INQAAHE
Since 1991

International Quality Hallmarks: essence, evolution and transformation

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INQAAHE 7th (Immediate Past)
President

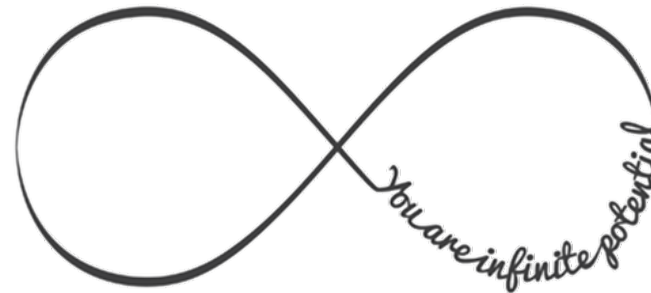6th of June, 2022
Mexico City

Let's get to know each other…

Why are we here?

Embrace meaningful change:

the more you resist it the more it will defeat you

"To improve is to change;
to perfect is to change often"

— Winston S. Churchill

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The Set Up

The Expected Outcomes

By the end of the workshop the participants will be able to confidently:

- Discuss diverse approaches to external quality assurance of quality assurance providers
- Interpret international quality hallmarks
- Work with international quality hallmarks
- Prepare relevant teams and stakeholders for an external review

The Workshop Outline

The workshop will cover:

- The global landscape of QA systems
- Comparative analysis of QA systems globally
- INQAAHE Guidelines of Good Practice
- INQAAHE Standards & Guidelines 2022
- IQA of EQABs
- Absolute musts for a successful self-evaluation
- Recognition procedures

It's a workshop!
We will work together to design the most relevant model for our own organizations ☺

In particular ....

The Workshop Offers:

- An interactive platform facilitating establishment and operationalization of an internal quality assurance system for a quality assurance provider/accreditor
- A suite of tools for a QA provider to productively integrate, make use of and benefit from international quality hallmarks in a real-world scenario
- Intricacies crucial for success for any QA – diversity of contexts, human and resource capacity and uniqueness each culture prides of

A robust internal quality assurance is a guarantee for ongoing relevance, enhancement, efficiency, trust and, therefore, recognition and success.

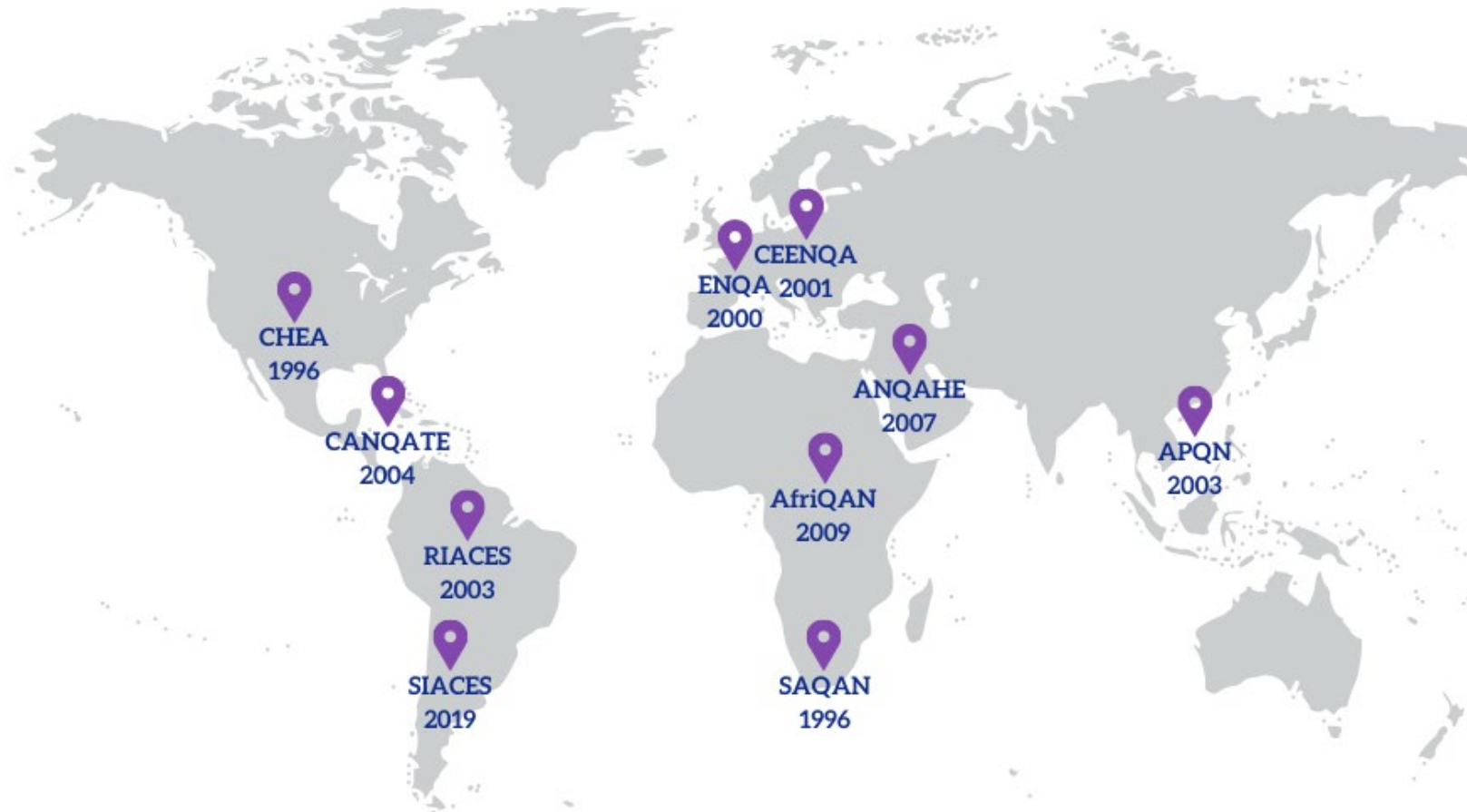# The External Quality Assurance Evolution and Landscape

INQAAHE
Since 1991

Evolution:
- Late 19th century: the USA
- 1930th Japan
- 1960th: the UK, Philippines
- 1980th: massification globally
- 1965: evaluation of evaluators in the USA by US Department of State
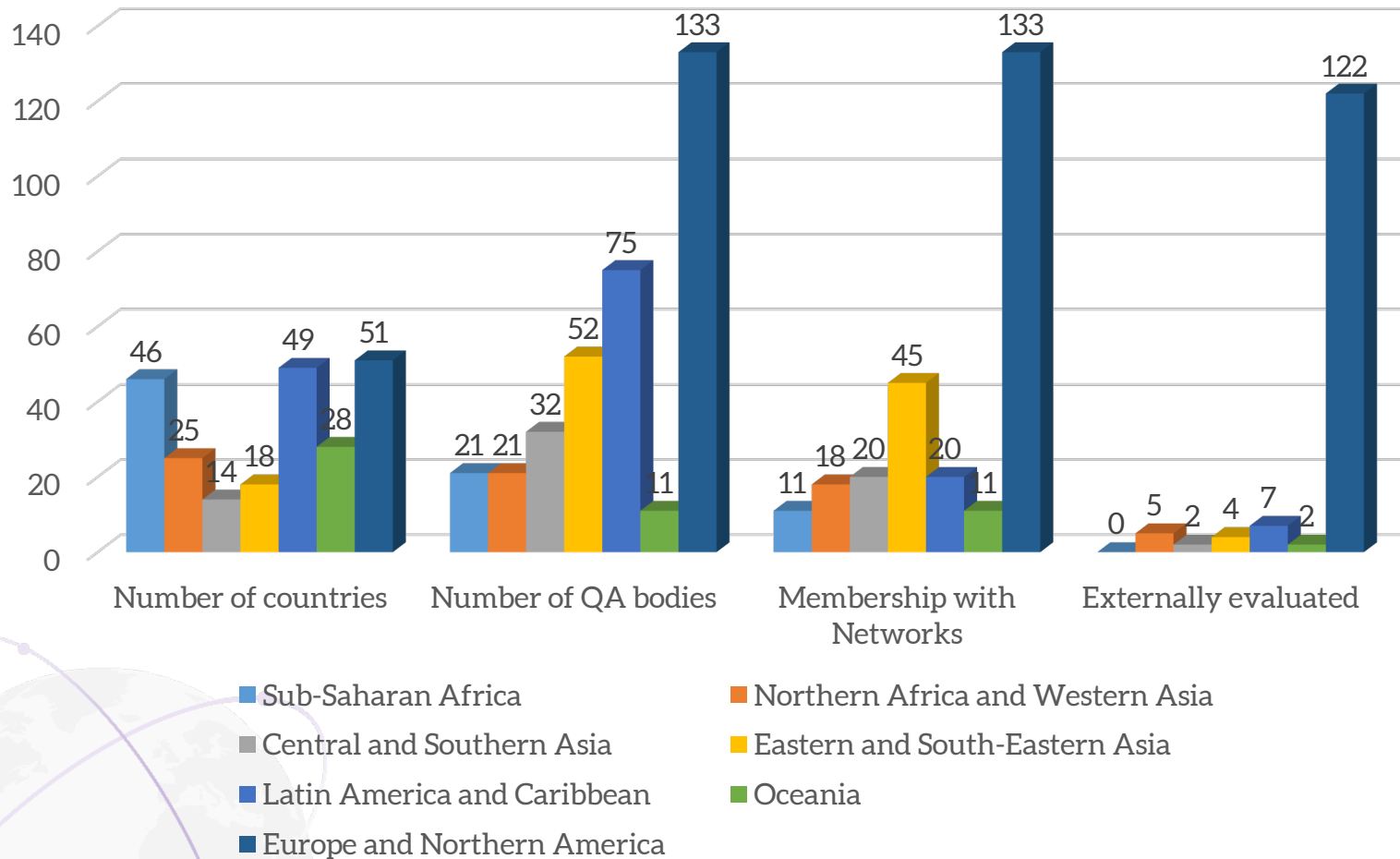- 1991: first global network establishment

Types of Networks:
- International
- Regional
- Special Interest
- Subject Specific

Quality Assurance: the global landscape
(UNESCO WHEC, 2022)

Out of the approximate 345 QA bodies operating worldwide, around 142 have been evaluated externally or have been recognized by regional or international quality assurance networks.

Around 258 QA bodies are members of a regional or international networks (Karakhanyan & Stensaker, 2020), re-calculations as per SDG regions in 2022.

Source: INQAAHE Study on *Global Trends in Higher Education Quality Assurance: challenges and opportunities in internal and external quality assurance* (Karakhanyan & Stensaker, 2020), recalculated as per SDG regions in 2022.

International vs. regional and special interest networks

International

- Bridging diverse systems globally
- Providing a platform for diverse providers to learn from each other
- Inclusiveness
- Capacity building: establishment, revision, enhancement
- Setting international quality hallmarks transferrable across regions globally
- Recognition of QA providers
- Nature of reviews: voluntary recognition procedures
- Bringing diverse regional, subject specific and special interest networks under one umbrella to jointly explore futures of quality and quality assurance

Regional/Special Interest/Subject Specific

- Bringing QA providers in a given region (subject specific/special interest groups) under one umbrella to concentrate on regional specifics
- Exclusiveness
- Promote regional (subject specific/special interest) agendas through standards, guidelines and principles of quality assurance
- Capacity building: establishment, revision and enhancement
- External review and recognition against regionally (subject specific/special interest) adopted standards and guidelines to ensure recognition regionally and attest trust internationally
- Nature of reviews: voluntary/mandatory/indirectly stipulated

vs.

External evaluation systems: a global overview

Coverage	INQAAHE	ENQA	USDE/CHEA	RIACES	APQN
Coverage	International	Europe	USA	Latin America	Asia-Pacific
Year of establishment	1991	2000	USDE/NACIQI (reconvened in 2010) CHEA (1996)	2003	2003
Standards/ guidelines	Guidelines of Good Practice	ESGs	NACIQI standards CHEA (Eligibility standards and Principles for HE Internationally)	Guidelines of Good Practices	Chiba Principles

External evaluation standards & guidelines: a global overview

	INQAAHE GGP (2016 revision)	ESGs (revised in 2015)	CHEA guidelines (revised in 2010 and additions are made in 2016)	RIACES (revised in 2020)	Chiba Principles (2015)
Operational	**Section I:** The EQAA: accountability, transparency, and resources **Section IV:** External activities: collaboration with other agencies and transnational/cross-border education	- III. Standards and guidelines for quality assurance agencies	**Standard B:** Demonstrates Accountability **Standard D:** Employs Appropriate and Fair Procedures in Decision Making **Standard E:** Demonstrates Ongoing Review of Accreditation Practices **Standard F:** Possesses Sufficient Resources	**Section 1:** Guidelines for the EQAA: - Mission and purposes, - Organization and resources **Section 3: The agency and its environment** - Publicity of decisions, - Monitoring of the operation of the EQAA, - Networking and links with other bodies.	- **Quality Assurance Agencies:** key principles guiding the structure of quality assurance agencies and their management if they are to effectively conduct assessments for the accreditation and auditing of institutions and programs. The principles evolve around EQA operations.
Functional	-**Section III:** Institutional of higher education and the EQAA: relationship, standards, and internal reviews **Section II:** EQAA review of institutions: evaluation, decision and appeals	I. Standards and guidelines for internal quality assurance of HEIs II. Standards and guidelines for external quality assurance of HEIs	**Standard A:** Advances Academic Quality **Standard C:** Encourages, Where Appropriate, Self-Scrutiny and Planning for Change and for Needed Improvement	**Section 2: The agency's review processes:** - Relationship with HEI, - External review procedures (Quality criteria, procedures, external review teams); - Documentation, decision making process.	- **Institutional Quality Assurance:** key principles guiding institutions in assuring their own quality. The principles evolve around two major domains: 1. Internal quality assurance of HEs, and 2. external quality assurance of HEs.

International Quality Hallmarks: the benefits

Internal

– Providing a firm platform for the quality assurance bodies in their daily operations and enhancement

– A self-reflection tool to improve and enhance the EQAB performance

– Professionalization of the EQAB

– Maintaining relevance of the EQAB

– Ensuring the EQABs readiness to external scrutiny

– Encouraging and supporting good practice, thus, expanding potentials for collaboration with relevant peers

– Promoting transparency in EQABs operations worldwide

External

– Safeguarding systems from bogus providers, thus, benefiting HE institutions, students and societies at large

– Public assurance of the quality of HE provisions

– Mutual recognition of EQAB reviews

– Trust in operations and, therefore, more opportunities for meaningful and productive cooperation

– Promotion of UN Regional and Global Conventions for qualifications recognition

Reflections of GGP aligned EQAPs

"*It helped big time to mold the DNA of our organization, keep finger on the pulse, and make the necessary changes to further improve and enhance*"

"*The benefits are multifold: but most importantly GGPs allow you to build on organizational strength from inside, thus ensuring trust and credibility in our operations and international visibility and recognition globally.*"

The International Quality Hallmarks: evolution - from supporting formation and enhancement of quality assurance procedures to affirmation of trust and credibility in provisions, therefore recognition

2022:
INQAAHE
ISGs

2006 & 2016:
revision

2003: publication of the 1st
edition of INQAAHE PGPs

2000:
the need for international quality
hallmarks culminates in 1st draft of
INQAAHE PGPs
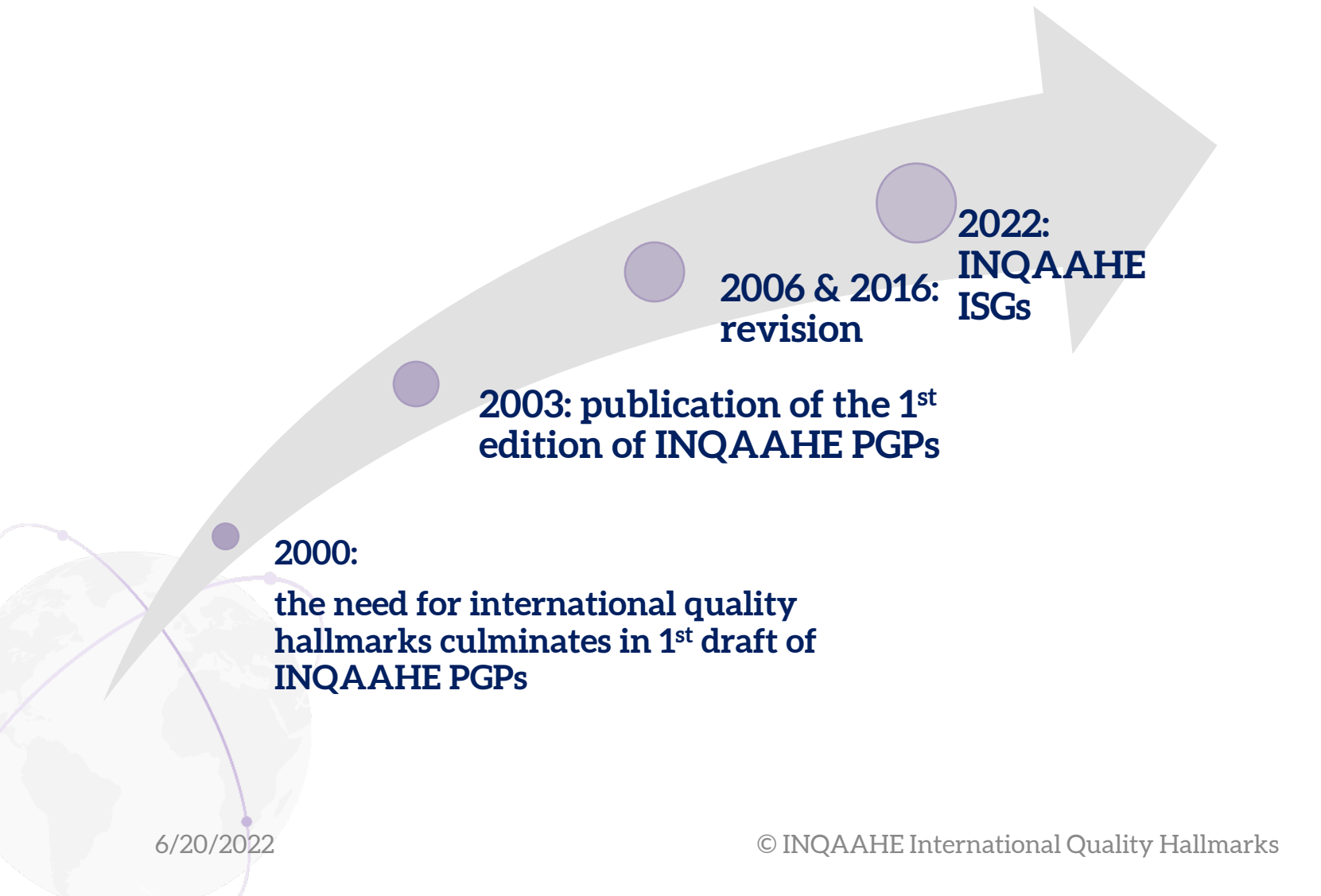
Universal standards are crucial to promote recognition, portability and transferability of credentials.

On the other hand higher education providers need to have enough autonomy to perform their mission at the expected level of quality.

~ Prof. Bjørn Stensaker, UNESCO WHEC 2022

International Quality Hallmarks: the key changes

From Guidelines of Good Practice

- Guidelines of good practice for INQAAHE members
- Support enhancement of INQAAHE members through strengthening internal quality assurance systems
- Promote underlying principles of QA promoting trust and credibility
- Promoting internationalization of QA
- All the guidelines were equally applied to all types of QA providers regardless of profile and maturity levels

To International Standards & Guidelines

- Open to QA providers beyond INQAAHE membership
- A modular approach to embrace diversity of providers:
    - Baseline standards
    - Standards for cross-border education providers and cross-border quality assurance providers
    - Standards for short learning programs (formal and non-formal)
    - Standards for QA providers who review online and e-learning provisions
- An emphasis on measuring outcomes and impact on HE system
- New dimensions of evaluation: relevance, recognition, integrity, higher education core values (e.g., inclusion, access, equity, integrity, academic freedom)
- Evaluation of EQA providers as per maturity levels

International Quality Hallmarks: the key changes

From Guidelines of Good Practice

1 The External QA Agency

2 Accountability of EQAA

3 The EQAA Framework for external review of quality in HEIs

4 The EQAA and its relationship to the public

5 Decision-making

6 The QA of cross-border HE

To International Standards & Guidelines

Module I (mandatory)
- The External Quality Assurance Provider
- The EQAP's framework for external review of quality of TEPs
- EQAP's Review of TE Providers: Evaluation, Decision Making and Appeals
- Internationalization and External Relations
- Integrity, Disclosure and Transparency
- Stakeholder role and engagement

Module II (cross border)
Module 2.1: Cross-border tertiary education
Module 2.2: s-border quality assurance

Module III (short learning program)
QA providers that accredit short learning programs offered by formal and non-formal providers

Module IV (online/blended)
QA providers that accredit online and blended HE provisions

- Mandate

- Policies and procedures

- Relevance of standards

- Resources

- Recognition

ISGs: the development methodology

Literature and document review

Development of draft 1

First round of focus group discussions

Draft fir stakeholder consultation

Second round of focus groups

Wider stakeholder consultation

Submission to UNESCO WHEC 2022 as OKP

Refinement based on Stakeholder Consultation

Approval

2020-2021

January-March 2022

March-June 2022
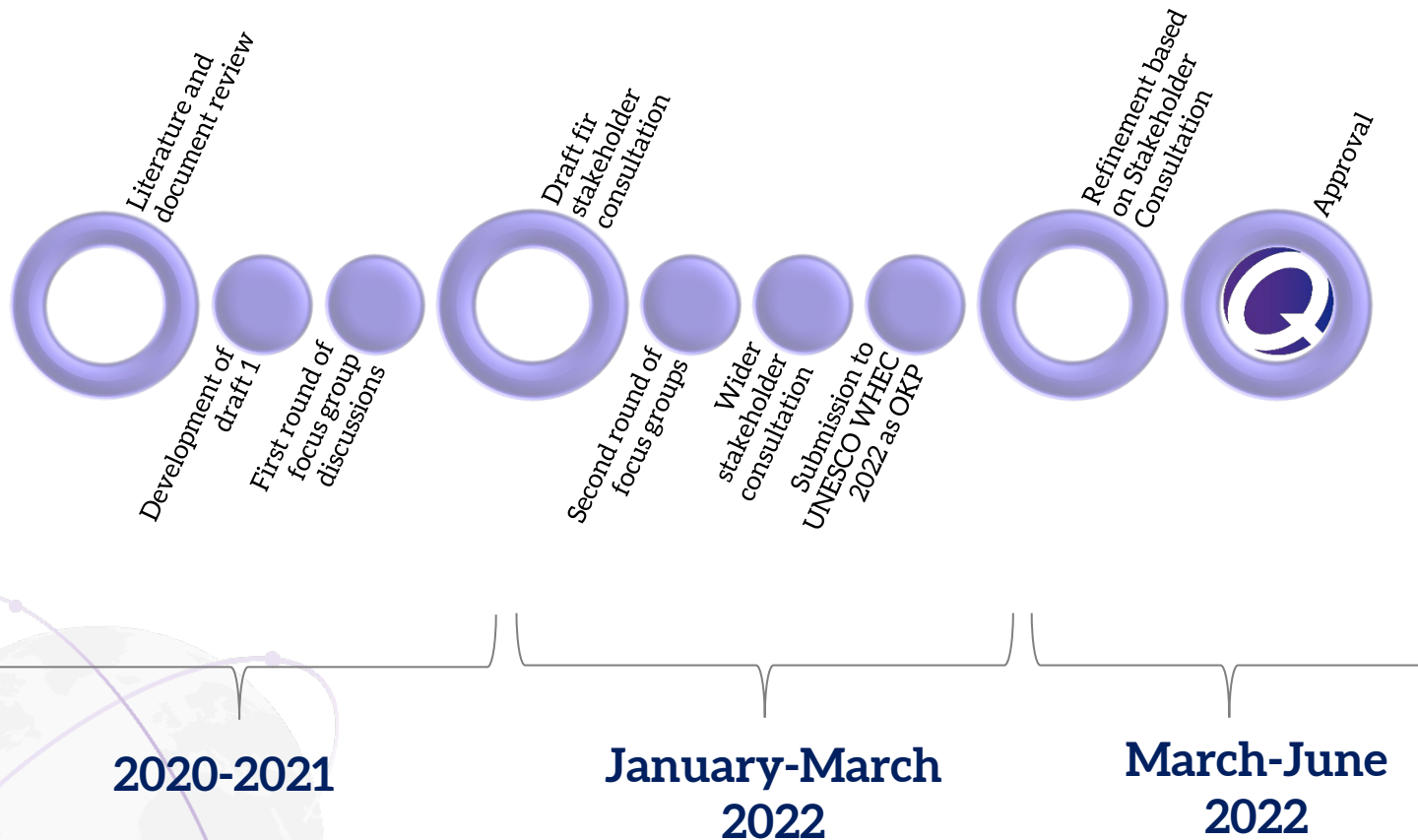
Revision made based on:
- INQAAHE Global Study
- Analysis of the GGP procedures, including reports
- Literature and document review
- Focus group discussions
- Stakeholder consultation
- External expertise in subject specific modules

The INQAAHE review: principles

The review is based on the following key principles:

The Review is an ***Evidence-Based*** process carried out by independent reviewers

The information provided by the agency is assumed to be ***Factually Correct***

The review is a process of ***Verification*** of information provided in the self-evaluation report (SER) and other documentation

The review process is ***Transparent***, and outputs are ***Published***

The key principles underpinning success of an EQAP:

An assessment matrix (based on UNESCO, OECD, INQAAHE and other international and regional organization guidelines)

	Decision-Making Body	Secretariat/QA Body	Review Procedure	The Founding Body
Legitimacy	High	High	Medium	High
Autonomy	Medium	High	Medium	High
Accountability	Medium	Low	Low	Medium
Independence	Medium	Low	Low	High
Relevance	Medium	High	High	High
Efficiency	No	No	Medium	High
Transparency	No	No	No	High
Stakeholder Engagement	High	No	High	Medium
Consistency	Low	Low	No	Medium
Professionalism	Medium	No	No	High
Integrity & Trust	No	No	No	High

Degree of alignment with international norms:
- High
- Medium
- Low
- No

Let's do it now...

You have 20 minutes to reveal your best!

❑Break out into four groups

❑Pick up a hypothetical QA set up

❑Identify key functions and structure for the QA Body

❑Design an IQA for the EQA

Types of QA bodies to explore during break out session

❑Government/national

❑Private

❑Professional association

❑University association

The INQAAHE key principles underpinning the GGP review:
An assessment matrix

	Decision-Making Body	Secretariat/QA Body	Review Procedure	The Founding Body
Legitimacy	Establishment law, mandate, operations	Legal incorporation, license	Acceptance by the HE community	Affiliation
Autonomy	Functional, staffing, financial, organizational	Functional, staffing, financial, organizational	Functional, staffing, financial, organizational	Functional, staffing, financial, organizational
Accountability	Accountability balanced with autonomy	Accountability balanced with autonomy	Accountability balanced with autonomy	Accountability balanced with autonomy
Independence	No second party interference in the decision making	No interference in operations	No third party interference in the procedure	Engagement in the procedure
Relevance	Review Standards linked with socio-economic needs	Mandate of the body aligned with the needs in the system	Constructive review procedure	Setting directives
Efficiency	Performance to highest quality within specified timeframe and resources	Performance to highest quality within specified timeframe and resources	Performance to highest quality within specified timeframe and resources	Engagement in operations
Transparency	Functional, regulatory, procedural, operational	Functional, regulatory, procedural, operational	Functional, regulatory, procedural, operational	Engagement in operations
Stakeholder Engagement	Levels and extent of engagement	Levels and extent of engagement	Levels and extent of engagement	Levels and extent of engagement
Consistency	Consistency of evaluation across the sector	Consistency of evaluation across the sector and ability to cover the system in a single cycle	Consistency of evaluation across the sector	Setting directives
Professionalism	Capacity and competencies for decision making	Competencies for organizational leadership, management and administration	Competent coordinators and external expert pool	Setting directives
Integrity & Trust	Procedural, professional	Procedural, professional	Procedural, professional	Setting directives

Degree of alignment with international norms:

High

Medium

Low

No

Internal QA of EQA body
The key structure and elements

The EQAA has **policies and mechanisms** in place for its **internal quality assurance**, which demonstrate a **continuing effort to improve the quality and integrity** of its activities, its **response to the changes to the context** in which it operates and its links to **the international community of QA**.

Intricacies of the IQA

- Robust internal and external procedures in place
- Public availability of all the governing documents, policies and procedures the EQAB is guided by
- Links between the strategy, the finances, the QA mechanisms, annual reports
- Robust operations and operational planning
- Closure of the QA cycle, follow up on enhancement and improvement.

- SMART KPIs
- Repository of evidences
- Robust management information system
- Database on all the key functions
- Robust data analytics approach and methodology

© INQAAHE International Quality Hallmarks

The IQA of EQA functions

Purposes:
Enhancement
Accountability
Control

(Re)-Develop

Review   **IQA**   Approve

Monitor

- Phase 1: Development
    - Standards, procedures, other key functions
- Phase 2: Approval
    - Procedure, decision-making
- Phase 3: Monitoring
    - Biannual and annual (for internal QA)
- Phase 4: Review
    - Cyclical (for internal and external QA)

The Art of IQA of EQAB
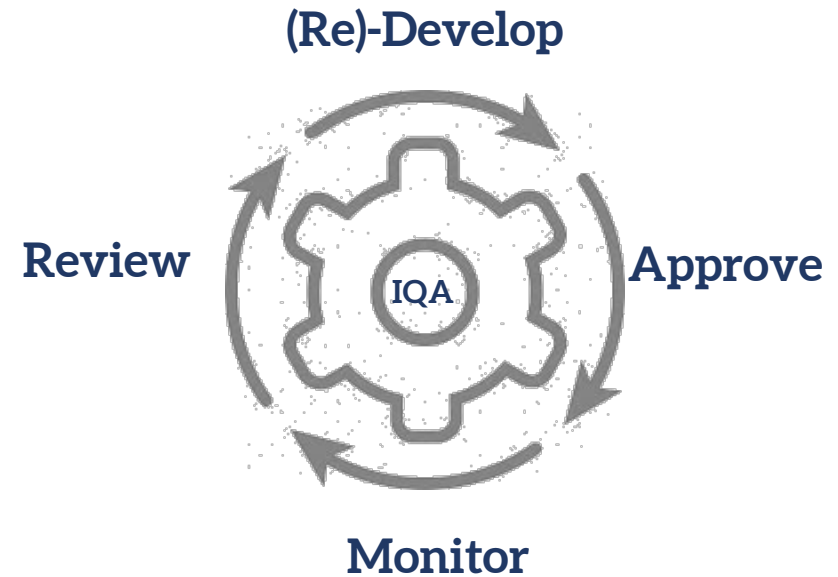
Tips from GGP Aligned Members

Transparency

It has to be clear that the objectives of the EQAPs are evolving around improving the quality of the education. Students are also our customers. So, it is very important to be very transparent (e.g. reporting in some way that future students can also understand...) and align the process with the stakeholders requirements.

Then IQA, is not only of "internal nature".... It is "internal" but thinking of an improved performance of the external.

IMPORTANT: EQABs are not organizations that prepare reports that nobody uses! We need to avoid this feeling!!! EQABs must be organizations without which "HE life" is impossible 😊

This concept should be the key! There should be clear links between EQAB and stakeholders (in reality!!), including the ways in which agency reports to the government and the like... it is extremely important to enable the IQA of the QA body to explicitly link and impact the HE performance in general!
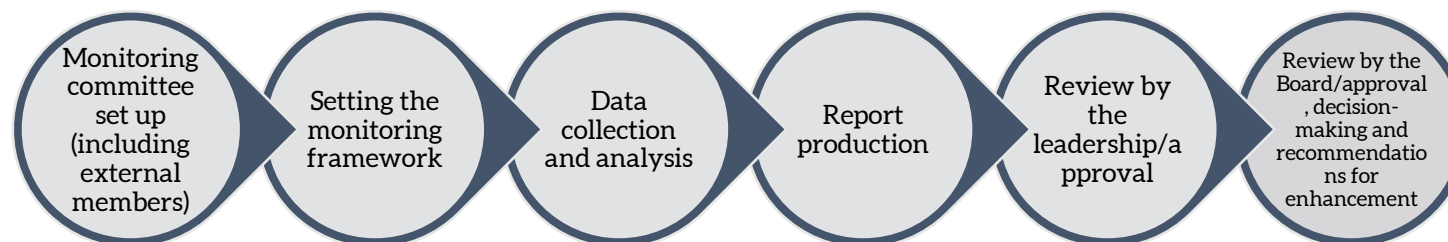
Annual monitoring: purpose and procedure

Purposes:

❏ The target KPIs and quality standards are being met;

❏ The services offered are relevant to the needs;

❏ The measurement tools are relevant and valid;

❏ The organization maintains high standards of professionalism;

❏ Issues, challenges and potential risks are identified, addressed and mitigation plans are timely developed and operationalized;

❏ Analysis linked to follow up and enhancement.

Potential sources of data:

❏ Analysis of internal and external environment and developmental trends

❏ Data on procedures/serviced offered (statistics from MIS):
   ❏ The results of reviews/services
   ❏ Analysis of progress since previous reviews/service provision

❏ Review of policies and procedures in terms of relevance and adequacy

❏ Outcomes of staff performance evaluation,

❏ Outcomes of capacity building of the staff

❏ Professional achievements of the staff, identification of gaps

❏ Financial performance

❏ Feedback from stakeholders

Procedure:

Monitoring committee set up (including external members) → Setting the monitoring framework → Data collection and analysis → Report production → Review by the leadership/approval → Review by the Board/approval, decision-making and recommendations for enhancement

Periodic review procedure: objectives and procedure

Tips from GGP Aligned Members

"I think that the IQA is important for the objective of the company. And the objective is to improve the quality of the education! The students! Then, it is very important to manage the process that linked us with the students, future students, and so on.

- *How our job is useful for the society?*
- *Which processes am I talking about? For example:*
- *Process for publishing the evaluation results (transparency) in a very compressive way for the students /parents /…*
- *Process for reporting "thematic analysis" or reports for the government in order to improve the quality of the education*

It is important to discuss and talk about which processes are necessary (process map) for identifying added value for higher education and the external stakeholders at large.

Internally, the main ones are the ones that assure the independence of all the process. For example the process to manage the appeals committee or to manage the decisions Board."

The Self-Evaluation Report

Self-Evaluation Report

- Should follow the INQAAHE Quality Hallmarks outlined in the most recent official edition

- Should be analytical in nature, evidence-based and supported with respective references to the documentation

- A guide to the organizational set up

- A self-critical assessment – not just a description

- Identifying issues for consideration, with proposed actions

- A shared document representing a collective view

- Cross-referenced to sources of evidence

Who can do it effectively?

Dedicated team:

- The IQA staff

- A special committee set up for the purpose

- All the staff members

- External stakeholders

VS.

Hired consultants

But, the desired impact can only be achieved with an inclusive approach of internal and external stakeholders

On self-evaluation....

Definition

Self-assessment is an ongoing activity conducted by an organization to assess whether the services provided meet their objectives and socio-economic needs.

Purpose

- To improve the intentions (purposes and goals), content, policies, procedures, services, organisational and intellectual environment and performance of the institution under scrutiny.
- To foster commitment by enacting the recommended improvements through participation in the study
- To enhance the capacity of the institution
- To yield the basis for informed decision-making (planning) about the future
- To yield written materials that can be used as the basis of external peer review and review by others within the larger institution or system.

Done with commitment and a wider excellence vision it will lead to the establishment of an organizational learning culture leading to continuous enhancement and excellence in provisions.

Major sources of data and analysis

Performance outcomes (samples) and other evidences

Performance outcomes

- Available at the EQAB or statistical office
- Existence of a robust MIS is a guarantee of success

Statistical data

Feedback mechanisms, evaluation groups, which provide for qualitative information, e.g.:
- questionnaires, which are a powerful element if devised the right way
- discussion-oriented team work – "quality circles", peer-reviewers (external and internal)
- focus groups, individual interviews and the like

Stakeholder feedback

Provides a firm background for justification of current approaches and aspirations for the future

Benchmarking

The Art of Analysis

Tips from GGP Aligned Members

Sometimes IQMS could be seen as a tool to gather data (e.g. KPI, robust data base, etc...) and evidences. But the key is the capacity to analyze and manage these data!

It is better less data and more analysis than a lot of data without analysis.

In general, there are 4 levels of maturity of EQABs and HEIs:
a. *The ones that don't have any system at all*
b. *The ones that gather a lot of data and evidences... but they don't do any analysis (or very simple) with minimum level of benefit*
c. *The ones that gather a lot of data and evidences... and they do some analysis (and consequently improvement plans.... very long ones), with medium impact level*
d. *The ones that optimize the data to be collected, meaningfully linked to the analysis necessary to make an accurate judgement of the quality of performance..... and, consequently, produce simple and realistic improvement plans.*

Probably many of the EQABs are on the second level... so, there is a need to promote a meaningful approach.

Tips from GGP Aligned Members

" *It is much more important to do an in-depth analysis than collect an extensive amount of data that eventually leads to the data fatigue. It has to be clear that they don't have to lose the time collecting evidences (this is what they usually do) if they are not used to…*
I am sure that they already have the evidences that they need. It is just the matter of identifying the data that matters and informs decision-making."

Sample format for self-evaluation report

One p...
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An...
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The text should be developed per each GGP and include:
- In-depth ana...
  effectivene...
- Factual inf...
  reports), cr...
- Effectivene...
  - How t...
    enhan...
    examp...
  - Examp...
    assura...
  - SWOT...

Appendices should indicate:
- how this information is used in quality control and assurance processes within the organization , giving examples where possible;
- examples of the effectiveness in the operation of quality assurance systems and instances of particularly good practice;
- The referenced documents (e.g. strategic plan, yearly and other plans, annual report);
- Analysis of surveys and any other study supporting the institutional operations
- Any other attachments/evidences to justify the case.

Annexures

Absolute MUSTs for effective internal review

Effective engagement with the external reviewer/coordinator	- Assign a dedicated full time person to liaise with the external reviewer - Ensure all the items in the contract signed are clear - Ensure the timelines are kept	- Regular meetings with the external review coordinator - Clear understanding of all the items/events on the agenda
Ownership	- Dedicate significant amount of time to share, discuss and analyze the SER with all the staff, including the support staff - Make sure all the staff is familiar with each statement in the SER, has his/her own view on it	- A promotional plan, including human and financial resource allocation, to guarantee the staff buy in would be highly effective
Stakeholder Engagement	- Dedicate significant amount of time to share, discuss and analyze the SER with the key external stakeholders	- A promotional plan, including human and financial resource allocation, to guarantee the stakeholder buy in would be highly effective - Transparency is the key for honest and meaningful engagement
Technical aspects	- Ensure all the technicalities are taken care of for the site-visit, with consideration of respective arrangements for different modes of the site-visit (e.g. face-to-face, online)	- Make all the documents, evidences, portals and platforms easily accessible for the reviewers - Ensure all the participants identified for the interviews are discussions turn up 30 mins prior to the meeting.

Absolute MUSTs when developing a SER

Cooperation & Integrity

Proof-reading before submission

Honesty & Transparency

Use of Academic English

Direct response limited to only necessary information

Readability: the language

Supporting evidences

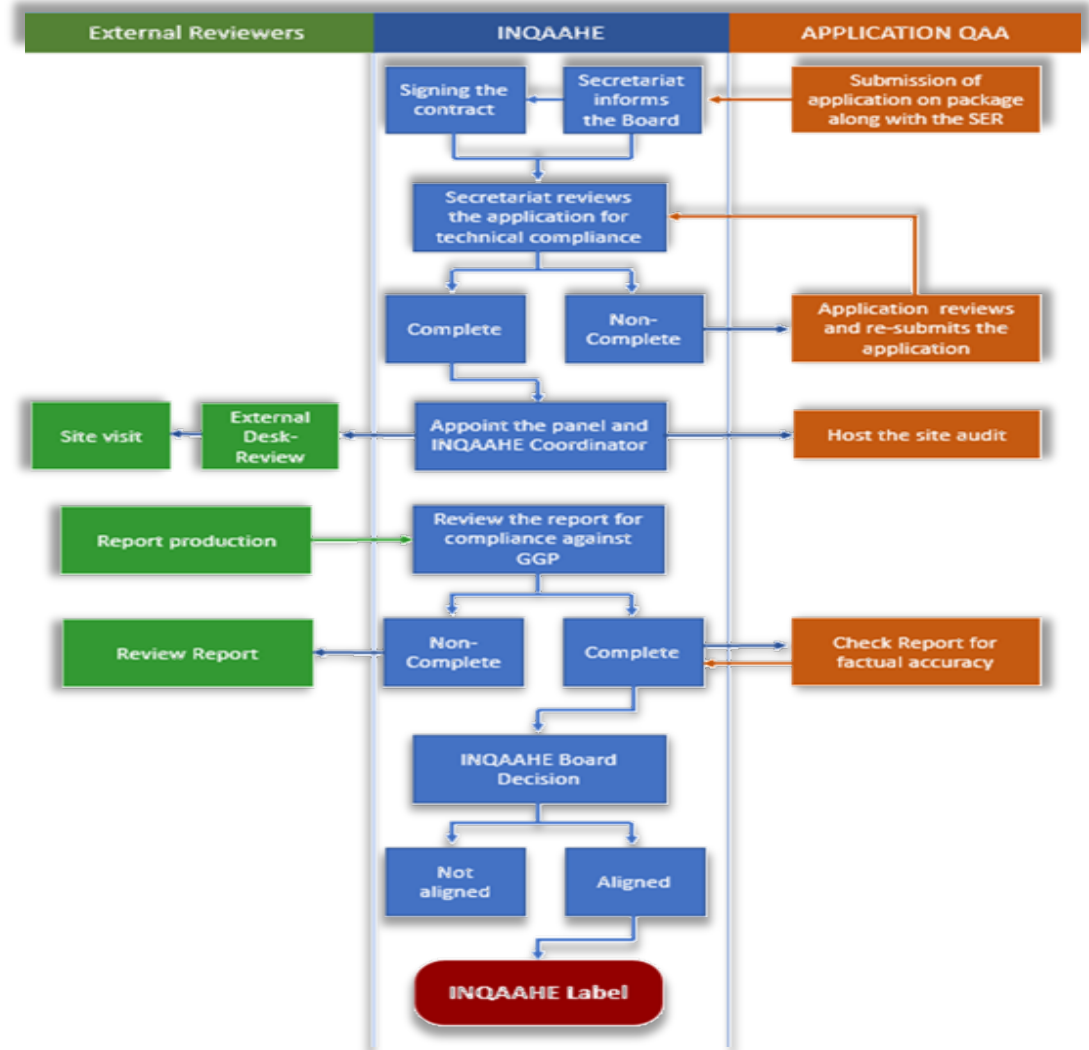Justifications for each statement made

Modes of reviews: specifics
Turning factors influencing the success of a procedure into key action lines/requirements for a review
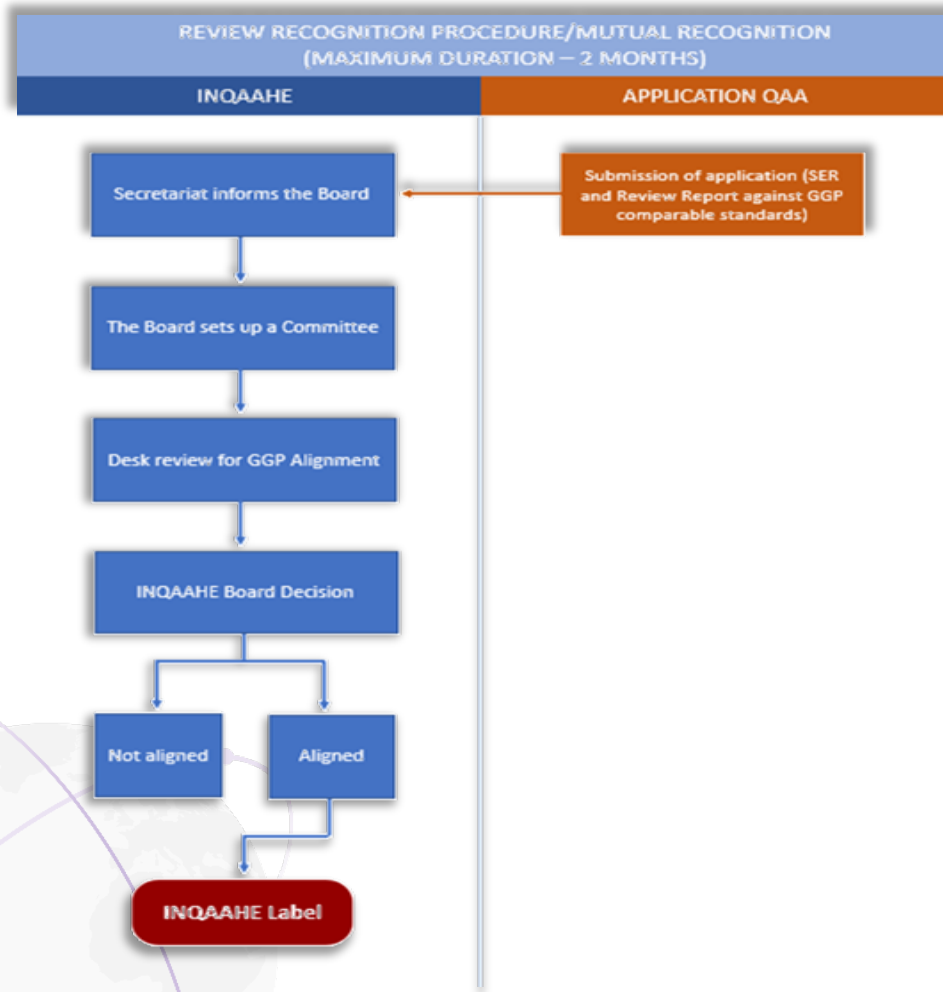
	Face-to-face	Online	Hybrid
Geography	International expertise	International expertise	International expertise
Time-Zones	Same	Different	Different
Length of site-visit	3-4 days (8 hours per day)	~10 days (~3 hours per day)	~10 days (~3 hours per day)
Setting	Physical premises	Proof of professional setting online	Proof of professional setting online/physical
Policies and documents	Content available and accessible in physical and online format	Content available and accessible in an online format, on the website; policies for regular update of the electronic sources	Content available and accessible in physical and online format
Technical Facilities	Hardware & software	Hardware, software, procedure coordination portals, review/collaboration platforms, other ICT facilities, stable internet connection	Hardware, software, procedure coordination portals, review/collaboration platforms, other ICT facilities, stable internet connection
Databases	Database of experts	Database of experts accessible online	Database of experts accessible online
Management Information System	A portal for data collection, storage, analysis and forecasting	A portal for data collection, storage, analysis and forecasting	A portal for data collection, storage, analysis and forecasting
Security & Protection	Data and other confidential information is protected	Authentication, protection and security of data and confidential information	Authentication, protection and security of data and confidential information
Technical requirements	Meeting/conference rooms	Cameras on, professional setting, proof of resources	Cameras on, professional setting, proof of resources, physical meeting & conference rooms
Professionalism	Expertise in the field	Expertise in the field and facilitation of reviews online	Expertise in the field and facilitation of reviews online

- Through an evaluation carried out by INQAAHE
- Self evaluation against the EQAA's mission and the GGP
- An external review organized by INQAAHE
- A decision on alignment
- Award of the INQAAHE label
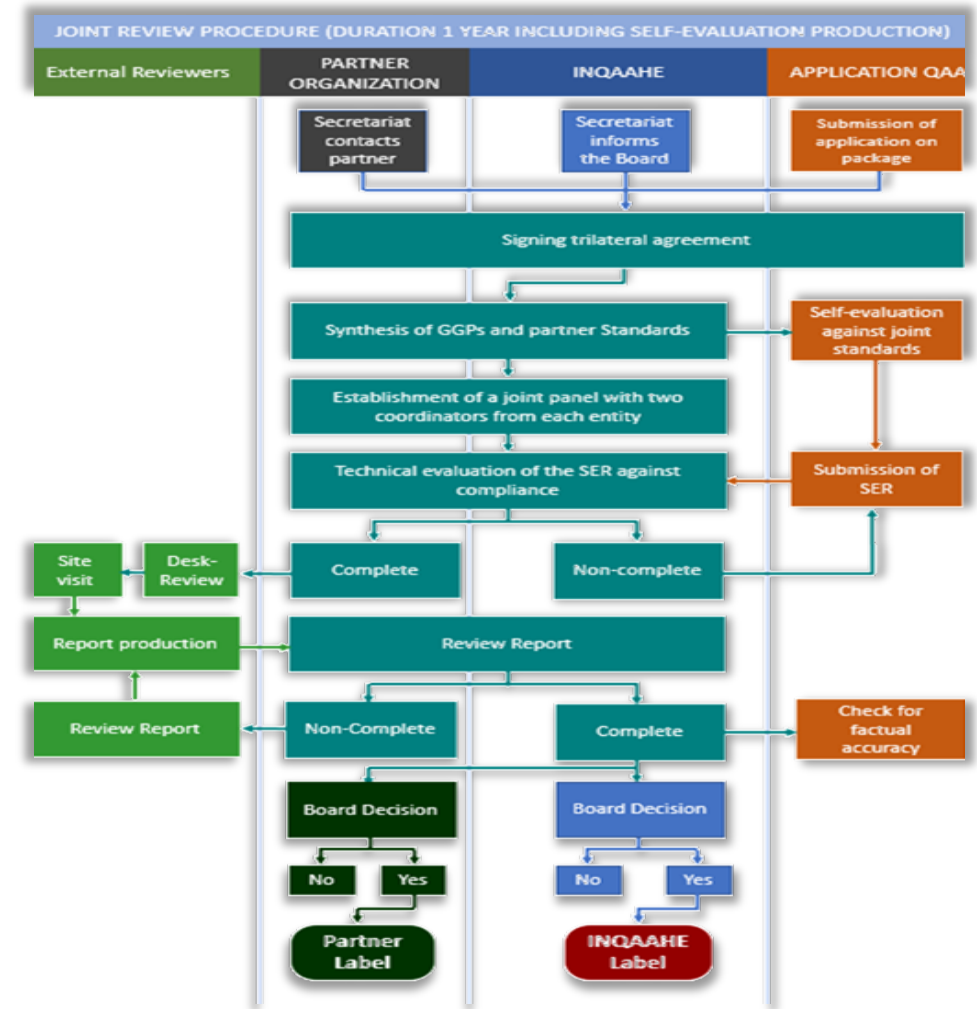- Inclusion in the register of GGP Aligned EQAAs

Path 2: GGP Alignment through Recognition

REVIEW RECOGNITION PROCEDURE/MUTUAL RECOGNITION
(MAXIMUM DURATION – 2 MONTHS)

INQAAHE	APPLICATION QAA

Secretariat informs the Board

Submission of application (SER and Review Report against GGP comparable standards)

The Board sets up a Committee

Desk review for GGP Alignment

INQAAHE Board Decision
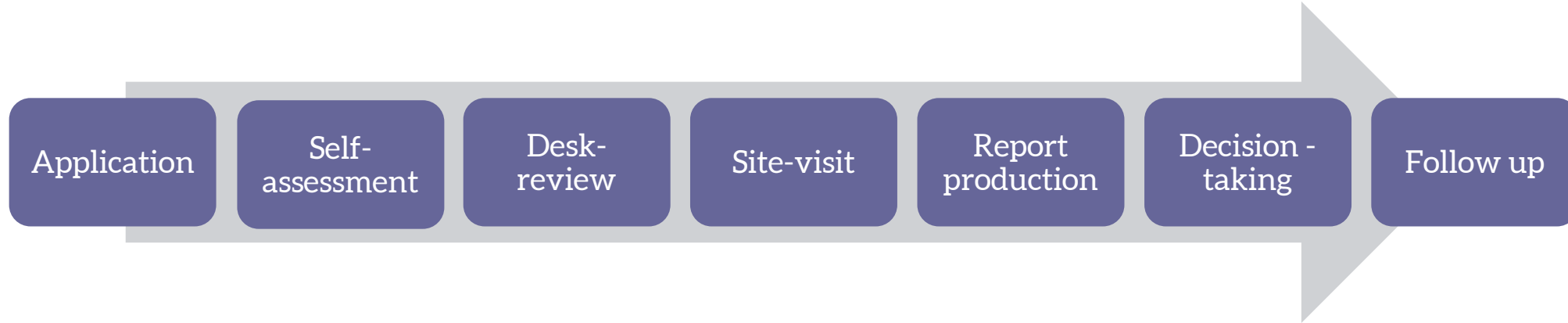
Not aligned   Aligned

INQAAHE Label

- Through the provision of independent evidence of the alignment by a credible and reputable external organization
- Presentation of the criteria and procedures applied
- External review report and the decision made by the agency
- INQAAHE recognition
- Award of the INQAAHE label
- Inclusion in the register of GGP Aligned EQAAs

Path 3: GGP Alignment through Joint Review

- Through an evaluation carried out jointly by INQAAHE and other reputable external evaluator
- Synthesis of the criteria of both the external evaluators
- Single review procedure two separate decisions and awards of recognition
- Award of two labels (INQAAHE and the other evaluator)
- Inclusion in the register of GGP Aligned EQAAs

JOINT REVIEW PROCEDURE (DURATION 1 YEAR INCLUDING SELF-EVALUATION PRODUCTION)

External quality assurance of EQAAs: recognition procedure, costs and implications

Application → Self-assessment → Desk-review → Site-visit → Report production → Decision-taking → Follow up

Expert panel: international peers

Consequence: Recognition and inclusion in the register

Cost range: $15000 - $40000
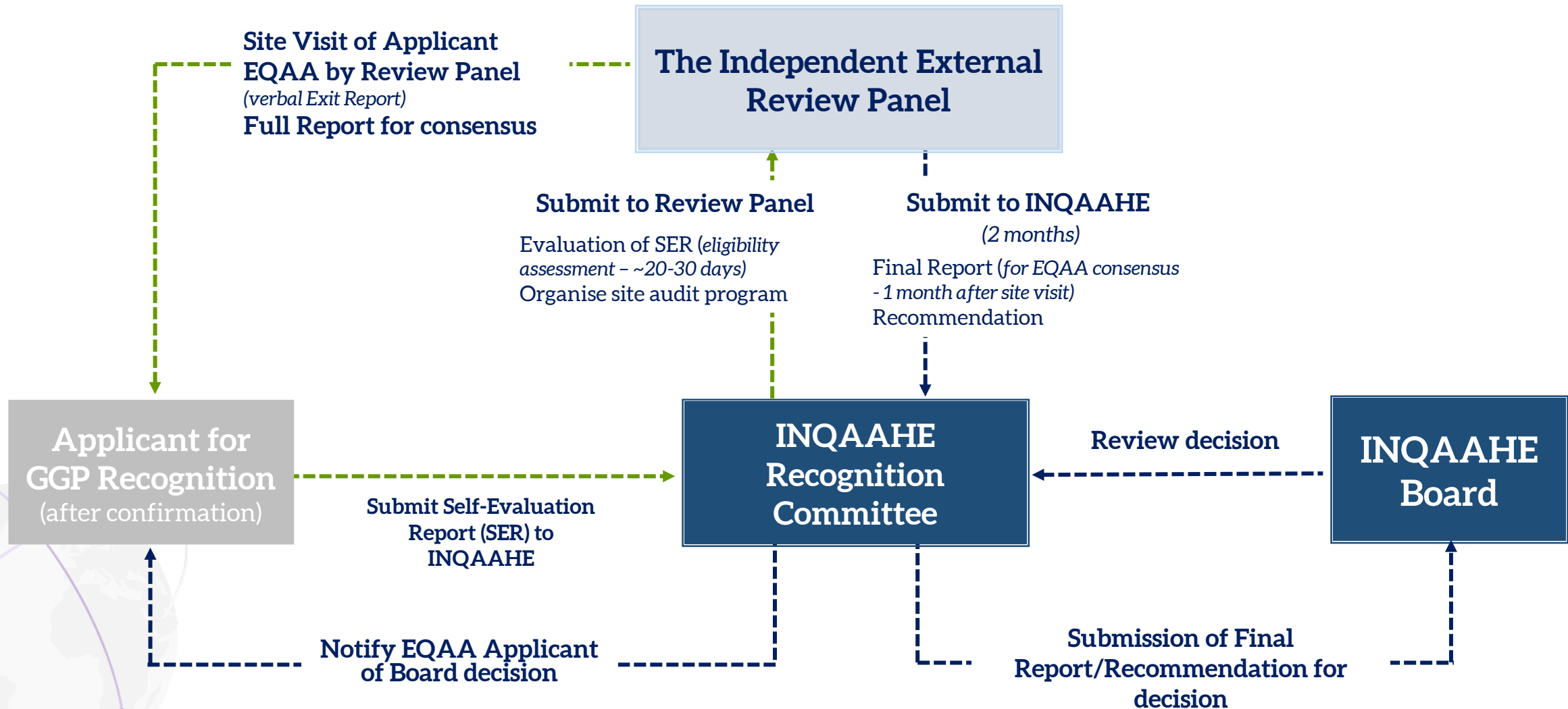
Frequency: cyclical

Cost for alignment of already recognized bodies: $3000

Review Timeline – approx. 6~7 months to complete

3 months	between the submission of the SER and the actual site visit
~1 month	between the site visit and the submission of the external review report to the applicant agency by the review Panel (might take 1 week longer in online and hybrid mode)
2 weeks	between the receipt of the site visit report and submission of the agency's response to the report, along with any factual corrections, back to the review Panel
2 weeks	between the receipt of the agency's response and the final submission of the Panel's review report to INQAAHE
1 month	between the receipt of the external review materials by INQAAHE's Recognition Committee and submission of its recommendations to the full INQAAHE Board for decision-making.
1 month	between forwarding of review materials and notification of the Recognition Committee's recommendations to the INQAAHE Board and final decision being made by the Board

The Procedure

The Independent External Review Panel

Site Visit of Applicant EQAA by Review Panel
(verbal Exit Report)
Full Report for consensus

Submit to Review Panel

Evaluation of SER (*eligibility assessment – ~20-30 days*)
Organise site audit program

Submit to INQAAHE
(2 months)

Final Report (*for EQAA consensus - 1 month after site visit*)
Recommendation

Applicant for GGP Recognition
(after confirmation)

INQAAHE Recognition Committee

Review decision

INQAAHE Board

Submit Self-Evaluation Report (SER) to INQAAHE

Notify EQAA Applicant of Board decision

Submission of Final Report/Recommendation for decision

Your Assignment

- Break into small groups. Your group is now the staff of an EQAP that wishes to conduct a self-review using the INQAAHE quality hallmarks. Your goal is to eventually prepare a self-evaluation report that you will submit to INQAAHE for an external review.

- Which pathway to alignment will you choose and why? How will you convince others of the benefits of doing this process? Be prepared to explain to others why you are doing this.

- You have 20 minutes to complete the entire assignment.

- Choose a recorder and have this person keep good notes on how you will respond to each of the SER's requirements assigned to your group (contextual description and the criteria).

- Develop a narrative response to the assigned requirements and ensure to make a list of supporting documents that you will need to include as evidence.

- Choose a spokesperson who is willing to share your successes and challenges in completing this assignment.

- Note that you will be asked to read samples of your responses and your list of documentation.

ISG Standard 6: for your scrutiny

Standard 6: **Stakeholder role and engagement**	**Standard 6.1:** **Stakeholder role:** the EQAP is clear in its expectations from each stakeholder group.	The EQAP clearly defines its internal and external stakeholders along with comprehensive statements of expectations and level of impact from each of the stakeholder group.
	Standard 6: **Stakeholder engagement:** the EQAP ensures meaningful and impactful stakeholder engagement in its functions.	The EQAP's policies ensure pro-active stakeholder engagement in the matters related to standards, procedures, reviews, and decision-making. The EQAP, where applicable should demonstrate an inclusive approach to stakeholder engagement, e.g., in its procedures in terms of ensuring gender, geographical balance, and other non-discriminatory policies.
		To ensure meaningful engagement, the EQAP has targeted induction, training and professionalization measures, which are consistently applied and regularly enhanced as needed.

The INQAAHE Recognition Committee

Vicki Stott
Chief Executive of the Quality Assurance Agency for Higher Education (United Kingdom)

Simona Lache
Director of the Accreditation Department of the Romanian Agency for Quality Assurance in Higher Education (Romania)

Tariq al-Sindi
CEO of the National Qualifications Framework and National Examination at the Education and Training Quality Authority (Bahrain)

Susanna Karakhanyan

Chair, INQAAHE Immediate Past President

Higher Education Policy & Regulation Director at Abu Dhabi Department of Education and Knowledge, the UAE

Fabrizio Trifiro
Head of Quality Benchmark Services at UK ENIC/Ecctis (United Kingdom)

Nataliia Stukalo
Vice-Head of the National Agency for Higher Education Quality Assurance (Ukraine)

The INQAAHE Procedure Coordinators

Dewin Justiniano

Quality Assurance Senior Specialist at 42 Abu Dhabi , the UAE

Former Overseas Program Accreditation Project Coordinator at the Higher Education Evaluation & Accreditation of Taiwan (HEEACT)
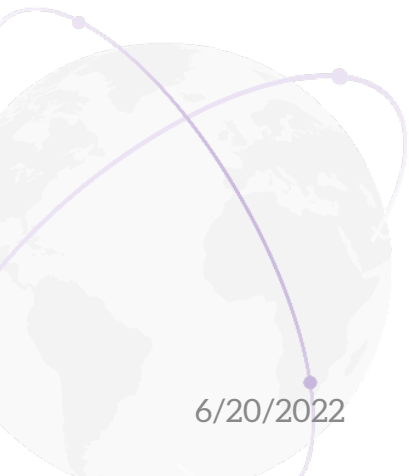
Concepcion Herruzo

Quality Assurance Senior Specialist at AQU Catalunya, Spain

QUESTIONS & ANSWERS

INQAAHE Book

Global Trends in Higher Education Quality Assurance:
Challenges and Opportunities in Internal and External Quality Assurance

The Book provides a comprehensive coverage of the trends and developments in HE quality assurance as they refer to *legitimacy/trust, efficiency* and *relevance* across all the regions in the world.

- First ever global study on internal and external QA of higher education;
- Region-specific trends and challenges in internal and external QA;
- Comparative analysis of higher education QA developments across the regions:
  - Africa
  - Arab States
  - Asia-Pacific
  - Eastern Europe
  - Latin America and Caribbean
  - Norther America
  - Western Europe

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Thank you

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INQAAHE
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