



President's Message

Dear Colleagues,

I am happy to introduce this newsletter for the fourth quarter of 2022 and hope it finds each of you safe and well and heading into a brighter and better new year. The Network has certainly been busy this last period. The board and staff at INQAAHE have been fully engaged in work to advance the practice of QA internationally in many ways, to include funding of research and capacity building projects, planning our global events and providing webinars, managing innovative projects, and, of course, continuing our work to introduce and disseminate the International Standards and Guidelines.

The Network members have also been busy over the fourth quarter in all of the important work that improves our field. In this newsletter, with news from many of our regions, you will see the how our vibrant and diverse members are engaging in productive collaborations, impactful training and events that disseminate expertise and build capacity, strategic plans to address trends and prepare for the future, and otherwise meeting change head-on. That this can happen even in the most challenging times, with members experiencing extreme adversity, even danger, says a great deal about the professionalism of this community.

I end this foreword with an introduction of a different kind. I am extremely pleased to say that we completed our CEO search in December and am delighted to introduce INQAAHE's new CEO, Mr. Fabrice Hénard. He brings extensive international experience and expertise in evaluation and quality assurance. You will find more about him below. Please reach out to him to share your ideas and thoughts as you desire.

As always, thank you for all of your contributions to the field and to the Network.

Happy reading,



Deborah Adair
8th President of INQAAHE

News from Secretariat



We are delighted to inform you that, as of January 2, 2023, Mr. Fabrice Hénard has joined INQAAHE as Chief Executive Officer. Find below his introductory message to the membership and community at large. Welcome on-board Fabrice!

[Video](#)

[Know more](#)

Funding Scheme calls 2022-2023

Submissions for 2022-2023 call of INQAAHE's Funding Scheme were welcome until November 14. This year, 13 applications were received for the Capacity Building funding, and 6 for the Research and Innovation one. Currently these project proposals are being externally reviewed by professionals. On January 16, 2023, applicants were notified on the results of this review.

[Call for Proposals](#)

Call to host INQAAHE Conference 2025

The Board of Directors seeks expressions of interest from member agencies to host this event. preferences for hosting the INQAAHE Conference 2025 will be given to the following regions: East and Southeast Asia; South America and the Caribbean; North America; and Francophone Africa. Submit your proposal using this [application form](#) to [INQAAHE Secretariat](#) by January 31, 2023.

[Call for Proposals](#)

UNESCO-INQAAHE Project: Micro-credentials in the Asia-Pacific region

In October 2022 INQAAHE bid for a UNESCO call to collect national use cases of Micro-credentials in the Asia-Pacific region. INQAAHE's proposal won the bid and under the auspices of UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) and the Section for Educational Innovation and Skills Development (EISD), with the support from the Japanese Funds-In-Trust (JFIT), launched the project on November 11, 2022. The project ended on December 15, 2022, and its results will shape policy recommendations for micro credentials in Asia-Pacific.

INQAAHE Conference 2023



17th Biennial Conference

Roadmap to Enabling Quality in Tertiary Education 2030

June 5-8, 2023 | Astana, Kazakhstan



Proudly hosted by the [Independent Agency for Quality Assurance in Education \(IQAA\)](#), the website for INQAAHE's 17th Biennial Conference is now available! As always, on the Conference website you will find the official and latest information and details regarding the Conference, program, speakers, workshops and sessions, venue and much more. Also, in January 2023 you will be able to register for the event through this platform.

Official website

The Board invited [proposals](#) for INQAAHE Conference 2023. The deadline for submissions was November 30. The Secretariat received 54 proposals coming from all regions of the world. These proposals are now being reviewed and by January 20, 2023, authors will be notified on its acceptance.

INQAAHE Talks

During Q4, the fourth and fifth INQAAHE Talks sessions of 2022 were scheduled. On November 4, the topic of [Quality Assuring VET and Level 5: supporting harmonious transitions](#) was tackled. This session focussed on issues surrounding technical and vocational programming that can fall outside or within traditional quality assurance bodies and frameworks for degree programming. On November 16, a joint session with the [Southern African Quality Assurance Network \(SAQAN\)](#), entitled [Quality Assurance of Online and Blended Higher Education: The Southern African Experience](#), focussed on issues surrounding quality assurance of online and blended higher education within the Southern African context. Recordings of all past INQAAHE Talks sessions are available on a [dedicated YouTube playlist](#).

International Standards and Guidelines for Quality Assurance in Tertiary Education (ISGs): towards diversification, relevance, transformation, and recognition



The ISGs are a suite of standards and guidelines for external quality assurance bodies that embrace the ever-increasing diversity in tertiary education (formal and non-formal) and empower the enhancement capacity of QA providers in their quest for diversification, efficiency, relevance, and transformative power. Reflecting INQAAHE's values of inclusion, diversity, and collaboration as well as our mission of advancing QA practice, the [INQAAHE International Standards and Guidelines of Tertiary Education Quality Assurance \(ISGs\)](#) are the result of a broad participatory process including the rich expertise of tertiary education providers and their external quality assurance bodies globally.

On November 30, 2022, a webinar with the developers of the ISGs was organized to introduce the new standards and guidelines and the benefits of the revised approach. The [recording](#) of this session is available on INQAAHE's YouTube channel. A copy of the [presentation](#) is also available on INQAAHE's website.

More info

ISG training in Oman



On December 19, 2022, the [Oman Authority for Academic Accreditation and Quality Assurance of Education \(OAAAQA\)](#) conducted an induction session for its staff on the newly introduced International Standards and Guidelines for Quality Assurance in Tertiary Education (ISGs). The training was delivered in-person by Dr. Susanna Karakhanyan, Immediate Past President of INQAAHE. This activity falls under the OAAAQA's endeavour to attain alignment with standards and requirements of reputable international quality assurance agencies and is done in cooperation with the Network. [Read more](#).

New members

INQAAHE welcomes the following new members:

Full members:

- Autorité Nationale d'Assurance Qualité de l'Enseignement Supérieur ([ANAQ-SUP](#)), Senegal
- ASEAN University Network – Quality Assurance ([AUN-QA](#)), Thailand
- Education Quality Assurance Agency ([TKTA](#)), Azerbaijan

Affiliate members:

- Mohammad Sayadur Rahaman, PhD, Bangladesh

INQAAHE

News from members

Arab Region

Bahrain

BQA achieves a new milestone. The Authority receives the WFME Recognition

The Education and Training Quality Authority (BQA) has been awarded the international Recognition Status of the World Federation for Medical Education (WFME). The WFME is satisfied with the BQA's quality of performance and its adherence to international standards and practices in evaluating and accrediting the medical programmes offered by the medical education schools in the Kingdom of Bahrain.



On this occasion, Dr Tariq Al-Sindi, the Chief Executive of the Education and Training Quality Authority (BQA), expressed his pride in receiving the WFME recognition, which consolidated its position regionally and internationally as an international house of expertise in quality education and training, and as an independent external quality assurance entity of the performance of the Kingdom's education and training institutions. "This milestone had been achieved by the Authority, thanks to the efforts of its national competencies, which had worked hard and continued to carry out their business activities in a professional manner to raise Bahrain's name in the QA field," Dr Al-Sindi added.

It is worth mentioning that BQA was recognised by the World Federation for Medical Education (WFME) for ten years, until 2032, upon being subjected to a thorough evaluation of its academic accreditation processes for medical programmes, including accreditation standards, policies and procedures, as well as decision-making mechanisms adopted by the Authority in evaluating the medical schools and academic programmes.

Oman

The Inaugural Training on the INQAAHE International Standards and Guidelines takes place in Oman

As the INQAAHE launches its new, 2022 edition of International Standards and Guidelines of Quality Assurance in Tertiary Education (ISGs), OAAAQA becomes the first QA provider to host a training on the ISGs.

OAAAQA is planning its own external review against the ISGs in the upcoming year and INQAAHE prepared a tailor-made training as per the OAAAQA request and need.



The training was organized in Muskat, on the 19th of December and hosted all the OAAAQA staff and was delivered by Dr. Susanna Karakhanyan, the INQAAHE Immediate Past President.

The key themes of training evolved around increased sustainability, efficiency, and relevance of the QA measures and how to gradually enhance transformative powers of QA services offered by OAAAQA. The training covered such key themes as enhancement of quality culture within the organization premised on robust internal quality assurance system, establishing mechanisms for internalization of IQA, preparation for external reviews and its success factors.

The discussions also unfolded around UNESCO Regional and Global Recognition Conventions and how to ensure QA is developed to support qualifications framework, including flexible learning pathways, hence recognition of learning. One of the central themes also covered relevance of HE programs and key drivers of successful systems that ensures alignment with learner needs.

Overall, the inaugural ISG training laid firm foundations for a meaningful application of the ISGs to ensure sustainability and relevance of the OAAAQA provisions.

Some impressions of the sessions:

“The program was beneficial as it allowed everyone to dive deep into the ISGs and understand the requirements.” (Eman Al Harrasi)

“I got to understand the mechanisms of the alignment process, and the basics of SER.” (Zamzam Al Sulaimi)

“I became a believer of QA” (Muzna Al Hooti)

Bahrain

BQA CE participates in the APQN Academic Conference

Dr Tariq Al-Sindi, Chief Executive of Education & Training Quality Authority (BQA), took part as a keynote speaker at the Asia-Pacific Quality Network (APQN) Conference, which was organized in collaboration with EDUVALUE Global on 25-26 November 2022.

Dr Tariq Al-Sindi presented a paper titled: 'Quality Assurance in Higher Education During and After COVID-19', in which he discussed the impact & challenges, opportunities and moving forward to achieve the higher education institutions mandate during the spread of COVID-19. He also reviewed the passive impact on the faculty members working remotely, excessive interest in life-long learning to overcome the COVID-19 challenges, learning loss and assessment impartiality.



Asia-Pacific Region

Pakistan

Strategic Planning for Quality Education

Arisha Maham, Indus University

The Indus University organized a one-day training session on “Strategic Planning for Quality Education” dated October 25, 2022. Ms. Sanam Soomro – Director Quality Enhancement Cell - Dow University of Health Sciences, was the resource person for the session. Ms Sheema Haider- Director QEC, warmly welcomed the Directors, Deputy Directors and QEC fraternity and all visiting guests in person and who joined through web, for joining the wonderful session. The resource person Ms. Sanam Soomro highlighted the need for Strategic planning as it guides HEI educational development by giving a common vision and shared priorities. She postulate; for policy-makers, it offers the path to implement reforms and systematic transformation to provide the quality education for all and achieve the sustainable development goals: SDG-4. She spotlight that it’s the need of hour for all HEI institutes to ensure desired outcomes are created in consultation with staff and teacher input to make sure the strategies you select are flexible, so they can be adapted as needed.

The Session was attended from all the corners of Islamic Republic of Pakistan. It was attended by Indus Family and QECs including Dow University, Ziauddin University, PAF KIET, IoBM, Textile Institute of Pakistan, Institute of Business Administration, Dadabhoj Institute of Higher Education Nazeer Hussain University, Jinnah Sindh Medical University, KASBIT, Dawood University if Engineering and Technology, SZABIST Karachi, Sohail University, Sir Syed University of Engineering and Technology, PIPFA, Isra University.

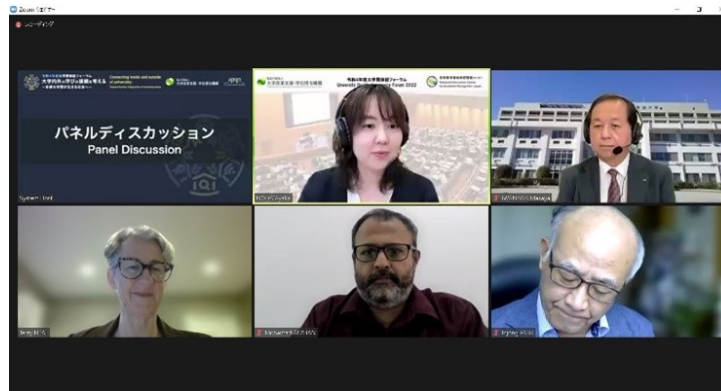
Japan

NIAD-QE held University Quality Assurance Forum 2022

The National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE) held the University Quality Assurance Forum 2022 entitled “Connecting inside and outside of university: Toward further integration of learning styles” in an online format on September 28, 2022, and nearly 400 participants joined from across Japan and beyond.

FUKUDA Hideki. Ph.D., President of NIAD-QE addressed the opening and welcomed the four distinguish speakers, Ms. Terry Neal, Chief Advisor Policy of New Zealand Qualifications Authority (NZQA), Dr. Injong Park, Adjunct Professor at Graduate School of Education, Korea University and Head of the ON Institute of Lifelong Education, Dr. Mohamad Afzhan Khan, Assistant Vice President (Open Learning), University of Cyberjaya and Former Director of Accreditation of Prior Experiential Learning (APEL) Centre, Open University Malaysia (OUM), and Prof. IWANAGA Masaya, Ph.D., President of the Open University of Japan (OUJ). The speakers introduced the systems in each of their country that recognize in-formal and nonformal learnings from inside and outside of university. They all stressed the importance of further facilitating such diverse lifelong learnings, along with appropriate quality control, to respond to a changing social demand in higher education and human resource.

The panel discussion, moderated by Prof. NODA Ayaka, Associate Professor, Research Department of NIAD-QE, was centered on the topics of; social perception of degrees and qualifications earned by flexible and non-traditional learnings outside the universities; how we evaluate those learning outcomes and define the equivalency to conventional academic degrees; and the possible challenges that may arise in its process. Questions from the audience were also shared at the discussion, and the speakers exchanged their perspectives with practices and approaches from each of their countries.



Panel Discussion

The forum ended successfully with the closing remarks by Dr. MITSUISHI Mamoru, Vice-President of NIAD-QE. For presentation materials and recordings, please visit: <https://www.niad.ac.jp/english/news/en2022/entry-4725.html>

China-Russia

Joint Russian-Chinese accreditation: The case of Tomsk State University

National Centre for Public Accreditation (NCPA)

Joint accreditation now is an effective instrument of promoting educational programmes and institutions worldwide. Programmes are given an opportunity to check quality at the international level and receive recommendations of the best foreign experts. Most significantly, the results of joint accreditations are approved by the certificates of two countries.

The National Centre for Public Accreditation (Russia) started to conduct joint accreditations in early 2012 but most active period began in 2016 after signing the MOC with the Education Quality Evaluation Agency of the Ministry of Education (China).

At present time, NCPA and EQEA have jointly accredited 56 educational programmes of 6 Russian universities and 9 educational programmes of 5 Chinese universities.

Among the leaders of the Russian universities in conducting joint Russian-Chinese accreditations is the National Research Tomsk State University, which is the largest classical university in the Asian part of Russia, the acknowledged center of science, education and innovations. It is on the list of TOP 15 of the best universities of Russia and is ranked 264 in QS World University Rankings. From the period 2019-2022 NCPA and EQEA jointly accredited 20 educational programmes of the National Research Tomsk State University. Quite recently, in December 2022, 2 educational programmes of the Faculty of Physical Education of TSU have successfully underwent joint Russian-Chinese accreditation.

According to the director of TSU Centre for Public and International Programme Accreditation, Tatiana Rudenko, joint accreditation imposes special obligations in the future: programs actually get a ticket to work with foreign students. After joint accreditation, TSU noticed that the number of applicants from China has doubled. Receiving a certificate from EQEA allows to count on the development of international partnerships and the influx of the most prepared and motivated Chinese applicants to TSU, which are the fastest growing group among foreign students in Russia.



Pakistan

GIK Institute of Engineering Sciences & Technology Contributed in International Summit on Higher Education and Workforce Development in the 21st Century organized by USAID Pakistan

M. Wisal Khalil, Director Quality Enhancement Cell

International Summit on Higher Education and Workforce Development in the 21st Century organized by USAID Pakistan.

Prof. Dr Fazal A. Khalid, SI, Rector of GIKI, delivered a speech on the topic, "Governance and Quality Challenges for Universities", during the sessions on "Strengthening HEIs Governance".

Objectives of the conference:

- To bring together leaders and decision makers from universities, industry, and government to invigorate the higher education agenda and rethink the role of higher education in the 21st century.
- To hold conversations on addressing key challenges faced by the public sector universities today while keeping a futuristic approach.
- To serve as a springboard for forging a "community of practice" among higher education institutions and stakeholders, and to launch a subsequent policy dialogue series.



South Korea

Accreditation of the Nursing Education Program

KABONE accredited 22 programs in 2022 with phase IV standard

As an accrediting body, KABONE (Korean Accreditation Board of Nursing Education) applied phase IV nursing education accreditation standard to the 2022 accreditation. Some review points (e.g., finances, facilities, etc.) are relayed through the self-study manual to help the institutes prepare for accreditation. In 2022, KABONE accredited 9 programs (9 bachelor's degree courses) in the first half, and 13 programs (13 bachelor's degree courses) in the second half. KABONE will continue to perform its role as an educational accreditation institution trusted by the public.

KABONE monitored 17 programs in the 1st half of 2022

The institutes that obtained accreditation of their nursing education programs are obliged to maintain the quality of their programs throughout the period of accreditation (22, Accreditation of the Nursing Education Program Regulation). Therefore, KABONE is continuously monitoring the quality and consistency of nursing education programs. The institutes submit self-evaluation papers within six months after 2 years of the term of validity. A total of 17 nursing education programs (17 bachelor's degree courses) obtained a 'maintenance of accreditation'.

Taiwan

TWAEA Joined the APQN Academic Conference 2022, Presenting Results of Survey on Cross-border Students' Learning Experience

The Asia-Pacific Quality Network (APQN) held its first in-person annual general meeting and academic conference from November 24 to 27 this year in Singapore, after the impact of the worldwide COVID-19 pandemic in the last two years. The theme was "Quality Assurance for Higher Education under the COVID-19 Pandemic and beyond in the Asia-Pacific Region". The conference focused on the discussions of the future development of quality assurance for higher education in the era of globalization and technological advances.

The Taiwan Assessment and Evaluation Association (TWAEA) attended the in-person meeting in Singapore, and was accepted to present the research result of cross-border practices with the paper entitled “Improving the Student Experience of Teaching Methods: Learning from a Comparative Study of Four Asia-Pacific Regions”. This study was based on the international survey project led by TWAEA, and jointly participated by Japan University Accreditation Association (JUAA), Office for National Education Standards and Quality Assessment (ONESQA), and Center for Education Accreditation, Vietnam National University - Ho Chi Minh City (CEA VNU-HCM) to explore students’ learning outcomes and satisfaction under cross-border collaboration. The survey results had been analyzed to understand the learning experience of students from higher education institutions in Taiwan, Japan, Thailand and Vietnam in order to learn from each other. Furthermore, particular issues and blind spots can also be discovered to enhance the teaching quality in the respective region. At the seminar, TWAEA’s Assistant Secretary-General, Ying-Li Chou, and Senior Manager, Hui-Ling Lin, presented the study on behalf of the four quality assurance agencies, and had a panel talk with other presenters and audience, providing new development opportunity for international strategy planning and seeking collaborative outlook with a more diverse perspective through exchanging comments and discussions.



TWAEA participated in the APQN Academic Conference 2022 and delivered a presentation based on the international survey project.

Europe

Croatia

Conference on Academic Integrity of Students held in Zagreb

Academic dishonesty is a long-term problem of society in general, not only in higher education – that was the message of the conference How worried are we by the academic (dis)honesty of students? held on 25 November in Zagreb, organised by the Agency for Science and Higher Education, with the aim of opening a debate about various forms of academic dishonesty among students in Croatia, and its consequences, trends and possible solutions.

The COVID-19 pandemic has brought many changes, as well as challenges to the education sector, including a sudden shift of classes from classrooms to digital platforms, which indicated the importance of academic integrity and rectitude more than ever, mr. sc. Sandra Bezjak, Acting Director of ASHE, highlighted during the opening of the event.

The lecturers spoke about student dishonesty, comparing the situation in Croatia and the world, as well as the national rules and their application; dr. sc. Rudolf Kiralj (Bjelovar University of Applied Sciences) and prof. dr. sc. Ivana Kunda (Faculty of Law of the University of Rijeka).

Academic dishonesty in Croatia is far more common compared to the world average, especially if countries such as Sweden, Canada, and USA are taken into consideration. International surveys show a correlation between academic and professional dishonesty, and between corruption and economic development, thus showing a higher degree of academic dishonesty in less developed countries, as dr. sc. Rudolf Kiralj explained.

The most common forms of academic dishonesty among students are improper citation, copying during the exams, plagiarism, misrepresentation, etc., while the causes of such behaviour are related to teaching methods, behaviour of the teacher, but also a wider socio-economic environment that tolerates unfairness.

“If we want different results, we need to stop acting the same,” said prof. dr. sc. Ivana Kunda, adding that this primarily entails systematic

education and raising awareness of both the students and the teachers about the importance of academic and professional integrity.

As a part of the conference, a roundtable discussion was held, with the participation of prof. dr. sc. Ana Tkalac Verčič (Faculty of Economics of the University of Zagreb), doc. sr. sc. Sven Marčelić (Department of Sociology of the University of Zadar), Jurica Đurić (College for Information Technology), President of the Croatian Student Assembly Bruna Bandula (Faculty of Science of the University of Zagreb) and student Vida Žagar (University of VERN). The panellists agreed that academic dishonesty has not been given sufficient attention, considering its wider social and economic consequences, and that undesirable behaviour should be properly sanctioned, but not without providing a systematic education for all stakeholders.



Kazakhstan

VI Central Asian International Forum on Quality Assurance in Education



On October 7, 2022, the Independent Agency for Accreditation and Rating (IAAR) held the VI Central Asian International Forum on Education Quality Assurance: "Transnational Cooperation in the Global Educational Space" in Almaty city.

The plenary session of the International Forum was opened by the IAAR General Director – Dr. Alina Zhumagulova, noting the key landmarks for the development of the education system in Europe and Central Asia, aimed at improving the quality of higher education, the achievements of IAAR in conducting cross-border accreditation, as well as the interest of the international community in cooperation and exchange of the best world experience in promoting a quality culture.

The Minister of Science and Higher Education of the Republic of Kazakhstan, Mr. Sayasat Nurbek, welcomed all the participants of the International Forum and called for a joint discussion of a further model for the development of higher education in the context of digital transformation and global change.

More than 300 delegates took part in the work of the International Forum, including deputies of the Senate and Mazhilis of the Parliament of the Republic of Kazakhstan, as well as the of Majlisi Milli Majlisi Oli of the Republic of Tajikistan, ministers and representatives of the Ministry of Science and Education of Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan; Chairman of the IAAR Supervisory Board; President of the Association of Higher Educational Institutions of the Republic of Kazakhstan, as well as heads of international networks and associations for quality assurance in higher education: President of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE)- Deborah Adair, President of the European Quality Assurance Register for Higher Education (EQAR) - Karl Dittrich, President of the World Federation for Medical Education (WFME) - David Gordon; who annually participate in the International Forum and actively support the events held by IAAR.

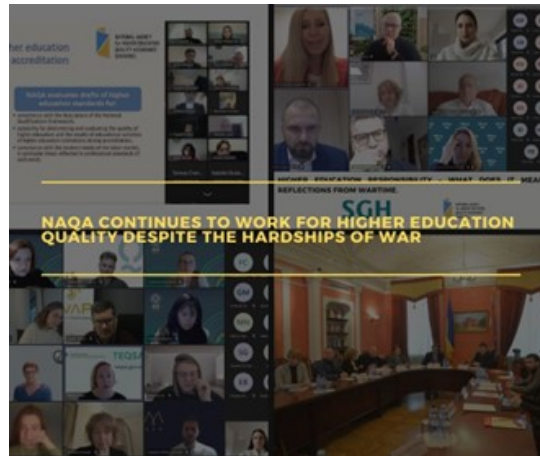
The discussion platform of the VI Central Asian International Forum on Quality Assurance in Education: "Transnational Cooperation in the Global Educational Space" made it possible to exchange best practices on creating an effective education system in the context of digital transformation, summarise the results of the event.

More information on the Forum <https://iaar.agency/forum-page/vi-centralno-aziatskij-mezhdunarodnyj-forum-po-obespecheniyu-kachestva-obrazovaniya/en>.



Ukraine

NAQA continues to work for higher education quality despite the hardships of war



Has the war influenced NAQA's work? Sure. Has the war stopped NAQA from functioning? No. Since the beginning of the full-scale Russian invasion of Ukraine, NAQA has not stopped its activities. Despite daily shelling and blackouts, the agency organizes and conducts events to improve education quality.

Thus, NAQA held the first training for its experts-to-be since the full-scale invasion. Conducting training for experts is a significant step for the continuity of quality assurance. Moreover, NAQA goes ahead and develops new directions of activities. A true development milestone was the initiation of the formation of the national rating of HEI. On December 14, NAQA held a round table "Problems of rating HEIs of Ukraine: criteria formation for educational and scientific activity quality assessing". During the event criteria of evaluation, different approaches and possible usage of the rating results were discussed. Based on the results of the meeting, participants agreed a resolution on the creation of a working group with the involvement of representatives of HEIs, representatives of employers, student self-government bodies and other stakeholders to develop criteria that can be used in the creation of a national rating.

NAQA actively develops international cooperation, organizing bilateral meetings with foreign colleagues and participating in various international webinars, conferences and forums. On December 8, NAQA and NVAO held a joint webinar. NAQA team delivered a presentation on the digitization of external quality assurance processes in the agency, while colleagues from NVAO shared their experience of passing ENQA reviews.

Quite recently, a virtual round table "Standards of law education: development and continuous improvement" was held. The event was co-organized by NAQA, QAA and USAID for the exchange of experience between scientists and practitioners of Great Britain and Ukraine working on law education standards.

Therefore, while Ukrainian soldiers defend the independence of our country, NAQA protects the education quality in Ukraine.

Latin America and The Caribbean

Argentina

CONEAU and HCÉRES signed a Collaboration Agreement

As part of the joint-work developed for more than 10 years, on November 14, the Comisión Nacional de Evaluación y Acreditación Universitaria (CONEAU) and the Haut Conseil de l'évaluation de la Recherche et de l'Enseignement Supérieur (HCÉRES), have signed a

new cooperation agreement to foster the quality assurance in higher education.

The signing of the agreement took place at the French Embassy in Argentina with the participation of Ambassador Claudia Scherer-Effosse; the Director of the Department of Europe and International Relations of HCÉRES, Maria Bonnafous-Boucher; the President of CONEAU, Néstor Pan and the General Secretary, Martín Strah.

The agreement establishes a new agenda of collaboration activities for the next three years to strengthen the quality culture in both systems.

Learn more: <https://www.coneau.gob.ar/coneau/coneau-y-hceres-firmaron-un-nuevo-acuerdo-de-cooperacion/>

Northern America

Canada

A new reference framework for colleges that have recently joined the Evaluation of the Effectiveness of Quebec Quality Assurance systems



The release of a new reference framework for the evaluation of the effectiveness of Quebec quality assurance systems (SAQC) marks the inclusion of seven new colleges to the SAQC audit process.

These colleges have previously completed an undertaking called the Preliminary Approach which aimed at fostering the development and implementation of institutional quality assurance mechanisms as well as the development of evaluation practices that would guarantee the quality of programs of study and the quality of the evaluation of student achievement. The Commission considers that the Preliminary Approach is completed when the colleges concerned have taken appropriate action on the recommendations issued. Consequently, these seven colleges are now able to evaluate the effectiveness of their quality assurance system and this reference framework aims to support them in the process. Moreover, this document is aligned with the Commission's strategic objective to adapt its tools to the reality of colleges.

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

Their feedback highlighted the clarity of the Commission's expectations as well as the usefulness of the reference framework and the training and support tools. In addition, some areas of improvement were identified and led the Commission to develop an action plan which puts emphasis on five main targets.

One of the actions stated in the action plan was to update SAQC's [Guidelines and framework](#) (in French). Released in early September, this new version comprises changes in supporting colleges' self-evaluation process. As with the first cycle of the SAQC evaluation, the second cycle focuses on continuous quality improvement in college education.

The *Commission d'évaluation de l'enseignement collégial* is an independent, public, external evaluation agency whose mission is to contribute to and report on the continuous improvement of the quality of college education. For more information, follow us on [LinkedIn](#) and

[Twitter](#) or visit our [Website](#).

INQAAHE

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

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