

## Bengaluru Statement 2016 on Next-Generation Quality Assurance of Higher Education

On September 16-17, 2016, in Bengaluru, India, a Global Summit on Quality Higher Education: Sharing Values and Fostering Trust Beyond Borders was held in order to foster trust beyond borders in quality assurance for higher education and to share values related to the growth of internationalization in higher education. As a result of this historic meeting, 16 quality assurance bodies and networks from around the world became signatories to a *Bengaluru Statement 2016 on Next-Generation Quality Assurance of Higher Education*, forming a global partnership to enhance quality in higher education.

The National Assessment and Accreditation Council (NAAC), in cooperation with the Asia-Pacific Quality Network (APQN), hosted an event, which was attended by over 120 delegates from 20 countries. This event also marked the 23rd anniversary of the foundation of NAAC.

*The Bengaluru Statement – 2016* emerged from deliberations of all event partners, organizers and key experts and was presented to the assembly by Dr. Jagannath Patil, Convener of the Global Summit and Prof. D. P. Singh, Director of the NAAC.

The Statement expressed intent and aspirations for:

- Cooperation among quality assurance networks and organizations to dissolve boundaries for quality higher education.
- Endeavouring to foster trust beyond borders in higher education quality assurance.
- Sharing global information resources.
- Promoting values and ethical practices in quality assurance.
- Sharing and promoting good practices.
- Strengthening of capacity building.
- Developing strategies and resources for next-generation quality assurance in the age of technology.
- Resource mobilisation for quality assurance.
- Strengthening professionalism in quality assurance.



## *Anthology of Exemplary Practices of Vice-Chancellors*

by

*Peter A. Okebukola (Nigeria, Chair of CHEA/CIQG Advisory Council)  
Published by Okebukola Science Foundation (September 2016)*

*Review by Stamenka Uvalić-Trumbić,  
CHEA Senior Advisor on International Affairs*



This anthology, presented at the 8<sup>th</sup> International Conference on Quality Assurance in Higher Education in Africa (Windhoek, Namibia, 19-22 September 2016), aims to give Vice-Chancellors (presidents) insights into good and bad practices in their leadership of universities.

The *Anthology* summarises some 250 case studies provided by nearly 50 vice-chancellors with a majority from Nigeria. It describes the duties of the office, the attributes of the more successful vice-chancellors and good and bad practices culled from visitation panel reports. It goes on to propose exemplary practices for proprietors, councils/boards of trustees, other principal officers, staff, students and academic programme implementation.

Some of the most relevant attributes of vice-chancellors for combatting academic corruption and promoting integrity are:

*“Get fully acquainted with the Act, Statutes, Rules and Regulations....”*

*“Protect the university from political or other external interference as far as possible, using the Act and Statutes as guidelines.”*

*“Never, ever compromise on integrity. And be ruthless, within the powers granted to the university under its Acts and Statutes, towards any corruption and malpractice – whether they be staff or students.”*

*“Never badmouth the university or its staff when off campus.”*

*“A team player who is honest and with proven integrity, high moral standards, impeccable character and with irrevocable commitment to best practices in corporate governance, including accountability, transparency and probity.”*

*“Maintain good relations with politicians in both government and opposition parties.”*

*“When threatened, call the bluff.”*

*“Maintain distance – no close buddies on campus.”*

*“Don't be too impressed by Harvard, Oxford and others.”*

Some of the bad practices of vice-chancellors taken from visitation panel reports are as follows: contract splitting (splitting a single contract into smaller elements within the approval limit of the vice-chancellor), imprudent management of university resources, excessive overseas travel, hobnobbing with politicians and not implementing directives from visitation panels.

The anthology provides an extensive list of “good responses” to some challenging and wide-ranging issues. An example is a recommendation regarding the deluge of applications for “international” conference attendance, which notes that some national conferences have international importance. Another is to avoid turning the university into an “old boys network” or converting the university into a family firm by employing family members throughout the institution.

The text is an absorbing handbook for vice-chancellors in English-speaking African countries. Its authentic real-life cases provide helpful guidance for this leadership role. It can also be useful for leaders in other countries since many of the cases presented have global relevance.

The 2016 CHEA/CIQG-UNESCO/IIEP *Advisory Statement for Effective International Practice in Combatting Corruption and Enhancing Integrity: A Contemporary Challenge for the Quality and Credibility of Higher Education*, which is an appendix to the *Anthology*, is an excellent international complement to the national cases that the *Anthology* cites.

Paris, November 5, 2016

# BECOME A CIQG MEMBER

The CHEA International Quality Group (CIQG), a division of the Council for Higher Education Accreditation, plays an essential role in advancing international quality assurance, whether as a thought leader, a convener of colleagues to address higher education quality or a reliable partner committed to working with organizations and individuals from all parts of the world to respond to the many challenges we all face.

One of the main commitments of CIQG is to encourage and cultivate relationships to strengthen international understanding and cooperation through sharing of international experiences and to further improve quality in higher education around the globe. CIQG also seeks to remain at the forefront of quality assurance issues, such as the challenge of combatting academic corruption, and to further our shared understanding of quality. There are a variety of activities and programs each the year, including webinars, workshops, camps and the CHEA/CIQG Annual Meeting.

CIQG members receive all publications and bulletins, discounts on registrations for the CIQG Annual Meeting, invitations to Webinars and consultation services available on a fee-for-service basis. Memberships support CIQG's important activities, such as the development and distribution of the *CIQG Quality Principles* in 2015, an articulation of fundamental commitments for quality assurance across borders; the *CHEA/CIQG Quality Platform*, a new and innovative form of external quality review for new, innovative providers of higher education, and focused on assuring quality as this emerging sector attracts students in many countries; and the *CHEA/CIQG - IIEP-UNESCO Advisory Statement on Combatting Academic Corruption*, which explores the role of quality assurance in combatting corruption. Members are eligible to become signatories to *Memorandum of Affiliation* (MOA), an agreement to affirm and use the *CIQG International Quality Principles* in the ongoing quest for effectiveness in higher education.

Please *complete and submit the CIQG membership application* and join us in working together on the vital issues of quality and quality assurance in higher education.



## Introducing Susanna Karakhanyan

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

*In addition to serving as president of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), Susanna is the immediate past president of the Accreditation Commission of the National Center for Professional Education Quality Assurance in Armenia and the quality assurance section manager of the Abu Dhabi Education Council in the United Arab Emirates.*



*Interview conducted by Brian “Blu” Christopher Kelley, Director, CHEA International Quality Group (CIQG) in November 2016*

### **Question #1: How did you become interested in quality assurance?**

The motivation behind working while at high school came from the university admission requirements, where work experience played some role in becoming a student in then still-elite higher education system. Prior to my experience at the University of Pennsylvania with educational leadership and policymaking, I had grown interested in the subtleties of leadership, governance, administration and management. I believe a way to successfully manage an educational institution is through establishment of constructive leadership practices, of which quality culture should be a center point. Of course, I believe in the bottom-up approach, while being convinced that top-down equally matters. Further on, when I pursued my PhD in the Netherlands, I closely researched the implementation of Bologna Declaration, including quality assurance as one of its major action lines, in different contexts. Thus, my journey in quality assurance started well before Armenia joined the Bologna Process in 2005, but it became more practical when quality assurance systems were to be established externally and internally in Armenian higher education.

I started my career in education when I was still at high school by working some hours at a kindergarten. The Soviet system of education, with all its downsides, was successful enough for the planned economy and had also advantages of linking higher education with labor market.

### **Question #2: Reflecting on your experiences in quality assurance, you have witnessed many changes in the quality culture. How has it shaped your thinking, and has it changed the way you perceive quality and the need for it in higher education?**

The changes in quality culture were indeed many, especially considering the major transformations I witnessed throughout my educational and working experience in a diversity of cultures and contexts. The more higher education systems I experienced, the more I became convinced that nothing matters more than the context and culture in which you operate. You might have brilliant theories on quality, quality culture and its operationalization, but the major impact on their formation and ultimate nature is shaped and molded by the context and culture in which you plant them. Indeed, there is no one model that would fit all, especially considering the diversity of provisions higher education enjoys now. You cannot have “fitness for purpose” or any other concept



*(continued on next page)*

work for all, no matter how flexible the definition of quality is. I am also wary of the copy-and-paste of quality models from more developed to developing systems. From my experience, I saw also distractive power of “quality and quality assurance” on higher education systems, and they were many. The only way forward is through an in-depth inquiry into a system’s needs and respective extensive capacity building, an element of quality culture which is mostly neglected because of a rush to set up a system in compliance with some national or international directives or to establish an equivalent of a well-known system. Quality is culture- and context-specific and it has to be built on from inside, rather than by diffusing and transferring from outside, artificially causing the problems that would not be even there in the first place.



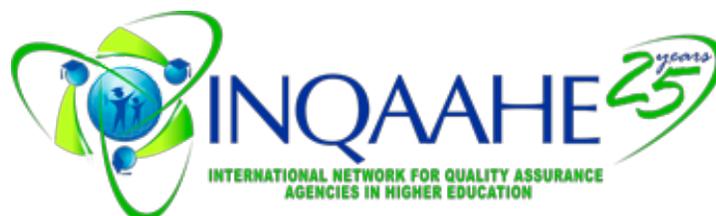
**Question #3: As the newly elected President, what are your objectives and goals for INQAAHE’s future?**

I am strongly convinced that the need to promote INQAAHE’s efficiency, relevance, and impact/influence should be the center point to nobly respond to the needs of a better performing tertiary education in the ever-changing environment. INQAAHE, being an inclusive organization, should capitalize more on deeper and wider involvement

of its members in all the INQAAHE activities geared towards quality enhancement.

To promote efficiency in its operations, we need a new model of INQAAHE management, with clearly articulated functions and, maybe, with a permanent office holders led by the Board of Directors. Financial sustainability through diversification of revenue channels is another major aspect to work on.

Our next major strategy should be continuous capitalization on the relevance of operations. INQAAHE needs to work more and closer with higher education systems in different countries and their governments, in particular, to support them in dealing with the challenges that higher education faces.



Last, but not least, it is INQAAHE’s impact and influence worldwide that we need to further build on. As an umbrella network, it makes major investments to explore the impact of external quality assurance worldwide, and to identify the trends and respond to them. INQAAHE *Guidelines of Good Practices* (GGPs) should serve as a lighthouse in this journey leading to improvement of the quality of higher education provisions. The newly revised GGPs should be supplemented with more than one alignment procedure opening up opportunities for recognition of quality assurance providers.

**Question #4: What will INQAAHE’s role be in furthering the development and integration of practices into the QA community?**

At this turning point in the evolution of tertiary education and quality assurance, there is a major need to join efforts to face the challenges. Quality assurance, having evolved throughout over a century (starting with the United States and then moving globally) is now entering the phase where majority of governments have come to acknowledge its major role as a driver of relevance and efficiency in higher education provisions, in general. INQAAHE, being an umbrella organization for

quality assurance providers internationally is well positioned to assume the role of nurturing the culture of collaboration, inclusiveness and efficiency along with the lead organizations that deal with quality assurance in higher education. A good start would be to set up a platform to tackle the United Nations Sustainable Development Goal 4 from the higher education perspective by joining efforts with the lead quality assurance networks and organizations in our support to governments worldwide.



# 2016 Conference of the European Association of Distance Teaching Universities (EADTU)

*Online, Open and Flexible Higher Education  
Rome, Italy, 19-21 October 2016*

by

*Sir John Daniel, Contact North, Canada*

At its October 2016 congress in Rome, titled *The Online, Open and Flexible Higher Education Conference*, the European Association of Distance Teaching Universities (EADTU), devoted a strand to the theme: “Empowering universities for excellence in higher education, improving the quality of higher education.” The fifteen papers on this topic can be found in the proceedings of the conference.\*

A lead paper authored by Stamenka Uvalić-Trumbić on *Innovative Forms of Quality Assurance for Innovative Programmes* addressed quality assurance issues directly and reported on Council for Higher Education Accreditation International Quality Group (CHEA/CIGQ) initiatives, including the *Quality Platform*, the *CIQG International Principles: Toward a Shared Understanding of Quality* and the *Advisory Statement for Effective International Practice - Combatting Corruption and Enhancing Integrity: A Contemporary Challenge for the Quality and Credibility of Higher Education*. The other papers in the strand were devoted to various approaches to improving quality in distance and online learning. These were impressively pan-European in scope, with contributions from Belgium, Cyprus, Denmark, Finland, Germany, Greece, Ireland, Italy, The Netherlands, Romania, Spain, Switzerland and the United Kingdom (UK).

A majority of papers focused on the improvement of teaching, several of them addressing ways to help lecturers use learning technologies more effectively through training and mentoring,



the use of student evaluations and the stimulation of innovation. Two papers examined satisfaction with online learning on the part of students and faculty respectively, while two others assessed institutional and national approaches to quality improvement.

A particularly significant presentation reported on major changes to its teaching and learning system made by the Open University of the Netherlands in order to address low degree completion rates. By putting more constraints on students through tighter assignment and completion deadlines, retention was increased substantially without any loss of student satisfaction.

An impressive feature of today’s Europe is the extent of multi-national collaboration on research. An example was a comparative study of the role of university libraries in supporting online learning, which involved institutions in Canada, Spain, Germany, The Netherlands and the UK. It found that libraries play an important role in stimulating innovation in teaching, not least through the use of Open Educational Resources.

\*[http://conference.eadtu.eu/images/Proceedings/Conference\\_proceedings\\_2016\\_defcompressed2.pdf](http://conference.eadtu.eu/images/Proceedings/Conference_proceedings_2016_defcompressed2.pdf)



# UNESCO's 2018 International Conference on Quality Assurance in Higher Education

by *Stamenka Uvalić-Trumbić*,  
*CHEA Senior Advisor on International Affairs*

Within the broader United Nations Educational, Scientific and Cultural Organization (UNESCO) Sustainable Development Goals, *the 2030 Incheon Declaration and Framework of Action: Towards inclusive and equitable quality education and lifelong learning for all* (May, 2015)<sup>1</sup> and the *Qingdao Declaration* (May 2015)<sup>2</sup>, UNESCO is organising two important events. The first is an International Conference on Quality Assurance in Higher Education in the second semester of 2018 in Paris. The conference will focus on quality assurance as a key challenge in responding to the transformation higher education is facing in the years to come. The 2018 conference will provide ideas and suggestions for the UNESCO 2020 World Conference on Higher Education.



The 2018 International Conference on Quality Assurance will be preceded by a number of regional events in Africa, Asia and the Pacific, the Arab States, Europe, Latin America and the Caribbean and North America to reflect the diversity of developments in these areas and demonstrated contexts. Specific challenges that higher education faces at a time when the quality assurance of higher education is required to innovate and adapt to the challenges posed by massification of enrolments, diversification of provision (including alternative higher education providers), the digital transformation of higher education, the needs of the labour market and many others.



The objectives of the conference are to initiate a dialogue among stakeholders on the role of higher education and quality assurance in socio-economic development, to identify challenges for quality assurance in the diversification of higher education provision and to produce a list of recommendations for the further enhancement of quality in higher education consistent with the sustainable development agenda.

A Steering and Organizational Committee has been set up for the preparation of the International Conference. CHEA/CIQG is member of the Steering Committee as one of the partners, working with others such as the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the Commonwealth of Learning (COL), the International Association of Universities (IAU), and the International Council for Distance Education (ICDE). The partners will play a prominent role in events leading up to the 2018 Conference, by contributing to regional events and the Paris Conference itself. The Steering Committee had its first meeting in Paris on October 25, 2016.

- 1 *Education 2030, Incheon Declaration and Framework for Action, Towards inclusive and equitable quality education and lifelong learning for all, UNESCO – ED-2016/WS/2, retrieved 2016/11/07 at:*  
<http://www.uis.unesco.org/Education/Documents/incheon-framework-for-action-en.pdf>
- 2 *QINDAO DECLARATION, UNESCO International Conference on ICT in post-2015 Education, 23-25 May, 2015, PR China, retrieved 2016/11/07 at:*  
[http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/Qingdao\\_Declaration.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/Qingdao_Declaration.pdf)



## What is the *Quality Platform*?

The *Quality Platform* is an innovative form of external quality review of the performance and effectiveness of the non-institutional (alternative) provider of higher education offerings. It is focused on assuring quality as this emerging sector attracts students around the world.

## What are innovative providers?

Innovative or non-institutional providers offer higher education experiences but operate apart from traditional colleges and universities. These include companies that provide Massive Open Online Courses (MOOCs), bootcamps, and companies that provide online courses in a variety of areas, such as hospitality, engineering, nursing and general education.

# CHEA/CIQG QUALITY PLATFORM

## Why is it important to be a *Quality Platform* Provider?

The emerging non-institutional sector is becoming an attractive option by which a growing number of students will undertake education. Traditional colleges and universities are developing partnerships with non-institutional providers to offer continuing education offerings. As this trend is becoming part of an already diverse education system, the alternative provider will be required to show expected and actual learning outcomes.

The *Quality Platform* can prove beneficial to the provider, the student, and other stakeholders that seek quality and transparency.



## Who does the *Quality Platform* review?

The review is conducted by a team of experts, including professors and other persons with significant academic faculty or administrative experience or both in traditional

and non-traditional higher education. Individuals from business, government, accreditors and employers who have significant experience or interest in higher education user will serve as team members as well.

## What is the process of becoming a *Quality Platform* Provider?

Providers complete a *Quality Platform* Application, supply and certify background information, submit evidence that the four *Quality Platform* Standards are met (self-review), engage with a *Quality Platform* Team for an external review, and once the review is successfully completed, the non-institutional provider would receive a certificate as a CHEA/CIQG *Quality Platform* Provider. The entire process typically takes three to six months from the date of receipt of an application.

## Is the *Quality Platform* suited to meet your needs as an innovative provider that seeks public affirmation of quality?

Are you an innovative provider? Are you seeking to get ahead of your competition? Are your students expressing the need for these offerings to further education or employment? If you have answered "Yes" to any of these questions, then you may want to become a *Quality Platform* Provider.

To learn more about the *Quality Platform* and how your organization can benefit, please contact us at [chea@chea.org](mailto:chea@chea.org).



# 8<sup>TH</sup> International Conference on Quality Assurance in Higher Education in Africa

(Windhoek, Namibia, September 19-24, 2016)

*Stamenka Uvalić Trumbić, CHEA Senior Advisor on International Affairs*

The Global University Network for Innovation (GUNI)-Africa, the African Quality Assurance Network (AfriQAN) and the Association of African Universities (AAU) organised the 8<sup>th</sup> International Conference on Quality Assurance in Higher Education in Africa (ICQAHEA) linked to the Annual meeting of the African Quality Assurance Network (AfriQAN) and a Symposium of rectors, vice-chancellors and presidents of universities.

The Conference focused on the theme “Multi-dimensions of Innovation in Higher Education in Africa: Towards Enhancing Quality and Accelerating Regional Harmonisation.” 253 participants from 38 countries attended the conference representing a wide range of higher education stakeholders: government, quality assurance practitioners, academics and students from Africa and abroad, including inter-governmental organisations such as the European Commission, the African Union and CAMES (Conseil Africain et Malgache pour l’enseignement supérieur). The European Commission was a co-organiser of the Conference both financially and substantively.

The Conference adopted a *Communiqué*, which noted a series of new and on-going activities presented at the Conference. These included, *inter alia*, the following:

- The Africa-EU Harmonisation, Quality assurance and Accreditation (HAQAA) Initiative, to be implemented from 2016-2019. HAQAA also aims to support a similar Pan-African initiative – PAQAF which focuses on QA practices at the Pan-African level;
- The African Quality Rating Mechanism (AQRM) which is not a ranking mechanism but a tool to facilitate continuous quality improvement of African higher education institutions through self-evaluation exercises and external validation with a view to strengthening local relevance and global competitiveness;
- The Tuning Africa initiative, which involves 107 higher education institutions from 42 African countries in eight subject areas. It aims to develop a curriculum by identifying learning outcomes and competences;
- The first Erasmus+ calls which are now fully open to Africa; and
- The launch of the Intra-Africa Academic Mobility Scheme.

Among the recommendations set out in the *Communiqué*, the following five are of particular relevance:

1. That the African Union Commission should encourage Member States to establish national quality assurance authorities (where they are absent) and Information Centres for the Addis Convention on the Recognition of Higher Education Qualifications;
2. That an African Credit Transfer System should be put in place to facilitate the harmonisation of higher education in Africa;
3. The promotion of quality assurance and peer review of Open Educational Resources (OER), MOOCs that lead to degrees and generally, Open and Distance Learning;
4. The strengthening of internal quality assurance mechanisms, which will not only guarantee continuous quality improvement but also minimize academic corruption;
5. The Adoption of the CHEA/CIQG *International Quality Principles* and the recommendations of the consortium of CHEA/CIQG and UNESCO-IIEP in combatting academic corruption.

It is clear from this Conference, which is an annual pan-African gathering of different higher education stakeholders, that quality assurance is very much at the centre of attention of policy makers at government and institutional level. With a predominance of English speaking countries, it also aims to be inclusive of the Francophone and Lusophone countries with different levels of development in quality assurance. Most of the projects discussed, including the establishment of a Pan-African Quality Assurance Agency, are aiming at Pan-African solutions. However, for a continent as diverse and multilingual as Africa, with different needs and levels of development, this may remain a worthy but unrealistic goal despite the good will, the partnerships being created and the genuine political support.



## *A Framework for Outcomes-Focused, Differentiated Accreditation*

In October 2016, the CHEA International Quality Group published a Policy Brief on differentiated or “risk-based” approaches to accreditation or quality assurance written by Terri Taylor, Amber Saddler, Bethany Little and Art Coleman of EducationCounsel, an education consulting firm in Washington DC. The full Policy Brief is available at [http://www.cheainternational.org/members/protected/pdf/CIQG\\_Policy\\_Brief\\_Vol-8.pdf](http://www.cheainternational.org/members/protected/pdf/CIQG_Policy_Brief_Vol-8.pdf) “Differentiated accreditation” refers to varying the type of review applied to an institution or program, contingent on what is known about its performance. What follows is the chart prepared by EducationCounsel that shows the type of questions that such risk assessments could ask. Together, these elements would allow for a data-informed, balanced judgment about institutional performance.

### *Student profile and outcomes (absolute and changes over time)*

- **Student population.** How many students are served? How many are eligible for federal grants?
- **Retention.** How many and what percentage of students are retained at the institution (using measures appropriate for the sector)?
- **Completion.** How many and what percentage of students graduate within 150 percent of normal time?
- **Loans.** What percentage of the institution’s students take out federal loans? What is the loan repayment rate of the institution’s alumni (including those who do and do not complete their programs)? What is the institution’s cohort default rate?

### *Regulatory history and standing*

- **Accreditation.** Has the institution been in good standing with the accreditor? What issues have arisen that have threatened or changed that status?
- **Financial responsibility.** Does the institution have an acceptable financial responsibility score from USDE? Has it had to produce a letter of credit recently?
- **State authorization.** Has the institution been appropriately authorized to operate by its state? Has it maintained that status?
- **Investigations and lawsuits.** Are any federal or state investigations or lawsuits currently pending against the institution that implicate the institution’s quality and ability to fulfill its obligations to its students?
- **Student complaints.** Can student complaints inform the accreditor’s review?

### *Other risk factors*

- **Enrollment changes.** Has the institution experienced a dramatic enrollment expansion or contraction? Is it using new settings (e.g., online programs) in a significant way?
- **Ownership changes.** Has the institution changed its organizational structure, come under new ownership or reorganized under a new business model?
- **Other.** Has the accreditor identified any other significant event that calls into question the institution’s quality and ability to fulfill its obligations to its students?

### *Where can I find additional information?*

- EducationCounsel. Framework for Risk-Informed, Differentiated Accreditation (May 2016), <http://educationcounsel.com/?publication=framework-risk-informed-differentiated-accreditation>.
- Amber Saddler, EducationCounsel. “This is not your grandfather’s NACIQI”: Takeaways from the June Institutional Quality Review Meeting (July 14, 2016), <http://educationcounsel.com/this-is-not-your-grandfathers-naciqi/>.

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