

APQNews

(Issue 25)

June 30, 2022



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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 25

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 25)

The Asia-Pacific Quality Network (APQN)
Dissolving Boundaries for a Quality Region

2022

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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 25)

Dear APQN members, dear friends and colleagues,

Welcome to the 25th issue of APQNews (2022)!

As we all know, the ruthless COVID-19 pandemic has had great impact on all domains, all peoples in the world. Fortunately, under the leadership of APQN sixth Board, APQN didn't give up but carried on 12 activities to fight the COVID pandemic...

The 25th issue of APQNews (2022) consists of 11 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 for the first part of 2022.

It is crucial for APQN to successfully vote the Seventh Board Directors. Nar Bahadur Raika is elected as President; Galina Motova as Vice President; and Jun Barry Aw Yong, Srinivasa Chandramouliswar Sharma, Batdulam Sukhbaatar and Umankulova Onolkan as Board Directors.

It is worth to mention that APQN has published 3 anthologies: 1) "APQN Research on the COVID Impact on the Quality of Higher Education"; 2) APQN 2019 AAC Anthologies in Sri Lanka; and 3) 2021 AAC Anthologies in Singapore, which provide over 70 QA papers.

It is sustainable for APQR to conduct the first virtual APQR review to Samoa Qualifications Authority (SQA). It is urged APQN members to consider joining APQR for which many members have already shown interest. In addition, this June, the special research project entitled "Review on the Meta-Review to APQR" has been completed by the research team.

It is good to see that many QA actions have been taken during COVID. MPI-APQN 13th HE International Conference and IAAHEH 3rd Biannual Scientific Meeting were held. NIAD-QE Glossary of Quality Assurance, which focuses on terms relating to higher education and quality assurance system in Japan.

As always, we are happy to share valuable information on upcoming QA events: **2022 APQN Academic Conference(AAC) and Annual General Meeting(AGM) will be hosted by EDUVALUE, Singapore in Singapore from 24th to 27th Nov 2022.** The main theme is "*Quality Assurance for Higher Education Exploring New Normal of the HE Quality assurance in the Asia-Pacific Region*". We are looking forward to seeing you all at APQN 2022 ACC in Singapore!

Last but not the least, I cordially invite all of you to contribute articles for the next issue of APQNews (Issue 26). 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 25th Issue of APQNews: Jianxin Zhang

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THE BOARD

Call for Nominations for APQN Board Directors

January 15, 2022

Dear APQN Members,

On March 30, 2019, the sixth Board came to power on at Annual General Meeting held in Colombo, Sri Lanka. The current APQN Board will end on March 30, 2022. Hence APQN calls for nominations for the seventh APQN Board. (Because of the COVID-19 pandemic and the delay of 2021 AGM held in November, 2021, the election was also delayed 3 months.)

According to "APQN Constitutions", the governing bodies and authorities of APQN are the General Council and the Board. The Board manages the general affairs of APQN. The Board is composed of an elected President, an elected Vice President, an appointed Secretary/ Treasurer, four other Board Directors, the immediate Past President, and no more than four appointed Board Directors by the new Board, making a total of 7-11 Board Directors.

Only Full and Intermediate Member organizations could submit your nominations of the candidates associated with Full and Intermediate Members of APQN. For a list of current member agencies, go to <http://www.apqn.org/members/directory> and select both Full and Intermediate from the drop down menu. One person may be nominated for more than one position. When votes are counted, positions will be filled in the order below.

No two of the elected, appointed or co-opted Board Directors should be from the same organization. In accordance with APQN's values, a diversity of Board Directors that reflects the international mandate of APQN strengthens the organization.

The nominees should signify their willingness to serve if elected, must indicate their interest in the position and what ideas they would bring, and must be able to dedicate adequate time to the task. The Board's work is mainly carried out electronically, and the Board Directors must be willing to contribute to these electronic discussions and decision-making. The amount of time varies, but Board Directors should expect to contribute one or two hours per week. In addition to the base work, APQN has many project groups and special responsibilities, and each Board Director is expected to be active in, and preferably lead, at least one of these.

Nominations should be accompanied by: (1) "Nomination Form for Elected Board Directors" with a biographical note of the candidate (not more than 250 words); and (2) "Agreement to Serve when Elected" with the signature (read them in the annex). All instructions are contained within the document, so please read it carefully and

ensure that your submission contains all the necessary supporting documentation.

Nominations must be received by the Independent Council members at three e-mail addresses: <apqnsecretariat@163.com>; <948661302@qq.com>; <nbraika@moe.gov.bt>, no later than 15th April 2021. Please use the annexed forms to submit your nomination.

The schedule for the election process follows:

No.	Responsible person	Item	Timeline	Status
1	The sixth Board	The Board made Decision to election of the 7 th Board Directors	November 23, 2021	✓
2	The sixth Board	Prepare documents for the Board election, and Release the announcement at APQNews(Issue 24, 2021)	December, 2021	✓
3	The sixth Board	Identify the Independent Council and 3 vote counters and got their signed "Declaration of Conflicts of Interest and Confidentiality"	December, 2021	✓
4	The sixth Board	Approval of "Call for Nominations for APQN Board Directors(2022-2025)"	December, 2021	✓
5	The Secretariat	Send "Call for Nominations for APQN Board Directors(2022-2025)" to the Full and Intermediate members	February 15, 2022	✓
6	The nominators	Deadline of "Call for nominations for Board Directors 2022-2025"	April 15, 2022	✓
7	The Secretariat	Make the publicity campaign for the nominees and send the ballots to the Full and Intermediate members	April. 25, 2022	✓
8	Relative Members	Send vote to all the three vote counters and voting by the Full and Intermediate members	May 1 – May 30, 2022	✓
9	The Secretariat and two other vote counters	Count the votes and send the results to the Independent Council	June 1, 2022	✓
10	The Secretariat	Contact with the successful candidates and wait for their responses	June 10, 2022	✓
11	Independent Council	Make adjustment if some successful candidate refused, and announce verified results to the old and new Board Directors	June 20, 2022	✓
12	The sixth and seventh Boards	Releasing the vote result to all members and introduce the Board Director in APQNews (Issue 25).	June 30, 2022	✓
13	The Immediate Past President	Introduction of the New Board and award Board certificates to both the old and new Board Directors, the seventh Board comes to power, at 2022 Annual General Meeting (AGM) in EDUVALUE, Singapore	November 25, 2022	

Thank you for your attention!

Kind regards

The Sixth Board of APQN on January 15, 2022

The Result of the Election of APQN Seventh Board

June 21, 2022

Dear APQN Members,

Greetings from the Independent Council of the election of APQN Seventh Board Directors!

From November 23, 2021, APQN has been working on the work of the election of APQN Seventh Board Directors. On May 1, 2022, the APQN Secretariat sent ballots to 69 Full and Intermediate members eligible to vote in the election of the Seventh APQN Board Election.

As of May 30, we received 26 valid ballots; in total, 37% of APQN Full and Intermediate members voted, which meets the 33% quorum requirement. The results of the election are as follows:

Position	Candidates	Country	Organization	Member Category	Votes
President	Nar Bahadur Raika	Bhutan	The Quality Assurance & Accreditation Division, Department of Adult and Higher Education, Ministry of Education	Full	25
Vice President	Galina Motova	Russia	The National Centre for Public Accreditation(ACPA)	Full	16
	Timur Kanapyanov	Kazakhstan	International Cooperation at the Independent Agency for Accreditation and Rating (IAAR)	Full	9
Board Directors	Jun Barry Aw Yong	Singapore	The EV Education Group	Intermediate	21
	Srinivasa Chandramouliswar Sharma	India	The National Assessment and Accreditation Council (NAAC)	Full	21
	Batdulam Sukhbaatar	Mongolia	International relations unit at the Mongolian National Council for Education Accreditation, Mongolia (MNCEA)	Full	18
	Umankulova Onolkan	Kyrgyzstan	The Accreditation Council of the Agency for Quality Assurance in the field of education "EdNet"	Full	14
	Lealiifano Easter	Samoa	Samoa Qualifications	Full	10

	Manila-Silipa		Authority		
	Timur Kanapyanov	Kazakhstan	The International Cooperation at the Independent Agency for Accreditation and Rating (IAAR)	Full	8
	Nar Bahadur Raika	Bhutan	The Quality Assurance & Accreditation Division, Department of Adult and Higher Education, Ministry of Education	Full	6

According to the voting results, Nar Bahadur Raika is elected as President; Galina Motova as Vice President; and Jun Barry Aw Yong, Srinivasa Chandramouliswar Sharma, Batdulam Sukhbaatar and Umankulova Onolkan as Board Directors. In addition, there will be ex-officio and co-opted Directors as per "APQN Constitution" and "APQN Procedures Manual" adopted by Board from time to time.

We sincerely appreciate all the 26 votes! We sincerely thank all the nominated candidates! And we warmly congratulate the winners of the Seventh Board seats. Hope new directors can make their great effort for APQN mission of *"enhancing the quality of higher education in the Asia-Pacific Region"*.

As per practice and convention, the new (Seventh) Board will take over on November 25, 2022, in a face-to-face way after 2022 Annual General Meeting (AGM) to be held in Singapore.

Best regards,

The Independent Council on June 21, 2022

Brief Introduction of the Seventh Board Directors

PRESIDENT

Mr. Nar Bahadur Raika

Specialist (Advisor) to the Quality Assurance and Accreditation Division, Department of Adult and Higher Education, Ministry of Education, Bhutan.



Mr. Nar Bahadur Raika is the Specialist (Advisor) to the Quality Assurance and Accreditation Division, Department of Adult and Higher Education, Ministry of Education, Bhutan. He has also served as the Chief of the Division before getting promoted as the Specialist (Advisor). Mr. Raika has spent most part of his career as a lecturer/senior lecturer (Aug. 1991 – March 2011) at the Samtse College of Education, Royal University of Bhutan (RUB). He started his civil service as a teacher in June 1988.

He earned his M.Ed. from University of Newcastle, Australia; Advanced Diploma in Educational Studies, University of Leeds, United Kingdom; and B.Ed. degree jointly from the National Institute of Education, Bhutan and Institute of Education, University of London, U.K.

Mr. Raika took up various responsibilities such as member of the Academic Board for Royal University of Bhutan, Examinations Secretary at the college, B.Ed.(Primary) Programme Leader, and Head of Mathematics Department, etc. during his time as a lecturer.

He has facilitated many workshops on teaching mathematics, assessment techniques, mentoring trainee teachers, and quality assurance of tertiary education institutes. He also facilitated a project on continuous assessment in Laos (Feb. 2003) and served as external examiner for Paro College of Education, RUB.

In addition to writing articles, Mr. Raika has made notable contributions to the development, writing and editing of several important publications related to teaching mathematics, assessment of students and documents related to quality of higher education.

Currently, Mr. Raika serves as a member of Academic Planning and Resources Committee, Royal University of Bhutan.

VICE PRESIDENT

Prof. Galina Motova

Ph.D., D.Sc., Deputy Director of the National Centre for Public Accreditation



Prof. Galina Motova, Ph.D., D.Sc., Deputy Director of the National Centre for Public Accreditation (2010 – present time). Vice-President and Board Director of Asia-Pacific Quality Network (2019 – present time, 2016-2019). Editor-in-chief of the journal "Accreditation in Education" (2005 – present time). Director of the Guild of Experts in Higher Education (since 2006- present time). Deputy Director of the National Accreditation Agency (Governmental Authority, 1996-2009). Member of the Steering Committee of the Central and Eastern European Networking Association CEENQA (2006-2010). Honored Worker of Education of the Russian Federation. Distinguished Worker of Public Education of the Russian Federation. One of the authors of the National Reports for the Bologna Process in 2007, 2009, 2015. The author of more than 250 publications, including 3 monographs.

Dr. Motova is a certified ENQA expert, who has taken part in ENQA reviews of QA agencies and HEIs.

She has organized international fora, assemblies and conferences of quality assurance networks ENQA, CEENQA and APQN (CEENQA General Assembly, St. Petersburg 2006; ENQA Members Forum, St. Petersburg 2014, APQN annual AAC and GM, Moscow 2017).

Galina Motova has been a participant of international projects Align Tempus, Sagris (co-funded by Erasmus+), DEQAR Connect (in the framework of Erasmus+) and a member of ENQA working groups on Excellence and Academic Integrity.

BOARD DIRECTORS

1

Mr. Jun Barry Aw Yong

Founder of the EV Education Group, Singapore



Barry has been a keen entrepreneur and is the founder of the EV Education Group. His leading company, EDUVALUE (APQN Associate member), 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.

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. His companies are now making decisive landfalls in neighbouring countries, where they are expected to bring a defining shift to Education.

He was nominated as a Board Director in 2021. As EduValue CEO, he contributed greatly to 2021 APQN Academic Conference (AAC 2021) online. His organization is the host of 2022 AAC and AGM to be held in November 2022.

2

Prof. Srinivasa Chandramouliswar Sharma

Director of National Assessment and Accreditation Council (NAAC), India



Prof. S. C. Sharma is an educationist, researcher, administrator, technocrat, musician and a man with a mission to serve the society with relentless devotion and sincerity. At present he is the Director of NAAC. He has ushered in a new era of accreditation process including ICT based accreditation process.

He is the former Vice Chancellor of Chhattisgarh Swami Vivekanand Technical University, Bilai and formerly, the Vice-Chancellor of Tumkur University Tumkur, Vice- Chairman, Karnataka State Higher Education Council, Government of Karnataka and Principal, R. V. College of Engineering, Bangalore. He is a distinguished Adviser for many academic institutions and academic bodies across the country. He was Visiting Scientist for Department of Aerospace, Indian Institute of Science (I.I.Sc.). He is a Hon'rary Distinguished Professor in the Centre for Energy, Indian Institute of Technology, Guwahati, (IIT-G).

He has holds Ten doctoral conferment based on his research work from various Universities including Mysore University and Deakin University, Australia. He holds the Doctor of Law from the prestigious National Law School of India University, Bengaluru. He is conferred with Honoris Causa from Nine Government supported universities.

He has won many accolades and awards including the prestigious international 'THERMEC'-2013 Distinguished Award at Las Vegas, USA. Prof. Sharma has authored two books along with Nobel Laureates. These scientific efforts have resulted in over 364 research papers, 18 books and 6 patents. His publications have earned more than 8791 citations with h-index of 49 from Scopus and to his credit 137 research papers published in refereed proceedings with ISBN number.

3
Dr. Batdulam Sukhbaatar

Senior officer for research and development at the Mongolian National Council for Education Accreditation



Batdulam Sukhbaatar was born in Mongolia. She taught English at a secondary school and a local university in Mongolia. Currently, she is a senior officer for research and development at the Mongolian National Council for Education Accreditation.

She earned her master in human sciences from Osaka University in Japan and PhD from University of Szeged in Hungary. She is an editor of the Education Accreditation Journal published by the Mongolian National Council for Education Accreditation. She conducts research on parental involvement, teacher education and higher education.

4
Mrs. Umankulova Onolkan

Chair of the Accreditation council of The Agency for quality assurance in the field of education "EdNet", Kyrgyzstan



Mrs. Umankulova O. has been leading the Agency for quality assurance in the field of education "EdNet" since its foundation in 2012. Besides she was the member of the official team to launch, develop and scale-up an independent accreditation system in Kyrgyzstan along with the Ministry of education and science of the KR since 2009 and one of the key players in changing and improvement of legislation about quality assurance and accreditation in the country. She participated in negotiations on behalf of the Ministry of education of KR about creation of Eurasian QA area and Central Asian QA area. Being adhered to development and fostering of quality culture in higher education, Mrs. Umankulova has developed 4 unique training programs about quality culture, learning outcomes and implementation of internal QA system in universities, that were run by more than 5000 teachers around Kyrgyzstan.

She coordinated and implemented 15 projects in development of higher education system with the total budget of more than 10 mln USD since 2010. AS the result of her commitment to the values and principles of quality assurance, the Agency she is leading now is considered as the movement for introduction of international standards for accreditation, and implementation of quality culture on the territory of the Kyrgyz Republic. She prepared several articles and a number of methodological manuals for universities about implementation of quality assurance system, and together with EdNet's team is conducting a research about impacting of EdNet's accreditation procedures to changing of quality culture in universities.

THE PROJECT

Review on the Meta-Review to APQR

In June, 2022, the special research project entitled “Review on the Meta-Review to APQR” (approved by APQN Sixth Board in June, 2021) has been completed by the team under the leadership of Prof.Dr. Jianxin Zhang and Dr. Jagannath Patil, APQR co-chairperson and chairperson.



APQR officially began its first APQR review in June 23-25, 2015. The three-day site-review was conducted to Fiji Higher Education Council (FHEC) by a well-known

review panel. This “first milestone review” has opened the way for APQR to carry out the register review system in the Asia-Pacific Region. From 2015 to 2020, APQR has reviewed eight QAAs from six countries (see Table 1).

Table 1 List of the eight QAAs accepted onto APQR

#	Country	Name of the Quality Assurance Agencies (QAAs)	Review Time
1	Fiji	Fiji Higher Education Commission (FHEC)	2015
2	Russia	Russian Register (RR)	2017
3	Russia	National Centre for Public review(NCPA)	2017
4	Indonesia	Indonesian review Agency for Higher Education in Health (IAAHEH)	2018
5	Kazakhstan	Eurasian Centre for review and Quality Assurance in Higher Education and Health Care (ECAQA) in Kazakhstan	2019
6	Mongolia	Mongolian National Council for Education review (MNCEA)	2019
7	Kazakhstan	Independent Agency for review and Rating (IAAR) in Kazakhstan	2019
8	Malaysia	Finance review Agency (FAA) in Malaysia	2020

Source: APQR REGISTER. [EB/OL][2021-10-25].<https://www.APQR.co/register/view-as-a-list>.

Based on the 11 review criteria of APQR, this research carried out "meta review" with 8 Self-Review Report (SRR) provided by the 8 QAAs and the 8 APQR review reports completed by the review panel; at the same time, supplemented by a survey entitled “APQN Review Status” and some in-deep interviews.

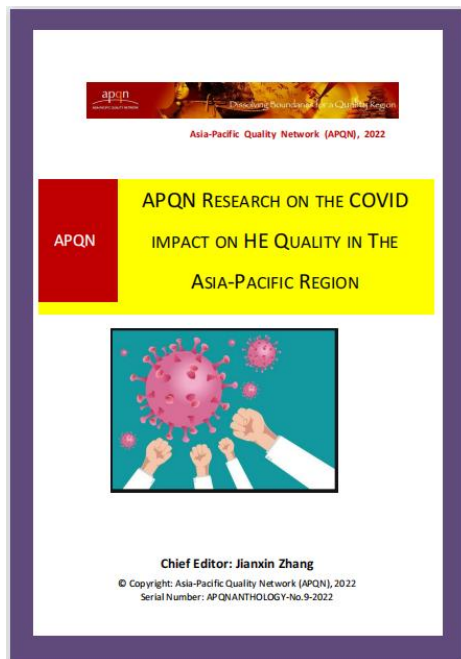
Firstly, this research makes a comparative analysis of APQR review of 8 QAA acceptance onto APQR under 11 criteria. Secondly, based on the "Survey of APQR Review Status", “satisfaction level” of the APQR review is analyzed. Finally, on the basis of the above, it summarizes the experiences that can be used for reference and the spaces for APQR improvement. It is found that APQR review conforms to the concept of "the fourth generation review": (1) from the review basis, APQR is a dynamic review under constructivism; (2)from the review focus, APQR focuses on three aspects: openness,inclusive and credibility of the QAAs; (3) from the review results, APQR is flexible to have four levels of comprehensive review.

This research has conducted “meta-review”/ "re-examined" the APQR review in the past six years, summed up and optimized the good experiences, summarized and analyzed the problems existing in the review, and put forward future improvement suggestions. We believe, with the continuous efforts of experts , council members and staff, we can continue to contribute to quality assurance of higher education in the Asia-Pacific Region and witness the bright future of higher education in the Asia-Pacific Region.

(Written by Jianxin Zhang, APQR co-chairperson)

Publication of "APQN Research on the COVID Impact on the Quality of Higher Education"

At the end of June, APQN published the book entitled "APQN Research on the COVID Impact on the Quality of Higher Education". You can download it at APQN website at <https://www.apqn.org/library/aac-proceedings>



APQN Research on the COVID Impact on the Quality of Higher Education

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June, 2022

I. Background of the COVID pandemic

At the end of 2019, Coronavirus Disease 2019 (COVID-19) broke out out of a clear sky. It has brought the whole world into a painful halt. In April in 2020, over 1.5 billion students were forced to stay away from schools in over 190 countries, covering 90% of the world's student population.

The COVID Pandemic attacked all the global human being in a threatening and horrible manner, which has extended an open challenge to all strata of lives on the planet. Thomas Friedman believes, the COVID pandemic will become "There is the world B.C. — Before Corona — and the world A.C. — After Corona." Just like "B.C. (before Christ) and A.C. (after Christ). This is an unprecedented scenario in the world history of education.

COVID caught all of us by surprise and forced us to manage amidst huge uncertainty: uncertainty as to when we can travel again, uncertainty as to when business events will return and uncertainty as to when COVID will be over. The first step in dealing with uncertainty is to accept it – accept the situation we are facing.

We have unusually spent over 1000 days during the pandemic, which are once-in-a-century days. In this battle without gunpowder smoke, more than 7 billion people in the world, no one is an "outsider", let alone a "bystander".

People all over the world are trying to cope up with the crisis. APQN work with the fraternity of the academic to get out of the messy situation and try to find appropriate solutions. We are happy to find that APQN utilize COVID lockdown as a springboard to disrupt with more sustainable solutions for the future. We have inclined towards "work from home" culture.

II. APQN Action of the COVID Impact

In the past 2-and-half years, APQN carried on many actions during the COVID pandemic, including 4 surveys, 7 interviews, 1 online forum, 3 international online conferences, 1 online-teaching standard and other researches. The current book entitled "APQN Research on the COVID Impact on the Quality of Higher Education in the Asia-Pacific Region" is the result of most of APQN actions under COVID-19. The book consists of 10 chapters as followings:

- I. APQN Survey on the COVID Impact on the HEIs
- II. APQN Survey on the Influence of COVID on the QAAs
- III. Survey on the Effectiveness of Online Teaching in the HEIs
- IV. Review of APQN 2020 Online Forum
- V. APQN Board Interviews on HE Quality in COVID Crisis
- VI. Qualitative Research on Effectiveness of Online Course during COVID-19
- VII. Academic Review of the 12th Higher Education International Conference
- VIII. Research on the Meta-Review to the Asia-Pacific Quality Register (APQR)
- IX. APQN Standard for Online-Teaching Quality Assurance
- X. Overview of 2021 AAC on COVID Response Mechanism

The contents of the 10 chapters include the following 4 parts:

Part I is the research of chapters 1-3, which describes the impacts of COVID outbreak, such as "Survey of the COVID Impact on the HEIs", "Survey of the COVID Impact on QAAs" and "Survey on the Effectiveness of Online Teaching in the HEIs".

Part II is the research of chapters 4-7 which narrates the uncertainty and challenges during the of COVID-19, such as "Review of APQN 2020 Online Forum", "APQN Board Interviews on HE Quality in COVID Crisis", "Qualitative Research on Effectiveness of Online Course during COVID-19" and "Academic Review of the 12th Higher Education International Conference".

Part III is the research of chapters 8-10 which shows the results, such as "Meta-Review to APQR", "APQN Standard for Online-Teaching QA" and "COVID Response Mechanism".

Part IV is annex 1-6 which provides more details to the researches carried on during the pandemic, such as 4 surveys, 7 interviews, and "APQN Standard for Online-Teaching Quality Assurance" issued globally on May 30, 2021.

III. Acknowledgement

Last but not the least, deep appreciation to the 14 authors of this book. They are Jianxin Zhang (APQN 5th and 6th President, professor of Yunnan University and Chief Expert of Yunnan Higher Education Evaluation Centre, China), Galina Motova (APQN Vice President, Deputy Director of the National Centre for Public Accreditation, Russia), I-Jung Grace Lu (Assistant Research Fellow of Higher Education Evaluation and Accreditation Council of Taiwan, Chinese Taipei), Yahang Yang (research fellow at Center for China and Globalization, China), Xiaoyin Cao (licensed attorney in Illinois, U.S.A), Daria Efremova (specialist of the Accreditation Office, National Centre for Public Accreditation, Russia), Anna Ishutkina (methodologist, analyst and translator at the International Relations Office, National Centre for Public Accreditation, Russia), Zhijie Xiang (PhD candidate at Yunnan University, China), Panpan Huang (graduate student at Yunnan University, China), David W. Sansom (Deputy-Director of the MPI-Bell Centre at the Macao Polytechnic Institute), Gan Cunyan (Director of Teaching and Learning Centre of Macao Polytechnic Institute), Shirun Wang (graduate student at Yunnan University, China), Wenjing He (graduate student at Yunnan University, China), and Jagannath Patil (founder Chairperson of Asia Pacific Quality Register, former APQN President and APQN Board Co-opted Director, at National Assessment and Accreditation Council, India). Most of the research are volunteer work, without any funding. The authors carried on the research on a pro bono basis. They have demonstrated APQN spiritual legacy of "the Spirit of Dedication". As the current APQN President and chief-editor of this book, I am greatly appreciate for their dedication that is the passion and love for the cause of education quality bonded by the affection and friendship among our members!

The challenge of the COVID Pandemic is embedded with a huge opportunity. No doubt, higher education in the globe has been transformed by COVID-19, the lockdown, and eventually, the recovery. COVID-19 has pointed out that the world of education requires a paradigm shift. The educational systems should have been hybrid with both face-to-face learning as well as online learning components. Most of the higher education institutions (HEIs) have been in practice of holistic learning accommodating both offline and online systems. The present pandemic has forced all the academic institutions to shift to online mode of learning. APQN has a long way to go to realize its sustainable development under COVID-19.

Dear all, let's work hard to realize APQN mission of "*enhancing the quality of higher education in the Asia-Pacific Region* "!

(Written by Jianxin Zhang, APQN President as well as the chief-editor)

Digital Publishing of APQN 2019 and 2021 Anthologies

I. Background

The COVID-19 pandemic has caused global disruptions to holding international networking events and impacted work. Eduvalue was honored to be appointed as host for APQN 2020, unfortunately the physical event in Singapore had to be canceled due to the pandemic. The global pandemic disruptions have also caused a delay in publishing the physical APQN 2019 Sri Lanka anthology.

In 2021, Eduvalue proposed to the APQN Board to stage a free APQN 2021 digital event to be held on Thursday, 25 November 2021 from 4-7pm (GMT+8). The Board has unanimously agreed that a APQN 2021 AGM and ACC based on webinar format should be held so as to continue the traditions of holding the AGM and Annual Academic Conference (ACC). Announcement was made to members and various contacts in the academic, QA and educators globally in June 2021 on APQN website, and call for paper submission deadline in Friday, 15 October 2021 23:59 (GMT+8) as shown in Fig 1

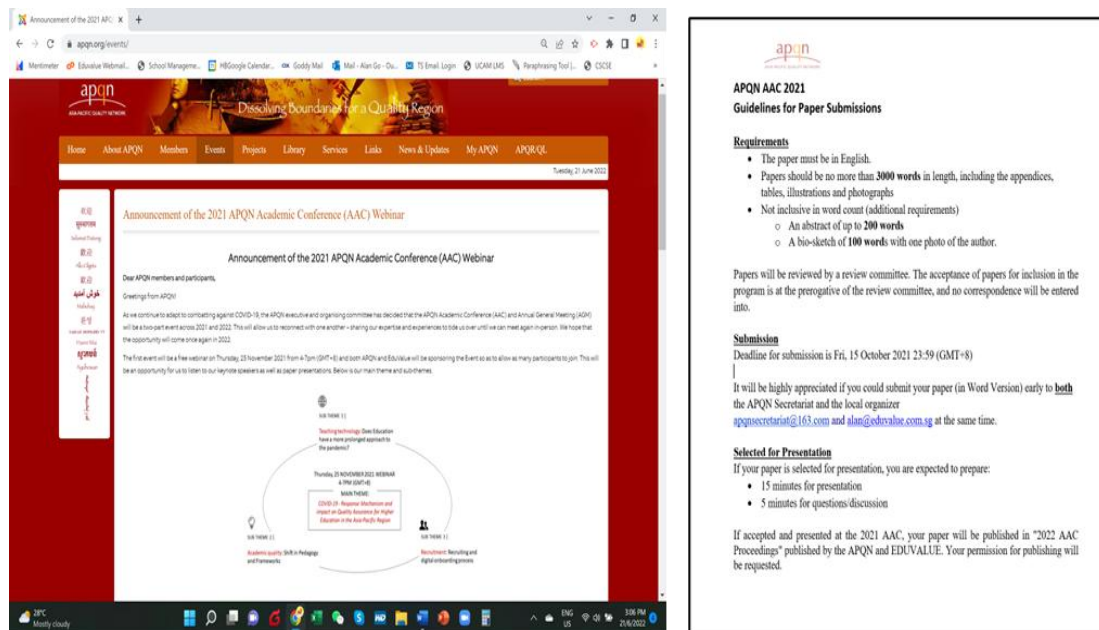


Fig 1: Announcement of APQN 2021 Singapore webinar and Call for paper

II. Digital published APQN anthologies to support for global Net-Zero "Green sustainability"

Eco-publishing is a method of creating publications that adhere to the principles of sustainability. Currently, nearly 10% of what we read is in digital format, nearly 100%

of paper publications are produced using electronic equipment, and the energy footprint accounts for 7% of total greenhouse gas emissions¹. Sustainable and green practices help businesses become more efficient, competitive, and profitable. It goes beyond "a nice thing to do." Businesses and organizations are recognizing the numerous practical short- and long-term financial benefits of making environmentally conscious changes.

A discussion between Eduvalue, the host of APQN 2021 and next APQN 2022 and APQN, CEO Barry and APQN President, Prof. Dr. Zhang, agreed that both APQN 2019 Sri Lanka anthology and the APQN 2021 and APQN 2022 anthologies should all be digitally published. This initiative is the first time APQN anthologies are digitally published. Both Eduvalue and APQN see the positiveness of a digital anthology:

- **Environmentally Friendly:** With digital anthology, there's no need for paper or ink supporting the less use of trees and energy resources
- **More interactive:** The content has now shifted from a static booklet to a digital platform wherein users can download and share anytime.
- **Expand Your Audience Reach:** It is time-efficient and APQN can reach wider audience as the anthologies can be delivered to any media to the public and members through digital devices.
- **Digital Transformation:** It showed that APQN has moved ahead with time, as it makes record retrieval painless while modernizing the organization to current business standards.

Print media has struggled to adapt to today's digital marketplace. We gain the benefits listed above by shifting APQN anthology content to digital distribution channels, while also becoming better prepared for future organizational changes by utilizing current platforms and technologies. There is no shortage of well-designed platforms for creating digital publications, and with so many options, it's simple to find one that meets APQN requirements and switch publishing methodology to meet a changing customer base that must embrace digitization.

III. Work of publishing the Digital anthologies

Eduvalue started to work on the designing and layout of the APQN 2019 and APQN 2021 anthology in digital format in Dec 2021. A brainstorming team and project team are established and lead by Alan Go, Lead Researcher, Eduvalue. APQN and Eduvalue jointly agreed on the editorial committee as shown in Diagram 1: Editorial and Publishing committees are appointed:

¹ Marta Escamilla Monell and Jordi Panyella Carbonell (2021). The environmental impact of digital publishing, available at: <https://lab.cccb.org/en/the-environmental-impact-of-digital-publishing/>

Asia-Pacific Quality Network

Enhancing the Quality of Higher Education in the Asia-Pacific Region

Published by:

Asia-Pacific Quality Network (APQN) and Eduvalue Pte Ltd, Singapore

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Diagram 1: Editorial and publishing committees

The total time spent coordinating the papers, editing, and layout was approximately 6 months. The initial concept of combining the two anthologies into a single digital book presented several layout challenges, as we discovered that the APQN 2019 Sri Lanka papers are submitted in varying formats, whereas the APQN 2021 papers are generally more similar. We also encountered some difficulties in contacting the authors of APQN 2019, necessitating more time to coordinate the Sri Lanka papers. We decided to work on the APQN 2021 Singapore anthology first, while also working on the APQN 2019 anthology.

As a result of our discussions with APQN President Dr. Zhang, we decided to divide the design into two digital books.

The skyline of Sri Lanka was featured on the cover of APQN 2019, while the skyline of Singapore was featured on the cover of APQN 2021; both cover photos showed the skyline against a background that included waterways features in the foreground.

IV. The cover design

The objectives are to make the digital booklets a distinctive two separately held events, as well as show case the vibrancy of both countries' development over the

centuries with beautiful night lights illuminating the skylines, while the waterways are of vital significance for the transportation of both people and goods all over the world-the intricate network of connections that exists between coastal ports, inland ports, rail, air, and truck routes serves as the basis for the human and business connections that can be found all over the world.

Therefore, the covers shown below in Fig 2: APQN 2021 Singapore Anthology and Fig 3: APQN 2019 Sri Lanka Anthology reflect how APQN served as a regional quality assurance network for the global education communities.

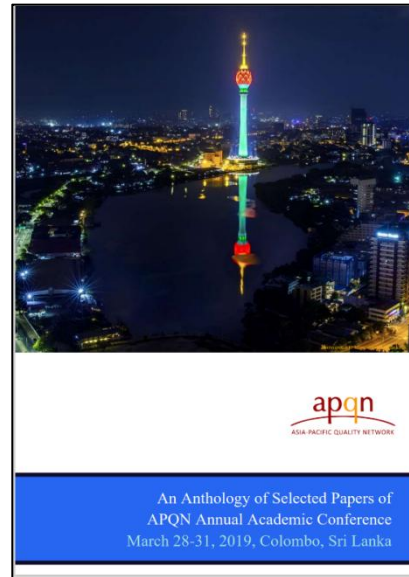
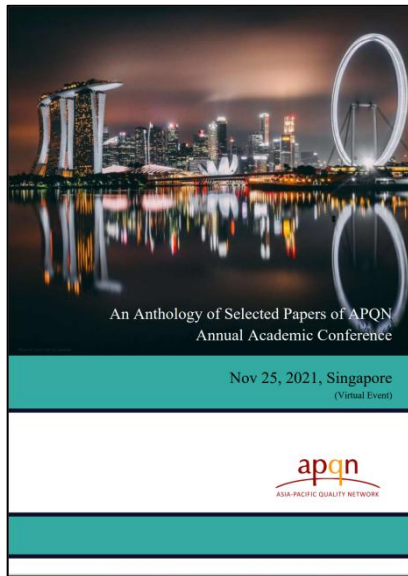


Fig 2: APQN 2021 Singapore Anthology Fig 3: APQN 2019 Sri Lanka Anthology

The APQN 2021 Singapore digital book draught was finished around the end of April 2021, and the APQN 2019 Sri Lanka digital book draught was finished around the end of May 2021. The books are distributed to the APQN Board for review. Several corrections and feedback from some authors were re-certified, and final layout was competed in early June 2021.

On 20 June 2022, both APQN anthologies are officially published, APQN 2019 contained 210 pages with 26 papers, APQN 2021 contained 225 pages and 28 papers.

(Written by Alan Go, Lead Researcher, Eduvalue; 2nd Chief Editors of AQPN 2019 and 2021 anthologies)

APQR Review to Samoa Qualifications Authority (SQA)

At the end of 2021, the Samoa Qualifications Authority (SQA) in the Independent State of Samoa expressed its interest to the APQRC to be considered for inclusion on the Asia-Pacific Quality Register (APQR).

In February, 2022, SQA submitted a Self-Review Report (SRR) and supporting documents to APQRC. The SRR is a very thorough and detailed examination of SQA, taking account of all its quality assurance (QA) functions and activities carried out during the past 15 years (since its founding in 2006) and touching on some other functions of SQA.

From May 23-25, 2022, led by Dr Jagannath Patil (APQR Chairperson), a review panel of three experts, Prof. Dr. Jianxin Zhang (Chair) from China, Dr Tariq Al Sindi from Kingdom of Bahrain and Ms Malini Nair from Fiji Islands, conducted virtual review to SQA. The APQR review held 1 APQR Review Meeting, 3 panel meetings, 1 Briefing and Wrap-up Meeting, and 4 interview meetings with the SQA CEO, staff members and with a range of other stakeholders. Documents were viewed, including "SQA Self-review Report", "Appendices" and other SQA documents as well as documents from the relative stakeholders.

Based on its review of documents, interviews, and validation of statements in the SRR, the review panel finds SQA is "substantial compliance" with the APQR criteria. The Panel therefore recommends to APQR Council that SQA be accepted onto the Register.



APQR Chairperson Dr. Jagannath Patil, who facilitated the review process, has urged APQN members to consider joining APQR for which many members have already shown interest. Details of procedure for inclusion on APQR are available on website (i.e. www.apqr.co).

(Written by Jianxin Zhang, APQR Co-Chairperson)

Review of the 13th HE International Conference

The 13th Higher Education International Conference on Education Innovation and Teaching Quality Assurance in the Post-Pandemic Era was held between November 22 and 23, 2021. The conference was hosted by the Macao Polytechnic Institute (MPI) in collaboration with the Asia-Pacific Quality Network (APQN), and was the seventh conference in the series jointly organized by MPI and APQN. The conference was held online to ensure the worldwide attendance amidst the COVID-19 pandemic.



Education Innovation and Teaching Quality Assurance in the Post-Pandemic Era

第十三屆高等教育國際學術研討會
後疫情時代的教育創新與教學質量保證

Since the impact of the novel coronavirus pandemic, different countries and regions in the world continue to adjust their teaching models in response to the circumstance of the pandemic, which may be quite different from traditional teaching models. In the post-pandemic era, while higher education is conducting discussions on innovative educational thinking and methods, the need to ensure the high-quality development of teaching and learning is a new issue facing education. This year's conference, focusing on the theme of "Education Innovation and Teaching Quality Assurance in the Post-Pandemic Era", will be held online from November 22nd to 23rd, 2021. International scholars and experts are welcome to submit papers and discuss related topics on:

• Theory and practice of higher education innovation in the post-pandemic era
• Teaching and learning quality assurance of higher education in the post-pandemic era
• Strategy and practice of online education in higher education institutions;
• Quality assurance for online education
• Outcome-based teaching and learning
• Student professional ability assessment
• Application of information technology in teaching and learning improvement
• Teachers' professional development under the trend of online education
• Change and development in the international movement of students in the post-pandemic era
• Other relevant topics related to the conference theme

新型冠狀病毒肺炎疫情影響至今，世界不同國家和地區因應疫情發展持續調整其教學模式，與傳統的教學模式具相當差異。後疫情時期，高等教育在開展教育思維與方法創新探討的同時，確保教與學的高質量發展是教育面對的新議題。為此，本屆研討會以“後疫情時代的教育創新與教學質量保證”為題，於2021年11月22至23日在線上舉行，歡迎國際學者和專家提交論文，共同探討相關議題：

• 後疫情時代高等教育創新的理論與實踐
• 後疫情時代高等教育的教與學質量保證
• 高等院校線上教育的戰略與實踐
• 線上教育的質量保證
• 果效為本的教與學
• 學生專業能力評估
• 資訊科技在教與學提升上的應用
• 線上教育趨勢下的教師專業發展
• 後疫情時代學生國際流動的變化和發展
• 其他相關的高等教育質量保證題目

With the ongoing impact of COVID-19 pandemic, the higher education continues to experience the tectonic change. The pandemic has presented an opportunity for educators to rethink higher education in regards to the innovative teaching and quality assurance in a post-pandemic era.

The conference covered a range of disciplinary areas such as teaching innovation, quality assurance, education support, technology, assessment and evaluation, etc. The conference witnessed speeches from the renowned speakers and welcomed 200+ participants from 24 countries/regions from the world.

The conference forum was enlightened by 4 keynote speeches from Portugal, UK and APQN, along with 28 plenary presentations in 6 parallel sessions. The themes distilled from the array of presentations are: (1) Balancing technology, innovation, and pedagogy; (2) Balancing challenges, opportunities, and quality assurance; (3) Focusing on student experience and the learning outcome.

The keynote speeches

1. Professor João Guerreiro, President of Agency for Assessment and Accreditation of Higher Education (A3ES), Portugal

Prof. Guerreiro proclaimed that quality assurance is decisive for higher education to create an environment of trust between institutions, firms, regions and countries. As distance learning has been one of the modalities used by higher education in recent years, universities have started organizing programs using distance-learning methodologies. With widespread use of virtual interaction technologies, it was possible to guarantee contact between teachers and students. However, the differences between the mechanisms of distance education and that adopted in the emergency are substantial. The topics cover distance education, specific pedagogical models, asynchronous, specific and flexible curricular structures, adaptation to the diversity of student profiles, more pronounced autonomous work procedures, appropriate formative and summative evaluation criteria, and program evaluations that need using other parameters. Prof. Guerreiro stressed the importance of quality assurance procedures to ensure that the accreditation of higher education courses maintains good international practice.

2. Dr. Jagannath Patil, Chairperson of Asia Pacific Quality Register (APQR) & Former President of Asia Pacific Quality Network (APQN)

Dr. Patil started with the definitions of quality and pointed out the issue of the benchmark for assessing quality in higher educations as fitness for purpose or fitness of purpose. NAAC's efforts in institutionalizing quality culture include pointers such as frequent revision and relevance of curricula, Good practices promotion, benchmark, green audit, students' progression tracking, ICT and innovations in pedagogy, and mentorship. With the impact from the key trend of higher education and COVID-19 pandemic, we have witnessed the explosion of remote learning. However, the new trend has deepened the digital education divide in India along with other countries and regions. Significant inadequacies of HE have become explicit and many assumptions of HE are also being challenged. Dr. Patil introduced the CHEA-USA Toolkit, a COVID-19 planning guide and self-assessment for higher education as an example. He stressed the importance, trends, concerns and limitations of educational innovation at post-pandemic era. If the education system aims to transit to online learning in the future, it must address aspects such as flexibility, community, teachers' role, policies that bridge the digital divide and move the country closer to achieving the Sustainable Development Goals.

3. Ms. Vicki Stott, Chief Executive, Quality Assurance Agency for Higher Education (QAA), United Kingdom

Ms. Stott discussed the evolving higher education policy landscape in the United Kingdom following the impact of the COVID-19 pandemic and highlighted the importance of international partnerships in quality assurance. She drew on her experience leading higher education quality assurance in the United Kingdom, and

her work with international partners in the International Network for Quality Assurance Agencies in Higher Education. In a context of global change, the role higher education plays in tackling inequality and supporting access to opportunity will be more important than ever before.

Ms. Stott explored what quality enhancement, innovation and partnerships may look like after the Pandemic. From transnational education to flexible learning, what the experiences of today mean for how higher education might work in the future.

4. Professor Jianxin Zhang, President, Asia Pacific Quality Network (APQN)

Prof. Zhang addressed the challenges of quality assurance of online teaching in current and post-pandemic era. Based on a series of surveys conducted through the APQN platform since the onset of the pandemic, the present online education quality seems not as good as expected and many issues need to be addressed such as online learning support, the teacher behavior and student outcome, etc. Prof. Zhang further introduced the APQN QA Standard for Online Teaching which was endorsed by APQN Board and was released to public on May 31, 2021. The Standard provides guidelines for such aspects of online teaching as online teaching environment, online teaching, online learning, learning outcome and quality assurance. There are 5 criteria, 14 indicators and 46 observation points included in the Standard and Prof. Zhang believed that it would serve as a "New Normal" of the continuous quality improvement ADRI cycle: Approach-Development-Review-Improvement.

Theme 1: Blancing technology, innovation and pedagogy

In the light of the general challenges the pandemic has caused, the conference presenters discussed the necessity of rethinking various types of blended teaching mode, innovative use of the information technology, and the ways of promoting the students' learning outcome.

Dr. M. Dilek Avsaroglu spoke from the Turkish Higher Education Quality Council (THEQC) and introduced an international evaluators pool developed by THEQC. The pool includes 66 candidate evaluators from 29 countries, as of the end of 2020. THEQC utilize a teaching approach for attendees based on group learning, questioning and decision-making regarding the evaluation criteria of institutional accreditation processes.

Ms. Carmen Chik (Hong Kong Police College, Hong Kong) shared the practices of the Hong Kong Police College (HKPC) in quality assured training by an interactive quality assurance (QA) regime upon its attainment of Programme Area Accreditation (PAA) status. Through presenting the hybrid teaching modes in OBTL adopted by HKPC during the COVID-19, she explained how the PAA status serves as a preemptive opportunity for HKPC to be highly responsive to the ever-changing internal and external environments and policing landscape both locally and regionally during and after the pandemic. Ms. Chik discussed a way out to bridge trainees' outcomes and community needs by an innovative education and teaching quality assurance

measure of HKPC' in the post-pandemic era in "Serving Hong Kong with Honour, Duty and Loyalty".

Professor Baisheng Dai (Macao Polytechnic Institute, Macao) discussed the impact of teacher role change on the teacher education in music programmes. The information technology has boosted the flexibility and freedom of music learning and entertaining, which put the necessity of formal music education under question. A teacher in music education should change to be the "guide of diversified music" and the "instructor of a creative life" for students. He advocated that the ultimate goal of basic education in music is to cultivate talents through the means of music education, rather than to foster music talents. Music education should switch from the tradition of skill training to interdisciplinary teaching and learning to equip students with a broad perspective and the capability of knowledge application in their career paths.

Dr. Adrian Davis (Macao Polytechnic Institute, Macao) discussed the crisis and opportunity in a post-pandemic world of Educational Technology. As the electronic age continues to dominate all fields of human endeavor, the interface between teachers and students is being increasingly mediated by advanced computer systems, information technology and the Internet. Dr. Davis believed that it constitutes both a threat to in-depth learning and an ideal opportunity for new and innovative methods of instruction.

Professor Masaaki Ida (National Institution for Academic Degrees and Quality Enhancement of Higher Education, Japan) spoke about the data providing and analysis system of higher education institutional data of Japanese universities in a chronological order: survey the past and current status of web application system data in education, research and finances, etc.; the current state of research and development of web service system for data providing and analysis including sophisticated web data analysis application with user-friendly human interface methods; and the future prospects of university data providing and analysis services.

Prof. Haiwei Jia (South China Agricultural University, China) reported on the practice of "dual classroom" as an exploratory move towards the blended teaching mode aiming to overcome the limitation of a traditional classroom teaching. The new method was introduced to teach the subject of Psychology in Public Management and has proven to be effective in improving students' evaluation. However, there's no significant differences found in the students' learning outcome. The researchers also found that the teaching evaluation was affected by other factors such as gender, the number of bullet comments and attendance checks, etc. Prof. Jia further discussed the application of the blended teaching mode in current higher education.

Dr. Mengyao Jin (The Education University of Hong Kong, Hong Kong) believed that the dual-track teaching mode will be dominant in higher education in the post-pandemic era. The dual-track mode integrates both classroom and online teaching and provides students with more flexibility and the accessibility to more learning resources. Based on her own experiences in dual-track teaching, Dr. Jin advised that the new mode calls for the upgrade of both education infrastructure

and the teachers' knowledge and skill in new technology. In a long term, the trend will further bring fundamental change and improvement in many related study areas such as pedagogy, education psychology, etc.

Dr. Shuang Liu (Macao Polytechnic Institute, Macao) explored the application of the coaching approach in higher education by emphasizing the increased productivity and leadership among students, in particular, those on internship. With a comparison between the traditional supervision and the approach of coach intervention, she discusses the differences in motivation and outcome and provides advice on the improvement of internship programmes. Dr. Liu argued that the new approach will improve the higher education quality and enhance the individual development of the students.

Dr. Zhimin Luo (Macao Polytechnic Institute, Macao) shared a case study using credit level descriptors to assess student professional ability. Prof. Luo modified and constructed level 4-6 of the credit level descriptors for the Bachelor of Science in Nursing Programme at MPI in accordance with SEEC credit level descriptor (2016 version) and the MPI mission and the programme objectives. The approved credit level descriptors came to effect from the academic year 2018/2019 with the implementation of the new study plan. The improved descriptors demonstrate the progressive achievements of higher academic levels of students' professional ability in 5 domains such as setting, knowledge and understanding, cognitive skills, performance and practice, and skills for personal improvement and knowledge application. The credit level descriptors also provide guidelines for course-based assessments and workload allocation.

Dr. Faiz Marikar (General Sir John Kotelawala Defence University, Sri Lanka) shared his experience practising online academic training and Turnitin Feedback Studio for teaching certificate portfolio assessment at General Sir John Kotelawala University during the pandemic in 2021. A group of 34 young academics submitted a softcopy for evaluation via the platform. The evaluation criteria is based on an assessment rubric which consists of rationale, technical understanding, writing and presentation, reflection, assignments, and similarity index. 97% was successfully and the assessment tool was proven to be efficient. Dr. Marikar highly recommended the use of an online studio for portfolio assessment under the New Normal.

Ms. Amberin Tanveer (Lahore School of Economics, Pakistan) explored the impact of information technology on learning improvement with the example from Lahore School of Economics application of the Learning Management System (LMS). She emphasized on the role of Quality Assurance Department in creating a more transparent system to improve quality of education. She argued that incorporating of information technology in teaching practices will lead to an improved learning environment. Faculty members shall be equipped with adequate IT knowledge to facilitate the shift to online education. The application of information technology proves to be beneficial in the education sector as it creates a more conducive learning environment, increased participation, and easier access to the learning

resources.

Professor Nyamjaw Tsegmed (Ikh Zasag International University, Mongolia) and her team explored a combined learning development of the online and classroom teaching and learning. They believed that three indicators are important for the successful implementation of the new form of education: students' learning styles, ability to use information technology, and access to electronic tools. Based on the principles of combined training and the specifics of teaching methods, comparisons were made between the current study results with that of international programs and training. A random sample of 200 students in the Institute of Fine Arts, Design and Technology at Ikh Zasag International University were recruited for the study.

Dr. Fung Lin Yuen and Mr. Ki Fai Yeung (Macao Polytechnic Institute, Macao) presented on the topic of outcome-based teaching and learning from a perspective of interdisciplinary collaboration across the programme. In September 2020, they integrated two courses of the first-year "Visual Formation" and the second year "Display and Exhibition Design" to maximize the students' learning outcome. Through the analysis of students' creativity and production on target themes, they explore the students' learning process in handling the challenges of the mixture of curriculum and students from different levels. They proposed that the teaching mode may increase students' creativity and confidence and improve their ability to either work individually or as a team member.

Theme 2 : Balancing challenges, opportunities and quality assurance

Several researches addressed that quality assurance is one of the major challenges online education is facing. The quality of online education practice tends to vary in terms of the consistency, continuity and access due to infrastructure, technological readiness, and individual differences. The technology and innovation have brought not only challenges, but also opportunities for the rethink of the structure, procedure, national and international collaboration of the quality assurance.

Ms. Nashia Ajaz (Fatima Jinnah Women University, Pakistan) spoke about the "right to disconnect" in South Asian Higher Education Institutions. She studied data collected from twelve in-depth interviews and two focus group discussions with females and males from public and private higher education institutions in four South Asian countries in Bangladesh, India, Nepal, and Pakistan, and revealed the dire need for the right to disconnect out of working hours during the COVID-19 pandemic. Ms. Ajaz recommended the adoption of the right to disconnect in labor policy at state and institutional levels and changing perceptions about and attitudes towards the employees who tend to exercise this human right.

Dr. Fahad Anwar and his colleagues from the National University of Sciences and Technology, Pakistan shared their study on the challenges faced by students from distance learning. Through analysis of the survey data collected from 8885 university students, they found that only 25% of students were satisfied with the distance learning mode. More than 50% of the students believed that measures had to be

taken in order to improve the effectiveness of the distance teaching. The team proposed a Quality Assurance Mechanism along with remedial measures based on the feedback and responses from the survey. The major components of this mechanism include monitoring and recording of lectures, regular feedback from students, establishment of help desks for the IT support for both the faculty and students for a smoother online learning experience, creating distinctive learning environments, with the help of digital technologies.

Dr. Jeanette Baird (University of Melbourne, Australia) and her team reviewed emerging phenomena in higher education and propose scenarios for external quality assurance (EQA) agencies over the next 15 years. These scenarios reflect potential changes in the way quality is defined and demonstrated in marketised education systems. They contended that EQA agencies could improve their own and sector-wide risk management by more intentional use of fore-sighting techniques.

Dr. Chun-Chi Chih (Higher Education Evaluation and Accreditation Council of Taiwan, Chinese Taipei) addressed the challenges that traditional higher education is facing in the era of digital learning. Among the three core values of the higher education, i.e., credential, education and experience, credentials became the least affected inducement after teaching switched online during the COVID-19 pandemic. Dr. Chih believed that digital learning should be considered as an important part in the strategic planning of a higher education institution. It helps to ensure the education quality through the adjustments of the goals, innovation and pedagogy. He called for the rethink of more effective practices of student-centeredness, teaching evaluation and learning assessment.

Professor Xin Dong (Zhuhai College of Science and Technology, China) promoted the rethink of the significance of teaching process and learning outcome. She believed that under the new online teaching mode, teaching needs to switch to be more outcome-oriented and student-centered. Through investigation on the strengths and weaknesses of the proposed teaching model, she emphasized the importance of student-centeredness and the two-way interaction in teaching practices in the post-pandemic era.

Dr. David Sansom (Macao Polytechnic Institute, Macao) outlined the key issues for expert teachers who are novices online, based on observation and interviews with English language teachers in a higher education institution in Macau since the start of the COVID-19 pandemic. He highlighted the implications for professional development provision when dealing with experienced teachers who need new skills, but who may not be open to novice-style training. He further suggested ways in which teachers can adapt and make use of their expertise in unfamiliar online teaching contexts, including the importance of collaboration within institutions, and provided suggestions for future professional development that can maintain and strengthen teaching quality and student learning.

Dr. Batdulam Sukhbaatar (Mongolian National Council for Education Accreditation, Mongolia) and her colleagues investigated how Mongolian higher education

institutions self-assess their blended learning practice. They applied a framework that consists of eight strategic dimensions. Through a descriptive analysis on the data collected from 49 participating institutions, they found that most strategies within each dimension are situated at the infusing level, while partnership is the one which situated at the top. Dr. Sukhbaatar recommended higher education institutions to reflect on their blended learning strategies and practice within each dimension and revise their existing strategies to improve the lacking areas. The growth to higher levels of institutional strategies will support good practices of blended learning and furthermore, ensure the quality of teaching and learning.

Dr. Fabrizio Trifiro (UK ENIC / Ecctis, UK) advocated the recognition of transnational education (TNE) qualifications through international and independent quality assurance. Dr. Trifiro outlined a new international initiative aimed at offering the missing global solution capable of transcending and bridging the different existing national approaches for the quality assurance and recognition of TNE qualifications. The four international dimensions the initiative is based on include: international scope (applying to any TNE provision, regardless of country of origin or delivery); international standards (drawing on existing international reference points, such as those outlined above); international peer-review (relying on peer-assessment from both sending and receiving countries, as well as on the oversight of an international independent advisory board); and international cooperation (cutting across the quality assurance qualification recognition communities from both sending and receiving countries).

Ms. Yayou Ying (Yunnan University, China) gave a helpful literature review on evaluation of blended teaching quality in higher education institutions. She analyzed the popular topics under the theme and highlighted two topics: the assessment design and the criteria development. Ms. Ying pointed out that the scope of research in this area is yet to be extended. She expected the establishment of a standard quality assessment module and procedure.

Dr. Hongfeng Zhang (Macao Polytechnic Institute, Macao) spoke about perspectives and the criterion referenced assessment (CRA). He pointed out that the purpose of CRA is not only to set out the form of descriptions of what students need to do, but also the intended learning outcomes in terms of the achieved cognitive level of the students. CRA is largely adopted for the outcome-based teaching mode, but we need to understand why and how the assessment serves its intended purposes. Under the current trend of online teaching, CRA seems to serve additionally as a tool to facilitate the effective teaching and learning. The switch urges us to probe into the theoretical framework of CRA such as the implementation of the criteria, the assurance of the fairness and efficiency, etc.

Theme 3 : Focusing on student experience and the learning outcome

Student success is the the ultimate goal of higher education. Educators are responsible for having insights into students needs and progress in learning during an

era of change and innovation. The presenters are likely to agree on this point even though they may differ on perspectives of what those needs are and how to provide support to enhance student learning outcome.

Ms. Nilusha Dilshani and her research team from Wayamba University of Sri Lanka about their study on the difficulties exerting on the online learning intention of the students in rural areas in Sri Lanka. A deductive, cross-sectional research with four variables of technical difficulties, skills and dispositions, physical resources, parental and peer support as the predictors of difficulties in online learning. The study revealed that all factors have significant negative impact on the online learning intention, among which the lack of parents and peers support was the top-ranking influencer, with technical difficulties being the next. The findings highlighted the importance of parental and peer support and call for actions to mitigate the negative consequences.

Ms. Sajeewani Fernando from Wayamba University of Sri Lanka believed that semantic mapping can bring better outcomes in lexicon acquisition. She conducted a quasi-experiment in lexicon teaching and a questionnaire survey immediately after the intervention. The findings revealed that there was a statistically significant positive response towards the semantic mapping strategy and the learners preferred individual mapping over collaborative method. The responses from the survey provided evidence to students' preference of mapping over the traditional way of teaching and learning. Ms. Fernando advised that semantic mapping and individual mapping in particular be considered as an inspiring and effective way to expand students' lexical knowledge.

Dr. Chun Cheong Fong (Macao Polytechnic Institute, Macao) presented on a study probing into the effects of online education setting under the pandemic on accounting student learning motivation. A two-time-point survey was conducted in 2013 and 2021 respectively when online teaching settings were adopted in both study periods. The study found that the motivation and learning setting affect the success of an accounting teaching module. Dr. Fong advocated that accounting academics have to consider the effects of student motivation. If student motivation is weakening, the effectiveness of learning outcomes designed will decrease. It is also essential to make sure that current education setting and instructor guidance motivate students at both the individual and team levels so that they have a clear vision of the learning goals.

Professor Jude William Genilo (University of Liberal Arts Bangladesh, Bangladesh) shared a survey report on students' satisfaction with online teaching and learning at private universities in Bangladeshi. A total of 453 students participated the survey and the results show that the private universities relied more on synchronous teaching than other forms online education. Respondents gave an overall mean rating of 3.41/5 on their online education experience, which is within the satisfactory range. The parameters with the highest ratings were Technology and Accessibility, and Teaching and Learning. The parameters with the lowest ratings were Future

Experience with Online Learning and Student Learning Assessment.

Dr. Gantsetseg Sanjmyatav (Mandakh University, Mongolia) and her research team investigated students' attitude changes through the online education through the data collected through questionnaires, observations, group discussions from 121 university students, 36 lecturers, and specialists in curriculum development and quality. The results of the study showed that the majority of surveyed students hold positive attitude towards E-learning and individual study skills and diligence were developed during online education. However, the learning outcomes were in medium in terms of quality.

Summary

This conference has highlighted three pillars upon which higher education in the post-pandemic era is based: (i) teaching innovation; (ii) quality assurance; and (iii) student-centeredness.

In contrast to the focus on emergency remote teaching in 2020, the year 2021 sees an intense discussion on fully planned innovative distance education. As Prof. Guerreiro pointed out, the differences of the mechanisms of the two are substantial and cover many topics such as the use of technology, pedagogical modes, curricular structures, student diversity, evaluation and assessments, etc. Conference speakers shared their feedback of innovative pedagogical practices, i.e., the dual classroom (Jia), a blended mode of teaching (Jin; Tsegmed; and others), the coaching approach (Liu), and a mixed class for interdisciplinary collaboration (Yuen and Yeung). These new approaches addressed outcome of the teaching and learning and aimed to enhance student experience in the post-pandemic era.

Education innovation relies on new information technology and system support. Some resources and supporting tools recommended by the presenters include: CHEA-USA Toolkit as a COVID-19 planning guide and self-assessment for higher education (Patil), the revised APQN QA Standard for Online Teaching (Zhang), the international evaluators pool (Avasaroglu), and the data providing and analysis system developed in Japan for higher education institutions (Ida), Turnitin Feedback Studio (Marikar). Conference also addressed issues related to teaching innovation, e.g., teacher role changes (Dai; Patil), teacher training on technical knowledge and skills, in particular, the professional training of the "expert novices" (Sansom; and others).

The presenters aligned towards an understanding that education innovation implies caring about students, contents and procedures, rather than digitization or technology itself. Effective higher education should aim to create a learning environment and provide supports to students not only through instructional activities, but also with co-curricular engagement and quality system supports. As we consider long-term strategies and solutions for higher education in the post-pandemic era, it is important to understand variations in the student needs and the challenges that they are facing. However, student needs and challenges during a

period of remote learning are difficult to measure as the individual needs do not always correlate one with another (Blagg, et al., 2020). We now understand that motivation continues to play a crucial role in achieving learning objectives regardless of the way how the teaching is delivered (Fong) student motivation can be greatly influenced by many factors, in particular, parental and peer support (Herath), and that technology and accessibility may not triumph over other challenges in distance learning as we had expected (Genilo, et. al). These findings may lead us down to the path inquiring the causes underpin the phenomenon, for example, the student strategies for deep learning and surface learning, the individual time management skills, a student's intake and initiatives of technology, and maybe his/her household's vulnerability to pandemic-induced hardship, etc.

The conference attested that the students' learning outcome and the higher education quality assurance are the two integrated sides of one coin. The presenters highlighted quality assurance through three-tier system support and collaboration. At the programme level, the move to innovative teaching brought opportunities as well as a number of concerns as is discussed above. Identified issues include how to ensure a seamless learning experience, and how to manage instructional complexity, roles and responsibilities, while technology and setting issues for both the teachers and students never seem to go away. At an institutional level, ideas postulated included teacher training and support, institutional reflective self-assessment (Sukhbaatar), and the trans-disciplinary education with a greater focus on the field of work. Going further, there is a recognition of the need for national and international collaboration on the standards for quality assurance (Zhang; and others), the development of external quality assurance agencies (Baird), and the assessment design and criteria development (Ying; and others) in the new era. With the internationalization of higher education and higher education institutions, it has become important and necessary to expand quality assurance processes to facilitate cross-border educational activities and recognize qualifications of provisions delivered in different regions.

The Quality Assurance Agency for Higher Education (QAA) in the UK suggests that maintaining the highest quality within higher education is paramount in ensuring that it meets the needs of society, including students and the public (UKSCQA, 2018). As online education moved from being niche to mainstream as a result of the pandemic, concerns about equity of assessment and the outcomes of programmes and modules become more acute. Moving into the post-pandemic era, we are yet to probe into the permanence of the innovative initiatives and what this means in reality for both teachers and students. In the future, research focus may be directed toward providing proof of whether the proposed teaching modes and quality assurance procedures are innate and practical in supporting the individual growth and success for our students in the post-pandemic era.

(Written by Renee Rui Wang)

QA ACTIVITIES

IAAHEH 3rd Biannual Scientific Meeting

Indonesia Accreditation Agency for Higher Education in Health (IAAHEH) as one of the members of APQN had conducted a webinar on scientific meeting for two days in 22-23rd February 2022 in Jakarta, Indonesia in collaboration with National Accreditation Agency for Higher Education (NAAHE-BAN-PT) and under the umbrella of Asean Quality Assurance Network (AQAN). The purpose was to initiate the same perception among stakeholders of IAAHEH on the pandemic COVID 19 and its impact specifically to the quality of education and health services as well as to accreditation process.

The theme of webinar was Quality of Higher Education in Health: "Challenges of best practices in external QA during disrupting era of Pandemic and Industrial Revolution 4.0". The background behind the theme was due to the uncertainty of the time to end the pandemic which had influence much to education, health and economy of the nation. In addition, the Revolution of Industry 4.0 or even 5.0 has no reason to object. In the era of IT, people realize that the pandemic causes the process radically made people no choice other than joining the IT revolution. Every individual employs the technology to communicate with the other include lecturer and their students.

Online activities in this era have played an important role for people to achieve their objectives. The crucial impact is on education quality where the internal quality assurance activities become difficult to implement which eventually will affect its graduates. This condition especially applies to health disciplines where the students need to practice directly to human in the field practice areas. So, when there is no same perception on how to face all changes due to COVID 19, then many negative impacts would be experienced longer than expected.

Base on the above background, the webinar successfully invited many important featured speakers. First day was welcomed by the Chairman of IAAHEH and the



President of AQAN and formally opened by the Minister of Education who was represented by Director General of Higher Education. In that day, we proudly mentioned that Prof. Dr. Jianxin Zhang, APQN President spoke under the title of "APQN Strategic Move to Improve Higher Education Quality during the COVID Pandemic". First of all, she described the education change of the COVID Pandemic, then reported APQN strategic move under the COVID: 11 Actions, at last pointed APQN 3 focuses and 3 trends in post -COVID era. The experiences as an international quality assurance agency enlighten the approaches and the strategies at this particular COVID-19 challenge.

Other important speakers came from DAAD-SHARE program, the President of Malaysia Quality Assurance (MQA), the Chair of NAAHE-BAN PT, the President of SEARAME, The Executive Director of PAASCU, Philippines, and CEO of ANMAC, Australia. The number of participants registered the meeting was 371 persons, added with more than 50 special invitees.



As an accrediting agency for health study program, in the second day IAAHEH focused the meeting on the education process during pandemic and its effect on accreditation process as well as on quality of health services provided by its graduates. The activities were opened by Minister of Health who stressed that the era of pandemic COVID 19 demands every parties to pay more attention on quality of education in health studies and on quality of health services delivered by the graduates. The other excellent speakers came from health disciplines, namely WHO technical officer for South East Asia region, the President of World Federation for Medical Education (WFME), and a representative of the CenMedic, UK.



The second day meeting was provided also with an interactive discussion and followed with a parallel session where 24 manuscripts were presented and evaluated by a team of judges. The judges consisted of two professors and three Doctor/PhD. The manuscripts were evaluated twice, as a scientific writing and paper presentation. Nine manuscripts were selected to be awarded by IAAHEH. The purpose was to motivate and improve awareness on quality of education in health studies. The webinar was closed by the Chairman of IAAHEH who thankful and gratitude to the ministers, all featured speakers, moderators and those who had participated in the webinar.

**(Written by Prof. Usman Chatib Warsa, Chairman of IAAHEH)
Jakarta, 26th February 2022**

NIAD-QE Published Glossary of Quality Assurance

National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE) has published Glossary of Quality Assurance in Japanese Higher Education (online version). It focuses on terms relating to higher education and quality assurance system in Japan.

The content is written in English and Japanese and continuously updated as needed based on amendments to the related laws. You can browse the glossary using search words.

Online version is created based on Glossary of Quality Assurance in Japanese Higher Education (5th edition) published by NIAD-QE in August 2021. Please note that this online version may differ from the 5th edition, since the content is continuously updated as needed.



(Written by International Affairs Division, NIAD-QE)

UP-COMING EVENT

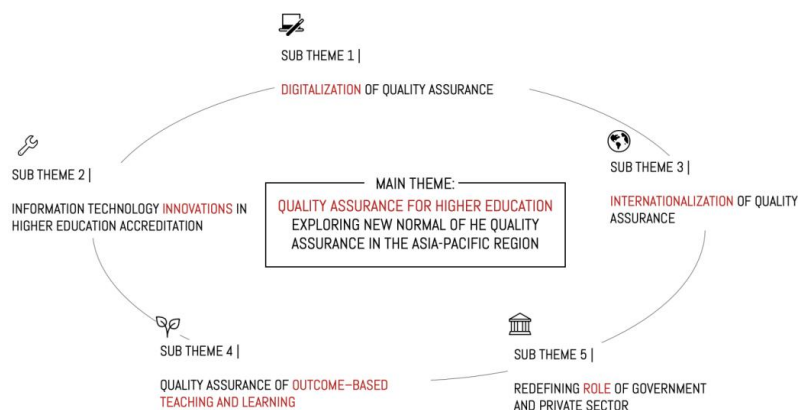
Welcome to 2022 AAC and AGM

APQN Academic Conference (AAC) and Annual General Meeting (AGM) are annual highlight events to discuss and advance quality assurance in higher education in Asia-Pacific. The Board of APQN is delighted to announce that the next AAC and AGM will be hosted by EDUVALUE, Singapore in Singapore from 24th to 27th Nov 2022.

The target audience for the AAC and AGM are primarily those associated with quality assurance in the Asia-Pacific Region. It includes APQN Members and Observers, the Board, the Committees and the various Project Groups. In addition, other higher education institutions (HEIs), quality assurance agencies (QAAs), and organizations working in the field of quality assurance in any part of the world are welcomed to attend AAC events which are only open to all registered delegates with the exception of the AGM which are only for APQN members only. For more information, please visit www.eduvalueglobal.com/apqn

Conference main theme is "Quality Assurance for Higher Education Exploring New Normal of the HE Quality assurance in the Asia-Pacific Region".

5 Sub-themes are as follows: 1) Digitalization of Quality Assurance; 2) Information Technology Innovations in Higher Education Accreditation; 3) Internationalization of Quality Assurance; 4) Quality Assurance of Outcome-Based Teaching and Learning; and 5) Redefining Role of Government and Private Sector.



Delegates do block your dates and look out for our official announcements for registrations. Authors who are interested to submit academic papers you can start your research and preparation!

We look forward to seeing you all at APQN 2022 ACC in Singapore!

APQN Board and the Local Organizing Committee



Dissolving Boundaries for a Quality Region

APQNews (Issue 25, 2022)

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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