Good Practices of External Quality Assurance Agencies across the Globe

Project Publication by :

National Assessment and Accreditation Council (NAAC)
India

Asia Pacific Quality Network (APQN)
(International Partner)

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
NAAC
EXCELLENCE • CREDIBILITY • RELEVANCE

NAAC

For Communication with **NAAC**

The Director

National Assessment and Accreditation Council (NAAC)
(An Autonomous Institution of the University Grants Commission)

P.O. Box. No. 1075, Nagarbhavi
Bengaluru - 560 072

Phone : +91-80-2321 0261/62/63/64/65
Fax : +91-80-2321 0268, 2321 0270
E-mail : director.naac@gmail.com
Website : www.naac.gov.in

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Good Practices of External Quality Assurance Agencies across the Globe

National Assessment and Accreditation Council (NAAC)
India

Asia Pacific Quality Network (APQN)
(International Partner)

Good Practices of External Quality Assurance Agencies across the Globe

Published by:

National Assessment and Accreditation Council (NAAC)
P.O. Box No. 1075, Nagarbhavi,
Bengaluru - 560 072, INDIA

Edited by:

Dr. Jagannath Patil
Savitha D. J
Umesh Kumar. R

Bengaluru

Copyright © NAAC, September 2019

All rights reserved. No part of this publication may be reproduced or utilised in any form or by means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without the prior written permission of the publisher.

ISBN :
978-81-89842-12-3
8189842129

Printed at:
Sri Vidya Printers
#17, 2nd Cross, Kalappa Garden
Agrahara Dasarahalli
Bengaluru - 560 079 Tel: 8095533338,9035142247

CONTENTS

Sl. No.	Content	Page number
1	**Message by Director**	**vii**
2	**Message by APQN President**	**ix**
3	**Editors' Desk**	**xi-xx**
4	**Good Practices of Quality Assurance Agencies**	
	4.1 **International Engagement Strategy** *Tertiary Education Quality and Standards Agency (TEQSA)* ***Australia***	**1-2**
	4.2 **The Job-Performance Evaluation of the Faculty Members in HEIs** *Yunnan Higher Education Evaluation Center (YHEEC)* ***China***	**3-6**
	4.3 **Research Capacity Building and its operation to Quality Assurance System** *Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)* ***Chinese Taipei***	**7-10**
	4.4 **Institutional Quality Audit of the City University of Macau (CityU)** *Taiwan Assessment and Evaluation Association (TWAEA)* ***Chinese Taipei***	**11-15**
	4.5 **Stakeholder Engagement in QA Process and Composition of Peer Team** *Agency for Science and Higher Education (ASHE)* ***Croatia***	**16-19**
	4.6 **Conducting Professional Training Workshop in Quality Assurance for Quality Assurance Practitioners and Professionals** *Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)* ***Hong Kong***	**20-21**
	4.7 **Data Based Benchmark Driven Accreditation using Qualitative and Quantitative Metrics** *National Assessment and Accreditation Council (NAAC)* ***India***	**22-25**

Sl. No.	Content	Page number
	4.8 **Integration of Student Satisfaction Survey as part of Assessment and Accreditation Process** *National Assessment and Accreditation Council (NAAC)* ***India***	**26-29**
	4.9 **National Competency-Based Examination** *Indonesian Accreditation Agency for Higher Education in Health (IAAHEH / LAM-PTKES)* ***Indonesia***	**30-32**
	4.10 **Information Package** *National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)* ***Japan***	**33-35**
	4.11 **Japanese College and University Portraits** *National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)* ***Japan***	**36-37**
	4.12 **Quality Dissemination of Information** *Education & Training Quality Authority (BQA)* ***Kingdom of Bahrain***	**38-39**
	4.13 **Capacity Building for a National Database of Valuators** *Education & Training Quality Authority (BQA)* ***Kingdom of Bahrain***	**40-42**
	4.14 **The Referencing of the Malaysian Qualifications Framework (MQF) to the ASEAN Qualifications Reference Framework (AQRF)** *Malaysian Qualifications Agency (MQA)* ***Malaysia***	**43-46**
	4.15 **Involvement of Student and Employer representatives in the Accreditation Process and Review Panel** *Mongolian National Council for Education Accreditation (MNCEA)* ***Mongolia***	**47-51**
	4.16 **Involvement of Foreign Expert/Academics in the Peer Review Team for Institutional Accreditation** *Higher Education Quality Assurance and Accreditation Council (HEQAAC)* ***Nepal***	**52-56**
	4.17 **Evolution of Academic Quality: Remaining Relevant and Adding Value** *Academic Quality Agency* ***New Zealand***	**57-62**

Sl. NO.	Content	Page number
	4.18 **Joint International Accreditation** *National Centre for Public Accreditation (NCPA)* ***Russia***	**63-66**
	4.19 **Document Management System-DOCUWARE** *Agency for the Quality of the University System of Castilla Y León (ACSUCYL)* ***Spain***	**67-69**
	4.20 **A Framework for Linking External Quality Assurance to Internal Quality Assurance** *Quality Assurance Council of the University Grants Commission (QAC-UGC)* ***Sri Lanka***	**70-72**
	4.21 **Transnational Education Review Process by QAA-UK: Delivering and Maintaining Effective Practices** *Quality Assurance Agency for Higher Education (QAA-UK)* ***United Kingdom***	**73-76**
	4.22 **NWCCU Mission Fulfilment Fellowship** *Northwest Commission on College and Universities (NWCCU)* **USA**	**77-79**
	4.23 **Organizing an Effective Electronic Submission** *The Accrediting Commission of Career Schools and Colleges (ACCSC)* **USA**	**80-82**
5	**Abbreviations**	**83-85**
6	**Appendix - Good Practices Template**	**86**

Message by Director, NAAC

A study is conducted by NAAC on **"Compilation of Good Practices of External Quality Assurance Agency"** initiated to identify, compile and disseminate the Good practices of Quality Assurance Agencies across the globe.

Good Practice, in general, is defined as "the practice that followed should add value where it is being addressed that result in the positive outcome". The identification of good practice is not a simple process as it is addressed. However, as word good says, it should possess and comprise good parameters in the followed practice which may be ordinary or innovative but should result in quality improvement. The identified good practice in higher education quality assurance should be worth implementation and dissemination and that should nurture the quality of practice and process for adoption by other QA agencies.

With respect to the Indian context, the National Assessment and Accreditation Council is established with the responsibility to serve the mission quality in higher education. Recently, NAAC stepped into collecting data on good practices of external quality assurance agencies in various aspects. The objective has been to identify good practices of the agency, verify and validate the practice by the parent agencies which are practically proven as the good practice by the experts. The study made an effort to gather Good Practices from various QA agencies and received representation from renowned organisations across the globe from USA, United Kingdom, Australia, Russia, China, Japan etc. These validated practices are compiled to share among the QA community in the form of a publication. Online database will be created in the future so that compilation can grow in the coming years.

It is hoped that, the Good Practice study of QA agencies will act as good resource material and enable the QA agencies to make use of the practice to understand, learn and look for the newer directions, or, even redefine their own processes and procedures to improve the quality of education.

Special thanks to **Asia Pacific Quality Network** (APQN) and its President, **Prof. Jianxin Zhang** who has supported this project as international partner. I take this opportunity to put in a word of appreciation to the various QA agency colleagues for their valuable time and information on good practices of their agencies despite their busy schedule. I would like to place on record the efforts taken by my colleagues **Dr. Jagannath Patil,** Adviser, for taking up the study for NAAC and bringing out this publication, with support of research fellows **Mrs. Savitha D. J and Mr. Umesh Kumar .R**

I honestly believe that this continued effort of NAAC will bring in more and more publications to promote good practices for improving quality of assessment and accreditation processes at national and international level.

Prof. S. C. Sharma
(Director, NAAC)

Message by APQN President

National Assessment and Accreditation Council (NAAC) is one of the very active founder members of APQN. We are happy to note that, NAAC as a quality assurance agency is bringing out this publication that comprises of study on "Compilation of Good Practices of QA agencies" that exhibits various good practices identification in the field of "External Quality Assurance (EQA)". Good-practice as a word it suggests "good" in its practice with its standards in the Quality Assurance of Higher Education (HE) sector. These practices have shown the major advantage of being accepted by its relevant stakeholders who are concerned about quality. The ultimate purpose of any QA agency is to enhance quality in the EQA process. Hence these practices serve as an approach to bring good in its quality operations of the agencies.

The notion behind the study is to identify and capture the good practices of the QA agency that are being practiced, identify the unidentified good practice of the agencies and profiling the agencies on the basis of practices they follow in HE quality assurance. The study also aims to promote the quality culture in the QA community to make use of the practice by the other agencies to adopt and improve the quality in their QA process.

I hope that, this Good Practices identification will facilitate to promote healthy communication between the agencies and professionals as long-term network sustainability in the HE arena.

I once again congratulate NAAC and editors of this publication Dr. Jagannath Patil and team. APQN has agreed to promote this publication on international platforms, so that member of APQN and other networks can benefit from this valuable resource.

Prof.Dr. Jianxin Zhang
(President, APQN)

Good Practices of External Quality Assurance Agencies across the globe

Introduction

Quality Assurance in Higher Education has taken a prime role in nation's development across the globe. Accreditation in higher education plays a vital role in structuring country's progress through quality education. Though accreditation is not a new concept in higher education, with its existence for over 100 years in United States compared to other developed and developing countries. Today, accreditation is a regular aspect of higher education, with almost every nation having its own accreditation system marked by diversity of nature of operations. With respect to India, Quality Assurance (QA) system has taken prominent shape since two decades. Since, its inception NAAC has been involved in various quality development initiatives to improve the higher education quality in the country.

Learning from good practices of developed and renowned QA organisations remains an ideal approach for developing new QA systems. To promote the concept of good practices through learn and share among the QA agencies, various QA networks of higher education (HE) community have developed the guidelines and standards of good practices. Many developing Quality Assurance Agencies (QAAs) follow the guidelines and standards of the QA networks. International Network for Quality Assurance Agencies in Higher Education (INQAAHE), an international QA body comprises of over 200 agencies had developed guidelines of good practices to promote among their member agencies while, European Association for Quality Assurance in Higher Education (ENQA), a European QA network developed standards to be followed by European and non European agencies. APQN and APQR have played key role in leading QA initiatives and exchange of good practices in Asia Pacific region. NAAC being considered as one of the well known and advanced QA body in the QA arena, is always in forefront of providing quality assurance resources to other emerging quality assurance bodies.

NAAC has successfully undertaken collection, publication and dissemination of internal best practices of the accredited institutions in India from 2003 to 2006 through a series of publication under best practice theme. With its national and international recognition and expertise in QA and also member of international QA networks such as INQAAHE and APQN, NAAC had recently taken up a study and compiled good practices of external quality assurance agencies across the globe. The study aims to identify and gather information about the good practices of various QA agencies across the globe.

Outline of the study

The rationale behind the study and activity is to identify the good practices of the external quality assurance agency and disseminate them in the QA community which may help the other QA agency to improve their QA process.

These identified good practices of the agencies have helped to improve the quality in the system and standards. As a result, this study has been welcomed by various international QA agencies and networks and many of them have extended the support in providing good practices of their agencies which are included in the later sections in this publication.

Context

Identification of good quality and good practices of external quality assurance agencies has been an international agenda for several years. The higher education sector demonstrates a strong commitment to support policy interventions with successful development on good practices, and encourages for change ***(HEFCE business plan 2011/34).*** The topic of good practice in higher education has been a priority, due to effectiveness and desired outcomes on quality issues. In addition, some QA agencies have focused on identification of good practices on external quality assurance, while others on internal QA. Besides this, few QA networks encourage the QA agencies to identify the good practices in their QA process to share and exchange with the other agencies through mutual recognition process.

Several international QA networks such as INQAAHE, ENQA, CHEA, OECD and others have contributed for the promotion of good practices in QA both internally and externally. These networks have set up quality code and guidelines of good practices for the QA bodies, which are being followed as guidelines for ideal Assessment and Accreditation (A & A) processes. Besides these networks, many QA agencies also have taken part in identification and dissemination of good practices in their process such as IHEQN of Ireland, QAA of UK, HKCAAVQ of Hong Kong (QAOK database) etc. Also some agencies have listed outstanding good practices of institution or programme during Higher Education Institutions (HEIs) QA review process like QAA, AUQA of Australia etc.

With this concept of identification of good practices, few agencies are publishing the practices to share with other institutions. Recently, European Commission has published a report on 25 new GPs case studies on University Business Co-operation (UBC) in Europe and selected institutes in USA, Canada, Australia and Israel. The study aimed to share innovative and inspiring practices on university-business cooperation. (https://blog.uiin.org/2017/04/25-new-good-practice-case-studies-on-university-business-cooperation-ubc-in-europe-and-beyond/)

Good Practices in Higher Education Quality Assurance

"Good practice" is a potential activity practiced in higher education which adds value to its process and outcomes. It serves the purpose of creating positive contribution in particular that are emerging from regional,

national and international jurisdictions to promote success for all learners. At the same time, the practice need not be innovative and ground breaking but should add value on any aspect of the higher education quality.

Good practices are generally an accepted approach used to bring in more effective results irrespective of the sector addressed. ***Good Practice has been the interest of all, who are concerned with quality assurance in higher education in particular to external quality assurance agencies (INQAAHE GGP, 2007).*** Good practice in most cases identified initially as informal practice, later noticed as a practice of good or best which are not in practice by the others often disseminated in the community. In recent times, good practices are an emerging trend in higher education for its significant contribution in policy making, novelty and innovations (INQAAHE, 2016).

The good practices of QAAs are shared across the HE community for betterment and quality enhancement rather than reporting and certification. The present study seeks to explore and understand the GPs of QAAs across the globe.

Guidelines on Good Practices by QA agencies / networks

Many QA systems and international networks have suggested a set of standards and guidelines for identification and application of good practices. These standards and guidelines of QA agencies are designed in such a way that to be applicable to higher education institutions (internal) and QA systems (external), irrespective of nature of accreditation, function of the agency and cross border education (ENQA). Internal quality assurance is considered as the part of the external process that an institution undertakes in preparation for an external quality assurance (INQAAHE 2013a), whereas external quality assurance is carried out by an accrediting agency.

The guidelines of good practices of INQAAHE are commonly referred as Guidelines of Good Practices (GGPs) and these GGPs demonstrate about process, procedures of QA agencies that relate and comply with the principles of the QA network which lead to greater practicability for collaboration, mutual recognition of agencies with their procedures and decisions.

Work on Good Practices in Quality Assurance by NAAC

NAAC has given special importance to identification and promotion of best practices of institutions in the process of assessment and accreditation since its establishment. NAAC being a quality regulator and quality promoter, it encourages the institutions to identify the best practices and disseminate with other institutions. Also as a part of its framework, it has included identification of best practices as a separate key indicator in its assessment process. With its experience in the area of good practices of quality assurance, NAAC also possess some good practices in its process of assessment and accreditation. With this experience of promotion of good practices of NAAC at national level, NAAC has decided to venture into the project on the good practices of external quality assurance in higher education, at global level.

As an active member and co-founder of APQN and INQAAHE, NAAC has gained a special space in the quality assurance sector in the international scenario which set NAAC to play pro-active role in international quality assurance.

The ultimate purpose of the study is to compile the identified good practices and an attempt is made to study and verify the non identified good practices of the various other QA agencies. In this publication, the good practices of the QA agencies were identified by NAAC and validated by the parent QA agency through the survey.

In this study, good or best practices identification is carried out in three ways:

1. **Self Declaration of Good Practices by QA agencies**

   Self declared good practices- where the agencies declare their unique / innovative practices as good practices based on set of good practice guidelines developed by QA networks. The agencies consider the guidelines of good practices to identify the practices and declare it as a good practice of that agency.

2. **Identification and Validation of Good Practices by QA networks and others**

   Good practices are usually reviewed, investigated and validated as GPs by quality assurance networks during the review or recognition process by QA networks such as INQAAHE, CHEA, APQN and APQR etc. In this case, the validated QA agency has to consider and comply with the network guidelines and standards.

   Eg: Stakeholder involvement in QA process

   Stakeholders are part of the HE process and their participation is a common feature of QA process practiced in many QA agencies while found mandatory in European context. Stakeholders of QA process are students, faculty, academic heads, employers etc. The responsibility of each stakeholder depends on the role in the QA process. However, in many countries the full involvement of stakeholders, particularly employers, is still very challenging. Student representation in QA process is observed in NOKUT (Netherland), AQU (Catalonia) and QAA (England) etc.(ENQA ,2006

3. **Identification of Good Practices through Literature review / research study**

   As mentioned earlier, GPs may not be known earlier as GPs of that agency and may come across during the research or literature review. These practices were usually noticed by researcher or reviewer undertaking the research study about the QA agency.

   Eg: Public Accountability of QA process, procedure and criteria

   The QA activities of agency demonstrate public accountability by providing ample information on its review decisions, outcomes in an appropriate way to the public. The agency has to update and responds to the public with the legal norms and cultural context relating to the agency. Apart from this, the agency provides information and documents on QA process, procedure and criteria for assessment & review

process and the same would be available on the agency website. Majority of the QA agencies made this information available on the public through their webpage such QAA, HEQC etc.

Source: Stella and Martin, (2007)

Identification of Good Practices Themes through survey mode:

The following themes were identified to conduct survey of QAAs across the world for this project.

1. Stakeholder engagement in QA process
2. Criteria / Standards for Quality Assurance
3. Composition of Peer Team
4. Self Study Report (SSR) and QA Report
5. On-site visit, Schedule and Logistics
6. Collection of Case studies
7. Linking Internal Quality Assurance (IQA) and External Quality Assurance (EQA)
8. Research in EQA process
9. Cyclical review of QA agency from external QA agency / network
10. Accreditation Outcome
11. Quality Information Dissemination

An attempt has been made to compile the Good practices of the QA agencies through survey mode (template enclosed). The survey questionnaire was sent using member list of APQN and INQAAHE to reach out to maximum number of recognised QA agencies. About twenty three (23), GPs of the QAAs have been received by agencies through the survey (Appendix).

It took several months to follow up with key agencies to respond and adhere to the template proposed. We are truly grateful to all the responded QAAs who agreed to be part of this project of good practices dissemination, by sparing their valuable time and resources.

Review of Good Practices of QA agencies

The study conducted by NAAC comprises a total of 23 good practices in external quality assurance through survey mode with representation from 20 various QA agencies across 20 countries / territories.

The Good Practice titled **"*International Engagement Strategy*"** from Tertiary Education Quality and Standards Agency (TEQSA), Australia highlights on the agency mission to protect the strong reputation of the quality and integrity of Australia's higher education sector. The practice promotes the role, importance and effectiveness of Australia's quality assurance and regulatory system-maintaining the solid reputation of Australian higher education both in Australia and overseas.

The Good Practice titled **"*The Job-Performance Evaluation of the Faculty Members in HEIs*"** from Yunnan Higher Education Evaluation Center (YHEEC), China highlights on the performances and contributions evaluation of the faculty members in the institutions that provide the supporting information for the renewal of contract, post promotion, awards and the personnel. The practices constantly improve the professional ability of the faculty members; achieve the development-oriented evaluation purpose. This is also aimed at the real action of "splitting the process of administration, evaluation and promotion" in order to explore the reform of the personnel administration system of modern university.

The Good Practice titled **"*Research Capacity Building and Its Operation to Quality Assurance System*"** by Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT), Chinese Taipei points on the importance of Research and innovation in enhancing the quality assurance system for higher education. The practice claims as one of the key elements for higher education institutions to develop effective and sustainable quality assurance mechanism and culture. Therefore research capacity building becomes the responsibility for quality assurance agencies in supporting the higher education institutions. Quality Assurance Agencies also need to own excellent research capacity to lead and influence the current quality assurance system.

The Good Practice titled ***"Institutional Quality Audit of the City University of Macau (CityU)"*** is by Taiwan Assessment and Evaluation Association (TWAEA), Chinese Taipei. The practice aims to improve educational quality in Macau through conduct of pilot quality audit in accordance with the "Higher Education in Macau External Quality Audit Guidelines" and the "Higher Education Evaluation in Macau Guidelines on Institutional Quality Audit".

The Good Practice titled ***"Stakeholder Engagement in QA process and Composition of Peer Team"*** from Agency for Science and Higher Education (ASHE), Croatia highlights on participation of various stakeholders in the panel of experts. The stakeholder's involved in QA procedures are professors, researchers, students, entrepreneurs, representatives of industry and business sector etc, a members of Experts Panels.

The Good Practice titled ***"Conducting Professional Training Workshop in Quality Assurance for Quality Assurance Practitioners and Professionals"*** from Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), Hong Kong shares experience and expertise in quality assurance and accreditation and creates an exchange platform for quality assurance practitioners and professionals in the higher education sector. The practice also serves the quality assurance communities in terms of fostering collaboration and advancing the art and science of quality assurance to facilitate mobility of learners.

The Good Practice titled ***"Data Based Benchmark Driven Accreditation using Qualitative and Quantitative Metrics"*** is from National Assessment and Accreditation Council (NAAC), India. The good practice highlights the remarkable recent development in Indian higher education accreditation process. The data based benchmark driven process of revised accreditation process is completely ICT enabled, transparent, scalable and robust. NAAC introduced quantitative indicator evaluation with benchmarking as a tool of evaluation. Concepts like quantitative metrics (Q_nM) and qualitative metrics(Q_lM) are introduced for Assessment and Accreditation process.

The Good Practice titled ***"Integration of Student Satisfaction Survey (SSS) as part of Assessment and Accreditation Process"*** from National Assessment and Accreditation Council (NAAC), India is the good practice of NAAC which points the recent innovation initiated by NAAC as a part of accreditation process. The practice stresses the importance of student as a part of the QA process. It upholds SSS as an important instrument to measure various aspects of institution such as Institution-level satisfaction, teacher preparedness, approach, institutional initiatives on student requirements and student engagement etc.

The Good Practice titled ***"National Competency-Based Examination"*** is from Indonesian Accreditation Agency for Higher Education in Health (IAAHEH), Indonesia. The good practice of IAAHEH highlights the national level computer based test conducted for almost all types of health care personnel in Indonesia. The goals and objective of national competency-based examination is to standardize the competencies of health care personnel before entering the work field (exit exam) so the health care provided to the public will enable in fulfilling their needs.

The Good Practice titled ***"Information Package"*** is from National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE), Japan. This good practice provides a comprehensive selection of basic information on quality assurance in Japanese and various nations higher education in Japan. Also the package serves as promoting understanding of higher education and quality assurance in Japan and related countries. It can also help higher education institutions that intend to build and strengthen international activities with overseas partners to understand foreign systems.

"Japanese College and University Portraits (JPCUP)" is the other good practice of NIAD-QE, Japan which is a online data portal for the publication of educational information on national, public and private universities and colleges for all to use in Japan. The practice enhances accountability of Universities and Colleges, supports college choices to higher education stakeholders and increases international recognition of higher education institutions in Japan.

The Good practice by Education & Training Quality Authority (BQA) of Kingdom of Bahrain titled ***"Quality Dissemination of Information"*** ensure communications to its stakeholders throughout the QA processes and develops their awareness about the latest issues in quality assurance and review outcomes. It also provides information on the necessary forums and workshops for the Education and Training Institutions to discuss the challenges faced by them and share good practices.

The Good Practice of BQA titled ***"Capacity Building for a National Database of Validators"*** address on the BQAs capacity building at national level to create a database which contains around 200 local validators (including academics and employers) in various specialisations who work on validating qualifications for placement on the National Qualifications Framework (NQF). The practice of BQA ensures that it communicates with its stakeholders regularly on its operations such as conducting regular focus groups, workshops, forums and conferences etc

The Good Practice by the Malaysian Qualifications Agency (MQA) from Malaysia titled ***"The Referencing of the Malaysian Qualifications Framework (MQF) to the ASEAN Qualifications Reference Framework***

(AQRF)" refers to the project of referencing the National Qualifications framework to the regional Qualifications Framework. The AQRF is developed based on mutual understanding between ASEAN Member States (AMS) and endorsed by three ASEAN Ministerial Meetings, of Economy, Education and Labour, held between 2014 until 2015. It is expected that the referencing to AQRF will facilitate mutual recognition of Qualifications for greater student mobility and talent between and among the AMS, and also beyond the region.

The Good Practice titled ***"Involvement of Student and Employer Representatives in the Accreditation Process and Review Panel"*** by Mongolian National Council for Education Accreditation (MNCEA) narrates one of new initiatives taken by MNCEA, Mongolia regarding accreditation work. The initiative was to legislate the inclusion of stakeholders interests in accreditation such as student and employer representatives, in the legislative documents resulted in the amendments to the MNCEA rule and MNCEA operational guideline provided legal environment where student body and employer interests may be presented by its representatives in the Governing Board of MNCEA, Higher Education Accreditation Commission, Professional Council (Field committee) and Review panel for accreditation.

The Good Practice titled ***"Involvement of Foreign Expert/Academics in the Peer Review Team for Institutional Accreditation"*** by Higher Education Quality Assurance and Accreditation Council (HEQAAC), UGC of Nepal brings on information about the composition of peer review for Institutional Accreditation of the Higher Education Institutions (HEIs) in the country. The Review Team comprises of minimum three eminent Professors (national experts) from the related discipline, one foreign expert/academics, who has good knowledge and experiences of working for quality assessment of the HEIs (of respective countries), and a personnel from QAA Division, UGC Nepal. The ultimate goal of involving foreign academics in the team is to assure fair and critical assessment of the HEIs for accreditation and foreign expert helps to approach the quality assurance and accreditation process towards international standard at the early stage of accreditation.

The Good Practice titled ***"Evolution of Academic Quality: Remaining Relevant and Adding Value"*** from Academic Quality Audit (AQA), New Zealand highlights continuity and evolution in academic quality as part of its external quality assurance responsibilities. The practice reflects and responds to changes impacting on universities and continues to support the maintenance of high standards of academic quality that New Zealand universities. Achievement in its fifth cycle of academic audits in 2016 with completion of external review in 2015, recommended that AQA consider, in consultation with universities and other stakeholders and provides learning insights to the forth coming cycle.

The Good Practice titled ***"Joint International Accreditation"*** by National Centre for Public Accreditation (NCPA), Russia focuses on Joint accreditation process followed by NCPA as an effective tool for assuring trust in the quality of cross-border education and is a modern trend in the development of quality assurance that also contribute to international recognition and trust of a programme, to promote it at both national and international levels and to increase student mobility.

The Good Practice titled ***"Document Management System- DOCUWARE"*** from Agency for the Quality of the University System of Castilla Y León (ACSUCYL), Spain highlights the application of DOCUWARE software. The application covers all the documents involved in internal quality management and information security management systems. The application started in order to enhance and speed up internal handling of documents through an automatic document management system.

The Good Practice titled ***"A Framework for Linking External Quality Assurance to Internal Quality Assurance"*** by Quality Assurance Council of the University Grants Commission (QAC-UGC), Sri Lanka. The practice aims to enhance and strengthen the quality of educational programmes and institutions that have been subject to external review, by encouraging and empowering the internal QA teams within the institution to monitor implementation of the recommendations made by the external reviewers, in addition to formulation of their own QA policies and implementation of initiatives coming from within.

The Good Practice titled ***"Transnational Education Review Process by QAA-UK: Delivering and Maintaining Effective Practices"*** by Quality Assurance Agency for Higher Education (QAA-UK), United Kingdom. The practice speaks about the Transnational Education (TNE) as an important component of UK higher education provision which is underpinned by its reputation for quality, a reputation recognised by students and their families and by overseas regulators and agencies and which makes UK universities partners of choice internationally. The practice hints the approach to quality assurance that supports that international reputation for quality and ensures the effectiveness.

The Good Practice titled ***"NWCCU Mission Fulfilment Fellowship"*** is by Northwest Commission on College and Universities (NWCCU), Pacific Northwest, USA. The good practice of NWCCU prepares higher education leaders to advance institutional mission fulfilment and quality initiatives through assessment, reflection, and planning. The Fellowship is designed to introduce faculty, staff, and administrators from NWCCU institutions to regional and national leaders in assessment, accreditation, data analysis, quality assurance, educational innovation, and educational effectiveness – and Fellows are expected to work in pairs of institutional partners to produce a final project advancing their institution's practices quality improvement activities.

The Good Practice titled ***"Organizing an Effective Electronic Submission"*** is by The Accrediting Commission of Career Schools and Colleges (ACCSC) North America, USA. The good practice of the agency has documented institutional applications, reports, forms, responses and other information in electronic submission. The submission facilitates a more efficient collection and dissemination of school information to Commission. A detailed instruction with pictorial representation has provided for effective electronic submission. This covers how to fill: Application for Accreditation, Self- Evaluation Report, Response to a Summary Report and etc.

Looking ahead

NAAC is committed to bring in more and more quality initiatives through dissemination of GPs through sharing and exchanging of various national, international platforms and publications. As a result of this

initiative, the project on **"*Compilation of Good Practices of Quality Assurance Agency*"** has been initiated to identify and compile the practices. The outcome of the study will be available on NAAC website, www.naac.gov.in and in the mode of publication. This research study carried out by NAAC may be useful for newly establishing and other developing QA agencies to practice and adopt to improve their process of assessment and accreditation. However, the identified GPs of Quality Assurance Agencies and implementation will be continuous process for the QA agencies to improve and sustain quality in their process. We believe this publication will encourage the QA agencies to make use of implementation of the good practice in the quality improvement which is a unique way of facilitating quality culture in higher education across the globe. This publication is a significant step by NAAC in the direction of quality improvement.

As the international partner of this project, APQN played an important role in reaching out to QAAs around the globe and highlighting the global value and relevance of this initiative.

We have succeeded in compiling the good practices of various well known QA agencies of the globe known for its quality and excellence in accreditation activities.

In future, we will try to add on the various uncovered practices of the agencies and make an effort to classify broadly the good practices of the agencies on the basis of themes and sub themes. This can be a good set of value addition that can be considered by other QA agencies that may bring in similar practices of quality assurance areas such as research, resources, continuous improvements and innovations etc.

We acknowledge the support and guidance given by the Prof.S.C.Sharma, Director, NAAC and authorities for funding and facilitating this international project. We hope that NAAC will continue to play its proactive role as Centre for international resources in higher education quality assurance through such initiatives.

Editors
Dr. Jagannath Patil[1]
Savitha D.J[2]
Umesh Kumar.R[3]

Bengaluru
26 September, 2019

[1] Adviser, NAAC, Former President of INQAAHE and APQN
[2] Senior Research Fellow, NAAC
[3] Junior Research Fellow, NAAC

Good Practices of External Quality Assurance Agencies

TEQSA, Australia

4.1 International Engagement Strategy

Name of the Agency	***Tertiary Education Quality and Standards Agency (TEQSA)***
Country	***Australia***
Region	***Oceania***

Description of the Good Practice

TEQSA's International Engagement Strategy initiated to protect the strong reputation of the TEQSA's mission that engages international stakeholders, students and professionals in its QA activities. The practice aim to promote the role, importance and effectiveness of Australia's quality assurance and regulatory system in maintaining the reputation of Australian higher education nationally and internationally.

Purposes and objectives of the good practice

The principal objectives of TEQSA's International Engagement Strategy are:

- Quality assuring Australian transnational higher education.
- Supporting Australian transnational higher education activity and innovation.
- Building networks and collaborating to ensure quality.

Context

TEQSA plays a vital role in the global quality assurance and regulation of Australia's higher education sector.

Australia is one of the most popular destinations for international students, attracting around 620,000 of the world's international students. This makes it our third largest export and therefore an area of crucial national importance.

We continue to work hard to support and enhance Australia's international competitiveness in higher education regardless of location of delivery, as defined in the objects of the TEQSA Act.

Practice

TEQSA continues to promote the fundamental role, importance and effectiveness of Australia's quality assurance and regulatory system, while helping to maintain the high quality reputation of Australian higher education-both here and overseas.

Evidence of success/ impact or realization of the objectives and Success factor

- TEQSA has signed Memorandum of Cooperation with a number of international regulatory assurance agencies with the aim of working towards enhancing regulation, quality assurance and the student experience in higher education. As part of this, TEQSA welcomes delegates from our partner international quality assurance agencies to visit the TEQSA office.
- TEQSA offers an exchange program for up to one week during which the delegates meet with staff from across all areas of the agency and have the chance to share best practice and further strengthen relationships. Since the exchange program began in 2017, TEQSA has hosted 39 international delegation visits.
- TEQSA has strengthened its relationship with international quality assurance agencies and bodies in countries where Australian higher education provider are operating. We participate in a range of activities including regular teleconferences, meetings and joint projects. Promotion of Good Practice TEQSA distributes information on our International Engagement activities at conferences, workshops and higher education sector meetings.

Publication / Link

Materials relating to TEQSA's International Engagement Strategy are available on the TEQSA website - https://www.teqsa.gov.au/for-providers/resources/teqsa-international-engagement-strategy

Details of the contact person/s

Name: **Karen Treloar**
Position: Director, Engagement
Tel: 03 8306 2430
Email: Karen.treloar@teqsa.gov.au

Name: **Emily Goode**
Position: International and Industry professional bodies manager
Tel: 03 8306 2418
Email: Emily.goode@teqsa.gov.au
Website: https://www.teqsa.gov.au/

YHEEC, China

4.2 The Job-Performance Evaluation of the Faculty Members in HEIs

Name of the Agency	***Yunnan Higher Education Evaluation Center (YHEEC)***
Country	***China***
Region	***East Asia***

Description of the good practice

Job Performance evaluation is a systematic process through which faculty are given feedback on their performance for reward and promotion in the higher education institutions.

Purposes and objectives of the good practice

(1) Constantly improve the professional ability of the faculty members, achieve the development-oriented evaluation purpose;

(2) objectively and fairly evaluate the performances and contributions of the faculty members, provide the supporting information for the renewal of contract, post promotion, awards and the personnel decision;

(3) as the function of "pulling one hair and you moving the whole body", job-performance evaluation is conducive to re-constructing the qualified faculty of the modern university system, promote the reform of the administration mechanism of HEI's personnel, teaching and human resources and make the personnel evaluation more scientific and standardized.

Context

Job-performance evaluation must solve 5 questions: (1) what to evaluate? (2) when to evaluate? (3) who to evaluate? (4)in what method to evaluate? (5) how to use the result? Having answered these 5 questions, then we established a diagram of the complete process of the "plan-control-evaluation-feedback" stage of the job-performance evaluation (see Figure 1).

Figure 1 The flow chart of the contents of the job-performance evaluation

Practice

Step 1:

The faculty members fill in the application forms

Step 2:

The applicants submit the forms and their evaluation portfolio are established.

Step 3:

The four categories of the stakeholders evaluate the applicants from different angles.

Step 4:

1."Back-to-back" portfolio evaluation from the review third party

2."Face-to-face" inquiry evaluation from the review third party

Step 5:

Based on 17 indicators, the final review results is publicized

Step 6:

1.Dealing with appeals from the faculty members

2. HEIs use the final review result

Evidence of success/ impact or realization of the objectives and Success factor

"Splitting the process of administration, evaluation and promotion" realizes the reform of the personnel administration system. The purpose of inviting the third party evaluation is to change the roles of HEIs both "athletes" and "referee" in the previous evaluation, aiming at the real action of "splitting the process of administration, evaluation and promotion" in order to explore the reform of the personnel administration system of modern university.

(1) Leaders' role: In the new evaluation mechanism, the leaders of Dianchi mainly completed three roles: (1) the consignor who

trust the third party evaluation agency to make the "Scheme" and the full implementation of job-performance evaluation; (2) the builder who made a comprehensive decision to the opinions among the third party and all the departments in Dianchi; (3) the changer who timely change the problem that the third party and other departments found during the evaluation. In the two evaluations happened in 2015, the leaders of Dianchi successfully performed their work as the three roles.

(2) Evaluators' role: Separating the evaluation process from the use of evaluation results. Job-performance evaluation is implemented by YHEEC, the third party evaluation agency organizations. Dianchi Evaluation Office keeps all the portfolio of the applicants as well as all the relevant records and ultimately forms the portfolio mechanism of both in paper and electronic version for all the faculty members.

(3) Administrators' role: After the public demonstration and the applicants' appeals are well completed, the final evaluation result will be submitted to Dianchi personnel department who will use the final results according to the relevant provisions of Dianchi. By using the final evaluation results at the first half year in 2015, the personnel department promoted 30 faculty members.

Resources required

1. "Portfolio evaluation" realizes the performance evaluation of faculty development.
2. The stakeholder evaluation" realizes the whole process of performance evaluation with the combination of internal evaluation and external evaluation.
3. "Back-to-back portfolio evaluation" realizes objective and fair performance evaluation
4. "Face-to-face on-site evaluation" promotes the capability building of the job- performance evaluation
5. "Splitting the process of administration, evaluation and promotion" realizes the reform of the personnel administration system.

Promotion of Good Practice

Yunnan Higher Education Evaluation Center (YHEEC) did 9 on-site evaluations to over 600 staff members in Yunnan Province, which is the first one to carry on job-performance evaluation among 81 HEIs in Yunnan Province, as well as the "pioneer" who did job-performance evaluation in China. The implementation of the ideal

concepts of "departments' target administration, faculty members' performance administration and quality assurance of process control" is worth further discussion and exploration.

Validation /Received awards

1) The project of Job-performance Evaluation of the Faculty Members in HEIs got the award of Provincial governments in 2016.

2) The 3rd Party's Staff Evaluation Achieves "the Separation of Management, Evaluation and Employment" was awarded the "excellent projects" by the Association of Yunnan Higher Education (AYHE) in 2015.

Publication / Link

1) The paper titled The 3rd Party's Staff Evaluation Achieves "the Separation of Management, Evaluation and Employment": the Exploration of the Staff Performance Evaluation in the Framework of Modern University System in Dianchi College of Yunnan University" written by Jianxin Zhang and Li Hui presented in Macao International Conference in 2016.

2) The paper titled "The Theoretical and Practical Exploration on the Job-performance Evaluation of the Faculty Members in HEIs: a Case Study of the Personnel Reform System of Dianchi College of Yunnan University" written by Jianxin Zhang, Jie Ma & Kangning Liu was published in Shanghai Evaluation Journal in 2017.

Details of the contact person

Name:
Prof. Jianxin Zhang
Position: Chief Expert of YHEEC
Tel:86-871-68326631
Fax: 86-871-65036295
Email: jianxin@ynu.edu.cn
Website: http://www.hie.ynu.edu.cn/xgjg/yngdjypgzx.htm

HEEACT, Chinese Taipei

4.3 Research Capacity Building and Its Operation to Quality Assurance System

Name of the Agency	***Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)***
Country	***Chinese Taipei***
Region	***East Asia***

Description of the good practice

Research Capacity building is the process of focusing on mission, building internal and external momentum around research and its operation towards enhancing quality in the system.

Purposes and objectives of the good practice

Research and innovation are essential for enhancing the quality assurance system for higher education. It is also one of the key elements for higher education institutions to develop effective and sustainable quality assurance mechanism and culture. Therefore research capacity building becomes the responsibility for quality assurance agencies in supporting the higher education institutions. Quality Assurance Agencies also need to own excellent research capacity to lead and influence the current quality assurance system.

Context

Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) was established through the University Act, Article 5 of Taiwan and is commissioned by the Ministry of Education of Taiwan to conduct institution and program accreditation process and HEEACT is also given the responsibility to be the think thank and forefront of quality assurance for higher education in Taiwan. Thus, HEEACT's mission has always been enhancing the quality assurance system of higher education through research. It is important for HEEACT to have a good practice of research capacity building.

Practice

HEEACT develops good practice of research capacity building through its professional research team, resource and the research networks.

The following sections explain how HEEACT fulfil this good practice of research capacity building.

1. Professional Research Team:

In order to conduct good research on quality assurance, HEEACT invites experts and professionals in various fields to form a strong professional-managerial leadership team for all types of research programs on quality assurance. This leadership team includes the Executive Director of HEEACT Prof. Angela Yung-Chi Hou, who is also the Professor of National Chang Chi University in higher education and the dean of quality assurance department of HEEACT and Prof. Sheng-Ju Chen who is also the Professor of National Chung Cheng University on higher education. In addition to the main leadership team, 5 adjunct research fellows who are professors from different universities in Taiwan are also invited to be part of the leadership team.

Besides the professional-managerial leadership, each research team is formed by members with strong research capacities. The team members include 3 fellow researchers with PhD degree on education and higher education, 4 senior quality assurance coordinators with rich experience in the operation of both institutional and program accreditation and also with a master degree.

2. Research in QA and Accreditation in Higher Education

Both processes and planning of Institutional Accreditation and Program accreditation of Taiwan higher education are based on solid research programs conducted by HEEACT. That is, HEEACT conducts research which helps to develop the accreditation process of both institutional and program accreditation. These researches also help to enhance the accreditation process before a new accreditation cycle starts. Through connecting the experiences of accreditation and research, HEEACT provides research results which are highly relevant and helpful for the actual practice of quality assurance. This connection of both practice and research is an important strategy for providing new quality assurance mechanisms and systems.

3. International Research cooperation:

HEEACT also fulfils this good practice of research capacity building through cooperating with other international quality assurance agencies.

HEEACT actively invites other international quality assurance agencies jointly to conduct research. Through international cooperation and joint research, both agencies learn about each other's system in order to improve each system.

Evidence of success/ impact or realization of the objectives and Success factor

The following sections present how research conducted by HEEACT influenced the actual system of quality assurance and also how it has become essential for enhancing and developing new quality assurance system for the nation.

1. Research on National Quality Assurance Policy

Due to the changing policy by MoE Taiwan in 2017, the current program accreditation process has become voluntary. The universities can now choose to be accredited by HEEACT or other professional accreditors, or conduct self-accreditation. Therefore in 2016-2018, HEEACT conducted research on self-accreditation system policy in order to plan the process of supporting the universities in developing their self-accreditation system and to explore the ways to recognise the self-accreditation mechanisms. The research results has also been successfully published in Quality in Higher Education, Vol.24, Issue 3 with the title "*The implementation of self-accreditation policy in Taiwan higher education and its challenges to university internal quality assurance capacity building*".

2. Research for Quality Assurance Mechanism Enhancement Project

After the Second Cycle of Institutional Accreditation was finished in 2018, HEEACT conducted several research programs to reflect on and examine the process and practice of the Second Cycle of Institutional Accreditation. Through these research programs, HEEACT examines the strength and weakness of the past accreditation process and examine if there are more to improve on the appropriateness of the standards. HEEACT then used these findings to help develop a better process, mechanism and also standards for the Third Cycle of Institutional Accreditation in 2022. New research is now being conducted focusing on the expectations given by different stakeholders on the future development of the Third Cycle of Institutional Accreditation.

3. The research on student engagement in the quality assurance process.

Research projects which focus on exploring new possibilities are also important for HEEACT. In 2019, HEEACT holds the research project on student engagement in quality assurance and seeks new ways of engaging students in the process of higher education. To state, student engagement still remains as a new and rarely discussed topic in the East Asian countries due to the cultural context, and such

practice is less likely to be identified or fully engaged in the quality assurance system of these countries. HEEACT, however, believes that students are essential for making quality culture for higher education possible. Thus, through this research, Taiwan will like to explore the new system of quality assurance which fully engages students. This research is approved and funded by INQAAHE's Research and Innovation Funding Scheme 2019.

Promotion of Good Practice

HEEACT holds Annual International Conferences to promote the outcome of the research programs and also to receive feedback from the higher education institutions or other regional and international quality assurance agencies.

Validation /Received awards

- 2018 APQN Awards for Staff Capacity Building
- 2017 APQN Awards for International Cooperation in QA
- 2017 INQAAHE Research and Innovation Funding Scheme
- 2017 INQAAHE Staff Capacity Funding Scheme
- 2016 INQAAHE Research and Innovation Funding Scheme

Publication / Link

https://www.tandfonline.com/doi/abs/10.1080/13538322.2018.1553496

Details of the contact person

Name:
Prof. Angela Yung-Chi Hou
Position: Executive Director of HEEACT
Email: 035440@mail.fju.edu.tw

Name:
Dr. I-Jung Grace, Lu
Position: Assistant Research Fellow
Tel: +886 02 33431207
Mob: 0928071306
Fax: +886 02 33431211
Email: gracelu@heeact.edu.tw; graciea.lu@gmail.com
Website : http://www.heeact.edu.tw/

TWAEA, Chinese Taipei

4.4 Institutional Quality Audit of the City University of Macau (CityU)

Name of the Agency	***Taiwan Assessment and Evaluation Association (TWAEA)***
Country	***Chinese Taipei***
Region	***East Asia***

Description of the good practice

Institutional Quality Audit of the City University of Macau (CityU)
To improve its education quality, CityU invited TWAEA in 2016 to conduct a pilot quality audit in accordance with the "Higher Education in Macau External Quality Audit Guidelines" and the "Higher Education Evaluation in Macau Guidelines on Institutional Quality Audit".

Purposes and objectives of the good practice

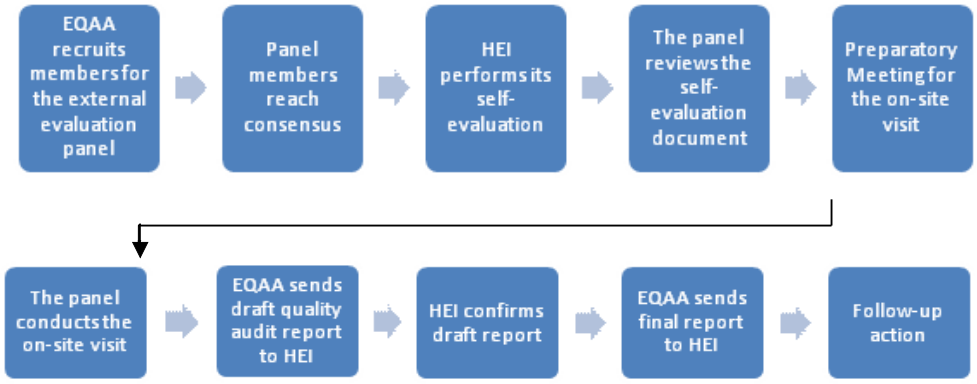
- Understand the educational objectives of the HEI (Higher Education Institution) and implement student learning effectiveness.
- Understand and verify the features of the HEI operation and quality assurance mechanism and identify areas to be improved.
- Provide suggestions to the HEI, so that the institution can promote its drive towards excellence.

Context

TWAEA is a professional evaluation agency accredited by the Ministry of Education in Taiwan. In 2016, TWAEA was entrusted by the Tertiary Education Services Office of Macao SAR to conduct the "Pilot Project of Higher Education Evaluation in Macao", and to implement the quality assurance review of CityU.

Practice

Following is the process map of external evaluation



EQAA: External Quality Assurance Agency

HEI: Higher Education Institution

Evidence of success/ impact or realization of the objectives and Success factor

A. Good Practice Outcome

Self-evaluation and Improvement

During the self-evaluation procedure, the HEI has reflected on the core role in achieving the set targets and identified the gaps between its performance and its potential. The HEI has come up with practicable action plan and the strategy was affirmed by the evaluation panel during the quality audit with recommendations for improvement.

Positive Suggestions from Different Points of View

The evaluation panel was comprised of members from different regions who have experiences in education (both teaching and administrative) and evaluation affairs. The composition reflects a diversity of expertise, perspectives, and experiences to manage in higher education. From the perspectives of outsiders, it allows the HEI to identify certain blind spots.

Growth of Non-local Students

With the implementation of quality audit, CityU has met the objective of international comparability of the academic standards of Macao higher education for articulation and recognition. The disclosure of its efforts and achievements in education quality assurance system helps to attract students to attend and enable CityU to benefit from talented international graduates.

B. The conditions that required for implementation of good practice successfully are

Full Support of HEI's Senior Management and Cross Institutional Collaboration

Faculty and staff are the key to the HEI's on-going improvement and sustainability. Quality is everyone's job; therefore, all members in the institution play a role in quality audit procedure. The success lies in the support of management responsibilities and coordination of all sectors in the institution to ensure coherent actions and policy development.

Fully Understanding between the HEI and Evaluators

The evaluation panel has to gain a better understanding of the mission of the HEI and its current operation so as to map out the strategy for the institution. The HEI has to understand the advice provided by evaluators, accept it as positive support and use it to improve.

Reaching Consensus among the Evaluation Panel Members

In view of the evaluation panel members coming from various parts of the world, it is necessary to build consensus to ensure consistency in quality assurance standards and to effectively manage the quality assurance procedures.

Resources required

Composition of the Evaluation Panel

In order to foster internationalization of higher education in Macau, TWAEA has recruited the evaluators from five different regions around the world: Taiwan, Japan, Mainland China, United States, and Australia. All panel members have to communicate in English or Chinese during the evaluation process.

Administrative Support

According to the "Higher Education Evaluation in Macau Guidelines on Institutional Quality Audit", TWAEA has to designate a case officer and a secretary for the quality audit exercise. The case officer is responsible of the administrative arrangements for the HEI and the evaluation panel. To ensure smooth running of the evaluation process, the HEI should assign a dedicated contact person to communicate with the case officer.

SOP Documents and Records

TWAEA has built up standard operating procedures for carrying out the evaluation of higher education systems. In order to take forward the work successfully and implement the project effectively and consistently, TWAEA keeps adequate records of each procedure and adjusts accordingly if necessary.

Promotion of Good Practice

Press Release

The evaluation result of CityU was announced on the Internet. The following are the URLs that link to the evaluation results on TWAEA's, CityU's, as well as third party news websites.

Media	Release Time	URL
Macau Times	January 7, 2018	http://www.jornalsisi.com/news-cd.asp?id=31626 (Chinese)
Macao Higher Education Magazine	March, 2018	http://www.gaes.gov.mo/images/hemag/images/books/books39/pdf/60-61.pdf (Chinese)
CityU website	January 8, 2018	http://www.cityu.edu.mo/%E6%88%91%E6%A0%A1%E9%A0%86%E5%88%A9%E5%AE%8C%E6%88%90%E9%99%A2%E6%A0%A1%E7%B4%A0%E8%B3%AA%E6%A0%B8%E8%AD%89/ (Chinese)
		http://www.cityu.edu.mo/en/the-city-university-of-macau-completed-institutional-quality-audit/ (English)
TWAEA website	January 5, 2018	http://www.twaea.org.tw/news2-1.php?gid=12&nid=1224 (Chinese)

Journal Contribution

Dr. Sean Li, the registrar of CityU, has shared his experience on participating in the "Pilot Project of Higher Education Evaluation in Macao" from the viewpoint of an accredited institution. The paper was published in the leading Chinese professional journal concerned with higher education evaluation, "Evaluation Bimonthly" in the July 2018 issue (Issue 74, pp.16-18). The article (Chinese) can be retrieved via: http://epaper.heeact.edu.tw/archive/2018/07/01/6994.aspx.

Validation /Received awards

The evaluation result of CityU was recognized officially by the Tertiary Education Services Office of Macao SAR in December 2017.

Publication / Link

The evaluation result was announced by the Tertiary Education Services Office of Macao SAR in the Macao Higher Education Magazine, March 2018 Issue (p.61). The article (Chinese) can be retrieved via:http://www.gaes.gov.mo/images/hemag/images/books/book39/pdf/60-61.pdf.

Details of the contact person

Name: 1. **Ying LI CHOU**
Position: Deputy Secretary General
E-mail: ylchou@twaea.org.tw

2. **Hui-Ling Lin**
Position: Senior Manager of International Affairs
Tel: 886-2-33431131
Mob: 886-928-930-910
Fax: 886-2-23947261
Email: lynn@twaea.org.tw
Website: www.twaea.org.tw

ASHE, Croatia

4.5 Stakeholder Engagement in QA process and Composition of Peer Team

Name of the Agency	***Agency for Science and Higher Education (ASHE)***
Country	***Croatia (Hrvatska)***
Region	***European Union***

Description of the good practice

ASHE continuously organizes educations and workshops for all stakeholders involved in QA procedures, including members of Experts Panels (e.g. professors, researchers, students, entrepreneurs, representatives of industry and business sector etc.).Composition of Peer Teams (The Expert Panel Members) and appointment procedure is based on transparent criteria. ASHE's different QA procedures include high participation of international experts in the panels.

Purposes and objectives of the good practice

By strengthening the involvement of all relevant stakeholders in the different process of external quality assurance in higher education and investing in their continuous education in the field of different topics relevant for higher education, ASHE strongly promote the quality culture in higher education, also QA procedure ASHE conducts become more effective and transparent.

Context

With the aim of strengthening cooperation with higher education institutions and other relevant stakeholders in the higher education system, ASHE, along with standard QA procedures invest great effort into training and dialogue with all stakeholders, both national and international.

Basic external quality assurance activities are supported and augmented by ASHE's role to collect and process information on the quality and efficiency of academic and higher education activities, and also on the developmental trends of the systems of research and higher education (Act on Quality Assurance) through the analyses of data and publication of thematic analyses. In addition, ASHE adopts a supportive role in the Croatian Higher Education Area to help with

the better understanding of national and international good practice in quality assurance in higher education and research, namely through the organization of workshops and seminars on specific topics like the "European Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG 2015), learning outcomes, qualifications frameworks etc.

In June 2017, The European Quality Assurance Register for Higher Education (EQAR) renewed the ASHE's membership. It was preceded by renewed membership in the European Association for Quality Assurance in Higher Education (ENQA). This is a confirmation of the ASHE's responsibility for external quality assurance procedures at both a national level and the level of the European Higher Education Area (EHEA), in line with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG).

The first cycle of re-accreditation was concluded with a publication through which we gathered a large amount of data about Croatian higher education institutions and their activities. Analysis of the five year cycle of re-accreditation (2010-2015) includes all the proposals resulting from conducted evaluations that are useful to the higher education institutions and are also beneficial to policymakers in the field of higher education.

Practice

- ASHE organized workshops for coordinators of study programmes and management representatives of higher education institutions, namely the coordinators in different types of external evaluations in higher education.
- ASHE organized workshops for members of expert panels in the re-accreditation of doctoral studies.
- ASHE published brochures on different topics, such as quality assurance of doctoral study programmes in Croatia recommendations and good practice, position paper of the ASHE on the basis of the results of external evaluation of doctoral study programmes, re-accreditation analysis and recommendation etc.
- ASHE conducted the education of expert panels which conduct procedures of external evaluation (at institutional and study programmes level) and thematic education of HEIs and scientific organisations, organising conferences, seminar and workshops.

- ASHE conducted training for the members of the national network of QA units at higher education institutions
- ASHE established a database with the most important information from the system of higher education and science.
- Bearing in mind the importance of the productive cooperation of higher education institutions and business sector representatives, ASHE organized seminars also for the career counsellors at higher education institutions. Career centres represent the link between the higher education institutions and the labour market, and that is why we emphasized good examples of this at our higher education institutions, with the aim of encouraging others to do the same. There is a demand for the services that career centres provide, and we hope that their number will increase. The Agency is continuing to plan new activities directed towards career counsellors and all those interested.
- ASHE's has a practice to send a survey to all its stakeholders, enquiring on the impact of the external quality assurance activities of the Agency on the improvement of each HEI, evaluated programme and the whole HE system at the end of the first cycle of evaluations, and doing so in order to use the outcomes of the survey to launch a process of improvement of ASHE's quality criteria and processes.

Evidence of success/ impact or realization of the objectives and Success factor

ASHE has the database of national and international experts with their respective curriculum vitae. Also, ASHE developed good cooperation with stakeholders which was confirmed by the realization of numerous joint projects.

Regarding the stakeholders' involvement in the governance and work of the Agency, the official documents, interviews, members of the different governance bodies or the experts' panel members clearly shows that they are involved at all the levels: bodies, panels, definition of new accreditation procedures, improvement of accreditation procedures and finally thematic analysis. In concrete terms, for example, the experts and ASHE's Accreditation Council are involved in the development of the procedures and criteria at all levels. This is accomplished by participating actively in the meetings and workshops organized to elaborate new or revised procedures. Beside of that, representatives of students and higher education institutions regularly participate as voting members in the Governing Board of the ASHE, while representatives of higher

education institutions, students and the Croatian Chamber of Commerce are full members of the ASHE's Accreditation Council.

Also, the Croatian Society for Quality (CSQ) organises a Croatian Quality Day, a national contribution to the European Quality Week. The event also includes the awarding of CSQ charters in a number of categories. On the basis of CSQ's annual public call and nomination by the Council of Polytechnics and Colleges, the Agency for Science and Higher Education was awarded with the 2017 Charter for Special Contribution in Education and Promotion of Quality in the 'organisations' category, a confirmation that the joint efforts of ASHE's employees and the quality of our educational activities are recognised by the stakeholders. ASHE received the same award in 2014 as well. The awarding ceremony took place at the event marking the 15th Croatian Quality Day under the slogan Quality changes.

Promotion of Good Practice

ASHE promotes the importance of quality assurance in higher education and science with the aim of continuous quality improvement of higher education institutions, scientific organisations and the overall Croatian system of science and higher education and its recognisability within the European Higher Education Area and the European Research Area, while encouraging the society's sustainable development. Within broader promotion of QA culture in higher education, ASHE promotes good partnership and cooperation with higher education institutions and other stakeholders on national and international level.

Validation /Received awards

Renewed ASHE membership in the European Association for Quality Assurance in Higher Education (ENQA) and The European Quality Assurance Register for Higher Education (EQAR) is evidence of quality work on international level.

Publication / Link

https://enqa.eu/index.php/enqa-agencies/members/full-members/

https://www.azvo.hr/en/about-ashe/ashe-external-evaluation-2016-17

https://www.eqar.eu/register/agencies/

Details of the contact person/s

1. **Vesna Dodikovic Jurkovic**, ASHE Deputy Director

2. **Emita Blagdan,** ASHE Assistant Director

Tel: 00 385 1 6274 880

Email: medjunarodna@azvo.hr

Website:www.azvo.hr

HKCAAVQ, Hong Kong

4.6 Professional Training Workshop in Quality Assurance for Quality Assurance Practitioners and Professionals

Name of the Agency	***Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)***
Country	***Hong Kong, China***
Region	***Asia***

Description of the good practice

The Professional Training workshop for quality assurance practitioners and professionals developed by HKCAAVQ create an exchange platform for quality assurance practitioners and professionals to share their experience and expertise in the field of higher education quality assurance.

Purposes and objectives of the good practice

- To share HKCAAVQ's experience and expertise in quality assurance and accreditation
- To create an exchange platform for quality assurance practitioners and professionals

Context

As its vision, HKCAAVQ aims to be a nationally and globally recognised independent quality assurance body in education and training. With the developments of Qualifications Frameworks in different parts of the world, this workshop can serve the quality assurance communities in terms of fostering collaboration and advancing the art and science of quality assurance to facilitate mobility of learners.

Practice

The workshop provides a systematic integration of the "know-how" and "know-why" of quality assurance with an emphasis on capacity building for staff from institutions and quality assurance agencies.

In addition to sharing of experience and expertise by HKCAAVQ staff, the workshop also features sharing by local and international guest speakers specialising in quality assurance, and visits to local institutions.

Evidence of success/ impact or realization of the objectives and Success factor

A. Good Practice Outcome

The 2019 workshop was attended by 34 participants from local and overseas institutions, operators and sister agencies.

Findings of the post-workshop feedback survey for the 2019 workshop indicate that all responded participants agreed that the overall quality of the workshop was high.

More than 95% of the responded participants also indicated that they would recommend the workshop to other quality assurance professionals or practitioners they know.

B. Conditions required for implementation of good practice successfully

- High quality sharing and effective delivery by the facilitator and guest speakers
- Effective facilitation that encourages discussion and peer learning
- Design and effective delivery of activities (such as debate and simulation) that engage the participants

Promotion of Good Practice

The workshop is publicised on the HKCAAVQ website.

Invitation emails were sent to local operators, sister agencies and other relevant contacts.

Leaflets were distributed at selected quality assurance conferences.

Publication / Link

The 2018 workshop is reported in the HKCAAVQ Annual Report 2017-2018.
URL:https://www.hkcaavq.edu.hk/files/publications/annual-reports/18093153-HKCAAVQ-ARmed.pdf

Details of the contact person

Name: **Alan Wu**
Position: Head of Research and Training
Tel:+852-36580118
Email: alanwu@hkcaavq.edu.hk
Website : https://www.hkcaavq.edu.hk/en/services/training/

NAAC, India

4.7 Data Based Benchmark Driven Accreditation Using Qualitative and Quantitative Metrics

Name of the Agency	***National Assessment and Accreditation Council (NAAC)***
Country	***India***
Region	***South Asia***

Title of the good practice

NAAC has revised its processes of assessment and accreditation through bringing so many changes to its methodology and process with introduction of various QA activities such as Quality Indicator Framework (QIF), DVV process, Student satisfaction survey (SSS), etc. Data based benchmark driven accreditation using Qualitative Metrics (Q_lM) and Quantitative Metrics (Q_nM) forms the backbone of the revised A&A process of NAAC.

Purposes and objectives of the good practice

The prime agenda of data driven accreditation process is to :

- Achieve the accreditation process completely with ICT enabled, transparent, scalable and robust instrument
- Shift from qualitative peer judgements to quantitative indicator evaluation
- Introduce Quality Indicator framework to boost benchmarking as a quality improvement tool
- Capture student experience and inputs on teaching, learning process

The assessment process is mainly based on verification of data / information submitted by the institution in the form of Self Study Report (SSR). SSR is subjected to an online assessment mechanism / process with Data Validation process for Quantitative Metrics (Q_nM) and Peer Team Validation for Qualitative Metrics (Q_lM) through site visit. Based on this a score is generated by the software combining Q_nM, Q_lM and SSS.

Context

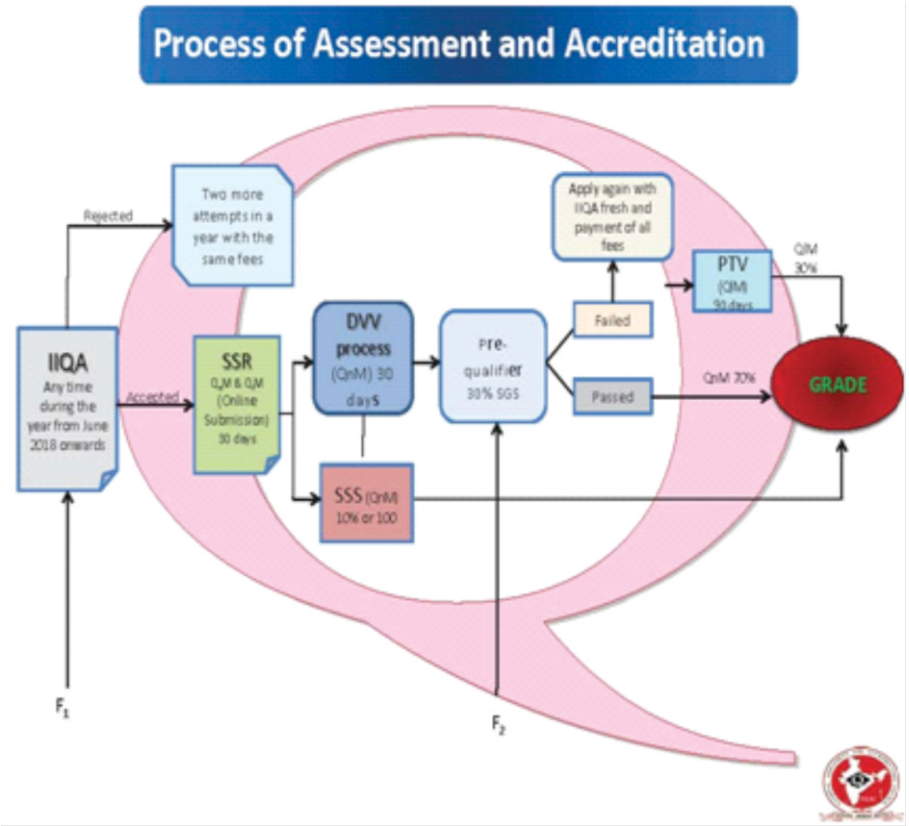
The remarkable recent development in Indian higher education such as increase in number of HEIs, enrolment capacity, transformations,

changing trends in global higher education market has been a reason for initiation of revised accreditation process to maintain better quality of education in the country.

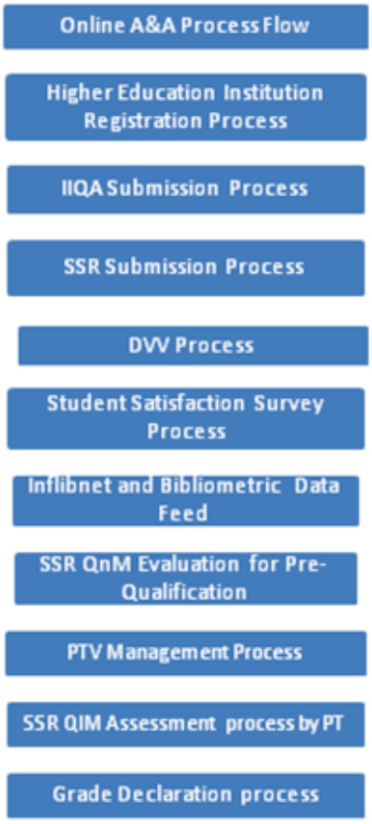
Practice

Institution submits the data through QIF with supporting information in the form SSR. Assessment is based on 7 criteria and 35 key indicators which are comprised of about 130 metrics covering Quantitative and Qualitative metrics. These metrics are assessed with the benchmark scores.

Benchmarks for each metrics are designed taking the consideration of academic experts' views and field testing. The benchmarks of QIF are designed on 0-4 scale. The system generates the score on each metric which is finally computed to generate the score for the institutional assessment.



Steps involved in Accreditation process



Evidence of success/ impact or realization of the objectives and Success factor

A. Good Practice Outcome

- Reduced subjectivity in A and A process due to interteam variation
- Increased the inculcation of competitive spirit by providing Quantitative benchmarks as basis of assessment.
- Improved data management practices in HEIs.
- Increased use of ICT in Teaching, Learning and Governance for quality improvement.
- Integration of the stakeholder's involvement and feedback in quality improvement. (Key Indicators like Feedback System, Student Satisfaction Survey, Alumni Engagement)
- Introduction and acceleration of Outcome Based Education (OBE).
- Reinforcement of value and ethics (Criteria VII on Institutional Values and Best practices).
- Attempt to reach golden mean of advantages of Rankings and Quality assurance process.

B. The conditions that required for implementation of good practice successfully are

NAAC has remodelled its approach and methodology in consonance with the requirements of a digital era. Hence considered feedback from the field and fine-tuned the framework from the academic experts.

Separate QIF, benchmarks and manual were developed for different category of institutions such as university, affiliated and autonomous colleges. In addition distinctive framework developed for specialised disciplines like Health Sciences, Yoga and Sanskrit etc

Promotion of Good Practice

- Various Orientation programmes were organised by NAAC to create awareness among the HEIs to understand the revised process.
- This good practices were shared in the national and international platforms by the NAAC officials through their papers, publications etc.
  - Publication of various manuals to suit to different category of institutions, annual reports and review reports.
  - Publications of articles, publications in national/ regional and international forums and conferences

Validation /Received awards

Received positive feedback from the field and also at international QA platforms

Publication / Link

NAAC publishes an annual publication report and disseminates its news through the NAAC News and other publication documents available on its web portal.

Details of the contact person

Name :

1.**Prof. S.C.Sharma**
Position: Director, NAAC
Email: director.naac@gmail.com

2. **Dr. Jagannath Patil**
Position: Adviser, NAAC
Email: jp.naacindia@gmail.com
Website: http://www.naac.gov.in/

NAAC, India

4.8 Integration of Student Satisfaction Survey as part of Assessment and Accreditation Process

Name of the Agency	***National Assessment and Accreditation Council (NAAC)***
Country	***India***
Region	***South Asia***

Description of the good practice

Integration of Student Satisfaction Survey (SSS) is part of Assessment and Accreditation process which highlights the role of students as a part of NAAC's new methodology. It provides for the impact of student survey on the accreditation process with analytical data and upholds SSS as an important instrument to measure various aspects of institution such as Institution-level satisfaction, teacher preparedness, approach, institutional initiatives on student requirements and student engagement etc.

Purposes and objectives of the good practice

Using Student Satisfaction survey to:

- Improve the teaching - learning experiences
- Contribute to maintain the quality standards
- Certify the effectiveness of course design and delivery
- Facilitate the proper interaction between student and teacher
- Encourage learning process as a part of teaching
- Identify areas which needs improvement
- Contribute to staff development as well as institution
- Measure overall student satisfaction levels

Context

NAAC assessment process is considered to be unique in QA by synergising the efforts of stakeholders and promoting their participation as part of its process. As a part of its efforts in student involvement, NAAC has

conducted two day international conference with support of APQN on "Student Participation in Quality Management" which marked the culmination of NAAC 2006 Year of student participation in Quality Assurance. The conference has created awareness among all the stakeholders about the importance of student participation in quality enhancement. (NAAC Best Practices).

Even though students are considered the main stakeholder of higher education system, but actual involvement of students in QA process vary from country to country and agency to agency. Earlier, NAAC has established the IQAC (Internal Quality Assurance Cell) in every university. IQAC is responsible to conduct time to time student feedback. Presently, the same concept has been introduced as a part of A & A framework of NAAC.

Practice

The institution is supposed to send a list of total student strength, with details of their student identity number (ID), enrolment number of student in degree programme, email id and mobile number. The NAAC will send an online link of this 'Student survey' to the email address/mobile number of the student and the student will have to fill the survey within stipulated period. The questionnaire consists of several facets of the teaching-learning process and evaluation. Analysis of the student survey is done using customised software which aggregates the responses and generate the institutional score on a five point scale (0-4) .This score is integrated as key indicator score in Criterion 2 of NAAC accreditation process. The survey is done directly by NAAC using specially prepared software.

Evidence of success/ impact or realization of the objectives and Success factor

Since the inception, about 1104 HEIs have successfully completed the student satisfaction survey process and 326576 students have given their responses as on 20th March 2019

SSS will be initiated to the institution that submits its self study report (SSR) for NAAC assessment and accreditation process with student databases.

- Generally, SSS commenced after the institution qualified in the pre qualifier stage.
- The survey template provides guidelines to institutions and students regarding the rules for attending the survey before the start of the survey such as maximum of two survey attempts initiation to reach the desired level of response.
- Minimum 10% of the student responses considered. (100 student responses for colleges and 500 student responses for university. If the response rate is less than 10%, then metric will not be considered for evaluation.
- After the initiation, institution will be intimated to encourage their students' participation to reach the required response rate.
- The students can use the link sent to their mail for submitting the response.
- Monitoring process undertaken till the reach of desired response rate, or periodic alerts will be sent to students
- Finally, computed SSS score generated for the respective institution based on the students' responses
- Students remain anonymous in survey analysis

Promotion of Good Practice

- Various Orientation programmes were organised by NAAC to create awareness among the HEIs to understand the importance of Student Satisfaction Survey.
- This good practice was shared in the national and international platforms by the NAAC officials through their papers, publications etc.

Validation /Received awards

Received positive feedback from the field and also at international QA platforms

Publication / Link

NAAC publishes an annual publication report and disseminates its news through the NAAC News and other publication documents available on its web portal.

Details of the contact person

Name :

1. Prof.S.C.Sharma
Position: Director, NAAC
Email: director.naac@gmail.com

2. Dr. Jagannath Patil
Position: Adviser, NAAC
Email: jp.naacindia@gmail.com
Website: http://www.naac.gov.in/

IAAHEH, Indonesia

4.9 National Competency-Based Examination

Name of the Agency	***Indonesian Accreditation Agency for Higher Education in Health (IAAHEH / LAM-PTKES)***
Country	***Indonesia***
Region	***South East Asia***

Description of the good practice

National Competency-Based Examination is a national level computer based test conducted for almost all types of health care personnel in Indonesia.

Purposes and objectives of the good practice

The goals and objective of national competency-based examination is to standardize the competencies of health care personnel before entering the work field (exit exam) so the health care provided to the public will enable in fulfilling their needs.

Context

The development of National Competency-based Examination was facilitated by the project of Health Profession Education Quality supported by World Bank for 2009-2014 which also developed the standard of education, standards of competency, and national qualification framework prior to conduct the exam system and accreditation system.

It started for medical students, dentistry, nurse and midwife students. Now it is followed by pharmacist, public health, dietician and allied health personnel. Certification of individual graduates also indicates the level of quality. The certification is carried out by professional association or organization in its respective field of expertise.

Specific for all graduating medical students are required to go through the certification process conducted by the Indonesian Medical Council *(Konsil Kedokteran Indonesia)*. The test consists of a

computer based test and Objective Structured Clinical Examination (OSCE). These certifications are involuntarily, whereas in other fields, such as accounting and engineering, the certification is voluntary.

Practice

Before conducting the computer based exam, Government of Indonesia (DGHE) established a national committee (consists of representative of profession organization, and association of education institution) to organise the process of the national competency test. To respond to policy, the Association of HEI conduct a try out test in several cities which is held annually until present.

The national committee prepared item developers, item reviewers, item bank, and test packages. The committee trained field observers and supervisors. The national test is located in several HEI's which has fulfilled certain criteria includes the amount of computers / computer lab, skill's lab, and relevant personnel. The test is conducted three times a year.

Prior to holding the test, the committee announces the annual schedule, location of tests, personnel to be involved from the committee and local sites. The test then runs simultaneously, and the result will come out at the same time. After conducting the test an evaluation follows. The committee analyses the findings and distribute to the HEI's to be considered as a foundation to make improvements.

Evidence of success/ impact or realization of the objectives and Success factor

The policy to conduct national exam has positive impacts not only for the graduates (seeking for jobs easier) but also for the HEI's which can improve their weaknesses in managing the process of educating the students. It also can represent the correlation between the number of students who passed the exam as first takers and the status and rank of accreditation the HEIs hold; as stated that accreditation results for programs with accreditation status A (excellence) correlates nicely with the students' success rate, whilst the correlation is weak for programs with accreditation B (very good) and C (good – minimum education standard) (Bagyo, 2017).

To allow the HEI attain the success rate of graduates, they need to be well-prepared comprehensively. Student intake, learning facilities and methods, field practice areas, all need to be improved so the students may study optimally.

Promotion of Good Practice

The system was promoted to other countries through several media such as MRA, Seameo meetings. It also published at national journal of Konsil Kedokteran Indonesia or newsletter for the HEIs.

Validation/Received awards

This national competency examination is possible to be introduced to the region (South East Asia). Refer to the MRA (2006), mobility of professional actually require equal recognition for the professional. The national competency test that has been initiated in Indonesia can be replicated which enable the graduates to work anywhere in the countries that acknowledge the recognition.

Publication/Link

www.en.lpuk-nakes.org
www/indonesianmedicalcouncil.org
www.ukners.dikti.go.id
www.kki.go.id

Details of the contact person

Name:
Prof. Usman Chatib Warsa
Position: Chair of Indonesian Accrediting Agency for Higher Education in Health (IAAHEH)
Tel: +62 21 7690913; +62 21 27653495/96
Mob: +62 8119173306
Fax: -
Email: ucwarsa@lamptkes.org/ sekretariat @ lamptkes.org
Website: : http://www.lamptkes.org/

NIAD-QE, Japan

4.10 Information Package

Name of the Agency	***National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)***
Country	***Japan***
Region	***East Asia***

Description of the good practice

The Information Package is a collection of basic information on quality assurance of higher education in Japan as well as in other selected countries. The collection consists of the Glossary of Quality Assurance in Japanese Higher Education, the Overviews of Quality Assurance Systems in Higher Education in countries including UK, US, France, Germany, Australia, China, Korea, augmented by information on ASEAN and other countries' higher education systems. Most information is available both in Japanese and English.

The package has proven to be successful in promoting understanding of higher education and quality assurance in Japan and related countries. It also helps higher education institutions that intend to build and strengthen international activities with overseas partners to understand foreign systems. The compilation and updating of the package has contributed to the increased mutual understanding between NIAD-QE and its counterparts in the reported countries as they collaborated in organizing and verifying data and information.

NIAD-QE collects and provides useful information on quality assurance in higher education through its website, publications and forums/seminars.

Purposes and objectives of the good practice

The activities aim to disseminate a quality assurance through the higher education sector in Japan, as well as

to contribute to further development of internal quality assurance activities in universities and colleges.

The information package provides information on quality assurance systems in Japan, the USA, the UK, Australia, the Netherlands, France, Korea, China and Germany as well as other countries, including QA systems of Malaysia, Indonesia, Hong Kong, Taiwan, and Thailand in Japanese through publication.

Context

In response to the growing internationalization in the field of higher education, the package functions for the purpose of sharing information and facilitating cooperation/exchange between NIAD-UE and the other quality assurance agencies with a view of strengthening the cooperation of quality assurance agencies and encouraging quality-assured exchanges.

NIAD-QE intends to continue to enhance dialogue, cooperation, information-sharing, and human resource exchange in the field of quality assurance with the other quality assurance agencies, and will continue to be contributive to quality-assured cross border university exchange.

Practice

The major efforts are taken to keep the information up to date, which is made possible by the staff members' dedication in keeping track of the trends in higher education and its quality assurance worldwide.

Evidence of success/ impact or realization of the objectives and Success factor

Constant updating, which is only possible with the counterpart agencies' support.

Promotion of Good Practice

To disseminate the spirit of international information sharing, NIAD-QE has proposed the terminological alignment project within the APQN scheme. The publications are promoted through various international / national forums and are available on website.

Validation /Received awards

Acknowledging the success of information package initiative, APQN has invited Prof. Syun Tutiya of NIAD-QE to lead project on Terminological Alignment at Asia Pacific level.

Publication/Link

https://www.niad.ac.jp/english/ cqa/ information.html

Details of the contact person

Name:
Prof. Syun Tutiya
Position: Professor, Research Department, NIAD-QE
Email: tuliya@niad.ac.jp
Website: https://www.niad.ac.jp/ english/ news/ en2018/entry-3508.html

NIAD-QE, Japan

4.11 Japanese College and University Portraits (JPCUP)

Name of the Agency	***National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)***
Country	***Japan***
Region	***East Asia***

Description of the good practice

Japanese College and University Portraits (JPCUP) has been supported by higher education-related associations including certified evaluation and accreditation agencies and university associations and hosted and managed by NIAD-QE. It is a data portal for all to have access to which help subscribing national, local public and private universities and colleges to publicize their educational information. JPCUP information is provided by universities and colleges and has been available since March 2015. Additionally, it is accompanied by a website which provides educational information in English for prospective international students to be better acquainted with Japanese universities.

Purposes and objectives of the good practice

JPCUP has the following objectives:

Providing information on educational activities by universities and colleges: JPCUP enhances accountability of universities and colleges, supports college choices of those who hope to participate in higher education, and increases international recognition of higher education institutions in Japan.

Helping universities and colleges use the educational information to better understand the status of their own activities, and achieve any necessary changes in university education through internal quality assurance.

Collating and publishing fundamental information to help universities and colleges respond to various surveys.

Context

Since the 1990s Japanese government has constantly taken for granted that disclosure of educational information of higher education institutions would contribute to the better understanding of the condition of higher education as well as the enhanced trust in their operations from the society. Beyond "advertising," universities and colleges, coordinated with quality assurance agencies, needed a trustable platform for them to be seen by the society.

Practice

Japanese universities and colleges upload and annually update information about their academic activities and about strengths of their schools onto JPCUP. National, public and private universities and colleges continue taking steps to develop a richer information-provision system of JPCU.

Evidence of success/ impact or realization of the objectives and Success factor

The website is accessed by prospective students and university and college staff nationwide as the trustable source of information on all universities and colleges in Japan. The access has been made easier by starting a mobile device friendly user interface.

Voluntary participation on the part of higher education institutions has been the key to the continuation and the success of the site. All data has been annually updated to the effect of increased trust in the quality of the data.

Promotion of Good Practice

Steps have been taken for subscribing institutions to take advantage of the uniformly collected data against which to benchmark the conditions of their educational activities.

Publication/Link

https://www. niad.ac.jp/ english/ cqa/ information.html

Details of the contact person

Name:
Prof. Syun Tutiya
Position: Professor, Research Department,
NIAD-QE
Email: tutiya@niad.ac.jp
Website:
https://www.niad.ac.jp/english/news/en2018/entry-3508.html

BQA, Kingdom of Bahrain

4.12 Quality Dissemination of Information

Name of the Agency	***Education & Training Quality Authority (BQA)***
Country	***Kingdom of Bahrain***
Region	***The Middle East Asia***

Description of the good practice

The practice of BQA ensures that its stakeholders are well informed throughout the QA processes and develop their awareness about the latest issues in quality assurance and review outcomes.

Purposes and objectives of the good practice

- Ensure that the stakeholders are fully aware about the role of the BQA and the outcomes of its reviews.
- Provide the necessary forums and workshops for the Higher Education Institutions (HEIs) to discuss the challenges faced by them and share good practices.
- Discuss and share the outcomes of the reviews conducted by BQA.

Context

- BQA has publications, focus groups, workshops, forums and conferences
- BQA ensures that it communicates regularly with its stakeholders mainly, the HEIs and other education and training institutions operating in Bahrain by conducting regular focus groups, workshops, forums and conferences.
- BQA also regularly publishes all its review reports, in addition to an annual report that compiles the outcomes of its reviews.

Practice

- Disseminate all the relevant information about the BQA - QA processes and outcomes of the reviews.
- The Publication of the reviews frameworks and general policies in the official Gazette.

- Detailed handbooks are published on the BQA website and annual report.
- Conducting forums and conferences
- BQA's presence in the Media and the other means of communication with its stakeholders

Evidence of success/ impact or realization of the objectives and Success factor

A. Good Practice Outcome

- Increased Public awareness about the role of BQA and the outcomes of its QA reviews.
- Increased transparency and accountability

B. The conditions that required for implementation of good practice successfully

- Regular communication with stakeholders
- Government support
- Availability of the necessary budget
- PR and Media strategy that is regularly revised and implemented

Promotion of Good Practice

- Regular publication of annual reports and review reports
- Participation in national/ regional and international forums and conferences
- Presence in the Media and other communication means

Publication / Link

BQA regularly publishes reports related to QA on websites. https://www.bqa.gov. bh/En/ Publications/ Pages/AnnualReports.aspx

Details of the contact person

Name:
Dr. Jawaher S. Al-Mudhahki
Position: Chief Executive
Tel: 17562332
Mob: 36280280
Fax: 17589252
Email: jawaher.almudhahki@bqa.gov.bh
Website: www.bqa.gov.bh

BQA, Kingdom of Bahrain

4.13 Capacity Building for a National Database of Validators

Name of the Agency	***Education & Training Quality Authority (BQA)***
Country	***Kingdom of Bahrain***
Region	***The Middle East Asia***

Description of the good practice

The BQA has done capacity building at national level to create a database which contains around 200 local validators (including quality assurance experts, academics and employers) in various specialisations who work on evaluating institutional listing applications and validating qualifications for placement on the National Qualifications Framework (NQF).

Purposes and objectives of the good practice

- Sharing of good practice among institutions through peer-evaluation of institutions and validation of qualifications
- Involvement of employers to ensure that qualifications are as per labour market needs
- Cost reduction using local resources

Context

Launching the NQF required having validators in various specialisations and involving employers and stakeholders, this was at the time which BQA also faced some budget and human capital constraints.

Practice

- Conducting lots of awareness sessions to stakeholders on the objectives of the NQF and its importance to establish the NQF culture.
- Continuously expand the validator database with new CVs, based on the needed specialization.
- Take the new CVs through certain selection and approval process

- Capacity building/ training of the new validators on NQF standards and practices
- Update the database with the details of the trained validators who participate in evaluating the institutions and validating qualifications
- Validators feedback is collected after each validation event and these are used for process improvement
- Validators focus group sessions are conducted to take their input and improve processes accordingly
- Validators participate in BQA/NQF forums to share their experience
- Validators database is planned to be published on the BQA website and maybe shared with other regional agencies if they want to utilise them

Evidence of success/ impact or realization of the objectives and Success factor

A. Good Practice Outcome

- Sharing of good practice among institutions through peer-validation
- Better linkage of qualifications to labour market needs by having employers in the validation panel
- Cost reduction through using local resources

B. The conditions that required for implementation of good practice successfully are

- Awareness sessions of the importance of the NQF and its objectives
- Overcoming the challenges faced at the beginning as some institutions refused to have local validators from other competing institutions. This was overcome through explaining the importance of sharing good practice through signing the confidentially and non-conflict of interest form and asking the institution to declare conflict of interest with the validator prior to the validation process.
- Maintaining friendly collegial relationship with the institutions' representatives to ensure robust network.

Promotion of Good Practice

- Plans to publish the database on BQA website and share it regionally

- Sharing the good practice in various local, regional and international forums/conferences
- Validators participate in BQA/NQF forums to share their experience

Validation /Received awards

Agencies especially those starting their NQFs could use this to build local validators and contribute to national capacity building.

Publication / Link

BQA regularly publishes reports related to QA in the form of publications which is available on the website.https://www.bqa.gov.bh/En/Publications/Pages/AnnualReports.aspx

Details of the contact person

Name: **Dr. Jawaher S. Al-Mudhahki**
Position: Chief Executive
Tel: 17562332
Mob: 36280280
Fax: 17589252
Email:jawaher.almudhahki@bqa.gov.bh
Website: www.bqa.gov.bh

MQA, Malaysia

4.14 The Referencing of the Malaysian Qualifications Framework (MQF) to the ASEAN Qualifications Reference Framework (AQRF)

Name of the Agency	***Malaysian Qualifications Agency (MQA)***
Country	***Malaysia***
Region	***South East Asia***

Description of the good practice

Malaysia undertook a project of referencing its national qualifications framework (Malaysian Qualifications Framework, MQF) to the ASEAN Qualifications Reference Framework (AQRF) in 2017. The AQRF is a regional qualification framework developed based on mutual understanding between ASEAN Member States (AMS) and endorsed by three ASEAN Ministerial Meetings, of Economy, Education and Labour, held between 2014 until 2015. It is expected that the referencing to AQRF will facilitate mutual recognition of qualifications for greater student mobility and talent between and among the AMS, and also beyond the region. The Malaysian AQRF Referencing Report was developed by a working committee established by the Malaysian National AQRF Committee (MyAQRF) and further refined through feedback from key local stakeholders, international experts, and observers from AMS. The referencing report was unanimously accepted and formally endorsed by AQRF Committee during a meeting in Luang Prabang on May 23, 2019, making Malaysia among the earliest AMS to successfully complete the process. The finalized report was submitted by the Malaysian Qualifications Agency (MQA) as the Chair and Secretariat of the My AQRF, to the ASEAN Secretariat on July 17, 2019.

Purposes and objectives of the good practice

The purpose and benefits of referencing to AQRF include:

- Support recognition of qualifications
- Encourage the development of qualifications frameworks that can facilitate lifelong learning
- Encourage the development of national approaches to validate learning gained outside formal education

- Promote and encourage education and learner mobility
- Improve understanding of qualifications systems
- Promote higher quality qualifications systems

Context

On May 23, 2019, the AQRF Committee unanimously accepted and formally endorsed the Malaysian AQRF Referencing Report, making Malaysia among the earliest AMS to successfully complete the process.

The Malaysian journey to reference the MQF, 2007 to the AQRF started with the establishment of the My AQRF in 2016 to oversee the referencing process and to prepare the report.

The MyAQRF is an inter-sectoral committee which consists of representatives from key ministries, government agencies, higher education and training providers, as well as industries and employees. The MQA acted as the Chair and Secretariat of the MyAQRF. A Working Committee of a broad spectrum of experts was formed by the MyAQRF in June 2017 to draft the Malaysian AQRF Referencing Report which was refined through feedback from key local stakeholders, international experts, and observers from AMS. The report establishes the referencing to the AQRF in accordance with the eleven Referencing Criteria endorsed by the AQRFC. It describes the education and training system in Malaysia, the bodies responsible for various roles and functions, and most importantly, the qualifications system and quality assurance mechanisms that underpin the MQF. Overall, the findings show evidence of good fit between the MQF and the AQRF qualifications levels descriptors.

Relevant domestic authorities also took cognizance of the Malaysian AQRF Referencing Report and agreed that it be used as a reference point for comparisons of Malaysian qualifications with qualifications from the AMS. It is expected that the referencing to AQRF will facilitate mutual recognition of qualifications for greater student mobility and talent between and among the AMS, and also beyond the region.

The finalised Malaysian AQRF Referencing Report was officially submitted by MQA to the ASEAN Secretariat on July 17, 2019.

Practice

The process of MQF-AQRF referencing established the extent to which a convincing and trusted link exists between the MQF and qualifications system levels, and the levels in the AQRF through:

i. Broad structural comparison of the frameworks addressing the policy, objectives and functions, the overall architecture of both

frameworks, scope, level and learning outcomes from linguistic and conceptual understanding.

ii. Technical matching with level-to-level horizontal comparison of level descriptors.

The Malaysian AQRF Referencing Report is developed in accordance with the following 11 referencing criteria endorsed by the AQRF Committee:

i. Malaysian Education and Training Landscape – An Introduction

ii. Mandate and Representation for Referencing

iii. Inclusion of Qualifications in MQF

iv. Linking MQF to AQRF

v. Standards, Criteria and Guidelines for Accreditation

vi. National Quality Assurance System for Education and Training

vii. Acceptance and Endorsement

viii. International Reviewers and Observers

ix. Publication of the Referencing Report

x. Publication of Report

xi. AQRF Reference in Malaysian Qualifications

Evidence of success/ impact or realization of the objectives and Success factor

Overall, the findings of the MQF-AQRF referencing show strong evidence of good fit between the eight levels of the MQF and the eight levels of the AQRF notwithstanding some differences observed in the foregoing description. The official endorsement by the AQRF Committee further affirmed the strong link between both frameworks and indicates that the implementation of the MQF is in line with international best practices, taking into account the similarities, in terms of requirements, processes and procedures of the AQRF referencing to the European Qualifications Framework (EQF) referencing approach and exercise. Thus, the referencing process not only strongly connects the good practices of a national system to a regional system, but also a regional system to another.

Promotion of Good Practice

The MyAQRF Portal at http://www2.mqa.gov.my/myaqrf provides information on the MQF-AQRF referencing project. The Malaysian AQRF Referencing Report is also made available on the portal.

Publication / Link

The Report is available on the following websites:

i. The Official Portal of the Malaysian Qualifications Agency (MQA) at http://www2.mqa.gov.my/myaqrf

ii. ASEAN Official Website at https://asean.org/asean-economic-community/sectoral-bodies-under-the-purview-of-aem/services/asean-qualifications-reference-framework

Details of the contact person

Mr. Zabib Bakar
Principal Assistant Director
Public and International Affairs Unit
E-mail: zabib@mqa.gov.my

Ms. Suhartini Samsudin
Senior Assistant Director
Public and International Affairs Unit
E-mail: suhartinis@mqa.gov.my

Ms. Annurul Asyiqin Md. Yusop
Assistant Director
Public and International Affairs Unit
E-mail: annurul@mqa.gov.my

Ms. Nagaletchumy a/p Sittamparam
Assistant Director
Public and International Affairs Unit
E-mail: nagaletchumy@mqa.gov.my
General email: international@mqa.gov.my

Website: http://www.mqa.gov.my/

MNCEA, Mongolia

4.15	**Involvement of Student and Employer Representatives Accreditation Process and Review Panel**

Name of the Agency	***Mongolian National Council for Education Accreditation (MNCEA)***
Country	***Mongolia***
Region	***East Asia***

Description of the good practice

The external institutional accreditation of an educational institution by MNCEA sets up an expert panel comprise of student and employer representatives for the accreditation process besides academic professionals.

Purposes and objectives of the good practice

- Institute and program quality improvement by including important stakeholders, students and employers.
- Presenting student and employer interests in the Accreditation.

Context

With renewal of legislative framework of MNCEA in 2013, several new initiatives were taken regarding accreditation work. One of the new, important initiatives was to legislate the inclusion of interests of accreditation stakeholders that usually left out, student and employer representatives, in the legislative documents. The initiatives which resulted in the amendments to the MNCEA rule and MNCEA operational guideline provided legal environment where student body and employer interests may be presented by its representatives in the Governing board of MNCEA, Higher Education Accreditation Commission, Professional Council (Field committee) and Review panel for accreditation.

Both, student body representatives and employer representatives were first, as test, included in the

Review panel in 2016 when MNCEA organized joint accreditation with ASIIN of Germany.

For this test-accreditation, external review team was composed of following members /representatives:

1. Experienced university professor, faculty member
2. Education quality assurance specialist-professor
3. Student body representative
4. Employer representative

The test-accreditation proved to be a success and both the student body and employer representatives were to be included always, as required, in the Review panel.

Subsequently, the inclusion of student and employer representatives in accreditation structure was approved to be legislated in MNCEA operational guideline and procedure. Student body representatives may be included in the Review panel for Institutional Accreditation only while employer representatives may be included in the Review panel for both institutional and program accreditation. Student body and employers were also allowed to have their representatives in the Governing board of MNCEA, Higher Education Accreditation Commission and Professional Council (Field committee).

Practice

Presenting interests of student body and employers in the accreditation has taken several steps starting with researching and determining the need for it and continuing with processing necessary legislative documents and training selected representatives.

Research found that employers had the need and demand in knowing more about educational institutions that train and educate their potential employees. Also, it was determined that student body which is an important stakeholder of the education structure may not be left outside accreditation framework. Therefore, it was necessary that student and employers present their interest by including their representatives not only the Review Panel but also in other units of accreditation structure such as Governing board of MNCEA, Higher Education Accreditation Commission and Professional Council (Field committee).

Based on the demand by the employers, as first step, MNCEA has collected, through professional associations, information on over 100 potential employer representatives and interviewed them. Secondly, specific and different guidelines and requirements were set and approved for selecting each, student body and employer representatives. These guidelines opened an opportunity for professionals who possess specific skills and meet professional requirements yet don't meet educational requirements such as PhD, to be included in the review panel.

General requirements for employer representatives were: master's degree or above, 5-year or more years' of professional work experience in the indicated field. General requirement for student body representatives were: GPA 2.5 or higher, student enrolled in university bachelor degree program and attending regular term.

In 2016, 60 student representatives and 100 employer representatives were selected and trained to be qualified Reviewer.

Training themes were as follows:

- What's accreditation
- Operational procedure of accreditation
- Accreditation criteria and requirements
- Reviewer ethics
- Experience review by student representatives
- Reviewer evalution
- Accreditaion case studies
- Modern learning and training environment, e-learning and its specifics.
- Team work

Certificate of Reviewer was issued to selected representatives upon successful completion of the training program and certified reviewers worked in the respective Review panels.

Study and experience indicated that better outcome resulted for student body representatives to work in

institutional accreditation while employer representatives work in program accreditation.

Evidence of success/ impact or realization of the objectives and Success factor

A. Since new regulation went in force in 2016, 31 institutional accreditation involved 20 student body representatives, 78 program accreditation involved employer representatives and 34 pre-accreditation involved employer representatives.

Main benefits of including student body and employer representatives in accreditation review panel and in other units of accreditation structures were as follows: increased participation of all potential stakeholders in the review, better monitoring of accreditation process, inclusion of previously left out stakeholder-student body, creation of better environment for mutual understanding for university, student body and employer, creation of good educational programs by better matching employers need and demand for the supply by educational institutions.

B. Successful implementation of including student and employer representatives in the Review Panel was, first of all, due to research outcome of determining the need for it and legislating the idea in the MNCEA operational guideline. Secondly, processing and producing of operational manual for panel member was another important factor. Also, providing biannual especially designed training for student and employer representatives increasingly built capacities of representatives.

Legislative documents amended and approved for Accreditation Review panel members including student body and employer representative were as follows:

- Requirements and criteria for MNCEA Reviewers
- Operational Rule for Review panel team
- Guideline for External Review work

Practice of involving Student body and employer representatives in structural units of accreditation resulted in improved quality of educational programs and institutions. Interests of student body and employers were considered in designing and reforming

of program and institutional structure. All parties involved, institution, student body, employers were satisfied with the practice.

Promotion of Good Practice

The following measures were taken at national level to promote the practice of involving student body and employer representatives in education accreditation process.

- Article published in the journal "Education Accreditation No.09 May 2018 edition.
- Articles and news reports on Student Reviewer published on accmon.mn website.
- STUDENT REVIEWER-article/news posted on Facebook groups for MNCEA specialists and members.
- Practice was highlighted in "MNCEA-20" 20 year anniversary video which showed on several national television.
- Mentioned in the video "MNCEA Quality Assured by APQN, External Reviewer" which broadcast nationally through 15 television channel.

Validation /Received awards

By recommendation of MNCEA secretariat, a student Lkhamsuren who performed excellent as student reviewer was promoted to be a student body representative-member in the Higher Education Accreditation Commission.

Publication / Link

- Article published in the journal "Education Accreditation", No. 09 May 2018 edition.
- Articles and news reports on Student Reviewer, Employer Representatives published on accmon.mn website

Details of the contact person

Name: **B. Oyunchimeg**
Position: Accreditation specialist
Tel: +(976) 70109391, +(976) 70104507
Fax: +(976) 70104507
Email: accmon@mongolnet.mn
Website:http://www.accmon.mn

HEQAAC, Nepal

4.16 Involvement of Foreign Expert / Academics in the Peer Review Team for Institutional Accreditation

Name of the Agency	***Higher Education Quality Assurance and Accreditation Council (HEQAAC), UGC***
Country	***Nepal***
Region	***South Asia***

Description of the good practice

Involvement of Foreign Expert /Academics in the Peer Review Team for Institutional Accreditation is a practice followed by HEQAAC of Nepal. In this practice, the peer review process involves an involvement of foreign expert / academic in the institutional review process.

Purposes and objectives of the good practice

- The Higher Education Quality Assurance and Accreditation Council (HEQAAC), UGC Nepal is conducting peer review for Institutional Accreditation of the Higher Education Institutions (HEIs) in the country.
- The Peer Review Team (PRT) comprises of minimum three eminent Professors (national experts) from the related discipline, one foreign expert/academics, who has good knowledge and experiences of working for quality assessment of the HEIs (of respective countries), and a personnel from QAA Division, UGC Nepal as Staff Member. The ultimate goal of involving foreign academics in the team is to assure fair and critical assessment of the HEIs for accreditation.
- Since the quality is ongoing process, the involvement of foreign expert helps to approach the quality assurance and accreditation process towards international standard at the early stage of accreditation. Hence, the goals and objectives of engaging foreign academics in accreditation

process are to strengthen the recently initiated approach of accreditation and make efforts for international recognition and trust of the process until formal relation of cooperation is established. It also promotes cross-border movement of expert and facilitates students' and faculties mobility. At the establishment phase, the national experts also require to be familiar with international practice.

- The involvement of the experts, who have experiences in foreign QAA agencies provides sound platform to train national experts. Further, engagement of foreign expert is also important to make the assessment fair and independent from any sorts of influence, since there would have possibility of human-factor influencing the assessment process at the early stage of establishment.
- This also provides opportunity to share experiences among the reviewers, which helps to get adequate feedback for further improvements in and strengthening of the system. Involving foreign expert is appropriate until joint accreditation of cross-border HEIs is practice, which Nepal has not done yet.

Context

The involvement of Foreign Expert in the Peer Review Team is based on the Higher Education Quality assurance and Accreditation Directives and the QAA Guidelines of UGC Nepal, which are prepared based on provision of the Educational Quality Assurance and Accreditation Regulations of the Government of Nepal. The accreditation process in Nepal is quite new and many of the HEIs are running with minimum resources. Therefore, it is quite hard for them to meet the quality of international standard. The HEQAAC is adopting gradual and systematic approach by encouraging the HEIs to meet very basic criteria required to run an institution systematically. The validity of the first accreditation lasts for five year, subject to annual review or monitoring of their progress. At the second stage, criteria for QAA would be towards advancing the quality in many respects.

Practice

The HEQAAC has set the eligibility requirements to be fulfilled by the Peer Reviewers. Based on this QAA Division communicates with the QAA agencies of different countries and obtain the list of eligible and experienced experts from their roster. Then, a short-list of the foreign experts as per the requirement for the assessment is prepared as standing list. This includes knowing the areas of expertise of the prospective expert and the programmes of the HEIs being assessed. Afterwards, the prospective experts are communicated to know their availability and agreement to serve as a PRT Member (foreign expert). Up on availability and agreement of the expert, the division proposes the name of foreign expert to HEQAAC for approval. The approved expert is invited to join the PRT for field assessment. Visit/assessment dates are finalized accordingly for five working days. Travel allowance and local hospitality support along with a modest honorarium is provided in recognition of their contribution. During the field visit, each of the PRT members independently evaluate different aspects of HEIs, grouped into eight criteria and 120 indicators.

Evidence of success/ impact or realization of the objectives and Success factor

This practice has been initiated in the history of Nepalese accreditation in 2009 for the First time while assessing/ reviewing the Balkumari College, Chitwan, Nepal for the purpose of institutional accreditation. After this, 46 HEIs have already been reviewed for the same purpose involving the foreign experts. Following the process, 33 HEIs have already been accredited and over 100 HEIs are at different level/stage of assessment. Of the total 1408 HEIs in Nepal, around 25% are showing the interest to go through the process of accreditation by submitting their Letter of Intent (LoI). The outcome and impact level results of this practice has not been assessed yet, however; at output level, the inclusion of foreign experts helped convince the HEIs to meet the basic requirement before they could be accredited as foreign experts emphasize what it look like to be a HEI of international standard. Implementation of the good practice i.e. engaging foreign expert in assessment of HEIs is not so complex. The issue to be considered is only the travel cost of the

experts from the countries and agencies located far away. Nevertheless, inviting foreign experts from many of the Asian and European countries, including from Australia, is not a big issue, if the experts agree to travel in economy class and accepting, standard local hospitality, including minimum honorarium support against their contribution. Since pay scale in Nepali academia is considerably less than many of the other countries, it depends upon the interest and availability of the foreign expert. Until the date, we have mobilized 32 foreign experts to assess 46 HEIs, and the number is growing.

Promotion of Good Practice

In Nepal, HEQAAC is only the agency responsible for and recognized by the Government of Nepal, for assessment of HEIs for the purpose of accreditation. Since accreditation of HEIs is a new process that the HEQAAC has adopted, it is gradually being visible in international level. This agency is a member of APQN, INQAAHE and SAARC Quality Assurance Network as well as it has a formal MOU with NAAC, India in relation to the facilitation for accreditation process. The HEQAAC is planning to approach/ share its good practice to like-minded agencies through establishing formal relationship of cooperation. The process is well promoted within the country through orientation, interaction programmes, facilitation workshops, and public notice as well as through website of University Grants Commission and formal publication of the UGC and HEQAAC.

Validation /Received awards

The good practice i.e. involvement of foreign academics who is in the roster of expert of the QAA agency of the country of domicile is highly relevant to other QAA agencies as well. It is more important particularly to those countries/ agencies that are new or are at initial stage of accreditation process. Other agencies can also include foreign experts in their team to add new perspectives in assessment process. It can be replicated at international level with a minimum effort. It provides sound platform of cooperation among the agencies established for similar purpose. It can also be seen as an approach of mutual recognition

and cooperation, as well as exchanging ideas, developing network, and innovating new framework and approaches to advance the QAA system and process.

Publication/Link

ugcnepal.edu.np

Details of the contact person

Name:
Rishikesh Pandey, Ph.D
Position: Director, QAA Division
Tel: +977-1-6638548/49/50/51
Mob: +977-9841313714
Fax: +977-01-6638552
Email: r.pandey@ugcnepal.edu.np, qaad@ugcnepal.edu.np, ugc@ugcnepal.edu.np
Website: www.ugcnepal.edu.np

AQA , New Zeland

4.17 Evolution of Academic Quality: Remaining Relevant and Adding Value

Name of the Agency	***Academic Quality Agency for New Zealand Universities (AQA, NZ)***
Country	***New Zealand***
Region	***Oceania***

Description of the good practice

AQA undertakes academic audits of universities as part of its external quality assurance responsibilities. As a part of accreditation process during audit cycles the agency evolves with changes based on feedback from the field. Every cycle has been revised that add value to the accreditation process.

Purposes and objectives of the good practice

Quality assurance expectations and methods need to evolve to meet the changing needs of universities (and other institutions), governments and students. Quality assurance also needs to be forward looking to ensure that it addresses future challenges to academic quality. Therefore, the agencies responsible for undertaking quality assurance also need be future focussed and evolve.

The Academic Quality Agency for New Zealand Universities has been in existence for 25 years this year. In contrast to many quality assurance bodies, it has remained in largely the same form and employing the same overall method of quality assurance. Despite this apparent 'sameness', how AQA will undertake its sixth cycle of academic audit constitutes both continuity and evolution in academic quality. It needs to both reflect and respond to changes impacting on universities and continue to support the maintenance of high standards of academic quality that New Zealand universities are known for.

Context

The New Zealand university system is small, relatively homogeneous, highly performing system. All universities are ranked QS World University rankings and the Times Higher Education World University rankings.

AQA completed its fifth cycle of academic audits in 2016. Its external review, completed in 2015, recommended that AQA "consider, in consultation with universities and other stakeholders, how cycle 6 might be more focused". This was "to ensure that universities can derive the most benefit from the audit process and ensure alignment with each university's strategic goals, including what it means to be a university, and an academic, in the 21st century".

Reviews of Cycle 5 processes and analyses of Cycle 5 audit findings indicated a desire to continue with a similar model of external quality assurance and that no systemic academic issues were apparent within the New Zealand university system.

Despite these pressures for continuity, AQA was also conscious that its quality practices needed to reflect leading international practice and international developments in higher education.

The purpose of AQA is to contribute to the advancement of New Zealand university education by:

- Engaging as a leader and advocate in the development of universities based on high quality, internationally acceptable, academic practices;
- Providing quality assurance and quality enhancement services which assist universities in facilitating excellent student experience and learning outcomes; and
- Supporting confidence in the academic quality of New Zealand universities.

Therefore, AQA needed to develop a model for Cycle 6 Academic Audit that balanced continuity of existing good practice with recommendations made in its external review and other external pressures for change and allowed it to deliver on its purpose.

Practice

The development of Cycle 6 was informed by analysis of feedback from universities and auditors on audit processes, analysis of audit findings, the 2015 external review of AQA, feedback from universities of their requirements and expectations of external quality assurance, analysis of international and national trends in higher education and analysis of trends in external quality assurance.

These were summarised in a discussion paper"Options for a sixth cycle of academic audit for New Zealand universities". The paper was presented at an AQA Support for Quality" conference in October 2016 and then released to universities for feedback. Feedback on the discussion paper then informed the development of a consultation paper released to universities in November 2016. The components of Cycle 6 Academic Audit were agreed in May 2017 and finalised in August 2017.

AQA also engaged with other stakeholders over this period and sought comment from international expects.

Cycle 6 builds on previous audit cycles and recognises and leverages the quality assurance strengths and capabilities that New Zealand universities possess. Cycle 6 Academic Audit has 10 components and will be delivered over three main phases.

The ten components are:

A. Maintain an internationally referenced, cyclical, peer-review model of external quality assurance.

B. Maintain a high-trust, enabling, relationship between the universities and AQA that recognizes and respects universities' responsibility and accountability for quality as well as AQA's Terms

of Reference and independence.

C. Maintain the scope of academic audit on teaching, learning, support and outcomes for students.

D. Build on and refresh the Cycle 5 academic audit framework (guideline statements) and further emphasize outcomes and the use of evidence.

E. Incorporate a thematic enhancement topic agreed by all universities that will address an issue that is both a strategic priority for universities and of national importance.

F. Audit universities 7-8 years after their Cycle 5 audit.

G. Include students or recent graduates in audit panels.

H. Amend the audit delivery method so that Panels spend more time together initially and that time spent at the university can be more targeted and require meeting with fewer individuals.

I. Develop audit reports to comment on outcomes and enhancement initiatives, as well as processes.

J. Include a public report on a university's response to recommendations. A mid-cycle follow-up report on Cycle 5 recommendations will be introduced.

These components will operate over three main phrases (periods) of the Cycle. The phases are:

- The enhancement phase (2017 – 2019);
- The audit phase (2020 – 2023); and
- The review, evaluation and planning phase. (2024)

Evidence of success/ impact or realization of the objectives and Success factor

A. Good Practice Outcome

New Zealand universities are currently engaging with the enhancement theme component of Cycle 6 and Guides to Cycle 6 and the framework for the audit phase of the Cycle have been published.

The enhancement theme has held its first successful Symposium and has commissioned an external review of the theme. The reports from both and other materials are available on the AQA website.

The audit framework reflects leading practice in quality assurance with guideline statements phrased to be more outcomes-oriented, emphasis placed on the quality of evidence and universities and panels seeking to demonstrate that quality is embedded or systemic throughout the university. The overarching objectives of the audit framework are:

1. to provide a set of guideline statements that a university will gain value from evaluating itself against and from

the assessment made by the audit panel, leading to enhancement, and

2. to provide assurance of the quality of New Zealand universities.

Students were active participants in the development of the overall model for Cycle 6 and its components. They are full and equal members of the steering group for the enhancement theme and will be pull and equal members of external panels for the audit phase. A capacity and capability building programme for student members of audit panels is underway, in partnership with students' associations.

Transparency has increased with most New Zealand universities choosing to make public their mid-cycle reports, introduced as part of Cycle 6.

Promotion of Good Practice

Steps take taken to promote GP Regional/ National/ International level

AQA is subject to regular independent review by a panel of national and international experts. It publishes analyses, working papers and reports on its website www.aqa.ac.nz and it contributes to international quality assurance conferences.

The evolutionary development of Cycle 6 was previously reported at 10th Higher Education Conference on Innovation and developments in Teaching and Learning Quality Assurance; 20–22 November 2018; Macao Polytechnic Institute, Macao, China; and a paper presented at the Asia Pacific Quality Network (APQN) Annual Academic Conference, 28-31 March 2019, Colombo, Sri Lanka focussed on the changing nature of the evidence requirements for Cycle 6.

Validation /Received awards

The development of Cycle 6 provides a model for other jurisdictions reviewing their own quality assurance arrangements. It has learnt from both similar and dissimilar jurisdictions, its past performance and future requirements and balanced pressures for continuity and change to develop a model of academic audit which is appropriate for the New Zealand context.

Publication/Link

http://www.aqa.ac.nz/sites/all/files/Process%20 Review%20of%20Cycle%205%20 Academic %20Audit.pdf

Details of the contact person

Name:
Sheelagh Matear
Position: Executive Director
Phone:64 (0) 4 801 7924
Email:director@aqa.ac.nz
Website: https://www.aqa.ac.nz/

NCPA, Russia

4.18 Joint International Accreditation

Name of the Agency	***National Centre for Public Accreditation (NCPA)***
Country	***Russia***
Region	***Eastern Europe and North Asia***

Description of the good practice

Joint accreditation is an effective tool for assuring trust in the quality of cross-border education and is a modern trend in the development of quality assurance.

Purposes and objectives of the good practice

Joint accreditation is an effective tool for assuring trust in the quality of cross-border education and is a modern trend in the development of quality assurance. The goals and objectives of joint accreditation are to contribute to international recognition and trust of a programme, to promote it at both national and international levels and to increase student mobility.

Context

The development of joint accreditation was facilitated by the Bologna process documents: *Mobility strategy 2020 for the European Higher Education Area (EHEA), European Approach for Quality Assurance of Joint Programmes,* which laid out standards and procedures for joint accreditation. NCPA in its work expanded this approach to the Asia-Pacific Region and conducted several joint accreditation procedures in China and Taiwan.

Practice

Prior to the joint accreditation of the programme extensive preliminary work is done. It involves both substantive and organizational aspects. As the first step both agencies conclude a bilateral agreement and give a detailed account of all procedural issues. The next step includes a lot of work from both sides in aligning the standards for joint accreditation. Besides the standards

the partner agencies coordinate the structure of the self-evaluation report and the final report of the external evaluation panel, agree the terms of reference and dates of the procedures and the composition of the joint panel of experts.

At the preparation stage methodological consultation and support of representatives of HEIs undergoing joint accreditation is carried out. The HEI as well as members of the evaluation panel that will be nominated by partner agencies are provided with all the necessary documentation. The site visit at the institution lasts 3 days and the success of the accreditation procedure, its effectiveness and efficiency depend on the concerted effort and rapport of the expert team.

Joint accreditation requires from an accreditation agency considerably more time and effort on the preparation of the procedure than for regular procedures. But this work contributes to the agency's development, its procedures and approaches.

It is of paramount importance that the results of joint accreditation should be unconditionally recognized on the territory of all the parties concerned.

Evidence of success/ impact or realization of the objectives and Success factor

The first experience of joint accreditation in Russia was gained by NCPA and the European Association of Conservatoires in the accreditation of the programmes delivered by the Gnesin Russian Academy of Music and the Academy of Choral Art in 2012.

In 2015 NCPA implemented several joint accreditation projects: the Far Eastern Federal University programmes together with Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT, Taiwan), Peter the Great St. Petersburg Polytechnic University programmes together with the Accreditation, Certification and Quality Assurance Institute (ACQUIN, Germany), Lobachevsky State University of Nizhni Novgorod programmes together with the Higher Education Evaluation Center of the Ministry of Education (HEEC MO, China).

In 2016 the Far Eastern Federal University programmes were accredited jointly with Higher

Education Evaluation Center of the Ministry of Education (HEEC MO, China).

In 2017 the programmes of the Kazan Federal University and Peter the Great St. Petersburg Polytechnic University were accredited together with evalag (Germany).

In 2018 NCPA conducted joint accreditation of the Tchaikovsky Moscow State Conservatory programmes together with MusiQuE (Belgium). The Tomsk State University and the Immanuel Kant Baltic Federal University programmes were accredited with HEEC.

NCPA is a pioneer agency in Russia to carry out joint international accreditation in China: the University of International Business and Economics in 2016, Jinan University in 2017, East China University of Technology and China Agricultural University in 2018 together with Higher Education Evaluation Center of the Ministry of Education (China).

As a result of these joint accreditations the programmes received certificates of accreditation not only from NCPA but also from the partner agency.

Promotion of Good Practice

NCPA disseminates information on the joint accreditation procedures at workshops, seminars and webinars for heads of HEIs, experts, representatives of academic community, and through web-sites, publishing books, guidelines, and other materials as well as at conferences of both national and international levels.

Validation /Received awards

In 2018 NCPA received APQN Award of International Cooperation in QA, Category 1

Publication / Link

The materials on joint accreditation are regularly published by NCPA at the national level in the journal "Accreditation in Education" as well as at the international level in APQN Conference proceedings.

https://www.ncpa.ru/images/pdf/publications/avo100_2018.pdf
http: //akvobr.ru/akkreditacia_kak_instrument.html
http://www.apqn.org/images/APQNews_16-2017.pdf

Details of the contact person

Name:
Prof. Galina N. Motova
Position: Deputy Director
Tel: 8 (8362) 42-18-79
Email: galina_motova@mail.ru
Website: https://ncpa.ru/

ACSUCYL, Spain

4.19	**Document Management System-DOCUWARE**

Name of the Agency	***Agency for the Quality of the University System of Castilla Y León (ACSUCYL)***
Country	***Spain***
Region	***Europe***

Description of the good practice

DOCUWARE is an application that covers all the documents involved in internal quality management and information security management systems. The application started in order to enhance and speed up internal handling of documents, ACSUCYL uses an automatic document management system.

Purposes and objectives of the good practice

The main objective of application of a document management system are:

- To access easily and well organise and structure information of the commission.
- To function as common repository where all the documents relating to internal quality assurance systems can be stored.
- To Control over the versions of documents, thereby ensuring that all employees are working with the latest version of any document.
- System for digital signatures, thereby facilitating and streamlining internal handling of documents.
- Centralised handling for planning assessment and follow-up processes.

Context

DOCUWARE is started to enhance and speed up internal handling of documents which is managed through authorisation and allocated by the system administrator, thus ensuring that access to the information and documents is controlled.

In general, all employees have access to documents describing how ACSUCYL conducts its activities and how the agency works. The application contains a powerful search engine enabling fast and easy access to information.

In order to use this application in their everyday work, the ACSUCYL staff are trained in its use and handling. The staffs are given regular refresher courses in the use and functions of the application, thereby enabling them to obtain the maximum benefit from it.

Practice

Documents included in the application are grouped into various files depending on the area to which they belong.

There are four different files:

1. Contains all the processes and procedures relating to SGC documentation: the activities conducted by the agency as well as any documents which affect or might affect its running, such as legislation, rules governing internal functioning, European criteria etc.
2. Contain evidence of compliance with quality criteria. Amongst SGC registers: other things, these files contain a record of the planning behind each assessment process, follow-up indicators, non-compliances within the system, corrective and preventive measures to be implemented, staff training files etc.
3. Contains all documents related to the information security SGSI documentation: management system in place at ACSUCYL.
4. Contain evidence of compliance with ISO 27001 regarding SGSI registers: information security systems, such as a record of all outgoing material, follow-up indicators, non-compliance within the system, corrective and preventive measures to be implemented in relation to information systems etc.

Evidence of success/ impact or realization of the objectives and Success factor

A. Good Practice Outcome

Since March 2010, the document management system has been functioning via Internet, thereby providing a more user-friendly environment for access to information, as well as the access to the supplier management database.

B. The conditions that required for implementation of good practice successfully

DOCUWARE also provides a common tray which all ACSUCYL employees have access to and which they can use to share information. In addition, each employee has their own personal tray within the application through which they can manage their own documents.

Promotion of Good Practice

ACSUCYL publishes an **Annual Action Report** approved by the Board of Directors, and disseminates its **news** through the News published on its web portal.

Publication/Link

https://enqa.eu/indirme/papers-and-reports/workshop-and-seminar / ENQA_wr16.pdf

Details of the contact person

Name: **Sandra Marcos**
Position: Chair
Tel: +34 983 411743
Email: marorts@acsucyl.es
Website: : http://www.acsucyl.es/web/es/agencia-para-calidad-sistema.html

QAC-UGC, Sri Lanka

4.20 A Framework for Linking External Quality Assurance to Internal Quality Assurance

Name of the Agency	***Quality Assurance Council of the University Grants Commission (QAC-UGC)***
Country	***Sri Lanka***
Region	***South Asia***

Description of the good practice

A framework was developed which empowers the internal quality assurance units to monitor implementation of recommendations made by external reviewers, thereby directly linking internal quality assurance to external QA.

Purposes and objectives of the good practice

This framework aims to enhance and strengthen the quality of educational programmes and institutions that have been subject to external review, by encouraging and empowering the internal QA teams within the institution to monitor implementation of the recommendations made by the external reviewers, in addition to formulation of their own QA policies and implementation of initiatives coming from within.

Context

The 15 state-funded universities under the purview of the University Grants Commission of Sri Lanka underwent the first cycle of external reviews during the period 2006 - 2015. Internal quality assurance units (IQAUs) were also established during that period. Many of these units drew up their own QA policies and set in place their initiatives for promoting quality. However, it was observed that in this first review cycle, implementation of recommendations contained in external review reports was poor, and carried out in an ad hoc manner. This resulted in a situation where many reviewers felt that their time and energy had been wasted, and the institution or programme under review felt that the external review was an unnecessary imposition forced on them.

Practice

After completion of the first external review cycle, on the recommendation of the QAC, the UGC encouraged all universities to strengthen their IQAUs, with a top-level management committee that brought together the senior university administrators, and faculty level committees headed by the Dean, being given responsibility for QA at faculty level.

In addition to their work on quality assurance within the universities, these committees were also required to assist in preparation of the Self Evaluation Reports submitted for external reviews at institutional level or at programme level, during the second review cycle.

After the site visit was conducted and the review report was finalized and accepted by all parties, the university senior management, and Deans / Heads of Department were required to prepare action plans for implementation of the recommendations made by the external reviewers.

The university's central IQAU management committee and the faculty level quality assurance committees are expected to monitor implementation of the action plans, and report on it to the governing council of the university, and to the UGC.

Together with the heads of the IQAUs, the QAC developed a score card to be used by each IQAU to monitor their own progress over time, in institutionalization and operationalization of their own QA policy, and in implementation of QA mechanisms in their own university. This included preparation for external review and implementation of recommendations made in external review reports.

Evidence of success/ impact or realization of the objectives and Success factor

A. Good Practice Outcome

Using their progress score cards, each IQAU has been able to demonstrate significant progress in implementation of QA mechanisms in their own university during the present 2nd cycle of external reviews.

In addition, IQAUs have reported that action plans have been prepared for implementation of recommendations made in 20 of 41 reports that resulted from Programme Reviews conducted during the 1st year of the current cycle of external reviews.

B. The conditions required for successful implementation of good practice

External QA must be perceived as a mechanism that supports initiatives taken by an institution to enhance and strengthen the quality of its educational programmes, and a process that enables recognition and appreciation of good practices, rather than an externally imposed burden.

It is also important that such recognition should not be perceived as a means of ranking universities because this could have the undesired effect of encouraging institutions to hide or cover their shortcomings in order to obtain higher scores, rather than acknowledging deficiencies openly and working to overcome them.

Promotion of Good Practice

The QAC-UGC supports a bi-monthly meeting of all heads of IQAUs. Progress score cards, and action plans developed by each university are shared at this forum, together with ideas for better monitoring of implementation.

Publication / Link

https://www.eugc.ac.lk/qac/slqf.html

Details of the contact person

Name: **Prof. Nilanthi de Silva**
Position: Director, Quality Assurance Council
Tel:+94 11 2123507
Mob:+94 77 7777860
Email: dqac@ugc.ac.lk
Website: www.eugc.ac.lk/qac/

QAA-UK, United Kingdom

4.21 Transnational Education Review Process by QAA UK: Delivering and Maintaining Effective Practices

Name of the Agency	***Quality Assurance Agency for Higher Education (QAA - UK)***
Country	***United Kingdom***
Region	***Europe***

Description of the good practice

Transnational Education (TNE) is an important component of UK higher education provision. In 2017-18, 139 universities reported TNE activity in 225 locations (countries, territories and administrations), with over 690,000 students studying for UK awards outside of the UK. The success of UK higher education transnational education is underpinned by its reputation for quality, a reputation recognised by students and their families and by overseas regulators and agencies and which makes UK universities partners of choice internationally. This case study looks at key components of the UK's approach to quality assurance that supports that international reputation for quality and at the work we are doing to ensure our approach to the review of UK TNE remains effective. Fundamental to the continuing strengths of the UK's systems is remaining flexible, open to change and responding to new challenges, shifting policy agendas, changing demands and needs.

Context

The dynamic pace of change and the new challenges facing higher education create much of the context for how we are adapting approaches to quality assurance and quality enhancement in the UK. There are generic drivers of change common across much of higher education world-wide – such as the rise of 'big data' and greater availability of timely data or expanding demand and access; alongside these are policy changes within the UK and the development of different approaches by each of

the UK's four home nations: England, Scotland, Wales and Northern Ireland.

TNE review within the context of UK regulatory approaches

Quality assurance in the UK has been experiencing considerable change around a continuing stable core. There are UK-wide baseline standards, including the revised UK Quality Code UK - these frame internal quality assurance. Providers in the UK are responsible for the academic standards of their awards and for the quality of provision irrespective of where or how courses are delivered or who delivers them. Sound internal quality assurance is essential to high quality TNE. Approaches to the operation of external quality assurance differ in each of the UK's home nations, nevertheless, external quality assurance is a core and a robust component of each system. There is a shared commitment to excellence. Quality enhancement characterises external quality assurance in Scotland and Wales and participation in the Teaching Excellence and Student Outcomes Framework is a requirement for eligible institutions in England (it is voluntary elsewhere in the UK).

The reputation UK TNE is supported by robust quality assurance mechanisms, both internal and external, and by the comprehensive regulatory and funding frameworks applied in the four UK nations. In addition, the QAA has made use of a country-based approach in reviewing TNE provision in situ. Since QAA was formed in 1997 there have been 46 country-based visits to 25 different countries/ regions.

QAA's tradition of in-country reviews of UK TNE

In-country reviews of UK TNE, through visits and case studies, fulfil a number of functions, the richness of those functions representing good practice. In-country reviews of TNE are designed to complement both internal and external quality assurance, providing additional detailed insight into the TNE student experience in a given country as well as general insights into good practice and areas for development in the provision of TNE. They enable agency-to-agency relationships to develop, supporting mutual understanding and, often, exploring and resolving potential problems to reduce the overall regulatory burden. International partnerships between agencies are important in the review of TNE. The in-country approach

enables QAA to produce a detailed insight into the operating environment for TNE in the country, usually working with local agencies. QAA's review teams normally include a mix of UK and international reviewers, adding to the insights gained into comparative practice.

The reviews help QAA and UK providers gain insight into what practices characterise effective TNE relationships and how practices and approaches develop overtime; they can provide insight into particular areas of challenge (such as bringing a relationship to a close) and particular areas of practice (such as the use of local Associate Tutors, support centres or 'fly-in' faculty models). At a general level, a visit to a particular country encourages reflection by providers on the purpose and fit of their TNE relationships there. The benefits are extended through follow up seminars and webinars both in the UK and in the host country – providers and partners are eager to hear the lessons learned from each country and then use this to refine and adapt their own approaches. QAA's reviews of TNE regularly receive positive feedback from partner agencies, from partner providers and from within the UK. This confirms how useful not only the visits are but also the published reports and the dissemination events.

QAA's TNE review is a proportionate and risk-based approach. Given the scale of UK TNE in-country external reviews can only sample –the number of counties in which the UK operates and the number of collaborative partnerships there are would make a comprehensive external visit-based system impossible in practical and financial terms. UK universities themselves do, of course, apply their internal quality assurance process to all their provision each year; UK-based external quality assurance embraces TNE as well as home-based provision. As part of the scoping stage of each country visited there is a comprehensive survey of all providers to update wider information available on partnerships, programmes and student numbers.

Responding to change to maintain good practice

Importantly, part of the UK's and QAA's commitment to continuing good practice is also the willingness to

question, evaluate and to change. Thus, given the wider context of change in UK HE policy and regulation and with more information and data available now on TNE, we are part way through a review of how the UK best continues to support the quality enhancement of TNE provision. The essential robustness of the UK's approaches to quality assurance are not in question, these remain sound and worthy of trust. What the current review is interested in is how the UK continues to provide additional and complementary information on the quality of our TNE provision: a clear UK-wide approach which provides the kinds of assurance that gives confidence to international partners, agencies and government ministries, as well as to TNE students. Country based reviews have performed this function to date as they demonstrate the commitment to test and explore the provision of the UK's TNE on the ground in a planned, systematic and informative way.

Conclusion

The QAA's approach to good practice in the review of TNE is indicative of five things. Firstly, our commitment to demonstrably ensuring the quality of UK higher education wherever it is delivered; secondly, to develop sound multi-dimensional review mechanisms that deliver a rich range of beneficial functions; third, to reflect international norms in external review; fourth, to deliver outcomes that meet international partners' as well as the UK's own requirements ; and finally to be open to change, to reflect, respond and adapt so that what we do remains relevant, cost effective and fit for purpose.

Publication / Link

https://www.qaa.ac.uk/international/education-transnational-review

Contact details

Name: **Rowena Pelik**
Position: Director of Nations and International
Tel:+44 (0)141 572 3442
Mob: +44 (0)7770 634395
Email: r.pelik@qaa.ac.uk
Website: https://www.qaa.ac.uk/

NWCCU, USA

4.22	Northwest Commission on Colleges and Universities (NWCCU) Mission Fulfilment Fellowship

Name of the Agency	***Northwest Commission on Colleges and Universities (NWCCU)***
Country	***United States of America***
Region	***North America***

Description of the Good Practice

NWCCU Mission Fulfilment Fellowship - NWCCU's Mission fulfilment Fellowship prepares higher education leaders to advance institutional mission fulfilment and quality initiatives through assessment, reflection, and planning.

Purposes and objectives of the good practice

The Fellowship is designed to introduce faculty, staff, and administrators from NWCCU institutions to regional and national leaders in assessment, accreditation, data analysis, quality assurance, educational innovation, and educational effectiveness –and Fellows are expected to work in pairs of institutional partners to produce a final project advancing their institution's practices quality improvement activities.

Context

The Northwest Commission on Colleges and Universities (NWCCU) fosters through its accreditation standards, policies, and eligibility standards a process of continuous quality improvement centred around student success and the fulfilment of each member institution's unique mission.

NWCCU's unique accreditation model allowing institutions to define their mission; core themes; and meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating mission fulfilment respects the diversity of institutions within the region and their methods of educational delivery, culture, and measures of student achievement.

Practice

The Fellowship's curriculum includes two four-day residential experiences, on-line and hands-on experiential activities and a final project designed to advance the Mission Fulfilment of the Fellows' own institutions. Fellowship materials and presenters are selected to offer Fellows a wide range of subject-matter, including: the role of assessment in institutional planning and decision making, the use of data and analytics to demonstrate and guide institutional mission fulfilment, creating a culture of institutional evidence and excellence, engaging with faculty to support institutional advancement, the use of technology to support institutional efforts, creating systems of ongoing quality improvement, and how national and regional policy shapes institutional practice.

Evidence of success/ impact or realization of the objectives and Success factor

- **Graduates of the NWCCU Mission Fulfilment Fellowship will be able to:**

1. Apply effective assessment practices across a variety of institutional settings.
2. Analyze, interpret, and integrate data into institutional planning, evaluation, improvement, and accreditation processes.
3. Analyze institutional activities and collaborate with stakeholders to advance student learning, student success/achievement, and mission fulfilment.
4. Build a culture of engagement and quality at the institutional level through the process of understanding, analyzing, communicating, and facilitating with key stakeholders.

The Final Project

NWCCU Mission Fulfilment Fellows will present a final project applying mission fulfilment best practices to an institutional challenge/opportunity at their institution. The two (2) Fellows from each institution will collaborate and present a single project that analyzes, interprets, and integrates data into their own institutions' planning, facilitates a collaborative solution with internal stakeholders to advance student learning, student achievement, and mission fulfilment within the fellows' institution.

The project should include a description of the challenge or opportunity experienced at the Fellows' institution (and the historical context), reflection upon current literature and best practices, and a discussion and analysis of the implementation efforts employed during the Fellowship.

Finally, the project should offer a reflection upon how the solutions brought to bear on the opportunity/challenge could be applied to wider contexts or different institutional challenges.

➢ **Institutional Visits**

NWCCU Fellows are required to participate in an observation role with two (2) other institutions. The institutions can be tribal, two-year, four-year, private, public, or faith-based from within or outside of the region. The visits are an opportunity to assess the practices and capacity of institutions, and to bring back and apply best practices to the Fellow's own institution. Fellows will be required to write-up two (2) three-page summaries that explore the practices of the observed institutions and how they can be applied to the Fellow's own institution.

Promotion of Good Practice

NWCCU works with regional and national institutions and thought leaders to deploy and share content and practice.

Validation /Received awards

NWCCU's Fellows produce change in their institutions and Fellows present at regional and national conferences, as well as publish their work at individual institutions in peer-reviewed and trade journals.

Publication / Link

https://www.nwccu.org/news-updates/ fellowship/

Details of the contact person

Name: **Mac Powell**
Position: Senior Vice President
Tel: 425-892-0214
Mob: 425-892-0214
Email: mpowell@nwccu.org
Website: www.nwccu.org

ACCSC, USA

4.23 Organizing an Effective Electronic Submission

Name of the Agency	***The Accrediting Commission of Career Schools and Colleges (ACCSC)***
Country	***United States of America***
Region	***North America***

Description of the good practice

ACCSC has a longstanding position of electronic submission of applications, reports, forms, responses and other information. The submission facilitates a more efficient collection and dissemination of school information to Commission.

The Accrediting Commission of Career Schools and Colleges (ACCSC) have documented Organizing an Effective Electronic Submission as its good practices of External Quality Assurance, where the institutions get technical benefits from the Commission. As a part of best practices ACCSC framed rules for process and procedures. A detailed instruction with pictorial representation has provided for effective electronic submission. This covers how to fill: Application for Accreditation, Self- Evaluation Report, Response to a Summary Report , etc.

Purposes and objectives of the good practice

The electronic submission of applications and reports to ACCSC enhances the use of technology within the accreditation process. In order to facilitate more efficient collection and dissemination of school information, the Commission permits the submission of electronic documents when the requirements set forth in these instructions are met. The applications, reports and responses at various levels such as application for renewal of accreditation, application for initial accreditation, self evaluation report etc may be submitted to ACCSC electronically.

Context

ACCSC has consistently found that electronic submissions are less costly for schools to produce and result in a more effective submission for schools than non-electronic, paper format submissions. Therefore, the Commission requires the submission of all documents to be in electronic format prepared and submitted in accordance with the requirements set forth in the ACCSC Instructions for Electronic Submission and Section I (E) Rules of Process and Procedure, Standards of Accreditation.

The document provides detailed information for preparing and organizing an effective submission for the commission which includes; compiling the documents/ exhibits, creating book marks, inserting pages, hyper links, sample views etc. This practice will be beneficial for the Commission/ Agency and Institution for easy navigation of the file, and find the provided information and document from the institutions.

Practice

ORGANIZING THE ELECTRONIC SUBMISSION

Given that it is the school's responsibility to demonstrate compliance with accrediting standards, anytime a school is required to provide a response to the Commission that response should include documentation to support the school's position and be organized in an intuitive manner so that the Commission can easily navigate the file and find the information referenced by the school in its response.

The following framework provides an overview and some suggestions (including sample active hyperlinks and bookmarks) on how to prepare and organize an electronic submission for Commission consideration and includes:

- Converting the Microsoft Word Document to PDF
- Compiling Documents/Exhibits into One Continuous PDF Document
- Order of Documents/Exhibits
- Creating Bookmarks
- Inserting Pages/Exhibits

- Inserting Hyperlinks
- Sample View of an Appropriately Prepared Electronic Submission

Evidence of success/ impact or realization of the objectives and Success factor

A. Good Practice Outcome

Successfully accredited institutions such as private, postsecondary career schools and colleges

B. The conditions that required for implementation of good practice successfully are

Organizing an Effective Electronic Submission, the organization and intuitive nature of a school's submission to the Commission is an important aspect of the accreditation process and assists the Commission in determining the school's compliance with accrediting standards. Each institution seeking accreditation from ACCSC should strive to provide the Commission, as the decision making body, with an electronic response that is organized in an intuitive manner so that the Commission can easily navigate the file and find the necessary information and documentation being provided by the school to demonstrate compliance with accrediting standards

Promotion of Good Practice

Publication of document on: Blueprint for Success - Organizing an Effective Electronic Submission

Publication / Link

http://www.accsc.org/UploadedDocuments/Blueprint%20for%20Success%20%20Organizing%20an%20Electronic%20Submission%20FINAL.pdf

Details of the contact person

Name: **Michale S. McComis, Ed.D.**
Position: Executive Director
Email: mccomis@accsc.org, crosso@accsc.org, info@accsc.org
Website: www.accsc.org

Abbreviations

APQN	-	Asia-Pacific Quality Network
A&A (A/A)	-	Assessment and Accreditation
ACQUIN	-	Accreditation, Certification and Quality Assurance Institute (Germany)
ACSUCYL	-	Agency for the Quality of the University System of Castilla Y León (Spain)
ACCSC	-	The Accrediting Commission of Career Schools and Colleges (USA)
AMS	-	ASEAN Members States
ANQAHE	-	Arab Network for Quality Assurance in Higher Education
APQR	-	Asia-Pacific Quality Register
ASEAN	-	Association of Southeast Asian Nations
ASHE	-	Agency for Science and Higher Education (Croatia)
ASIIN	-	Accreditation Agency Specialized in Accrediting Degree Programs in Engineering, Informatics, the Natural Sciences and Mathematics (Germany)
AQU	-	(Agència per a la Qualitat del Sistema Universitari de Catalunya) Catalan University Quality Assurance Agency (Spain)
AQA	-	Academic Quality Agency
BQA	-	Education and Training Quality Authority (Kingdom of Bahrain)
CHEA	-	Council for Higher Education Accreditation (USA)
CSQ	-	Croatian Society for Quality
DGHE	-	Director General of Higher Education
DVV	-	Data Validation and Verification
EQA	-	External Quality Assurance
EHEA	-	European Higher Education Area
ENQA	-	The European Association for Quality Assurance in Higher Education
EQAAs	-	European Quality Assurance Agencies
evalag	-	Evaluationsagentur Baden-Württemberg (Germany)
EQAR	-	European Quality Assurance Register for Higher Education
ESG	-	European Standards and Guidelines
GGP	-	Guidelines for Good Practices
HE	-	Higher Education

HEEACT	-	Higher Education Evaluation & Accreditation Council of Taiwan
HEEC	-	Higher Education Evaluation Center of the Ministry of Education (China)
HEIs	-	Higher Education Institutions
HEQAAC	-	Higher Education Quality Assurance and Accreditation Council (Nepal)
HEQC	-	Higher Education Quality Committee (South Africa)
HKCAAVQ	-	Hong Kong Council for Accreditation of Academic and Vocational Qualifications
IAAHEH	-	Indonesian Accreditation Agency for Higher Education in Health
IQA	-	Internal Quality Assurance
ICT	-	Information and Communication Technology
IHEQN	-	Irish Higher Education Quality Network
INQAAHE	-	International Network for Quality Assurance Agencies in Higher Education
IQAU	-	Internal Quality Assurance Unit
JPCUP	-	Japanese College and University Portraits
LoI	-	Letter of Intent
MNCEA	-	Mongolian National Council for Education Accreditation
MOE	-	The Ministry of Education, Taiwan
MoU	-	Memorandum of Understanding
MRAs	-	Mutual Recognition Agreements
NAAC	-	National Assessment and Accreditation Council (India)
NCPA	-	National Centre for Public Accreditation (Russia)
NIAD-QE	-	National Institution for Academic Degrees and Quality Enhancement of Higher Education (Japan)
NQFs	-	National Qualifications Frameworks
NOKUT	-	Norwegian Agency for Quality Assurance in Education
NWCCU	-	Northwest Commission on Colleges and Universities (USA)
OBE	-	Outcomes-Based Education
OECD	-	The Organisation for Economic Co-operation and Development
OSCE	-	Objective Structured Clinical Examination
PRT	-	Peer Review Team

PTR	-	Peer Team Report
QA	-	Quality Assurance
QAAs	-	Quality Assurance Agencies
QAA-UK	-	Quality Assurance Agency for Higher Education (United Kingdom)
QAC-UGC	-	Quality Assurance Council of the University Grants Commission
QAC	-	Quality Assurance Council
QAOK	-	Quality Assurance Online Knowledgebase
Q_nM	-	Quantitative Metrics
Q_lM	-	Qualitative Metrics
RAF	-	Revised Accreditation Framework
SAARC	-	South Asian Association for Regional Co-operation
SRAP	-	Student Research Associate Programme
SSR	-	Self-Study Report
SSS	-	Student Satisfaction Survey
TEQSA	-	The Tertiary Education Quality and Standards Agency (Australia)
TNE	-	Transnational Education
TWAEA	-	Taiwan Assessment and Evaluation Association
UBC	-	University-Business Cooperation

Appendix

Good Practice Template for External Quality Assurance Agencies

Title of the Good Practice:

Name of the Quality Assurance Agency:

Country:

Region:

Sl No.	Component/ Factors	Description / Requirements
1	Description of the good practice	Describe the good practice of the agency?
2	Purposes and objectives of the good practice	Mention the goals and objectives aimed at to achieve by implementing Good Practice?
3	Context	Describe the Context that required initiation of the good practice
4	Practice	Methodology of the practice with steps involved in implementing the practice
5	Evidence of success/ impact or realization of the objectives and Success factor	A. Good Practice Outcome B. Describe the conditions that required for implementation of good practice successfully?
6	Promotion of Good Practice	Steps take taken to promote GP Regional/ National/ International level
7	Validation /Received awards	Relevance for replication at international level. Describe this how GPs by QAAs in other countries?
8	Publication/Link	Is the good practice published by National/ International Recognized Quality Assurance Agencies or together with partners, in which case please specify the names of the partner organisations ? URL of the Practice (if any) / Related website (if any)
9	Details of the contact person	Name: Position: Tel: Mob: Fax: Email: Website: