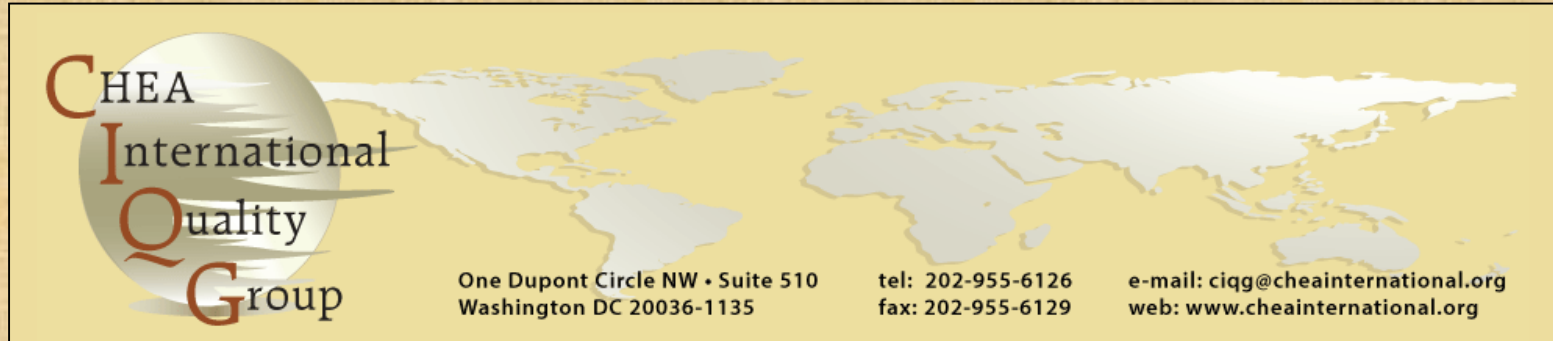


International Quality Principles



By

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Member the advisory Board of CIQG

Board Member of NAQAAE

Washington, 2016





Overview



Relation of the principles with globalization and internationalization



Beneficiary



Dissemination



Frequent asking Questions about the Principles



CHEA International Quality Group

CIQG

A rewarding forum for colleges, universities, accrediting and quality assurance organizations to address issues and challenges focused on quality and quality assurance in an international setting.



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The CHEA International Quality Group (CIQG) is a rewarding and important forum for colleges,

universities, accrediting and quality assurance organizations and others worldwide to address issues and challenges focused on quality and quality assurance in an international setting. The CIQG provides service designed to:

- Assist institutions and organizations in further enhancing capacity for academic quality
- Advance understanding of international quality assurance
- Provide research and policy direction

This venture will bring together people, ideas and resources from around the world to tackle issues ranging from defining quality and addressing rankings to combating degree mills and accreditation mills.



To learn more about the Quality Group, click on the links below.

- Enter CHEA International Quality Group Website
- 2014 CHEA/CIQG Webinar of the Quality Platform: Exploring External Quality Review for Non-Institutional Providers
- CHEA International Quality Group Membership List
- Video: The CHEA International Quality Group
- CIQG Member Logo
- CHEA International Quality Group Membership Application
- CHEA International Quality Group Brochure
- Frequently Asked Questions About the CHEA International Quality Group
- CHEA International Quality Group Advisory Council



Membership in the Quality Group is an additional benefit to current CHEA member institutions as part of their annual dues.



Others eligible for membership in the CIQG – for a nominal fee – include:

- Higher education institutions in the United States that are not CHEA members and are accredited by recognized U.S. accrediting organizations
- Higher education institutions from other countries in good standing with their national quality assurance bodies
- Higher education accreditation and quality assurance bodies sanctioned by government or other competent authorities
- Higher education associations, government agencies, businesses and corporations and foundations



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CHEA INTERNATIONAL QUALITY GROUP INTERNATIONAL QUALITY PRINCIPLES

(May 2015)

Context

The growing international activity within higher education – greater student mobility, expanding faculty exchanges and research collaboration, more cross-border partnerships among institutions and the growing reliance on online or Web-based education – has created a sense of urgency for a shared understanding of educational quality. While any single worldwide regimen of educational quality would be difficult and perhaps undesirable, a shared understanding about the dimensions of quality would be useful. These guiding principles are one effort to move toward such understanding while acknowledging and respecting the many differences of history, culture, beliefs and values that shape our systems of higher education and our perspectives on quality.

Purpose

The guiding principles are intended to serve as a framework for international deliberation about quality in higher education. Their aim is to seek common ground and establish a foundation for understanding quality. The principles may be used to inform discussions of quality, quality assurance and qualifications at the country, regional or international level. The intended audiences include academics and other higher education professionals, students, employers, government officials and the public. They are invited to affirm and use these principles in the ongoing quest for effectiveness and quality in higher education.¹

Principles

1. **Quality and higher education providers:** Assuring and achieving quality in higher education is the primary responsibility of higher education providers and their staff.
2. **Quality and students:** The education provided to students must always be of high quality whatever the learning outcomes pursued.
3. **Quality and society:** The quality of higher education provision is judged by how well it meets the needs of society, engenders public confidence and sustains public trust.
4. **Quality and government:** Governments have a role in encouraging and supporting quality higher education.
5. **Quality and accountability:** It is the responsibility of higher education providers and quality assurance and accreditation bodies to sustain a strong commitment to accountability and provide regular evidence of quality.
6. **Quality and the role of quality assurance and accreditation bodies:** Quality assurance and accreditation bodies, working with higher education providers and their leadership, staff and students, are responsible for the implementation of processes, tools, benchmarks and measures of learning outcomes that help to create a shared understanding of quality.
7. **Quality and change:** Quality higher education needs to be flexible, creative and innovative; developing and evolving to meet students' needs, to justify the confidence of society and to maintain diversity.

¹ These principles are consistent with existing international standards and guidelines such as the 2005 UNESCO-OECD Guidelines for Quality Provision in Cross-Border Higher Education (http://www.unesco.org/education/guidelines_E.indd.pdf); the 2007 INQAAHE Guidelines of Good Practice for Quality Assurance (<http://www.inqaahe.org/main/professionaldevelopment/guidelines-of-good-practice-51>); the 2008 Chiba Principles: Higher Education Quality Assurance for the Asia Pacific Region developed by APQHA (<https://internationaleducation.gov.au/About-AEI/Policy/Documents/ChibaPrinciples2008/ChibaPrinciples2008.pdf>); 2015 Revised European Standards and Guidelines for Quality Assurance (<http://www.ehea.info/news-details.asp?ArticleId=393>).

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May 2015



CHEA International Quality Group

CIQG

provides service designed to:



Assist institutions and organizations in further enhancing capacity for academic quality



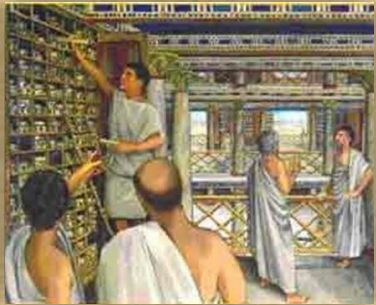
Advance understanding of international quality assurance



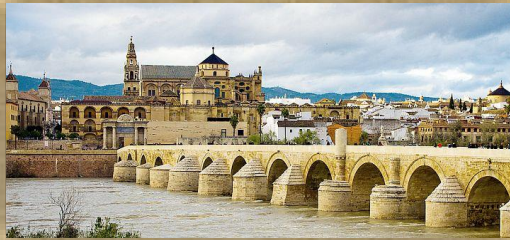
Provide research and policy direction, defining quality and addressing rankings, **combating degree mills and accreditation mill**

Globalization/Internationalization

For centuries there has been international exchange of knowledge and scholars among countries and organizations.



Alexandria



Córdoba



Sorbonne



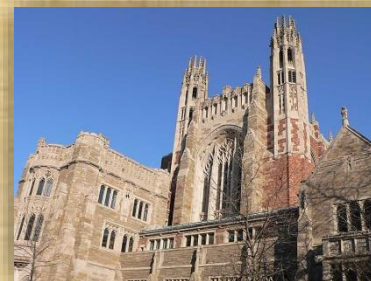
Cambridge



Athens



Florence



Yale



Harvard

Internationalization

Internationalization is both a response to, and a contributing factor facilitating, globalization/internationalization

(Nielsen, 2011)



Internationalization: Quality Assurance

Quality assurance will have positive impacts on campus internationalization, including increasing international reputation, strengthening the provider's global competitive edge, attracting more international students, helping graduates to study abroad and to get a job in a foreign country,



Internationalization: Competitiveness

Nowadays a new trends of competitiveness start to arise between quality assurance agencies



UK Quality Assured

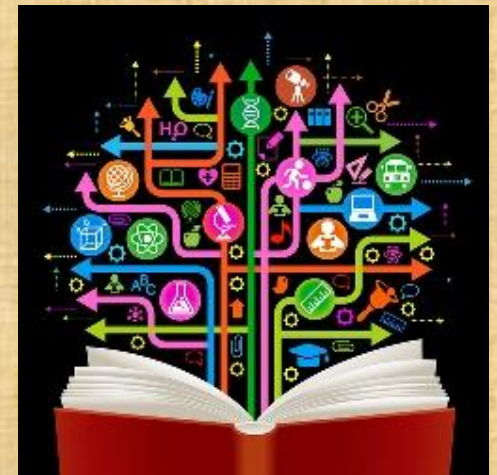
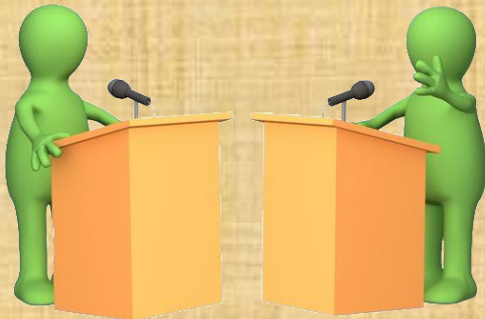
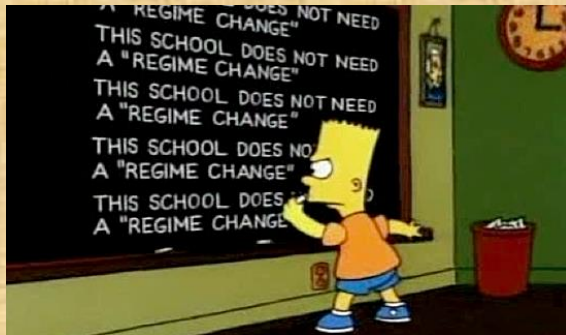


Impact of Internationalization on Higher Education

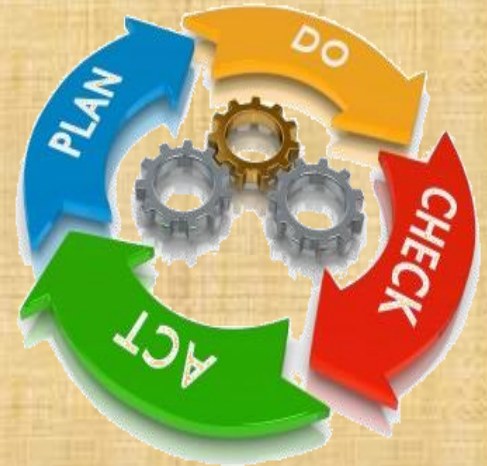
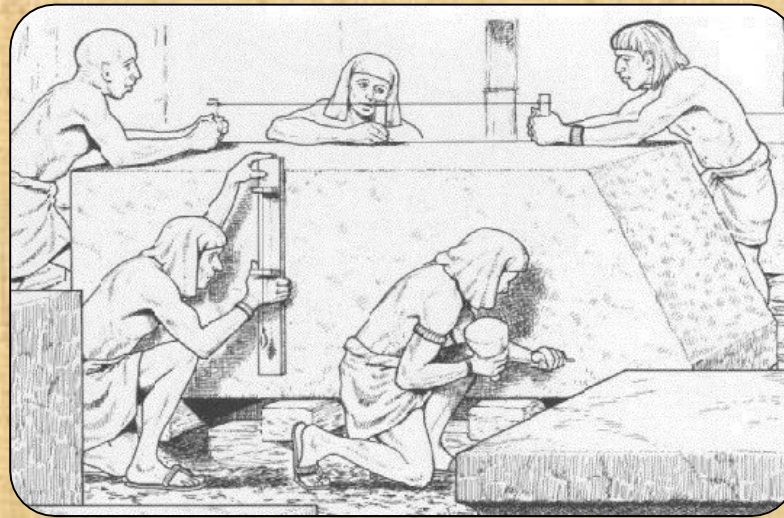
Internationalization has a great impact on Higher Education. It promotes homogenization, disseminate the good culture of QA, cross border flows of idea and information, changing the environment of QA in HE, cooperation and competition between agencies and HEIs



- The emerging regional coherence of QA is a step towards an international debate and system (Fabrice Henard, 2015).
- A “detailed common international genetic code for QA in higher education is needed” (Bollaert, 2014)



- The needs of sets of international principles for quality assurance had arise and the CIQG responded to these needs by developing its international principles



International Quality principle - Context

- **The growing international activity within higher education – greater student mobility, expanding faculty exchanges and research collaboration, more cross-border partnerships among institutions and the growing reliance on online or Web-based education – has created a sense of urgency for a shared understanding of educational quality.**

collaboration

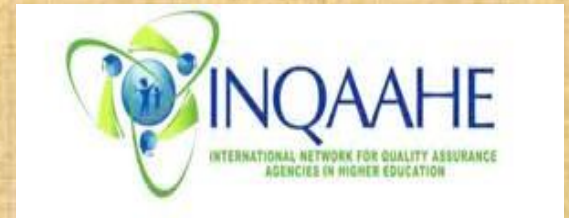


International Principles

International principles have emerged with a view to improving the reliability and strength of QA within the country, as well as internationally



Washington
Accord



Beneficiary



Quality
Assurance
Agencies

Quality
Assurance
Networks

Higher
education
Institutions

International
Organizations
working for
QA

Higher
Education
Community

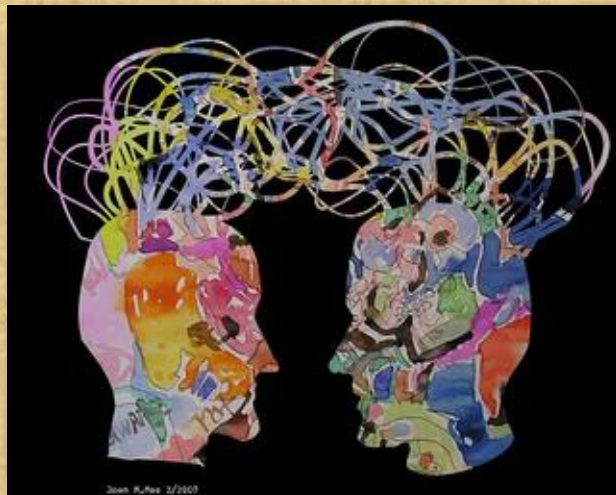
Students

Governments

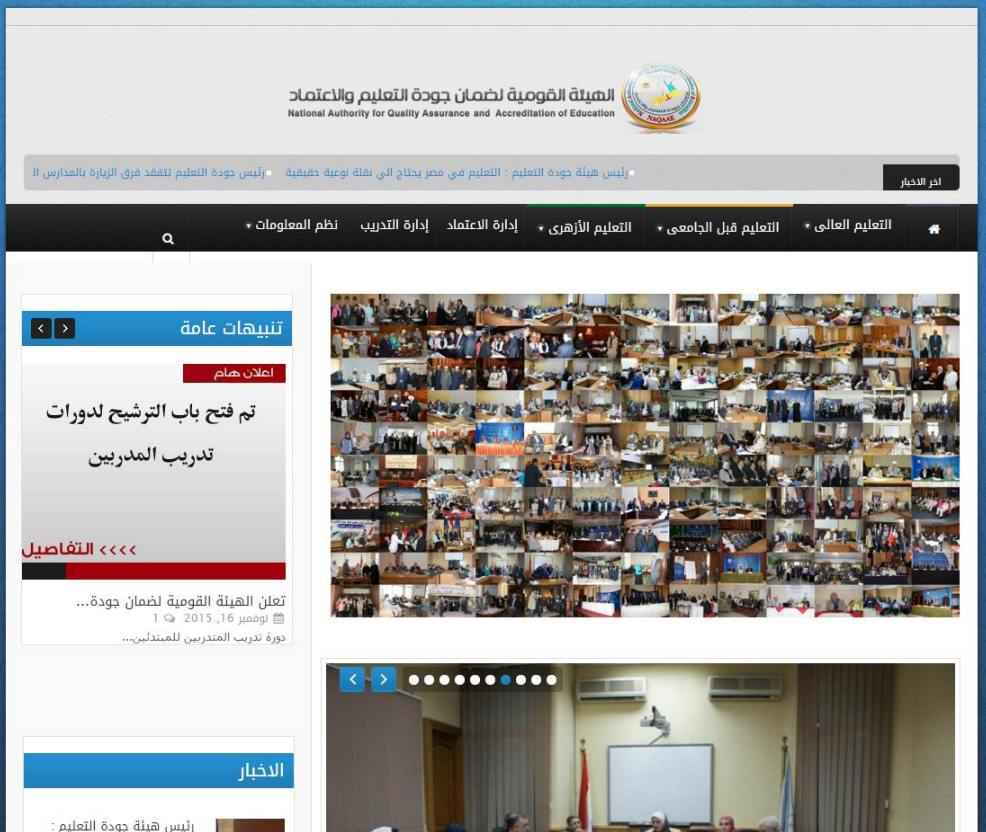


Dissemination

- How can CIQG as a forum of international expert in QA disseminate these valuable principles globally
- Is there a plan???



Matching the International Principles with NAQAAE National Standards in Egypt



NAQAAE Institutional Standards

1. Strategic Plan
2. Leadership and Governance
3. Quality Management and leadership
4. Faculty Members and their assistants
5. Administration system
6. Financial resources
7. Academic Standards and educational programs
8. Teaching and Learning
9. Students and Alumni
10. Scientific Research and scientific activities
11. Post Graduate
12. Community involvement and environmental development

National Academic Reference Standards (NARS)

Pharmacy

National Academic Reference Standards (NARS)

Medicine

National Academic Reference Standards (NARS)

Nursing

National Academic Reference Standards (NARS)

Dentistry

NAQAAE 12 Institutional standards

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عربي

► Conference on quality assurance of cross-border higher education

Event Show



Highlight

(Download)

[Glossary of Quality Assurance in Higher Education](#)

[GIQAC 2010 Report](#)

Upcoming Events

No events

Events Calendar

January 2016						
S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

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Polls

Did you benefit from the new version of the website?

Yes - 33.3%

No - 33.3%

Investigating - 33.3%

Total votes: 3

The voting for this poll has ended on: 04 Mar 2014 - 11:28

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You are here: Home

Latest Forum Posts

No posts to display.

Reports

Scoping Study

Scoping Study

Survey of Quality Assurance and Accreditation in Higher Education in the Arab Region- October 2012

Qualifications Framework- ANQAHE Model

The proposed Arab Qualifications Framework (AQF) provides a common reference point for ANQAHE members engaged in developing or modifying Qualifications Frameworks for Higher Education. This presentation articulates the general characteristics associated with the Levels and principal qualifications identified in the qualifications framework model proposed for adoption by ANQAHE.

Welcome to the website of ANQAHE

[News - Latest](#)

Last Updated on Friday, 31 January 2014 10:40

The Arab Network for Quality Assurance in Higher Education ANQAHE has been established in June, 2007 as a nonprofit nongovernmental organization.

The purpose to establish the Arab network for quality Assurance in higher education is to create a mechanism between the Arab countries to:

- Exchange information about quality assurance
- Construct new quality assurance agencies or organizations
- Develop standards to establish new quality assurance agencies or support the already present one
- Disseminate good practice in quality assurance
- Strengthen liaison between quality assurance bodies in the different countries

We are also fortunate to have the support of the World Bank and the UNESCO in the early phase of building the Arab Network for Quality Assurance in Higher education.

We welcome any feedback you may have on either the Network or this website. Please send suggestions and feedback to secretariat (at) anqahe (dot) org

ANQAHE in The Second NAQAET Conference 20 – 21 February 2013

[News - Latest](#)

Last Updated on Sunday, 02 February 2014 11:01



[Click here to download the news article](#)

The second conference of the National Authority for Qualifications & Quality Assurance of Education & Training

Matching the International Principles with Regional Standards

REGIONAL AND COUNTRY-BASED QUALITY STANDARDS:

RECENT DEVELOPMENTS

Prof. Nadia Badrawi,
Past president , ANQAHE



خلال رعايته مؤتمر جودة التعليم .. محمد بن مبارك

ترسيخ أسس التنمية وتأكيد الدور الإصلاحي
لجميع قطاعات الحياة يستندان على التعليم



ANQAHE II core standards

Role of ANQAHE in Dissemination of the Principles



Turkey, Ankara
World Bank seminar

ANQAHE/U
NESCO/DA
AD
conference in
Egypt, Cairo

Spain, Santander
National Conference

Tunisia
National Conference

Frequent asking Questions about the Principles

Can we use it? How?

Can we modify it?

If the national standards includes all these principles does this means we are international recognized?

I am going to review the national standards and ensure it is matched with the international principles

Frequent asking Questions about the Principles

Can CQIG review a national quality assurance agencies and produce a report that we are internationally aligned, approved or recognized?

We need more elaboration or details for each principle

Can we have a support to implement these standards at a national level? Who can give this support? What is the cost?

Frequent asking Questions about the Principles

Implementation



Is this the beginning of
accrediting the QAA

International
accreditation/recognition of the
accreditors (INQAAHE, ENQA)

Are we going toward ranking
QAA

Thank You



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