Dear Colleagues,

Happy New Year! I wish you all a healthy, happy, and prosperous 2022. On behalf of the entire board, I would like to say how grateful we are for your support and what a privilege it is to serve. Our future, as quality assurance bodies, is up to all of us to craft and I look forward to the work we can do together. We know INQAAHE has a role to play in leading the conversation about relevance and accountability in the practice of quality assurance as Higher Education Institutions adapt to changing circumstances. In this situation, we might choose to look at the pandemic, as terrible as it is, as an opportunity for improvement.

We have heard your requests for capacity building, training, and a platform for advancing the practice of QA and we look forward to engaging with you in these initiatives in 2022.

Along these lines, I am very pleased to introduce a new approach to our quarterly communications to our members. Your new board is working very hard on your behalf and we hope to increase transparency around our efforts. In our Quarterly Communiqué, you will hear directly from our leaders on the board who are working to meet member needs. I would also like to assure you that we have the invaluable support of our past leadership. In particular, INQAAHE 7th President, and now Immediate Past President, Dr. Susanna Karakhanyan will continue to provide her long experience, expert advice and guidance to the organization. Many of the initiatives begun under her leadership will continue to
benefit the INQAAHE family in the future. Finally, we are privilege to be headquartered among friends and supporters at the AQU Catalunya offices in Barcelona and so very fortunate that our Secretariat has retained the services of the extraordinary staff; in particular, Ms. Beatriz Calzada de la Horra.

Thank you for your continued support and engagement with us. I look forward to a fruitful year of collaboration and achievement.

With appreciation,

Deborah Adair
8th President of INQAAHE

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INQAAHE

News from Secretariat

Presidents' talk

On November 3, the past Presidents of INQAAHE, David Woodhouse, María José Lemaitre, Carol Bobby, Jagannath Patil and Susanna Karakhanyan, gathered to welcome Deb Adair, the new President of the Network.

International Standards and Guidelines for Quality Assurance in Higher Education

During mid-November and early December, the INQAAHE Board organized focus group, covering all world regions to, among members and non-members of the Network to better understand the need of the public and present the upcoming revision of INQAAHE’s Guidelines of Good Practice (GGPs). In the following months a major stakeholder consultation will be launched, and the revised standards are expected to be presented during UNESCO World Higher Education Conference 2022 in May.

INQAAHE Forum 2022 - updates

INQAAHE’s Forum organizing committee and FIMPES, the Forum host, are polishing the last details of this year’s Forum. In the following days the official website will be made available along with specific details related to the event. Stay tuned and save the date!
Call for hosting INQAAHE Forum 2024

In November, the Board of Directors of INQAAHE presented this call for proposals to host INQAAHE Forum 2024. The Network is currently seeking expressions of interest from member agencies to host this biennial gathering of quality assurance professionals from around the world to discuss emerging issues and best practice in higher education quality assurance. Agencies interested in applying should do so by January 31, 2022 through this application form to the INQAAHE Secretariat.

Check the call

2021-2022 INQAAHE Funding Scheme calls - results to be published soon

For this 2021-2022 edition of INQAAHE’s Funding Scheme, the Network received 9 Capacity Building and 6 Research and Innovation proposals. Currently all project proposals are being manually reviewed by a panel of international external experts. Both Capacity Building and Research and Innovation applicants will be notified of the outcome of these reviews by January 17, 2022.

New members

INQAAHE welcomes the following new members:
INQAAHE

News from members

Arab region

Bahrain

Education and Training Quality Authority (BQA) holds a webinar titled *Integration between Formative & Summative Assessments*

The Education and Training Quality Authority (BQA), represented by the Directorate of National Examinations, held a webinar titled: 'Integration between Formative & Summative Assessments' via Zoom, on Thursday, 25 November 2021, with the participation of more than 300 educators and related stakeholders in the education sector across the Kingdom of Bahrain.

The webinar highlights the role of assessments and implementation between formative and summative assessments, from the perspective of current and future challenges; including the use of modern technologies to enhance the sustainable improvement of the performance of the education system in
the Kingdom of Bahrain. The webinar focused on three key themes: the integration between educational assessments and their supporting factors, the role of modern technologies in enhancing the integration between educational assessments and the most main challenges facing the integration of educational assessments.

The webinar aimed to develop solutions through which the challenges of the educational assessments can be addressed. Two papers were delivered in the webinar; one titled ‘Integration between educational assessments and their supporting factors’ and was introduced by Dr. Kawthar Saad Al-Din, Director of Development and Recognition Team of the International Baccalaureate (IBAEM), Jordan. The second paper titled: ‘Integration of Educational Assessments... Towards a National Assessment Framework’, and was introduced by Dr. Mohammad Al-Ghamdi, Adviser to the Saudi Arabian Education and Training Evaluation Commission.

Asia-Pacific region

Be the Most Prominent One - The iJAS Project among JUAA, TWAEA, and ONESQA

Joint contribution by Taiwan Assessment and Evaluation Association (TWAEA), Japan University Accreditation Association (JUAA) and Office for National Education Standards and Quality Assessment (ONESQA)

The Taiwan Assessment and Evaluation Association (TWAEA) joins hands with the Japan University Accreditation Association (JUAA) and the Thai Office for National Education Standards and Quality Assessment (ONESQA) to launch the “International Joint Accreditation Standards (iJAS)” Project in 2021. The iJAS Project focuses on higher education institutions (HEIs) officially recognized in Japan, Taiwan, and Thailand, in particular those with the objective of international education and global mobility.
Professional evaluation agencies from Japan, Taiwan, and Thailand cooperate to carry out the accreditation to assist in school development and promote a coordinated joint approach for global engagement. The accreditation committee is composed of members from three agencies, and the first committee meeting was held on 10th November 2021 through virtual mode.

The iJAS Project possesses significant benefits for the improvement of the quality assurance system of education. After multiple discussions by three agencies, six major standards were proposed: Mission, Goals & Strategy; Internal Quality Assurance; Teaching & Learning; Faculty; Social Connection; Governance. All standards correspond to the current institutional evaluation system in three regions; therefore, HEIs will be encouraged to comprehensively examine the foundation for further implementing their strategy, expand international growth, and amplify their effects.

We are now in the era of globalization, and the necessity of internationalized higher education has become increasingly imminent. When the quality of educational services provided by HEIs obtain the international joint accreditation through cross-region cooperation, it shows the intention of the HEI in connecting to the international standard, proves that it complies with the international education assessment system, and provides guarantees for achieving quality education for sustainable development in the future. The iJAS Project also provides HEIs a solid foundation for further advancement into the next global age.

Japan
NIAD-QE held University Quality Assurance Forum 2021

Under the theme of "Supporting Online Higher Education: The Role of Quality Assurance in Times of Pandemic and Beyond ", NIAD-QE University Quality Assurance Forum 2021 was held online on September 13, 2021. Keynote speeches were delivered by two internationally recognized experts, Dr. Karen Treloar, Director of Engagement Group, TEQSA and Dr. Jamil Salmi, Global Tertiary Education Expert, Emeritus Professor of Higher Education Policy at Diego Portales University (Chile).
Dr. Treloar demonstrated TEQSA’s quality enhancement role in regards to online learning in the midst of COVID-19 pandemic. Then she concluded at the end of her presentation that quality assurance of student experience of learning within a predominantly online environment is a global topic, and thus it is important for international quality assurance agencies to play a strong quality enhancement role particularly in the sharing of good practices and resources.

Dr. Salmi illustrated various cases and issues of students’ learning environments affected by the pandemic. He then suggested that the university community should be kept safe under any circumstances, and that it also should play a stronger role as scientific advisor for society and government. Dr. Salmi also pointed out that quality assurance agency should adjust to a new education model and provide a more flexible, innovative, and continuous evaluation approach for these new times.

The panel discussion was moderated by Prof. Mori Rie, Research Department at NIAD-QE, joined by three Japanese panelists, Mr. ITO Toshihiro, Executive Director of Japan Institution for Higher Education Evaluation (JIHEE), Mr. KUDO Jun, Executive Director of Japan University Accreditation Association (JUAA), and Prof. TUTIYA Syun, Dean of Research Department, NIAD-QE. The dialogue deepened the participants’ understanding of the roles of higher education institutions in such time of uncertainty.

Republic of Korea
Phase IV Revision of the Nursing Education Accreditation Standards

In September, the Korean Accreditation Board of Nursing Education (KABONE) held the “Phase IV Nursing Education Accreditation Briefing”, introducing major revisions to the nursing education accreditation standards, which will be implemented starting in 2022. In accordance with the Regulations for the Accreditation of Nursing Education, the Standard Development Committee prepared a revision of the accreditation standards. After collecting opinions from interested groups such as institutes and clinics, the Accreditation Operations Committee deliberated and decided, and the Board of Directors approved and confirmed the revision. The evaluation/accreditation standards are revised every five years, with the scope of revision including accreditation areas, items, indicators, accreditation standards, and review points.

The revision direction of phase 4 is as follows.
- Continue, improve, and develop the performance of phase III.
- Strengthen the program evaluation characteristics.
- Strengthen university autonomy in accordance with higher education policy direction.
- Reflect changes in health care environment, nursing education conditions, and higher education.

The revised accreditation indicators will be applied to the 2022 accreditation, interim inspection, and supplementary evaluation. In consideration of the preparation period of schools, the contents (e.g., finances, facilities, etc.) to be applied will be relayed through the institute handbook for each session, and the English version of KABONE accreditation standards will be published on the website next year. KABONE will continue to faithfully perform its role as an educational accreditation institution trusted by the public.

Pakistan
Significant milestones: Training Workshop for Program Team (PT) Members on Self-Assessment Report (SAR) Writing at Foundation University Islamabad

Mr. Amir Sajjad Khan
On September 29, 2021, the Department of Quality Assurance (DQA) organized a one (1) day training workshop on “Self-Assessment Report (SAR) Writing” for the Program Team members of FUI academic programs. Ms. Fareena Iqbal – Director Quality Enhancement Cell (QEC), Pakistan Institute of Development Studies (PIDE) was invited as a Resource Person. Ms. Fareena Iqbal highlighted the concept of self-assessment, its importance in enhancing learning outcomes, and in the development of academic institutes. She also elaborated the process and objectives of Self-Assessment Reports, the role of Program Team Members and explained in detail the criteria and standards of the HEC Self-Assessment Manual required to complete an SAR. The participants took a keen interest in the workshop and asked various relevant questions regarding the role of self-assessment exercise in improving curriculum, modernization of the academic programs, student services, achieving learning objectives, and faculty well-being. Later, the Rector FUI, Major General Nasir Dilawar Shah, HI(M) (Retired) concluded the event with his closing remarks and appreciated the effort of DQA for organizing the subject workshop and expressed on extending continuous support to make FUI adhere to quality standards.

**Significant milestones: Training Workshop on Utilization of Anti-Plagiarism Software - Turnitin**

*Mr. Amir Sajjad Khan*
The Department of Quality Assurance (DQA) at Foundation university Islamabad (FUI) organized an Informative and Interactive Workshop on December 01, 2021, on the “Utilization of Anti-Plagiarism Software – Turnitin” for the Faculty Members of FUI. DQA invited Dr. Khushbakht Hina Khan – Director Quality Enhancement Cell (QEC), National University of Modern Language (NUML) as a resource person for the said workshop. The resource person explained the concept of plagiarism and how an author, intentionally or unintentionally, plagiarise his/her writings. She also provided valuable insights on the Turnitin tool and practically demonstrated how to optimize the use of Turnitin in bringing quality into academic writing and research. At the end of the workshop, Prof. Brig (R) Dr. Abdul Ghafoor – Pro Rector FUI appreciated the efforts of DQA for organizing this vital workshop, presented souvenir to the resource person and thanked the audience for their presence and active participation.

Workshop on Quality Assurance in Academics and Research at Government College Women University Faisalabad (GCWUF)
Directorate of Quality Enhancement Cell GCWUF organized an Online & on-campus workshop on “Quality Assurance in Academics and Research” in the Video Conference Room. Dr. Aasma Khalid, Director QEC, welcomed the honorable guest speaker Mr. Imranullah Khan Marwat, Director Quality Assurance Agency, Higher Education Department, Khyber Pakhtunkhuwa (KPK). The Session was started with the name of Allah, the most beneficial the most merciful. Dr. Aasma Khalid, Director QEC introduced the presenter, Mr. Imranullah Khan Marwat, Director Quality Assurance, Higher Education Department, Khyber Pakhtunkhuwa (KPK), to all the participants and briefed the objectives of the Session. The Lecture sessions were divided in two modules, first session module was based on “Quality Assurance in Academics”, and the second session module was based on “Quality Assurance in Research”. Heads of all academic departments & nominated participants attended the sessions physically and there were virtual participants from Directorate of Quality Enhancement Cells of different other Universities.

The resource person, Mr. Imranullah Khan Marwat, delivered a detailed and comprehensive lecture on various Quality terms in Higher Education Commission. He also shared his good practices at Quality Assurance Agency and advised a range of measures to be taken regarding constitution of a dynamic data. Prof. Dr. Robina Farooq, Vice Chancellor GCWUF, appreciated the efforts of the Quality Enhancement Cell in developing and enhancing the Quality Assurance in academics and research culture at GCWUF. She encouraged the efforts of QEC Team. The session was concluded with a vote of thanks to Mr. Imranullah Khan Marwat.

**Dr. Usmani conducted a Workshop on Effective Institutional Performance Evaluation at Indus University**

Dr. Abdul Wahid Usmani, Director QEC, JSMU conducted a Workshop on ‘Effective Institutional Performance Evaluation (IPE)’ organised by QEC, Indus University. The session was interactive focusing the areas to be taken into consideration while conducting the IPE. Participants were provided with extracts from the performance evaluation reports of various universities as sample to review the
Eastern Europe region

Lithuania
The Lithuanian Parliament has ratified the Global Recognition Convention

News provided by the Centre for Quality Assessment in Higher Education (SKVC)

The Lithuanian Parliament has ratified the Global Recognition Convention and the President has signed the relevant law No. XIV-593 on 4 November 2021. This way, Lithuania is in the group of the very first countries which acceded to the Convention. The UNESCO Global Convention on the Recognition of Qualifications for Higher Education was adopted at the 40th Session of the UNESCO General Conference in Paris on 25 November 2019. This is an important step towards increasing student mobility worldwide and facilitating the recognition of higher education qualifications.

The Global Convention is the first universally binding United Nations agreement in the field of higher education. It facilitates academic mobility between regions of the world and sets out universal principles for improving the recognition of qualifications. The Global Convention will complement the five existing UNESCO regional conventions on the recognition of higher education qualifications and provide a framework for the fair, transparent and non-discriminatory recognition of higher education qualifications worldwide. Lithuania is party to the regional European agreement – the so-called Lisbon Recognition Convention – adopted in 1997. The idea of a global convention was raised by UNESCO in 2011. The draft text of the Convention was prepared in 2017 and discussed through 2019. More than 260 experts from 150 UNESCO member countries and associate members completed discussions on the project and submitted the final agreed text to the UNESCO General Conference for approval in 2019. In the preparation and discussions of the draft Convention Lithuania was represented by SKVC. With a significant increase in academic mobility, the new global convention is expected to make it easier for students, teachers and researchers to study and work outside their home country, anywhere in the world. The five regional conventions currently in force have so far failed to complete this mission. The Lisbon Recognition Convention, to which Lithuania is a signatory, is considered to be the most successful regional convention to date.

The Global Convention will enter into force upon accession by at least twenty States, so far less than ten countries have ratified it.

Russia
 Agencies' cooperation within project SMARTI for achieving the best results in Russian and Armenian tertiary education
The project is called “Support for Innovative Methodology, Approaches and Tools for Teaching through the Medium of English in order to improve Educational Yield, Sustainability and Internationalization” (617489-EPP-1-2020-1-DE-EPPKA2-CBHE-JP).

The first year of the project is coming to an end and it is possible to summarize some of the results of the joint work of the two agencies to ensure the quality of the project. The fundamental document defining approaches to project quality management is the Quality Assurance Strategy. Considerable time was spent on the development of this document, since it was necessary to find a unified approach, to establish instruments and means of measuring results. ANQA is National Center for Professional Education Quality Assurance Foundation of the Republic of Armenia, which carries out compulsory accreditation of the country’s universities. As a full member of ENQA, the agency applies standards harmonized with ENQA-ESG and recognizes the approach. The agency “Russian Register”, created on the basis of an internationally recognized certification body, attaches great importance to the application of ISO standards. Despite the affiliated status of the RR in ENQA and the orientation on ENQA-ESG standards, RR applies stricter quality control procedures, relying on the collection of objective evidences for accreditation of educational programs implemented in Russian universities. For joint project work, it was necessary to develop a certain basis, which in the future would make it possible to fully use the strengths and experience of each agency.

As a preventive measure to ensure the quality of the project, it was decided to develop recommendations, the adherence to which is subsequently assessed during control activities. As monitoring tools, the project employs a progress report, standard questionnaires for determining satisfaction with events, and selective interviews. The information is processed and, together with conclusions and recommendations, is included in the report. We regard such participation in the project as an interesting and useful experience of international cooperation in the field of quality assurance. We hope that in the process of joint work of RR and ANQA will find interesting practical solutions to improve the quality assurance of the project.

**Ukraine**

**NAQA held an International Forum NAQA 2019-2021**
The National Agency for Higher Education Quality Assurance (NAQA) has started its activities in 2019 and launched first accreditation procedures in November 2019. During just three years of existence NAQA has made significant progress in reformation of the Ukrainian higher education quality assurance system.

NAQA launched the new accreditation procedure based on European principles and standards (namely, ESG 2015).

NAQA made a lot in order to build an effective partnership and trust with foreign QA experts and agencies. In the end of 2020 NAQA has established an international Advisory Board composed of QA experts all over the world. Advisory Board members provide continuous support for NAQA policies and procedures. Regular consultations with Advisory Board members have a positive impact on the development of the agency.

At the end of 2021 NAQA held an International Forum “NAQA 2019-2021” to sum up the three-year activities, discuss the key achievements, challenges and prospects for development. It was a two-day offline event that gathered together NAQA Advisory Board members, government officials, representatives of Ukrainian HEIs, academia, employers, HE applicants and other stakeholders.

During three years NAQA had recruited and trained more than 4400 experts and conducted more than 3000 accreditation audits (85% in online or mixed form). In 2021 alone, NAQA conducted 52 trainings for experts. The participants highly appreciated the results of NAQA activities, successful switch to online accreditation during the pandemic as well as NAQA international cooperation. Offline format of the event was appreciated as it was long-awaited and facilitated the communication between the participants.

To find out more, please follow NAQA official website, Twitter and Facebook.
Kazakhstan
IAAR held the V CENTRAL ASIAN INTERNATIONAL FORUM
dedicated to the 10th anniversary
V CENTRAL ASIAN INTERNATIONAL FORUM "Higher Education Quality Assurance: Global Trends and Regional Aspects" dedicated to the 10th anniversary of Independent Agency for Accreditation and Rating (IAAR) was held on October 1-2, 2021. The forum was held in the city of Nur-Sultan at the Astana IT University and gathered more than 600 participants in off-line and on-line formats. The International Forum was attended by Deputies of the Senate and Mazhilis of the Parliament of the Republic of Kazakhstan, representatives of the Ministries of Education and Science of Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, Azerbaijan, Russia, Belarus, Ukraine, heads of international European networks for higher education quality assurance, foreign accreditation bodies, and international organisations in the field of education (Belgium, Hungary, Germany, Netherlands, Greece, Russia, Bulgaria, Turkey, India, Latvia, Moldova), rectors of Kazakhstan's and foreign universities, students and employers. Immediate Past President of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), Susanna Karakhanyan addressed a special video message to the Forum participants.

IAAR International Forum provided an opportunity to exchange experiences on the improvement of the competitiveness of educational services, to discuss issues of effective interaction of higher educational institutions, employers, stakeholders based on the principle of balancing the interests of all participants in the educational process in the context of digital transformation, and most importantly, to define the ways of education quality improvement in Central Asian and European countries. In 10 years of vigorous activity, the Independent Agency for Accreditation and Rating (IAAR) has gained special recognition in the global educational community and has become the leading accreditation agency of international scope.

Details of the Forum can be found on the IAAR website.

Romania

ARACIS: Evaluation of third cycle (doctoral) university studies

The evaluation of doctoral studies is a new external evaluation activity, performed by the Romanian Agency for Quality Assurance in Higher Education – ARACIS, based on a Methodology on conducting the evaluation of university doctoral studies (Ministerial Order, Annex 2, Annex 3), developed by ARACIS and approved by Ministerial Order. The Methodology is the result of a process of debates and consultations with different stakeholders such as the Ministry of Education, the higher education institutions (HEIs), the National Council of Rectors, students’ federations and representatives of teachers’ unions, that took place between 2017 and 2021.

ARACIS developed external evaluation Guides, for putting the Methodology into operation, for:

- periodic evaluation of institutions organizing doctoral study programs (IOSUD);
- periodic evaluation of doctoral study domains (DSD).

The degree of involvement of international experts in the evaluations has been enhanced as compared to institutional evaluations, both in numbers and active participation. Reference to ethics, as important for performance indicators, is related also to research - as part of the educational process delivered by the HEIs. For doctoral studies, the follow-up procedures are also strengthened, with IOSUD and DSD having to pass a follow-up procedure after three years, no matter if the outcome of the evaluation was of compliance or non-compliance.
The periodical evaluations of 397 DSD and 50 IOSUD in Romania will be concluded by 31 December 2021, and, for the current cycle, the evaluation of IOSUD and DSD within IOSUD are performed altogether. Starting the next periodical evaluation, the evaluation of IOSUDs will be conducted within the institutional evaluations.

In a short period, of almost one year, all applying IOSUDs and DSDs were evaluated, ARACIS aims to carry out several analyses that will lead to proposals that will underpin the educational policies in the field of doctoral studies.

Latin America and the Caribbean region

Jamaica

UCJ Leads Global Study on Flexible Learning Pathways (FLPs)

The University Council of Jamaica (UCJ) launched its publication *Integrated Higher Education in Support of Flexible Learning Pathways in Jamaica* on Friday October 22, 2021. The Hon Fayval Williams, Minister of Education, Youth and Information, who was the guest speaker at the virtual launch, lauded the UCJ for its role in being the National External Quality Assurance Agency for higher education in Jamaica. The Minister commended the higher education sector for their great work over the years and their commitment to quality by subjecting their institutions and programmes to the accreditation process. She encouraged both private and public higher education institutions to make quality their hallmark as they pursue continuous improvement.

The global research on flexible learning pathways in higher education was commissioned by the UNESCO International Institute for Educational Planning (IIEP). Researchers were selected from across the world, and Jamaica was one of the eight countries selected to participate in this global study. The research project for Jamaica sought to determine the effectiveness of alternative or flexible learning pathways being pursued by the Government of Jamaica, to increase access to equitable and quality higher education and lifelong learning opportunities for its citizens, including disadvantaged persons. It also provided policy advice to the Ministry of Education as it pursues building and strengthening flexible learning pathways as an area of reform of Education in Jamaica.

The UCJ gave leadership to this project given its longstanding experience with the Jamaican higher education sector, and its external quality assurance mandate. A component of the project looked at the influence of FLPs on transition into the labour market and how persons from disadvantaged backgrounds access and benefit equally and equitably from higher education.
Canada
New framework for the evaluation of student achievement policies

The Commission de l'évaluation de l'enseignement collégial has released its latest annual report. It outlines the results achieved for the year 2020-2021 in relation to the objectives of the Commission's Strategic Plan 2020-2025 and the activities included in the Commission's annual work plan. The report highlights the work done on the evaluation of the effectiveness of the colleges’ quality assurance systems and other operations, including the Preliminary Approach to the Evaluation of Quality Assurance Systems, the evaluation of policies, strategic and success plans, as well as the colleges’ follow-up to the Commission's recommendations. In addition, the report provides a detailed statement of the use of resources and addresses legislative and governmental requirements with which the Commission must comply.

The annual report is available, in French, on the Commission's website at: https://www.ceec.gouv.qc.ca/documents/2021/12/rapport-annuel-de-gestion-2020-2021.pdf.

The Commission d'évaluation de l'enseignement collégial is an independent, public, external evaluation agency whose mission is to contribute to and report on the continuous improvement of the quality of college education. For more information, visit http://www.ceec.gouv.qc.ca.

Western Europe region

Cyprus
Strategic membership formations at Cyprus West University

The quest for educational quality is at the heart of Cyprus West University (CWU). Having opened its doors as a higher education institute in 2015, CWU has effortlessly worked to improve the quality of its programs and university image. Cyprus West University is a non-profit making private institution, it is amongst the fastest growing universities in North Cyprus. CWU offers exceptional teaching and learning experiences to students with an emphasis on nurturing self-dependency and entrepreneurial skills.
In a bid to ensure our programs meet the international qualification standard, CWU has affiliated itself with entities such as the acclaimed INQAAHE, AACSB and ACE as well as becoming a part of the Talliores network and PRME United Nations Global Compact. We believe by engaging in activities offered by these boards, we unquestionably increase the quality of our educational curriculum as well as the university’s public image. It is from these strategic memberships CWU has managed to form partnerships with reputable international universities, in a quest to enforce and enhance the quality of education. Consequently, we have engaged in several exchange programs to benefit our students, academic staff and faculties.

With all these latest developments, in order to ensure the swiftness and thorough execution of the new venture, CWU opened the office of Global Partnerships and Strategic Initiatives to help manage and coordinate all its memberships, partnerships and international relations.

Germany
Principles of Design and Implementation of Learning and Teaching Spaces: Insights from an Erasmus+ project about German and Portuguese higher education

Theodor Leiber, Vânia Carlos, Sofia Bruckmann, Maria J. Rosa

Within the Erasmus+ Strategic Partnership “Learning and Teaching Spaces in Higher Education” (LTSHE; https://www.evalag.de/ltshe/) Evaluation Agency Baden-Wuerttemberg together with the University of Aveiro carried out an analysis of how the Portuguese and German higher education (HE) systems deal with the design and implementation of quality learning and teaching (L&T) spaces.

The investigation shows that HE state politics and institutional policies in these two EHEA countries give very scarce legal requirements, administrative regulations or strategic objectives concerning these issues. Rather, L&T space activities usually are institution-specific, temporally limited projects implying limited options for interinstitutional and system-wide comparison and benchlearning.

So far, the LTSHE project infers the following tentative principles of design and implementation of HE L&T spaces:

- The importance of L&T spaces (“third pedagogue”) requires that their design and implementation should be seen as a strategic core area of institutional policy.
- To meet pedagogical requirements L&T space design must be informed by contemporary wisdom about L&T processes. For example, future-oriented Learning Worlds must be conceived according to “User Centred Design”, so that users can intuitively understand the L&T spaces, use them, and experience them in multi-sensory ways. Students should act as co-creators of
knowledge and skills instead of passive receivers and teachers as initiators of individual learning processes instead of pure instructors. Accordingly, L&T spaces should support various purposes such as individual and collaborative work, work with technology, and different ways of informal learning.

- Innovative L&T spaces must be endowed with digital infrastructures that guarantee the necessary flexibility and modularity of physical, hybrid and virtual uses.
- Innovative L&T spaces must be enduringly supported on organisational levels, financed, and subjected to continuous quality enhancement.

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The Netherlands
Quality Assurance of European Universities

The Accreditation Organisation of the Netherlands and Flanders (NVAO) has successfully completed the EUniQ project on the quality assurance of European Universities. The project was coordinated by the Flemish Ministry of Education and Training and managed by NVAO in cooperation with 7 other European QA agencies, 5 ministries of education and the 3 European stakeholder organisations ENQA, EUA and ESU. European Universities are new and ambitious transnational alliances of higher education institutions developing long-term structural and strategic cooperation. Alliances that are selected by the European Commission receive start-up funding to develop their transformative plans with the possibility for continued funding. There are currently 41 European Universities comprising more than 280 higher education institutions in the European Universities Initiative.

A new approach is needed for the QA development of these innovative alliances. The joint provision of European Universities should preferably be evaluated with one European framework instead of with multiple national frameworks that were made for individual institutions and not for alliances. Therefore, the project partners in cooperation with European Universities developed a European QA Framework. This Framework with criteria and requirements for the evaluation procedure was tested through pilot evaluations of 4 European Universities. The project partners also agreed on a QA Development Roadmap with 11 principles for implementing QA for European Universities. In addition, the steps are proposed that European Universities can take to start an evaluation with the European QA Framework. The Roadmap also suggests actions for different stakeholders to facilitate the implementation.

Take a look at the EUniQ website or watch the short explainer video.
More information: euniq@nvaqo.net.

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**INQAAHE**

**News from partners**

**UNESCO King Hamad Bin Isa Al-Khalifa Prize, 2021 edition**

UNESCO is pleased to inform you that the nominations for the 2021 edition of the UNESCO King Hamad Bin Isa Al-Khalifa Prize for the use of Information and Communication Technologies in education are now open.

Funded by the Kingdom of Bahrain and established in 2005, the Prize rewards projects that use new technologies to enhance teaching, learning, and overall education performance. The theme of the 2021 edition is “The use of technology to enable inclusive crisis-resilient learning systems”, rewarding projects that have built public learning programmes that effectively ensure the continuity and quality of
learning for all.

Two projects will be chosen, and each will receive a monetary award of USD 25,000.

- The nomination process takes place via an online platform
- An applicant can request the access to the online platform here: http://www.unesco.org/ict-ed-prize/register

- The online submissions in English or French together with a nomination letter issued by an NGO in official partnership with UNESCO should be submitted via the online platform by 18 February 2022 (midnight, Paris time).

UNESCO recommends circulating this call for nominations among interested partners, and encourages NGOs in official partnership with UNESCO to elicit, nominate, and submit candidates for the Prize, thus contributing to a greater diversity of the projects. Each organization can submit up to three candidates.

For more information on eligibility criteria, submission and nomination process, please see attached the 2021 Guidelines or visit the Prize webpage.

The Secretariat of the Prize (tel: +33 (0)1 45 68 23 42; e-mail: ictprize@unesco.org) remains at your disposal for any clarification regarding the nomination process.

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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 secretariat@inqaahe.org.

The content of this Newsletter has been 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 for consistency and appropriacy. If major revisions are required, the INQAAHE COC may contact the member or network before accepting or publishing the content.

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