



# **INQAAHE Annual Report 2011**

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## **President's Report 2011**

### **UNESCO funding**

For several years, we have received funding from the World Bank, through UNESCO, under the GIQAC programme. This is now coming to an end, and I would like to thank these donors, because their contribution made it possible to expand the scope of our work, and make interesting developments.

Under the GIQAC project, the following things have been achieved:

### **Support for network members to attend INQAAHE events**

While this is a programme that was set up by INQAAHE well before GIQAC, it has benefitted from this additional funding. Due to INQAAHE and GIQAC funding we were able to contribute to the presence of thirteen agencies at the Madrid Conference. We have asked sponsored participants to evaluate this experience, and I am happy to report that most of them emphasized that taking part in the conference had been a useful learning experience, mostly through networking, meeting other members and exchanging experiences.

They also suggested some issues where they thought that INQAAHE, which mostly referred to the need for capacity building for agency staff, training for external reviewers and staff at higher education institutions, with a focus on internal quality assurance.

### **Support for regional networks and professional accreditors**

At the end of 2011 (30 November and 1 December) INQAAHE, with the cooperation of the European Association for Quality Assurance in Higher Education (ENQA), organized the seminar *Internationalisation and QA: Connecting European and Global Experiences*. The seminar was organized as a tribute to Dr. Marjorie Peace Lenn, whose interest and dedication to international higher education and its relation with the accreditation of the professions was central to many of the discussions in INQAAHE. Themes of the meeting were the main trends in internationalisation and the way in which it is perceived and integrated in higher education management; mutual recognition initiatives in different parts of the world; programme accreditation and the need to work towards subject specific quality standards; the links between institutional and programme accreditation.



Over 130 people participated in the seminar, which included representatives from several of the regional networks (AfriQAN, ANQAHE, APQN, CANQATE, CEENQA and RIACES), and from sixteen professional accreditors.

### **QAP - Graduate programme for QA professionals**

As was announced in Madrid, the programme has continued to be offered by University of Melbourne, and INQAAHE has provided scholarships for six representatives from QA countries to enroll in the Graduate Certificate Programmeme. Beneficiaries of the scholarships come from Uganda, Namibia, Samoa, Botswana, Ethiopia and Pakistan.

### **Internships**

Two internships (from Fiji and Samoa) were funded through GIQAC, plus another (from Armenia) funded directly by INQAAHE. Internships were organized by well established agencies, and covered two to four weeks work. Interns reported that their experience had been extremely useful, and highlighted the work they shared with the receiving agency staff, their participation as observers in site visits and the chance to learn about the actual operation of a QA agency in its different aspects. We thank NAAC, India, the Malaysian Qualifications Agency and HEEACT, Taiwan, and their staff for the hospitality and the organizational skills that made this such an important learning opportunity for the interns.

### **Good practices in QA**

The work in developing a database of good practices in quality assurance has continued, and a workshop was held in cooperation with APQN. It was a good opportunity to discuss good practices and to identify those that were considered to be particularly transferable to other national or regional contexts. INQAAHE sponsored participation of representatives from members at the workshop, further contributing to the capacity building of agency staff.

### **Impact study of cross border QA**

Cross border higher education has been on the agenda for a significant period of time, and in this opportunity, a study was organized to explore the experience of ten cases of receiving and sending providers related to the impact of QA. A report on the results of the study will be presented at the Melbourne Forum.

### **Other INQAAHE activities**



In addition to these activities, which were included in the GIQAC project, the Board has been very active with other issues. There is a group working with **regional networks**, and they have been very active in organizing a regional networks meeting which will take place during the Melbourne Forum. This is meant as an opportunity to share experiences and demands, and to plan for future cooperation among regional networks and with INQAAHE.

A second group has continued working on the **query service**. Not many queries have been received, but those that have come have had interesting answers from a team of experts from all over the world. It would be interesting to hear queries from many more members – there must be a number of topics where learning how other agencies solve their problems could be helpful!

INQAAHE has been receiving requests from member agencies to assess their alignment with the Guidelines of Good Practice (GGP). This is an extremely interesting exercise for the agency, but also for INQAAHE, insofar as it helps us check on the relevance of the GGP and identify any useful adjustments that we may want to introduce. I would like to congratulate the Commission for Academic Accreditation, from the United Arab Emirates; the Higher Education Quality Committee from South Africa, and the Ontario College QA Service, from Canada, who were recognized as aligned with the INQAAHE Guidelines of Good Practice during 2011. We hope to include many others in this and the following years.

Finally, I would like to report on the results of the ALFA project. As some of you may recall, this was a project carried out in Iberoamerica (that is, Latin America, Spain and Portugal), which intended to assess the impact of QA on higher education institutions. A study was conducted, covering 30 universities, in seven countries; national authorities, institutional leaders, academic staff, students and graduates were interviewed. Their perceptions on any actual changes happening either at the national higher education system level, institutional management, or the teaching and learning process after the introduction of QA processes were gathered and analyzed.

The good news is that there is a clear perception of improved quality in all these areas. National leaders recognize the importance of QA as a policy instrument, institutional leaders emphasize changes in institutional management and academic staff and students report on interesting changes on teaching and learning, mostly related to more relevant curricular design and contents, and improved and more active teaching and learning practices. An



interesting finding, across countries, was the increased relevance assigned to the teaching function in universities, as a result of the introduction of QA processes.

While there were no bad news, there were some calls for concern. QA is seen as an increasingly bureaucratic process, more interested in the formal aspects of university work than in the more significant processes that take place. There is concern about conflicts of interest, and of the problems with external reviewers who do not seem to have the appropriate training or understanding of their role. While most respondents recognized the improvement in information systems, there is still much room for improvement, in making information accessible to different users, and improving the methods for gathering and distributing it.

The final report for the project will be published (in English and Spanish) on the INQAAHE website shortly.

Maria Jose Lemaitre  
President  
April, 2012



## Secretary's report 2011

### INQAAHE membership

Also in 2011 the growth in the number of INQAAHE members continued. As of 31 December 2011 INQAAHE had 236 Members of which 169 were Full members and 67 were Associate members. In addition, INQAAHE had 26 Affiliates.

In December 2011 the membership of 13 Affiliates, 6 Associate and 6 Full members have been cancelled because these organisations or persons did not pay their membership fee for two or more years.

In 2011 18 Full members and 23 Associate members joined INQAAHE. In addition, 6 Affiliates were welcomed. The following Members and Affiliates joined INQAAHE in 2011:

Full members:

1. Fundación Agencia Acreditadora de las Américas, Argentina
2. National Center for Professional Education Quality Assurance, Armenia
3. International Centre of Excellence in Tourism and Hospitality Education, THE-ICE (THE-ICE), Australia
4. Agency for the quality of the higher education, Chili
5. The Danish Accreditation Institution, Denmark
6. Secretariat of the Pacific Board for Educational Assessment (SPBEA), Fiji
7. The Engineering diploma commission (CTI), France
8. Agency for Quality Assurance Through Accreditation of Study Programmes, Germany
9. Central Evaluation and Accreditation Agency Hanover, Germany
10. Evaluation Agency Baden-Wuerttemberg, Germany
11. Japan Institution for Higher Education Evaluation, Japan
12. Korean Council for Higher Education, Korea
13. Mauritius Qualifications Authority, Mauritius
14. Taiwan Assessment and Evaluation Association, Taiwan
15. Tonga National Qualifications and Accreditation Board, Tonga
16. Council on Accreditation for Public Health, United States
17. Accreditation Council for Business Schools and Programs, United States
18. National Council for Accreditation of Teacher Education, United States

Associate members:



1. Consejo de Rectores de Universidades Privadas, Argentina
2. Ahlia University, Bahrain
3. Higher Education Quality Council of Ontario, Canada
4. Admas University College, Ethiopia
5. St. Mary's University College, Ethiopia
6. COMSATS Institute of Information Technology, Pakistan
7. GIK Institute of Engineering sciences and technology, Pakistan
8. Indus Institute of Higher Education, Pakistan
9. Institute of Management Sciences, Pakistan
10. Institute of Space Technology, Pakistan
11. IQRA University, Pakistan
12. Kohat University of Science and Technology, Pakistan
13. Khyber Medical University, Pakistan
14. National University of Computer & Emerging Sciences, Pakistan
15. Mehran University of Engineering & Technology, Pakistan
16. Sukkur Insitute of Business Administration, Pakistan
17. College of Dentistry, University of Dammam, Saudi Arabia
18. Nelson Mandela Metropolitan University, South Africa
19. South African Qualifications Authority, South Africa
20. Uganda Management Institute, Uganda
21. James Madison University, United States
22. Hoa Sen University, Vietnam
23. Southeast Asian Ministers of Education Organization, Vietnam

Affiliates:

1. Dianna Waddell, Australia
2. Exequiel Gonzalez, Chile
3. Dimitris Liakopoulos, Italy
4. Khalid Sarairah, Jordan
5. Usha Chander, Phillipines
6. Julie Furst-Bowe, United States

**INQAAHE website**

If we compare the web usage from 2011 with 2010 we notice that a growing number of people is visiting [www.inqaahe.org](http://www.inqaahe.org) . In 2010 the website was visited 36,889 times and in 2011 there were 41,236 visits, which means an increase of almost 12%. Also the number of unique visitors increased from 22,350 to 23,446.

The average user spent over four minutes at the website and viewed four pages. About thirty three percent of the visitors returned once or multiple times to the website.



Most visitors came from the 10 following countries: United States, Spain, Australia, The Netherlands, United Kingdom, Belgium, Pakistan, Canada, India and Saudi-Arabia. Visitors came from all continents.

Of all visitors 42% (49% in 2010) reached the website through search engines like Google, 33% (31% in 2010) reached the website through a referring site, while 25% (20% in 2010) visited [www.inqaahe.org](http://www.inqaahe.org) directly.

The most popular pages are the list of members, the event pages (Madrid, INQAAHE-ENQA Seminar Brussels) and the general introduction page 'About INQAAHE'.

### **Decisions on GGP alignment**

IN 2011 the Board of INQAAHE (following the recommendation by the GGP alignment working group) decided that the following INQAAHE Full members are comprehensively adhering to the INQAAHE Guidelines of Good Practice (GGP):

- The Commission for Academic Accreditation (CAA), United Arab Emirates. The GGP alignment decision is valid from 4 April 2011 until 4 April 2016.
- Higher Education Quality Committee (HEQC) , South Africa. The GGP alignment decision is valid from 7 November 2011 until 7 November 2016.
- Ontario College Quality Assurance Service (OCQAS), Canada. The GGP alignment decision is valid from 11 November 2011 until 11 November 2016.

### **Requests for INQAAHE Reviews**

In August 2011 INQAAHE was requested to carry out a review of the Consejo Nacional de Acreditación (CNA), Colombia against the INQAAHE Guidelines of Good Practice.

The corresponding site visit took place in January 2012.

### **INQAAHE projects co-funded by GIQAC**

In 2011 the following activities were co-funded by GIQAC:

- Education and Training: Scholarships for QAP program
- Representation of developing countries at INQAAHE Conference 2011



- Joint INQAAHE-ENQA Seminar: Internationalisation and QA
- Project for Small States: Internships
- Good Practices Workshop (Tokyo) in cooperation with APQN
- Feasibility and impact studies concerning the QA of cross-border HE

Please see the President's report for a description of these projects.

On 7 December 2011 a GIQAC audit by a UNESCO representative took place. The audit was successful and resulted in the overall rating of highly satisfactory.



## **Treasurer's Report 2011 – Summary**

### **INQAAHE Annual Accounts 2011**

#### **General**

The report is based on realised figures for the period ending December 31, 2011. The total result for the period ending December 31, 2011 amounts to USD 76,146 positive.

#### **Notes on specific lines in the report**

##### **1.1 Income – membership subscriptions**

The total income amounting to USD 114,746 exists of received late subscription fees for 2010 as well as regular fees for the reporting year 2011. The members who had not paid the subscription fees for 2008/2009 and following years have been reminded in the last quarter of 2011. The memberships of 20 non-responders have been cancelled.

At the end of the reporting period 25 members still have to pay their fees for 2010.

The nominal value of the unpaid fees 2010 amounts to USD 13,000.

##### **1.2 Surplus from events**

A surplus on the Madrid conference of USD 19,459 was realized.

##### **1.3 Income – income from grants**

The income from grants relates to costs for working groups and project related cost. Total costs funded from GIQAC Yr 3 in 2011 amounted to USD 115,022. The total grant is USD 147,500 and can be spent up to June 2012.

##### **1.4. Other Income**

USD 40,142 has been received from 110 participants for the INQAAHE/ENQA conference in Brussels.

INQAAHE received USD 15,000 from Consejo Nacional de Accreditation in Colombia for the review. The review will be executed in 2012. The income will therefore be brought forward to 2012 to cover the costs and is not reported in 2011.



### **2.1. Costs for working groups**

All costs for working groups are funded by GIQAC. Exception: The costs of “Liason with regional and other QA networks” concerns the costs of the INQAAHE/ENQA conference in Brussels. USD 20,000 is funded by GIQAC.

### **2.2. Project related costs**

All project related costs are funded by GIQAC. Exception: The costs of “Support other networks” is funded by GIQAC for USD 20,000.

**INTERNATIONAL NETWORK of QUALITY ASSURANCE  
AGENCIES in HIGHER EDUCATION**

**PROFIT & LOSS ACCOUNT  
FOR THE PERIOD ENDING 31 DECEMBER 2011**

Ref.		Actual	budget (rev)	Actual Ytd vs Budget	Actual
		2011	2011	2011	2010
		Full year	Full Year	Variance	Full year
		USD	USD	USD	USD
<b>1.</b>	<b><u>INCOME</u></b>				
1.1	Membership subscriptions	114.746	124.149		98.711
1.2	Contributions from events	19.459	12.500		15.970
1.3	Income from grants	95.022	130.000		120.000
1.4	Other Income	40.142	15.000		15.000
	<b>Total income</b>	<b>269.369</b>	<b>281.649</b>	<b>-12.280</b>	<b>249.681</b>
<b>2.</b>	<b><u>EXPENDITURE</u></b>				
2.1	<i>Costs for working groups</i>	101.715	121.000	-19.285	82.128
2.2	Project related costs	44.038	77.500	-33.462	55.053
2.3	<i>Organisational costs</i>	70.786	87.500	-16.714	62.407
	<b>Total costs</b>	<b>216.539</b>	<b>286.000</b>	<b>-69.461</b>	<b>199.588</b>
	<b>Loss/surplus before result on foreign exchange</b>	<b>52.830</b>	<b>-4.351</b>	<b>57.181</b>	<b>50.093</b>
	Gain on foreign exchange	23.316	0	23.316	3.982
	<b>Net loss/surplus for reporting period</b>	<b>76.146</b>	<b>-4.351</b>	<b>80.497</b>	<b>54.075</b>