



Quality Enhancement Cell <qec@gcwuf.edu.pk>

INQAAHE Newsletter Q2 2020

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INQAAHE

President's Address

Dear Friends and Colleagues,

Welcome to the INQAAHE Q2 bulletin, which brings to you approaches undertaken by higher education systems worldwide in coping with COVID-19.



The major disruption caused by COVID-19 put the whole globe on a lockdown, depriving HE systems of critical communication channels for daily operations and leaving them reliant on the hope of online delivery.

It has become clear even the most advanced technologies were not yet well designed to accommodate this major challenge.

Around 40 per cent of students worldwide were deprived of access to higher education. The remaining 60 per cent experienced a diversity of issues related to teaching and learning delivery, assessment, graduation, admission, research activities to name but a few. The same impact was felt by quality assurance systems worldwide, which were compelled to come up with innovative solutions for delivering services to support the necessary level of quality standards and accreditation statuses of higher education institutions. The blow on the HE systems has been immense, let alone the consequences in the years to come, with access to HE being the major of the issues of all and for all.

However, the positive side of the pandemic is also tangible. Higher education systems have been compelled to think out of the box and innovate, to transform and provide enhanced and better services (e.g. enhanced digital infrastructure, upskilling and upgrading faculty and staff to teach online, putting together systems for risk analysis and contingency planning, business continuity in case of war, economic crisis, natural calamities). The necessity for student-centered teaching and learning has come to the forefront as never before, preparing the systems to face the challenges linked to education of generation Z or Zoomers, for whom online operation is the key mode.

INQAAHE, to support its members and higher education community at large, has also undertaken a series of activities aimed at guiding, capacity building and advising its members in these challenging times. Such activities as publishing a set of guidelines for QA providers, surveying QA providers to understand their needs, a series of webinars linked to the key issues in online delivery and related QA solutions have been undertaken among the others.

In this issue of the INQAAHE bulletin we are happy to share experiences in handling QA activities amid COVID19 disruption in different parts of the globe. These experiences are enriched with the links to a diversity of developed tools by INQAAHE members to support the reader in daily

operations.

We hope you find this issue useful as you explore the diversity of approaches in different systems. We also welcome your contributions in the form of proposals to INQAAHE on how INQAAHE can best serve your needs in these challenging times.

I am sure the lessons we learn now will mould a stronger and better version of us, ready to face and overcome easily similar challenges in the future.

We are always here with you and for you and look forward to joining our efforts in facing the challenges.

Sincerely,

Susanna Karakhanyan

7th President of INQAAHE

INQAAHE

News from Secretariat

Principles for Crisis Management

In April 2020, the INQAAHE Board released [INQAAHE Principles for Crisis Management](#), a set of ideas and goals for QA providers to consider as they deal with disruptions and emergencies, such as integrity, student protection, and communication plans.

INQAAHE Global Webinars on COVID-19 Response

INQAAHE launched a new series of free ongoing webinars, featuring conversations on quality assessment for higher education and intended to share knowledge across global regions. This series was open to both members and non-members.

Watch the INQAAHE webinar series

New INQAAHE Hub Seeks Moderators

INQAAHE has established an online Hub where members can share best practice, ask each other questions, and explore emerging ideas in quality assurance during the pandemic. Moderators are sought to engage discussions and share resources among the group to keep the conversations lively.

If you would like to be a moderator, please contact secretariat@inqaahe.org for more details.

[Join the hub](#) and be part of the conversation.

INQAAHE Study Regarding the Impacts and Challenges of COVID-19 in the HE and QA Sector

INQAAHE is preparing a brief study on the impact of COVID-19 in order to develop useful recommendations on QA practices. A survey was distributed among INQAAHE Full members to understand the depth and breadth of the pandemic impacts and how to handle the crisis, with 41 organisations in 28 countries responding.

Initial findings show that in early 2020, the major disruption caused by COVID-19 has utterly changed the learning experiences of millions of students worldwide and dramatically affected the operations of HEIs and quality assurance agencies.

The survey indicates that more than 70 per cent of agencies are currently operating remotely. Communication with co-workers, HEIs and other stakeholders is one of the major challenges encountered. Moreover, 93 per cent of the responding agencies report that face to face meetings and onsite visits have been cancelled or postponed due to health safety measures.

Quality assurance agencies, to some extent, are attempting to support HEIs by providing online materials and resources, developing QA guidelines in their transition to online learning as well as launching QA action plans in conjunction with government policies. It is believed that free webinars and guidance for QA and virtual review's training are the most beneficial support from the INQAAHE.

The full report will be published by the end of July.

Forum 2020 Moves Online September 2020

We're looking forward to engaging with our members at the annual INQAAHE Forum, with our full array of offerings including pre-Forum workshops, keynote speakers, member sessions and more.

INQAAHE will host this event online, with the same content, adjusted for online engagement. Reduced fees will apply, and special attention will be paid to ensuring members have access to important content, regardless of their time zones.

Online General Assembly and regional partners meetings will occur in October 2020.

Customized Training Available to QA Providers and HEIs

INQAAHE delivers customized and tailor-made training on a diversity of aspects of internal and external quality assurance, linked with the needs of different national systems. We are happy to prepare a proposal for training upon member request.

In May 2020, under the auspices of the Mongolian Ministry of Education, Culture, Science and Sport and the Asian Development Bank, as per the request of the Mongolian National Council for Education Accreditation and higher education institutions, INQAAHE delivered a tailor-made training on Research Quality Framework: assuring research excellence in higher education institutions. More than 300 participants were present at the training as INQAAHE set the framework for internal evaluation of research effectiveness supported by case studies. The President of INQAAHE, Susanna Karakhanyan, along with the INQAAHE Board members, Angela Hou Yung Chi and Erika Soboleva, delivered the training.

To learn more about customized training, please contact secretariat@inqaahe.org.

Online Training: MPL Center

We invite you to engage in professional development through self-directed, asynchronous online learning experiences.

INQAAHE members may take advantage of this special opportunity to enhance their knowledge, leadership skills and so much more through:

- FREE online learning tutorials on communication, leadership, and management skills.
- LOW-COST online courses on online teaching, compliance, and workplace skills.

INQAAHE encourages its members to get involved with the Online Training Center and welcomes proposals for online courses or other training materials directly relevant to quality assurance professional development. The next phase of the center will include member generated content.

Visit the Online Training Center

Guidelines of Good Practice (GGP) Study Underway

The INQAAHE board is conducting a study on GGP effectiveness and member needs through a series of interviews with GGP-aligned members.

If you would like to participate or provide feedback, please contact secretariat@inqaahe.org. A concept note for the next iteration of GGP is being formed that will incorporate ideas from the outreach.

INQAAHE General Assembly 2020 – online voting

Given the exceptional postponement of this year's INQAAHE Forum until September, and in order to avoid further delaying the annual reporting, the INQAAHE Board announced the commencement of an online General Assembly meeting for 2020 to take decisions on the matters that are crucial for the organizational health and continuity.

The voting period was open from 18 May until 31 May 2020. The INQAAHE General Assembly approved the 2019 Annual Report and 2019 Financial Statements.

You can find the [detailed results](#) on our website. Thank you for your cooperation.

New INQAAHE members

INQAAHE warmly welcomes the following new members:

- Fareeda Khodabocus, Affiliate, Mauritius
- Logos University International, Unilogos, Associate, United States of America
- Turkish Higher Education Quality Council (THEQC), Full, Turkey

INQAAHE

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Quality Matters (QM) is an international non-profit organization that provides tools and professional development for quality assurance in online learning.

qualitymatters.org

INQAAHE

News from members

Africa

New quality assurance framework for the Council on Higher Education (CHE)

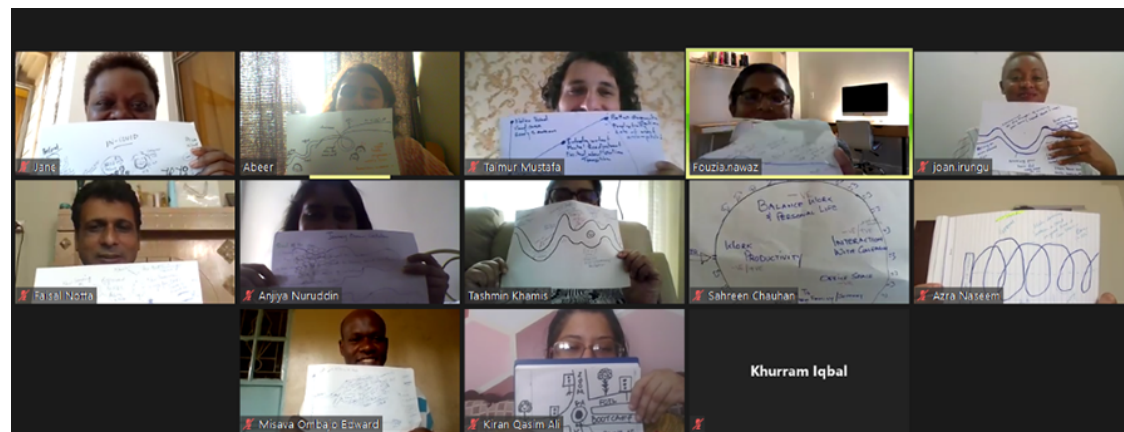
The CHE is in the process of conceptualising a new Quality Assurance Framework (QAF). This is being done through a consultation process with stakeholders and by multiple teams of peer experts conceptualising different parts of the framework. Two research studies informed the development of the framework. These were a historical analysis of the CHE and its external QA functions, and an international benchmarking of external quality assurance.

Following the conceptualisation of this project, the CHE will undertake large scale capacity development with the HEIs on improving their internal QA systems.

Online learning: opportunity within a crisis

The Network of Quality, Teaching and Learning (QTL Net) at AKU has led the move to e-learning through capacity building of faculty and students to ensure continuity in education.

Dr Tashmin Khamis is the Vice Provost of Quality, Teaching and Learning at AKU and she has shared her account of how the team has worked with other departments to ensure a smooth transition into online learning, under the leadership of Azra Naseem, Associate Director of Blended and Digital Learning, in an article entitled, [Online learning: opportunity within a crisis](#).



AKU QTL Net team share their journeys through the pandemic as they have assisted faculty, staff and students to transition to remote and rapid online teaching

Arab region

Bahrain

BQA evaluates remote learning within the Kingdom of Bahrain

Following the suspension of on-site learning on in Bahrain on 17 March, the [BQA](#) was directed to ensure the effectiveness and quality of online education during current exceptional circumstances.

Commenting on the assessment process, the Chief Executive of BQA, Dr Jawaher Shaheen Al-Mudhahki, highlighted BQA's evaluation processes are in line with the Royal Decree No (83) of 2012. The CE further highlighted BQA's critical role in publishing and encouraging good practices for education and training institutions.

The BQA Chief Executive also emphasized Team Bahrain's exceptional role, led by HRH the Crown Prince, in supporting national efforts to combat COVID-19, and ensuring the success of distance learning system adopted by the Kingdom.

Lebanon

USEK Online International Summer School 2020

This summer, the [Holy Spirit University of Kaslik](#) (USEK) decided to launch an Online International Summer School to provide students the opportunity to virtually learn about Lebanon, its culture and language, as well as the Middle East region. In addition to online interactive classes and learning activities, the USEK Online International Summer School includes virtual cultural and social activities to understand more the current scene in the Middle East.

Asia-Pacific region

Australia

Experts from 19 countries join THE-ICE Webinar Series to explore the impact of COVID-19 on THE education and industry

As businesses and institutions around the world face the impact of the COVID-19 crisis, [THE-ICE](#) have created a forum for knowledge and information sharing and peer support through THE-ICE Webinar Series.

THE-ICE has received an overwhelmingly positive response to the webinars, with attendance from more than 40 institutions and organisations across 19 countries on 4 continents. Although participation in THE-ICE Webinar Series is exclusive to representatives of THE-ICE member institutions, [recordings and key takeaways from all webinars](#) are made publicly available on THE-ICE website after the events.

TEQSA update

The Tertiary Education Quality and Standards Agency (TEQSA) welcomed a fourth Commissioner in June. Professor Peter Coaldrake AO brings a wealth of experience to TEQSA, drawn from his extensive national and international higher education service and leadership and his comprehensive understanding of Australia's higher education sector, quality assurance and regulatory standards.

TEQSA has been busy working with the sector to support Australian higher education providers through the COVID-19 pandemic. This support has included developing an [online learning good practice](#) resource which provides practical examples for providers transitioning to online delivery. To compliment this, TEQSA ran a six-part webinar series, *Going online: R(e)imagining teaching and learning*, where experts discussed practical strategies to transition to online learning. The

series was recorded and all episodes, and a learning document answering questions raised through the webinar series, are now [available on the TEQSA website](#).

Last year, TEQSA commissioned a group of scholars to share research, develop and deliver a suite of workshops and create a toolkit to assist integrity practitioners with promoting academic integrity and addressing contract cheating within their institutions. The [beta-release of the toolkit, including the workshop materials](#), is now available on TEQSA's website for feedback from the sector. To support the toolkit, [a conversation with Dr Guy Kurtis](#) is now available as part of the TEQSA Talks podcast series.

Bangladesh

Blended Learning Centre to caters to students

Like other countries, COVID-19 has also struck Bangladesh, with the global and local lockdown affecting the higher education sector. DIU has continued its own unique system or platform for higher education, the [DIU Blended Learning Center \(BLC\)](#), supporting academics and students to interact more easily and conveniently.

The Institutional Quality Assurance Cell (IQAC) has also been approached to take the initiative in the automation of education and is now working with DIU, the Artificial Intelligence (AI) Team and Software as a Service (SaaS) Team to implement the design to establish mechanisms for the evaluation and monitoring of the BLC.

Pakistan

Riphah International University Islamabad Pakistan introduces Peer Review Mechanism for Assessing Quality of Online Courses

The COVID-19 Pandemic has caused a paradigm shift in higher education delivery across the globe.

To address the emerging issue of measuring the quality of online courses, the Quality Enhancement Cell (QEC) of [Riphah International University](#), Islamabad, Pakistan has devised various mechanisms including the Peer Review of online courses being offered.

The mechanism comprises experts designated by the faculty management, reviewing courses based on a 'Course Quality Rubric', which is a scaled down version of the Blackboard Exemplary Online Course Quality Rubric. The Course Quality Rubric comprises fourteen parameters categorized under four standards, namely, Course Design, Interaction and Collaboration, Assessment, and finally Learners support. Each faculty member will have at least one of their courses reviewed through this mechanism every semester. The first peer review through this mechanism was completed in Riphah by 15 June 2020.

Online teaching initiative taken by Government College Women University Faisalabad

Following direction from the Higher Education Commission to minimise disruption caused by the COVID-19 pandemic, [Government College Women University Faisalabad](#) has successfully taken the initiative and shifted to online mode of instruction.

Under the leadership of Professor Dr Robina Farooq, VC, GCWUF, a functional, effective and operational LMS has been developed to provide information, track progress and coordinate activities of online teaching. Training was also provided to teaching staff, while the high percentage of student participation in the HEC Survey (97.99 per cent) shows that a majority of students have registered and connected with the University Learning Management System for the implementation of online education.

HEC Panel Visits JSMU

The Higher Education Commission conducted its Institutional Performance Evaluation and Post Graduate Programs review of [Jinnah Sindh Medical University](#), Karachi in January 2020.

The visit was conducted by two teams comprising the senior officials from HEC and from other peer universities. The HEC Teams reviewed institutional reports and program review documents along with the available evidence, validated during the interaction with Deans, the Registrar, institutional and support department heads, faculty and students of all levels. The Vice Chancellor, thanked the team for their valuable input and assured compliance.



GIK Institute efforts to make an impact during COVID-19

The [GIK Institute](#), Pakistan, has established a medical team and monitoring committees, while GIK Medical Center has been equipped with all necessary medical equipment and other supplies to help combat the COVID-19 pandemic.

While students have been sent to their homes, Project Topi, a student-based society has been working since the pandemic started to make sure the under-resourced families living near the Institute are provided with a monthly ration package. So far, 350 bags have been distributed. Project Topi is currently running its operations remotely with immense help from advisor, D Tehseen, 15 other student societies and the GIK administration.



GIK Medical Team ensuring precautionary measures

Eastern Europe

Ukraine NAQA update

The pandemic did not stop the work of the [National Agency for Higher Education Quality Assurance](#) (NAQA). Since the beginning of the nationwide quarantine, NAQA has successfully completed about 300 online accreditations.

According to the experts' survey and interviews of the universities' administration, the quality of the accreditation expertise remains high, with 78 per cent of experts confirming that outcomes of the online evaluations are the same or even better than of the face-to-face ones.

International communication and cooperation are also continuing – during the quarantine a number of [meetings](#) were held with foreign colleagues, including representatives of the QA Agencies from France, Lithuania, Sweden and Belgium.

On 3 June, there was an online ceremony for the [signing of the memorandum of cooperation](#) between NAQA and NCEQE (Georgia). NAQA representatives also took part in the online [evaluation visit within the ERASMUS+ EDUQAS](#) project. To ensure effective communication with stakeholders, NAQA has launched a number of public relations projects via the [NAQA website](#) and its [Facebook](#) page.

Russia

QA in Russian HE: Online workshop *Evaluation of educational programmes in accordance with ESG and best practices of European QA agencies*

On 24 April, Russian Register conducted an online workshop, *Evaluation of educational programmes in accordance with ESG and best practices of European QA agencies* as one of the events of Erasmus + project *Quality Assurance in Russian Higher Education: integration with European approaches – integration into European space*.

The purpose of the event was to discuss the structure and content of the requirements of the QA model developed by the Russian Register to ensure the goals of international accreditation of educational programmes. Over 40 participants took part in the workshop. The participants represented various target groups of the goals of the project: academic and professional communities, heads of degree programs, students and graduates of educational institutions, staff of QA agencies, educational supervisory bodies, research and academic staff, experts and other stakeholders.

Currently, the project team is processing the results and is preparing the adjustments to the presented model.

Turkey

THEQC - Turkish Higher Education Quality Council

In Turkey, around 8 million students are enrolled in a total of 207 higher education institutions as of the 2019-2020 academic year.

Unlike many other countries, a system defined as Emergency Remote Teaching that

encompasses the entire country, has been established amidst the COVID-19 pandemic and teaching has been undertaken remotely and on digital platforms. HEIs employed different methods according to their infrastructure and number of students.

The total number of courses offered by universities in the spring semester of 2019-2020 academic year was 736,341 and almost 90 per cent of these courses were offered online.

With the online delivery of all programs in HEIs, ensuring the quality assurance of distance education has become the top priority on THEQC's agenda. During this process, [THEQC](#) aims to guide higher education institutions on the components, principles and quality indicators of the quality assurance system in distance education.

Currently, THEQC continues to work on organizing virtual site visits to HEIs within the institutional external evaluation and accreditation programs. In the meantime, THEQC will develop a hybrid model where remote site visits will be integrated to traditional site visits.

Western Europe

Cyprus

CYQAA Policy during the COVID-19 Pandemic

The [Cyprus Agency of Quality Assurance and Accreditation in Higher Education](#) (CYQAA) has restructured its priorities to prevent problems and closely monitor the situation caused by the COVID-19 pandemic and the impact that this has on higher education institutions and students.

Within the framework of its competencies, CYQAA has taken action to support higher education institutions, students and academic personnel, during this period of crisis, including postponing scheduled external evaluations and designing a process to conduct these online; providing advice around alternative forms of teaching and advising institutions on mid-term and final exams.

Germany

Virtual On-Site Visits as part of Program Assessment

From the middle of March, [evalag](#) (Evaluationsagentur Baden-Württemberg) offered HEIs the

possibility to replace on-site visits in ongoing procedures with video conferencing.

Virtual on-site visits require different preparation with regard to the schedule, organization and contents. Since video conferences are more exhausting to participants than personal meetings, welcome rounds and icebreaker intros and a list of all participants with name and position were introduced. The duration of discussions should not exceed 60 minutes with significant breaks in between and the host of the meeting should be able to control access to meetings (e.g. via waiting-room functionality). Moreover, moderation and logging responsibility have to be separated. Participants should also be requested to speak only after being invited to reduce audio problems.

During recent months, evalag has gained experience with virtual on-site visits (at technical universities as well as arts academies), expert meetings and online seminars. Responses from both universities and experts are mainly positive, with little critical feedback regarding personal contact perceived as missing. As a conclusion, evalag considers offering virtual on-site visits as an alternative to face-to-face meetings in future, as this could reduce travel costs and the ecological footprint of quality-ensuring activities.

Norway

Norway is first to join new Global Recognition Convention

In June, Norway became the first country to join UNESCO's new Global Recognition Convention. This represents a first milestone on the path to the full implementation of the Global Convention.

In a recent piece in [University World News](#), NOKUT leadership demonstrates how the COVID 19-crisis makes the Global Convention even more relevant, and how disrupted learning and admission make it more important than ever for national authorities to adopt flexible and quality assured recognition practices that are adapted to the post-crisis situation.

Spain

AAC-DEVAs call for international evaluators

The Directorate for Evaluation and Accreditation (DEVA) is an independent unit of the Andalusian Agency of Knowledge (AAC), whose aim is the assessment, accreditation and certification of quality of universities and higher education institutions in Andalusia. It covers the fields of institutional and educational programmes quality assessment, teaching staff accreditation and

research evaluation.

AAC-DEVA seeks to increase the number of international evaluators that collaborate in its activities and launches this call for academics, professionals and students with expertise in quality assurance and good knowledge of Spanish to [join its expert database](#) by submitting the required information.

If you need more information, please send your enquiries to deva.aac@juntadeandalucia.es

United Kingdom

QAA: Collaboration during COVID-19

QAA has produced a series of publicly available guidance and discussion pieces, covering approaches to digital assessment, academic integrity and the security of awards. Recently, QAA published [Preserving Quality and Standards Through a Time of Rapid Change: UK Higher Education in 2020-21](#), which looks ahead to the next academic year.

Whilst aimed primarily at UK providers, it contains information and advice relevant to a global context, and all resources are accessible through our [COVID-19 support and guidance website](#). Resources with a specific international outlook include a selection of [effective practice examples in TNE during the pandemic](#) and a summary of QAA's International Partners' Forum discussions where quality agencies from 22 countries discussed shared challenges, solutions and reflected on what longer-term change the pandemic might bring.

QAA has also worked with a range of professional, statutory and regulatory bodies regarding their accreditation of degree programmes, to seek to secure flexibility for students and providers during this challenging time. We have developed a [QAA Quality Discussion Forum](#) with 440 members, and had over 1,500 delegates attend webinars and online events to facilitate discussion and create supportive communities of practitioners.

Looking ahead the UK sector is considering [numerous key questions](#) for 2020/21. QAA has convened discussions with key UK HE sector leaders and amongst the key themes identified are the need for a new taxonomy to define precisely what we mean by the various words used to describe virtual delivery (publishing in mid-June) and addressing digital poverty and accessibility issues. Other work is on offering students flexibility through micro-credentials and portability of learning.

QAA is keen to collaborate with INQAAHE members about their COVID-19 responses and invites them to contact Stephanie Sandford, Director of International and Professional Services at s.sandford@gaa.ac.uk.

UK NARIC launches the TNE Quality Benchmark and new resources

UK NARIC, building on its mission to engage internationally to facilitate the recognition of international qualifications, has launched the TNE Quality Benchmark (TNE QB). It serves the primary purpose of improving international understanding and confidence in TNE qualifications, with a view to improving the recognition climate for TNE of demonstrated quality and standards. It ultimately aims to support the global mobility of TNE students for employment or further study, and the growth of quality and relevant TNE provision.

The benchmarks underpinning TNE QB, the TNE International Standards, have been developed in close alignment to international guidelines, including the UNESCO/OECD [Guidelines for Quality Provision in Cross-Border Higher Education](#), and the INQAAHE [Guidelines of Good Practice in Quality Assurance](#). Specific consideration has also been given to the UNESCO [Global Convention on the Recognition of Higher Education Qualifications](#).

More information can be found on the [NARIC website](#). UK NARIC looks forward to engaging with key stakeholders internationally in implementing the TNE QB scheme.

UK NARIC has also made available new resources to assist providers navigating the changing and uncertain global education environment as it comes to terms with the COVID-19 crisis. These include:

- A new [Guide to Recognition Issues in International Distance Learning](#) outlining national approaches to the recognition of international distance learning, with a focus on China, Hong Kong, India, Malaysia, Nigeria, Oman, Pakistan, Singapore and Sri Lanka, with further countries in a follow-up publication.
- A blog [charting the impact of COVID-19 on education](#), tracking announcements on school closures and changing exam arrangements worldwide, and publishing these, as announcements are made.
- A more detailed briefing paper, focusing on the [effects of COVID](#) on the education and exam systems of selected key countries.

For more information on the TNE QB scheme and other resources at UK NARIC, please contact Fabrizio.Trifiro@naric.org.uk.

A EUniQ partnership to kickstart a European QA framework for European Universities

To provide support for the European University alliances between higher education institutions across Europe, the partners of the EUniQ project are currently working on developing a European quality assurance framework.

NVAO has always been an active supporter of the Bologna Process and cross-border European Higher Education and is proud to coordinate the EUniQ project on behalf of the Flemish Ministry of Education and Training.

In this longread, Axel Aerden (Managing Director Flanders) and Mark Frederiks (International Policy Coordinator) share their thoughts on EUniQ, NVAO's mission, the challenges ahead and what we've learned from the past.

- [Read the full article](#)



ENQA facilitates sharing of EQA practices in the time of COVID-19

In response to the impact of the pandemic on quality assurance agencies, the [European Association for Quality Assurance in Higher Education](#) (ENQA) is facilitating the sharing of practices between its members and affiliates.

These resources, accessible also to non-ENQA members, include a social media campaign across [Twitter](#), [LinkedIn](#) and [Facebook](#) to encourage agencies to share their policies, practices and resources under the hashtag #QAfromHome.

ENQA has also produced a [collection of case studies](#) from ENQA members and affiliates sharing their experiences and resources on adapting the circumstances of the pandemic. Actions and challenges covered include dealing with legal obstacles for recognising online education and extending accreditation validity, moving site visits online, maintaining dialogue with stakeholders, and providing support and guidance to higher education institutions. The document will be updated on a rolling basis.

There is also a dedicated [webpage which gathers ENQA's actions and resources relating to COVID-19](#).

Latin America and the Caribbean

Costa Rica

SINAES Costa Rica opts for virtual reality to continue its work during the pandemic

The Official Superior Education Accreditation Agency in Costa Rica (SINAES) has switched to online practices to continue its work while abiding by health recommendations during the pandemic.

In addition to adopting virtual visits and processes for 33 affiliated institutions, SINAES has also organized seven virtual academic activities for 700 participants.

Videos from each of these is available on the [SINAES YouTube channel](#).

Mexico

CACECA Hub of Education Resources

CACECA have developed an [online resources hub](#) to help facilitate distance learning to support institutions, teachers, students and parents during and after the COVID-19 crisis.

Within the Hub you will find free educational tools, resources, tutorials, online courses, relevant platforms and category media for all educational levels, which CACECA hopes is of value to institutions in Mexico and LATAM.

Contact: experiencia@cacsla.org



Northern America

United States of America

QM Bridge to Quality Course Design Guide

How to Pivot from Remote Instruction to Quality Online Learning?

Based on the overwhelmingly positive feedback from the international community on QM's Emergency Remote Instruction Checklist (HE & K-12) and the continued need to help institutions and faculty pivot from remote instruction to quality online education, [Quality Matters](#) has developed the [QM Bridge to Quality Course Design Guide](#), which is free and available now to the global education community.

This course design guide provides you with a road map for creating a course with [QM Standards](#) in mind. The phased, iterative approach outlined in the guide is best applied during a multi-week period set aside for course design. Each phase contains two or more sections organized in a tabular display. Each section contains several design steps organized in accordion lists. Additionally, links to helpful resources are provided throughout the guide to better guide the user.

The process and steps recommended represent a path, where applicable, to pivot from emergency remote instruction successes to quality course design based on QM Standards. Users of this guide should view the steps as a progression towards developing a quality online course that may ultimately meet QM Standards in an official [QM course review for certification](#).

We welcome your feedback as you adopt, adapt and apply the guide in assisting your institution and faculty to provide quality online and digital learning environments and help students succeed.

If you have any questions about the Bridge to Quality Course Design Guide or are interested in learning more about Quality Matters, please contact Dr Yaping Gao, QM Senior Academic Director of Member Services and Partnerships, via email ygao@qualitymatters.org or skype [yaping.qm](https://www.skype.com/people/yaping.qm).

INQAAHE

News from QA networks

INQAAHE would like to focus on QA networks in the next issue of our newsletter, which will be published by the end of September 2020. We encourage QA networks to submit their latest news by **13 September**.

INQAAHE

Upcoming events

THE-ICE announces Virtual International Panel of Experts (VIPoE) 2020

THE-ICE will host its first ever Virtual International Panel of Experts (VIPoE) from 26-29 October 2020, ensuring that global industry and academic experts still have the opportunity to come together, share knowledge, and support one another in these challenging times. The theme of the VIPoE 2020 will be *Exploring the Post-pandemic 'New Normal' of TH&E Education and Quality Assurance*.

In light of the COVID-19 crisis and resultant global travel restrictions, THE-ICE 14th IPoE Forum

will now take place during the week of 25 October 2021, hosted by the University of Derby. THE-ICE 14th IPoE Forum will maintain the theme *Securing our Future – Exploring Sustainability in and of Tourism and Hospitality Education*.

[For more information](#), including the proposed programme of THE-ICE VIPoE 2020, please visit THE-ICE website.



INQAAHE

The *INQAAHE Newsletter* is your International Network for Quality Assurance Agencies information hub. This publication aims to provide the latest in Quality Assurance Agencies and industry trends and news to our subscribers. Contributions are most welcome – please email secretariat@inqaahe.org.

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The Catalan University Quality Assurance Agency

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7/20/2020

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