

APQNews

Issue 23

June. 30, 2021



Main Contents

1. The Board
2. The Project
3. QA activities
4. Up-coming event

Chief Editor:

Jianxin Zhang

Editorial Committee:

Jianxin Zhang, Galina Motova, Pingping Liu, Jagannath Patil,
Deepthi Bandara, Farida Nurmanbetova, Barry Aw Yong

Issue 23

APQN Mission Statement

To enhance the quality of higher education in the Asia-Pacific Region through strengthening internal and external quality assurance in all kinds of organizations and extending the cooperation among them

APQN Values:

To be committed to the quality of higher education and supportive of both internal and external quality assurance in the Asia-Pacific Region



APQNews (Issue 23)

The Asia-Pacific Quality Network (APQN)

Dissolving Boundaries for a Quality Region

2021

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Call for Contribution for the Next Issue

APQNews is a half-year periodical newsletter on updating APQN development within the Asia-Pacific Quality Network (APQN). It also gives members an opportunity to share QA activities within their organization. All members are invited to contribute articles for the next issue of APQNews.

A great way to get involved with the APQN community is to share your thoughts and ideas. Do you have something you would like to share with your APQN colleagues? Are there any upcoming quality events that you would like to release in APQNews? APQN welcomes all contributions for the next issue of APQNews! Please kindly e-mail them to Chief Editor and APQN Administrator at: apqnsecretariat@163.com.

EDITOR'S MESSAGE FOR APQNEWS (Issue 23)

Dear APQN members, dear friends and dear colleagues,

Welcome to the 23rd issue of APQNews (2021)!

Last year APQN conducted 6 activities to fight against the COVID-19 global pandemic, such as “APQN survey on COVID-19 impact in HEIs and QAAs”, “Survey on Effectiveness of On-line Teaching”, etc. APQN Board together with the members continue to take actions to face this unprecedented scenario in the history of education. Here is the new issue of APQNews!

The 23rd issue of APQNews (2021) consists of 13 articles in 4 columns: 1) the Board; 2) the Project; 3) QA activities; and 4) Up-coming event, which provides detailed information on APQN activities, projects and sustainable development.

It is worth to mention that APQN released “APQN Standard for Online-Teaching Quality Assurance” after one-year research and development, which is the result of APQN’s action to face bravely to the COVID-19 pandemic. APQN standard aims to develop quality criteria for online teaching for HEIs and non-traditional HE providers.

As always, we are happy to share valuable information on upcoming QA events: the Webinar of 2021 AAC and AGM will be held by APQN and EDUVALUE on Thursday, 25 November 2021 from 4-7pm (GMT+8). The theme is COVID-19 - Response Mechanism and impact on Quality Assurance for Higher Education in the Asia-Pacific Region. If you have any questions, please contact local organizer, EDUVALUE (apqn@eduvalue.com.sg). We look forward to receive your papers!.

Last but not the least, I cordially invite all of you to contribute articles for the next issue of APQNews (Issue 24). Please kindly e-mail them to APQN Administrator at: apqnsecretariat@163.com. Please stay tuned for APQNews!

Best regards,

A handwritten signature in black ink, appearing to read 'Jianxin Zhang'.

Chief Editor of the 23rd Issue of APQNews: Jianxin Zhang

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THE BOARD

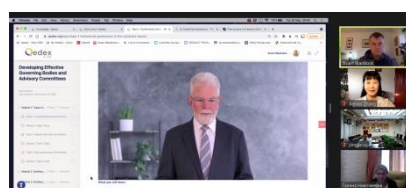
APQN Board Meeting in 2021 was Held at Zoom

APQN Board Meeting in 2021 was held at Zoom online at 16:00-18:00, May 25, 2021. It was chaired by APQN President, Jianxin Zhang. The attendees included Prof Dr. Jianxin Zhang (APQN President), Prof. Galina Motova (APQN Vice President), Dr. Jagannath Patil (Immediate Past President), Prof. Deepthi C. Bandara, Mr. Le Fang and Ms. Yingjie Xu. The special guests are Stuart Blacklock (CEO of Qedex Platform in the U.K.), Barry Aw Yong (Director of EDUVALUE) and Alan Go from EDUVALUE in Singapore.

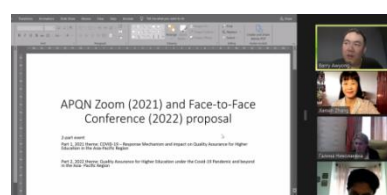


The meeting consisted of 3 parts: (1) Discussion on Qedex Platform (16:00-16:45 PM); (2) Discussion on 2021 + 2022 AAC/AGM (16:45-17:20 PM); (3) Discussion on Matters concerning on APQN sustainable development (17:20 -18:00 PM).

First of all, Stuart Blacklock (Qedex CEO), presented Qedex platform to APQN Board Directors. APQN- Qedex in partnership by QASPIR will create relevant courses to meet the needs of APQN Members and especially, the needs of the HEIs as its Institutional members. All of the courses come from requests through Qedex, Needs Assessment Surveys, and the linkage is https://qaspir.fra1.qualtrics.com/jfe/form/SV_bfIGx4uaxykx6Mm. QASPIR is offering Qedex to APQN and its members, as a means of improving academic quality and student success.



Second, special guests, Barry Aw Yong (Director of EDUVALUE) and Alan Go from EDUVALUE in Singapore presented the proposal of APQN Zoom (2021) and Face-to-Face Conference (2022) to APQN



Board. It has been decided:

1. AAC and AGM is made up of two parts: (1) 2021 theme: COVID-19 - Response Mechanism and Impact on Quality Assurance for Higher Education in the Asia-Pacific Region; (2) 2022 theme: Quality Assurance for Higher Education under the Covid-19 Pandemic and beyond in the Asia- Pacific Region.

2. Timeline for Zoom Conference (2021)

Time	Items
June 15, 2021	The release of the announcement of 2021 and 2022 AAC & AGM, and call for papers for the webinar of 2021 AAC
July 26 - September 26	1) Marketing & promotion (with global invitation to submit papers) 2) Online registration is open
September 25	Deadline for paper submission and the review panel review the papers
September 26 - October 10	1)The review panel review the papers 2) Inform the authors the review results 3) Releasing guideline for presentation PPT.
November 1	Releasing the Programme of the Webinar of 2021 AAC and AGM
November 25 (Thursday), 2021	Webinar of 2021 AAC and AGM

Last but not the least, the Board discussed matters concerning on APQN sustainable Development. It is approved that Barry Aw Yong (Director of EDUVALUE) is co-opted as APQN Board Directors due to his active participation to APQN's mission of "Enhancing the Quality of Higher Education in the Asia-Pacific Region" and "Dissolving Boundaries for a Quality Region". Call for Nominations for APQN Board Directors of the seventh Board will be made next April, 2022. It is approved that QASPIR will be a partner with APQN that will be based on a profit-sharing business model and sponsorship model as well.



The Board meeting at Zoom was the first one since the COVID-19 pandemic. It is very decisive and efficient and will promote APQN sustainable Development.

(Written by Jianixn Zhang and Yingjie Xu)

Announcement of Personnel Changes of APQN Board Directors

Dear APQN Members,

Greeting from the sixth Board of APQN!

We would like to inform you that there is personnel change of APQN Board:

1. Going-Out Director

APQN Board Director (elected), Dr. I-Jung Grace Lu, assistant research fellow of Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) in Chinese Taipei, resigned in January 2021.

According to APQN Constitution and her own desire, Dr. I-Jung Grace Lu will no longer APQN Board Director since March, 2021.

2. Coming-In Director

Barry Aw Yong, Director of EDUVALUE in Singapore has been co-opted as APQN Board Director or APQN sixth Board, due to his active participation and contribution to APQN's mission and final goal at APQN Board Meeting held on May 25, 2021.

According to APQN Constitution, the roles for APQN Board Director are as follows: (1) actively promote the functions provided for in this Constitution; and (2) implement the decisions of the General Council.

APQN sixth Board on May 31, 2021

APQN Board Director

Barry Aw Yong

(Co-opted)



SINGAPORE

Barry has been a keen entrepreneur and is the founder of the EV Education Group. His leading company, EDUVALUE, has redefined how private schools are managed in Singapore, and the company has made launching and running schools a painless process for over 35% of the local PEI industry. Multiple other Brands have since been launched over the years and they include M&A, Academic, Human Resources, University Partnership and Digitization Consulting Services.

By developing cutting edge processes and systems, Barry has shaped efficient and effective methodologies for how schools can better comply with government compliance standards, while also pushing themselves towards higher global standards. Barry concurrently sits on several boards as a QA director and adviser, and has a positive standing with several governing bodies in Education globally.









As a visionary entrepreneur, Barry's sights are set on a horizon that seeks to better the Education industry as a whole, forging powerful partnerships to bring industry shaking digital solutions to schools. These digital technologies help EDUVALUE's clients become more efficient, eliminate operational redundancies, reduce operational costs, and rapidly stand on the frontier of a digital future.

Having rapidly advanced in the Private Education Industry, Barry's ventures have seen penetrations within the wider educational sectors in Singapore and within South East Asia. His companies are now making decisive landfalls in neighboring countries, where they are expected to bring a defining shift to Education.

Learn more about EDUVALUE at these sites:

<http://www.eduvalueglobal.com>

<http://www.eduvalue.com.sg>

<p>APQN President Prof. Dr. Jianxin Zhang (Elected)</p>  <p>CHINA</p>	<p>APQN Vice President Prof. Dr. Galina Motova (Elected)</p>  <p>RUSSIA</p>	<p>APQN Secretary/Treasurer Ms. Liu Pingping (Ex-Officio)</p>  <p>CHINA</p>	<p>Immediate Past President Dr. Jagannath Patil (Co-opted)</p>  <p>INDIA</p>
<p>APQN Board Director Ms. Farida Nurmanbetova (Elected)</p>  <p>Kazakhstan</p>	<p>APQN Board Director Prof. Deepthi C. Bandara (Elected)</p>  <p>Sri Lanka</p>	<p>APQN Administrator Mr. Le Fang (Appointed)</p>  <p>China</p>	<p>APQN Board Director Mr. Barry Aw Yong (Co-opted)</p> 

Welcome APQN New Member

The past year has witnessed a trauma of the world; many of its people are struggling against the hard situation. Fortunately, with the strong support and warm help of APQN family, APQN Secretariat stays steady and forward. Secretariat team has devoted plenty of time and energy to the operation of the Secretariat. Among all the works, the member recruitment and the membership fee collection are two basic routines, both of which have made great progress in 2021.

Under the guidance of President Jianxin ZHANG and all Board Directors, currently the number of APQN members of all types has successfully reached 248 from 45 countries and regions. We received 9 new entry applications, 7 of which have already been approved thanks to the hard and efficient work of the Review Committee. Besides, we started to send emails for membership fee collection in early April, with the theme of “2021 Membership Fee Invoice +Information updating”. At the end of the first-round collection, more than one quarter of APQN members have actively finish the payment. The Secretariat is still working on collecting the 2021 membership fees at present and is planning for the next round. Kindly inform us once you completed the payment or/and there was some change in your contact.

APQN Secretariat will keep the pace with passion and devotion, and will stay close to the APQN family, like we always do.

New Entry Member List

No.	Agency/Institution	Country/Territorial	Membership Type
1	Malalay institute of higher education	Afghanistan	Institutional
2	CamEd Business School	Cambodia	Institutional
3	Bangladesh Accreditation Council	Bangladesh	Intermediate
4	Shanghai Publishing and Printing College	China	Institutional
5	National Theological Association (NTA)	India	Associate
6	Volochain MLM Software^	India	Individual
7	Salim Habib University	Pakistan	Institutional

(Written by Yingjie Xu from APQN Secretariat)

THE PROJECT

Academic Review of the 12th Higher Education International Conference

The 12th Higher Education International Conference on Teaching and Learning Quality Assurance in Higher Education under the Pandemic took place from the 25th to the 26th of November 2020 online. The conference was organized by the Macao Polytechnic Institute (MPI) in cooperation with the Asia-Pacific Quality Network (APQN), and was the sixth conference in the series jointly organized by MPI and APQN. In the words of the conference organizers, in the pre-conference Call for Papers:

In response to the impact of the novel coronavirus pneumonia epidemic, higher education institutions around the world have rapidly transformed traditional face-to-face teaching into online teaching on a large scale. The change in teaching mode will directly affect the future development trend of higher education. (<https://ipm.edu.mo/heconf2020>)

This is a serious issue at a serious time for higher education institutions (HEIs) across the region, as well as globally. According to Professor Huang Ronghuai, the pandemic has meant we are now in the third wave of online learning (initially assisted online learning, then on-demand learning); however, this time there has been a sudden paradigm shift: online education for all.

The conference featured four keynote speakers, from the UK, Beijing and Hong Kong, as well as the APQN President, and 22 presentations divided into six parallel sessions. The overarching themes that have come out from the array of presentations and speakers are:

- the nature of online teaching and issues of quality teaching in online contexts;
- the student experience online in HEIs; and
- the nature of quality assurance in online contexts.

This conference has highlighted how, since the start of 2020, HEIs and QAAs have been in a period of swift changes and sudden, necessary adaptation. Writing in March 2020 about the nature of medical expertise and experts in the growing Covid-19 pandemic, Abraar Karan argued that this crisis has shown that the idea of a 'single expert' who can guide us through the multiple challenges we are facing is simply not realistic: 'Instead of arguing about who is and isn't an expert, I think that one of our duties at this time is to create expertise, not hoard it' (Karan 2020). This conference has clearly demonstrated the need for experts to share together to create expertise in maintaining, improving and assessing online education quality, and has also provided worthwhile means of doing exactly this. The keynote

speakers and presenters openly shared their experiences and growing expertise in diverse contexts and different disciplines—as Karan emphasized, ‘pandemics require interdisciplinary collaboration.’

The significant change to online teaching and learning for all has thrown up many questions, many of which it is still too early to answer. Nevertheless, we know a lot about quality teaching in previous ‘normal’ circumstances (classroom-based and in-person), though we are at a relatively early stage in evaluating what is quality teaching in online contexts. Similarly, successful student learning outcomes are open to assessment in our traditional classrooms—pen and paper examinations, in-class presentations and so on—and while we cannot yet be sure what leads to successful learning for diverse students in diverse online learning, the expertise in this is growing.

Three essential elements are online teaching, online learning and online assessment (Lo, and highlighted by others). We need to know much more about all these before the evaluation of quality for each can adequately be addressed. In the meantime, Lo’s call for auditing agencies to be open-minded sounds like a very good idea. This is part of the overall need for changes in mind-set and attitudes, from individual teachers all the way up to educational systems. As Zhang recommended, we need to ‘strive for Quality Culture under the pandemic’, while at the same time having to ‘ride the tide’ (Li & Chao).

Conference speakers highlighted how adaptability, flexibility and feasibility are all essential at this time. In addition, as Lo stated, there has to be collaboration among staff in an institution to meet challenges and share best practices. How this can be best brought about would be useful to share in future conferences. Perhaps next year we can change Lo’s closing words to: ‘the education sector over the world was able to and has overcome COVID-19 in a determined and successful way’. And this can best be done, in the one word of the survey respondents reported by Zhang, together, involving all stakeholders (Tanveer and Amjad; Panni & Naz).

A continuing challenge for all is to construct the effective online learning infrastructure for institutions, teachers and students (particularly highlighted in contexts of Turkey, Sri Lanka and Pakistan). This will inevitably be diverse in scope and nature, and consequently online teaching and learning methods and outcomes will vary. A key message from this conference has been the need to ensure students are able to take part online. This means having technical abilities, equipment and internet accessibility, time with teachers and peers, and personal support. While some research is already providing guidance on how best to support students, obviously much more is needed in order to say with any certainty what motivates and supports students to do well in online learning across such a diverse higher education landscape. This poses a challenge for QAAs as they seek to codify and make reliable quality assurance activities, which will in turn provide the needed support and guidance for institutions.

Some immediate questions in this conference include: What are the tools we should be using now and in the immediate future to optimize online teaching,

learning and assessment (Jin)? How can we make use of data, big or small (Jin, Fulton)? How do we not only maintain, but also enhance the quality of teaching and learning, and provide the necessary supports for HEIs (Lin)? There is a need for more data from students on their experiences (Bessoondyal et al., Fulton) so we can better know what is and isn't working, and what should be changed to enhance learning outcomes and the overall student experience. Issues of privilege, inclusiveness or exclusiveness, and equal access all need to be addressed (Ajaz), such as by seeking out the stories of students who have been left out by online teaching.

Even post-pandemic, a blended approach to education seems likely to continue and to have advantages over a solely in-person approach. Examples from the conference include the reported experiences of students in Mauritius (Bessoondyal et al.), an innovative accounting practicum in Macau (Fong), performance arts in Hong Kong (Li & Chao), and health study programmes in Indonesia (IAAHEH). This will require continuing research into what are or could be best practices in supervision, interaction, teaching and learning, and skill development. If online learning is effective in some areas but not others, a key question for blended learning across disciplines is: What should be done online and what is best done in-person?

Until we are more certain about quality in teaching and learning online, the way forward for quality assurance in this context will inevitably be less certain. As such, it may be necessary for quality assurance professionals to wait for more rigorous findings from current research into large-scale online teaching and learning in as many contexts as possible. Only then can determinations of quality be agreed upon, and only then can quality assurance agencies reliably inform us of the quality of our teachers' teaching, our students' learning, and our institutional quality. The dilemma, though, as highlighted by Tanveer and Amjad, is that effective quality measures are needed now, even as we are adapting, innovating and making all these swift changes. This is the significant challenge for QAAs to deal with right now; how successfully this is done is sure to feature in future conferences.



(Written by David William Sansom and Gann Chun Yan)

Release of APQN Standard for Online-Teaching Quality Assurance

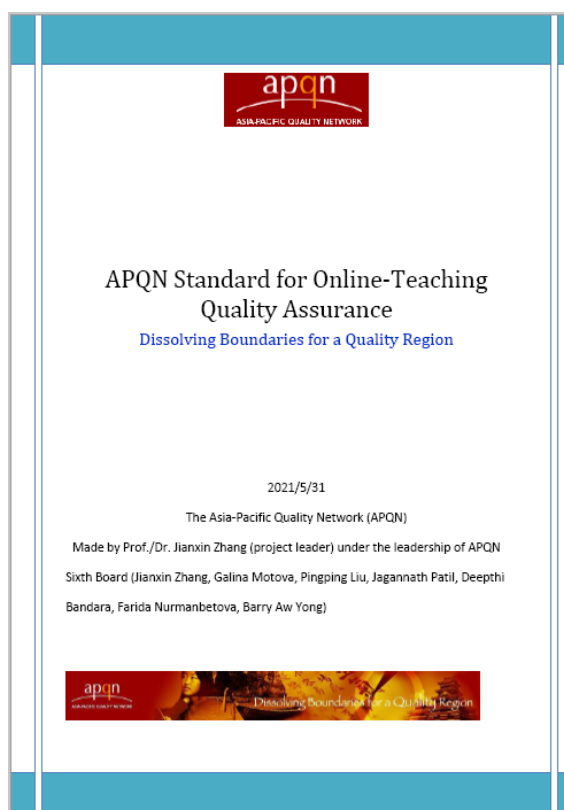
In the past year (2020), in campus lockdown restrictions as a result of the COVID-19 pandemic, online teaching has emerged onto the global higher education stage as a leading means of “adjusting to new environments” which suggests becoming a “disruptor” in higher education where operations are typically embedded in historical constancy.

Naturally, the definition of “quality” in higher education (HE) should be redefined amidst the rapidly changing expectations and conditions brought on by 2020. The question is how do internal quality assurance (IQA) and external quality assurance (EQA) monitor newly online teaching provision in higher education and develop future provision in a reliable and efficient manner? What is the quality of online courses and what are the outcomes of such training? Can we trust the quality of online education and the qualifications of graduates who have been trained online?

The results of “APQN survey on COVID-19 impact in Higher Education Institutions” conducted from March to May in 2020, shows 68% of the respondents are “not satisfied” with online teaching, while “APQN Survey on Effectiveness of On-line Teaching” conducted in July in 2020, shows 34% respondents think online teaching is “inefficient”. At APQN 8th forum entitled “Influence of COVID-19 on Higher Education Quality Assurance” held on July 28 in 2020, an urgent demand made APQN decided to develop APQN Standard for Online-Teaching Quality Assurance.

After the key elements of standard for online-teaching quality assurance were developed by Delphi Method at the beginning of 2021. Based on the Survey on “APQN Standard for Online Teaching Quality Assurance” was conducted in April, here is the final version of “APQN Standard for Online-Teaching Quality Assurance”, endorsed by the 6th Board of APQN.

The principles includes 5 aspects: (1) information principle; (2) "teaching by learning" principle; (3) development principle; (4) validity principle; (5)



objectivity/evidence principle.

Based on 5 principles, APQN standard consist of 5 criteria, 14 indicators and 46 observation points: (1) service, openness, sustainability in criterion 1 embodies “information principle”; (2) teaching design, teaching process and teachers’ ICT literacy in criterion 2 and “learning process”, “learners’ ICT literacy” in Criterion 3, embody "teaching-by-learning principle", (3) objective achievement and satisfaction in Criterion 4 embodies “development principle”; (4) assessment method, assessment mechanism and quality improvement in Criteria 5 embody “validity principle”; and (5) objectivity principle is applied to all 5 criteria.

In order to realize the for missions of “Enhancing the Quality of Higher Education in the Asia-Pacific Region” and the final goal of "Dissolving Boundaries for a Quality Region", APQN aims the following 3 aspects: (1) to develop quality criteria for online teaching for HEIs and non-traditional HE providers; (2) to develop a PDCI (plan-do-check-improvement) plan to maintain quality standards for online teaching in HEIs and non-traditional HE providers; (3) to develop a feasible and efficient action plan to implement high-quality online teaching.

(Released by APQN Board on May 31, 2021)

APQN Standard for Online-Teaching Quality Assurance

I. Overview

In the past year (2020), in campus lockdown restrictions as a result of the COVID-19 pandemic, online teaching has emerged onto the global higher education stage as a leading means of “adjusting to new environments” which suggests becoming a “disruptor” in higher education where operations are typically embedded in historical constancy. This move to online/ virtual teaching and assessment was done quickly and under extreme pressure, requiring some degree-awarding bodies to enact emergency regulations to cover a range of contingencies to support staff and learners through this period.

Naturally, the definition of “quality” in higher education (HE) should be redefined amidst the rapidly changing expectations and conditions brought on by 2020. The question is how do internal quality assurance (IQA) and external quality assurance (EQA) monitor newly online teaching provision in higher education and develop future provision in a reliable and efficient manner? What is the quality of online courses and what are the outcomes of such training? Can we trust the quality of online education and the qualifications of graduates who have been trained online?

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The key elements of standards for online-teaching quality assurance were developed by Delphi Method at the beginning of 2021. Based on the Survey on “APQN Standard for Online Teaching Quality Assurance” was conducted (<https://www.wjx.cn/vm/PiMFEzV.aspx>) in April, here is the final version of “APQN Standard for Online-Teaching Quality Assurance”, endorsed by the 6th Board of APQN.

Our intention has been to support the sectors in developing solutions to the unique demands that the COVID-19 scenario has placed on Higher Education providers and the sectors at large, such as Distance Education.

II. Purposes of Quality Standards

APQN Standard for Online-Teaching Quality Assurance are intended to provide a

measure of quality insurance for online teaching in order to serve the online-teaching needs for higher education institutions(HEIs), non-traditional higher education(HE) providers. The standard is directed to HEIs that wish to offer online and blended teaching with other online-teaching cooperation for degree programs.

The aims of the project:

- 1) To develop quality criteria for online teaching for HEIs and non-traditional HE providers.
- 2) To develop a PDCI (plan-do-check-improvement) plan to maintain quality standards for online teaching in HEIs and non-traditional HE providers.
- 3) To develop a feasible and efficient action plan to implement high-quality online teaching.

III. Principles of Quality Standards

The principles of quality standards for online-teaching quality assurance obey the following 5 principles:

1. Information principle. Relied on information technology, guided by modern education and teaching theory, it emphasizes the development of new teaching mode such as online and blended teaching; teaching content has stronger epochal to ICT tendency, and teaching is more suitable for learners' needs and characteristics of the young netizens.

2. "Teaching by learning" principle. Online teaching assessment standards focus from "teacher behaviors" to "student behaviors", and its foothold is learning, because the final goal of "teaching" is to serve "learning". Learning needs to pay attention to learning subjects (students), learning contents, learning activities, learning methods, learning assessment and learning effect; while teaching needs to pay attention to teachers, teaching objectives, teaching process, teaching methods and teaching effect, aiming at reflecting the modern student-centered teaching concept.

3. Development principle. Focus on the future development of the teachers and learners: (1) Based on both the reality and the future, know the development trend of teaching value; (2) pay attention to both the exploration of teachers' potentiality in teaching and the cultivation of learners' future motivation for sustainable development; (3) the assessors should strive to update their own teaching concepts, and the assessment methods are epochal and foresighted.

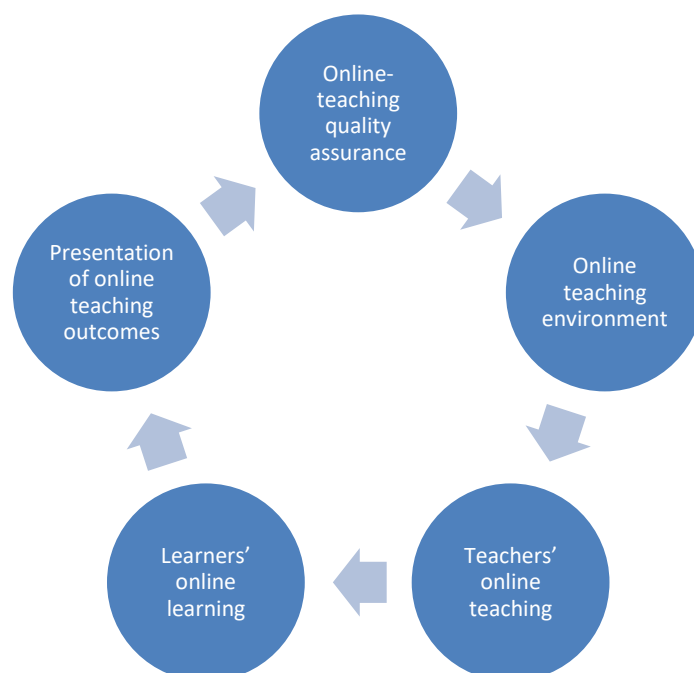
4. Validity principle. Based on the elements of the educational assessment system, the following 5 elements should be considered in the assessment process: (1) objective validity: the realization between assessment goal and educational idea; (2) content validity: the appropriateness of the contents or samples to be assessed; (3) cross validity: the consistency of mutual inspection and verification of various assessment methods; (4) subjective validity: the correctness and fairness of

the assessment results of assessment subjects to assessment objects; (5) process validity: the effectiveness of the process of collecting various assessment information and data.

5. Objectivity/evidence principle. The assessment result and process should conform to objective reality, respect objective facts, and make correct conclusions based on evidences/proofs in the whole assessment process, preventing the subjective impression from replacing objective measurements.

IV. Criteria of Quality Standards

APQN Standard for Online-Teaching Quality Assurance is based on 13 criteria from difference countries/organizations such as “Report from ENQA Working Group on Quality Assurance & E-Learning”(2018), “APEC Quality Assurance of Online Learning Discussion Paper” (2017), “HKCAAVQ Approach to Accreditation of Online Learning Programmes” (2018), “IIOE Quality Assurance: Institutional Self-Assessment on Quality Online and Blended Teaching and Learning” (2020), “China Reference Standard for Construction of Online Class”(2019), etc. Based on the 5 principles mentioned above, the framework of quality standards focuses on the 5 key words: environment, teaching, learning, outcomes and QA.



Based on 5 principles, the indicators consist of 14 key features: (1) service, openness, sustainability in criterion 1 embodies “information principle”; (2) teaching design, teaching process and teachers’ ICT literacy in criterion 2 and “learning process”, “learners’ ICT literacy” in Criterion 3, embody “teaching-by-learning principle”, (3) objective achievement and satisfaction in Criterion 4 embodies “development principle”;(4) assessment method, assessment mechanism and quality improvement in Criteria 5 embody “validity principle”; and (5) objectivity principle is applied to all 5 criteria.

Principles	Criteria	Indicators
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1.Information principle	1.Online teaching environment	Service
		Openness
		Sustainability
2. “Teaching by learning” principle as well as Development principle	2.Teachers’ online teaching	Teaching design
		Teaching process
		Teachers’ ICT literacy
	3.Learners’ online learning	Learning process
		Learners’ ICT literacy
3.Development principle	4. Presentation of online teaching outcomes	Outcomes of teaching and learning
		Objective achievement
		Satisfaction
4. Validity principle	5. Online- teaching quality assurance	Assessment method
		Assessment mechanism
		Quality improvement
5. Objectivity principle is applied to all		

Quality standard consist of 5 criteria, 14 indicators and 46 observation points.

Criteria	Indicator	Observation point
Online teaching environment	Service	1. HEIs have at least one online-teaching department with necessary regulations, such as "Guideline for Online Teaching", etc. 2. HEIs have online teaching platform technology, administration and other service supports, including online counseling, teaching, technology, technical training, etc. 3. E-teaching management platforms have availability and reliability, including help-desk for learners, good web response, linkage, navigation and positioning, etc.
	Openness	1. Adequacy of online teaching resources, such as access to online teaching resources (both online and offline) ,i.e. anyone can learn any course at any time and any place 2. Openness and sharing of online teaching resources, such as access to teaching resources outside campus. 3. Publicity of information, such as the release of reliable, complete and up-to-date information on, including qualification recognition, teaching objectives, credits, requirements, assessment methods, timetable, etc.
	Sustainability	1. To create "Information culture" for life-long learning 2. sustainability of online-teaching platforms, materials development and academic approaches 3. Sustainability of teachers and trainers skills, and HEIs' active responses to online teaching
Teachers' online teaching	Teaching design	1. The goals of online teaching are clear, and teaching contents meet learners' needs 2. There are various types of online teaching, such as "online teaching", "blended teaching" (online + offline), etc. 3. Appropriateness of online-teaching media (the most appropriate teaching forms for different types of courses), such as "recorded teaching", "live teaching", etc. 4. Teaching design emphasizes the use of online platform to attract learners' attention, strengthen the interactions between teachers and learners, and highlight "student-centered" education concept
	Teaching process	1. Comprehensiveness of the online-teaching content, covering all teaching objectives, orientation, navigation, schedule and

		<p>outcomes, such as online activities and assignments are clearly explained.</p> <p>2. Regularity of online teaching, including the accessibility of courses.</p> <p>3. Effectiveness of interactive communication and feedback between teachers and learners, among learners, including the use of platforms, forums, emails, interactive groups and other communication channels, etc.</p> <p>4. Traceability of teaching platform, including records of learning track, progress, task, etc.</p> <p>5. Ensure that the teachers are qualified and appropriately trained to deliver high-quality learner supports in the online environment and assessment</p>
	Teachers' ICT literacy	<p>1. Ability of web-based teaching design and innovation of online teaching, e.g. each online course has an open and clear syllabus, which can innovative previous teaching</p> <p>2. Control ability of online classroom under the web-based environment, e.g. being skillfully use network platform and technology to successfully complete teaching tasks.</p> <p>3. Ability of online-teaching assessment and reflection in the information age, e.g. ability to analyze teaching effect, making rules for learners to study and to be in exams honestly, and taking the measures to prevent plagiarism.</p> <p>4. Ability to continuously improve information ethics and information literacy, including academic integrity, moral behaviors, electronic security measures, etc.</p>
Learners' online learning	Learning process	<p>1. Offline assignments assigned by teachers are related to the online-teaching contents and learners' learning outcomes.</p> <p>2. Learners' initiatives and enthusiasm, being able to regularly know their own online learning rate, browsing frequency, interaction, assignment completion and other information.</p> <p>3. Assignments can promote learners' critical thinking, self-reflection and problem-solving ability, and the clear scoring rules can help learners know how to score themselves.</p> <p>4. Learners receive an orientation session to the online environment and technical requirements for studying on the course, prior to the commencement of learning and teaching activities and assessment as well.</p>
	Learners' ICT literacy	<p>1. Ability to acquire, manage and integrate online teaching information by using data technology and communication tools.</p> <p>2. Assessment ability of online learning, usage of network technology or IT tools to improve their own learning and assessment efficiency.</p> <p>3. Ability to continuously improve network ethics and information literacy, including academic integrity, moral behaviors, electronic security measures, etc.</p>
Presentation of online teaching outcomes	Outcomes of teaching and learning	<p>1. Submission of learners' learning outcomes (LLOs), such as course papers, curriculum design, etc.</p> <p>2. Teaching and learning outcomes and qualification recognitions, e.g. SLOs' display, teaching achievement awards, online excellent course, etc.</p> <p>3. HEI's report on success stories of online teaching to a central office which could share these with other entities in the HEI.</p>
	Objective achievement	<p>1. Realization of online teaching to achieve the expected teaching and learning outcomes</p> <p>2. Achievement of online teaching outcomes, passing rate,</p>

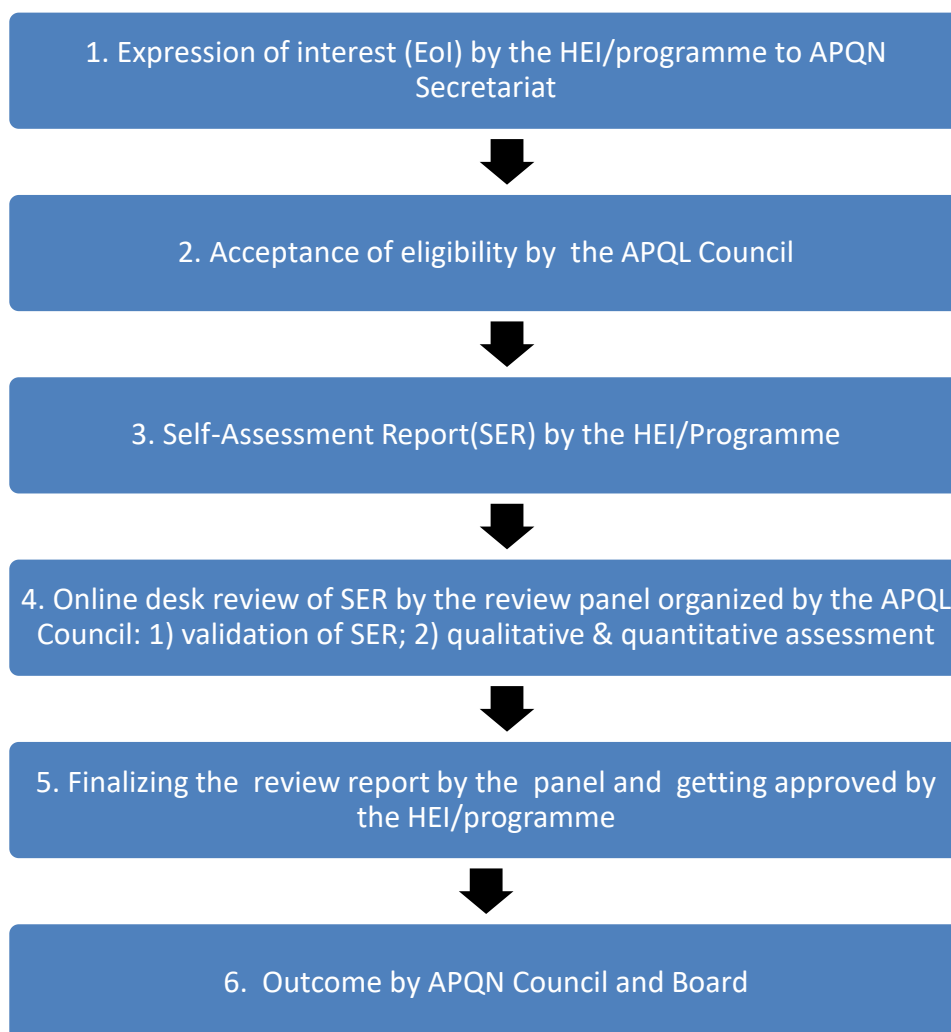
		dropout rate and others. 3. Improvement of learners' solve problem-solving ability and learners' own development.
	Satisfaction	1. Learners' satisfaction with online teaching. 2. Teachers' and learners' overall satisfaction with online teaching.
	Assessment method	1. Formative assessment, e.g. pre-online teaching, mid-term assessment, online tracking records, etc. 2. Summative assessment, e.g. final assessment at the end of online teaching. 3. Developmental assessment, e.g. assessment results promoting quality of online teaching and the improvement of teachers and learners.
Online-teaching quality assurance	Assessment mechanism	1. Teachers' mutual assessment online, i.e. a peer assessment mechanism. 2. Supervisors' online teaching assessment, such as supervisors' entering online classrooms to evaluate. 3. Learners' assessment online teaching assessment, learners can evaluate each online course.
	Quality improvement	1. HEIs, schools and departments have the mechanism of regularly monitoring and evaluating the online teaching quality. 2. HEIs, schools and departments publish the assessment results publicly. 3. Both teachers and learners can use the assessment results for future quality improvements for online teaching and learning.

V. Process of Quality Standards

Any HEIs/programs may request APQN to implement the online review of A APQN Quality Label for Online-Teaching Quality Assurance or request APQN and another QAA who has been registered with Asia Pacific Quality Register (APQR) by APQN to implement a joint review.

The APQN Board is responsible for organizing the online review, ensuring good practice in the review process and selecting and briefing the members of the panel to be responsible for the review. The assessment process is below:





V. Review Result

The review result would be four categories: 1) fully achieved; 2) substantially achieved; 3) partially achieved; 4) non-achieved, based on the standards and criteria against the Chiba principal.

The review result will be valid for a period of five years. The APQN Board has the right to cancel the APQN Quality Label if there are circumstances that question the substantial adherence of the HEI/programme to the review criteria. An application for renewal is mandatory after the first five years expire. This application should include documentary evidence of how the quality criteria are being upheld and other improvements are being made. A visit of the expert group can be organized to re-review the status quo.

The award of APQN Quality Label may take place at the APQN Annual Conference and AGM during which the HEIs/programs receive certificates.

The logo of APQN Quality Label is designed as follows:



VII. Cost

The total cost is 3000 USD: 1500 USD is taken as an indicative figure for the Secretariat's services, as well as income for APQN. Honorarium for 3 reviewers is 1500 USD, each 500 USD as a lump-sum amount. For the whole reviewing process, the costing would be:

S /N	Item Amount	USD
1	Services of APQN Secretariat for APQN Quality Label	1500
2	Honorarium for 3 reviewers (each 500 USD as a lump-sum amount)	1500
Total (USD)		3000

Note: (1) In case of the site-visit is conducted, the air fare and accommodation and all related expenses are to be borne by the applicant HEI/programme directly. (2) The reviewers will be chosen from APQN Consultant Database (<http://www.apqn.org/services/search-consultants>) consisted of 236 consultant from over 53 countries and territories.

VIII. Further Information

1. The quality assurance agencies who are interested in the international accreditation of HEIs and educational programs with APQN recognition are welcomed to submit a proposal to APQN Secretariat.

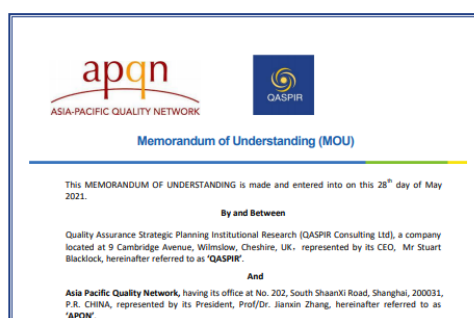
2. Any other feedbacks are welcomed to APQN Secretariat (apqnsecretariat@163.com) and Prof/Dr. Jianxin Zhang, Project Leader (948661302@qq.com).

Partnership Formed between APQN and QASPIR

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In April, 2021, QASPIR expressed the cooperation intention and sent the proposal to APQN, which is the start of this partnership. In the next month, led by President Jianxin, the APQN Board started a heated discussion. During the discussion, APQN got a clearer understanding on QASPIR and the Qedex Platform offered by QASPIR. On May 25, 2021, an online meeting was held by the APQN Board, in which Stuart Blacklock was invited to present the Qedex Platform.

APQN- Qedex in partnership by QASPIR will create relevant courses to meet the needs of APQN Members and especially, the needs of the HEIs as its Institutional members. The new innovative platform is Qedex, designed to provide equitable, accessible and affordable professional development, which is a provider of campus-wide consulting for continuing professional development, strategic planning, assessment, accreditation, risk management, and institutional effectiveness. All of the courses come from requests through Qedex, Needs Assessment Surveys, and the linkage is https://qaspir.fra1.qualtrics.com/jfe/form/SV_bflGx4uaxykx6Mm.



other's satisfaction. In case the dispute does not get resolved in an amicable manner, the parties can terminate the agreement by serving a notice of one month in advance.

In event of termination (and even after 1 month notice), those APQN Members that have already signed up prior to the termination (and which will continue to pay the annual fees), APQN would continue to receive the 15% revenue till end of MOU Term (3 Years).


JURISDICTION AND DISPUTE RESOLUTION


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IN WITNESS WHEREOF, the parties have executed this MoU and have set their hand and seal in this MoU as of the date and year set forth below.

Quality Assurance Strategic Planning
and Institutional Research (QASPIR)

APQN

Sign: 
Name: Stuart Blacklock
Designation: CEO
Date: June 8, 2021

Sign: 
Name: Prof/Dr Jianxin Zhang
Designation: President, APQN
Date: June 8, 2021

(Written by Yingjie Xu)

APQN-QASPIR Partner to Offer a new Professional Development Service

APQN signed a Memorandum of Understanding (MOU) with the QASPIR (Quality Assurance Strategic Planning Institutional Research) to offer professional development opportunities to its members.

The MoU aims to enhance collaboration between the two organizations and to leverage QASPIR's professional development platform Qedex. The partnership will broaden the scope of professional development offerings to APQN members and provide a diverse range of hybrid and online training programs geared towards career education institutions. The MoU also calls for strengthening cooperation through mutually promoting each party's offerings, webinars, and other networking events.

Mr. Stuart Blacklock, CEO of QASPIR, shared, "Our partnership with APQN comes very naturally as both our organizations provide complementing services. It comes when professional development is becoming more accepted as a way to improve how students learn and improve institutional performance. With our focus on leadership, faculty, and staff professional development through our platform Qedex, combined with APQNs commitment to supporting their member's institutions, we can offer a unique and compelling opportunity. We both believe an institution is only as good as its people, and with both APQN and QASPIRs strong reputation, we will continue to assist institutions in their pursuit of improved student learning, retention and graduation."

Prof/Dr. Jianxin Zhang, President of the Asia-Pacific Quality Network (APQN) stated, "We are thrilled to partner with QASPIR to expand our professional development offerings to members. This collaboration comes at a time when our institutions are navigating transitions back to the classroom while continuing to develop and enhance hybrid learning. Our institution leaders and faculty are charged with the teaching and development of our students and APQN's is proud to offer this new partnership to invest in their professional development."

Qedex is a unique platform whose vision is equitable, accessible, and affordable professional development in higher education. With this partnership, APQN members can enroll their faculty and staff at a specially agreed rate that provides unlimited access to courses over a one-year period. Qedex will be adding hundreds of courses over the next three years focusing on leadership as well as faculty and staff development. With institutions joining from all around the world, affordability of professional development is a global challenge that creates several barriers to career development. The Qedex vision is a solution for institutions facing these challenges.

(Written by Stuart Blacklock from QASPIR)

QA ACTIVITIES

APQN Attending the 24th Annual CHEA Conference

On January 26-28, 2021, the 24th Annual CHEA Conference was held virtually by Council for Higher Education Accreditation(CHEA), USA. The theme is “Quality in a Time of Change”.

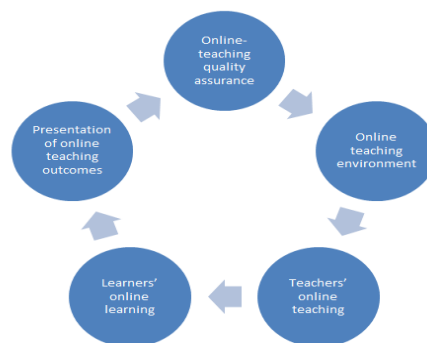
At 8:00 AM - 9:30 AM (Eastern Time) on January 28, APQ President, Prof. Dr. Jianxin Zhang presented at the session titled “Exploring Virtual Quality Assurance: Standards, Policies and Practices for the Future”, chaired by Judith Eaton immediate past CHEA President. The panel consists of Stamenka Uvalić-Trumbić from UNESCO, Frans van Vught from University of Twente in Netherlands, Jianxin Zhang from Asia-Pacific Quality Network and Douglas Blackstock from the Quality Assurance Agency in UK.

During the pandemic, many accreditation and quality assurance bodies in a number of countries moved to conducting reviews of higher education institutions and programs virtually, with ongoing communication conducted virtually as well as campus visits and data collection. The business of quality assurance bodies themselves was carried out virtually, including the all-important decision-making from their commissions or councils about the accredited or quality-assured status of institution and programs. Will these moves to virtual become, in whole or in part, permanent, post-Covid? If so, will the standards, policies and practices of quality assurance bodies change and, if so, how?

APQN President presented “Exploring APQN Standard for Online-Teaching Quality Assurance”. She introduced the APQN Conducted 6 Major Activities during the Covid-19 pandemic, among which, “APQN Survey on Covid impact in HEIs” and “APQN Survey on Effectiveness of Online Teaching” separately showed that 68% respondents from 47 countries are “not satisfied” with online teaching and 35% respondents consider online teaching is “inefficient.” Based on the urgent demand for online teaching quality standards, to realize the 3 goals such as “to develop quality criteria for online teaching for HEIs and non-traditional HE providers”, Based on criteria from 13 countries/organizations such as APEC, ENQA, HKCAAVQ, IIOE, China, etc., 5



principles was fixed to review online teaching, they are information, "teaching by learning" , development, validity, and objectivity/evidence. APQN Standard for Online-Teaching Quality Assurance consists of 46 observation points of 14 indicators in 5 criteria : 1)Online teaching environment; 2) Teachers' online teaching; 3) Learners' online learning; 4) Presentation of online teaching outcomes; 5)Online- teaching quality assurance.



At the end, Judith concluded said, "We had a very valuable session." It was especially important that the session provided a number of challenges to both higher education and accreditation/quality assurance as we make sure that practice in scrutinizing quality responds effectively to our rapidly changing higher education environment. The session was a great start to the day.

(Written by Xiaoyin Cao from Chicago)



APQN President Addresses at Webinar in ILMA University

ILMA University, Karachi, Pakistan in collaboration with APQN organized an online webinar on “Improving Quality of Higher Education through International Accreditation” on April 13, 2021 based on the Asia Pacific Quality Label (APQL) for internalization. The University had the privilege of having President APQN Prof. Dr.



Jianxin Zhang as the Resource Person who is the current President & Board Director of APQN and brings with her several years of experience in the field of academic quality enhancement & assurance. Her role as a Quality professional spans around but not limited to Training of experts/external reviewers, Internal QA of institutions, Self-study guidance & External review of institutions, Institutional assessment & quality audits, Institutional accreditation etc. She is also the APQL Project Leader & Professor of Yunnan University, China.

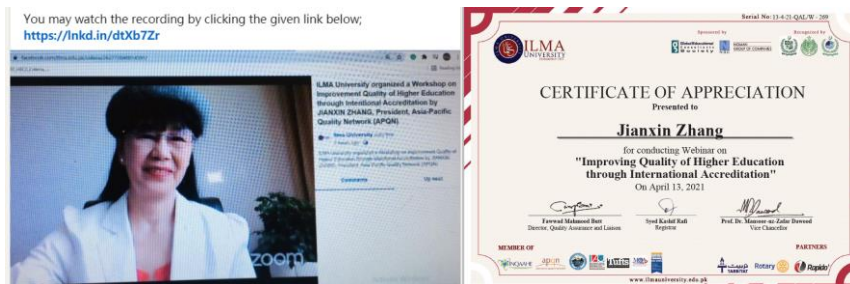
The role of APQN has remained manifold who has been striving for “Enhancing the Quality of Higher Education in the Asia-Pacific Region” and “Dissolving Boundaries for a Quality Region”. APQN has played a crucial and unique role in improving the QA mechanism, exchanging theory and practice experiences, promoting substantive co-operations, establishing Consultant Bank, reviewing Asia-Pacific Quality Register (APQR) and Asia-Pacific Quality Label (APQL) in this Region.

ILMA University, a member of APQN, is the supremacy of higher education imparting education as a private sector institution of Pakistan since last two decades. The University is recognized by Higher Education Commission as a Chartered university and explores new territories with quality enhancement and technological expansion to transcend transnational borders under the umbrella of APQN. The series of webinars on quality area is the legacy of ILMA University which has taken the online mode owing to prevailing COVID-19 pandemic in promoting good practices in developing an effective and comprehensive quality culture of higher education and foster research activities in quality assurance practices for rebuilding the employability oriented higher education.

In the webinar, the Resource Person laid special emphasis on Asia Pacific Quality Label (APQL) for Internalization, its characteristics and benefits for higher education institution across the world and carried out the webinar through a detailed presentation while giving ample opportunities to the participants for interactive and dialogue session with her to address their queries and issues. The webinar was attended by a large number of national and international corporate and academic professionals and received overwhelming response across the board as the Resource person briefed about the International Accreditation process, its

importance in bringing about the quality changes in the critical areas of the education sector. The Resource person also provided detailed guidance on the criteria of HE accreditation and presented a SWOT analysis in addition to results reviews and associated cost.

Despite the prevailing pandemic which has brought lot of difficulties and challenges pertaining to quality enhancement & assurance, ILMA University still follows the APQN four principles of (1) capacity building (2) self-reliance (3) information-sharing and (4) for sustainable development by bringing more such webinars in the post-COVID-19 era and both the institutions shall work closely to face the unprecedented challenges to enhance the “Quality Culture.”



(Written by ILMA University, Pakistan)



The QMB Advisory Board Meeting at SIU was Held

On 4th June 2021 at 3.00 pm IST, the QMB Department established by Symbiosis International (Deemed University, SIU) in India held Annual Advisory Board Meeting in the virtual mode due to the COVID 19 situation. There were 15 participants attended the meeting.

SIU is ranked 43 amongst Universities in India and has the highest grading awarded by the National Assessment and Accreditation Council, India. It has established the Quality Management and Benchmarking (QMB) Department to foster a culture of quality and strengthen its internal systems and processes. This department has an advisory board comprising university leaders, experts with rich experience at the UNESCO, Quality Assurance Agencies from India and other regions and other HEI networks as shown below:

1. Dr. K.K Aggrawal - Former Chairperson, National Board of Accreditation, India (Chairperson)
2. Dr. Vidya Yeravdekar, Pro Chancellor, SIU
3. Dr. Rajani Gupte, Vice Chancellor, SIU
4. Dr. Stamenka Ulavic-Trumbic, Former Chief, UNESCO (Education)
5. Prof. Dr. Jianxin Zhang, President of Asia-Pacific Quality Network (APQN)
6. Rafael Llavori, Head of Unit, Institutional and International Relations, ANECA, Spain
7. Dr. Nicolas Patrici Director, OBREAL Global Observatory
8. Dr. Bhama Venkataramani, Dean - Academics and Administration, SIU
9. Dr. Sreenath Head - Quality Management & Benchmarking (Member Secretary)

The Board meets annually to review the University's quality initiatives of the previous academic year in the background of its short-term, medium term and long-term plans. The proposed activities for the next year is also discussed. The Board members share their observations and suggestions to provide guidance to the leaders of the University.



(Written by QMB Department at SIU)

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other's satisfaction. In case the dispute does not get resolved in an amicable manner, the parties can terminate the agreement by serving a notice of one month in advance.

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
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(Written by Yingjie Xu)

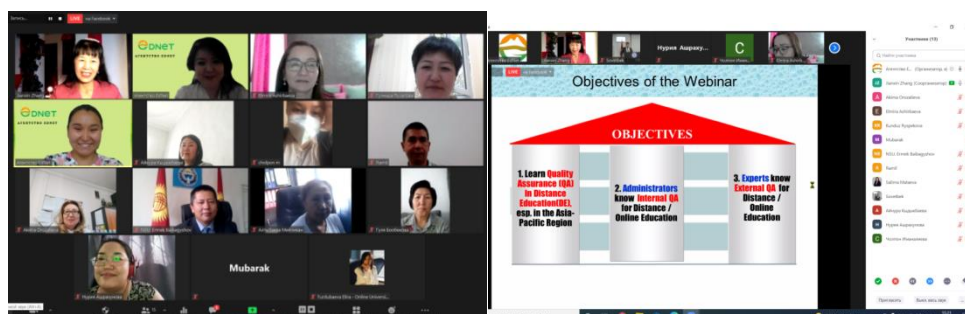
EdNet held Webinar of Quality Assurance of Distant Education in Kyrgyzsta

On June 7th and 8th, APQN President, Prof Dr. Jianxin Zhang, provided a webinar on “Assessment and criteria for accreditation of distant educational programs”, which was held within the project “Ensuring Quality assurance and accreditation of distant education in Kyrgyzstan”, which is supported by INQAAHE and implemented by the Public Fund “EdNet quality assurance agency in education”.

The webinar was devoted to the study of the process of quality assurance of distance education based on APQN standards. Throughout two days, the participants had a chance to learn Asia-Pacific experience in designing and implementing internal and external quality assurance system of distant educational programs. Specifically, on the first day, Dr. Jianxin presented information about background for distant education, tendencies of development of education till 2030 and problems, which the universities in the Asia-Pacific region came across during Covid-19 global pandemic. Also, in the first day of the webinar, the participants discussed basic concepts of quality assurance in distant education, problems and challenges that may appear in the process of establishing quality assurance system.

On the second day, Dr. Jianxin provided the university administrators and external QA experts with the information about internal and external quality assurance system based on the APQN standards. By the end of the second day, the participants got instructions and mechanisms on how to develop quality assurance system in distant educational programs and prepared SWOC analyses for better understanding their current stage of development and what to do in order to improve educational programs.

The webinar was attended by 19 academics from 17 universities of Kyrgyzstan. The webinar was also translating to the Agency’s Facebook page, where the record of the webinar was seen by more than 400 people.



(Written by Mubarak Lakubova from EdNet)

Students' QA Contribution: ECAQA Vision and Experience

On 18 May 2021, the Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care (ECAQA), Kazakhstan hosted a Webinar on "Students' contribution in Quality Assurance in Higher Education" that was supported by the Asia Pacific Quality Network (APQN) and Kazakhstan Medical Students' Association (KazMSA). Participants were the students representing Semey Medical University, Karaganda Medical University and Asfendiyarov Kazakh National Medical University. The key topics discussed at the webinar:

- the importance of students involvement in internal and external quality assurance (QA) of higher educational institutions
- description of ECAQA's experience on involvement of students in QA in HE
- exchange of good practices between ECAQA, APQN and KazMSA

Professor Saule Sarsenbayeva Director General of ECAQA has emphasized the contribution of the students in internal quality assurance of QAA as a Member of Accreditation Council, Expert Board, participation in institutional and educational programmes self-evaluation process, as well as a member of the site-visit team at the higher education institutions and educational programmes.

APQN President, Prof. Dr. Jianxin Zhang as an invited key speaker shared with her valuable insights on how students might be engaged in quality assurance at micro, macro and meso levels and compared students involvement across European countries. It was significant for participants to acquire the expectations and requirements for student experts, as well as the benefits of students participation in accreditation process .

Ms. Zhijie Xiang the graduate student of the Yunnan University as invited speaker has described ECAQA's practice of students involvement in quality assurance in higher education. She has explained the analysis of student participation and contribution to the institutional self-evaluation at the HEIs by demonstrating her joint publication with Prof. Dr. Jianxin Zhang on "Best Practice of Students Engagement in Quality Assurance".

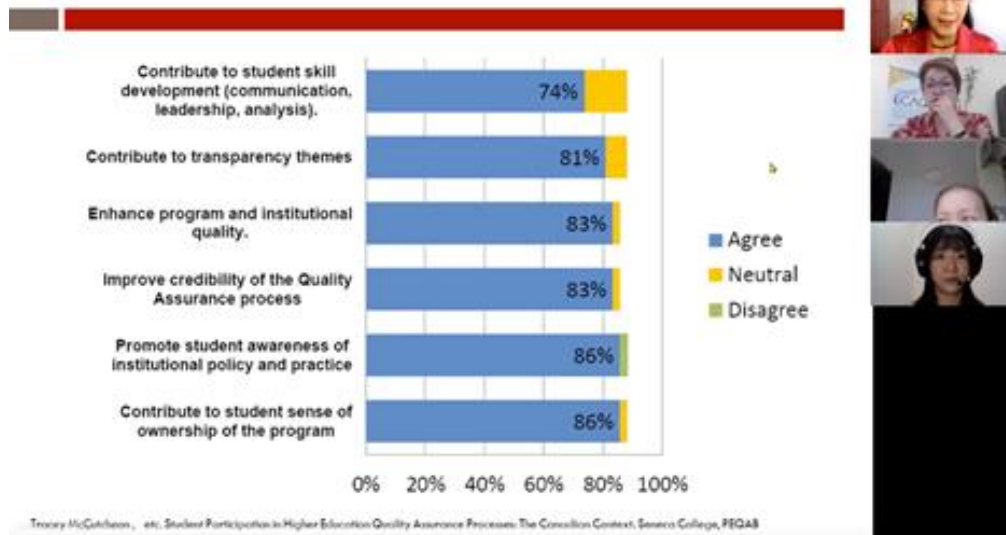
Furthermore, she demonstrated the aspects of the "Student's independent analysis" report while making a self-assessment of HEIs. In addition, Zhijie Xiang noted the specific roles of students in internal and external quality assurance procedures of ECAQA.

Mr. Gapsamet Abdulvakhabov, the President of KazMSA has emphasized the impact of students engagement on the quality enhancement of institutions or educational programmes. It was essential to note how Kazakhstan's medical students may affect the quality of education by active involvement in accreditation agency external quality assurance activities.

In conclusion, the Invited Speakers provided with the comprehensive overview and importance of students engagement in the quality assurance process

to create a shared vision and increase transparency in the higher education. Moreover, by the end of the webinar, the strategies to build a comprehensive relationship between faculty and students were discussed at the “Question/Answers” session.

6 Benefits to Student Participation



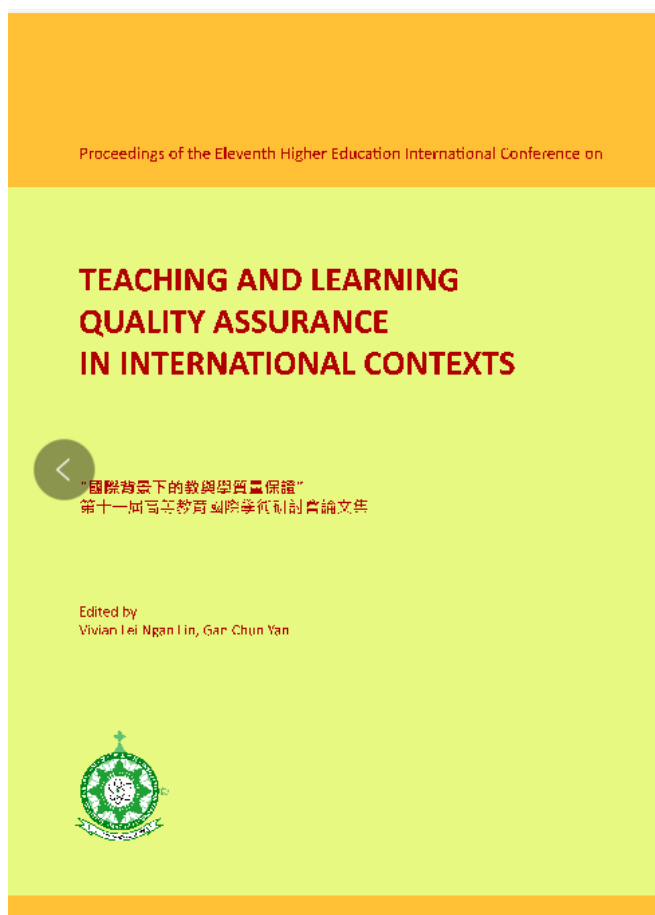
(Written by ECAQA)

MPI's Proceedings of 11th Higher Education International Conference

To discuss the rapid flow of global international students under the internationalization of education, explore the development of quality assurance of cross-border higher education, promote the improvement of the quality of higher education in Macao, and play the role of an exchange platform, the Macao Polytechnic Institute (MPI) has published the Proceedings of 11th Higher Education International Conference on Teaching and Learning Quality Assurance in International Contexts.

The proceedings include 19 selected papers that have been presented in the 11th Higher Education International Conference on Teaching and Learning Quality Assurance in International Contexts. The paper authors are from different countries and regions such as Sri Lanka, Malaysia, Papua New Guinea, Mainland China, Taiwan, Hong Kong and Macao. In addition, the transcriptions of three keynote speeches during the conference have been included in the proceedings, including “Monitoring of historic heritage – case study of King John’s Library (Biblioteca Joanina) of University of Coimbra” by Professor Alfredo Dias, Vice-Rector of University of Coimbra, Portugal, “A New QA approach: The implementation of self-accreditation policy in Taiwan higher education and its challenges to university internal quality assurance capacity building” by Professor Angela Hou, Board Member, International Network for Quality Assurance Agencies in Higher Education (INQAAHE), and “Warwick’s approach to embedding a culture of teaching excellence based on evidence” by Ms Maureen McLaughlin, Director of Education Policy and Quality, University of Warwick.

The “11th Higher Education International Conference on Teaching and Learning Quality Assurance in International Contexts” co-organized by MPI and the



Asia-Pacific Quality Network (APQN) was held at MPI from November 19 to 21, 2019. More than thirty experts and scholars from more than 12 countries and regions in the field of quality assurance in higher education gathered in Macao to present papers to discuss the current trends in higher education teaching and learning, international and regional comparative research on quality assurance systems, as well as to exchange and share the development trends of teaching and learning quality assurance around the world in the international context.

(Written by Vivian Lei Ngan Lin and Gan Chun Yan from Macao Polytechnic Institute)



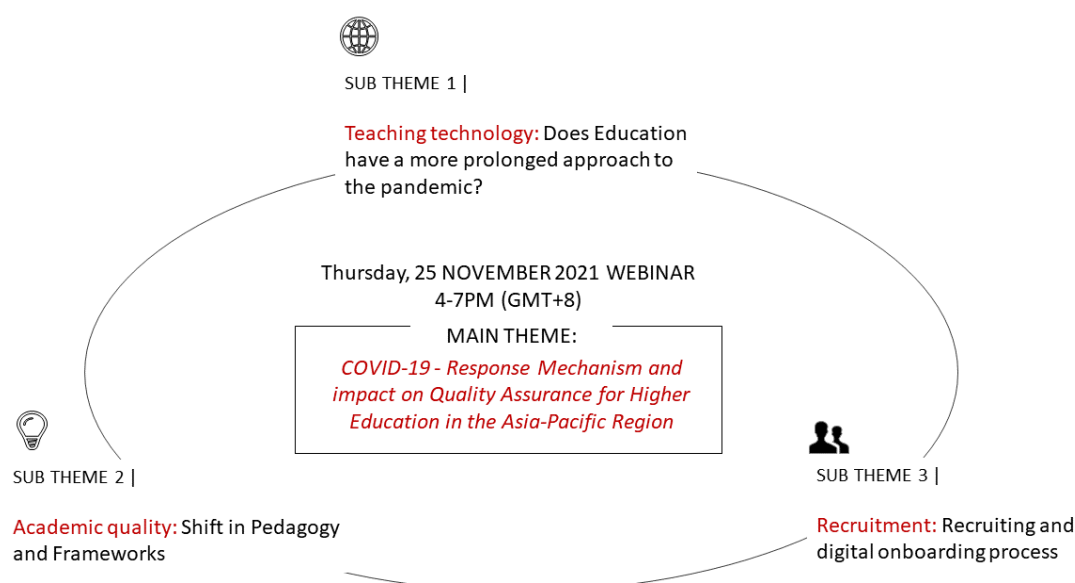
UP-COMING EVENT

Welcome to Webinar of 2021 AAC and AGM

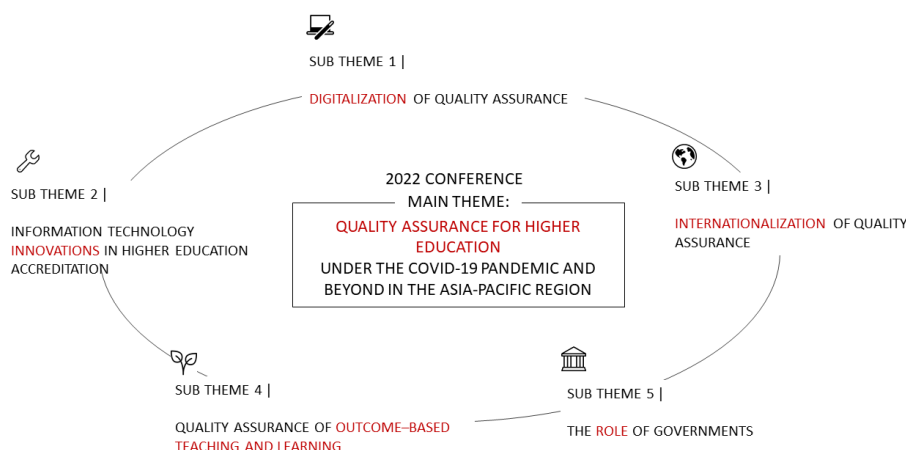
Dear APQN members and participants,

As we continue to adapt to combatting against COVID-19, the APQN executive and organizing committee has decided that the APQN Academic Conference (AAC) and Annual General Meeting (AGM) will be a two-part event across 2021 and 2022. This will allow us to reconnect with one another – sharing our expertise and experiences to tide us over until we can meet again in-person. We hope that the opportunity will come once again in 2022.

The first event will be a free webinar on Thursday, 25 November 2021 from 4-7pm (GMT+8) and both APQN and EduValue will be sponsoring the Event so as to allow as many participants to join. This will be an opportunity for us to listen to our keynote speakers as well as paper presentations. Below is our main theme and sub-themes.



The second event will be a conference in Singapore and will tentatively be held from 24-27 November 2022. We hope to share and engage with you in-person on the following themes and sub-themes.



We hope you will join us in both events. Sign up for 2021 AAC and AGM Webinar via the link below and also forward this to any organization / people that you think might benefit from learning more about Quality Assurance and the impact Covid-19 has on Higher Education.

You are invited to submit papers relating to the topic of the 2021 Webinar to be held on November 25, 2021! For those whose submitted papers in 2020 were accepted by the former review panel, please kindly review and modify your former papers accordingly to suit the main theme and submit to us again. Please e-mail your paper to the local organizer <alan@eduvalue.com.sg> as well as APQN Secretariat <apqnsecretariat@163.com>

Schedule of 2021 AAC and AGM online

Time	Items
June 15, 2021	The release of the announcement of 2021 and 2022 AAC & AGM, and call for papers for the webinar of 2021 AAC
July 26 - September 26	1) Marketing & promotion (with global invitation to submit papers) 2) Online registration is open
September 25	Deadline for paper submission and the review panel review the papers
September 26 - October 10	1) The review panel review the papers 2) Inform the authors the review results 3) Releasing guideline for presentation PPT.
November 1	Releasing the Programme of the Webinar of 2021 AAC and AGM
November 25 (Thursday), 2021	Webinar of 2021 AAC and AGM

If you have questions, please contact APQN Secretariat <apqnsecretariat@163.com> and local organizer, EDUVALUE <apqn@eduvalue.com.sg>. We are looking forward to seeing you on 25th November 2021 online! Click on the link below to register: <https://www.cognitoforms.com/BAYALLIANCESPTLTD1/apqn2021registrationformonline>

APQN Board and the Local Organizing Committee



Dissolving Boundaries for a Quality Region

APQNews (Issue 23, 2021)

Call for Contribution for the Next Issue

APQNews is a half-year periodical newsletter on updating APQN development within the Asia-Pacific Quality Network (APQN). It also gives members an opportunity to share QA activities within their organization. All members are invited to contribute articles for the next issue of APQNews.

A great way to get involved with the APQN community is to share your thoughts and ideas. Do you have something you would like to share with your APQN colleagues? Are there any upcoming quality events that you would like to release in APQNews? APQN welcomes all contributions for the next issue of APQNews! Please kindly e-mail them to Chief Editor and APQN Administrator at: apqnsecretariat@163.com.

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