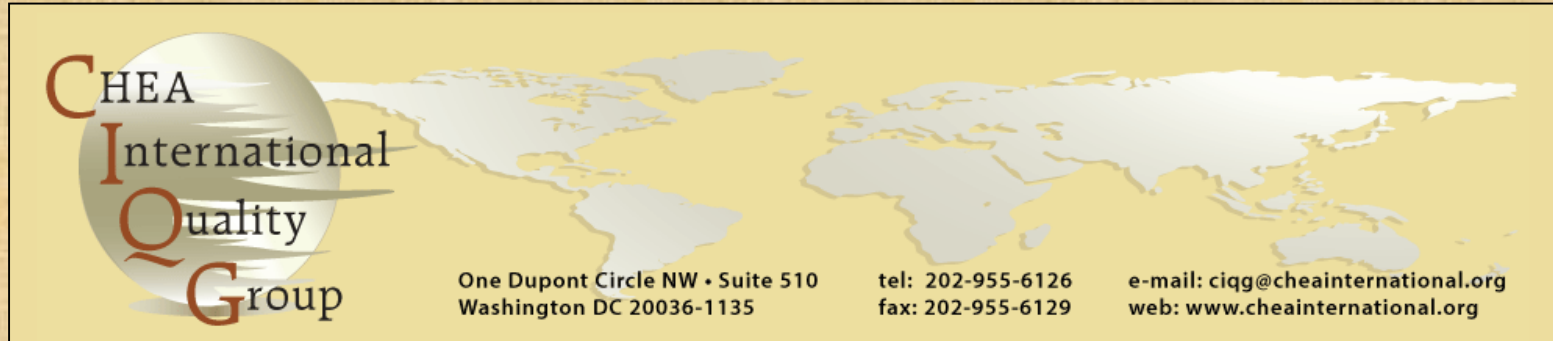# International Quality Principles

By

Nadia Badrawi

Founder of the Arab Network of Quality Assurance in Higher Education

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

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.

Stamenka Uvalic-Trumbic

Judith Eaton

CHEA International Quality Group

One Dupont Circle NW • Suite 510
Washington DC 20036-1135
tel: 202-955-6126
fax: 202-955-6129
e-mail: ciqg@cheainternational.org
web: www.cheainternational.org

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

CHEA®
Council for Higher Education Accreditation

One Dupont Circle NW • Suite 510
Washington DC 20036-1135
(tel) 202-955-6126
(fax) 202-955-6129
chea@chea.org

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CHEA International Quality Group

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 APQN (https://internationaleducation.gov.au/About-AEI/Policy/Documents/Brisbane%20Communique/Quality_Assurance_Principles_pdf.pdf); 2015 Revised European Standards and Guidelines for Quality Assurance (http://www.ehea.info/news-details.aspx?ArticleId=393).

May 2015

CHEA International Quality Group
CIQG

provides service designed to:

Assist institutions and organizations in further enhancing capacity for academic quality
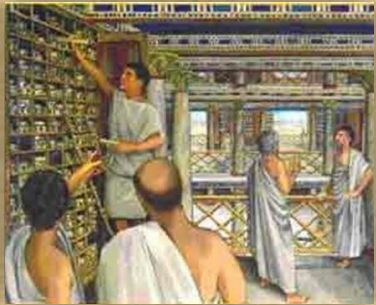
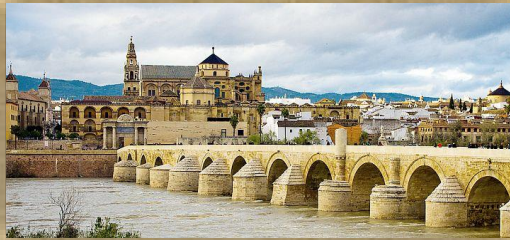Advance understanding of international quality assurance

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
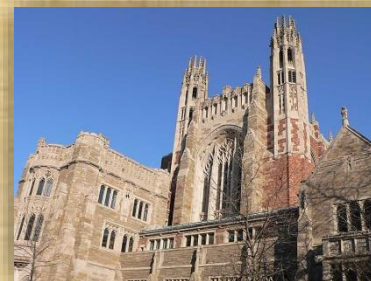
Yale

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 inter- national students, helping graduates to study abroad and to get a job in a foreign country,

Internationalization: Competiveness

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

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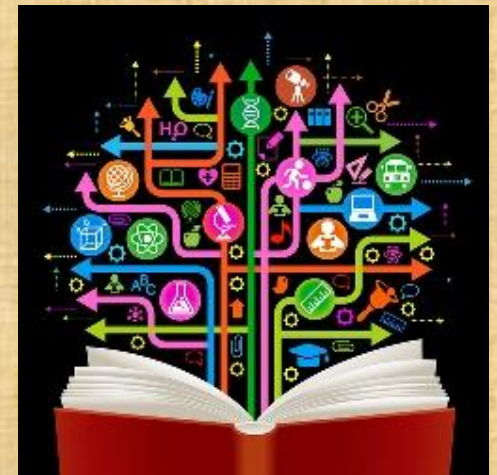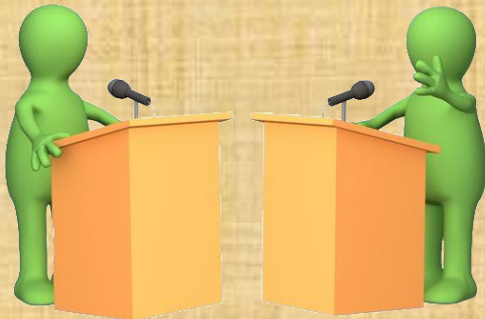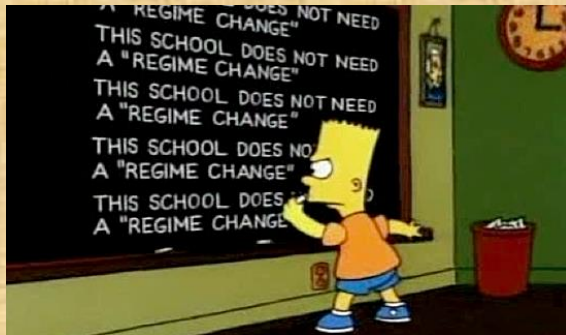
- The needs of sets of international principles for quality assurance had arise and the CIQG responded to these needs by developing its international principles
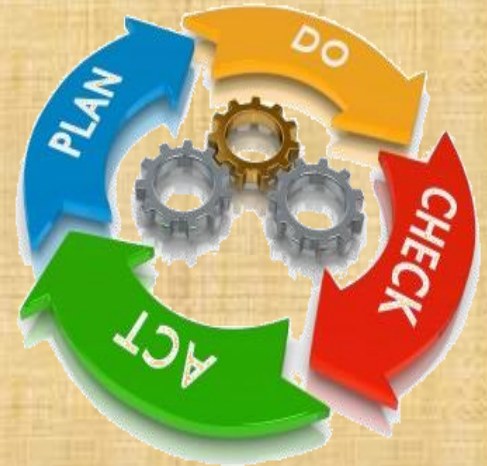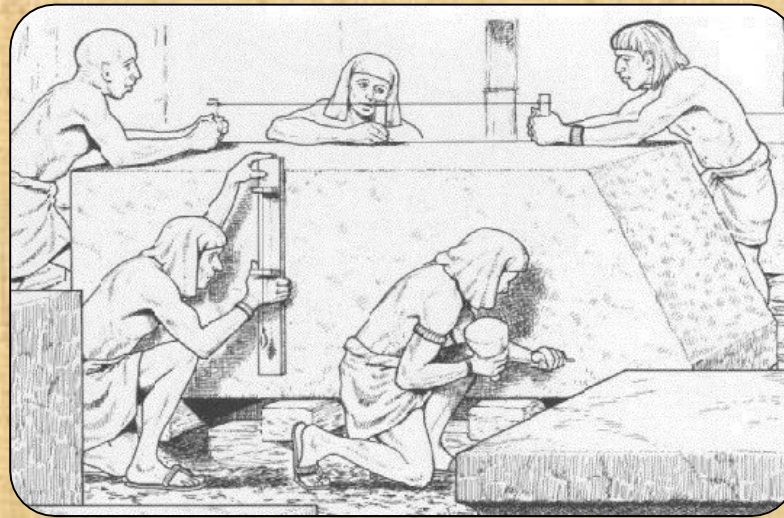
International Quality principle - Context

- **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.**

International Principles

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

CHEA International Quality Group®
2014-2015 Member

INQAAHE
INTERNATIONAL NETWORK FOR QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION

Washington Accord

wfme
WORLD FEDERATION FOR MEDICAL EDUCATION
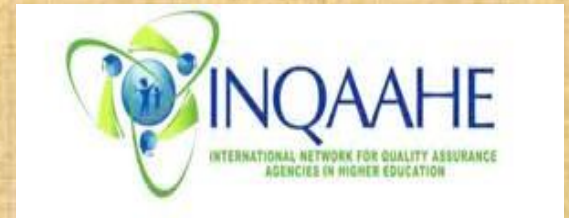
Beneficiary

| 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???
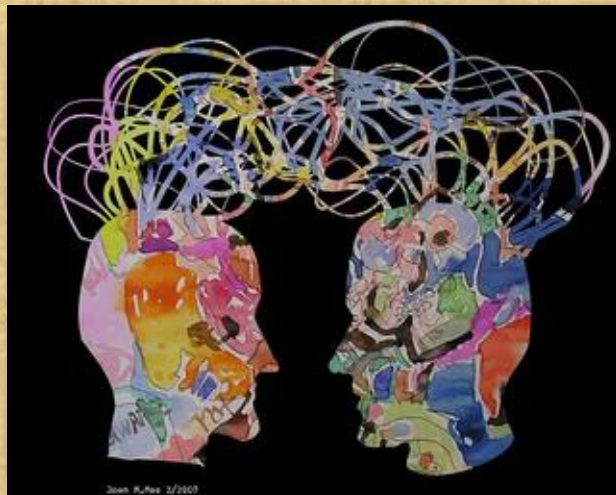
Matching the International Principles with NAQAAE National Standards in Egypt
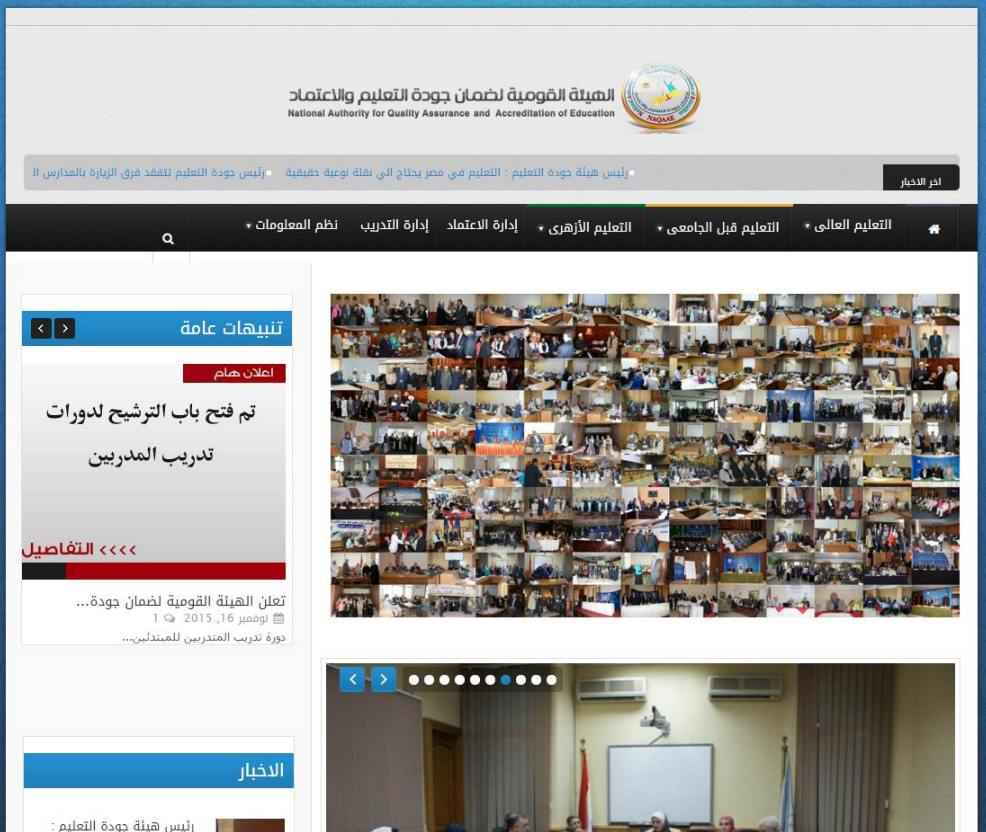
NAQAAE Institutional Standards

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

On ANQAHE Website

Matching the International Principles with Regional Standards

REGIONAL AND COUNTRY-BASED
QUALITY STANDARDS:

RECENT DEVELOPMENTS

Prof. Nadia Badrawi,
Past president , ANQAHE

ANQAHE
Arab Network for Quality
Assurance in Higher Education

خلال رعايته مؤتمر جودة التعليم.. محمد بن مبارك:

تـرسـيـخ أسس الـتـنـمـيـة وتـأكـيـد الـدور الإصـلاحـي
لجمـيـع قـطـاعـات الحيـاة يسـتـنـدان عـلى الـتـعـلـيـم

ANQAHE 11 core standards

Role of ANQAHE in Dissemination of the Principles

Turkey, Ankara
World Bank seminar

ANQAHE/UNESCO/DAAD 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

Nadia Badrawi

www.anqahe.org

www.naqaae.org

nadia@badrawi.com