



Strategic Plan 2023-2027

INQAAHE

Version 2

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Foreword

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How do I read this document?

1. *We opted for a non-disruptive approach and reused existing material, starting with Strategic Plan (SP) 2018-2022.*
2. *We used the March 2022 PPT, previous comments from the Board, and recent discussions I had with Board members.*
3. *We tried to use simple words to name the pillars and operational objectives.*
4. *The values have been developed and much attention should be paid to make sure we have a common understanding.*
5. *We tried to put the members at the center of the new SP and highlight our future flagship programs (ISG, MPL, Global Study).*
6. *The challenges have been updated and developed in the conclusions of UNESCO World Higher Education Conference 2022 and the Global Survey (especially the 6 trends in the Global Section). It will need strong editing in English.*
7. *A significant number of operational activities as defined in the SP 2018-2022 have been maintained, but reorganized and streamlined.*
8. *A Theory of Change has been included to demonstrate the interplay between operational goals and specific objectives.*

I. Introduction

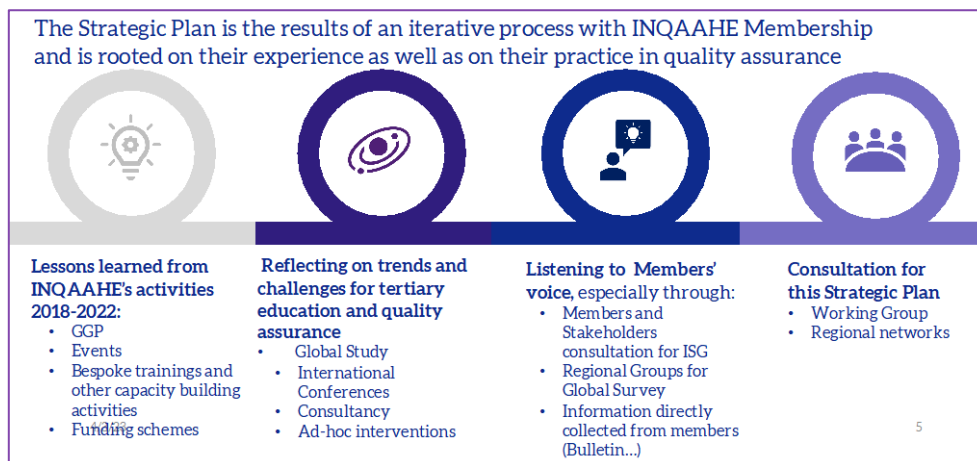
The INQAAHE Board of Directors developed this Strategic Plan (SP) 2023-2027 to present the international quality assurance (QA) community with a five-year roadmap for services to QA community globally and organisation development.

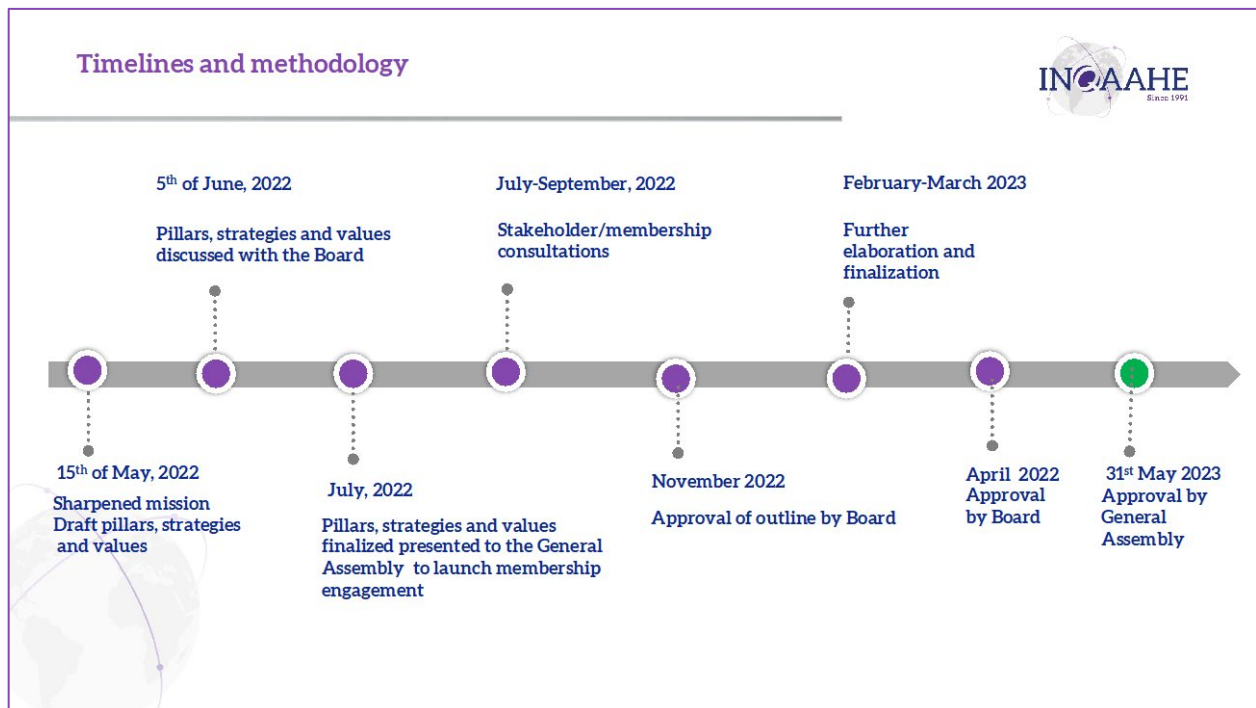
The SP was developed with the INQAAHE Executive Committee as well as the unstinting support of all the Board members. The Committee also sought feedback and guidance from past INQAAHE Presidents and valued members to ensure sustainability, coherence, continuity, and relevance to further operations of the Network. Over the years, the lessons learned from internal deliberations and from the activities of working groups and committees, such the stakeholder consultation undertaken by the INQAAHE Board throughout 2021-2022 while developing the ISGs, have contributed to this new SP.

Major sources guiding the Strategic Plan

- Executive Committees and + INQAAHE Board
- Guidance from INQAAHE Past Presidents
- Last years' experience and lessons learned from INQAAHE activities
- Stakeholders' consultation 2021-2022 for the design of International Standards and Guidelines.
- The study on Global trends in Quality Assurance in Tertiary Education (2020)

The SP is furthermore a response to the issues highlighted in the INQAAHE flagship study on Global Trends in Quality Assurance in Tertiary Education, the first edition of which was produced by the Network in 2020. The Global Study provides an in-depth description of the progress and challenges of internal and external quality assurance, based on academic work and analysis of the practices in the seven regions globally – Africa, Arab States, Asia-Pacific, Eastern Europe, Latin America and Caribbean, Northern America and Western Europe. The dual level of the study (international and regional) provided a unique opportunity to clarify strategic directions and better respond to the expressed needs of quality assurance and tertiary education stakeholders.





The SP was approved and adopted by the INQAAHE Board of Directors on 29 April 2023 and General Assembly on 31 May 2023 and will enter its full implementation from 1st July 2023. The Board of Directors will follow up on the implementation of the SP, report annually on the achievements and identified needs, and detail further implementation steps to ensure its continued relevance.

II. INQAAHE profile, history and impact

INQAAHE's mission statement is the following: The central purpose and role of INQAAHE is to promote and advance excellence in higher education through the support of an active international community of quality assurance agencies. In order to achieve this goal, the network focuses on the development of the theory and practice of quality assurance, the exchange and understanding of the policies and actions of its members, and the promotion of quality assurance for the benefit of higher education, institutions, students and society at large.

INQAAHE is a quality assurance (QA) community, whose primary membership is drawn from QA organisations [external QA (EQA) bodies, internal QA (IQA) units of higher education institutions (HEI), and regional, subject-specific and other networks] with shared interests and values; speaking a common language, embracing the importance of good practices and having an in-depth understanding of how things are done in the specific field of QA in Tertiary Education (TE). It provides a trusted platform for the discussion of global issues in higher education in general and QA in particular; issues that go beyond national or regional boundaries. This unique platform that INQAAHE offers provides members with an opportunity to learn from what others are doing, both from their successes and lessons learnt, to explore potential solutions for their specific contexts, and thus sets a firm foundation for the development of the QA profession.

INQAAHE was established in 1991 with only eight members. Since its launch, INQAAHE was intended to be a body supportive and inclusive of all QA providers. Thus, it had no mandate nor desire to control or direct QA agencies, and the use of the term 'network' was deliberately chosen to stress collegial interaction and to signal the intent of the participating organisations to provide mutual support. Consistent with this intention, INQAAHE's founding members stated that their central aim was information- sharing between organisations, with other objectives listed as aspirational.

Historically speaking, the founders of INQAAHE set out to establish an organisation for external QA providers: that is, bodies responsible for reviewing the HEIs. However, over the years, INQAAHE has received an increasing number of requests for inclusion as members from other organisations working in QA in higher education, such as IQA units of HEIs, think tanks and other planning bodies. It seemed valuable to have their expertise included within INQAAHE, but in a way that did not detract from the primacy of EQAPs. To meet this need, the concept of Associate Member for bodies other than full members was introduced and the distinction between the members continues to the present date. Further, for individuals interested in the cause of QA, a special category of affiliates was adopted to enable their participation in, and contribution to the QA enhancement

dialogue. As the organization grew in its capacity and with introduction of the Guidelines of Good Practice in 1999, a new function of evaluating evaluators has emerged and matured throughout years, hence leading to establishment of a new category of members – GGP Recognized members, who enjoy greater benefits from the membership. INQAAHE also has strengthened its capacity for partnerships globally hence, strategic partners category – regional, subject-specific, thematic, and other networks that unite QA providers as well as internal organizations in tertiary education – was established.

INQAAHE offers four categories of membership:

1. **GGP ALIGNED MEMBERS** are organizations responsible for assuring the quality of post-secondary provisions – institutions and programs, such as accreditation, audit or other bodies responsible for the external evaluation of institutions and/or programs, which have successfully undergone the INQAAHE GGP Alignment procedure and whose alignment is current.
2. **FULL MEMBERS** are organizations responsible for assuring the quality of post-secondary provisions – institutions and programs, such as accreditation, audit or other bodies responsible for the external evaluation of institutions and/or programs.
3. **ASSOCIATE MEMBERS** are tertiary education institutions or organizations with a major interest in evaluation, accreditation and quality assurance in higher education, but without the responsibility for assuring the quality of institutions or education programs.
4. **AFFILIATE MEMBERS** are individuals with a major interest in evaluation, accreditation and quality assurance in higher education and a proven track record of involvement in tertiary education quality assurance.

With more than 300 members 21 strategic partners to date, throughout its 32 years of existence, INQAAHE has made major contributions to the promotion of international dialogue and cooperation in higher education QA by bridging different systems from all over the world thus enabling learning from a variety of cultures with diverse approaches to QA, which has served to enhance quality culture worldwide.

Challenges ahead

Include visual

Tertiary education aims to operationalize the Sustainable Development Goals (SDGs), as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. INQAAHE believes that tertiary education contributes to the advent of a human-centred society that balances economic advancement with the societal progress.

The challenges facing quality assurance are directly related to those facing tertiary education. This INQAAHE Strategic Plan therefore fits into this context. The challenge for INQAAHE is to support the quality assurance community, and in particular its members, to better respond to the challenges that directly affect their missions and ultimately to better serve tertiary education systems, their stakeholders and the students.

Despite undeniable progress in recent years, tertiary education continues to face major challenges in terms of inclusion and access quality education. Both are included in SDG4, the UNESCO 2030 Education for sustainable development: a roadmap, and confirmed in the INQAAHE Global Survey on QA trends. The massification of tertiary education continues at a rapid pace in most parts of the world. The number and variety of tertiary education providers continue to multiply. Modes of teaching and learning are diversifying. The pandemic has been a powerful vector of digital transformation, accelerating an evolution that has been underway for several years. At the same time, international student mobility continues to increase, as does the lifelong learning provisions, reflecting the globalization and interdependence of the knowledge economy. The Fourth industrial revolution—characterized by innovations such as artificial intelligence, automation, and bio-technology—is likely to transform existing systems of production, management, and governance and hence call for ever more tertiary education provisions and research.

These positive developments, however, face numerous obstacles, as confirmed during the UNESCO World Higher Education Conference (2022). Access to and success in tertiary education is far from a reality for all potential learners. Around the world, socio-economic and cultural divides leave too many students outside the tertiary education system. Vulnerable or isolated people, the less advantaged in society, and women struggle to access tertiary education or to maximize their potential after graduation. The polarisation and fragmentation of society, persistence of armed conflicts the climate change and loss of biodiversity as well as decline of democracy questions the universal

role of tertiary education.

In addition, the quality of institutions and programs does not necessarily match the expected goals of tertiary education, which should promote, among other purposes, the production and dissemination of knowledge, as well as the students' socioeconomic integration, and civic responsibility. TE provisions are not necessarily in line with today's skill requirements. How the fourth revolution-related transformations will impact the diverse region is not pre-determined, and will depend on how tertiary education will adapt to the coming but unpredictable changes. 21st skills evolve as quickly as technology. Tertiary education are required to help students - and more widely the society- be prepared for the future by equipping them with the tools and learning spaces that foster creative practices and collaborations.

Lifelong learning remains underdeveloped in many countries. Finally, tertiary education is challenged by the violations of academic freedom. Similarly, underfunding and weak governance of tertiary education pose risks to the quality and integrity of education and research.

These issues and challenges of tertiary education are also reflected in quality assurance. The number of EQAPs has increased considerably worldwide and almost all countries have one or more QA bodies, in line with the massification of tertiary education. There is also great diversity in the types of EQAPs and the ways in which they operate; there is no single model of EQAP. Regional QA networks have also been created or strengthened, promoting the exchange of practices and seeking cross-border harmonization. There is a strong dynamic in reforms in quality assurance at national levels as number of countries committing to systemic reviews is gradually multiplying. This trend is often supported by international projects to create new EQAPs and strengthen their capacities. The expansion of the internal quality assurance system has furthermore become a reality in a significant number of the Tertiary Education Institutions (TEI). Institutions have set up internal quality units and introduced a range of performance indicators and tools to better safeguard and improve quality.

However, the expansion of external and internal quality assurance should not obscure the magnitude of the challenges facing TE systems. In many countries, EQAPs lack the resources to carry out their mandates effectively. Their mandates keep expanding, forcing them to adapt without being adequately resourced to do so. In addition, changes in tertiary education call into question the ability of EQAPs to assess quality and play their role as regulators or enablers of these changes. The internationalization of tertiary education, the increased professionalization of programs, the emergence of micro-credentials and non-formal training modalities, and the digitalization of teaching and

learning are all examples of major changes in tertiary education. The culture of quality is developing unevenly at the level of tertiary education systems. Some academic sectors are resistant or unable to engage in external QA, while others more mature and resourced seek for international accreditation. In addition, the interdependence of economies is leading to greater mobility of people, who are still struggling to have their diplomas recognized outside the borders where they were issued. Mutual recognition of programs and credentials remain an issue that affects a majority of learners in the world.

Finally, there is the risk of inflation of TE providers, which are not all virtuous, but seeking international recognition. This risk leads to the emergence of an unregulated accreditation market. Some EQAPs lack integrity (accreditation mills). The need for regulation of the external quality assurance sector becomes necessary.

The INQAAHE as a global network, is an invaluable way to assist EQABs and the wider QA community to address these new quality dimensions (research, equity, local impact, micro-credentials, etc.) and contribute to signal and improve the quality to employers, academics and the knowledge society at large across the whole world

In light of these challenges, INQAAHE's Strategic Plan seeks to provide an innovative strategy anchored in a set of key values:



III. Mission, values and benefits

The central purpose and role of INQAAHE as per the existing constitution is to *promote and advance excellence in HE through the support of an active international community of QA agencies*. In order to achieve this goal, the Network focuses on the development of the theory and practice of QA, the exchange and understanding of policies and actions of its members, and the promotion of QA for the benefit of HE, institutions, students and society at large.

While a diversity of regional, subject-specific, thematic and other QA networks have emerged in the last decade to close the gaps in specific niches, e.g. cross-border tertiary education (CBTE) and distance education, INQAAHE's mission **to create, collect and disseminate knowledge on current and developing theory and practice in the assessment, improvement and maintenance of quality in tertiary education** is crucial. It aims to provide a unique enhancement platform by bridging different regions and diversity of quality cultures worldwide. This is to enable learning from each other and to ensure that challenges posed by the ever-changing environment are addressed in terms of relevance, credibility, and recognition of the outcomes and efficiency of QA provisions.

The Key Values

Fundamental to the work of the Network are the **key values** that support the evidenced-based policies and practices of QA:

- **Diversity:** INQAAHE celebrates the diversity of its membership, which has also made it possible to identify and highlight commonalities and fundamental principles that underpin Independence good practices and guide the operations of QA agencies. Diversity should be understood in terms of geographical location, status, mandate, linguistic, cultural or any other distinctive feature that characterizes the INQAAHE members.
- **Independence:** INQAAHE defends its complete independence of thought and action and respects the independence of its members. INQAAHE does not interfere in any way in the functioning of its members. Similarly, no third party influences the programming of activities, decisions or reflections under the jurisdiction of INQAAHE.
- **Collaboration:** INQAAHE values the importance of working in partnership – among members, with TEIs, and regional, international government and non-government organisations as well as the business sector – in order to provide member support, guidance, information, and advocacy for QA. Above all, it is the

commitment of its members that ensures the quality, diversity and relevance of INQAAHE's mission.

- **Academic freedom:** INQAAHE believes in the primacy of academic freedom and commits to the idea that quality and QA are primarily the responsibility of TEIs themselves. Academic freedom refers to the freedom to research and teach; the freedom of academic exchange and dissemination; the institutional autonomy of universities; campus integrity and the freedom of academic and cultural expression¹. Academic freedom is an indispensable condition for research and underpins all of INQAAHE's activities.
- **Integrity:** INQAAHE operates with integrity and requires the same commitment from its members. Abiding by integrity contributes to the legitimacy of the quality assurance community. INQAAHE therefore adheres to international standards and practices in human rights, labor, environment and anti-corruption, as illustrated in the Unesco Academic integrity definition.
- **Inclusiveness:** INQAAHE serves the entire quality assurance community. INQAAHE does not exclude any member on the basis of status, experience or mode of operation as long as members demonstrate their commitment to the principle of integrity. INQAAHE fully respects the specificities of its members.
- **Transparency:** INQAAHE acts responsibly. Transparency enables INQAAHE to be accountable to its members. Processes are in place to guide the selection and implementation of activities, network facilitation and decision making.

The benefits of INQAAHE

External Quality Assurance Providers and TEIs

- **Value members' practice and fosters regional and global connections**
 - Highlighting and sharing members' external and internal quality assurance systems and practice.
 - Exposure to a vast diversity of QA approaches and cultures from a global perspective
 - Providing collaborative ties and networking opportunities with leading QA experts internationally as well as regional and international peers
- **Improve knowledge, capacities and recognition in QA**
 - Capacity building in QA to improve practice and knowledge on QA, enhance the national level approaches to QA and promote the national agendas on QA

¹ <https://academic-freedom-index.net>

- Learning from and exchanging best practice internationally to benefit national systems
- Conducting International Standards and Guidelines (ISG) reviews as well as GGP alignment and ISG alignment and promoting recognition
- Keeping up-to-date with international trends in QA
- Promoting recognition of QA outcomes
- **Develop research and evidence-based analysis in QA**
 - Providing research opportunities on a diversity of topics related to tertiary education and IQA and EQA
 - Benefiting from the accumulated body of knowledge on QA

Regional networks and strategic partners

- Connection to a vast diversity of QA providers for mutual learning and practice sharing
- Joint projects to promote the QA enhancement agenda, including sharing and benchmarking of regional framework/standards
- Credibility in HE provisions
- Maintaining momentum and donor buy-in for QA

Faculty and Students

- Credibility in qualifications offered
- Credibility in TE providers
- Enhanced leadership skills through involvement in QA activities
- Engaged teaching for better learning outcomes
- A strengthened student experience in TE

Society at large

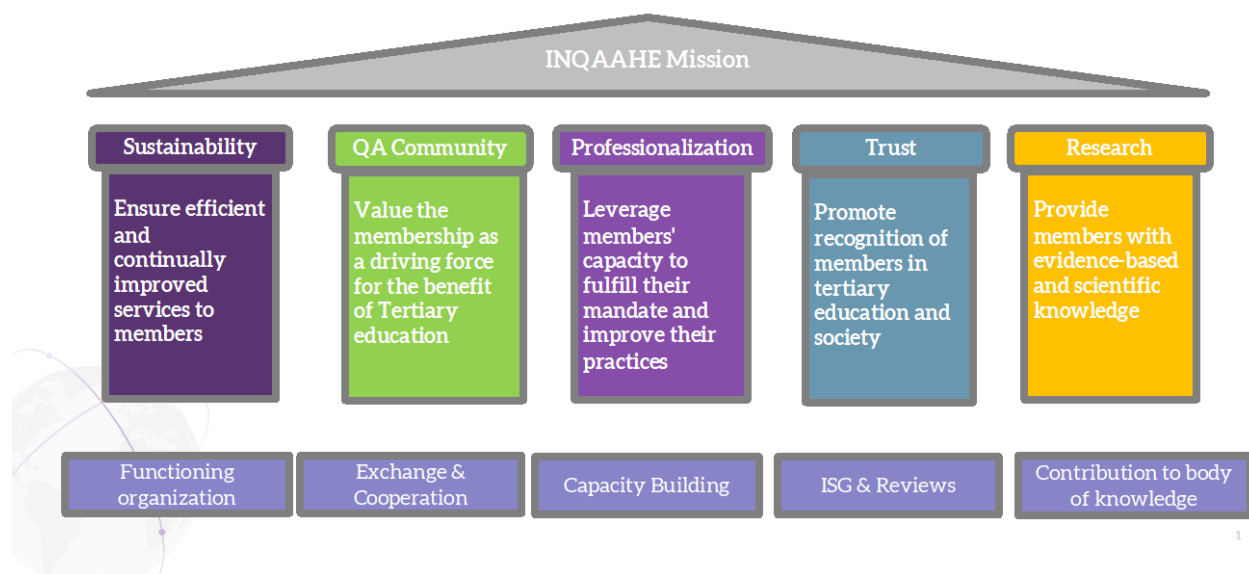
- Promotion of recognition of qualifications for all learners
- Improved quality of TE systems
- Support for the national authorities in terms of promoting the QA agenda
- Recognition of TE provisions

III. Strategic goals and objectives

INQAAHE Strategic Pillars

There are five strategic areas called the INQAAHE Five Pillars. Under each pillar, the specific goal is featured.

Five pillars and goals 2023-2027



- Pillar I: Sustainability:** This pillar enables the entire INQAAHE network to operate effectively according to the key values described above². It assures members that they will have an efficient, effective, ethical, independent and transparent organization that meets their needs over the period of the strategic plan and beyond.
- Pillar II: Community:** This pillar aims to highlight the strengths and achievements of network members and allow them to share their practices and experiences between them and more widely with the global quality assurance community. Through the INQAAHE network, members have the opportunity to interact and grow together, and advocate to the national and international

² Diversity, independence, collaboration, academic freedom, integrity, inclusiveness, transparency.

authorities for development of QA and recognition. Flagships programmes and capacity building activities are furthermore opened to non-members to allow the community to expand and be more impactful at global level.

- **Pillar III: Professionalization:** This pillar is specifically aimed at building the capacity of members to carry out their mandate and implement their projects in a quality assurance, both in their country or area of intervention and at the international level. Professionalization aims to raise awareness and legitimation of value of QA as well as to increase in-depth knowledge and level of practice and theory in QA.
- **Pillar IV: Trust:** This pillar aims to promote the recognition of the relevance and performance of members. It provides guidance and standards to comply with international best practices in quality assurance, thus ensuring the quality of the work delivered and inducing national and international recognition. Thanks to this pillar, members gain credibility in their field of intervention and abroad, while at the same time TE systems are benefiting from a greater transparency in terms of accreditation mills.
- **Pillar V: Research:** This pillar enables the quality assurance community to develop the theoretical corpus of its practice and thus contributing to the body of knowledge on quality assurance. This pillar thus contributes to strengthening the scientific credibility and international recognition of quality assurance within the broader tertiary education community.

Operational objectives

Under each pillar and specific goal, there are five operational objectives of the strategic plan.



Each operational objective contributes to the achievement of one or more pillar objectives. They are briefly described below.

- **Operational Objectives 1: Functioning and Organization,** aims to make INQAAHE efficient.
- **Operational Objectives 2: Exchange & Cooperation,** aims to organize and promote interaction and cooperation among members and with other regional QA networks and regional or global partners.
- **Operational Objectives 3: Capacity Building,** aims to improve the capacity of members to perform their tasks according to continuous quality principles.

- **Operational Objectives 4: ISG Reviews and Recognition**, provides reference points (ISG, GGP) and organizes external reviews, database for external reviewers and Global EQAP Register. ISG Reviews furthermore aim to signal trustworthiness of EQAP.
- **Operational Objectives 5: Contribution to body of knowledge**, aims to promote research and evidence-based analysis on quality assurance. This pillar provides opportunities for members to engage in scholarly work for the benefit of the community as a whole and to meet their own needs.

Functioning and Organization



- **Ensure operational and financial stability of INQAAHE** to promote sustainable organizational growth. This includes:
 - Strengthen the INQAAHE’s organizational structure to enable sustainable operations, while ensuring flexibility in operations, maintaining global ownership of INQAAHE by its diverse members and ensuring smooth functioning of INQAAHE partnerships.
 - Improvement and revision process and INQAAHE specific policies, membership policy, cooperation and partnership modalities.
 - Diversification of INQAAHE funding and revenue model to ensure sustainable operations and development, as well as enhanced capacity building opportunities for our members. ISG reviews and fee-based services will become a key tool in the diversification perspective.
- **Keep on strengthening the engagement of members of the Network to contribute in different kinds of leadership roles.** An emphasis on mentoring new Board members will be important for the sustainability of a functioning organization.
- **Design a robust communication and outreach strategy and promotion of INQAAHE’s activities**, achievements, benefits, and values among members and global society at large. The goal of that strategy is to increase accessibility to INQAAHE’s benefits for all members of the QA community whatever their level of maturity and capacity to improve and share their experience. The communication and outreach strategy should be embedded by INQAAHE Committees and working groups, with the support from the Secretariat. The relationship management function at the INQAAHE Secretariat is worth

enhancing to ensure consistency and development across Committees and Working Groups.

Exchange and cooperation



- ④ **Organize face-to-face conferences and online fora**, as major annual INQAAHE events that offer a platform for experience sharing, collaboration, networking, and learning from each other. Apart from conventional annual events, INQAAHE will reach out to different regions upon the request of its members to co-organize special events at global and regional level for capacity building purposes and to support members' quality enhancement initiatives and consolidation of the QA community , such as the INQAAHE Talks.
- ④ **Enhance collaboration with diverse QA networks** (e.g., organized on the basis of regional interests, subject-specific and cultural issues, thematic/special interests, specific mode of education) to contribute to regional as well as international developments to champion QA-related agendas in the TE sector.
 - One of the tools to trigger collaboration is the INQAAHE Global Study of EQA and IQA launched in 2017, with the second study to be released in 2025, thus making it cyclical. This aims to become a regular activity carried out at certain intervals with the involvement of internal and external quality assurance providers, regional QA networks, TEI associations, and other stakeholders. The Global study will provide a thorough analysis of the developments, trends and challenges in HE QA worldwide, culminating in a set of recommendations for each of the regions to follow. Another potential effort to promote the goal is through joint projects initiated with the QA providers/networks.
 - Likewise, INQAAHE will encourage involvement of its members in the activities of other QA organisations and networks. Such additional networking opportunities will be explored and disseminated through the range of studies conducted by INQAAHE. The ISGs realignment will be key to foster collaboration with some regions of the world, specifically Europe.
 - A specific format of co-operation with QA networks should then be established to harness such co-operation in the longer term.
- ④ **Enhance collaboration with a range of international organisations** that are in line with the INQAAHE mission (e.g. UNESCO, other international organisations, regional QA networks to promote implementation of the United Nations

Sustainable Development Goals 2030, Goal 4 on Education, specifically on the HE sector).

- **Expand and maintain INQAAHE’s global presence** by reaching out to regions and areas that have been underserved (e.g., Africa, Central Asia, Latin America).
 - **The INQAAHE Global Study new edition (2025)**, now conducted by INQAAHE on a regular basis will provide updates on the regions in need of further attention.
 - **The participation of INQAAHE members in different activities** of the Network aims to increase, e.g., through working groups (WGs) organized to promote the different lines of INQAAHE’s strategic priorities.
 - **The participation of INQAAHE members from low- and medium-income countries** in whole the activities should be stimulated, e.g., through special strands of scholarships and appropriate support.

Capacity Building



- **Promote capacity building of the INQAAHE members.**

This takes various channels:

- **The Marjorie Peace Lenn Center (MPL)** offers a diversity of training opportunities for beginners and QA experts (as ad hoc and rolling programmes); the MPL also organizes **INQAAHE Talks** on a regular basis as well as customized workshops on request of members.
- **The Funding Scheme for capacity building**, as a unique support to members facing different levels of development to enhance quality culture where it is most needed.
- Through research activities such as **the Global Study** or the participation in **workshops and events**.
- Specific **consultancy** in the framework of projects or upon request by members or other QA stakeholders.

ISG and reviews



- **Promote and disseminate the INQAAHE International Standards and Guidelines (ISG)**, as the new INQAAHE flagship programme and transitioning from Guidelines of Good Practice (commonly referred to as GGP). ISG are a unique

instrument to help EQAPs improve, position and benchmark themselves against international standards.

- **Design and conduct external reviews against ISG and elicit the use of Guidelines** for EQAPs members, through a modular approach meant to address the needs of the EQAPs according to their maturity and scope of activities.
- **Establish an independent decision-making body on the ISGs.**
- **Paving the way for the setting of a Global Quality Assurance Register** (commonly referred to as the GQAR). The purpose of the GQAR is to offer a platform for registering credible QA providers globally, which will serve as a transparent tool for the HE stakeholders at large and promote recognition of the QA outcomes.

Knowledge creation and dissemination

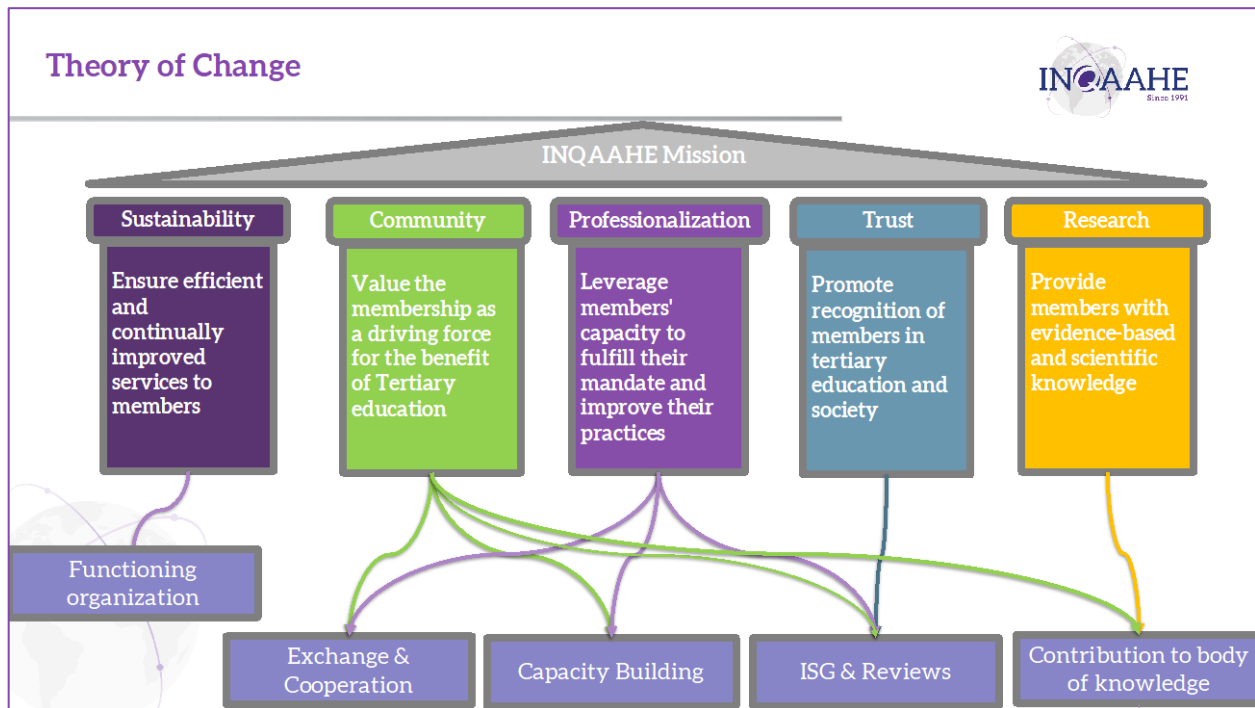


- **Publish the second edition of the Global Study on Trends in EQA and IQA**, by 2025 and possibility as an open access publication. Global and regional analysis will be included, and enhanced communication and use of results will be planned. The Global Survey is a vehicle to follow up on the developmental trends, ensure identification of gaps and challenges and proposing solutions for EQAP and TE stakeholders.
- **Promote research on QA and quality enhancement on a selected themes such as** diversification of QA provisions, new modes for QA (cluster reviews, integrated institutional and programme reviews, internal quality management, QA of new types of provision such as MOOCs, badges, modules, etc.), combatting corruption in TE and QA, adapted approaches for QA in TE in new emerging systems.
- **The Funding Scheme for research and innovation** will be continued while more attention will be paid on the recipient to follow up, disseminate and reap the benefits of the research projects for all INQAAHE members.
- **Promote the alignment of EQAs and IQAs alignment with qualifications frameworks** and enhanced recognition along with the UNESCO regional and global conventions. Specific projects in cooperation with partners such as Foundations or UNESCO, will be sought after.
- **Participate in major international QA events** as well as organisation of events promoting INQAAHE's visibility and the application of such promotion and dissemination channels such as biennial conferences and fora; publication of

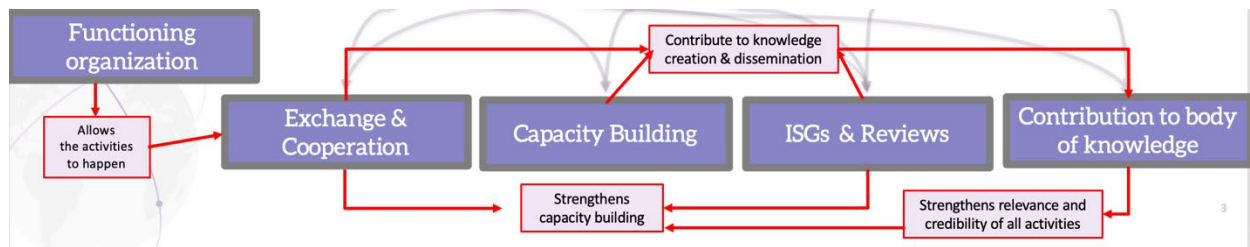
journal, bulletins, communiques and papers, as well as documents generated by the conferences and those developed by the members. This should preferably take place in the target areas that INQAAHE wishes to expand as the network becomes more global: Asia, Latin America, Africa.

Theory of change

The Theory of Change visually presents the logical articulation between INQAAHE's missions, the 5 pillars of the Strategic Plan 2023-2027 and their associated specific objectives, and the 5 operational objectives. Each of the latter contributes to the achievement of several specific objectives. The arrows indicate the relationship between the specific and operational objectives.



The Theory of Change also highlights the extent to which the operational objectives are synergistic. For example, operational objective 1 (Functioning organization) is a prerequisite for achieving the other four operational objectives. The Operational Objectives 2 (Exchanges & Cooperation) and 4 (ISGs & reviews) also contribute to capacity building, which falls under Objective 3. Finally, the operational objective 5 (Knowledge & dissemination) supports the quality and academic foundation of all operational objectives.



The new SP aims to further professionalize the INQAAHE network to make it more relevant and effective in serving its members. It must make it possible to strengthen and modernize processes, gain efficiency with members and, above all, be able to animate the global QA community while respecting its diversity. The implementation of the Strategic Plan is the responsibility of the INQAAHE Board and the INQAAHE Secretariat. This SP is the result of the experience gained in recent years and responds to the ambition of the members to form a network that is at the forefront of the issues facing TE systems, institutions and QA partners.

International Network
for Quality Assurance Agencies in Higher Education
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