INQAAHE

Annual Report

2022

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

Carol Bobby, Erika Soboleva, Hazman Syah Abdullah, Karen Treloar, Maiki Udam, María Eugenia Bolaños, Martí Casadesús, Martín Strah, Sharine Isabella, and Yaping Gao.

LIVING THE LIFE OF INQAAHE

All INQAAHE members.

Contents

FOREWORD

Dear Colleagues,

I am delighted to introduce the INQAAHE Annual Report for 2022. It is appropriate that, in our final year of our 5-year strategic plan, we have completed the foundation necessary to support the next five years of achievement and growth for the organization. The move to a fully independent Secretariat was no small feat, especially as we concurrently continued to engage in all four pillars of our strategic plan (Sustainability, Quality Culture, Research, and Relevance) as we served our members.

You will note that this year's report includes a summary of Board committee and working group activities as well as identification of the external engagements of Board members on behalf of the Network. This additional transparency will provide insight into aspects of the internal work of the Board to build value for members and sustainability for the organization. As in past reports, we continue to detail the major activities of the organization as aligned to the pillars of the strategic plan. In the 2022 Annual Report, you will find information about the annual activities and achievements related to membership,

Dr. Deborah Adair
INQAAHE 8ᵗʰ President

knowledge-sharing convenings (conferences, forums, and INQAAHE TALKS), research, recognition awards, funding awards, capacity-building and training activities, and the ongoing work to raise awareness and understanding of the relevance and impact of quality assurance.

A critical outcome of the INQAAHE Board's efforts in 2022 is the hiring of the INQAAHE CEO, Mr. Fabrice Hénard, to lead the Secretariat starting in January, 2023. The CEO search took many months and I could not be more pleased about the outcome. We are fortunate to have his expertise and leadership in service to the Network. I encourage you to read his introduction on the INQAAHE website.

A new CEO, and new strategic plan, and a fully independent Secretariat with very talented staff represent the perfect complement of assets needed to launch INQAAHE into a sustainable future. We look forward to better support for our members and opportunities to improve the practice of quality assurance globally through the International Standards and Guidelines, the second edition of the Global Study on Trends in Quality Assurance, INQAAHE conferences and talks, research/consultations, and a variety of capacity-building trainings and targeted research awards. This is what the future looks like for the Network and I offer my sincere gratitude to the entire INQAAHE community for their many contributions towards our shared goals and achievements.

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); and

- 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 2022 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
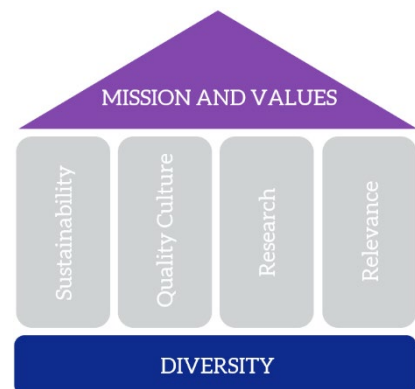
• SUSTAINABILITY

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

INQAAHE Legal Incorporation in Spain and Establishment of its International Headquarters in Barcelona

After receiving an international delegation status by the Spanish authorities to operate in Barcelona, Spain, with an independent Secretariat, INQAAHE moved forward to fully establish the Secretariat in 2022 by hiring its own staff and fully implementing the proposed organizational structure. This year, INQAAHE hired two full-time employees, prepared to select and onboard a new CEO, and implemented other operational changes, policies and protocols to ensure sustainability and long term and fruitful contribution to the HE community.

Governance of INQAAHE

General Assembly Meetings

In 2022 two General Assembly Meetings (GAM) were held:

- **GAM 1, May 25:** The first GAM concentrated on the annual reporting (annual achievements, activities and financial statements for 2021) and making decisions on any matters that were crucial for the organizational health and sustainability (upcoming budgets). The President and Treasurer reported on the annual achievements after which an online voting took place. By early June, the General Assembly approved the INQAAHE Annual Report 2021 (including the Financial Statements for 2021), budgets for 2023 and 2024, and minutes of the General Assembly meetings held in 2021. Read more.

- **GAM 2, June 8:** The second GAM of the year was held in a hybrid mode in Mexico City, during the INQAAHE Forum. The Board presented the new set of international standards and guidelines (ISG) INQAAHE had been working on, provided new details on INQAAHE Conference 2023 hosted by the Independent Agency for Quality Assurance in Education (IQAA) in Kazakhstan, and presented a bid to host INQAAHE Forum 2024. The General Assembly was requested to vote to approve the host of INQAAHE Forum 2024, and by the end of July, the Romanian Agency for Quality Assurance in Higher Education (ARACIS) was approved to host the event in Bucharest, Romania. Read more.

Chief Executive Officer: Mr. Fabrice Hénard

In fulfilment of the plan to build an independent and sustainable Secretariat, INQAAHE prepared to address the significant changes coming to the higher education and quality assurance communities. A critical step in this plan, to support the INQAAHE operations, promote growth and achieve sustainability was the hiring of a new CEO.

During Q3, arrangements were made to recruit and select a seasoned professional for the CEO position. INQAAHE looked for a candidate who possesses the skills to further elevate the Network's position as a world leader in tertiary education quality assurance and as an umbrella organization for external and internal quality assurance providers. The selection process started in September, with INQAAHE accepting applications in and interviews beginning in October.

The CEO will be officially introduced in early 2023.

Board, Committee and Work Group meetings

During 2022, chairs of INQAAHE's different Committees and Working Groups, reported the activities of each team quarterly. Here is a summary of the highlights of the year:

Executive Committee report

The Executive Committee (EC) continued to support the transition to the legal establishment in Spain and fully developed and executed the plans and structure for the permanent Secretariat, including a staffing structure for the organization based on tasks and responsibilities for the Board and for specific Secretariat staff, including a Program Manager, a Specialist support position for membership communication and engagement, hired in Q3 of 2022, and a CEO. During the second quarter, the EC worked to finalize and present the INQAAHE Annual Report and financial documents for 2021. The framework for the 2023-2027 Strategic Plan was also finalized and presented at the second General Assembly meeting in Mexico City. The EC, along with the Hiring Committee, focused on the CEO selection task during Q4 to identify and interview candidates from the applications received.

Communications and Outreach Committee report

The committee worked to support the publication of the INQAAHE newsletter, quarterly communiqué (refining them to make them more useful for members), *INQAAHE Talks* webinar series, and supported the promotion and launch of the new International Standards and Guidelines for Quality Assurance in Higher Education (ISGs) creating their official logo and branding. Bi-weekly, the Committee worked to develop a multi-media strategy to meaningfully engage with INQAAHE members and the broader community. The Committee also analyzed INQAAHE website's analytics and thus examined the results in order to draft an updated communications strategy.

Membership Committee report

During 2022, the Membership Committee undertook the review of results of Funding Scheme proposals. The team also reviewed and approved new membership applications. Regarding outstanding fees, the committee recommended strategies for improving the collectability of membership fees as well as mitigating outstanding payments from members. The Membership Committee developed the revised version of the member application forms, to make them simpler and more relevant to the review process. It also developed a Welcome Package for new INQAAHE members which provides new member with an introduction to INQAAHE, its governance, strategic priorities, and activities, and the key benefits and responsibilities associated with INQAAHE membership. The committee has also reviewed and modified the Funding Scheme calls for 2023 to make them align with the theme of the INQAAHE Conference 2023.

MPL Center Committee report

In the first quarter of 2022, the MPL Center launched the *INQAAHE Talks* webinar series. The Committee was also active bi-weekly through a number of external meetings discussing opportunities for updating and advancing INQAAHE QA curriculum, partnerships for the *INQAAHE Talks* webinar series, and exploring initiatives for advancing the practice of QA. The MPL Center Committee was primarily working during the last quarter of the year on the organization of the *INQAAHE Talks*. In addition, the Committee collaborated with the ISG's Working Group on the launch of ISGs and their introduction in the training webinar that took place in November. The *INQAAHE Talks* schedule for 2023 was also drafted.

Recognition Committee report

Throughout the year, the committee reviewed different GGP Alignment cases and proposed recommendations to the Board. The committee also monitored interim and follow-up reports submitted by already aligned agencies.

GGP Rebranding Working Group report

The initial draft of the International Standards and Guidelines (ISGs) was developed during the first quarter of 2022. This, and subsequent drafts, were reviewed by stakeholders in multiple feedback sessions as part of a multi-step stakeholder consultation process to refine the ISGs. Nearly 100 participants from 24 countries took part in initial focus groups that, later on, lead to a global stakeholder consultation that covered the feedback of 50 countries. Throughout the year, the Working Group finalized the details for the publication. During the last quarter, they were focused on the launch of the ISGs and the publishing of the official document. The group also worked on the promotion of an ISG webinar entitled *International Standards and Guidelines (ISGs): towards diversification, relevance, transformation, and recognition* in November, and the creation of a new branding for the ISGs. The group also start organizing the INQAAHE Talks on the ISGs scheduled for January 2023.

2023 Conference Working Group report

The agreement with the host, the Independent Agency for Quality Assurance in Education (IQAA), was finalized and signed, outlining responsibilities for the conference and specifying fees for members and non-members for conference registration and for pre-conference workshops. The theme, sub-themes and dates of the event were also finalized early in the year. The website of the conference was published and internal meetings and meetings with the host were scheduled on a regular basis to better monitor the latest arrangements of the event. During the last quarters of 2022, the committee reviewed the submitted proposals to craft the program for the conference in Astana.

Revenue Diversification Working Group report

The Working Group developed a strategy outlining possible directions for diversifying revenues in line with INQAAHE's mission, and with a specific view to adding value to its membership. It was agreed by the Board that further discussion on how to take this strategy forward should wait until the appointment of the new CEO.

CEO Hiring Committee report

In the third quarter, the committee reviewed application materials and was in the process of conducting interviews for selected candidates. During the last quarter of 2022, candidates were shortlisted.

Diversification of Funding: revenue and allocations

In 2022, a Revenue Diversification working group developed and presented a set of strategies for revenue growth and sustainability, starting with a focus on increasing member value through new programming like the INQAAHE Talks webinars and increased member engagement. The implementation of new revenue stream strategies was intended to be led by the new CEO in 2023. The following have been identified as potential opportunities:

- **Consultancy:** In 2022, INQAAHE bid for a UNESCO project to collect national use cases of Micro-credentials in the Asia-Pacific region. Under the auspices of UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) and the Section for Educational Innovation and Skills Development (EISD), with the support from the Japanese Funds-In-Trust (JFIT), launched the project on November 11, 2022.

- **Bespoke trainings for capacity building of EQA and IQA:** In 2022, INQAAHE received requests from its members to deliver trainings catered to the needs of a specific system and conducted follow-up discovery meetings with these members. During the end of 2022, the Board was in conversations with members from Trinidad and Tobago to develop a training that specifically suited their needs. A dedicated in-person training on the newly introduced International Standards and Guidelines for Quality Assurance in Tertiary Education (ISGs) was delivered to a member based in the Sultanate of Oman.

- **GGP Alignments and development of the new standards and guidelines (ISG):** Alignments through Review or Recognition continued to be one of INQAAHE's flagships. With the on-going revision of the GGPs, INQAAHE envisions a revised approach to external evaluation of quality assurance bodies - expanding the scope beyond its members and serving all types of QA providers. For this purpose, a major product was developed and launched in 2022. *the International Standards and Guidelines*, which will embrace the diversity of QA providers, instill trust and increase the relevance of QA, and become an additional source of revenue.

- **Annual events and sponsorships:** Aside from an opportunity to gather and discuss contemporary topics, annual events help economically sustain the Network. In 2022 efforts were made to secure sponsors for the Forum held in Mexico which resulted in two international sponsors financing part of it.

- **Membership fees:** the main source of revenue from the Network and the true engine of the association. The Board and especially the Membership Committee is devising new ways of making sure the services provided to members are still impactful and beneficial.

Membership

INQAAHE is a worldwide association with approximately 300 active in the theory and practice of quality assurance in higher education. Four categories of membership exist (Graphic 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.

- **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 2022

Africa; 24; 8%
Arab States; 25; 9%
Western Europe; 45; 16%
North America; 31; 11%
Latin America and the Caribbean; 33; 11%
Eastern Europe; 36; 12%
Asia-Pacific; 97; 33%

Affiliate Members; 18; 6%
QA Networks; 18; 6%
Associate Members; 79; 27%
Full Members; 176; 61%
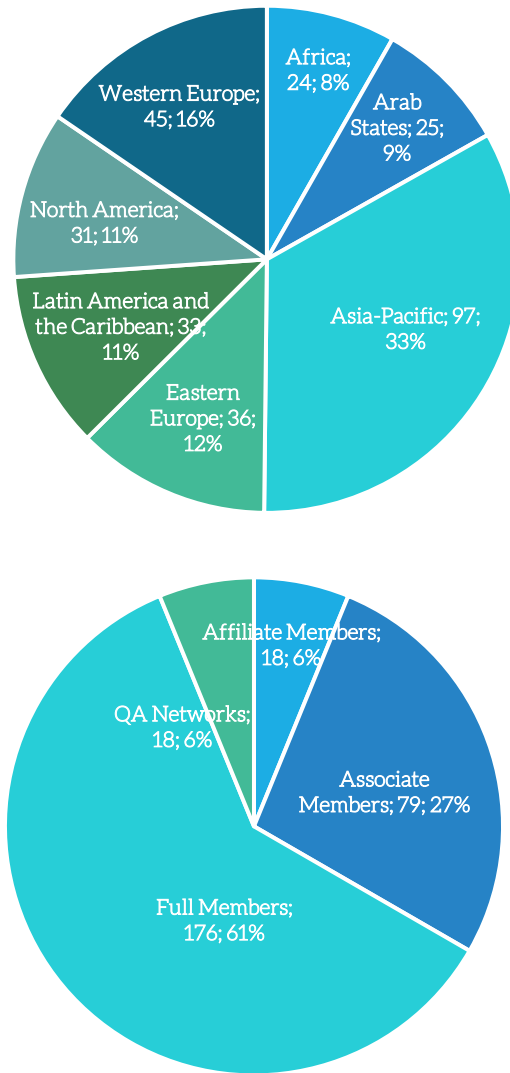
During 2022, INQAAHE welcomed 19 new members. As a result of an annual check carried out by the Secretariat, 63 members were removed from the INQAAHE register. 5 of them requested their membership to be discontinued. The rest of the members were removed due to long outstanding annual fees.

Map 1. INQAAHE members as of December 31, 2022
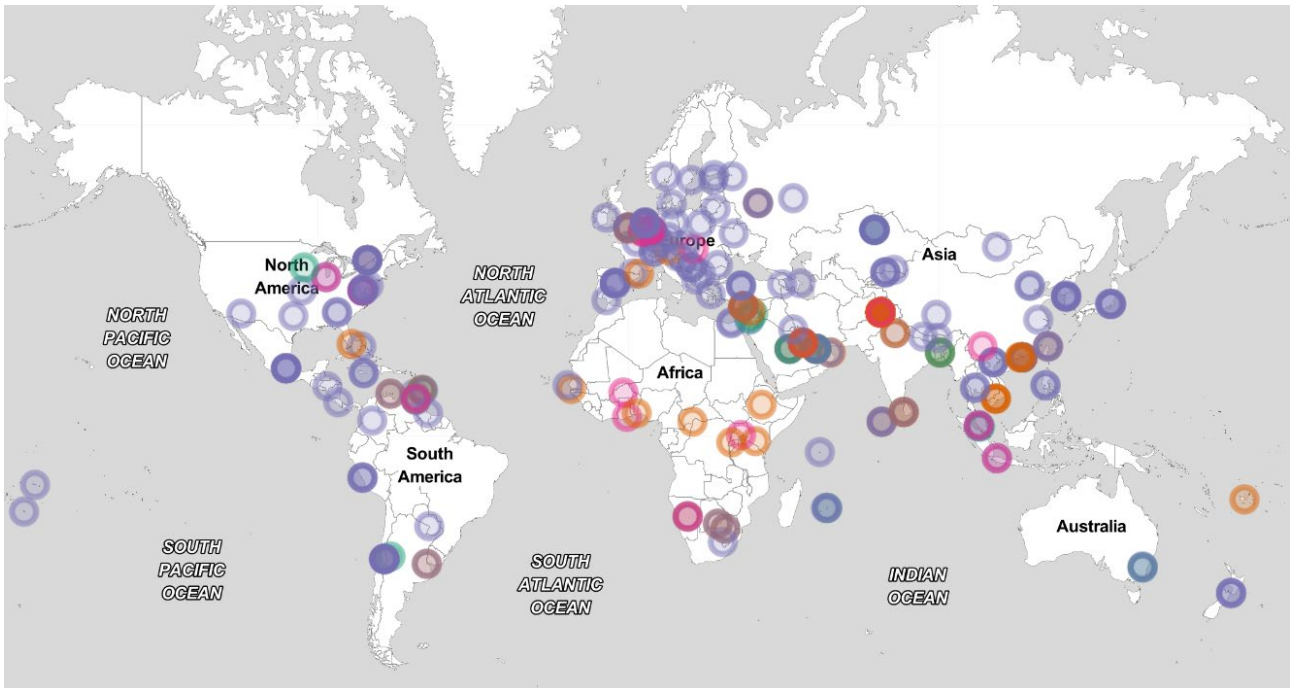
Table 1: New members in 2022 per world region

ORGANISATION	CATEGORY	COUNTRY	WORLD REGION
Accreditation Service for International Colleges (ASIC)	Full	United Kingdom	Western Europe
ASEAN University Network – Quality Assurance (AUN-QA)	Full	Thailand	Asia Pacific
Autorité nationale d'Assurance Qualité de l'Enseignement supérieur (ANAQ-SUP)	Full	Senegal	Africa
Central American Agency for Postgraduate Accreditation (ACAP)	Full	Honduras	Latin America and the Caribbean
City University of Science and Information Technology (CUSIT)	Associate	Pakistan	Asia Pacific
Education Quality Assurance Agency (TKTA)	Full	Azerbaijan	Eastern Europe
Forman Christian College (A Chartered University)	Associate	Pakistan	Asia Pacific

Hong Kong Police College, Hong Kong Police Force (HKPC, HKPF)	Associate	China	Asia Pacific
Isabel Esther Roccaro	Affiliate	Argentina	Latin America and the Caribbean
Korean Accreditation Board for Health and Medical Information Management Education (KAHIME)	Full	Korea, Rep.	Asia Pacific
Lingnan University	Associate	China	Asia Pacific
Meraj Naem	Affiliate	United Arab Emirates	Arab Region
Mohammad Sayadur Rahaman	Affiliate	Bangladesh	Asia Pacific
Perliter Walters-Gilliam	Affiliate	United States	Northern America
Sir Syed University of Engineering & Technology (SSUET)	Associate	Pakistan	Asia Pacific
Thokozani Bvumbwe	Affiliate	Malawi	Africa
University of Global Health Equity (UGHE)	Associate	Rwanda	Africa
University of Sialkot	Associate	Pakistan	Asia Pacific
Valencian Agency for Assessment and Forecasting (AVAP)	Full	Spain	Western Europe

Graphic 2. Incoming members per world region

Western Europe; 2; 11%

Northern America; 1; 5%

Latin America and the Caribbean; 2; 11%

Eastern Europe; 1; 5%

Africa; 3; 16%

Arab Region; 1; 5%

Asia Pacific; 9; 47%
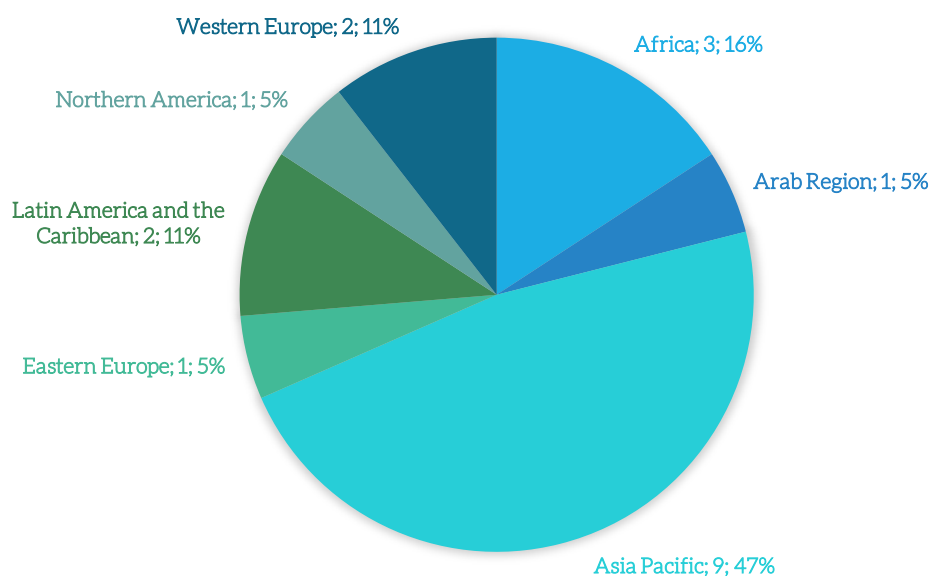
Visibility and Impact

To enhance the visibility of INQAAHE, Board Directors participated in different in-person and online events throughout the year:

Table 2: Event participation through 2022

EVENT	ORGANISATION	MODALITY	WORLD REGION	BOARD DIRECTOR(S) AND ROLE(S)
University Quality Session (session in Spanish)	Universitat Oberta de Catalunya (UOC)	Online	Spain, Western Europe	Anna Prades, speaker
Online workshop on Quality Assurance & Enhancement	City University of Science and Information Technology (CUSIT)	Online	Pakistan, Asia-Pacific	Anna Prades, speaker Fabrizio Trifiro, speaker
EURIE Eurasia Higher Education Summit	EURIE	Online	Turkey, Eastern Europe	Deborah Adair, speaker

3rd International Conference on Quality Assurance in Higher Education	Pakistan Network for Quality Assurance in Higher Education (PNQAHE)	Online	Pakistan, Asia-Pacific	Deborah Adair, speaker
Evaluation, an essential step towards the European Higher Education and Research Area	High Council for the Evaluation of Research and Higher Education (Hcéres)	Online	France, Western Europe	Chan Basaruddin, speaker
New Visions for Higher Education Institutions towards 2030	Global University Network for Innovation (GUNi)	Online	Spain, Western Europe	Deborah Adair, speaker
Virtual panel on QA at MENA Higher Education Leadership Forum	Center for Learning Innovations and Customized Knowledge Solutions (CLICKS)	Online	Arab States	Deborah Adair, speaker Susanna Karakhanyan, presenter
SAQAN 5th Conference	Southern African Quality Assurance Network (SAQAN)	Online	South Africa, Africa	Deborah Adair, keynote
UNESCO HE Conversations Series	UNESCO	Online		Susanna Karakhanyan, speaker
TKTA International Forum	Agency for Quality Assurance in Education (TKTA)	Online	Azerbaijan, Eastern Europe	Deborah Adair, keynote
UNESCO World Higher Education Conference 2022	UNESCO	In-person	Spain, Western Europe	Deb Adair, Susanna Karakhanyan, Wondwosen Tamrat, Tariq al Sindi, speakers
QAA Live Online Debate	Quality Assurance Agency for Higher Education (QAA)	Online	United Kingdom, Western Europe	Anna Prades, speaker

3rd International Conference	EdNet Agency	In-person	Kyrgyzstan, Eastern Europe	Susanna Karakhanyan, presenter
V Eurasian Forum on Quality Assurance in Higher Education	Independent Agency for Quality Assurance in Education (IQAA)	In-person	Kazakhstan, Eastern Europe	Susanna Karakhanyan, speaker Vicki Stott, speaker
Assembly	Network of Latin American and Caribbean Private University Associations (REALCUP)	In-person	Argentina, Latin America and the Caribbean	Susanna Karakhanyan, keynote
VI Central Asian International Forum on Quality Assurance in Education	Independent Agency for Accreditation and Rating (IAAR)	Online	Kazakhstan	Deborah Adair, keynote
Presentation	Turkish Higher Education Quality Council (THEQC)	Online	Turkey, Eastern Europe	Deborah Adair, presenter
ASIIN Conference	ASIIN	In-person	Malta, Western Europe	Deborah Adair, speaker
Webinar (session in Spanish. English translation available)	Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa (SINEACE)	Online	Peru, Latin America and the Caribbean	Helmuth Trefftz, speaker
European Open, Distance and E-Learning Week	EDEN Network	Online		Anna Prades, speaker
EQAF 2022	European University Association (EUA)	In-person	Romania, Eastern Europe	Anna Prades, presenter Nataliia Stukalo, facilitator

ISG training	Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA)	In-person	Oman, Arab States	Susanna Karakhanyan, facilitator

- On February 3, 2022, INQAAHE Treasurer, Anna Prades, participated in the *3rd session on University Quality: Ensuring the quality of education in times of uncertainty* organized by the Universitat Oberta de Catalunya (UOC), fully delivered in Spanish.

- On February 23, 2022, Anna Prades also participated in a two-day online workshop organized by the City University of Science and Information Technology (CUSIT) under the umbrella of the Association of Private Sector Universities of Pakistan (APSUP) entitled *Workshop on Design and Implementation of Quality Management System for Universities: a Quality Assurance & Enhancement Framework*.

- On March 3, 2022, INQAAHE President, Deb Adair, participated in a spotlight session on quality assurance entitled *New Dimensions and Innovative Applications of External Quality Assurance for the Post-pandemic Era*, at the Eurasia Higher Education Summit (EURIE).

- On March 9, 2022, Deb Adair also provided a video welcome for the 3rd International Conference on Quality Assurance in Higher Education in the Province of Sindh, organized by PNQAHE.

- On March 16, 2022, INQAAHE Vice President, Chan Basaruddin, contributed to a Hcéres hybrid event entitled *Assessment, an essential step towards the European Higher Education and Research Area*.

- On March 21, 2022, Deb Adair participated in an online focus group discussion on GUNi's Higher Education in the World Report.

- On March 23, 2022, Deb Adair also participated in the virtual panel on *Quality Assurance in Time of Crisis: Lessons from the Pandemic*, at the 5th MENA Higher Education Leadership Forum. INQAAHE Immediate Past President, Susanna Karakhanyan, chaired the panel in her capacity as ADEK's Higher Education Policy and Regulation Director.

- On April 26, 2022, Deb Adair participated in SAQAN's 5th Conference entitled *Quality assurance in higher education in times of disruption*. Deb delivered a virtual keynote address during the opening ceremony.

- On April 28, 2022, Susanna Karakhanyan participated as a panelist in session #7 of UNESCO's HE Conversation Series, in the leadup to WHEC2022 in Barcelona.

- On May 5, Deb Adair participated remotely in the Agency for Quality Assurance in Education (TKTA)'s International Forum *Quality Assurance in Higher Education*, held in Baku (Azerbaijan). The purpose of the forum was to discuss the issues of internal and external

quality assurance in higher education, the development of research potential, as well as the connection of higher education institutions with the labour market.

- From May 18-20, 2022, INQAAHE participated in different capacities in the UNESCO World Higher Education Conference 2022 in Barcelona (Spain):

  o Deb Adair represented the Network and Quality Matters on a panel session moderated by ICDE. The theme of the panel was focused on quality enhancement of open, flexible and distance higher education across borders. The panel involved Presidents and CEOs from the Consortium for the Benchmarking Framework for Online, Open, Smart, and Technology-enhanced Higher Education, initiated by Hamdan Bin Mohammed Smart University.

  o Susanna Karakhanyan led and participated in three sessions. She was the UNESCO Technical Expert Group member and led one of the ten main themes of WHEC 2022, Theme 4 on *Quality and Relevance of Programmes*. She also contributed to the OECD roundtable discussion on cross border higher education and its quality assurance and contributed to Theme 6 on *Higher Education Governance*.

  o Wondwosen Tamrat, INQAAHE Board Director, participated in the Roundtable on Theme 4, *Quality and Relevance of Programmes*, led by Susanna Karakhanyan.

  o Tariq Al Sindi, INQAAHE Board Director, participated in his capacity as ANQAHE Secretary and BQA CEO.

- Anna Prades participated as a speaker in QAA's live online debate entitled *What is Quality – Perspectives from around the world*, that took place on September 27.

- On September 28, Susanna Karakhanyan talked about *Quality Assurance of Alternative Education* at Kyrgyzstan's 3rd International Conference delivered by the Ministry of Finance, EdNET, Higher School of Economics of Perm, Crown Agent Company Ltd.

- Susanna Karakhanyan and Vicki Stott, INQAAHE Board Director, participated at the V Eurasian Forum on Quality Assurance in Higher Education hosted by the Independent Agency for Quality Assurance in Education (IQAA) in Kazakhstan, from September 29-30.

- During October 4-6, Susanna Karakhanyan participated as an international academic and keynote speaker in the Assembly of the Network of Latin American and Caribbean Private University Associations (REALCUP) that took place on 4-6 October, in Buenos Aires City (Argentina). The topics discussed were *Quality and relevance of the higher education offer:*

trends, challenges and limitations at a global level and *Flexible Learning Pathways: trends, challenges and limitations at a global level.*

- Deb Adair participated on October 7 in the VI Central Asian International Forum on Quality Assurance in Education entitled *Transnational Cooperation in the Global Educational Space*, held in Almaty (Kazakhstan). INQAAHE's President contributed to the event with a welcoming address.

- On October 12, Deb Adair also made a presentation to the Turkish Higher Education Quality Council (THEQC) on *International Trends in QA and Institutional Accreditation.*

- Deb Adair participated as a speaker in ASIIN's Conference in Malta on October 18. Her session focussed on the following title: *What's new in INQAAHE – INQAAHE's new policy agenda, the reform of the Guidelines of Good Practice and what they mean for stakeholders.*

- On November 7, Helmuth Trefftz participated as an international speaker in the webinar *La autoevaluación y la acreditación en las universidades públicas: factores limitantes y de éxito* (Self-assessment and accreditation in public universities: limiting and success factors) organized by SINEACE Peru, an INQAAHE full member. The recording of the session (available in Spanish only) is available in SINEACE's YouTube channel.

- Anna Prades represented INQAAHE in the European Open, Distance and E-Learning Week EDEN Network organized on November 9. One of the sessions was devoted to QA of distance education. The ISG module on distance education (online or blended) was presented there.

- Nataliia Stukalo presented her paper at EQAF 2022 on November 18 in Timisoara (Romania). She also facilitated a workshop on cross border QA along with colleagues from ZEvA and the Croatian agency. More information available on EQAF's website.

- On December 19, Susanna Karakhanyan provided an in-person training to Oman Authority for Academic Accreditation and Quality Assurance of Education on INQAAHE's ISG. OAAAQA staff will be inducted on the new standards and guidelines and on its alignment, keeping in mind their context. More information on this session is available in the dedicated ISG section.

• 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.

Throughout 2022 a number of projects were implemented to provide members with opportunities for professional development and quality enhancement. The highlights include the INQAAHE annual events, webinars and workshops.

Events, workshops, and webinars

- **INQAAHE Forum 2022 hosted by FIMPES:** Proudly hosted by the Mexican Federation of Private Institutions of Higher Education (FIMPES) from June 6 to 9, 2022, in Mexico City (Mexico), and sponsored by uPlanner and SUMADI, INQAAHE's 13th Biennial Forum was delivered in a hybrid mode.

The Pre-Forum sessions featured four workshops which covered the following topics:

- Data management for quality assurance, co-facilitated by César Guadalupe, professor, and Anna Prades, head of Internationalization and Knowledge Generation Department of AQU Catalunya and INQAAHE Treasurer;

- Quality assurance of cross-border higher education: current challenges and future perspectives, facilitated by Achim Hopbach, international higher education consultant;

- Mechanisms to promote recognition, facilitated by Aurelija Valeikiene, Deputy Director at the Centre for Quality Assessment in Higher Education (SKVC);

- International Quality Hallmarks, facilitated by Susanna Karakhanyan, Higher Education Policy & Regulation Director at the Abu Dhabi Department of Education and Knowledge (ADEK) and INQAAHE Immediate Past President.

The Forum was organized into sub-themes which explored the following major trends through four keynote speeches:

- Capacity building through investing in people;

- The multiple uses of AI, data, and technology;

- Optimizing synergies.

In total, 148 attendees from all world regions (mainly from Northern America, 35%, followed by Asia-Pacific and Europe – including Eastern and Western Europe, 15%, and Africa, 14%) participated in workshops, keynote presentations, roundtable sessions, a Gala dinner and cultural events. Participants also had the opportunity to join the annual Regional Networks Meeting, which addressed the Global Convention on Recognition, and was facilitated by Aurelija Valeikiene, head of Lithuanian ENIC/NARIC and Deputy Director at the Centre for Quality Assessment in Higher Education (SKVC); and José Luís Guzmán, UNESCO Education Associate Expert.

The Forum was wrapped up with an in-person tour/cultural visit to Teotihuacan on the last day.

A recap of the Forum is available on INQAAHE's YouTube channel:

- **Planning for INQAAHE Biennial Conference 2023:** throughout 2022, INQAAHE Board's Conference 2023 Committee along with the IQAA Local Organizing Committee worked on the organization of the 2023 Conference in Astana. The main theme of the Conference is *Roadmap to Enabling Quality in Tertiary Education 2030*. The Conference will be held in Astana, Kazakhstan. It was originally planned from June 5 until June 8, 2023, but due to decisions taken by Kazakh governmental authorities, and in consultation with the host agency IQAA, the Board took the decision to change the date to May 29 – June 1, 2023. In preparation for the Forum, in July a call for papers and proposals was distributed and

proposals were welcomed until November 30, 2022. Sub-themes and pre-Conference workshops were also development and keynote speakers invited.

- Selection of host for **INQAAHE Biennial Forum 2024:** In November 2021 a bid to host INQAAHE Forum 2024 was announced with geographical preferences given to East and Southeast Asia; South America and the Caribbean; North America and Francophone Africa. During the General Assembly Meeting of 2022 in June, the INQAAHE General Assembly voted for Forum 2024 to take place in Bucharest (Romania), hosted by the Romanian Agency for Quality Assurance in Higher Education (ARACIS). INQAAHE Board formed a Forum Organization Committee to launch all preparations with the host.

- Bid for **INQAAHE Biennial Conference 2025:** In October 2022, the bid to host the biennial Conference 2025 was launched. Considering the venues for the INQAAHE annual events for the last ten years, preferences for hosting the INQAAHE Conference 2025 were given to East and Southeast Asia; South America and the Caribbean; North America; and Francophone Africa.

- The **INQAAHE TALKS webinar series** was a new webinar series, created and launched in 2022, to provide additional opportunities for professional development. Since it is offered through the MPL Center, more information about it is available below where MPL is discussed.

- A **dedicated in-person training** on the newly introduced International Standards and Guidelines for Quality Assurance in Tertiary Education (ISGs) was delivered to a member based in the Sultanate of Oman. More information is available on the ISG section of this report.

Support to the INQAAHE Members

To promote professionalization of quality assurance, INQAAHE undertakes activities to encourage innovative solutions to quality assurance challenges and supports 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 a competitive basis to promote implementation of innovation and enhancement projects of quality assurance systems worldwide. In 2022, the INQAAHE Funding Scheme was announced under the following two windows with a total allocation of USD $17,500. (Window 1, intended for Board's initiatives was not initiated in 2022).

Window 2:

- o **Capacity building:** Projects under Window 2 are aimed at the development and enhancement of quality assurance systems worldwide. These can include, but are not 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.

In 2022 the following capacity building projects were funded and launched:

Table 3: Capacity building projects launched in 2022

ORGANISATION	COUNTRY	TOPIC	CALL	STATUS
National Accreditation Council (CNA) *Full member*	Colombia	Proof-of-concept system based on AI to support decision making on accreditation processes	2021-2022	Not initiated

The call for Proposals for 2022-2023 was announced in July 2022. A total of 13 proposals were submitted and were under evaluation by external peers during the last quarter of the year. Successful proposals will be announced and launched in early 2023.

Window 3:

o **Research and Innovation:** Projects under Window 3 contribute to the body of knowledge by exploring potential and opportunity for quality assurance through research and innovation. The outcomes of the 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).

In 2022 the following capacity building projects were funded and launched:

Table 4: Research and innovation projects launched in 2022

ORGANISATION	COUNTRY	TOPIC	CALL	STATUS
Ecctis Ltd *Associate member*	United Kingdom	Metrics-driven quality assurance: an overview of international approaches, challenges and opportunities	2021-2022	Not initiated
Dr. Rozilini Mary Fernandez Chung *Affiliate member*	Malaysia	Assessing Institutional Readiness to Implement Quality Assurance Activities: A Case Study of Tertiary Level Colleges in Bangladesh	2021-2022	Final report pending

In response to the 2022-2023 Call for Proposals for Window 3 funding, also announced in July 2022, a total of 6 proposals were received. During Q4, all were under evaluation by external peers. Successful proposals will be announced and launched in early 2023.

INQAAHE's Support to Enhance Quality Systems

In October, INQAAHE bid for a UNESCO call to collect national use cases of Micro-credentials in the Asia-Pacific region, specifically in the following countries: Japan, Australia, New Zealand, Sri Lanka, Mongolia, Malaysia, Kyrgyzstan, and Indonesia. INQAAHE's proposal won the bid and under the auspices of UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) and the Section for Educational Innovation and Skills Development (EISD), with the support from the Japanese Funds-In-Trust (JFIT), launched the project on November 11. The objectives of the project were:

- to analyze the potential of the selected country-level legal and regulatory frameworks to develop, implement, quality assure and recognize micro-credentials;
- to encapsulate use cases of micro-credentials in the selected countries into an actionable draft framework promoting clear definition, quality assurance and recognition mechanisms of micro-credentials;
- to promote a common understanding of micro-credentials and their value for learners and employers in Asia-Pacific;
- to propose actionable recommendations for building consensus for fair recognition of micro-credentials in Asia and the Pacific.

The INQAAHE team conducted a thorough desk review of academic and grey literature, expert interviews and focus groups with the authors of shortlisted countries in Asia-Pacific. By the end of November, the team submitted a progress report and drafts for the use cases of micro-credentials of the beforementioned countries based on the research framework. The final report, compiling all these findings was submitted on December 15, 2022, which marked the end of the project. The results of the project will shape policy recommendations for micro credentials in Asia-Pacific.

Online Access to the Journal Quality in Higher Education

INQAAHE partners with Taylor & Francis to provide its members with access to the lead journal in higher education quality assurance – *Quality in Higher Education*. INQAAHE members received hard copies of the Journal **Quality in Higher Education** three times per year for more than 10 years. Starting in 2021, INQAAHE negotiated **online access** to the journal for its members. The members need a Taylor & Francis Online account to access the journal.

QA Graduate Program

The massive increase in external and internal quality assurance (QA) activity over recent decades, together with the associated thinking about it, have created a new profession that requires a structured academic discipline and programs to educate quality assurance professionals, stimulate research, and produce new initiatives.

However, there is very little education and training for the QA profession and its professionals. INQAAHE endeavored to fill this gap through the creation of a comprehensive program for the training and professional development of QA professionals. INQAAHE, through the considerable expertise of its members, created materials that are available free on our website. The materials are intended as public advice and assistance in capacity-building in quality assurance and were developed by experts from around the world.

INQAAHE developed these materials with a grant from the World Bank and with support from UNESCO, which were provided to underscore the importance of developing new quality assurance systems through international cooperation among new and established quality assurance agencies.

The program consists of 4 different modules:

- Higher Education in a global world: The context of Quality Assurance: The context of Quality Assurance

- External Quality Assurance: What is quality and how has it been implemented in different countries

- Operating an External Quality Agency: Practical training in the structure and management of quality assurance agencies around the world

- Maintaining Quality within the institution: Assessing learning, conducting a self-study, and using data

INQAAHE has been providing funds for qualified applicants from developing countries to enroll either for:

- A Graduate Certificate in Tertiary Education (Quality Assurance) at the University of Melbourne, or

- A Master's degree on Quality Management and Evaluation in Higher Education at the Open University of Catalonia (UOC)

INQAAHE offered scholarships up to 5,000 USD in 2021 to support outstanding candidates from lesser developed or low-income countries. In April, 2021, INQAAHE granted Mustafa Kayyali for attending the QA Graduate Program, finishing it on September 2022.

Currently, this program is only developed by the Open University of Catalonia (UOC).

• RESEARCH/THINK TANK

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

Contribution to the Body of Knowledge

Contribution to the body of knowledge takes places in a variety of formats:

- INQAAHE Board-initiated research: In 2022, within the frames of re-imagining the INQAAHE GGPs, the INQAAHE Board reflected on the outcomes of INQAAHE's Global Study on Trends in Higher Education Quality Assurance to motivate and energize an initiative to review, update and enhance the Guidelines of Good Practice (GGP). Taking an action research approach to evaluate lessons from the history of GGP reviews and to consult with subject matter experts, the INQAAHE Board used these observations and interviews to form a research foundation for this work. In this context, the Board engaged in a number of regional focus groups and a main stakeholder consultation process aimed at capturing different views on how INQAAHE can contribute to enhance relevance and trust in quality assurance. This led to the formal development of the INQAAHE International Standards and Guidelines (ISGs).

- INQAAHE member initiated research encouraged and funded by INQAAHE. In 2022, with INQAAHE's support of the following research projects were launched.

  o **Proof-of-concept system based on AI to support decision making on accreditation processes**, submitted by the Consejo Nacional de Acreditación (Colombia). During 2022 the project could not be started due to administrative changes in the member institution. It is expected that the funding agreement will be signed in 2023 so therefore the project will start then.

  o **Assessing Institutional Readiness to Implement Quality Assurance Activities: A Case Study of Tertiary Level Colleges in Bangladesh**, submitted by Dr. Rozilini M. Fernandez-Chung (Malaysia). The general objective of this research and innovation project is to study institutional readiness and capacity of colleges affiliated with the National University of Bangladesh to implement quality assurance activities. By the end of August 2022, Dr. Rozilini submitted a mid-term report with findings of the research until then. Given the current development of the project, it is expected to be finalised by January 2023.

o Metrics-driven quality assurance: an overview of international approaches, challenges and opportunities, submitted by Ecctis/UK ENIC (United Kingdom). This project has not commenced and will be re-evaluated as a funded project in 2023.

Marjorie Peace Lenn Center

The Marjorie Peace Lenn Center serves as INQAAHE's center for learning and research. Starting March 2020, the Center partnered with the company MaxKnowledge, to provide training curriculum for quality assurance professionals and university staff in a self-paced, on-line learning format. This platform offers training courses for QA professionals in an on-line learning format, among other resources. The curriculum is available to INQAAHE members, for free or a small fee, depending on the course at inqaahelearn.org.

In 2021 the scope of the MPL Centre activities were re-evaluated. One of the initiatives was to host a webinar series designed to provide international perspectives on regional issues, and broader discussions on global issues. In 2022 this initiative was materialized.

INQAAHE Talks sessions

INQAAHE introduced INQAAHE TALKS, an ongoing series of webinars focusing on global and regional issues presented by local and international experts providing insight and foresight on QA matters. At a time of rapid change in higher education it is crucial for the international quality assurance community to engage with all key stakeholders to collectively reflect on shared challenges and share insights and best practice, with a view to ensuring that higher education and quality assurance continue to serve the best interest of our increasingly interconnected communities.

There are two streams of INQAAHE Talks:

1. The *General Interest* stream aims to serve INQAAHE's global membership by focusing on targeted and current issues. These webinars will have rotating times to give all time zones an equal opportunity to participate.

2. The *Regional Focus* stream will delve deeper into issues of regional interest and will be presented in partnership with regional network partners.

During 2022, the following INQAAHE Talks were scheduled:

- Reimagining Quality Assurance in the 'New Normal' – **March 17**

This first webinar in the series, co-organised with the Arab Network for Quality Assurance in Higher Education (ANQAHE), looked at the impact of the global pandemic on teaching and learning, and the challenges and opportunities associated with online learning. 239 participants listened to the perspectives of students, education providers and quality assurance bodies, engaging with participants in discussion.

Graphic 3. Attendees per region – INQAAHE Talks 1

REIMAGINING QUALITY ASSURANCE IN THE 'NEW NORMAL'
A JOINT WEBINAR OF INQAAHE AND ANQAHE

Africa; 7; 3%
Western Europe; 16; 7%
Arab Region; 12; 5%
North America, 19, 8%
Latin America and the Caribbean; 14; 6%
Asia Pacific; 55; 23%
Eastern Europe; 116; 48%
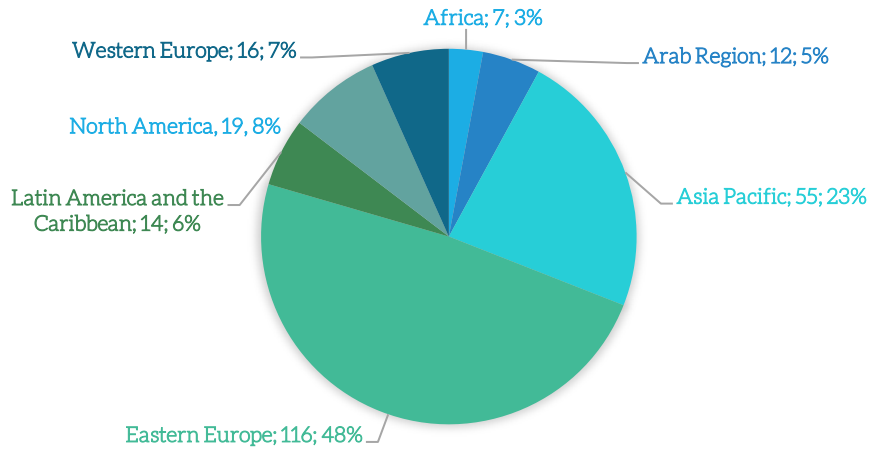
- Outcomes-Based Education and Quality Assurance – May 24

This installment of the INQAAHE Talks series was co-organised with the National Accreditation Council - Colombia (CNA) and Red Iberoamericana para el Aseguramiento de la Calidad en la Educación Superior (RIACES). The session focussed on the role and value of articulated, implemented and assessed student learning outcomes on teaching, learning, and quality assurance practices. A total of 296 attendees joined this session.

Graphic 4. Attendees per region – INQAAHE Talks 2

OUTCOMES-BASED EDUCATION AND QUALITY ASSURANCE
A JOINT WEBINAR WITH CNA COLOMBIA
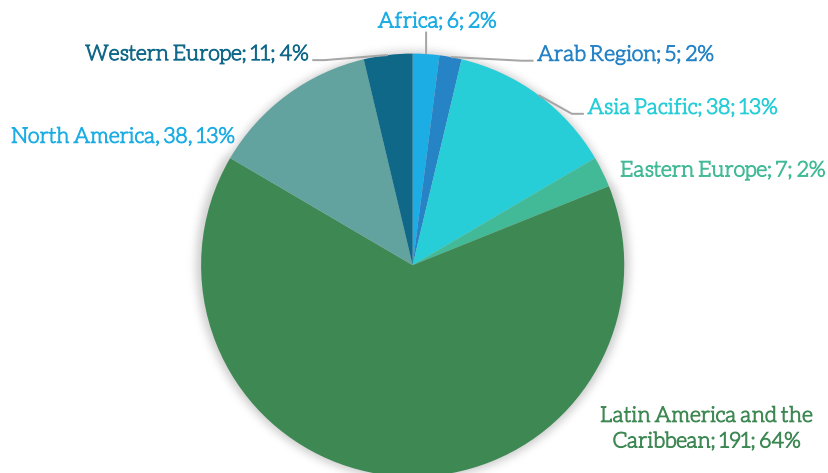
Africa; 6; 2%
Western Europe; 11; 4%
Arab Region; 5; 2%
North America, 38, 13%
Asia Pacific; 38; 13%
Eastern Europe; 7; 2%
Latin America and the Caribbean; 191; 64%

- [Cross-Border Education: Quality Assurance and Recognition Practices, Challenges and Opportunities](#) – July 7

This webinar focuses on cross-border education, also referred to as transnational education (TNE), intended as the provision of study programmes in countries different from the ones in which the degree-awarding body is located. TNE has the inherent potential to widen access to quality international education to students who are not able or willing to travel internationally to pursue their studies. 227 participants attended this session.

Graphic 5. Attendees per region – INQAAHE Talks 3

CROSS-BORDER EDUCATION: QUALITY ASSURANCE AND RECOGNITION
PRACTICES, CHALLENGES AND OPPORTUNITIES

North America, 22, 10%
Eastern Europe; 9; 4%
Arab Region; 8; 3%
Western Europe; 34; 15%
Latin America and the Caribbean; 10; 4%
Africa; 13; 6%
Asia Pacific; 131; 58%
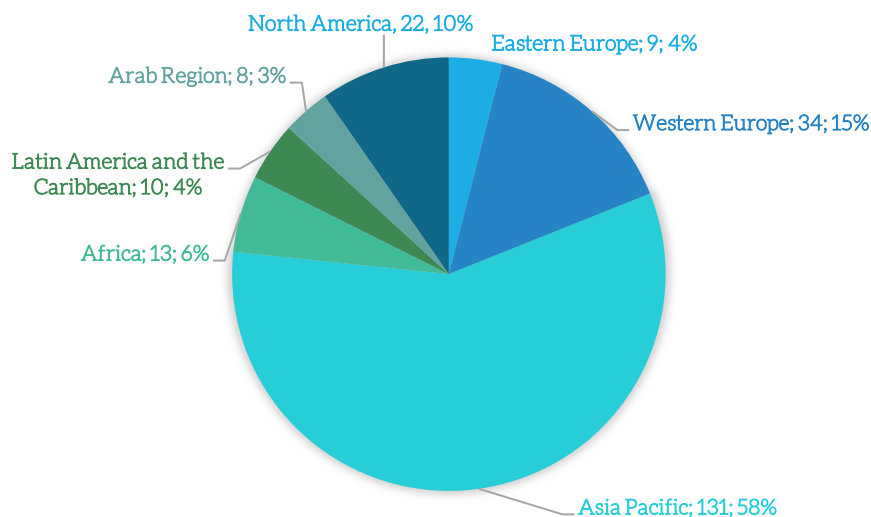
- [Quality Assuring VET and Level 5: supporting harmonious transitions](#) – November 4

This session focussed on issues surrounding technical and vocational programming that can fall outside or within traditional quality assurance bodies and frameworks for degree programming. Ensuring that there is credential and credit recognition for student academic progression and mobility is critical to support the higher education and labour market systems. Quality and recognition are the link in ensuring the connection between VET, HE, and the labour and supporting flexible learning. This session attracted 75 participants, mainly from Europe.

Graphic 6. Attendees per region – INQAAHE Talks 4

QUALITY ASSURING VET AND LEVEL 5: SUPPORTING HARMONIOUS
TRANSITIONS
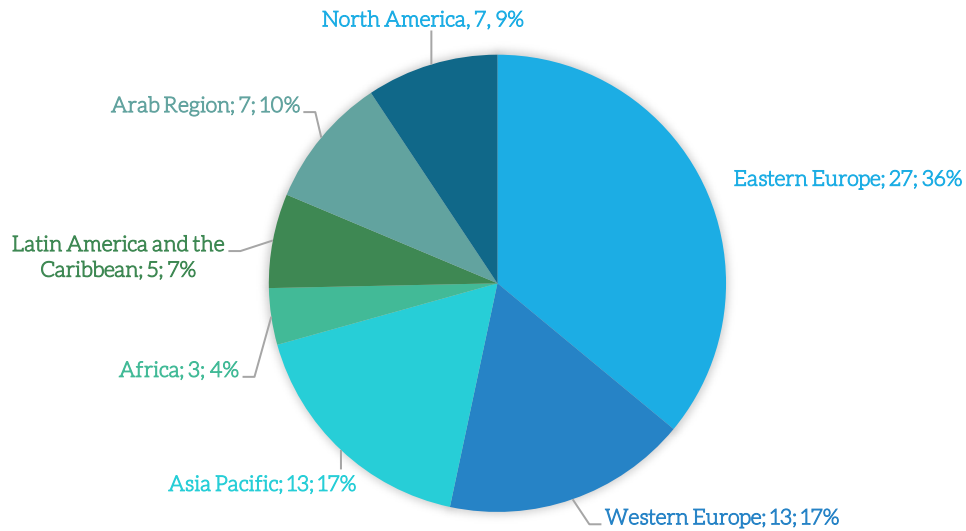
North America, 7, 9%
Arab Region; 7; 10%
Latin America and the Caribbean; 5; 7%
Africa; 3; 4%
Asia Pacific; 13; 17%
Eastern Europe; 27; 36%
Western Europe; 13; 17%

- [Quality Assurance of Online and Blended Higher Education: The Southern African Experience](#) – **November 16**

This joint webinar session with the [Southern African Quality Assurance Network (SAQAN)](#) focussed on issues surrounding quality assurance of online and blended higher education within the Southern African context. As online and blended education becomes a more prevalent mode of delivery to support access and opportunity for a wide range of students across the region, issues surrounding quality become paramount. The need to share regional and international experiences of online and blended learning and the quality assurance thereof is opportune as we emerge from a time of significant change and now settle into planning of the future. 147 participants, more than half of them from Africa, joined this session.

Graphic 7. Attendees per region – INQAAHE Talks 5

QUALITY ASSURANCE OF ONLINE AND BLENDED HIGHER EDUCATION: THE SOUTHERN AFRICAN EXPERIENCE

- Eastern Europe; 5; 3%
- Western Europe; 4; 3%
- Asia Pacific; 11; 8%
- North America, 28, 19%
- Arab Region; 2; 1%
- Latin America and the Caribbean; 13; 9%
- Africa; 84; 57%
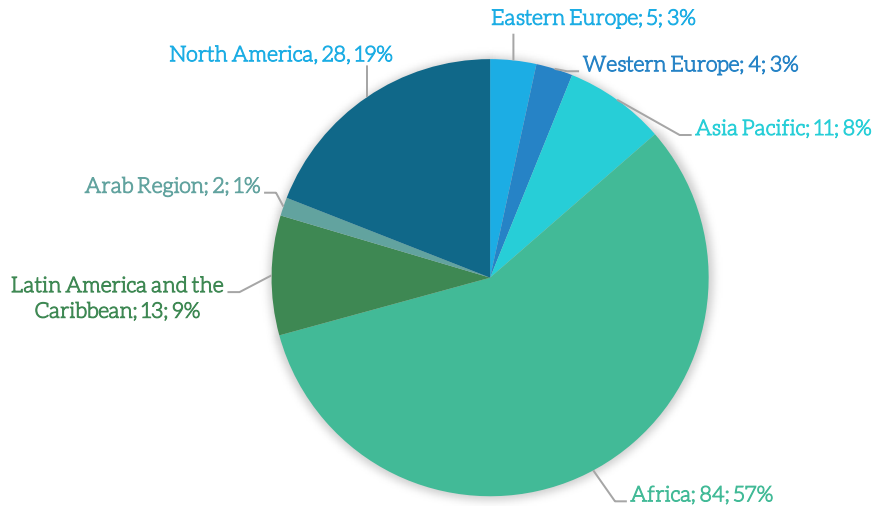
Recordings of all Talks are available on INQAAHE's YouTube channel.

After examining the attendees to each INQAAHE Talk, these are the total figures:

Graphic 8. Attendees per region – INQAAHE Talks 2022

TOTAL FIGURES

- North America, 114, 12%
- Eastern Europe; 166; 17%
- Arab Region; 52; 5%
- Western Europe; 76; 8%
- Latin America and the Caribbean; 233; 24%
- Asia Pacific; 228; 23%
- Africa; 114; 11%
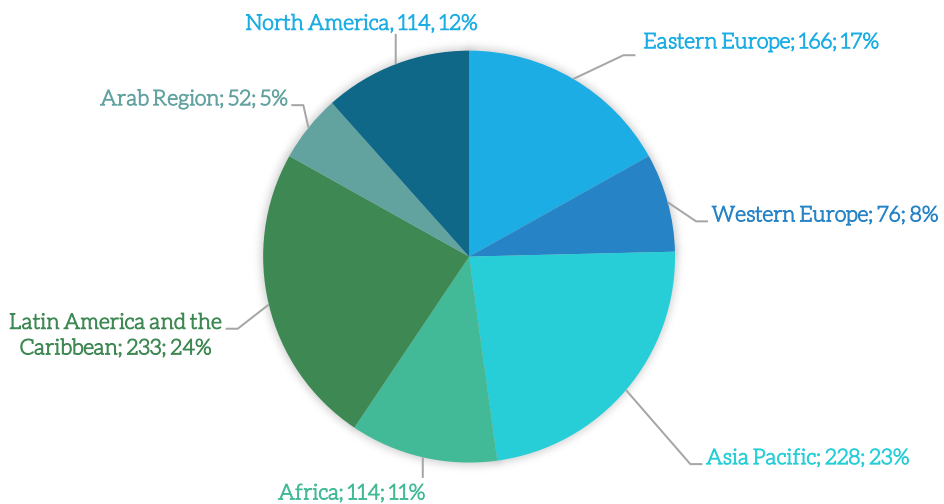
Attendees have been divided into seven different world regions: Asia Pacific, Africa, Latin America and the Caribbean, Arab Region, North America, Eastern Europe and Western Europe. According to the data, the majority of attendees to our INQAAHE Talks come from Asia Pacific and Latin America and the Caribbean. Data suggests that participation varies depending on the involvement

of co-hosts and the relevance of the topic for different national/regional interest and promotion actions.

In the coming year we look forward to increasing the number of attendees of all the regions, this year total participation added up to 983 participants, with the aim to connect our membership with the broader international higher education community to discuss today's pressing issues.

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 bodies in their efforts to serve the needs set out by national governments and HE systems and to enhance the relevance of QA provision. INQAAHE has developed and applies Guidelines of Good Practice (GGP) to review the alignment of External Quality Assurance Bodies (EQABs) for increased professionalization and relevance of quality assurance provision globally. Looking forward, INQAAHE promotes relevance by emphasizing the links between the labor market and HE provisions, recognizing QA developments, identifying gaps and solutions, and exploring new modes for QA to ensure relevance within an evolving context.

Guidelines of Good Practice: Manifestation of quality

The professional practices that INQAAHE believes should be embedded in all quality agencies are set out in its *Guidelines of Good Practice in Quality Assurance* 2016 (commonly referred to as GGP). 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

During 2022, the following agencies were aligned with the GGPs:

Table 5: GGP Alignment Procedures 2022

QA Body	Acronym	Country	Region	PATHWAY	PERIOD OF ALIGNMENT
National Agency for Accreditation of Higher Education	ANEAES	Paraguay	Latin America and the Caribbean	Review	28 January 2022- 28 January 2027

Consejo Nacional de Educación	CNED	Chile	Latin America and the Caribbean	Review (re-alignment)	7 April 2022 – 7 April 2027
ABET		United States	Northern America	Recognition	28 June 2022 – 28 June 2027
National Accreditation Commission	CNA	Chile	Latin America and the Caribbean	Review (re-alignment)	Pending approval
National Commission for Evaluation and Accreditation	CONEAU	Argentina	Latin America and the Caribbean	Review	Pending approval
National Accreditation Council	CNA	Colombia	Latin America and the Caribbean	Review (re-alignment)	Pending approval
Japan University Accreditation Association	JUAA	Japan	Asia-Pacific	Review	Pending approval
Education & Training Quality Authority	BQA	Bahrain	Arab region	Review (re-alignment)	Paused
National Accreditation Agency for Higher Education	BAN-PT/ NAAHE	Indonesia	Asia-Pacific	Review	Paused
Aragon Agency for Quality Assurance and Strategic Foresight	ACPUA	Spain	Western Europe	Recognition	Pending approval
Agency for Quality Assurance in the Catalan University System	AQU	Spain	Western Europe	Recognition (re-alignment)	Pending approval
Sistema Nacional de Acreditación de la Educación Superior	SINAES	Costa Rica	Latin America and the Caribbean	Review (re-alignment)	Follow-up

Agency for the Quality of the Basque University System	UNIBASQ	Spain	Western Europe	Recognition (re-alignment)	Follow-up
Higher Education Evaluation and Accreditation Council of Taiwan	HEEACT	Chinese Taipei	Asia-Pacific	Review	Follow-up

Moving from GGP to ISG

Towards diversification, relevance, transformation, and recognition

A *"one-size-fits-all"* approach to quality assurance in tertiary education no longer serves the needs of diverse stakeholders and societies. The work of quality assurance must accommodate today's socio-economic and cultural needs in the transformation of tertiary education provision and the evolving trends for lifelong learning, global democratisation of knowledge, safeguarding the values of tertiary education, and, ultimately, establishment of a global knowledge society. Reflecting INQAAHE's values of inclusion, diversity, and collaboration as well as our mission of advancing QA practice, the *INQAAHE International Standards and Guidelines of Tertiary Education Quality Assurance (ISGs)* are the result of a broad participatory process including the rich expertise of tertiary education providers and their external quality assurance bodies globally.

International Standards and Guidelines for Quality Assurance in Tertiary Education (ISGs)

The ISGs are a suite of standards and guidelines for external quality assurance bodies that embrace the ever-increasing diversity in tertiary education (formal and non-formal) and empower the enhancement capacity of QA providers in their quest for diversification, efficiency, relevance, and transformative power. One of the key aspects of the new international quality hallmarks is the strengthened link between quality assurance practices and recognition of qualifications. The latter is to facilitate the UN Regional and Global Conventions implementation and, thus recognition of quality education regionally and globally.

The ISGs are built on the extensive application and lessons learnt from decades-long experience with external review procedures based on the INQAAHE Guidelines of Good Practices (first established as International Quality Hallmarks in 1999), and other similar procedures, standards, guidelines, and principles applied at international and regional levels. It offers a quality assurance framework specifically developed to respond to the ever-diversifying needs, including but not limited to cross-border education, cross-border quality assurance, short learning programmes (e.g.,

micro-credentials), distance and online provisions, thus promoting access and inclusion to quality education.

To mark the launch of the INQAAHE ISGs, a series of activities have been carried out and are yet to come. The events unfold as follows:

- **UNESCO WHEC 2022:** ISGs were first presented as a knowledge product at the UNESCO World Higher Education Conference in May 2022.

- **INQAAHE Forum 2022 in Mexico:** ISGs were officially announced at the INQAAHE Forum 2022. January 2023 was announced as the official launch for the ISGs, and June 2023 will mark a complete move to the new ISGs.

- **A Global Webinar on the 30th of November 2022:** A webinar with the developers of the ISGs was organized to introduce the new standards and guidelines and the benefits of the revised approach. INQAAHE welcomed the global tertiary education community to the webinar on the content, benefits, and implementation of the new International Standards and Guidelines for Tertiary Education Quality Assurance. The panel was composed of the key developers of the ISGs: Dr. Deb Adair, Dr. Anna Prades, Dr. Simona Lache. The panel was chaired by Dr. Susanna Karakhanyan. A recording of the session is available on INQAAHE's YouTube channel. A copy of the presentation is also available.

- **Trainings on the ISGs:** Based on group or individual requests from QA providers throughout November 2022 and 2023. The first request came from the Sultanate of Oman, from its local authority, the Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA). INQAAHE prepared a tailor-made training as per the Authority's request and need. The training was organized in Muscat and was delivered in-person by Dr. Susanna Karakhanyan, on December 19. The key themes of training evolved around increased sustainability, efficiency, and relevance of the QA measures and how to gradually enhance transformative powers of QA services offered by OAAAQA. this inaugural ISG training laid firm foundations for a meaningful application of the ISGs to ensure sustainability and relevance of the OAAAQA provisions.

The final version of the ISG is publicly available on INQAAHE's website.

FINANCIAL STATEMENTS

• GENERAL INFORMATION

These financial statements include all transactions and balances for the financial year 2022, from January 1 until December 31.

In 2022, after the establishment of the Network's delegation in Spain, consequently, obligations in this country in terms of accounting emerged. Given the legal obligations directly linked to the Network's employees in Spain, a separate accounting platform was purchased, installed and managed to guarantee an accurate tracking and reporting of operations in this country.

As a delegation, INQAAHE Spain can only operate with funds received from INQAAHE New Zealand. INQAAHE Spain has no real activity and therefore generates no revenue. These funds, which are usually transferred two or three times a year, serve the purpose of maintaining the delegation in Europe. That is, covering the salaries of staff and all expenses related to the operationalization of the delegation such as its premises, staff equipment, staff insurance and legal obligations that INQAAHE Spain has with the Spanish Government.

INQAAHE New Zealand, on the other hand, continues operating as usual, as INQAAHE has been operating for the past years.

For reporting purposes and in order to be as transparent as possible with the real situation of INQAAHE at an accounting level, figures of both accounting systems (in USD and EUR) have been merged.

• STATEMENT OF FINANCIAL POSITION

As of December 31, 2022:

	2022	2021	2020
Bank Accounts	$758,770	$612,799	$564,980
Accounts Receivable	$42,968	$99,265	$135,536
Other Current Assets	$25	$48	$7
Fixed Assets	$2,338	$749	$1,511
ASSETS	**$804,101**	**$712,860**	**$702,034**
Accounts Payable	$27,569	$8,257	-
Spanish Personnel commitments	$5,980	-	-
Grant Agreement commitments	$23,500	$16,500	$19,900
LIABILITIES	**$57,049**	**$24,757**	**$19,990**
Net Assets	$688,196	$682,134	$557,366
Retained Earnings	($92)	($93)	-
Net Revenue	$58,948	$6,062	$124,769
EQUITY	**$747,052**	**$688,104**	**$682,134**

INQAAHE' Statement of Financial Position is broken down into three main categories: Assets, Liabilities and Equity.

- **Assets:** which include the different bank accounts INQAAHE has in Spain, Accounts Receivables, and Current and Fixed Assets.

- **Liabilities:** which include Accounts Payable, commitments related to INQAAHE Spain staff, and Other Current Liabilities (directly linked to the Funding Scheme grants).

- **Equity:** based on the difference between liabilities and assets of the Network.

FINANCIAL STATEMENTS

	2022	2021	2020
ASSETS			
Current Assets			
Bank Accounts			
Cash on hand - USD	-	$520	$520
Checking - EUR	$53,804	$3,945	$21,124
Checking - USD	$704,934	$608,333	$543,336
Related entities	$32	-	-
Total Bank Accounts	**$758,770**	**$612,799**	**$564,980**
Accounts Receivable			
Accounts Receivable (A/R)	$52,154	$178,358	$181,541
Less Doubtful Accounts	($9,186)	($79,093)	($46,005)
Total Accounts Receivable (A/R)	**$42,968**	**$99,265**	**$135,536**
Total Accounts Receivable	**$42,968**	**$99,265**	**$135,536**
Other Current Assets			
Due from Agency	$25	$48	$7
Total Other Current Assets	**$25**	**$48**	**$7**
Total Current Assets	**$801,762**	**$712,111**	**$700,523**
Fixed Assets			
Accumulated Depreciation	($1,067)	($598)	($322)
Accumulated Depreciation (IA)	($21,072)	($20,829)	($20,343)
Computer Hardware	$3,406	$1,104	$1,104
Computer Software	$21,072	$21,071	$21,071
Investment Accounts		-	-
Investment in INQAAHE Spain	-	-	-
Total Investment Accounts	**-**	**-**	**-**
Total Fixed Assets	**$2,338**	**$749**	**$1,511**
TOTAL ASSETS	**$804,101**	**$712,860**	**$702,034**

FINANCIAL STATEMENTS

	2022	2021	2020
LIABILITIES AND EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
Accounts Payable (A/P)	$27,569	$8,257	-
Total Accounts Payable	**$27,569**	**$8,257**	**-**
Other Current Liabilities			
Spanish Personnel commitments	$5,980	-	-
Total Spanish Personnel commitments	**$5,980**	**-**	**-**
Grant Agreement Commitments			
Capacity Building Grants	$6,000	$4,000	$9,900
Research and Innovation Grants	$17,500	$12,500	$10,000
Total Grant Agreement Commitments	**$23,500**	**$16,500**	**$19,900**
Total Other Current Liabilities	**$23,500**	**$16,500**	**$19,900**
Total Current Liabilities	**$57,049**	**$24,757**	**$19,900**
Total Liabilities	**$57,049**	**$24,757**	**$19,900**
Equity			
Net Assets	$688,196	$682,134	$557,366
Retained Earnings	($92)	($93)	-
Net Revenue	$58,948	$6,062	$124,769
Total Equity	**$747,052**	**$688,104**	**$682,134**
TOTAL LIABILITIES AND EQUITY	**$804,101**	**$712,860**	**$702,034**

• STATEMENT OF ACTIVITY

From January to December 2022:

	2022	2021	2020
Membership fees	$266,816	$254,031	$269,101
GGP Alignment	$50,250	$38,250	$67,500
Grants and Consultations	$42,990	$29,663	$13,200
Events	$15,187	$28,165	$23,583
Sponsorships	$14,000	$300	$10,300
Other Revenue	$75	$52	$37
TOTAL REVENUE	**$389,318**	**$350,461**	**$383,721**
Employee Compensation and Benefits	$73,699	-	$79,676
Funding Scheme Grant Expenses - Commitments	$17,846	$14,654	$11,000
Professional Fees	$82,427	$144,619	$109,409
Office/General Administrative Expenditures	$19,070	$6,935	$1,500
Event related Expenditures	$10	$13,170	$500
Board & Committee related Expenditures	$13,472	$9,292	$83
Travel and Entertainment - General	-	-	$3,167
Other Expenses	$123,845	$155,675	$53,444
TOTAL EXPENDITURES	**$330,370**	**$344,345**	**$258,778**
Net Operating Revenue	$58,948	$6,116	$124,943
Other Expenditures	-	($54)	($175)
RESULT	**$58,948**	**$6,062**	**$124,769**

INQAAHE' Statement of Activity is broken down into two main categories: Revenue and Expenditures.

- **Revenue:** which includes the different sources of revenue for the Network: Membership fees mainly, GGP Alignment procedures, fees received from Grants and Consultations, income generated by INQAAHE Events, Sponsorships and Other.

- **Expenditures:** which include Expenses related to employees, INQAAHE Funding Scheme grants and scholarships, Fees from External Professionals that support the general operations of the Network, Office and Event related expenditures, expenses directly linked to INQAAHE's Board and Travel, and Other which includes expenses related to bad debt, bank charges, mainly.

FINANCIAL STATEMENTS

	2022	2021	2020
REVENUE			
Membership fees	$179,624	$242,937	$235,684
LIC/LDC annual membership fee	$3,799	$5,094	$4,835
Regularised fees	$79,093	-	$21,882
Review fees	$4,300	$6,000	$6,700
Total Membership fees	**$266,816**	**$254,031**	**$269,101**
GGP Alignment			
GGP Recognition	$9,000	-	-
GGP Review	$41,250	$38,250	$67,500
Total GGP Alignment	**$50,250**	**$38,250**	**$67,500**
Grants and Consultations	**$42,990**	**$29,663**	**$13,200**
Events			
Annual Forum	$13,447	$12,068	$21,083
Other events	-	$14,800	-
Training, courses, webinars	$1,740	$1,297	$2,500
Total Events	**$15,187**	**$28,165**	**$23,583**
Sponsorships			
Events	$14,000	-	$10,000
Newsletter	-	$300	$300
Total Sponsorships	**$14,000**	**$300**	**$10,300**
Other Revenue			
Financial Income	$75	$20	$37
Publications	-	$33	-
Uncategorised Income	-	-	-
Total Other Revenue	**$75**	**$52**	**$37**
TOTAL REVENUE	**$389,318**	**$350,461**	**$383,721**
EXPENDITURES			
Employee Compensation and Benefits			
Salaries	$73,699	-	$72,638
Payroll Expenses	-	-	$506
Payroll taxes	-	-	$1,116
Retirement contribution	-	-	$5,417
Total Employee Compensation and Benefits	**$73,699**	**-**	**$79,676**
Funding Scheme Grant Expenses - Commitments			
Capacity Building	$10,000	$10,000	$6,000
QA Programme	$2,846	$2,154	-
Research and Innovation	$5,000	$2,500	$5,000
Total Funding Scheme Grant Expenses - Commitments	**$17,846**	**$14,654**	**$11,000**

FINANCIAL STATEMENTS

	2022	2021	2020
Professional Fees			
Accounting Services	$675	$2,025	$3,439
AQU Catalunya staff support	$3,600	-	-
Assessing Agency Alignment (GGP)	$24,500	$28,000	$13,000
Audit related	-	-	$7,884
Grants and consultations	-	$36,730	-
IT programming and support	$627	-	$987
Journal "Quality in Higher Education"	$5,405	$8,172	$18,066
Legal & Professional Services	$4,569	$2,737	-
Other Professional Expenses	$494	$4,955	-
Proof Reading/Editing Services	-	-	$3,500
Project related Fees	$33,300	-	-
Secretariat costs (including travel)	$9,257	$62,000	$62,533
Total Professional Fees	**$82,427**	**$144,619**	**$109,409**
Office/General Administrative Expenditures			
Facilty (through AQU)	$16,542	-	-
Office Supplies & Software	$2,137	$5,033	$647
Telecom and audiovisual	-	-	$665
Postage and Delivery	-	$231	-
Other Business Expenses	$181	-	-
Printing	$210	$1,480	-
Web Design and Hosting	-	$191	$187
Total Office/General Administrative Expenditures	**$19,070**	**$6,935**	**$1,500**
Event related Expenditures			
Event related Travel & Meals	-	$5,376	-
Promotional material	$10	$889	-
Speaker Fees	-	$1,687	$500
Tech requirements (hybrid delivery)	-	$5,218	-
Total Event related Expenditures	**$10**	**$13,170**	**$500**
Board & Committee related Expenditures			
Board Reimbursements	$972	-	-
Board Travel expenses	$12,500	$9,292	$83
Total Board & Committee related Expenditures	**$13,472**	**$9,292**	**$83**
Travel and Entertainment - General			
Travel	-	-	$3,167
Total Travel and Entertainment - General	**-**	**-**	**$3,167**
Other Expenses			
Bad Debts	$110,603	$148,364	$55,248
Bank Charges & Fees	$12,530	$5,496	$6,081
Depreciation/Amortization	$712	$762	$1,004
Gain/Loss on foreign exchange	-	$1,054	($1,998)
Prior period corrections	-	-	($6,893)
Total Other Expenses	**$123,845**	**$155,675**	**$53,444**
TOTAL EXPENDITURES	**$330,370**	**$344,345**	**$258,778**

	2022	2021	2020
Net Operating Revenue	**$58,948**	**$6,116**	**$124,943**
Other Expenditures			
Other Miscellaneous Expense	-	-	$159
Reconciliation Discrepancies	-	$54	$15
Total Other Expenditures	**-**	**$54**	**$175**
Net Other Revenue	**-**	**($54)**	**($175)**
RESULT	**$58,948**	**$6,062**	**$124,769**

• NOTES TO THE FINANCIAL STATEMENTS

RESULT – NET LOSS/SURPLUS FOR REPORTING PERIOD

The consolidated result for the year 2022, taking into account the profit of INQAAHE New Zealand (155,119 USD) and the loss of INQAAHE Spain (96,171 USD) amounts to **58,948 USD** positive.

Even though liabilities increased significantly, assets, especially fixed ones with the establishment of the delegation in Spain, also did. Bank accounts, in general, increased 24% compared to 2021. Also, revenue was 11% higher than in 2021 and expenditures lowered.

EQUITY

The period ends with a positive result and an equity of **747,052 USD**.

BANK ACCOUNTS

INQAAHE is in a good financial situation. The Network's bank accounts have continued to increase during 2022.

As a reminder, INQAAHE operates in USD and the Secretariat currently manages two different bank accounts, both established in Spain: one of them in US dollars (main one) and another one in Euros (secondary). In order to clearly differentiate New Zealander and Spanish activities and bank movements, INQAAHE New Zealand operates in USD and INQAAHE Spain does so in EUR. For consolidation purposes, EUR results have been converted to USD following the official exchange rate of the Bank of Spain as published in the Spanish State Official Newsletter (*Boletín Oficial del Estado, BOE*).

ACCOUNT RECEIVABLES

Receivables amounted to **42,968 USD**, a 57% less than in 2021 and 68% less than in 2020. This reduction is due to the continuous work done by the Secretariat to collect outstanding membership fees. Hiring a new dedicated worker to this task has also allowed for this improvement to happen. The estimate of what is not expected to be collected in 2024 has been reduced significantly as well.

FIXED ASSETS AND DEPRECIATION

The depreciation of fixed assets is calculated using the straight-line method over their estimated useful lives of the assets concerned, based on the actual decline in value caused by wear and tear, being the period of time four years after the assets are brought into operation. The amount allocated for depreciation was registered on December 31, 2022.

Fixed assets this year include both purchases made from INQAAHE Spain as well, such a laptop and the necessary equipment for staff's work stations (screens, keyboards, etc.).

Besides, the current INQAAHE website, purchased for 19,614 USD, was operative on November 18, 2016. 2019 was the last year the website accumulated depreciation. During that year, 30 hours of

website developments should have been added to the value of the website and depreciated accordingly. Since this was not done then, it was corrected in 2020 and calculations continued in 2021 and 2022 accordingly. These improvements were fully amortized in 2022.

LIABILITIES

In 2022, liabilities (**57,049 USD**) were equally divided between Funding Scheme grants (Capacity Building and Research and Innovation provisioned for the following year (23,500 USD), and Accounts Payable (27,569 USD). Honoraria claims coming from project experts and GGP panel professionals were received at the end of the year and its reimbursement could not be cleared before December 31, 2022, making the Accounts Payable figure significantly higher compared to previous years.

This year liabilities also include economic obligation to the Spanish Authorities related to the delegation staff. These 5,980 USD have been named for better reference *Spanish Personnel Commitments*.

TOTAL REVENUE

INQAAHE sources of income are currently classified into six categories: membership fees (annual and review fees), GGP Alignment (review and recognition procedures), grants and consultations (external projects), INQAAHE events (including training courses and webinars as well as income perceived from the annual forum or conference), sponsorships (of INQAAHE events and the quarterly newsletter) and other (mainly related to favourable balance of international bank transfers).

The total 2022 revenue amounts to **389,318 USD**, an 11% higher than the revenue perceived in 2021. Even though there has been a reduction in the income event if compared to 2021 and 2020, the main sources of this general increase are sponsorships, GGP Alignments and grants received.

MEMBERSHIP FEES

Below is the a detail of INQAAHE annual membership fees depending on the type of country of members – as a reminder, membership fees remain unchanged since 2012:

> Regular 2022 Membership fee = 690.65 USD
>
> LDC/LIC countries (as per The World Bank and UN) 2022 Membership fee = 345.33 USD
>
> Review fees = 100 USD

The reported total membership fees of **266,816 USD** includes annual membership fees (along with fees from LDC/LIC countries) for the reporting year, as well as review fees (charged to potential members that apply for an INQAAHE membership). There has been a 5% increase if compared with the previous year.

GRANTS AND CONSULTATIONS

In 2022, INQAAHE was granted funds from UNESCO after bidding for a project on how to collect national use cases of Micro-credentials in the Asia-Pacific region. A project under the auspices of UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) and the Section for Educational Innovation and Skills Development (EISD), with the support from the Japanese Funds-In-Trust (JFIT). All funds, **42,990 USD**, were collected before the end of 2022.

CONTRIBUTIONS FROM EVENTS

INQAAHE events include both the annual Forum or Conference, as well as any in-demand training or course provided by INQAAHE experts or publicly available on INQAAHE's Online Training Center.

Revenue from INQAAHE Forum 2022 registration fees amounted to **13,447 USD**. Income from courses amounted to **1,740 USD**.

GGP ALIGNMENTS

Income collected from GGP alignments in 2022, **50,250 USD**, originated from nine different member agencies seeking alignment, both through the review (6) and recognition (3) pathway. Reviews pathway fees do not need to be necessarily issued in full.

SPONSORSHIPS

INQAAHE received two 7,000 USD sponsorships for INQAAHE Forum 2022 in Mexico.

TOTAL EXPENDITURES

2022's general expenditures add up to **330,370 USD**, 4% less than the total expenditures accounted for in 2021. Employee Compensation and Benefits (salaries, 73,699 USD) and Other Expenses (mainly bad debts, 123,845 USD) are the highest expenditure categories.

This general decrease is due to a reduction of professional fees and expenses related to the organization of INQAAHE events.

EMPLOYEE COMPENSATION AND BENEFITS

In 2022, INQAAHE hired two staff members to professionalize the Secretariat, based in Spain. Salaries and benefits, which include all responsibilities of INQAAHE Spain toward the Spanish Administration such as retirement and unemployment contributions, public health care, etc., for both workers amount to **73,699 USD**.

FUNDING SCHEME GRANTS

A total of **17,846 USD** was accounted for during 2022. This amount corresponds to a full Capacity Building grant of 10,000 USD and two Research and Innovation grants of 2,500 USD each. 2,846 USD were accounted for the Quality Assurance Programme scholarship granted back in 2021.

AQU CATALUNYA STAFF SUPPORT AND SECRETARIAT COSTS (INCLUDING TRAVEL)

AQU Catalunya, host of INQAAHE Secretariat from 2014 until January 2022, signed an agreement with INQAAHE to support the Network with the establishment of the delegation in Spain. This support comes in the form of tasks that need to be outsourced such as IT or accounting. This category, *AQU Catalunya Staff Support* (3,600 USD), compiles these tasks.

The establishment of INQAAHE Spain caused the annual obligation to pay the Secretariat fee to AQU Catalunya to end in February 2022 (in January 2022 the obligation still remained and INQAAHE was billed accordingly). Therefore, the account *Secretariat Costs (including travel)* (9,257 USD) no longer reflects this obligation but only expenses related to traveling arrangements for INQAAHE staff. In 2022, these expenses had to do with staff attendance and participation in INQAAHE Forum 2022 in Mexico.

JOURNAL

As a benefit to our members, INQAAHE provides annual online access to the *Quality in Higher Education* Journal. The cost of the Journal varies from year to year, depending on the number of INQAAHE members who are granted access to it and the exact currency exchange between GBP and USD (invoices are issued in British Pounds). Taylor & Francis, the publishing company in charge of distribution, issued an invoice for 2022 of **5,405 USD**.

EXPENSES FROM BOARD MEMBERS AND COMMITTEES

The expenses executed in 2022 consist of the compensation of nine Board Directors for their attendance to INQAAHE Forum 2022 held in Mexico in June. This adds up to **12,500 USD**. As per INQAAHE's Financial Policy, when an INQAAHE Board Member attends, in its entirety, the meetings of the INQAAHE Board of Directors held before and after INQAAHE events, the Members' agencies are provided with 1,000 USD to be used toward partial reimbursement of travel-related costs to attend the meeting. In addition, each Board Member in attendance will receive a 500 USD personal honorarium.

This category also includes other reimbursements due to Board Directors that in 2022 were related to notary services managed individually in order to ensure proper operations of the Network in Spain. These add up to **972 USD**.

BANK CHARGES

Banking expenses executed in 2022 were **12,530 USD** versus 5,496 USD executed in 2021. These costs include wire transfers, currency exchange rates and POS fees, mainly. They vary depending

on the amount paid and/or received and the conditions of every bank that operates with INQAAHE's. These charges are historically high since the Network mainly operates with international institutions.

CONNECT WITH INQAAHE

BULLETIN

The Bulletin 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 members about their own activities.

QUARTERLY COMMUNIQUÉ

This quarterly communiqué is only about the operation of INQAAHE, the activities carried out by the different working groups in the Board in a deeper, technical way; the upcoming projects, etc. The purpose of this communication is to provide an added measure of transparency and accountability to the membership.

SOCIAL MEDIA

FACEBOOK

LINKEDIN

TWITTER

YOUTUBE

ANNEX 1. MEMBERS

Table 6: INQAAHE members 2022

ORGANISATION/INDIVIDUAL	MEMBERSHIP	COUNTRY/REGION
ABET	GGP Aligned	United States
Academic Quality Agency for New Zealand Universities	GGP Aligned	New Zealand
Agency for the Quality of the Basque University System	GGP Aligned	Spain
Commission d'Évaluation de l'Enseignement Collégial	GGP Aligned	Canada
Commission for Academic Accreditation	GGP Aligned	United Arab Emirates
Consejo Nacional de Educacion	GGP Aligned	Chile
Higher Education Evaluation and Accreditation Council of Taiwan	GGP Aligned	Chinese Taipei
National Agency for Accreditation of Higher Education	GGP Aligned	Paraguay
Ontario College Quality Assurance Service	GGP Aligned	Canada
Sistema Nacional de Acreditación de la Educación Superior	GGP Aligned	Costa Rica
The Quality Assurance Agency for Higher Education	GGP Aligned	United Kingdom
Abu Dhabi Department of Education and Knowledge	Full	United Arab Emirates
Accreditation Agency for Study Programs in Health and Social Sciences	Full	Germany
Accreditation Agency of Curaçao	Full	Netherlands Antilles
Accreditation Commission for Education in Nursing	Full	United States
Accreditation Council for Administrative, Accounting and related sciences	Full	Mexico
Accreditation Council for Business Schools and Programs	Full	United States
Accreditation Council for Entrepreneurial and Engaged Universities	Full	Netherlands
Accreditation Council for Pharmacy Education	Full	United States
Accreditation Council for Practical Abilities	Full	Japan
Accreditation Council of Trinidad and Tobago	Full	Trinidad and Tobago
Accreditation in Computing and Computer	Full	Mexico
Accreditation Organisation of the Netherlands and Flanders	Full	Netherlands
Accreditation, Certification and Quality Assurance Institute	Full	Germany
Accrediting Agency AcreditAccion	Full	Chile
Accrediting Agency College of Engineers of Chile	Full	Chile
Accrediting Agency of Chartered Colleges and Universities of the Philippines	Full	Philippines
Accrediting Commission of Career Schools and Colleges	Full	United States
ADC Agencia de Acreditación	Full	Chile
Agencia Acreditadora de Chile	Full	Chile

Agencia Nacional para la Evaluación de la Calidad y Acreditación	Full	Spain
Agency for accreditation of educational organizations and programms "Sapattuu bilim"	Full	Kyrgyz Republic
Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina	Full	Bosnia and Herzegovina
Agency for Higher Education of Republika of Srpska	Full	Bosnia and Herzegovina
Agency for Higher Education Quality Assurance and Career Development	Full	Russian Federation
Agency for higher education quality evaluation	Full	Belgium
Agency for Quality Assurance and Accreditation Austria	Full	Austria
Agency for Quality Assurance in the Catalan University System	Full	Spain
Agency for Quality Assurance in the field of Education	Full	Kyrgyz Republic
Agency for Quality Assurance in the Galician University System	Full	Spain
Agency for Quality Assurance Through Accreditation of Study Programmes	Full	Germany
Agency for Science and Higher Education	Full	Croatia
Akkreditierungsagentur fur Studiengange der Ingenieurwissenschaften der Informatik der Naturwissenschaften und der Mathematik	Full	Germany
Andalusian Agency for Knowledge	Full	Spain
Aragon Agency for Quality Assurance and Strategic Foresight	Full	Spain
Agency for Recognition and Quality Assurance in Education	Full	Kazakhstan
ASEAN University Network – Quality Assurance	Full	Thailand
ASIC – Accreditation Service for International Schools, Colleges and Universities	Full	United Kingdom
Association for Evalution and Accreditation of Nursing Education Programs	Full	Turkey
Association of Evaluation and Accreditation of Health Sciences Programs	Full	Turkey
Autorité nationale d'Assurance Qualité de l'Enseignement supérieur	Full	Senegal
Barbados Accreditation Council	Full	Barbados
Botswana Qualifications Authority	Full	Botswana
British Accreditation Council for Independent Further and Higher Education	Full	United Kingdom
Caribbean Accreditation Authority for Education in Medicine and other Health Professions	Full	Jamaica
Caribbean Evangelical Theological Association	Full	Trinidad and Tobago
Center for Education Accreditation, Vietnam National University, Hanoi	Full	Vietnam
Center for Quality Assessment in Higher Education	Full	Lithuania
Central American Agency for Postgraduate Accreditation	Full	Honduras
Centre for Education Accreditation, Association of Vietnam Universities and Colleges	Full	Vietnam
Centro Interuniversitario de Desarrollo	Full	Chile
Certification Association "Russian Register"	Full	Russian Federation
China Academic Degrees and Graduate Education Development Center	Full	China
Commission on Accreditation of Athletic Training Education	Full	United States

Commission on Collegiate Nursing Education	Full	United States
Council for Accreditation of Counseling & Related Educational Programs	Full	United States
Council on Higher Education	Full	South Africa
Council on Higher Education	Full	Lesotho
Cyprus Agency of Quality Assurance and Accreditation in Higher Education	Full	Cyprus
Distance Education Accrediting Commission	Full	United States
Education & Training Quality Authority	Full	Bahrain
Education and Training Evaluation Commission/ National Centre for Academic Accreditation and Evaluation	Full	Saudi Arabia
Education Quality Assurance Agency	Full	Azerbaijan
Education Quality Evaluation Agency, Ministry of Education, China	Full	China
European Quality Assurance Agency	Full	Germany
Estonian Quality Agency for Education	Full	Estonia
Eurasian Accreditation Agency	Full	Kazakhstan
Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care	Full	Kazakhstan
European Association for Public Administration Accreditation	Full	Netherlands
European Council for Theological Education	Full	Germany
Evaluation Agency Baden-Wuerttemberg	Full	Germany
Federation for Self-financing Tertiary Education	Full	Hongkong, China
Federation of Mexican Private Higher Education Institutions	Full	Mexico
Finance Accreditation Agency	Full	Malaysia
Finnish Education Evaluation Centre	Full	Finland
Foundation for International Business Administration Accreditation	Full	Germany
Foundation for the Accreditation of Study Programmes in Germany (German Accreditation Council)	Full	Germany
General Department of Education Testing and Accreditation	Full	Vietnam
Grenada National Accreditation Board	Full	Grenada
Hellenic Quality Assurance and Accreditation Agency	Full	Greece
High Council for the Evaluation of Research and Higher Education	Full	France
Higher Education Commission Mauritius	Full	Mauritius
Higher Education Planning Evaluation Accreditation and Coordination Council	Full	Cyprus
Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Full	China
Independent Agency for Accreditation and Rating	Full	Kazakhstan
Independent Agency for Quality Assurance in Education	Full	Kazakhstan
Independent Kazakhstani Center of Accreditation	Full	Kazakhstan
Institute of Korean Medicine Education and Evaluation	Full	Korea, Rep.
Institute of Quality and Accreditation of Computing, Engineering and Engineering Technology Programs.	Full	Peru
Institutional Evaluation Programme	Full	Switzerland

Inter Institutional Committees for the Evaluation of Higher Education	Full	Mexico
International Accreditation Council for Global Development Studies and Research	Full	Germany
International Board of Certified Trainers	Full	Netherlands
International Centre of Excellence in Tourism and Hospitality Education	Full	Australia
Japan Institution for Higher Education Evaluation	Full	Japan
Japan University Accreditation Association	Full	Japan
Jiangsu Agency for Educational Evaluation	Full	China
Korean Accreditation Board for Health and Medical Information Management Education	Full	Korea, Rep.
Korean Accreditation Board of Nursing Education	Full	Korea, Rep.
Korean Council For University College Education	Full	Korea, Rep.
Korean Council for University Education	Full	Korea, Rep.
Kosovo Accreditation Agency	Full	Kosovo
Malaysian Qualifications Agency	Full	Malaysia
Maldives Qualifications Authority	Full	Maldives
Maritime Provinces Higher Education Commission	Full	Canada
Mauritius Qualifications Authority	Full	Mauritius
Middle States Commission on Higher Education	Full	United States
National Accreditation Agency	Full	Russian Federation
National Accreditation Agency for Higher Education	Full	Indonesia
National Accreditation Commission	Full	Chile
National Accreditation Council	Full	Colombia
National Agency for Higher Education Quality Assurance	Full	Ukraine
National Architectural Accrediting Board	Full	United States
National Assessment and Accreditation Council	Full	India
National Bureau for Academic Accreditation and Education Quality Assurance	Full	Kuwait
National Center for Professional Education Quality Assurance	Full	Armenia
National Centre for Public Accreditation	Full	Russian Federation
National Commission for Evaluation and Accreditation	Full	Argentina
National Commission on Orthotic and Prosthetic Education	Full	United States
National Council for Higher Education	Full	Namibia
National Council for the quality of tourism education	Full	Mexico
National Institution for Academic Degrees and Quality Enhancement of Higher Education	Full	Japan
National System of Evaluation, Accreditation And Certification of Educational Quality	Full	Peru
Netherlands' Inspectorate of Education, Ministry of Education, Culture and Science	Full	Netherlands
Network of Schools of Public Policy, Affairs, and Administration	Full	United States
New Zealand Qualifications Authority	Full	New Zealand
Norwegian Agency for Quality Assurance in Education	Full	Norway

Oman Authority for Academic Accreditation and Quality Assurance of Education	Full	Oman
Ontario Universities Council on Quality Assurance	Full	Canada
Philippine Accrediting Association of Schools Colleges and Universities	Full	Philippines
Postsecondary Education Quality Assessment Board Ministry of Training Colleges	Full	Canada
Public Foundation Independent Accreditation Agency "BILIM-STANDART"	Full	Kyrgyz Republic
Quality and Qualifications Ireland	Full	Ireland
Quality Assurance & Accreditation Division	Full	Bhutan
Quality Assurance Agency for Higher Education of Andorra	Full	Andorra
Quality Assurance Agency In Higher Education, ASCAL	Full	Albania
Quality Assurance and Accreditation Council of the University Grants Commission	Full	Sri Lanka
Quality Assurance Authority	Full	Mauritius
Quality Matters	Full	United States
Sam and Associates	Full	Peru
Samoa Qualifications Authority	Full	Samoa
Seychelles Qualifications Authority	Full	Seychelles
Slovenian Quality Assurance Agency	Full	Slovenia
SNRO	Full	Netherlands
Southern Association of Colleges and Schools Commission on Colleges	Full	United States
Swedish Higher Education Autority	Full	Sweden
Swiss Agency of Accreditation and Quality Assurance	Full	Switzerland
Taiwan Assessment and Evaluation Association	Full	Chinese Taipei
Tertiary Education Quality and Standards Agency	Full	Australia
The Council for Higher Education	Full	Israel
The Danish Accreditation Institution	Full	Denmark
The Maldives National University	Full	Maldives
The Mongolian National Council for Education Accreditation	Full	Mongolia
The National Accreditation and Equivalency Council of The Bahamas	Full	The Bahamas
The National Accreditation Council - Guyana	Full	Guyana
The Office for National Education Standards and Quality Assessment	Full	Thailand
The Polish Accreditation Committee	Full	Poland
The Romanian Agency for Quality Assurance in Higher Education	Full	Romania
The University Council of Jamaica	Full	Jamaica
Tonga National Qualifications and Accreditation Board	Full	Tonga
Transnational Association of Christian Colleges and Schools	Full	United States
Turkish Higher Education Quality Council	Full	Turkey
Universities New Zealand-Te Pokai Tara	Full	New Zealand
University Grants Commission	Full	Nepal
University Grants Committee HK	Full	Hongkong, China

University Quality Assurance International Board	Full	United Arab Emirates
Accreditation Council for Chinese Business Education, Chinese Management Association	Associate	Chinese Taipei
Aga Khan University	Associate	Kenya
Al Ain University	Associate	United Arab Emirates
Andres Bello University	Associate	Chile
Applied Science University	Associate	Bahrain
Bahria University	Associate	Pakistan
Baqai Medical University	Associate	Pakistan
Board of Quality Standards	Associate	Benin
Botswana Open University	Associate	Botswana
Capital University of Science and Technology	Associate	Pakistan
Center for Educational Testing and Quality Assessment	Associate	Vietnam
Cipriani College of Labour and Co-operative Studies	Associate	Trinidad and Tobago
City University of Science and Information Technology	Associate	Pakistan
Council of Private University Presidents	Associate	Argentina
Cyprus West University	Associate	Cyprus
Daffodil International University	Associate	Bangladesh
ECCTIS	Associate	United Kingdom
Education and Youth Development Bureau	Associate	Macao, China
Euclid University	Associate	Central African Republic
Fatima Jinnah Women University	Associate	Pakistan
Final International University	Associate	Cyprus
Forman Christian College (a Chartered University)	Associate	Pakistan
Foundation University Islamabad	Associate	Pakistan
GIK Institute of Engineering sciences and technology	Associate	Pakistan
Global Humanistic University	Associate	Netherlands Antilles
Government College Women University Faisalabad	Associate	Pakistan
Gulf College	Associate	Oman
Hazara University, Mansehra	Associate	Pakistan
Higher Colleges of Technology	Associate	United Arab Emirates
Hoa Sen University	Associate	Vietnam
Holy Spirit University of Kaslik	Associate	Lebanon
Hong Kong Police College, Hong Kong Police Force	Associate	Hongkong, China
Horizon College of Business and Technology	Associate	Sri Lanka
Humber College Institute of Applied Technology and Advanced Learning	Associate	Canada
Indus University	Associate	Pakistan
Institute for Academic Development, Villa College	Associate	Maldives
Institute of Business Administration	Associate	Pakistan
Institute of Business Management	Associate	Pakistan
International Confederation of Higher Education	Associate	Austria
International Open University	Associate	Gambia, The

Iqra University	Associate	Pakistan
Jinnah University for Women	Associate	Pakistan
King Abdulaziz University	Associate	Saudi Arabia
Kingston Academy Accreditation Council	Associate	United Kingdom
Lahore School of Economics	Associate	Pakistan
Lahore University of Management Sciences	Associate	Pakistan
Lingnan University	Associate	Hongkong, China
Logos University International, UNILOGOS	Associate	United States
Macao Polytechnic Institute	Associate	Macao, China
Mehran University of Engineering & Technology	Associate	Pakistan
Mirpur University of Science and Technology	Associate	Pakistan
National Defence University Pakistan	Associate	Pakistan
National University of Computer & Emerging Sciences	Associate	Pakistan
National University of Sciences & Technology	Associate	Pakistan
National University of Technology	Associate	Pakistan
NED University of Engineering and Technology	Associate	Pakistan
Onbeş Kasım Kıbrıs University	Associate	Cyprus
Peoples' Friendship University of Russia	Associate	Russian Federation
Ramanand Arya D.A.V. College	Associate	India
Rauf Denktas University	Associate	Cyprus
Riphah International University	Associate	Pakistan
Royal College of Surgeons in Ireland - Medical University of Bahrain	Associate	Bahrain
Shaheed Benazir Bhutto Dewan University	Associate	Pakistan
Shifa Tameer-e-Millat University	Associate	Pakistan
Southeast Asian Ministers of Education Organization - Regional Training Center	Associate	Vietnam
St. Mary's University	Associate	Ethiopia
The University of the West Indies	Associate	Barbados
Tung Wah College	Associate	Hongkong, China
Université des Mascareignes	Associate	Mauritius
University of Bahrain	Associate	Bahrain
University of Global Health Equity	Associate	Rwanda
University of Namibia	Associate	Namibia
University of Sialkot	Associate	Pakistan
University of South Africa	Associate	South Africa
University of Technology Bahrain	Associate	Bahrain
University of the South Pacific	Associate	Fiji
University of the Visual & Performing Arts	Associate	Sri Lanka
University of Wah	Associate	Pakistan
Vocational Training Council of Hong Kong	Associate	Hongkong, China
Ahmed AlKuwaiti	Affiliate	Saudi Arabia
Almagul Nurgaliyeva	Affiliate	Kazakhstan

Diana Ismailova	Affiliate	Kazakhstan
Dianne Thurab-Nkhosi	Affiliate	Trinidad and Tobago
Fareeda Khodabocus	Affiliate	Mauritius
Fernando Padró	Affiliate	Australia
Hamid Saleh	Affiliate	Saudi Arabia
Isabel Esther Roccaro	Affiliate	Argentina
Meraj Naem	Affiliate	United Arab Emirates
Mohamed Emran Hossain	Affiliate	Bangladesh
Mohammad Sayadur Rahaman	Affiliate	Bangladesh
Mustafa Kayyali	Affiliate	Syrian Arab Republic
Perliter Walters-Gilliam	Affiliate	United States
Proffesional Global for Managing Educational Projects - PGMEP	Affiliate	Palestinian Authority
Rozilini Mary Fernandez-Chung	Affiliate	Malaysia
Tarek Nasr	Affiliate	United Arab Emirates
Thuraya Abdulla	Affiliate	Bahrain
Valda Alleyne	Affiliate	Barbados

ANNEX 2. BOARD OF DIRECTORS

Table 7: INQAAHE Board 2021-2023/2024

Deb Adair
North America
President
Quality Matters,
United States of
America

Chan Basaruddin
Asia-Pacific
Vice-President
National
Accreditation
Agency for Higher
Education,
Indonesia

Anna Prades
Western Europe
Treasurer
Agency for Quality
Assurance in the
Catalan University
System, Spain

Susanna Karakhanyan
Arab States and Eastern Europe
Immediate Past
President
Abu Dhabi
Department of
Education and
Knowledge, United
Arab Emirates

Mary Catharine Lennon
North America
Postsecondary
Education Quality
Assessment Board
in Ontario, Canada

Vicki Stott
Western Europe
Quality Assurance
Agency for Higher
Education, United
Kingdom

Simona Lache
Eastern Europe
Romanian Agency
for Quality
Assurance in Higher
Education, Romania

Abigail Kramers
Caribbean
Accreditation
Agency of Curaçao

Nataliia Stukalo
Eastern Europe
National Agency for
Higher Education
Quality Assurance,
Ukraine

Fabrizio Trifiro
Western Europe
UK ENIC/Ecctis,
United Kingdom

Wondwosen Tamrat
Africa
St Mary's
University,
Ethiopia

Tariq Al-Sindi
Arab States
Education and
Training Quality
Authority, Bahrain

Helmuth Trefftz
Latin America
National
Accreditation
Council, Colombia

International Network
for Quality Assurance Agencies in Higher Education
(INQAAHE)