INQAAHE ANNUAL REPORT 2019

INQAAHE

INTERNATIONAL NETWORK FOR QUALITY ASSURANCE
AGENCIES IN HIGHER EDUCATION

ACKNOWLEDGEMENTS

INQAAHE is partly supported by voluntary contributions. We would like to take a moment to appreciate the outstanding contributions made by INQAAHE members and partners on a voluntary basis throughout the year.

EXTERNAL REVIEWERS FOR INQAAHE FUNDING SCHEME

Antonio Serrano, Asmat Parveen, Ayesha Siddiqui, Eva Labastida, Maiki Udam, María José Lemaitre, Marianne Boeke, Nawar Khan, Ronny Heitze, Sharon Bob, Yaping Gao and Zbigniew Palka.

INQAAHE ACTIVITIES

- **AQU Catalunya:** ongoing support in legal and financial matters.

- **TEQSA's support with editing INQAAHE newsletters:** Kate Whight, Tom Hewitt-McManus.

- **UNESCO's support with INQAAHE projects:** Peter Wells.

- **Ad hoc requests:** Carol L. Bobby, Pauline Tang, David Woodhouse, Maria Jose Lemaitre, Craig Thompson (THE-ICE), Eddy Chong (FAA), Tashmin Khamis, Maiki Udam, Maciej Markowski.

LIVING THE LIFE OF INQAAHE

All INQAAHE members.

CONTENTS

FOREWORD

Susanna Karakhanyan
VII President

Dear Friends and Colleagues,

The INQAAHE report 2019 showcases the diversity of projects and initiatives the organization undertook globally to turn the goals identified in the INQAAHE Strategic Plan into tangible results that manifest relevance, sustainability and efficiency of the organization.

Over the past year, INQAAHE has made progress across all the Goals in the Strategic Plan, to various extents. In particular, 2019 was pivotal for INQAAHE as we reconsidered our approach to the Network management and functioning to enhance its sustainability, relevance in provisions and efficiency in operations. The year was marked with a gradual move to establishing a permanent office led by the chief executive officer and we were happy to welcome our first CEO - Crystal Calarusse. Jointly, we have been able to explore and initiate projects that ensure sustainable growth of the organization to benefit our members, and HE community at large, in the diversity of their needs.

In the reporting year, we managed to identify new sources of revenue and currently are working on the proposals to establish and enhance them. The hope is to firm and expand the potentials of the organization to ensure more opportunities to benefit our members.

To promote relevance, a number of new initiatives have been undertaken – re-branding of the GGP, QA of micro-credentials, training and certification of external reviewers, to name but a few – while trying to link all the developments with promoting recognition of qualifications, in line with the UNESCO Global Convention 2019.

We completed our First Global Study on QA, in which the recommendations challenge the current systems and lay a firm background for enhancement. It is our hope to launch the Second Global Study shortly and we do heavily rely on your support to work for you and benefit your systems as well as further contribute to the body of knowledge.

Last, but not least, INQAAHE managed to contribute globally to a diversity of quality assurance systems, events and projects, thus highlighting the crucial role of the global platform in bridging the systems, sharing experience and first-hand exposure to the best practices in enhancing the quality of provisions.

We believe in the ever-changing, complex, difficult to predict and ICT driven environment, there is a much bigger role for INQAAHE as a QA enhancement platform globally and will work tirelessly to offer services that better serve your needs. It is our hope, that together with our members in all parts of the world, INQAAHE will continue contributing to the enhancement of QA provisions, on both the premises and promises of the INQAAHE Strategic Plan.

I would like to personally thank all our members, partners, the INQAAHE Board, CEO and the Secretariat for the invaluable job done in 2019 and look forward to new achievements and heights in moving the INQAAHE forward and upward in 2020 and beyond.

Susanna Karakhanyan

Crystal Calarusse
Chief Executive Officer

Dear INQAAHE Community,

I'm so pleased to report that 2019 was an active and ambitious administrative year for INQAAHE. The INQAAHE board had a vision of an independent and resilient infrastructure that would sustain the network through global changes, and position the organization to enhance the value it offers to the members. Being able to work with the board and lead the administrative components of this transition has been rewarding, as I know how much quality assurance supports are needed in this time of rapidly developing higher education.

In 2019, we worked to build administrative structures that are not dependent on a contracted Secretariat to operate. This will allow INQAAHE to diversify its revenue sources, grow as an organization, and provide sustained operations and strategies over longer periods of time. One of the biggest challenges, and an important guiding principle, is making sure we implement solutions that keep INQAAHE agile across many global regions, while enhancing strength and accountability for all stakeholders. To this end, we have worked on the legal foundations of INQAAHE, the financial accountability, and the operations of the board.

One of the most important administrative efforts of 2019 was a focus on the members, sorting which members are active and engaged in the network, ensuring that we have clear information on this important source of support for the organization, and exploring new ways to connect. This is the groundwork to support the robust efforts underway on many substantive projects—GGP enhancement, microcredentials, credential mobility, and a new online professional learning platform. This work will continue throughout 2020.

However, strong administrative structures are not an end unto themselves. They allow us to grow the organization financially and diversify the resources. This means more stability at the core, but most importantly, more opportunities to connect, to learn, and to cooperate on projects that advance the interests of quality assurance agencies in all regions.

There is much happening right now at INQAAHE, from strengthening the foundations up to the exciting new strategic projects. I look forward to the work in 2020 and to the outcomes of our collective efforts.

Crystal Calarusse

MISSION AND STRATEGIC PRIORITIES

The International Network for Quality Assurance Agencies in Higher Education is the global network of quality assurance bodies in higher education. It exists to:

- Enable quality assurance bodies to share information and experiences;

- Lead and advance the theoretical and practical foundations of the profession;

- Develop and promote standards of professional practice in quality assurance (QA);

- Encourage and assist in continuous improvement amongst member agencies, including professional development and capacity building for the benefit of higher education (HE) institutions, their students and their societies.

The strategic pillars around which the activities in 2019 evolved are as follows:

- **Sustainability:** Boosting INQAAHE's role as a world leader

- **Quality culture:** Providing a robust platform for exchange and collaboration

- **Research/Think tank:** Advancing Knowledge and Effectiveness

- **Relevance:** Promoting Quality Assurance and continuous improvement

MISSION AND VALUES

Sustainability | Quality Culture | Research/Think Tank | Relevance

DIVERSITY
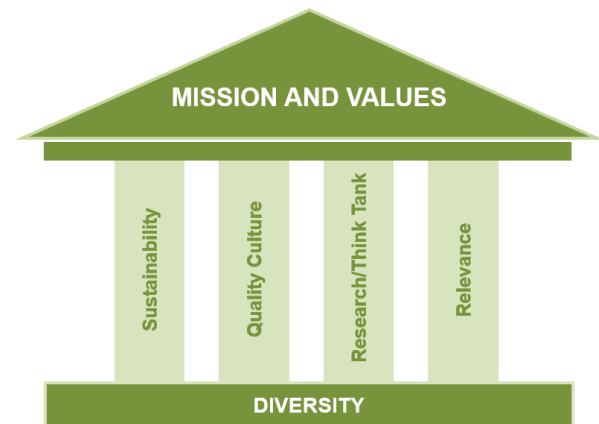
The 2019 Annual Report highlights the initiatives and activities undertaken to implement the Strategic Plan with links to the strategic priorities and specific objectives of INQAAHE.

SUSTAINABILITY

> To boost INQAAHE's role as a world leader in tertiary education quality assurance and an umbrella organisation for external and internal quality assurance providers.

Operations: statutory and organizational changes

During Q1, arrangements were made to select the final candidate for the CEO position. Crystal Calarusse, the new INQAAHE CEO, was officially introduced to the network during 2019 General Assembly Meeting in Sri Lanka. She started her new position by end-April 2019.

As part of the inaugural package, the new CEO actively worked on the operationalization and promotion of INQAAHE's operations and projects with the organization's strategic plan, starting with interviews with a variety of stakeholders leading to a SWOT analysis and recommendations moving forward. A key focus was diversification of revenues, starting with capturing existing revenues and exploring various channels for new revenues. As a result, the organization collected 12% more in cash payments in 2019 over 2018, contributing to the stability of the cash accounts.

The CEO also made administrative arrangements for the setup of an INQAAHE Secretariat in the United States of America. Initial steps included establishing a legal foundation for employment, and setting up quarterly reporting to ensure compliance. Substantial effort was invested in the transition planning from the Barcelona Secretariat to an independent entity, which will be complete in 2020, and enable INQAAHE to run its operations independently, regardless of the location of its CEO or physical office.

The Board and the CEO worked together on several initiatives to add capacity to board decision-making and analysis. The board committees were revised for greater efficiency, and continued alignment with the vision of INQAAHE's most recent

strategic plan. A call for co-opted board members was released in June 2019 to solicit additional expertise regarding organizational, legal, and financial management strategies. Two new board members were added to support the transition and to strengthen regional expertise.

Internally, many of INQAAHE's operating policy documents for existing initiatives received considerable revisions in 2019, in order to more accurately communicate the steps the board takes in its decisions and to demonstrate the fairness and accountability in INQAAHE's initiatives. Particular attention was given to a new call for workshops at the INQAAHE Forum, GGP review tools and clarifications, Funding Scheme Manuals and calls, Forum 2022 proposal criteria, Forum 2021 sponsorship criteria, and newsletter submission criteria and advice.

Finally, the Executive Committee, along with the new CEO, worked on the risk mitigation plan related to the INQAAHE budget, as discussed among the members at the March 2019 General Assembly Meeting. The draft risk mitigation plan expressed in a heat map and mitigation factors, including strategies and priority actions, was delivered in June 2019, and revisions and refinements continue. New revenue streams have been identified from an enhanced GGP process, consultancies, sponsorships, new projects, and passive income.

Membership

INQAAHE is a worldwide association of more than 300 organizations active in the theory and practice of quality assurance in higher education. During 2019, INQAAHE welcomed 30 new members (see Annex 1).

At the end of 2018, to ensure due recognition of the QA bodies that are GGP aligned, a new category of an INQAAHE GGP Aligned Member was introduced and special benefits linked to the category were identified. The INQAAHE members qualifying for the new membership category were notified of the change in their status and the additional benefits.

Thus, INQAAHE has implemented four categories of membership:

-   **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.

- **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.

- **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.

- **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.

Graphic 1. INQAAHE members 2019

full member (176)
associate member (117)
affiliate (21)
GGP aligned member (10)

Guidelines of Good Practice

The professional practices that INQAAHE believes should be embedded in all quality agencies are set out in the Guidelines of Good Practice in Quality Assurance (commonly referred to as GGP). Thus the purpose of the GGP is to promote good practice for internal and/or external quality assurance. The GGP include six sections:

- Section I: The structure of the External Quality Assurance Agency (EQAA)
- Section II: Accountability of the EQAA
- Section III: The EQAA's framework for the external review of quality in higher education institutions
- Section IV: The EQAA and its relationship to the public
- Section V: Decision making
- Section VI: The QA of cross border higher education

As of 2018, the GGP Aligned agencies now become honoured members of INQAAHE through the new membership category and can avail more benefits.

In 2019, INQAAHE coordinated and completed the external review against the GGP for one agency, granted the GGP aligned status of two more through the recognition pathway, and carried out a follow-up process.

Table 1. GGP alignment activity 2019

AGENCY	PATHWAY	PERIOD OF ALIGNMENT
The Quality Assurance Agency for Higher Education (QAA)\n\nUNITED KINGDOM	**Recognition**. Aligned status was granted based on the documentation they provided and acknowledgement of the organization's status with the European Association for Quality Assurance in Higher Education (ENQA)	28 November 2019 -\n\n31 July 2023
Sistema Nacional de Acreditación de la Educación Superior (SINAES)\n\nCOSTA RICA	**Review**. Aligned status was granted based on the external review report provided by the review panel	7 November 2019 -\n\n7 November 2021
Agència per a la Qualitat del Sistema Universitari de Catalunya (AQU Catalunya)\n\nSPAIN	**Recognition**. Aligned status was granted based on the documentation they provided and acknowledgement of the organization's status with the European Association for Quality Assurance in Higher Education (ENQA)	3 May 2019 -\n\n30 June 2022
Consejo Nacional de Acreditación (CNA)\n\nREPÚBLICA DE COLOMBIA	**Follow-up**. Aligned status was granted based on the analysis by the INQAAHE Recognition Committee	Until 23 August 2022

Visibility

In terms of INQAAHE participation and contribution to the quality assurance dialogue worldwide, 2019 was intensive. During the first part of the year, INQAAHE was busy with preparations related to the Biennial Conference. During the second half of 2019, some INQAAHE Board Directors promoted the network at different international events.

III CENTRAL ASIAN INTERNATIONAL FORUM ON QUALITY ASSURANCE IN EDUCATION – TURKESTAN (KAZAKHSTAN), 4-5 OCTOBER

On October 4-5, 2019, the Independent Agency for Accreditation and Rating (IAAR) in Turkestan hosted the III Central Asian International Forum on Quality Assurance in Education. The Forum allowed participants to identify problems and determine ways to improve the quality of education in Central Asia and Europe, mainly: promote qualitative institutional changes in the higher education system; increase the competitiveness of educational services; raise the level of specialist training, demand and employment of graduates; and step up academic mobility and the internationalization of education. Board Director Erika Soboleva attended the event and promoted INQAAHE.

III ANNUAL FORUM ON QUALITY ASSURANCE IN HIGHER EDUCATION – RIYADH (SAUDI ARABIA), 10 OCTOBER

The National Center for Academic Accreditation and Evaluation (NCAAA) in Saudi Arabia organized its 3rd Annual Forum on Quality Assurance in Higher Education on the 10th of October, 2019. The theme of the Forum evolved around the Impact of Accreditation on Institutional Performance, Graduates' Employability and National Development. INQAAHE's contribution to the event evolved around the overall analysis of QA developments in the Arab States. In particular the contribution highlighted the trends and challenges of QA in the region and the role of quality assurance in promoting relevance and impact of higher education on the qualifications recognition, employability and impact on the national development. A new concept of quality evolving around recognition of higher education outcomes and outputs by the key stakeholders and society at large was discussed.

IV INTERNATIONAL CONFERENCE ON QUALITY ASSURANCE OF ISLAMIC HIGHER EDUCATION – JAKARTA (INDONESIA), 28–30 OCTOBER

On the 27-30th of October, 2019, the 4th International Conference on Quality Assurance of Islamic Higher Education entitled *Quality Assurance for Higher Education 4.0 in the Islamic World: Learning from the Past and Meeting the Future Challenges* took place in Jakarta.

Quality Assurance of Islamic Higher Education has become a serious concern among the Islamic countries. Started in 2014, the QA Islamic has initiated the first international conference on Islamic quality assurance. The conference was organized by Indonesian National Accreditation Agency for Higher

Education (NAAHE) together with Universitas Islam Negeri Syarif Hidayatullah (UIN Jakarta) and Universitas Islam Negeri Maulana Malik Ibrahim (UIN Malang). INQAAHE's contribution to the quality assurance dialogue was around governance and quality assurance of Islamic education in Indonesia. Initial discussions were held around initiation of a new project aimed at establishment of QA standards and a designated body to conduct external quality assurance reviews of Islamic higher education institutions and programs around the globe.

I INTERNATIONAL HEALTH SCIENCES EDUCATION PROGRAMS EVALUATION AND ACCREDITATION CONGRESS – ANKARA (TURKEY), 17-19 OCTOBER

The 1st International Health Sciences Education Programs Evaluation and Accreditation Congress intended to share new developments in health sciences education and developments related to accreditation in higher education in Turkey, to raise awareness about quality assurance and to spread the quality culture. In addition to the problems experienced in health sciences education, the program discussed the difficulties observed in the accreditation process and current developments in education. In terms of topics, priority was given to good practices in health sciences undergraduate education, areas to be improved, quality and quality assurance in education. Board Director Vivek Gupta Ramnarain attended the event and promoted INQAAHE.

UNESCO GENERAL CONFERENCE – PARIS (FRANCE), 12-27 NOVEMBER

INQAAHE CEO, Crystal Calarusse, attended the 40th session of UNESCO's General Conference that was held in Paris (France) from 12 to 27 November 2019. As part of her visit, she supported the Global Convention on the Recognition of Credentials Concerning Higher Education and was also present when member states approved the first UN treaty on Higher Education with a global scope. More information can be found on the official UNESCO website. After the UNESCO Conference, Crystal Calarusse visited the facilities of INQAAHE Secretariat, based in Barcelona (Spain) and hosted by AQU Catalunya since 2013. There she met with INQAAHE Secretariat staff.

EUROPEAN QUALITY ASSURANCE FORUM (EQAF) – BERLIN (GERMANY), 21–23 NOVEMBER

The European Quality Assurance Forum (EQAF) was held on the 21-23rd of November, 2019, organized by E4 and proudly hosted by TU Berlin. It brought together nearly 500 participants from all over the world. EQAF is an annual and the key QA event in Europe that provides a platform for discussion, professional development and exchange of experiences among the main stakeholders in quality QA. Specifically, the Forum is of interest to rectors and vice-rectors responsible for QA, QA officers in higher education institutions, students, QA agency staff and researchers working on higher education or the QA field. First intended for the European Higher Education Area, the EQAF has grown strong enough to attract audience from all over the world. INQAAHE's contribution to the discussion was through presenting the results of the **INQAAHE Global Study**, trends and challenges in quality assurance. The highlight was around the dire need to make significant changes to QA practices to ensure relevance to the ever-changing needs. In line with the INQAAHE's presentation, the EQAF organizers, through a live voting platform, tried to collect reflections of the audience on the needs to change the current practices. Predominantly the participants of EQAF agreed that major changes need to be introduced in QA of HE to ensure relevance of the mechanism to the socio-economic needs.

In addition, on the 20th of November, the President of INQAAHE had a special meeting with the student representatives from the European Student Union (ESU). This session addressed the challenges of QA globally and the many benefits of QA. The role of students in QA as well as the role of QA in the development of their leadership capacities was central. Apart from QA, the discussions also evolved around alternative tools for ensuring higher education improved performance, promotion of excellence and most importantly, recognition of qualifications

globally. Students expressed their interest in QA beyond Europe and the ESG and a specific role they could have and benefits they could bring.

EVALSUP – OUJDA (MOROCCO), 17–18 DECEMBER

The 4th edition of the International Conference EVALSUP (Evaluation in Higher Education) entitled *Outputs of Higher Education: Identification, Measurement, Evaluation, and Effects*, was held in Oujda, Morocco, on 17-18 December 2019. INQAAHE's contribution to the conference focused on all the possibilities and tools the network offers to its members in order to help them continue improving higher education in general. The conference received inputs from different parts of the world, attesting the relevance of quality assurance in higher education today. Secretary Martí Casadesús attended the event and promoted INQAAHE.

Finance

In 2019, INQAAHE income (292,615 USD) was mainly perceived by membership fees. Secondly, by the annual event (INQAAHE Conference 2019 in Sri Lanka), GGP alignments managed throughout the year and sponsorships as well. Expenditures (368,978 USD) were divided into three main categories: project related costs including Funding Scheme grants, organisational costs (also known as administrative which include, among others, travel and representation of the network worldwide and the fee to INQAAHE Secretariat) and CEO related costs (salary, fringe and fees exclusively).

Regarding the statement of accounts (balance sheet), INQAAHE assets (601,259 USD) diminished compared to 2018 due to a decline in accounts receivable mainly. Unlike payables and overall liabilities (43,893 USD), which increased in 2019, due to the addition of Funding Scheme grants that will be settled in the following year. Overall, the year ended with a significant loss (73,595 USD negative) which had been previously predicted.

More information regarding INQAAHE finances for the reporting year can be found in INQAAHE Financial Statements 2019, available to members of the network only.

According to INQAAHE's Financial Policy, an external review of the Financial Statements for the last three fiscal years was launched at the end of 2019.

Table 2. Statement of accounts 2019

	TOTAL 2019		TOTAL 2018	
Balance at bank		534,241		533,209
Receivables		63,357		87,290
Fixed assets		1,217		640
Intangible assets		2,444		6,947
Total assets	**601,259 USD**		**628,086 USD**	
Payables		43,893		3,942
Total liabilities	**43,893 USD**		**3,942 USD**	
Net assets (liabilities)	**557,366 USD**		**624,145 USD**	
Equity		630,961		571,178
Result for the year		(73,595)		52,967
Equity	**557,366 USD**		**624,145 USD**	

Table 3. Statement of activities 2019

	TOTAL 2019		TOTAL 2018	
Membership fees		229,861		204,734
Income from events		33,604		13,408
GGP reviews		24,000		-
Sponsorships		5,150		-
Total income	**292,615 USD**		**218,142 USD**	
Project related costs		97,863		41,397
Organisational costs		176,756		124,045
CEO costs		94,358		-
Total expenses	**368,978 USD**		**165,442 USD**	
Loss/surplus before result on foreign exchange	**(76,362) USD**		**52,700 USD**	
Loss/Gain on foreign exchange		2,767		267
Net loss/surplus for reporting period	**(73,595) USD**		**52,967 USD**	

QUALITY CULTURE

To provide a robust platform for experience exchange and collaboration between the regions worldwide by bridging global quality assurance providers.

To support INQAAHE members in terms of their contributions to national governments in their pursuit of the United Nations' Sustainable Development Goal (UNSDG) #4 on Education Quality.

Events

INQAAHE 15TH BIENNIAL CONFERENCE 2019

INQAAHE's 15th Biennial Conference 2019 was hosted by the University Grants Commission (UGC), Sri Lanka. The major conference theme was *Quality Assurance, Qualifications, and Recognition: Fostering Trust in a Globalised World.* The conference was held in Colombo, Sri Lanka, from 25-28 March 2019 at the Bandaranayake Memorial International Conference Hall (BMICH). Around 300 participants attended the event (around 90 attended the workshops as well) from over 57 different countries.

In total, 35 papers were presented, and nine posters were displayed during the Conference. A compilation of all the abstracts was distributed to the attendees after the Conference.

Additionally, in this edition and for the first time, posters from previously funded Funding Scheme projects were also publicly displayed at the venue presenting their achievements and highlights.

INQAAHE 12th BIENNIAL FORUM 2020

The health and safety of our members is paramount and due to the current health and quarantine risks of COVID-19, and taking into account various travel restrictions placed on our participants the INQAAHE Board has taken a decision to postpone Forum 2020 from 28 until 30 September 2020. The entire programme and all agreed arrangements will carry over into the new dates.

The INQAAHE Forum 2020 will be hosted by the Agency for Quality Assurance in Higher Education and Career Development (AKKORK). The main them of the Forum is *Quality, Competencies, and Learning Outcomes: How to Be Fit for Generation Z Employability.* The Forum will be held in Moscow, Russia, from March 23 until March 25, 2020 at the People's Friendship University of Russia (RUDN University). Major activities undertaken to prepare the Forum 2020 have been identifying the sub-topics and defining the Forum's program methodology. For the first time, a Forum welcomes proposals to facilitate the event sessions. This new initiative is intended to better meet the needs of all INQAAHE members and provide an authentic learning environment for participants. The official call was distributed in June and proposals were welcomed until October 2019.

As is traditional, on the day prior to the event, there will be four different pre-Forum workshops scheduled:

Workshop 1. Blockchain and Its Influence on Learning and Certification
Facilitated by Ger Driesen, Learning Innovation Leader at aNewSpring

Workshop 2. Programmatic Accreditation in the STEM Disciplines and the Assessment of Student Learning & Outcomes
Facilitated by Michael Milligan, PhD, Executive Director and CEO at ABET

Workshop 3. How learning gains and Quality Assurance are (mis)Aligned: An Interactive Workshop
Facilitated by Dr. Bart Rienties, Professor of Learning Analytics at the Institute of Education Technology at the Open University UK

Workshop 4. INQAAHE's Guidelines of Good Practice (GGP) Alignment Workshop
Facilitated by Pauline Tang, former CEO of THE-ICE

INQAAHE BIENNIAL CONFERENCE 2021

The selection of the 2021 Conference host took place during the General Assembly in Sri Lanka (2019), under the frame of the 15th Biennial INQAAHE Conference. QAA UK presented their proposal to hold the next INQAAHE Conference in Glasgow, United Kingdom, from June 7 to June 10, 2021 at the Glasgow Caledonian University. The General Assembly voted positively for their proposal.

INQAAHE BIENNIAL FORUM 2022

In December 2019, the bid to host the biennial Forum of 2022 was launched. Considering the venues for the INQAAHE annual events for, at least, the last ten years, preferences for hosting the INQAAHE Forum 2022 will be given to the following regions:

- Central, East and Southeast Asia
- South America, Central America and the Caribbean
- North America
- Francophone Africa

Professionalisation of QA

To promote professionalization of quality assurance, INQAAHE undertakes a series of activities aimed at innovative solutions to quality assurance arrangements, research in QA. In line with its inclusiveness principle, INQAAHE also

allocates funding scholarships for Low Income Countries (LIC) and Least Developed Countries (LDC) to allow the latter to actively access the benefits the Network offers. The INQAAHE Funding Scheme (IFS) envisions provision of small grants to INQAAHE members on competitive basis to promote implementation of innovative and enhancement projects aimed at enhancement of quality assurance systems worldwide. In 2019, the INQAAHE Funding Scheme evolved around the following:[1]

- Strategic initiatives

- Capacity building (projects, scholarships and funding for attending INQAAHE annual event)

- Research and innovation

STRATEGIC INITIATIVES

Initiatives under Window 1 that promote quality assurance at the global level as well as promote INQAAHE strategic priorities. The projects are initiated by the INQAAHE Board Directors and the proposals target contribution to the body of knowledge, explore the potential and opportunities of quality assurance through research and innovation.

Ongoing projects:

- Developing a toolkit to support QA agencies to address academic integrity

  An international project to raise awareness of issues around academic integrity, spread sound practices and help raise overall standards. You may find more information in the RELEVANCE section of this document.

- Marjorie Peace Lenn Center

  INQAAHE's center for learning and research, redeveloped/revamped during 2019, this platform will offer training courses for QA professionals in an on-line learning format, among other resources. You may find more information on MPL Center in the RELEVANCE section of this document.

---

[1] See RESEARCH/THINK TANK Section for the content, development and results of the proposals awarded in each window of the IFS.

CAPACITY BUILDING

The projects under Window 2 are aimed at development and enhancement of quality assurance systems worldwide. These can include, but not be limited to, trainings, workshops, consultations, revision of the QA frameworks among other key issues. It also includes promotion of internships between different QA institutions, scholarships for the INQAAHE Quality Assurance Program (QAP), and funding for attending INQAAHE annual event. Calls for Proposals are announced on an annual basis to outline the peculiarities related to the budget and the priority topics and requirements.

Table 4. Capacity building projects 2019

ORGANISATION	MEMBERSHIP	COUNTRY	TOPIC	CALL	STATUS
TEQSA – Tertiary Education Quality and Standards Agency	Full	Australia	Developing a Toolkit to support Quality Assurance Agencies to address Academic Integrity	2017-2018	On-going
SEAMEO - Southeast Asian Ministers of Education Organization, Regional Training Center	Associate	Vietnam	Capacity Building in Internal Quality Assurance for Higher Education Institutions in Vietnam	2017-2018	Completed
AQUA - Agència de Qualitat de l'Ensenyament Superior d'Andorra	Full	Andorra	Making connections between the Institutional Evaluation and the Sustainable Development Goals (United Nations). Empowering stakeholders for quality enhancement	2017-2018	Completed
HEEACT - Higher Education Evaluation	Full	Taiwan	Comparisons of QA systems, Review standards and Procedures,	2017-2018	Completed

& Accreditation Council of Taiwan			and Transparency in Taiwan and Indonesia: Capacity Building for Mutual Recognition of Joint Programs		
OCQAS – Ontario College Quality Assurance Service	Full	Canada	Truth and reconciliation in quality assurance (or re-mapping postsecondary education quality assurance to wholism)	2018-2019	On-going
CINDA – Centro Interuniversitario de Desarrollo in cooperation with RIACES	Full	Chile	Assuring the quality of quality assurers	2018-2019	On-going
Unibasq - Agency for Quality of the Basque University System	Full	Spain	Assessment of innovative methodologies in teaching and learning in the Basque University System	2018-2019	On-going

INQAAHE offered one scholarship in 2019 to support outstanding candidates to enroll for either a Master's degree on Quality Management and Evaluation in Higher Education at the Open University of Catalonia (UOC, Spain) or a Graduate Certificate in Tertiary Education (Quality Assurance) at the University of Melbourne (Australia). The scholarship was up to 5,000 USD and was granted to one student from Zimbabwe. The online course was delivered in English.

Table 5. Scholarships awarded for QAP 2019

NAME	COUNTRY	COURSE
Alois Solomon Chiromo	Zimbabwe	University of Melbourne

INQAAHE has a limited budget allocated to assist its members from least developed countries (LIC and LDC, according to World Bank) to attend INQAAHE annual event (up to 2,500 USD per application). INQAAHE funded five applications received from its members to attend the Conference.

Table 6. Organisations awarded to attend the 2019 Conference

ORGANISATION	COUNTRY	MEMBERSHIP
Midlands State University	Zimbabwe	Associate
Mohamed Emran Hossain	Bangladesh	Affiliate
Hazara University	Pakistan	Associate
Quality Assurance & Accreditation Division	Bhutan	Full
Centre for Education Accreditation (CEA-AVU&C)	Vietnam	Full

RESEARCH AND INNOVATION

The projects under Window 3 contribute to the body of knowledge by exploring potentials and opportunities of quality assurance through research and innovation. A Call for Proposals is announced on an annual basis to outline the peculiarities related to the budget and the priority topics.

Table 7. Research and innovation projects granted 2019

ORGANISATION	MEMBERSHIP	COUNTRY	TOPIC	CALL	STATUS
GDETA – General Department of Education Testing and Accreditation VQA – Vietnam Education Quality Management Agency	Full	Vietnam	Investigating joint programs in Vietnam: Operation and quality management seen from institutional practices	2017-2018	Completed
NIAD-QE – National Institution for Academic Degrees and Quality Enhancement of Higher Education	Full	Japan	Assessment of Learning Outcomes and Internal Quality Assurance Building in Higher Education in Japan and Taiwan: The Role of External Quality Assurance Agencies and Universities	2017-2018	Completed
HEEACT – Higher Education Evaluation & Accreditation Council of Taiwan	Full	Taiwan	A study of student engagement in the process of external quality assurance in higher education - the Taiwan case	2018-2019	On-going
NCHE – National Council for Higher Education	Full	Namibia	The National Employer Survey 2019/ 20	2018-2019	On-going

Granted research and innovation projects are eligible to be published in the journal Quality in Higher Education (after the corresponding revision by the journal's editors).

RESEARCH/THINK TANK

> To advance the body of knowledge in and ensure continued effectiveness and relevance of quality assurance and enhancement activities.

Strategic initiatives

INQAAHE FIRST GLOBAL STUDY

As part of its mission the INQAAHE undertook a Global Study of both external and internal quality assurance developments worldwide in cooperation with the regional QA networks (e.g. ENQA, CANQATE, APQN, ANQAHE, CEENQA) in 2017-2018. This global study on quality assurance (QA) in tertiary education (TE) endeavoured to understand the diversity of forces shaping the quality assurance frameworks nationally, regionally, and internationally, current trends, challenges and opportunities. It covered both external and internal quality assurance aspects in tertiary education; region-specific trends and challenges in internal and external QA in each of the seven regions globally: Africa, Asia-Pacific, the Arab region, Eastern Europe, Western Europe, Latin America and the Caribbean, Northern America; a comparative analysis across TE QA developments in these regions. The study looked at the major developments, challenges and trends in both external and internal quality assurance in each of the regions, present a comprehensive analysis of the changes in global tertiary education with the expansion and massification of quality assurance and explore the impact of the trends on credibility of tertiary education provisions. The ultimate aim was to provide a set of recommendations for the QA enhancement through ensuring relevance and credibility in provisions.

After the initial results of the survey were presented at the INQAAHE Forum 2018 in Mauritius, INQAAHE is currently in the process of publication for its first book. The proposed title of the book is as follows:

Title: **GLOBAL TRENDS IN TERTIARY EDUCATION QUALITY ASSURANCE**
Subtitle: **Challenges and Opportunities in Internal and External Quality Assurance**

Table 8. Global Study authors

PART 1 THE GLOBAL STUDY		Susanna Karakhanyan, Bjørn Stensaker
PART 2 REGIONAL STUDIES	Africa	Philip Ayoo, Tamrat Wondwosen, Mike Kuria,
	Arab States	Susanna Karakhanyan, Badr Aboul-Ela (RIP), Tariq Alsindi, Bassam Alhamad, Nadia Badrawi,
	Western Europe	Orla Lynch, Maria Kelo
	Eastern Europe	Susanna Karakhanyan, Erika Soboleva, Lemka Ismailova,
	Asia-Pacific	Angela Yung Chi Hou, Jianxin Zhang Dewin Justiniano, Grace Lu, Guo Jun
	Latin America and the Caribbean	Christian Blanco, Judith Scharager, Milena Prado, Anely Ramírez, Ronald Brunton, Michael Bradshaw
	Northern America	Leah Matthews, Mary Catharine Lennon, Linda L. Baer

The target audiences of the Global Study are quality assurance bodies, tertiary education institutions, governments, policymakers, educationalists, researchers, students and alumni in relevant fields, professionals with interest in tertiary education developments.

This is planned to become a cyclical study for INQAAHE and the second round will be launched close to the end of 2020.

Capacity Building and Research projects

CAPACITY BUILDING

These projects are directly supported by the INQAAHE Funding Scheme initiative.

TEQSA, the Australian Tertiary Education Quality and Standards Agency, was granted INQAAHE funding for the project entitled Developing a Toolkit to support Quality Assurance Agencies to address Academic Integrity. The aim is to develop a toolkit to raise awareness of issues around academic integrity, spread sound practices and help raise standards overall by supporting QA agencies with resources to help test robustness of approaches to academic integrity as part of external quality assurance. One of the expected outputs is to create an open discussion around issues of the quality assurance of academic integrity, including the pitfalls, that will assist those in countries where quality assurance systems and processes are not as advanced.

The Ontario College Quality Assurance Service, **OCQAS**, was granted INQAAHE funding for the project entitled *Truth and Reconciliation in Quality Assurance (or Re-mapping Postsecondary Education Quality Assurance to Wholism)*. The goal of this project is to respond to the Truth and Reconciliation report (2015) by developing relationships and structures for the integration of wholism represented through Indigenous ways of knowing into the institutional quality assurance processes for the publicly supported colleges in Ontario.

CINDA, Centro Universitario de Desarrollo, in cooperation with **RIACES**, Red Iberoamericana para el Aseguramiento de la Calidad en la Educación Superior, was granted INQAAHE funding for the project entitled *Assuring the quality of quality assurers*. The project aims to develop conditions for effective, reliable, QA of QA agencies, by targeting the self-assessment of agencies and the ability of RIACES to conduct external reviews. This study is closely targeted to the whole Iberoamerican region.

Unibasq (the Agency for Quality of the Basque University System) was granted INQAAHE funding for the project entitled *Assessment of innovative methodologies in teaching and learning in the Basque University System*. The project goal is to develop a specific methodology (guidelines: procedure, standards and criteria) to assess innovative methodologies in teaching and learning at programme level. In order to do so a steering group (with experts with different backgrounds, including students and international experts, and with expertise in the area of innovative methodologies in teaching and learning) will be formed.

RESEARCH AND INNOVATION

These projects are directly supported by the INQAAHE Funding Scheme initiative.

The National Council for Higher Education, **NCHE**, was granted INQAAHE funding for the project entitled *The National Employer Survey 2019/20*. The overall objective of the survey is to assess the relevance of higher education programmes to the labour market in Namibia while analysing the preparedness of recent graduates for the working class as viewed by employers and the career needs of the market for the future.

HEEACT, the Higher Education Evaluation & Accreditation Council of Taiwan, was granted INQAAHE funding for the project entitled *A study of Student Engagement in the Process of External Quality Assurance in Higher Education–the Taiwan Case*, under the topic "Innovative ways of stakeholder involvement and engagement in QA; how to engage faculty members, students and employers in the process of quality assurance". This research aims to understand the expectation from the Taiwanese students' perspective of how a trusted and quality higher education should be provided and assured; to examine the current situations of student engagement in the process of university internal and external quality assurance in Taiwan; and to explore how a national quality assurance agency can help promoting and encouraging efficient student engagement.

RELEVANCE

> ## To advocate and promote the concept of quality assurance as the driving force for continuous improvement and enhanced relevance of HE.

INQAAHE supports a number of initiatives to promote quality assurance agencies in their efforts to serve the needs set out by national governments and HE systems, to enhance the relevance of QA provision by emphasizing the links between the labour market and HE provisions, to take stock of QA developments to identify gaps and solutions, and explore new modes for QA to ensure relevance within a context of change.

DEVELOPING A TOOLKIT TO SUPPORT QA AGENCIES TO ADDRESS ACADEMIC INTEGRITY

The Tertiary Education Quality and Standards Agency (TEQSA) and the Quality Beyond Boundaries Group (QBBG) are currently completing a tool kit to address academic integrity. INQAAHE is a funding supporter of this initiative and will disseminate the toolkit.

The objective of the project is to develop of a toolkit to raise awareness of issues around academic integrity, spread sound practices and help raise standards overall by supporting QA agencies with resources to help test robustness of approaches to academic integrity as part of external quality assurance. Tangible and intangible benefits of the project include:

- The production of a Toolkit for use by Quality Assurance Agencies.
- The sharing of information and good practice amongst agencies.

- An open discussion around issues of the quality assurance of academic integrity, including the pitfalls, will assist those in countries where quality assurance systems and processes are not as advanced.

- The project offers an opportunity to develop global solutions to the management of academic integrity, and this supports the growing emphasis on student mobility and the quality and sustainability of higher education globally.

- The development of local communities of practice to support academic integrity as it develops in-country and across regions.

MARJORIE PEACE LENN CENTER

The Marjorie Peace Lenn Center serves as INQAAHE's center for learning and research. Starting March 2020, the Center will offer a training curriculum for quality assurance professionals and university staff in a self-paced, on-line learning format. The board has partnered with the company MaxKnowledge, making use of some of their existing courses and working with the curriculum developer to plan for INQAAHE-specific courses in quality assurance. The curriculum is available to INQAAHE members, for free or a small fee, depending on the course at inqaahelearn.org.

The next stage of development in the MPL Center is to take the recent research and learning initiatives of INQAAHE from the Funding Scheme and other projects, and collect them in a central location in the MPL website for all members to learn from and use to improve their knowledge and practice.

GUIDELINES OF GOOD PRACTICE

The INQAAHE board has initiated a major project for GGP re-branding, with the aim to promote their relevance and link the criteria to the recognition of qualifications, in line with the UNESCO Global Recognition Convention, 2019.

The specific objectives are:

- To position INQAAHE as the global promoter of qualifications recognition across all types of tertiary education provisions (classical and alternative);

- To support operationalization of the UNESCO Global Convention on Qualifications Recognition;

- To support the tertiary education systems in their strategies aimed at promoting credibility in tertiary education provisions and qualifications recognition globally.

The plan is to introduce the revised version by the end of 2020.

MICROCREDENTIALS

Given the emergent and growing needs regarding quality assurance in the area of microcredentials, the INQAAHE board began gathering partners to discuss next steps to assist quality assurance agencies in this growing area. The microcredentials working group is developing a concept note and has begun fact-finding, to deliver guidance to the members in 2020.

CONNECT WITH INQAAHE

BULLETIN

The Bulleting functions as INQAAHE's newsletter. The purpose is not only to inform about latest developments of the network, like new members, calls, results, etc., but also share information from members among them. Most of the content of the bulletin consists of contributions from member about their own activities. https://www.inqaahe.org/bulletin

QUARTERLY COMMUNIQUÉ

This quarterly bulletin is only about the operation of INQAAHE, the activities carried out by the different working groups in the Board in a deeper, maybe technical way, the upcoming projects, etc. The purpose of this communication is to provide an added measure of transparency and accountability to the membership. https://www.inqaahe.org/quarterly-update

FACEBOOK

https://www.facebook.com/inqaahe/

LINKEDIN

https://www.linkedin.com/company/inqaahe-network

TWITTER

https://twitter.com/inqaahe

ANNEX 1. Members

During 2019, INQAAHE welcomed 30 new members. As a result of an annual check carried out by the Secretariat, 34 members were removed from the INQAAHE register. 7 of them requested their membership to be discontinued. The rest of members were removed due to long outstanding annual fees.

Table 9. INQAAHE members 2019

ORGANISATION/INDIVIDUAL	MEMBERSHIP	COUNTRY/REGION
Accreditation Organisation of the Netherlands and Flanders	GGP aligned member	Netherlands
Agency for Quality Assurance in the Catalan University System	GGP aligned member	Spain
Commission d'Évaluation de l'Enseignement Collégial	GGP aligned member	Canada
Consejo Nacional de Educación	GGP aligned member	Chile
Education & Training Quality Authority	GGP aligned member	Bahrain
Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)	GGP aligned member	China
National Accreditation Commission	GGP aligned member	Chile
National Accreditation Council	GGP aligned member	Colombia
Sistema Nacional de Acreditación de la Educación Superior	GGP aligned member	Costa Rica
The Quality Assurance Agency for Higher Education	GGP aligned member	United Kingdom
ABET	Full member	United States
Abu Dhabi Department of Education and Knowledge	Full member	United Arab Emirates
Academic Quality Agency for New Zealand Universities	Full member	New Zealand
Accreditation Agency for Study Programs in Health and Social Sciences	Full member	Germany
Accreditation Commission for Education in Nursing	Full member	United States

Accreditation Council for Administrative, Accounting and related sciences	Full member	Mexico
Accreditation Council for Business Schools and Programs	Full member	United States
Accreditation Council for Entrepreneurial and Engaged Universities	Full member	Netherlands
Accreditation Council for Practical Abilities	Full member	Japan
Accreditation Council of Trinidad and Tobago	Full member	Trinidad and Tobago
Accreditation in Computing and Computer AC	Full member	Mexico
Accreditation, Certification and Quality Assurance Institute	Full member	Germany
Accrediting Agency AcreditAccion	Full member	Chile
Accrediting Agency of Chartered Colleges and Universities of the Philippines	Full member	Philippines
Accrediting Commission of Career Schools and Colleges	Full member	United States
ADC Agencia de Acreditación	Full member	Chile
Agencia Acreditadora de Chile	Full member	Chile
Agencia Nacional para la Evaluación de la Calidad y Acreditación	Full member	Spain
Agency for Accreditation of Educational Programs and Organizations	Full member	Kyrgyz Republic
Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina	Full member	Bosnia and Herzegovina
Agency for Higher Education Quality Assurance and Career Development	Full member	Russian Federation
Agency for higher education quality evaluation	Full member	Belgium
Agency for Quality Assurance and Accreditation Austria	Full member	Austria
Agency for Quality Assurance in the field of Education (EdNet)	Full member	Kyrgyz Republic
Agency for Quality Assurance Through Accreditation of Study Programmes	Full member	Germany
Agency for Science and Higher Education (ASHE)	Full member	Croatia
Agency for the Quality of the Basque University System	Full member	Spain
Agency for the Quality of the Higher Education	Full member	Chile
Akkreditierungsagentur fur Studiengange der Ingenieurwissenschaften der Informatik der Naturwissenschaften und der Mathematik	Full member	Germany
Americas Accreditation Agency Foundation	Full member	Argentina
Andalusian Agency for Knowledge (DEVA-AAC)	Full member	Spain
Aragon Agency for Quality Assurance and Strategic Foresight	Full member	Spain
ARQA - Agency for Recognition and Quality Assurance in Education	Full member	Kazakhstan

Association for Clinical Pastoral Education, Inc.	Full member	United States
Association for Engineering Education of Russia	Full member	Russian Federation
Astana Accreditation Agency	Full member	Kazakhstan
Barbados Accreditation Council	Full member	Barbados
Botswana Qualifications Authority	Full member	Botswana
British Accreditation Council for Independent Further and Higher Education	Full member	United Kingdom
Bureau de coopération interuniversitaire	Full member	Canada
Caribbean Accreditation Authority for Education in Medicine and other Health Professions	Full member	Jamaica
Caribbean Evangelical Theological Association	Full member	Trinidad and Tobago
Center for Education Accreditation, Vietnam National University, Hanoi	Full member	Vietnam
Center for Quality Assessment in Higher Education	Full member	Lithuania
Centre for Education Accreditation, Association of Vietnam Universities and Colleges	Full member	Vietnam
Centro Interuniversitario de Desarrollo	Full member	Chile
Certification Association "Russian Register"	Full member	Russian Federation
China Academic Degrees and Graduate Education Development Center	Full member	China
Commission for Academic Accreditation	Full member	United Arab Emirates
Commission for University Education	Full member	Kenya
Commission on Accreditation for Health Informatics and Information Management Education	Full member	United States
Commission on Accreditation of Athletic Training Education	Full member	United States
Commission on Collegiate Nursing Education	Full member	United States
Council for Accreditation of Counseling & Related Educational Programs	Full member	United States
Council for Interior Design Accreditation	Full member	United States
Council of Education Quality Improvement for the Educational Colleges in Iraq	Full member	Iraq
Council on Higher Education	Full member	Lesotho
Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA)	Full member	Cyprus
Department of Higher Education, Research, Science and Technology	Full member	Papua New Guinea
Distance Education Accrediting Commission	Full member	United States

Education Quality Accreditation Agency	Full member	Peru
Educational Quality and Assessment Programme/Secretariat of the Pacific Community	Full member	Fiji
Eesti Kõrg- ja Kutsehariduse Kvaliteediagentuur	Full member	Estonia
EQAA European Quality Assurance Agency	Full member	Germany
Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care	Full member	Kazakhstan
European Association for Public Administration Accreditation	Full member	Netherlands
European Evangelical Accrediting Association	Full member	Italy
Evaluation Agency Baden-Wuerttemberg	Full member	Germany
Federation for Self-financing Tertiary Education	Full member	Hong Kong
Federation of Mexican Private Higher Education Institutions	Full member	Mexico
Fiji Higher Education Commission	Full member	Fiji
Finance Accreditation Agency	Full member	Malaysia
Finnish Education Evaluation Centre	Full member	Finland
Flemish Council of Universities and University Colleges	Full member	Belgium
Foundation "Academic Information Centre" / Higher Education Quality Assurance Agency	Full member	Latvia
Foundation for International Business Administration Accreditation	Full member	Germany
Foundation for the Accreditation of Study Programmes in Germany (German Accreditation Council)	Full member	Germany
General Department of Education Testing and Accreditation	Full member	Vietnam
Grenada National Accreditation Board	Full member	Grenada
Hellenic Quality Assurance and Accreditation Agency	Full member	Greece
High Council for the Evaluation of Research and Higher Education	Full member	France
Higher Education Accreditation Agency of Republika Srpska	Full member	Bosnia and Herzegovina
Higher Education Accreditation Commission	Full member	Jordan
Higher Education Commission	Full member	Pakistan
Higher Education Evaluation and Accreditation Council of Taiwan	Full member	Chinese Taipei
Higher Education Evaluation Center of the Ministry of Education, P. R. China	Full member	China
Higher Education Planning Evaluation Accreditation and Coordination Council	Full member	Turkey

Higher Education Quality Committee / Council of Higher Education	Full member	South Africa
Independent Agency for Accreditation and Rating	Full member	Kazakhstan
Independent Agency for Quality Assurance in Education	Full member	Kazakhstan
Independent Kazakhstani Center of Accreditation	Full member	Kazakhstan
Institute for Education Quality Assurance	Full member	Vietnam
Institutional Evaluation Programme	Full member	Switzerland
Inter Institutional Committees for the Evaluation of Higher Education	Full member	Mexico
International Accreditation Council for Global Development Studies and Research	Full member	Germany
International Assembly for Collegiate Business Education	Full member	United States
International Association for Management Development in Dynamic Societies	Full member	Slovenia
International Board of Certified Trainers	Full member	Netherlands
International Centre of Excellence in Tourism and Hospitality Education	Full member	Australia
Japan Institution for Higher Education Evaluation	Full member	Japan
Japan University Accreditation Association	Full member	Japan
Jiangsu Agency for Educational Evaluation	Full member	China
Korean Accreditation Board of Nursing Education	Full member	Korea, Rep.
Korean Council For University College Education	Full member	Korea, Rep.
Korean Council for University Education	Full member	Korea, Rep.
Kosovo Accreditation Agency	Full member	Kosovo
Malaysian Qualifications Agency	Full member	Malaysia
Maldives Qualifications Authority	Full member	Maldives
Maritime Provinces Higher Education Commission	Full member	Canada
Mauritius Qualifications Authority	Full member	Mauritius
Middle States Commission on Higher Education	Full member	United States
Montessori Accreditation Council for Teacher Education	Full member	United States
Myanmar Engineering Council	Full member	Myanmar
Namibia Qualifications Authority	Full member	Namibia
NASPAA The Global Standard in Public Service Education	Full member	United States
National Accreditation Agency	Full member	Russian Federation

National Accreditation Agency for Higher Education	Full member	Indonesia
National Accreditation Board	Full member	Ghana
National Agency for Accreditation of Higher Education	Full member	Paraguay
National Architectural Accrediting Board	Full member	United States
National Assessment and Accreditation Council	Full member	India
National Authority for Quality Assurance and Accreditation in Education	Full member	Egypt
National Center for Professional Education Quality Assurance	Full member	Armenia
National Centre for Public Accreditation	Full member	Russian Federation
National Commission for Academic Accreditation and Assessment	Full member	Saudi Arabia
National Commission for Evaluation and Accreditation	Full member	Argentina
National Commission on Orthotic and Prosthetic Education	Full member	United States
National Council for Higher Education	Full member	Namibia
National Council for the quality of tourism education, A. C	Full member	Mexico
National Institution for Academic Degrees and Quality Enhancement of Higher Education	Full member	Japan
National System of Evaluation, Accreditation and Certification of Educational Quality	Full member	Peru
Netherlands' Inspectorate of Education, Ministry of Education, Culture and Science	Full member	Netherlands
New England Commission of Higher Education	Full member	United States
New Zealand Qualifications Authority	Full member	New Zealand
Norwegian Agency for Quality Assurance in Education	Full member	Norway
Oman Academic Accreditation Authority	Full member	Oman
Ontario College Quality Assurance Service	Full member	Canada
Ontario Universities Council on Quality Assurance	Full member	Canada
Philippine Accrediting Association of Schools Colleges and Universities	Full member	Philippines
Philippine Association of Colleges and Universities Commission on Accreditation	Full member	Philippines
Postsecondary Education Quality Assessment Board Ministry of Training Colleges	Full member	Canada
Quality and Qualifications Ireland	Full member	Ireland
Quality Assurance & Accreditation Division	Full member	Bhutan

Quality Assurance Agency for Higher Education of Andorra	Full member	Andorra
Quality Assurance Agency in Higher Education, ASCAL	Full member	Albania
Quality Assurance and Accreditation Council of the University Grants Commission	Full member	Sri Lanka
Quality Assurance Netherlands Universities	Full member	Netherlands
Samoa Qualifications Authority (SQA)	Full member	Samoa
Seychelles Qualifications Authority	Full member	Seychelles
Shanghai Education Evaluation Institute	Full member	China
Slovenian Quality Assurance Agency	Full member	Slovenia
SNRO	Full member	Netherlands
Southern Association of Colleges and Schools Commission on Colleges	Full member	United States
Swedish Higher Education Authority	Full member	Sweden
Swiss Agency of Accreditation and Quality Assurance	Full member	Switzerland
Taiwan Assessment and Evaluation Association	Full member	Chinese Taipei
Tertiary Education Commission	Full member	Mauritius
Tertiary Education Quality and Standards Agency	Full member	Australia
The Council for Higher Education	Full member	Israel
The Danish Accreditation Institution	Full member	Denmark
The Higher Learning Commission/North Central Association of Colleges and Schools	Full member	United States
The Maldives National University	Full member	Maldives
The Mongolian National Council for Education Accreditation	Full member	Mongolia
The National Accreditation and Equivalency Council of The Bahamas	Full member	The Bahamas
The National Accreditation Council - Guyana	Full member	Guyana
The Office for National Education Standards and Quality Assessment	Full member	Thailand
The Polish Accreditation Committee	Full member	Poland
The Romanian Agency for Quality Assurance in Higher Education	Full member	Romania
The Saudi Commission for Health Specialties	Full member	Saudi Arabia
The University Council of Jamaica	Full member	Jamaica
Tonga National Qualifications and Accreditation Board	Full member	Tonga

Transnational Association of Christian Colleges and Schools	Full member	United States
Universities New Zealand-Te Pokai Tara	Full member	New Zealand
University Grants Commission	Full member	Nepal
University Grants Committee HK	Full member	Hong Kong
University Quality Assurance International Board	Full member	United Arab Emirates
Accreditation Agency of Curacao	Associate member	Netherlands Antilles
Accreditation of Chinese Collegiate School of Business Center (ACCSB), Chinese Management Association(CMA)	Associate member	Chinese Taipei
Aga Khan University	Associate member	Kenya
Air university	Associate member	Pakistan
Al-Mustaqbal University College	Associate member	Iraq
AMA International University	Associate member	Bahrain
Andres Bello University	Associate member	Chile
Applied Science University	Associate member	Bahrain
Avm's Karmaveer Bhaurao Patil Degree College	Associate member	India
Bahauddin Zakariya University (BZU)	Associate member	Pakistan
Bahria University	Associate member	Pakistan
Balochistan University of Engineering & Technology	Associate member	Pakistan
Baqai Medical University	Associate member	Pakistan
Barrett Hodgson University	Associate member	Pakistan
Board of Quality Standards(BQS)	Associate member	Benin
Botswana Open University	Associate member	Botswana
Business & Computing Examinations	Associate member	United Kingdom
Camp Education Society's Dr. Arvind B Telang Sr college of Arts, Science and Commerce	Associate member	India
CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY	Associate member	Pakistan
Center for Educational Testing and Quality Assessment	Associate member	Vietnam
China Education Association for International Exchange	Associate member	China
Chinhoyi University of Technology	Associate member	Zimbabwe
Cipriani College of Labour and Co-operative Studies	Associate member	Trinidad and Tobago

Commonwealth of Learning	Associate member	Canada
Council of Private University Presidents	Associate member	Argentina
CYPRUS WEST UNIVERSITY	Associate member	Cyprus
Dawood University of Engineering and Technology	Associate member	Pakistan
Département coopération en éducation	Associate member	France
Dr. D. Y. Patil Vidyapeeth, Pune	Associate member	India
Euclid University	Associate member	Central African Republic
Fatima Jinnah Women University	Associate member	Pakistan
Fiji National University	Associate member	Fiji
Final International University	Associate member	Cyprus
Francophone University of International Development	Associate member	Cameroon
GIK Institute of Engineering sciences and technology	Associate member	Pakistan
Global Humanistic University	Associate member	Netherlands Antilles
Government College Women University Faisalabad	Associate member	Pakistan
Greenwich University	Associate member	Pakistan
Gulf College	Associate member	Oman
Hamdard University	Associate member	Pakistan
HAZARA UNIVERSITY, MANSEHRA	Associate member	Pakistan
Higher Colleges of Technology	Associate member	United Arab Emirates
Higher Education Bureau	Associate member	Macao
Hoa Sen University	Associate member	Vietnam
Holy Spirit University of Kaslik	Associate member	Lebanon
Horizon College of Business and Technology (Horizon Campus)	Associate member	Sri Lanka
Humber College Institute of Applied Technology and Advanced Learning	Associate member	Canada
ILMA University	Associate member	Pakistan
Indus University	Associate member	Pakistan
Institute for Academic Development, Villa College	Associate member	Maldives
Institute of Business Administration	Associate member	Pakistan
Institute of Business Management	Associate member	Pakistan

Institute of Management Sciences	Associate member	Pakistan
Institute of Management Studies	Associate member	Zambia
Institute of Space Technology	Associate member	Pakistan
International Open University	Associate member	Gambia
International School of Medicine	Associate member	Kyrgyz Republic
Inter-University Council for East Africa	Associate member	Uganda
Iqra University	Associate member	Pakistan
Isra University	Associate member	Pakistan
Jinnah Sindh Medical University	Associate member	Pakistan
Jinnah University for Women	Associate member	Pakistan
Kamla Nehru Mahavidyalaya	Associate member	India
Kazakhstan Association of Engineering Education	Associate member	Kazakhstan
Khadim Ali Shah Bukhari Institute of Technology	Associate member	Pakistan
Khwaja Fareed University of Engineering & Information Technology	Associate member	Pakistan
Kingston Academy Accreditation Council	Associate member	United Kingdom
Kwame Nkrumah University of Science and Technology	Associate member	Ghana
Lahore School of Economics	Associate member	Pakistan
Lahore University of Management Sciences	Associate member	Pakistan
Lyceum of the Philippines University	Associate member	Philippines
Macao Polytechnic Institute	Associate member	Macao
Mauritius Institute of Education	Associate member	Mauritius
Mehran University of Engineering & Technology	Associate member	Pakistan
Midlands State University	Associate member	Zimbabwe
National Defence University Pakistan	Associate member	Pakistan
National University of Computer & Emerging Sciences	Associate member	Pakistan
National University of Modern Languages	Associate member	Pakistan
National University of Sciences & Technology	Associate member	Pakistan
NED University of Engineering and Technology	Associate member	Pakistan
Pakistan Institute of Fashion and Design, Lahore	Associate member	Pakistan

Peoples' Friendship University of Russia	Associate member	Russian Federation
Peregrine Academic Services	Associate member	United States
Quality Matters	Associate member	United States
Ramanand Arya D.A.V. College	Associate member	India
Rauf Denktas University	Associate member	Cyprus
Riphah International University	Associate member	Pakistan
Royal College of Surgeons in Ireland - Medical University of Bahrain	Associate member	Bahrain
Shaheed Benazir Bhutto Women University Peshawar	Associate member	Pakistan
Shaheed Mohtarma Benazir Bhutto Medical Unversity	Associate member	Pakistan
Sindh Madressatul Islam University	Associate member	Pakistan
Southeast Asian Ministers of Education Organization - Regional Training Center	Associate member	Vietnam
Sukkur Institute of Business Administration	Associate member	Pakistan
Sultan Qaboos University	Associate member	Oman
The State Students Admission Commission of the Republic of Azerbaijan	Associate member	Azerbaijan
The University of the Southern Caribbean	Associate member	Trinidad and Tobago
The University of the West Indies	Associate member	Barbados
The University of Trinidad and Tobago	Associate member	Trinidad and Tobago
University of Botswana	Associate member	Botswana
University of Buraimi	Associate member	Oman
University of Colombo	Associate member	Sri Lanka
University of Engineering and Technology, Lahore	Associate member	Pakistan
University Of Engineering and Technology, Peshawar	Associate member	Pakistan
University of Gujrat	Associate member	Pakistan
University of Human Development	Associate member	Iraq
University of Kelaniya	Associate member	Sri Lanka
University of Malakand	Associate member	Pakistan
University of Namibia	Associate member	Namibia
University of Peradeniya	Associate member	Sri Lanka
University of Sindh	Associate member	Pakistan

University of South Africa	Associate member	South Africa
University of Swahili	Associate member	Panama
University of the Punjab, Lahore	Associate member	Pakistan
University of the South Pacific	Associate member	Fiji
University of the Visual & Performing Arts	Associate member	Sri Lanka
University of Wah	Associate member	Pakistan
Vocational Training Council of Hong Kong	Associate member	Hong Kong
AbdulSattar Al-Alusi, FCQI CQP	Affiliate	United Arab Emirates
Abhilasha Singh	Affiliate	United Arab Emirates
Ahmed AlKuwaiti	Affiliate	Saudi Arabia
ammara waqar	Affiliate	Pakistan
Bilim Standart	Affiliate	Kyrgyz Republic
Daphne Onumu Oevi-Artango	Affiliate	Papua New Guinea
Diana Al Jahromi	Affiliate	Bahrain
Dianne Thurab-Nkhosi	Affiliate	Trinidad and Tobago
Dr. Najma Taqi	Affiliate	Bahrain
George K/A Gino Schiavone	Affiliate	Malta
Grace Gordon	Affiliate	Jamaica
Habib Al Souleiman	Affiliate	Switzerland
Hilary Winchester	Affiliate	Australia
Mohamed Emran Hossain	Affiliate	Bangladesh
Mohammad Zahran Hassoneh	Affiliate	Palestinian Authority
Rehab Mohammad Masoud Ahmad	Affiliate	Egypt
Suban Mohammed Gouse Saleem	Affiliate	India
Tess Goodliffe	Affiliate	France
Thuraya Abdulla	Affiliate	Bahrain
Valda Alleyne	Affiliate	Barbados
Yasir Ellathody	Affiliate	Oman
Yvonnette Marshall	Affiliate	Jamaica

ANNEX 2. BOARD OF DIRECTORS

During the first quarter of 2019, Juan Carlos del Castillo (Mexico), Mike Kuria (Uganda) and Anely Ramírez Sánchez (Chile) resigned from their position on the Board because of personal or professional reasons.

In June 2019, a call for new co-opted Board Directors was distributed among the INQAAHE members. At its October 15, 2019 meeting, the INQAAHE Board officially approved the appointment of Dr Deb Adair and Dr Naji AlMahdi as co-opted Directors. Dr Adair will provide her expertise in financial and legal management of non-profit organisations while, Dr AlMahdi will represent the Arab region.

Table 10. INQAAHE Board 2019

Susanna Karakhanyan	**Leah Matthews**	**Vivek Gupta Ramnarain**	**Michael Bradshaw**	**Angela Yung-Chi Hou**	**Salim Ahmed Khan**
Abu Dhabi Education Council, the United Arab Emirates	Distance Education Accrediting Commission, United States of America	Tertiary Education Commission, Mauritius	University of the West Indies, Trinidad and Tobago	Higher Education Evaluation and Accreditation Council of Taiwan	Riphah International University, Pakistan

Erika Soboleva
Agency for Higher Education Quality Assurance and Career Development, Russia

Karen Treloar
Tertiary Education Quality and Standards Agency, Australia

Deb Adair
Quality Matters, United States of America

Orla Lynch
Quality Assurance and Qualifications, Ireland

Naji AlMahdi
Knowledge and Human Development Authority, United Arab Emirates

Martí Casadesús
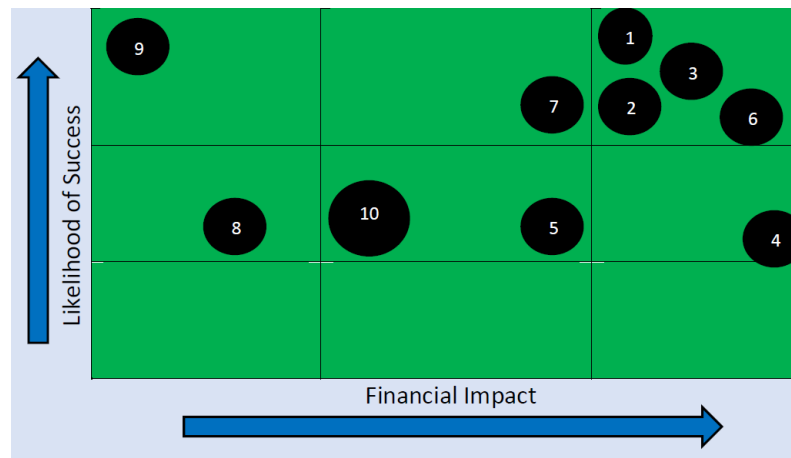Catalan University Quality Assurance Agency, Spain

ANNEX 3. MITIGATION PLAN

Table 11. Budget Mitigation Plan 2019

STRATEGIES	PRIORITY ACTIONS	ACTIONS TAKEN IN MAY/JUNE 2019
Capturing Existing Revenues	1. Ensure all membership applications are processed and overdue bills are collected. 2. Enhance GGP to process prospective applications and develop a renewal system. 3. Ensure existing GGP revenues are appropriately distributed.	• GGP revisions are already underway. • Membership applications will be fully processed by October 2019.
Create New Revenues	4. Actively pursue consulting projects that utilize INQAAHE's extensive expertise in capacity-building.	• A large consulting proposal has already been sent and others will be developed.

	5. Develop a sponsorship infrastructure for INQAAHE activities, including opportunities for the forum, newsletter, and other events. 6. Create, in stages, a training course and certification for reviewers. 7. Add new events in the virtual space like webinars, and in person through regional committees.	• A newsletter sponsorship has been introduced and forum sponsorships will be developed in consultation with the hosts for 2020 and 2021. • A potential training course platform is under review. • Webinar scheduling will begin July 2019. • Regional committees will be invited to identify co-hosting opportunities in their regions.
Financial Restructuring	8. Recruit a new co-opted board member with nonprofit financial expertise 9. Pursue banking instruments that allow a small amount of growth (savings account). 10. Explore fund designations in the unrestricted reserves to invest strategically in INQAAHE projects when needed.	• Call for board member currently open. • Legal documentation and new bank applications have been filed.

International Network for Quality Assurance Agencies in Higher Education

March 2020