Information Technology and Dr. Zahid Ali Channar, Dean of Business Administration & Commerce, presented a set of books to the external panel member, written on the biography of Mr. Quaid-e-Azam Mohammad Ali Jinnah and Hassanally Effendi, as well as briefing him about each book. Mr. Moin Uddin, Director (IoBM), acknowledged the SMIU Panel for due cooperation. Thus, the Institutional Performance Evaluation-Self ended.

Newport Institute Workshop on “Self-Assessment Report: A Tool towards Program Evaluation and Accreditation”

Ms. Reema Frooghi, Director Quality Enhancement Cell KASBIT, Pakistan was invited as a resource person for workshop on “Self-Assessment Report: A Tool towards Program Evaluation and Accreditation” at Newport Institute, Karachi. Program Team members from different departments attended the session. Discussions were held on different criteria for a Self-Assessment Report and how these reports can be developed to achieve academic excellence. The workshop was followed by a question and answer session and ended with vote of thanks from the Director.



Thought-Provoking Session Held at Indus University

The Quality Enhancement Cell (QEC) of Indus University organized a thought-provoking session on “Significance of Feedback of the stakeholders focusing on Employers and Alumni” in the Video Conference Room held on July 12, 2018. The session was conducted by **Dr. Muhammad Abdul Wahid Usmani**, Consultant Quality Assurance, King Saud University, Saudi Arabia.



Director QEC, **Ms Sheema Haider**, delivered the welcome address and the resource person **Dr. Wahid Usmani** shed light on the topic. Following the resource person session, the worthy Chancellor, Indus University, **Mr. Khalid Amin** gave the concluding remarks. He pointed out that the session proceedings needed to go beyond the talking stage to result-oriented implementation.

The Seminar was attended by Indus Family and QECs. Participating institutions included the University of Sindh Jamshoro, Lasbela University of Agriculture, Water & Marine Sciences, University of Karachi (UoK), Institute of Business Management (IoBM), Iqra University, Szabist, Kasbit, Isra University, PAF-Kiet, DHA Suffa University, Ziauddin University, Dow University of Health and Sciences, FAST National University of Emerging Sciences, Greenwich University, Textile Institute of Pakistan, Newport Institute of Communications & Economics, Dadabhoy Institute of Higher Education, Indus Valley School of Art & Architecture, Jinnah Sindh Medical University. In all, more than **40** universities participated in person and via video conference.

LUMS (Pakistan) – Institutional Performance Evaluation (Self-Review)

Lahore University of Management Sciences (LUMS) Institutional Performance Evaluation (IPE) Self-Review was conducted on June 11-13, 2018. Self-evaluation was done on the basis of eleven standards i.e., Mission Statement and Goals, Planning and Evaluation, Organization and Governance, Integrity, Faculty, Students, Institutional Resources, Public Disclosure and Transparency, Academic Programs and Curricula,

Assessment & Quality Assurance, and Student Support Services.

LUMS prepared a detailed University Portfolio Report (UPR) based on the guidelines of the Higher Education Commission prior to the meeting, against which the self-evaluation was conducted.

Dean QEC, Dr. Syed Mubashir Ali, facilitated the review process along with his team. The LUMS Self-Review Panel comprised three internal and one external member.

The panel comprehensively went through the report and checked all the evidence. The panel discussed areas of improvement and suggested solutions to uplift the quality of administrative and academic functioning. A gap report based on the comments and suggestions of the members was prepared and an implementation plan proposed.

The results of the self-review were shared with the Higher Education Commission on the basis of which HEC has selected LUMS to be reviewed against IPE Standards on a Cycle of 5 Years. In this regard, the IPE visit of LUMS is scheduled in the current academic year. The Institutional Performance Evaluation (IPE) is one of the key initiatives taken by the Higher Education Commission to promote good governance and to enhance the state of quality in Degree Awarding Institutions (DAIs). The sole purpose of the IPE Review visit is to facilitate LUMS and to provide an opportunity to reflect upon the University's activities for possible improvements that can be brought about in the existing system.

LUMS conducted Freshmen Survey on Orientation

With the beginning of Fall 2018 semester, LUMS is happy to welcome new students



from all across the country. The Orientation for all programs is conducted separately. Orientation is an opportunity for the students to learn how to navigate campus, introduce themselves to the community, and plan their academic journey for next few years at LUMS. As a part of orientation, the Quality Enhancement Cell conducts an Online Freshmen Survey for all Undergraduate and Graduate programs. In collaboration with Information Systems and Technology Office at LUMS, QEC has developed an online integrated survey system to execute such

surveys smoothly. QEC at LUMS places great emphasis on students' experiences and expectations from the University. To monitor students' views, several students' experience surveys are developed and carried out every year.

The Freshmen Orientation Survey will provide QEC with essential information about LUMS' freshmen academic preparedness, admission decision making, expectations of programs and at large from LUMS, concerns about financial aid, and feedback on the admission process and new student orientation. This information will be significant for continuous improvement and enhancement of student experience at LUMS.

Syed Babar Ali School of Science and Engineering (SBASSE-LUMS) Ranked among the Top 451-500 International Universities in Engineering & Technology Category



The Syed Babar Ali School of Science and Engineering (SBASSE) at Lahore University of Management Sciences (LUMS), has been ranked among the top 451-500 universities of the world, in the QS World Rankings by Subject 2018 in the 'Engineering and Technology' category. QS has declared Engineering and Technology as the University's strongest field at 451-500 in the world and has given the category an overall score of 61.3. This is another feather in SBASSE's cap after its Mathematics department was ranked No. 1 in Pakistan in the QS University Rankings 2016. Previously LUMS was ranked as the number 1 University in Pakistan and 111th in Asia, jumping 50 positions from the previous years; it was at 161st position in 2015, 181 in 2014, between 191 – 200 in 2013 and 251 – 300 in 2012.

Syed Babar Ali School of Science and Engineering (SBASSE), started in 2008 and is the first private research school for Science and Engineering in Pakistan, with a vision 'to carry out world-class, multidisciplinary education and research.' Modelled on some of the leading universities of the world, it aims to model a paradigm shift for science and engineering education in the country.

Quacquarelli Symonds (QS) University Rankings is one of most prestigious and recognised international university ranking systems in the world. The rankings take into account performance indicators such as: Academic Reputation; Employer Reputation; Citations per Paper; H-Index Citations. The QS rating system makes it easier for students to locate top universities in

particular regions, countries or disciplines. These rankings are also useful for organisations choosing partners and for scholarship providers selecting top ranked universities for sponsorships.

Launch of BS Chemical Engineering program at LUMS

The Pakistan Engineering Council (PEC) conducted a “Zero Visit” on June 29, 2018 for BS Chemical Engineering program of Syed Babar Ali School of Science and Engineering (SBASSE) at LUMS. On August 17, 2018, the Pakistan Engineering Council (PEC) granted permission to launch the undergraduate level program, BS Chemical Engineering, with effect from Fall 2018.



Reaccreditation of BS Electrical Engineering program at LUMS

The Department of Electrical Engineering went through a rigorous process to complete Self-Assessment Report (SAR) for the Pakistan Engineering Council (PEC). On April 26-27, 2018 the PEC team conducted the re-accreditation visit. The re-accreditation visitation report and rejoinder were exchanged between LUMS and PEC. The final decision of PEC was announced shortly afterwards.

Department of Electrical Engineering at LUMS is pleased to share that, based on a satisfactory level of compliance, the Pakistan Engineering Council (PEC) has granted re-accreditation to BS Electrical Engineering program, for two years i.e., intake batches 2014 & 2015.



Participation of Sukkur IBA University in Regional Professional Exchange Program by University Support and Workforce Development Program (USWDP,) University of Massachusetts Amherst, USA



Dr. Sher Muhammad Doudpota, Director-QEC at Sukkur IBA University, under the program Short Term Technical Assistance (STTA) for Associate Degrees, participated in a Regional Exchange Program in Vietnam (June 2018,) organized under USWDP and extended his professional assistance for the ongoing development of Associate Degree programs at Balkh, Nangarhar and Herat Universities of Afghanistan. He provided detailed training on the concept of community colleges in Pakistan, including a discussion on how to ensure quality measures while implementing methods used to adapt the community college model to the Pakistani context in harmony with the existing higher education system, to attain best practices during professional exchange programs for Business Associate Degrees (BAD.)

Internal PhD Program Review Committee Meeting (Sukkur IBA University)

An internal PhD Program Review Committee was constituted comprising six members coming from both Management Sciences and Computer Science Departments. The committee called upon an internal program review meeting on 6th June, 2018 to ensure if the University is complying with the minimum criteria laid down by HEC, Pakistan to offer higher degree programs and the extent to which their implementation is made.

Initially, the committee was given a brief presentation about the PhD Program Review Process by Dr. Sher Muhammad Doudpota, Director QEC, followed by a formal dialogue with the doctoral faculty from both departments. Subsequently, the committee went through both PhD programs thoroughly by cross-questioning the concerned coordinators in addition to meeting with students to know about their coursework progress and research related facilities. Later, the committee convened a formal meeting with the Vice Chancellor of the university to abreast of their findings and wrap-up the proceedings. Finally, the meeting ended with a mutual vote of thanks.

- Delegates on behalf of the Ministry of Education, P.R. China which included senior representatives of many Chinese universities.



TEQSA was pleased to welcome colleagues from the Ministry of Education, P.R. China.



- Delegates from the Higher Education Evaluation and Accreditation Council of Taiwan, led by Prof Dr Jong-Tsun Huang.
- Delegates from the Office of the Higher Education Commission Thailand, who spent a week at TEQSA as part of our International Quality Assurance Agency Staff Exchange Program, before undertaking placements at an Australian university.

These visits provided an opportunity to discuss TEQSA's risk-based approach to the regulation of Australian higher education and provide advice for developing approaches to the accreditation of training courses and qualifications frameworks in other jurisdictions. It was also an opportunity for TEQSA staff to gain a stronger understanding of higher education sectors overseas, and discuss options for further collaboration with the agency's international colleagues in the future.

International visitors to TEQSA

Since March 2018, TEQSA has been pleased to welcome the following international visitors to its Melbourne office:

- Ms Junko Sugimura from the Ministry of Education, Culture, Sports, Science and Technology, Japan, conducting research on Australian Government policies in higher education, how these drive innovation and economic growth and how Australia's experience can assist Japan.
- Ms Tran Thi Phoung from the Vietnam International Education Cooperation Department and delegates from the Department of Training, Ministry of Public Security, led by Major General Dr. Nguyen Van Ly.

Growing TEQSA's International Partnerships

TEQSA's Chief Commissioner Professor Nick Saunders recently met with Professor Father Jan Czuba, Secretary, Department of Higher Education, Research, Science and Technology in Papua New Guinea, to renew the Memorandum of Cooperation (MoC) between the two organisations. The meeting was also an opportunity to discuss options for collaboration and information sharing, as Australian higher education providers continue to increase their presence in Papua New Guinea.



TEQSA was pleased to welcome colleagues from the Ministry of Public Security, Vietnam to our office as part of a wider visit to Australia



Professor Father Jan Czuba and Professor Nick Saunders renew the MoC between TEQSA and DHERST

TEQSA recently renewed its MoC with the China Education Association for International Exchange (CEAIE), signed by Secretary-General Mr Zhao Lingshan and TEQSA Chief Executive Mr Anthony McClaran. The MoC with the CEAIE has been in place since 2014.

TEQSA is very pleased also to have established MoC agreements with the Higher Education Evaluation and Accreditation Council of Taiwan (July 2018) and the Fiji Higher Education Commission (August 2018).

For more about TEQSA's international engagement visit [the agency's International Engagement web page](#).

TEQSA report highlights strong overseas student revenue growth for Australian providers

TEQSA has recently released its latest statistics report, showing a large, diverse and stable sector in Australia, where revenue growth is being driven by international students.

The Statistics Report on Registered Higher Education Providers 2018 examines selected higher education data held by TEQSA for its quality assurance activities, and allows for trend reporting where comparable data is available.

This year's report includes a special focus section analysing overseas student data. The report shows a steady growth in the number of overseas higher education students in Australia, with a 34 per cent increase between 2013 and 2016. TEQSA CEO Anthony McClaran said that the increase in overseas student numbers, which is set to make Australia the second most popular destination for students to study abroad behind the US, is a sign of the sector's reputation for high quality education.

"Revenue earned from overseas higher education students reached approximately \$7 billion in 2017, accounting for 19 per cent of total sector revenue", said Mr McClaran.

"All provider types have experienced significant increases in overseas student revenue, with universities showing a 17 per cent increase from the previous year".

While overseas student revenue is becoming increasingly important for universities' growth, their revenue streams continue to be diverse, with government grants and programs accounting for 40 per cent of revenue – a one per cent drop in revenue share from the previous year.

The statistics report also shows that around 50 per cent of overseas students studying Australian higher education come from the Chinese and Indian source markets. Around 50 per cent of overseas students are studying courses in the Management and Commerce broad fields of education.

Universities continue to have the highest proportion of all students, with over 90 per cent of the 1.48 million students studying at the 43 universities operating in Australia. However, the report's trend data identifies a steady increase in student enrolments at other provider types over the past four years.

Visit our website [to view the *Statistics Report on Registered Higher Education Providers 2018*](#)

THE ARAB REGION

The 4th Scientific Forum: Evaluation and Quality Assurance, Tangier, Morocco

Under the auspices of the Ministry of National Education, Vocational Training, Higher



Education and Scientific Research of Morocco, on the 29th-30th of June, 2018, the 4th Scientific Forum on the issues of evaluation and quality assurance was held in Tangier. Morocco is currently introducing a new QA framework for its HEIs and programmes. The Forum, with participation of key stakeholders and invited international speakers, aimed to pave a pathway to the smooth and efficient implementation of this new framework. The QA framework is part of a broader strategic vision 2015-2030 for reform of the education system, as elaborated by the Higher Council of Education, Training and Scientific Research and as part of the Government program in higher education. The QA Framework is included in the Ministry's 2017-2021 work plan.

The main objective of the Forum was, jointly with key stakeholders, to formulate practical proposals of a procedural nature in order for evaluation to contribute to ensuring the quality of higher



education through the establishment of continuous assessment processes at all levels and the adoption of a culture of quality by all individuals and institutions.

The specific objectives were:

- To develop the system of evaluating students in the direction of improving the results of learning in the

process of activating the National Qualifications Framework;

- To strengthen the interaction between program evaluation and institutional evaluation;
- To clarify the roles of educational and administrative frameworks and define their responsibilities in developing various assessment processes;
- To strengthen the link between assessment processes and quality assurance processes;
- To strengthen the complementarity between internal quality assurance and external quality assurance;
- To establish the status of evaluation and quality assurance agencies in the system of upgrading the quality of higher education;
- To identify practical solutions to concretize the recommendations, especially the legal aspects through the law project 17-51 and the expected amendments of the Law 00-01;

The theme of Evaluation and Quality Assurance was approached through several 'axes':

- The first axis: the evaluation system and its components, structures and mechanisms;
- The second axis: the roles and responsibilities of the various actors in the field of evaluation;
- The third axis: integration of internal quality assurance and external quality assurance;
- The fourth axis: the status of evaluation and Quality Assurance Agencies in the system of quality improvement;
- The fifth axis: Practical steps to achieve the recommendations.



The INQAHE was also invited to contribute to the consultation meeting with the key stakeholders and share the experience from a diversity of

systems. The INQAHE President's contribution was on the topic on ***Current challenges in higher education and quality assurance: relevance vs. relegation.***

New Publication: Major Challenges facing Higher Education in the Arab World: Quality Assurance and Relevance

The Arab Academy of Sciences is facilitating publication of a book entitled ***Major Challenges Facing Higher Education in the Arab World: Quality Assurance and Relevance***. This timely and stimulating publication is under the editorship of Prof. Adnan Badran (Jordan), Prof. Elias Baydoun (Lebanon) and Prof. John Hillman (UK). The book will be published by *Springer Nature* publications and is currently in press. INQAHE contributes to the book through a chapter entitled: *Quality Assurance in the Arab Region in the Era of Customization: Where do we Stand in terms of Relevance* (S. Karakhanyan).

The book comprising 18 chapters addresses the closely related issues of quality assurance (QA) and relevance in universities, drawing on the expertise of 26 international experts. By focusing on both (a) independent assessments of the quality of teaching, research, administration, planning, and governance; and (b) the relevance of teaching, research, and societal impacts, this book is designed to provide, for the first time, accounts of actual QA assessments in the Arab region and their impacts, ways of judging academic relevance, and proposals for future developments. Regional perspectives including QA audits in times of conflict demonstrate the resilience of Arab higher education. The book is a unique compendium of information on assessments of quality and relevance in universities, with great significance on how universities address change in the era of rapidly advancing technologies and new models of higher education.

WESTERN EUROPE

Switzerland: accreditation required for postgraduate education in psychotherapy



swiss agency of
accreditation and
quality assurance

The Swiss Agency of Accreditation and Quality Assurance (AAQ) is currently finishing the first cycle of

accreditation under the Federal Act on professions in the field of psychology (Psychology Professions Act), with the final reports being produced in March 2018. The accreditation cycle involved some 40 postgraduate education programs in psychological psychotherapy.

The Psychology Professions Act, which came into force on April 1, 2013, aims to ensure the safeguard of public health and to "protect people who resort to services in the field of psychology against acts intended to deceive and mislead them." (Art.1 Psychology Professions Act). From now on, only those postgraduate programs accredited according to the law lead to a recognised federal title allowing the exercise of the profession. For these purposes, the law provides the periodic accreditation of postgraduate education programs that aim to deliver one of the following federal titles: psychotherapist, children and adolescent psychologist, clinical psychologist, neuropsychologist, health psychologist.

The accreditation procedure follows international practice involving the following phases: self-assessment; external evaluation; decision-making; and follow-up. In order to implement the law, the Federal Office of Public Health (FOPH) developed the instruments, in close cooperation with AAQ. These include the quality standards, the procedural guide and the constitution of a pool of experts.

However, the AAQ is exclusively involved in and responsible for the external evaluation, which starts with the self-assessment report delivered to AAQ and ends with AAQ's proposal for accreditation to the FOPH. The decision-making body in this legal framework is the Federal Department of Home Affairs (FDHA), the decisional processes including the consultation of various actors, such as the FOPH, the Federal Commission of Psychology Professions, the AAQ (sub-commissions and experts' panels). In most cases, the AAQ submitted a proposal for a positive decision with a number of conditions to be fulfilled in a given timespan, which was followed by the FDHA in its decisions.

The AAQ conducted the external evaluations in collaboration with the Accreditation Agency in Health and Social Sciences (AHPGS, Germany). While the

responsibility for internal Quality Assurance of the processes (adoption of expert panels and adoption of reports) and the proposal for accreditation remained with AAQ, AHPGS conducted a third of the site-visits.

This first accreditation cycle has brought a decrease of postgraduate education programs in psychotherapy leading to a recognised federal title in Switzerland. This is due, on one hand, to the fact that certain postgraduate programmes in psychotherapy have not applied for accreditation; and, on the other hand, to the fact that a few accreditation procedures ended with a negative decision.

The AAQ is currently in the process of establishing a synthesis report, the conclusions of which will be presented in a future publication.

Internal Quality Management: Evaluating and Improving Competence-Based Higher Education – project results

AQ Austria is an expert partner in the development of the European Toolkit for internal quality management in competence-based higher education



Two topics have become prevalent in the European Higher Education Area in recent years, triggered by the Bologna Process. The first topic is competence-based higher education. The focus now is more on students and their competences and less on teachers and the knowledge they impart. This has resulted in a fundamental shift in higher education as new curricula, teaching methods, exam formats, and learning strategies are implemented. The second topic is quality. The quality and efficiency of European education systems are fostered by different strategies like the 'Standards and Guidelines for Quality Management in European Higher Education Institutions' 2015 or the EU programme Erasmus+. Consequently, many higher education institutions are now looking for new quality management procedures that address students' competences as well as the competence-based teaching and learning process. The project 'Internal Quality Management: Evaluating and Improving Competence-Based Higher Education' took up the need for a new procedure. The project team developed a procedure that is primarily designed for internal quality management at higher education institutions and can be undertaken by internal evaluators or quality managers. The project has incorporated the expertise of ten partners and AQ Austria was lucky to be one of them.

During the project we developed a European Toolkit for internal quality management in competence-based higher education including

- a handbook on how to implement a procedure for internal quality management in competence-based teaching and learning,
- templates that support the implementation process (e.g. templates for information materials and workshops, a template for an online questionnaire to collect data on student competences and competence-based teaching, template for a corresponding report), and
- a collection of possible measures to enhance competence-based teaching and learning.

The internal quality management procedure can be implemented by institutions of higher education regardless of type of institution, country, or discipline. The project incorporated expertise ranging from researchers (competence research, evaluation research, implementation research) and quality agencies to practitioners and stakeholders of higher education institutions. Hence, the Toolkit is science based, supported by quality agencies and was already tested by higher education institutions from the project consortium.

The project was co-funded by the Erasmus+ Programme of the European Union and the project consortium consisted of ten partners, coordinated by Vetmeduni Vienna. Five institutions formed the so-called implementation team: University of Veterinary Medicine, Vienna; University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca, Romania; University of Ljubljana, Slovenia; University of Oldenburg, Germany; and Vilnius University, Lithuania. The other five partners formed the expert team: ENQA, EAEVE, AQ Austria, as well as experts from the University of Economics and Business, Vienna, and from the University of Vienna.

To find further information on the project, to contact any of the partners and to download The European Toolkit free of charge, go to www.iqm-he.eu.

Applying the ESG outside Europe

A Reflection on how to apply the European Standards and Guidelines (ESG) for Quality Assurance in countries outside the European Higher Education Area



AQAS has recently published a reflection on its work in applying the ESG in international

accreditation procedures outside the European Higher Education Area. The German agency has carried out ESG-based accreditation procedures on four

continents and now draws some conclusions in order to outline recurrent issues, which can be addressed to facilitate future procedures.

Even though the ESG form a set of guidelines agreed upon by European stakeholders and defined against the background of the EHEA, they can successfully be used in higher education systems outside the “Bologna area”. It is shown that their advisory character provides a valuable tool to assess quality against a variety of higher education backgrounds and national regulations. It has, however, also transpired that there may be gaps in the assessment guidelines due to the rather broad formulation of the ESG, which relate to the design of programmes and the issue of employability. An anticipation of these issues will help improve future accreditation procedures outside the EHEA, which have proven to be effective in enhancing the quality of teaching and learning.

Full text:

http://www.aqas.de/downloads/analysen/ApplyingtheeESGoutsideEurope_2018.pdf

AQU Catalunya revises its methodology for certifying IQAs implementation



Agència
per a la Qualitat
del Sistema Universitari
de Catalunya

AQU Catalunya has published a revised [Guide to the certification of Internal Quality](#)

[Assurance System implementation](#). The revision was undertaken following completion of both a pilot assessment procedure and a process of public consultation. There was a high level of participation by Catalan universities in this revision, which reinforces the high level of interest in this QA procedure.

The objective of the review for IQAS certification is to check that the system has been implemented and is operative in the faculty responsible for running the programmes covered by the IQAS and that it is appropriate for the programme's quality assurance.

Certification of a faculty's IQAS shows at the very least that the operating mechanisms (validation, monitoring, modification and accreditation) underpinning the continuous enhancement of its study programmes are running effectively.

NORTHERN AMERICA

Institutional Effectiveness and Outcomes

Assessment – an Integrated Approach

By Dr. Leah K. Matthews

The essence of education is student achievement – the imparting of knowledge that enhances a student’s life and advances their interests. The accreditation standards at the Distance Education Accrediting Commission (DEAC) require comprehensive efforts on the part of its institutions to measure, evaluate, and improve program/student outcomes. The centrality of student achievement in evaluating institutional performance is introduced in DEAC’s Accreditation Standard I, which requires that an institution’s “mission reflects a commitment to providing quality distance educational offerings that meet the needs of students and relevant stakeholders.” DEAC’s accreditation standards systematically require comprehensive and integrated efforts on the part of DEAC institutions to measure, evaluate, and improve program/student outcomes. Standard II (Institutional Effectiveness) includes requirements for institutions to document their program/student outcome efforts with data, analytics, and reports. Standard III (Program Outcomes, Curricula, and Materials) requires additional detailed information on how program outcomes (1) are defined and measured, (2) guide development of curricular content and program design, and (3) “clearly communicate the knowledge, skills and abilities students will obtain upon completion of the educational offering.” Subsequent sections in both Standard III and Standard IV (Educational and Student Support Services) similarly address student outcomes in relation to an institution’s curriculum, learning resources/technology, testing, student support services, and instructional support/academic progress assessment. An integrated approach permits a comprehensive response to DEAC’s student achievement standard that requires each institution to (1) maintain systematic and ongoing processes for assessing student learning and achievement, (2) analyze data collected from those processes, (3) implement strategies to improve when appropriate, and (4) document that the results meet both internal (e.g., institution performance data) and appropriate external benchmarks.

Evaluation and Improvement

DEAC applies its accreditation standards in evaluating an institution’s submission for accreditation by employing a multi-dimensional structure that supports data-gathering from multiple sources: interim updates

and reporting; documented attestations from the institution; layered reviews of compliance documentation by academic, pedagogical, administrative, and financial experts; and a final comprehensive review by Commission members. A key feature of evaluating continual improvement is annual reporting. DEAC requires each of its institutions to submit, on an annual basis, detailed reports regarding the institution’s operations, financial stability, and student achievement metrics. These reports serve three critical purposes. First, they allow DEAC to monitor institutions between the more extensive evaluations associated with the formal reaccreditation process; second, and as importantly, they reinforce the DEAC requirement that its institutions engage in continuous self-examination and self-improvement; and third, they provide assurances that the institutions have resources available to engage in and implement improvement strategies. The leveraging of data analytics aligns with DEAC’s own mission to promote innovation and quality in distance education in support of student achievement and lifelong learning opportunities. The overall process assists institutions to:

- develop early warning systems that identify when students may be getting off track;
- facilitate the strategic allocation of resources to support learning; and
- document student learning patterns and the effectiveness of curriculum components and tools.

In addition to submitting annual reports, DEAC schools provide data on their performance and quality in the period between accreditation cycles through the process of applying for approval of substantive changes. More specifically, before a change can be included in an institution’s grant of accreditation, DEAC requires the institution to submit for evaluation any substantive change to the its mission, objectives, programs, courses, legal status, form of control, or similar matter. Such changes require a full evaluation of the proposed change and may include a site visit where appropriate. The substantive change notice and approval process ensure not only that DEAC is made aware of any material change to an institution’s profile or operations that may occur between accreditation cycles, but also that any such change cannot be included within the grant of accreditation associated with that entity without prior confirmation from the Commission that the change is in compliance with DEAC accreditation standards.

Multiple Dimensions of Institutional Effectiveness

The accreditation process, in general, is challenging for most institutions. By design, DEAC’s accreditation

standards address the validity and integrity of an institution on multiple levels, from the adequacy of curricula to student outcomes to conformance with accepted educational and pedagogical standards for distance education teaching and learning. A comprehensive self-evaluation must ensure that no material element is left unaddressed. An institution's fiscal and administrative capacity to effectively deliver its programs through the enrollment period of any then-current student is essential to that institution's integrity. Therefore, an institution must be able to document through audited or reviewed comparative financial statements (prepared in accordance with generally accepted accounting principles [GAAP]) that cover its two most recent fiscal years, that it is financially sound and can meet its financial obligations to provide instruction and service to its students. The self-evaluation process entails a comprehensive integration of interlocking requirements covering academic integrity, faculty and CAO qualifications, curricular content, design, delivery, testing, proctored examination, academic rigor, resources, practica, calculation of credits, where, in each case, assessment is considered within the context of the effectiveness of a distance learning model.

Outcomes Assessment – a Driving Force

DEAC expects student outcomes, in their full breadth, to be integral to and the driving force behind the mission of each organization. Education is, after all, both etymologically and operationally, the “leading out” of the student into a world of greater dimension and opportunity. That is why the importance of student outcomes is embodied in each of our other accreditation standards as well – from curricula to faculty to facilities to financial stability. Curricula, for example, must not just meet academic standards of scope and content, but must also be mapped against student outcome goals and developed using instructional tools and design tailored for distance learning. Likewise, faculty are evaluated not just for their academic and teaching expertise, but also for their ability to engage with students on a remote basis, their availability to students through multiple forms of communication and across more flexible time frames, and their ability to teach effectively across a broader range of abilities and learning levels than are found at many traditional select admissions schools. Similarly, in the area of facilities, we work actively with schools to ensure online access to a rich range of resources and to implement and enhance learning management software platforms that support greater student engagement in course materials, better communications between faculty and students, and

the opportunity for social networking among students. And of course, we require our institutions to maintain a financial position sufficient to support the provision of quality programs to their students.

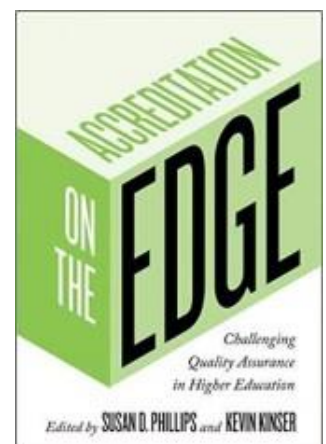
Changes that Accreditation Must Address

The past five years have seen a burgeoning in the field of distance education, as well as a justified winnowing out of some of its players. New technology, new participants, a changing student profile, and a shift in the domestic as well as global economic system have individually and collectively brought challenges to educators across the industry, from traditional brick-and-mortar establishments to pure distance learning schools, to institutions that offer some combination of classroom and online learning. Accreditation must rise to the occasion of embracing new models of teaching and learning. Accreditation must be assertive in implementing changes to standards and procedures with the intention of being more effective and proactive, both as monitors of institutional quality and as leaders of institutional improvement, including enhanced requirements for data collection and analytics and a strengthening focus on the area of student outcomes. Accreditation is going to be held more accountable to the quality of education provided by accredited institutions.

Dr. Matthews is the Executive Director and Chief Executive Officer of the Distance Education Accrediting Commission (DEAC). The DEAC is recognized by the U.S. Department of Education and by the Council for Higher Education Accreditation (CHEA).

Accreditation on the Edge: Challenging Quality Assurance in Higher Education

(Johns Hopkins University Press), is a new book of essays co-edited by Susan Phillips, a professor of educational leadership and policy and of counseling psychology at the University at Albany, and Kevin Kinser, the head of education policy studies at Pennsylvania State University. The book explores the pressures on accreditation within the United States and the functions they are expected to provide in holding colleges accountable. The system of oversight of U.S. higher education has traditionally been framed within



three discrete roles referred to as the “triad.” Within this triad the federal government watches over issues of financial support and access, the states attend to matters of consumer protection, and accreditors guard educational quality. This three-legged stool becomes unstable when the federal government requires accreditation agencies to handle an increasing number of responsibilities and accreditors are pressured to pick up many consumer protection functions of the states as well. The essays describe how accreditation is facing challenges on several fronts, with the emergence of new providers, alternative delivery mechanisms via distance education, and increasing focus on consumer protection for students. Long-term trends in higher education finance also play a part, with a reduction in public subsidies and increase in student debt transferring more responsibility and risk to students. There are many calls for reform.

The collection of perspectives on these issues and accreditation’s impact on higher education in the U.S. is an important study of how peer review and quality improvement practices have evolved over time. The contributors represent all sectors of the accreditation community – regional, national and programmatic accreditors as well as public policy and consumer advocacy groups. The authors reflect upon the ability of accreditation to continue to perform effectively as higher education evolves and changes.

News from Networks

INQAAHE and Commonwealth of Learning sign an MoU to deliver capacity building on QA in Africa

INQAAHE has authorized the Commonwealth of Learning (CoL), to deliver its QAP program as part of CoL online course on Quality Assurance for practitioners in Africa.

The massive increase in external and internal quality assurance (QA) activity over recent decades, together with associated reflection and organisational learning, have stimulated demand for a structured academic discipline and programs to educate quality assurance professionals, stimulate research, and produce new initiatives. However, there is very little education and training for the QA profession and its professionals. INQAAHE has filled this gap through the creation of a comprehensive program for the training and professional development of QA professionals, the **“QA Graduate Program”** (QAP) through a generous contribution from the World Bank and with support from UNESCO.

The program consists of 4 different modules:

- Higher Education in a global world: The context of Quality Assurance
- External Quality Assurance: What is quality and how has it been implemented in different countries
- Operating an External Quality Agency: Practical training in the structure and management of quality assurance agencies around the world
- Maintaining Quality within the institution: Assessing learning, conducting a self-study, and using data

The programme is offered by two HEIs as a post-graduate certificate: University of Melbourne (language of instruction English, online) and Open University of Catalunya (language of instruction Spanish).

Within the framework of cooperation, part of the program will be offered by the CoL in an online format. The program will be taught by experienced tutors, providing greater in-depth exploration, discussion, and analysis of Higher Education Institutions (HEIs) on quality assurance topics relevant to the African context. CoL will release the materials as OER.

Upcoming Events

THE-ICE 12th International Panel of Experts Forum 2018 – Call for papers



Creating Advanced Learning Experiences

THE-ICE 12th IPoE Forum 2018 is to be proudly hosted by Dusit Thani College, Bangkok, Thailand, and will bring together leading international academics and industry delegates with a focus on key strategic issues facing tourism, hospitality, and events education.

Academic and professional papers are invited **until 30th September 2018** on the THE-ICE 12th IPoE Forum 2018 theme ‘Creating Advanced Learning Experiences’, and subthemes:

‘Learning objectives and future preparedness – towards 2030’

Focus: The current debate across industry, government and society about 21st century skilling has focused on the soft skills of collaboration, emotional intelligence, and entrepreneurship as well as the “hard” technical skills of business operations. As we move towards 2030, how do we modify the curriculum, the pedagogy, and the assurance of learning to ensure that graduates are equipped with those skills and competencies they need to find their place and prosper in an increasingly globally connected world?

‘Technology enabled learning and MUSE’

Focus: There are many pressures to ensure that the tourism and hospitality education (TH&E) student learning experiences is active and engaged. In this session we explore how technologies can be deployed to enhance students’ domain-related knowledge as well as acquiring operational, managerial and decision-making skills. In particular, we explore the role of Multi-User Student Environments (MUSE) in the classroom.

‘The advanced learning environments and infrastructure: the classroom of the future’

Focus: It is widely recognised that education is undergoing a revolution. What is delivered, to whom, and how are key concepts, but no less important is where delivery takes place. This panel will consider the importance of environment on the learning process. Changes in learning styles, advances in technology, learning in the workplace, online learning, and blended approaches may all be considered, but so too the future of training facilities, the limitations to ‘Real

World Learning', and whether there remains a need for traditional classrooms.

'Learning through industry experience and engagement'

Focus: The industry engagement activities of TH&E providers often start from the relationships associated with student work placements. In moving beyond this well-established model, what strategic initiatives are being pioneered to ensure that student educational experiences and pedagogies genuinely engage with leading trends across the sector?

'Learning across cultures – Gracious Tourism and Hospitality'

Focus: As the Tourism and Hospitality Professional becomes a more global citizen, dealing with global customers in the workplace and/or working in a borderless society, there is need for all stakeholders in the learning community – administrators, teachers, non-teaching personnel and students – to embrace cultural diversity, enculturation and socialisation. Sharing of best practices in strengthening learning across cultures through research, classroom, travels, etc.

For full Submission Guidelines and Frame of Reference, visit [THE-ICE Call for Paper website](#).

2018 European Quality Assurance Forum (EQAF), November 15-17, Vienna



The 2018 European Quality Assurance Forum (EQAF) will take place in Vienna, Austria on 15-17 November 2018, hosted by WU (Vienna University of Economics and Business) and AQ Austria. The Programme Committee of EQAF 2018 invites you to help shape this year's Forum by submitting a paper or workshop.

EQAF is organised annually by [ENQA](#), [ESU](#), [EUA](#) and [EURASHE](#) and regularly attracts over 400 participants from the higher education quality assurance (QA) community from Europe and beyond. This year's forum will explore how institutions and QA agencies can build QA systems that encompass a broad range of activities, including learning and teaching, research, governance and administration, and service to society.

During the Forum, paper sessions and workshops will provide space for more in-depth discussions about research, policy initiatives and practical case examples related to the Forum theme and more generally about current developments in QA. The Forum organizers have therefore opened a call for contributions from QA

practitioners in higher education institutions and quality assurance agencies, students, and researchers in the field.

Further information about the Forum including the programme and registration information is available on the [Forum website](#). For updates, follow [@EQAF](#) on Twitter.

If you have any questions, please contact QAForum@eua.eu.

Third Annual TEQSA Conference, November 28-30, 2018, Melbourne



The Third TEQSA Conference will be held over 28-30 November 2018 in Melbourne. The theme for this year's conference – **Innovation, Excellence, Diversity** – will focus on key objects of the TEQSA Act, which call for TEQSA to protect and enhance these values in Australian higher education. The additional "Student" theme will continue important discussions and involvement of students championed at last year's annual conference.

The [program for the concurrent sessions](#) is now available, with the full conference program available in October.

For more information, including how to register, visit TEQSA's [Conference web page](#).

5th Global Conference on Quality Assurance in Higher Education, December 10-11, 2018 Berlin



ASIIN and EASPA are organizing the **5th Global Conference on Quality Assurance in Higher Education**, which will take place in the Crown Plaza Hotel in Berlin on December 10-11, 2018. Its main theme is "The dawning of a new era of HE quality assurance – what can we expect from the future"? Click [here](#) for agenda and registration information. An early bird fee applies.

In expectation of around 200 participants coming from all around, we have asked the most prominent speakers in the field to share their visions and new ideas, among them the presidents of INQAAHE, ENQA, the EQAR etc., but at the same time leaders of HE institutions/networks and from the realm of politics. We are looking forward to hosting you in the capital city of Germany.

EUA - European Learning & Teaching Forum, February 14-15, 2019, Warsaw



The European Learning & Teaching Forum 2019 '[Towards successful learning: Common ground and controversies](#)', organised by the [European University Association \(EUA\)](#) and hosted by the University of Warsaw, Poland, on 14-15 February 2019, seeks to explore how to engage and empower students and teachers in developing their learning and teaching. During the event, paper sessions will provide opportunities for more detailed discussions about research, policy initiatives and practical case examples of how to ensure successful learning through promoting active learning, supporting teachers in developing their teaching skills and progressing in their careers, and evaluating learning and teaching. For more information, please consult [the event webpage](#). The deadline to submit papers is 12 October 2018. The full programme and registration information for the Forum will be available this autumn.

For any questions, please contact LTForum@eua.eu.

Professional Training Workshop in Quality Assurance, 11-15 March, 2019, Hong Kong



HKCAAVQ is the statutory body tasked with the responsibility for quality assurance of both the education and training sectors in Hong Kong. Under the Hong Kong Qualifications Framework (HKQF), which was launched in 2008, HKCAAVQ is responsible for developing the standards and mechanisms to safeguard the credibility of academic and vocational qualifications on the Hong Kong Qualifications Register (HKQR). In addition to providing accreditation services, it is also a statutory function of HKCAAVQ to provide

training as a means to strengthen the capacity of institutions and reviewers in quality assurance.

With a commitment to advancing the practice of quality assurance (QA), HKCAAVQ offers a 5-day workshop to provide a systematic integration of the 'know-how' and 'know-why' of quality assurance, within the context of outcome-based education and qualifications frameworks, as an annual event.

The next offer of the workshop has been scheduled in March 2019. We expect to see a mix of local and international participants for stimulating exchanges of ideas and perspectives.

To find out more about the workshop and highlights from this year, or for registration, please use the QR code or visit:



https://www.hkcaavq.edu.hk/en/services/training/professional_training_workshop,

For questions regarding the workshop, please email training@hkcaavq.edu.hk or call at (852) 3658 0147.