

2020

2020 Annual Report

The Asia-Pacific Quality Network (APQN)

PRESIDENT MESSAGE: Welcome to 2020 APQN Annual Report!

In 2020, APQN with 242 members from 42 countries/territories, has entered its seventeenth anniversary, showing its vibrant, vigorous tendency of sustainable development. Due to the COVID-19 pandemic, APQN stopped or cancelled many face-to-face activities, but we carried out many activities and 6 major researches to fight the pandemic. In 2020 APQN has published “APQNews (Issue 21)” “APQNews (Issue 22)”… Let’s call for responsibility and solidarity!



APQN Sixth Board

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2020 ANNUAL REPORT

Asia-Pacific Quality Network Inc.
Trading As APQN

Dissolving Boundaries for a Quality Region
January 30 2021

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TABLE OF CONTENTS

THE NETWORK	3-
Definition of APQN.....	3-
The Board.....	5-
Organizational Structure.....	7-
The General Council: 241 Members.....	8-
Welcome to Join APQN	15-
New Category of APQN Membership – Individual Status.....	16-
Report for Nominations of Experts for Database of Consultants.....	18-
The APQR Council Held the Meeting Online.....	22-
ACTIVITIES & PROJECTS.....	24-
2021 New Year Greeting from APQN	24-
APQN Completed Survey on COVID-19 Impact in HEIs	26-
APQN Conducted Survey on the COVID-19 impact in QAAs	28-
APQN Board Directors’ Interview on HE Quality during COVID-19.....	30-
FAA’s On-Site Visit by Review Panel for Alignment to APQR.....	31-
The 8 th APQN Online Forum Held Successfully	35-
MPI-APQN 12th International Conference Held Online.....	37-
UK NARIC launches the TNE Quality Benchmark	40-
APQN-NARIC Signed Memorandum of Understanding	42-
Survey on the Effectiveness of Online Teaching during COVID-19.....	43-
NIAD-QE University Quality Assurance Forum 2020	44-
REPORTS BY THE BOARD	47-
President Annual Report by Jianxin Zhang.....	47-
Vice President Annual Report by Galina Motova.....	54-
Secretary/Treasurer Report by Pingping Liu.....	57-
Report from Board Directors.....	60-
<i>Jagannath Patil</i>	60-
<i>Deepthi Bandara</i>	62-
<i>I-Jung Grace Lu</i>	65-
<i>Farida Nurmanbetova</i>	67-
2020 REPORT ON FINANCE	69-



THE NETWORK

Definition of APQN

Our Goal

**To Dissolve Boundaries
for a Quality Region**

Our Vision

To promote quality culture and develop self-sustaining organizations, being the first point of reference, will advise and support, enhance interaction and share information among member organizations.

Our Value

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

Our Purpose

1. to promote good practices in developing an effective and comprehensive quality culture of higher education in the Asia-Pacific Region;
2. to foster research activities in quality assurance practices for rebuilding the employability oriented higher education in Asia Pacific Region;
3. to provide advice and expertise in order to assist in the development of new quality assurance organizations in the region;
4. to facilitate cooperation among Quality Assurance Agencies (QAAs) and Higher Education Institutions (HEIs), and recognize each other's decisions and judgment;
5. to assist APQN members in determining the quality standards operating across national borders;
6. to ensure better-informed international recognition of qualifications throughout the region;
7. to assist in the development and application of credit transfer systems;
8. to enhance the mobility of students between institutions both within and across national borders;
9. to make the APQN members aware of and alert against the dubious accrediting practices and organizations;
10. to promote the interest of the Asia-Pacific Region by effective representation vis-à-vis interacting with other networks and international organizations.

Our Method

1. dissemination of information through APQNews, documents, journals, anthologies and books, whether in paper-based or electronic form;
2. training and development through seminars, workshops, conferences and staff capacity building;
3. developing and using databases of experts and good practices both in EQAA and international networks such as INQAAHE, CHEA/CIQG and other appropriate organizations working on accreditation and quality assurance in education;
4. recognition and dissemination of good practices through Asia-Pacific Quality Register (APQR), Asia-Pacific Quality label (APQL) and APQN Quality Awards (AQA) and so on;
5. other appropriate means as determined by the General Council or the Board.

Our Principle

- 1) procedure-based;
- 2) capacity building;
- 3) self-reliance and information-sharing;
- 4) sustainable development for final goal.

APQN

APQN is a non-profit, non-government organization.

APQN is an organization is established under the name of the Asia-Pacific Quality Network Inc. (APQN).

APQN intends to operate as a regional network in association with the International Network for Quality Assurance Agencies in Higher Education Incorporated (INQAAHE).

The Board

The sixth Board Directors were elected at 2019 Annual General Meeting (AGM): Jianxin Zhang from China, Galina Motova from Russia, Deepthi Bandara from Sri Lanka, I-Jung Grace Lu from Chinese Taipei, Farida Nurmanbetova from Kazakhstan.

Ms. Pingping Liu from China, APQN Secretary/Treasurer is an ex officio director, and Mr. Le Fang is the administrator. The fourth host of the Secretariat is Shanghai Education Evaluation Institute (SEEI) from China, whom took office in August, 2019 after the third host of the Higher Education Evaluation Center (HEEC) of the Ministry of Education in China.

Dr. Jagannath Patil, the Immediate Past President, specially appointed professor of NIAD-QE at Tokyo in Japan, adviser of NAAC at Bengaluru in India, is a director coopted as APQR Chairperson.

APQN President
Prof Dr. Jianxin Zhang
(Elected)



CHINA

APQN Vice President
Prof. Dr. Galina Motova
(Elected)



RUSSIA

APQN Secretary/Treasurer
Ms. Liu Pingping
(Ex-Officio)



CHINA

Immediate Past President
Dr. Jagannath Patil
(Coopted)



INDIA

APQN Board Member
Ms I-Jung Grace Lu
(Elected)



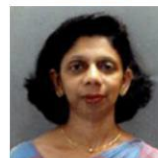
Chinese Taipei

APQN Board Member
Ms. Farida Nurmanbetova
(Elected)



Kazakhstan

APQN Board Member
Prof. Deepthi C. Bandara
(Elected)



Sri Lanka

APQN Administrator
Mr Le Fang
(Appointed)



China

Announcement of Resignation of APQN Board Director

Because Dr. I-Jung, Grace, Lu left HEEACT last month, and no longer work in HEEACT, she will have to resign from her position of Board Director.

APQN Board is thankful to her for being part of the APQN 6th Board Directors.

According to “APQN Constitution”, and “APQN Procedure Manual”, during the mid-term of the Board, APQN cannot elect new Board directors and no person from the organization where the Director is from can replace.

The current 6th Board (2019-2022) will come to the term next year. So APQN will release “Call for nomination of the 7th Board Directors” this year.

APQN 6th Board

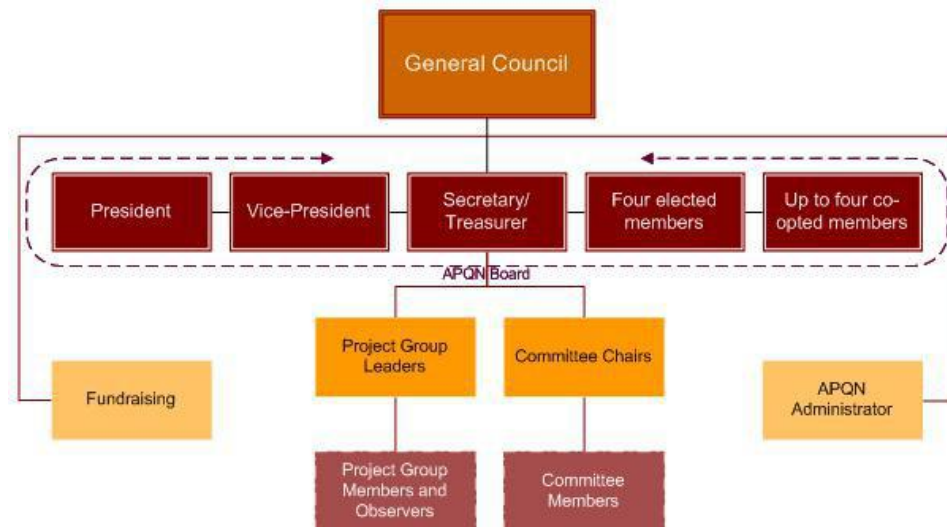
February 8, 2021



Organizational Structure

The governing bodies and authorities of APQN are the General Council and the Board.

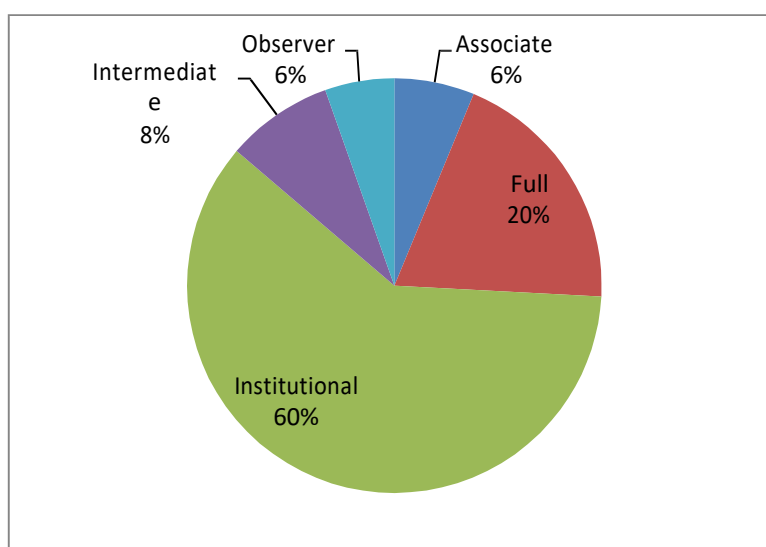
The General Council is comprised of Full Members, Intermediate Members, Associate Members, Institutional Members and Individual Members of APQN, each represented by one nominee.



The General Council: 241 Members

As of December 2019, APQN had a total of 241 members from 41 countries/territories. Among them, there are 47 Full members, 20 Intermediate members, 147 Institutional members, 15 Associate member and 13 Observer members (see Fig.1).

Fig. 1 APQN membership structure as of December 2019



Below is the list of APQN 241 members.

No	Country /Territory	Agency	Membership
1	Afghanistan	Quality Assurance and Accreditation Department of Ministry of Higher Education of Afghanistan	Intermediate
2	Afghanistan	Kandahar University	Institutional
3	Afghanistan	Herat University	Institutional
4	Afghanistan	Balkh University	Institutional
5	Afghanistan	Kardan University	Institutional
6	Afghanistan	American University of Afghanistan	Institutional
7	Afghanistan	Shaheed Prof. Rabani Education University	Institutional
8	Australia	The Tertiary Education Quality and Standards Agency (TEQSA)	Full
9	Australia	The Office of the Australian Qualifications Framework Council (AQFC)	Associate
10	Australia	The International Centre of Excellence in Tourism and Hospitality Education	Full
11	Bangladesh	International Culture University	Institutional
12	Bangladesh	American International University	Institutional
13	Bangladesh	Southern University Bangladesh	Associate
14	Bangladesh	International University of Business Agriculture and Technology (IUBAT)	Institutional
15	Bangladesh	University Grants Commission-Bangladesh	Associate
16	Bangladesh	University of Liberal Arts Bangladesh	Institutional
17	Bangladesh	BSB Cambrian Education Group	Institutional

18	Bangladesh	School of Business, Independent University	Institutional
19	Bhutan	Quality Assurance & Accreditation Division, Department of Adult & Higher Education, Ministry of Education, Bhutan	Intermediate
20	Brunei Darussalam	Brunei Darussalam National Accreditation Council (BDNAC)	Intermediate
21	Cambodia	Accreditation Committee of Cambodia	Full
22	Cambodia	International University	Institutional
23	Cambodia	Build Bright University	Institutional
24	China	China Academic Degrees and Graduate Education Development Center	Full
25	China	Higher Education Evaluation Center of the Ministry of Education, P.R. China (HEEC)	Full
26	China	Beijing Education Evaluation Institute	Full
27	China	Evaluation Center of Chinese Education Quality (ECCEQ)	Full
28	China	Yunnan Higher Education Evaluation Center	Full
29	China	Shanghai Educational Evaluation Institute	Full
30	China	Shanghai University of International Business and Economics, China	Institutional
31	China	Kunming Medical University	Institutional
32	China	Dianchi College of Yunnan University	Institutional
33	China	Tongji University	Institutional
34	China	Chinese Academy of Science and Education Evaluation	Full
35	China	Wuhan Golden Apple Technology Development Service Limited (Golden Apple Ranking)	Full
36	Chinese Taipei	Fu Jen Catholic University	Institutional
37	Chinese Taipei	Higher Education Evaluation and Accreditation Council of Taiwan	Full
38	Chinese Taipei	Taiwan Assessment and Evaluation Association	Full
39	Croatia	Agency for Science and Higher Education	Observer
40	Fiji	Fiji National University	Institutional
41	Fiji	Fiji Higher Education Commission	Full
42	Fiji	Secretariat for the Pacific Community	Intermediate
43	Fiji	University of the South Pacific	Institutional
44	Germany	ASIIN e.V.	Observer
45	Germany	Foundation for International Business Administration Accreditation (FIBAA)	Observer
46	Hong Kong, China	Vocational Training Council	Associate
47	Hong Kong, China	Federation for Self-financing Tertiary Education	Associate
48	Hong Kong, China	Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Full
49	Hong Kong, China	Joint Quality Review Committee Limited	Full
50	Hong Kong, China	University Grants Committee	Full
51	Hong Kong, China	Hong Kong Police College	Institutional
52	India	Arts, Science and Commerce College	Institutional
53	India	Camp Education Society Dry Arvind B Telang College of Arts, Science & Commerce	Institutional
54	India	Chettinad Academy of Research & Education	Institutional
55	India	Dhanwate National College	Institutional
56	India	Govt. College of Education, M.A. Road, Srinagar, J&K	Institutional
57	India	School of Management, Sambhram Academy of Management Studies	Institutional
58	India	K.L.E. Society Basavaprabhu Kore Arts, Science and	Institutional

		Commerce College, Chikodi	
59	India	Kamla Nehru Mahavidyalaya	Institutional
60	India	MIER College of Education	Institutional
61	India	National Assessment and Accreditation Council	Full
62	India	SSESA's Science College	Institutional
63	India	School of Management, Bennett University	Institutional
64	India	Dr. D. Y. Patil Arts, Commerce and Science College	Institutional
65	India	Standards for Educational Advancement & Accreditation (SEAA) Trust, New Delhi	Observer
66	India	Symbiosis International University	Institutional
67	India	K L University (Koneru Lakshmaiah Education Foundation)	Institutional
68	India	MBAtrek Private Limited	Observer
69	India	Shri. Govindrao Munghate Arts & Science College	Institutional
70	India	The Bhopal School of Social Sciences	Institutional
71	India	Goswami Ganesh Dutta Sanatan Dharma College	Institutional
72	India	Ramakrishna Mission Vivekananda Centenary College	Institutional
73	India	Dr. Babasaheb Ambedkar Marathwada University	Institutional
74	India	JSS Academy of Higher Education & Research	Institutional
75	Indonesia	National Accreditation Agency for Higher Education	Full
76	Indonesia	Indonesian Accreditation Agency For Higher Education In Health (IAAHEH/LAM-PTKs)	Full
77	Iran	The University of Tehran	Institutional
78	Iraq	Al Mustaqbal University College	Institutional
79	Japan	Japan Institution for Higher Education Evaluation	Full
80	Japan	Japan University Accreditation Association	Full
81	Japan	National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)	Full
82	Kazakhstan	JSC "Republican Scientific and Methodological Center of Technical and Vocational Education Development and Qualification Assignment"	Associate
83	Kazakhstan	Independent Kazakhstan Quality Assurance Agency in Education	Full
84	Kazakhstan	Independent Kazakhstan Center of Accreditation" (IKCA)	Full
85	Kazakhstan	Independent Agency for Accreditation and Rating (IAAR)	Intermediate Member
86	Kazakhstan	The Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care (ECAQA)	Full
87	South Korea	Korean Council For University College Education (KCCE)	Full
88	South Korea	Korean Council for University Education	Full
89	South Korea	Korean Accreditation Board of Nursing Education	Full
90	Kyrgyzstan	International School of Medicine	Institutional
91	Kyrgyzstan	Agency for the Accreditation Educational Programs and Organizations	Intermediate
92	Laos	Department of Higher Education Ministry of Education Lao PDR	Associate
93	Macao, China	Macao Polytechnic Institute	Institutional
94	Macao, China	Macau University of Science and Technology	Institutional
95	Macao, China	Higher Education Bureau	Associate
96	Malaysia	Finance Accreditation Agency	Intermediate
97	Malaysia	Malaysian Qualifications Agency	Full

98	Malaysia	Asian Institute of Finance	Institutional
99	Maldives	Institute for Academic Development, Villa College	Institutional
100	Maldives	Maldives Qualifications Authority	Intermediate
101	Mexico	The Accreditation Council for Administrative, Accounting and Related Sciences (CACECA)	Observer
102	Mongolia	Health Sciences University of Mongolia	Institutional
103	Mongolia	Mongolian National Council for Education Accreditation	Full
104	Mongolia	Ikh Zasag International University	Institutional
105	Mongolia	University of the Humanities	Institutional
106	Mongolia	GAZARCHIN Institute	Institutional
107	Nepal	University Grants Commission of Nepal	Intermediate
108	New Zealand	Academic Quality Agency for New Zealand Universities	Full
109	New Zealand	New Zealand Qualifications Authority	Full
110	New Zealand	Cornell Institute of Business and Technology	Observer
111	Pakistan	Sarhad University of Science & Information Technology	Institutional
112	Pakistan	University of the Punjab, Lahore	Institutional
113	Pakistan	National Accreditation Council for Teacher Education	Intermediate
114	Pakistan	Abdul Wali Khan University Mardan	Institutional
115	Pakistan	Islamia College Peshawar (Chartered University)	Institutional
116	Pakistan	Air University Islamabad Pakistan	Institutional
117	Pakistan	SBK Women University Quetta Pakistan	Institutional
118	Pakistan	Allama Iqbal Open University	Institutional
119	Pakistan	Federal Urdu University of Arts, Science & Technology	Institutional
120	Pakistan	Government College University Faisalabad	Institutional
121	Pakistan	Sardar Bahadur Khan Women's University Balochistan	Institutional
122	Pakistan	Balochistan University of Engineering & Technology, Khuzdar	Institutional
123	Pakistan	Beaconhouse National University	Institutional
124	Pakistan	Abasyn University	Institutional
125	Pakistan	University of Lahore	Institutional
126	Pakistan	Fatima Jinnah Women University	Institutional
127	Pakistan	University of Science & Technology, Bannu	Institutional
128	Pakistan	University of Peshawar	Institutional
129	Pakistan	Higher Education Commission	Intermediate
130	Pakistan	Indus University	Institutional
131	Pakistan	Institute of Business & Technology-Biztek Quality Enhancement Cell (QEC)	Institutional
132	Pakistan	Institute of Business Management	Institutional
133	Pakistan	Institute of Management Sciences	Institutional
134	Pakistan	Institute of Space Technology	Institutional
135	Pakistan	Iqra University	Institutional
136	Pakistan	University of Management and Technology (UMT)	Institutional
137	Pakistan	COMSATS Institute of Information Technology (CIIT)	Institutional
138	Pakistan	King Edward Medical University, Lahore-Pakistan	Institutional
139	Pakistan	Khadim Ali Shah Institute of Technology (Pvt) Ltd	Institutional
140	Pakistan	Lahore College for Women University, Pakistan	Institutional
141	Pakistan	Lahore School of Economic	Institutional
142	Pakistan	Mehran University of Engineering & Technology	Institutional
143	Pakistan	National Agriculture Education Accreditation Council	Intermediate
144	Pakistan	National Business Education Accreditation Council	Intermediate

145	Pakistan	National Testing Service-Pakistan (NTS)	Associate
146	Pakistan	National Textile University	Institutional
147	Pakistan	National University of Sciences and Technology (NUST)	Institutional
148	Pakistan	New Ports Institute of Communication and Economics (NICE)	Institutional
149	Pakistan	Preston University	Institutional
150	Pakistan	Quality Assurance Directorate, Bahria University	Institutional
151	Pakistan	Quality Enhancement Cell, National University of Modern Languages	Institutional
152	Pakistan	Riphah International University	Institutional
153	Pakistan	Shaheed benazir Bhutto Women University, Peshawar	Institutional
154	Pakistan	Shaheed Zulfikar Ali Bhutto Institute of Science & Technology (SZABIST)	Institutional
155	Pakistan	Quality Enhancement Cell, Kohat University of Science & Technology	Institutional
156	Pakistan	Sindh Madressatul Islam University (SMI University)	Institutional
157	Pakistan	University of Central Punjab	Institutional
158	Pakistan	University of Azad Jammu and Kashmir	Institutional
159	Pakistan	Sukkur Institute of Business Administration	Institutional
160	Pakistan	Greenwich University Karachi	Institutional
161	Pakistan	NED University of Engineering & Technology	Institutional
162	Pakistan	The University of Agriculture, Peshawar, Khyber Pakhtunkhwa	Institutional
163	Pakistan	The University of Branch Faisalabad	Institutional
164	Pakistan	Shaheed Benazir Bhutto University	Institutional
165	Pakistan	University of Balochistan	Institutional
166	Pakistan	University of Engineering & Technology, Taxila	Institutional
167	Pakistan	University of Karachi	Institutional
168	Pakistan	Pir Mehr Ali Shah Arid Agriculture University	Institutional
169	Pakistan	Ziauddin University	Institutional
170	Pakistan	Quality Enhancement Cell, University of Haripur	Institutional
171	Pakistan	National University of Computer and Emerging Sciences (FAST National University)	Institutional
172	Pakistan	National Defence University	Institutional
173	Pakistan	Mohammad Ali Jinnah University	Institutional
174	Pakistan	Khushal Khan Khattak University, Karak (Pakistan)	Institutional
175	Pakistan	The University of Sindh	Institutional
176	Pakistan	The Superior College, Lahore	Institutional
177	Pakistan	University of Wah	Associate
178	Pakistan	Pakistan Institute of Development Economics	Institutional
179	Pakistan	Dawood University of Engineering and Technology	Institutional
180	Pakistan	Khyber Medical University	Intermediate
181	Pakistan	CECOS University of IT & Emerging Sciences Peshawar	Institutional
182	Pakistan	Government College Women University, Sialkot	Institutional
183	Pakistan	Capital University of Science and Technology	Institutional
184	Pakistan	International Islamic University Islamabad	Institutional
185	Pakistan	Shaheed Benazir Bhutto University of Veterinary and Animal Sciences	Institutional
186	Pakistan	Jinnah Sindh Medical University	Institutional
187	Pakistan	Pakistan Institute of Fashion and Design	Institutional
188	Pakistan	University of Gujrat	Institutional
189	Pakistan	Women University Mardan	Institutional

190	Pakistan		Hazara University	Institutional
191	Pakistan		Institute of Business Administration, Karachi	Institutional
192	Pakistan		University of Education, Lahore	Institutional
193	Papua Guinea	New	Divine Word University	Institutional
194	Papua Guinea	New	National Training Council Secretariat	Intermediate
195	Papua Guinea	New	Department of Higher Education, Research, Science and Technology	Associate
196	Papua Guinea	New	Pacific Adventist University	Institutional
197	Papua Guinea	New	Papua New Guinea University of Natural Resources and Environment	Institutional
198	Philippines		Asia Theological Association	Intermediate
199	Philippines		International Distance Education Accreditation League, Inc.	Associate
200	Philippines		Philippine Accrediting Association of Schools, Colleges and Universities	Full
201	Philippines		Philippine Association of Colleges and Universities Commission on Accreditation	Full
202	Philippines		Accrediting Agency of Chartered Colleges and Universities in the Philippines Inc.	Full
203	Russia		Kazan Federal University	Institutional
204	Russia		The Agency for Quality Assurance in Higher Education and Career Development (AKKORK)	Full
205	Russia		Altai State University	Institutional
206	Russia		National Center of Public Accreditation (NCPA)	Full
207	Russia		Association for Engineering Education of Russia	Full
208	Russia		The National Accreditation Agency of the Russian Federation	Full
209	Russia		Russian Register-Certification	Full
210	Russia		Minin University	Institutional
211	Samoa		Samoa Qualifications Authority	Full
212	Saudi Arabia		Jazan University	Observer
213	Singapore		EduValue Pte. Ltd.	Associate
214	Sri Lanka		Sri Lanka Institute of Information Technology	Institutional
215	Sri Lanka		Horizon College of Business & Technology	Institutional
216	Sri Lanka		Quality Assurance and Accreditation Council of Sri Lanka	Intermediate
217	Sri Lanka		South Asian Institute of Technology and Medicine (Pvt) Ltd.	Institutional
218	Sri Lanka		National School of Business Management (NSBM)	Institutional
219	Sri Lanka		Uva Wellassa University of Sri Lanka	Institutional
220	Thailand		ASEAN University Network	Observer
221	Thailand		Office of the Higher Education Commission	Associate
222*	Thailand		Asian Forum on Business Education	Observer
223	Thailand		Office for National Education Standards and Quality Assessment	Full
224	Timor Leste		National Agency for Academic Assessment and Accreditation (NAAAA)	Intermediate
225	Tonga		Tonga National Qualifications and Accreditation Board	Intermediate
226	Turkey		Higher Education Quality Council of Turkey	Full
227	United Kingdom		UK NARIC	Observer
228	United Kingdom		The Quality Assurance Agency for Higher Education	Observer

229	United Kingdom	British Accreditation Council	Observer
230	Vanuatu	Vanuatu Training Council	Intermediate
231	Vietnam	Center for Educational Testing and Quality Assessment, Vietnam National University - Ho Chi Minh City	Institutional
232	Vietnam	Center for Quality Assurance, Foreign Trade University	Institutional
233	Vietnam	General Department of Education Testing and Accreditation	Full
234	Vietnam	Institute for Education Quality Assurance of Vietnam National University, Hanoi	Institutional
235	Vietnam	Hanoi National University of Education (HNUE)	Institutional
236	Vietnam	Vietnam Vocational Training Accreditation (VVTAA)	Intermediate
237	Kuwait	Private Universities Council	Observer
238	Pakistan	National University of Medical Sciences	Institutional
239*	India State Maharashtra	Shri Shivaji Arts & Commerce College Amravati	Institutional
240*	Kyrgyzstan	"EdNet" Agency for Quality Assurance of Educational Field	Full
241*	India	Mahatma Gandhi Mission's MGM University	Institutional

NOTE: The organizations with "*" are APQN new members in 2020.



Welcome to Join APQN

We warmly welcome all QAAs, HEIs and those who have interest in QA to join APQN!



Membership of APQN is valuable for quality managers/officers, who would join a community of colleagues working with quality assurance of higher education.

As an APQN member you can embrace what is being offered in the region, and share in the delights of learning and expanding your own knowledge base. Specifically, full members (there might some differences for other 3 categories) will be able to:

- Participate in APQN Academic Conference (AAC) and AGM as well as APQN on-line forum;
- Gain your branding through using APQN logo in your website or relative documents;
- Develop different kinds of collaborations across the distinguished network of QAAs and HEIs through AACs;
- Co-organize international seminars, workshops or forums together with APQN in your local context;
- Have the right to apply for APQN Award which occurs once every year;
- Have access to over 180 consultants in Consultant Data Base and get advice on different and specific QA matters;
- Receive the electronic APQNews twice every year and Annual Report;
- Publish your qualified research paper on APQN Academic in Proceedings during AAC every year;
- Have the right to apply for Asia-Pacific Quality Register (APQR) for QAAs; and
- Have the right to apply for the accreditation of APQN Quality Label for HEIs.

The Following steps for you to join APQN bigfamily

1) Application Process for APQN Members:

<http://www.apqn.org/members/application-process-for-members>

2) Choose the right membership category for your agency.

<http://www.apqn.org/members/membership-criteria> for universities, it is “institutional member”.

3) Fill in application forms with all the required information.

<http://www.apqn.org/members/directory/entry/add>

4) Inquiring. If there is no feedback from APQN Secretariat after you submit your application for one month, please contact Administrator at APQN Secretariat (apqnsecretariat@163.com) for questions.

New Category of APQN Membership – Individual Status

At the third Board meeting in August 2018 in Bali, Indonesia, the Board decided to introduce a new category of membership—Individual Status, to the APQN network. At the Second Board Meeting on March 30th 2019 in Colombo, Sri Lanka, after discussing the advantages and disadvantage of Individual Member, the sixth Board decided to accept this proposal.

According to APQN Constitution (v.9.0), “the governing bodies and authorities of APQN are the General Council and the Board” (Article 25). Hence the Board wrote to all APQN members for accepting the new category-individual member. After obtaining the approval, the APQN began the Amendments of APQN Constitution during August 1 and December 15. At the end of December, “APQN Constitution (v.9.0)” was released and published at APQNews (Issue 20) as well as in APQN Website. Below is the information on the new category-individual member:

I. Criteria

APQN accepts individual members from within and outside the Asia-Pacific region, including:

- Individuals of external quality assurance agencies (EQAAs) who wish to apply as individual members
- Individuals of higher education institutions (HEIs) with the interest in contributing towards the development of quality assurance, accreditation and evaluation in higher education
- Individuals who have strong links within and outside the region with major interests in the education development and objectives of APQN
- Individuals who are independent, sole and or with business nature in research and development of higher education or who have previously contributed towards APQN initiatives

II. Procedure

1. The person wishing to apply for Individual Status should complete the online application form indicating his interest in the region and reasons for becoming an individual member to APQN.
2. The application will be examined by the Secretariat who prepares a recommendation for Individual Status for the Board’s approval.



3. Individuals may participate in APQN events open for APQN members at their own cost.
4. Individuals may at their own cost participate in the AGM but without the right to vote.
5. Individuals may view the members-only area on the website.
6. Individuals pay an annual fee of US\$ 150 from the year he/she became APQN individual member.

III. Amendments

The below is a propose clause that requires to be included in “APQN Constitution” (version 8) at Section V (12) and amended in other documents of APQN as required.

Addition of clause 12.5

12.5 Individual Members are individuals of external quality assurance agencies or higher education institutions or research institutes with major interest and active involvement in the development of quality and research in higher education.

IV. Benefits of Individual Membership

1. Participate in APQN Academic Conference (AAC) and Annual General Meeting (AGM), APQN on-line forum as well as “Global Summit”;
2. Develop different kinds of collaborations across the distinguished network of QAAs and HEIs through AACs;
3. Co-organize international seminars, workshops or forum together with APQN in their local context;
4. Have the right to apply for APQN Awards which occurs once every year;
5. Have access to over 180 consultants in the Consultant Data Base and accept the suggestions on different and specific QA matters;
6. Receive the electronic APQNews twice every year and Annual Report;
7. Publish qualified research paper on APQN Anthology during AAC every year;
8. Have the right to apply and contribute for APQN project and funding. The project will be administered on APQN website and will become product of APQN after the completion of the project.

The 6th Board Directors: Jianxin Zhang, Galina Motova, Pingping Liu, Jagannath Patil, Deepthi Bandara, Grace I-Jung Lu, Farida Nurmanbetova

(Written by JianxinZhang)

Report for Nominations of Experts for Database of Consultants

Aimed at enhancing the database of consultants for use by national systems or institutions in various areas of quality assurance in tertiary education, and seeking nominations from its member organizations, APQN Secretariat has sent all members an email “Call for nominations of experts for Database of Consultants” in January 2020. Thanks to all members’ warm cooperation and careful consideration, APQN Secretariat has collected 51 submissions in March, which contributes a lot to the further development of the database of consultants.

APQN encourages each APQN member to nominate qualified candidates and show great passion for all nominations. After collecting those submissions, a specially-established APQN Review Committee has reviewed the Consultant Database of all of the above applications in April. APQN Review Committee is composed of Prof Dr. Jianxin Zhang, Prof Dr. Galina Motova, Dr. Jagannath Patil, Dr. I-Jung Grace Lu, Prof. Farida Nurmanbetova, Prof. Deepthi C. Bandara and Ms Pingping Liu. After being reviewed by all the members of the Committee, the final decision was made. 46 from 51 submissions stands out and are qualified nominees according to the review committee. As of 2020, Consultant Data has 236 experts from over 53 countries.

The consultants will be focused on the following three areas to strengthen a global database: (1) general quality assurance consultants; (2) consultants in institutional quality assurance; (3) consultants for programmatic quality assurance

We appreciate very much that all members and review committee devoted much to the whole process. You can find information in detail in the APQN website: <https://www.apqn.org/services/consultants>

Congratulations to the following consultants!

Table 1: 46 New Consultants in Consultant Database

No.	Name	Country	Current Position	Organization
1	Farida Nurmanbetova	Kazakhstan	Adviser of ECAQA	ECAQA - Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care
2	Lyazzat Yeraliyeva	Kazakhstan	Member of ECAQA; Deputy Director for Clinical and Academic Affairs	National Scientific Center of Phthisiopulmonology of the Republic of Kazakhstan” of the Ministry of Health of the Republic of Kazakhstan
3	Deepthi Chandrika	Sri Lanka	Senior Professor	University of Peradeniya, Sri Lanka

	Bandara			
4	Cloud Bai-Yun	Britain	CEO	ECCTIS Ltd [UKNARIC]
5	James Freeman	Britain	Senior Analyst	ECCTIS Ltd [UKNARIC]
6	Fabrizio Trifiro'	Italy	Head of Quality Benchmark Services	ECCTIS Ltd [UKNARIC]
7	V. Ariya Sumanasinghe	Sri Lanka	Retired Professor	Univeristy of Peradeniya, Sri Lanka
8	PRATHIBA ARUNI WEERASINGHE	Sri Lanka	Senior professor	RAJARATA UNIVERSITY OF SRI LANKA
9	Asha Sajeewani Karunaratne	Sri Lanka	Professor	Sabaragamuwa University of Sri Lanka
10	Jahfer Athambawa	Sri Lanka	Professor and Head of Department of Accountancy and Finance	South Eastern University of Sri Lanka, Sri Lanka
11	Charmalie Anuradhe Dona	Sri Lanka	Professor	University of Sri Jayewardenepura, Sri Lanka
12	Dayalatha Lekamge	Sri Lanka	Retired Professor	Was at the Open University of Sri Lanka till July 2019
13	Gunasingham Mikunthan	Sri Lanka	Director/CQA, Dean/Graduate studies, Director/Well-Being Centre, Chairman/Board of Management	University of Jaffna
14	Fathuma Hansiya Abdul Rauf	Sri Lanka	Professor in Management	South Eastern University of Sri Lanka
15	Perera	Sri Lanka	Chair Professor & Dean (Until April 2020)	University of Colombo
16	Jayasinghe Mudiyansele Pushpa Kumara	Sri Lanka	Emeritus Professor	Wayamba University of Sri Lanka
17	Shanmugalingam Nagalingam	Sri Lanka	Professor Emeritus Sociology/Visiting Professor in Sociology	University of Jaffna
18	Nanda Wipula Bandara Balasooriya	Sri Lanka	Senior Lecturer	University of Peradeniya, Sri Lanka
19	Ranjith Mahanama Kariyawasam Ranaweera	Sri Lanka	Senior Professor Dean/Science	University of Colombo
20	Ruwan Duminda Jayasinghe	Sri Lanka	Professor	Univeristy of Peradeniya, Sri Lanka
21	Sepalika Chandrani Jayamanne	Sri Lanka	Professor Cum, Dean/Animal Science and EYesport Agriculture	Vice Chancellor/Uva Wellassa University

22	Sudhira Yasapriya De Silva	Sri Lanka	Senior Lecturer (Gr. I)	University of Ruhuna
23	Prof P Vinobaba	Sri Lanka	Senior Professor in Zoology	Vice-Chancellor, Eastern University
24	Nimalakith Gnanaseeli Samarakoon Jayasekara Mudiayanselage	Sri Lanka	Senior Lecturer (Grade-I)	Sabaragamuwa University of Sri Lanka
25	Muhammad Arif	Pakistan	Director Quality Enhancement Cell	Institute of Business Management(IoBM)
26	Abigail Jones	Britain	Head of International Projects	UK NARIC
27	Ahmadullah Hilali	Afghanistan	Lecturer	Ministry of Higher Education
28	Vasily Makolov	Russia	Head of Quality and Accreditation Office	Russian State University for Humanities
29	Aleksey Kuzmin	Russian	Associate Professor, Head of department	Baltic state technical university "VOENMEH" named after D.F.Ustinov
30	Salman Saif	Pakistan	Registrar	National Textile University
31	Lisa Collett	British	Director / Technical Expert / Senior Researcher	Cotswold Research Consultancy
32	Oksana Matveeva	Russia	Deputy Head of Accreditation Office	NCPA - the National Centre for Public Accreditation
33	Timur Tabishev	Russia	Head of Licensing and Accreditation Department	Federal State Budgetary Educational Institution of Higher Education «Kabardino-Balkarian State University named after H.M. Berbekov»
34	Vladimir Zorin	Russia	Head of Department	Moscow Automobile and Road State Technical
35	Svetlana Pesina	Russia	Head of Department of English	Nosov Magnitogorsk State Technical University
36	Natalya Filimonova	Russia	Head of department «Economy and Organization of Agricultural»	Krasnoyarsk State Agrarian University
37	Mikhail Berengarten	Russia	Professor	Moscow Polytech University
38	Natalia Tarkhanova	Russia	associate professor	South Ural state University (research University)
39	Elena Savinykh	Russia	Head of Methodology Office	NCPA - the National Centre for Public Accreditation
40	Natalia Borozinets	Russia	Director Of the resource center for training disabled	North Caucasus Federal University

41	Nikolay Tarasevich	Russia	Vice-rector for educational and methodological work	State Federal-Funded Educational Institution of Higher education Moscow State P.I. Tchaikovsky Conservatory
42	Ekaterina Egorova	Russia	Head of EYespert and Analytics Management Department	Moscow Pedagogical State University
43	Svetlana Panasenko	Russia	Head of the basic Department of trade policy	Plekhanov Russian university of economics
44	AleYesandr Kurylev	Russia	Head of research and educational center of professional competencies	Astrakhan State Technical University
45	Marina Kurdiymova	Russia	Manager of the International Relations Office	National Centre for Public Accreditation
46	Sergei Shirobokov	Russia	Director of Public Relations and Associate Professor Of Education	Omsk State Pedagogical University

(Written by Yingjie Xu, APQN Administrator)

The APQR Council Held the Meeting Online

The online meeting of the APQR Council was held at 4:00-5:30pm (Beijing time), Dec. 10, 2020 with the support of APQN Secretariat. Majority of the Council members presented the meeting, including Dr. Jagannath Patil (Chairperson), Prof. Angela Yung Chi Hou (Co-Chairperson), Prof. Dr. Jianxin Zhang, Dr. Libing Wang and Prof. Jeanette Baird. Only Prof. Colin Peris was absent for some reason. Ms. Liu Pingping, APQN Secretary and Mr. Le Fang, the APQN Administrator presented the meeting as the special invitees/guests



Dr. Jagannath Patil made the brief report for the work of the APQR. During the year 2019-20, the following four QAAs have been registered on APQR: (1) Mongolian National Council for Education Accreditation (MNCEA), Mongolia; (2) Independent Agency for Accreditation and Rating (IAAR), Republic of Kazakhstan; (3) Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care (ECAQA), Republic of Kazakhstan; and (4) Finance Accreditation Agency (FAA), Kuala Lumpur, Malaysia, which has increased the list to 8 QAAs in total.

The Council discussed and decided the following issues: (1) Fiji Higher Education Commission (FHEC) based in Suva, Fiji would be informed to prepare for the 2nd cycle review of APQR; (2) The framework and documents for the APQR

should be reviewed and updated, including some criteria, procedures and templates soon; (3) The Council would like to explore to register APQR as the legal entity at a suitable location/country within the region; (4) Promote the APQR by press conferences, social media and the bilingual reports, and advance the cooperation with UNESCO, Bangkok, NARIC, UK and INQAAHE for information exchange, joint project, seminar and workshop and so on.

At the meeting, Dr. Libing Wang, Chief of Section for Educational Innovations and Skills Development (EISD) and Senior Programme Specialist in Higher Education, based at UNESCO, Bangkok, shared his newly-published article entitled “Achieving Access to Quality Blended Learning for All”. He acknowledged that both APQN and APQR could contribute to high-quality teaching and learning both in traditional and blended teaching in education. The APQR council meeting was very productive.

(Written by LeFang)



ACTIVITIES & PROJECTS

2021 New Year Greeting from APQN

December 24, 2020

Dear APQN members, dear colleagues and friends: **HAPPY NEWYEAR!**

On the occasion of New Year, we, APQN Board Directors, are extending our festival greetings and best wishes to 241 members from 42 countries/territories, extending our sincere appreciation and deep respect to those who care and support the sustainable development of APQN! We'd like to thank you for your continual support of our goal of "Dissolving Boundaries for a Quality Region" and our enhancement of "Quality Culture".

Bells are ringing, and New Year is coming. It's time for us to reflect the past year and to celebrate New Year. It is an unusual year in 2020 for all the persons in this planet as well as APQN, due to the COVID-19 pandemic. Just as World Bank says "The pandemic has already had profound impacts on education by closing schools almost everywhere on the planet, in the largest simultaneous shock in our lifetimes." Due to the pandemic, APQN had to cancel 2020 AAC, 2020 AGM, 2020 Global Summit and other face-to-face activities.

Fortunately, under the leadership of the 6th Board, APQN carried out the following 6 activities: 1) from March to May: "Survey on the COVID-19 Impact in HEIs"; 2) from April to June: "Survey on the COVID-19 Impact in QAAs; 3) from June to July: interviews with 7 Board Directors on the COVID-19 impact on quality; 4) on July 28: the 8th online forum entitled "Influence of COVID-19 on HE Quality Assurance: the New Normal of Higher Education 4.0; 5) in July: "Survey on Effectiveness of On-line Teaching"; 6) during 25th to 26th November: "the 12th Higher Education International Conference(online) on Teaching and Learning Quality Assurance in HE under the Pandemic" held by MPI-APQN. In January the APQR Panel reviewed Finance Accreditation Agency (FAA) which has been accepted onto the Register. Meanwhile, APQN also published "APQNews (Issue 21)" and "APQNews (Issue 22)", and APQN Annual Report (2020) will be published very soon.

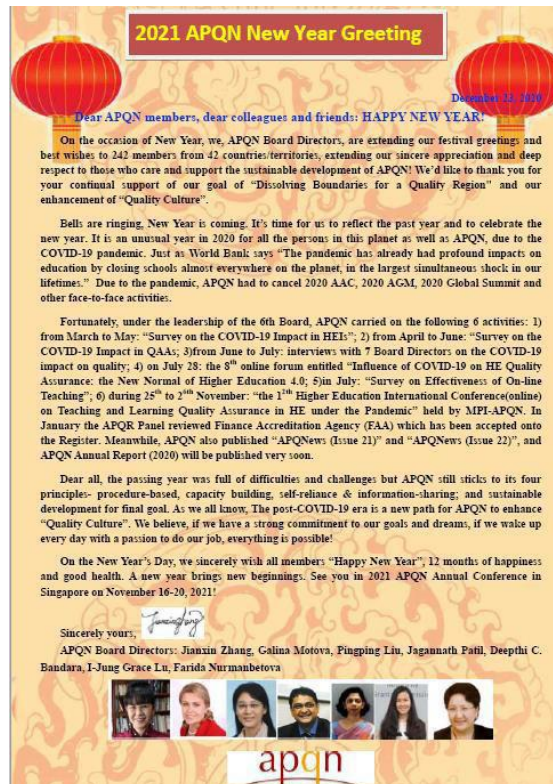
Dear all, the passing year was full of difficulties and challenges but APQN still sticks to its four principles-procedure-based, capacity building, self-reliance and information-sharing; and sustainable development for final goal. As we all know,

the post-COVID-19 era is a new path for APQN to enhance “Quality Culture”. We believe, if we have a strong commitment to our goals and dreams, if we wake up every day with a passion to do our job, everything is possible!

On the New Year’s Day, we sincerely wish all members “Happy New Year”, 12 months of happiness and good health. A new year brings new beginnings. See you in 2021 APQN Annual Conference in Singapore on November 16-20, 2021!

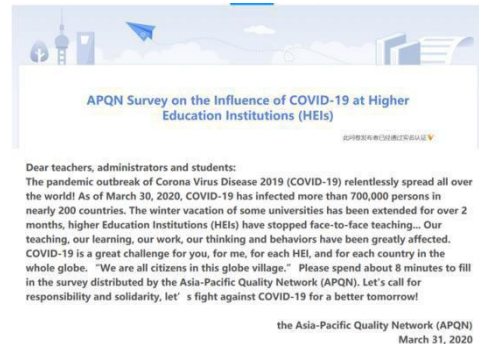
Sincerely yours, 

APQN Board Directors: Jianxin Zhang, Galina Motova, Pingping Liu, Jagannath Patil, Deepthi C. Bandara, I-Jung Grace Lu, Farida Nurmanbetova



APQN Completed Survey on COVID-19 Impact in HEIs

2020 is an unusual year. The pandemic of Corona Virus Disease 2019 (COVID-19) relentlessly spread all over the world! The pandemic of COVID-19 around the globe has had profound impacts on education by closing campuses almost everywhere on the planet, with the largest simultaneous shock to all education systems in our lifetime, which has greatly affected our learning, work, and life. Like other social organizations, higher education institutions (HEIs) face unprecedented challenges.



In March 2020, the Asia-Pacific Quality Network (APQN) organized a special research group chaired by APQN President which was consulted by all Board Directors. The survey was made up of five parts with 31 questions: 1) basic information; 2) individuals' psychological status and behavior; 3) HEIs' actions to fight against COVID-19; 4) recommendations for HEIs; 5) open question. At the same time, deep-interviews with APQN Board Directors as well as the respondents from the globe were also conducted.

From March 31 to May 20, the survey was distributed on "Survey Star" (<https://www.wjx.cn>), for a total of 50 days. By adopting snowball sampling, the group collected 1570 valid surveys using social self-media such as "WeChat" and e-mail promotion. By analyzing 1570 survey respondents from 47 countries/territories around the world, APQN received the following information:

1. The impact of Individual Psychological and Behavioral Responses during the pandemic is wide and enormous: 1) the mental state of individuals has had dramatic changes; 2) the individuals' behavioral patterns are home quarantine; 3) the respondents' life attitude is to cherish life more.

2. HEIs' responses and actions to the pandemic are active and supportive: 1) HEIs' crisis interventions are in full action; 2) HEIs' teaching guarantee is online teaching; 3) HEI's pandemic fight is united as one.

3. HEIs' action in the post-pandemic era is sustainable development: 1) the risk control is cautious; 2) the recovery function is guarding against the unexpected; 3)

looking into the future is on a difficult and long journey.

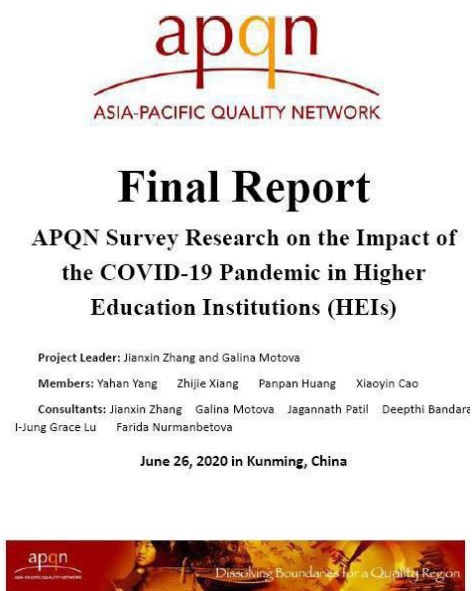
The COVID-19 pandemic pressed the “pause button” to suspend our learning/work and daily life and at the same time also opened the window of reflections. We have seen the advantages, disadvantages and potentiality of HEIs in dealing with public health emergencies. In the future, we must deeply reflect on what HEIs and individuals acted and will act before and after COVID-19, keeping an open and inclusive mind, effectively play the special role of higher education, and make contributions to the sustainable development of higher education:

1. To make future plan to improve educational governance capacity in the “Post-Crisis Era”, and develop a modern system of educational governance to cope with the public social crisis.

2. HEIs must cultivate talents with “macro-education concept” from the perspective of the whole society.

3. Higher education must further strengthen “education community of shared future for mankind”.

Let’s call for responsibility and solidarity, let’s fight against COVID-19 for a better tomorrow!





 APQN research on the Impact of the COVID-19 Pandemic to Higher Education

Table of Contents

Part I: APQN Survey Research on the Impact of the COVID-19 Pandemic in HEIs..... 5

1. Research background	8
1.1 Survey Design: from Individual to Organization.....	8
1.2 Sample Information: Full Coverage Worldwide.....	10
2. Individual Psychological and Behavioral Responses during the pandemic.....13	
2.1 Mental State: Dramatic Changes.....	13
2.1.1 “Fear” is the First Reaction to Most People.....	14
2.1.2 Respondents Have Crisis Awareness and Care about Others’ Safety.....	14
2.1.3 The Mentality of Half Respondents is in Normal state.....	15
2.1.4 30% of the Respondents are still unable to Focus on Learning/Work and Life due to Stress.....	15
2.2 Behavioral Patterns: Home Quarantine.....	16
2.2.1 Most Respondents Choose to Stay where they are.....	16
2.2.2 Most Respondents are Learning at Home.....	17
2.2.3 Learning/Work at Home negatively Affects most Respondents.....	18
2.2.4 The Impact on Daily Lives in the US is Particularly Obvious.....	19
2.3 Life Attitude: Cherish Life.....	20
2.3.1 Facing the Pandemic: People Cherish Life more.....	21
2.3.2 Care for the Confirmed Patients.....	21
2.3.3 Insufficient Awareness of Labeling/Stigmatization.....	22
3. HEIs’ Responses and Actions to the Pandemic.....	23
3.1 Crisis Intervention: Full Action.....	23
3.1.1 Extensive Health Data Collection in HEIs.....	24
3.1.2 Great Support to HEIs’ Preventions for the pandemic.....	24
3.1.3 HEIs Needs further Improvements in Comprehensive Control.....	25
3.2 Teaching Guarantee: Online Teaching.....	26
3.2.1 Online Teaching Ensures HEIs’ Basic Functions.....	26
3.2.2 Blending teaching (online +offline) is most popular.....	26
3.2.3 Overall Satisfaction with Online Teaching is not High.....	27
3.3 Pandemic Fight: Solidarity as One.....	28
3.3.1 Stopping Face-to-Face Teaching as the most Supportive Initiative.....	28
3.3.2 Quarantine at Home is the most Effective Anti-Pandemic Measure.....	29
4. HEIs’ actions in the Post-Pandemic Era: Sustainable Development.....	29
4.1 Risk Control: Being Cautious.....	30

(Written by Jianxin Zhang and Yahan Yang)

APQN Conducted Survey on the COVID-19 impact in QAAs

The COVID-19 outbreak has changed the work of quality assurance agencies in the whole world. It became a challenge that no one could expect and be prepared for. The agencies were forced to adapt to new conditions and employ new tools and policies. In order to analyze how the agencies managed the situation, APQN conducted a survey on the impact of COVID-19 on quality assurance agencies. It was sent to 71 QAAs, and 32 agencies responded.



The majority of organizations switched to online work, and quality assurance agencies were not an exception. The results showed that more than a half of the institutions are working remotely. Some have combined office hours and remote work, and a few temporarily suspended their activities. The agencies were asked about the biggest challenges they face when working remotely, and most of them noted that communication with coworkers became harder and it was difficult to ensure quality of education while conducting external reviews remotely. As many events were cancelled and activities of the agencies were restricted, the virus had an impact on their financial sustainability. For the majority of the respondents incomes decreased, and for almost the same number of agencies it remained unchanged.

External reviews are one of the main activities of the agencies. In the current situation most of the agencies decided to temporarily suspend education quality reviews, while others conducted them remotely. As site-visits to the educational institution constitute one of the most important parts of external reviews, some agencies conduct them observing all safety precautions, while others will conduct follow-up site visits to the institution within a reasonable period of time after remote reviews. Ensuring quality of education while conducting external reviews remotely has become one of the biggest problems for the agencies. This raises the question of whether the accreditation decisions made remotely are valid. The majority of the respondents consider them valid with some restrictions, while others think that the decisions are not valid or they have not thought about it.

Modern technology became a great solution to the problem of conducting external reviews in the current conditions. The agencies use video conference calls, e-mails, document reviews, phone calls, and a few have developed new tools and policies. In order to cope with the challenges, QAAs adopt new health and safety procedures, inform employees on the ways of avoiding infection, halt business travel, cancel major events, and provide staff with the office computer equipment, etc.

Nowadays the number of infected people is increasing at a quick rate. It seems that the agencies continue working as they are doing now and use the tools and policies they have developed for this case. The pandemic brought new challenges, and the agencies were urged to address them quickly. The survey showed that the majority of QAAs managed the situation quite successfully despite all negative consequences. New circumstances could lead to some changes in the sphere of quality assurance, and the tools that are currently used by the agencies could be also applied in the future.

Results of APQN survey on the influence of COVID-19 on Quality Assurance Agencies (QAAs)

The worldwide outbreak of COVID-19 has brought the world to a standstill, and a sphere of education has been also greatly affected. In order to minimize the impact of the COVID-19 pandemic most HEIs around the world have decided to cancel face-to-face courses and migrate to distance learning in various forms. COVID-19 became also a great challenge for all Quality Assurance Agencies. The APQN survey was developed in order to analyze how QAAs work in the situation of the COVID-19 pandemic and how it influenced their activities. The survey was sent to 71 QAAs – APQN members, 32 agencies responded to the survey.

Answers to the 1st question “**What was the impact of COVID-19 on the work of your agency??**” show that a half of all agencies (51,6%) are working remotely now. Almost a quarter (22,5%) continue working in the office while 9,6% temporarily suspended their activities.

Options	Responses	Percentage
We are working remotely	16	51.6%
We continue working in the office	7	22.5%
Other Option	5	16.1%
We temporarily suspended our activities	3	9.6%



Among those who chose “*other option*” there are the following answers:

- *We are working remotely, have rescheduled some activity and doing as much desk-based work as we can.*
- *Office staff, experts, general secretary and vice-president are working by turns in the office. The rest are working remotely. Mostly, we are using video-conferencing.*
- *Staff on roster to enforce social distancing.*
- *Most of us are working remotely though some still need to work in the office.*

(Written by Galina Motova, Daria Efremova, Anna Ishutkina)

APQN Board Directors' Interview on HE Quality during COVID-19

All of a sudden, the COVID-19 crisis has brought the whole world to a painful halt. With the endorsement of APQN Board, APQN conducted a project entitled “APQN Survey on the Impact of COVID-19 in Quality of Higher Education” since March, 2020. The survey group interviewed the Board Directors on quality of higher education during the COVID-19 crisis from April 20 to May 20, 2020. They are Jianxin Zhang, Galina Motova, Jagannath Patil, I-Jung Grace Lu, Farida Nurmanbetova, Deepthi Bandara and Syun Tutilya. Read Table 1 below.

Table 1: List of the Interviewees of APQN Board Directors

Name & APQN position	Country	Organization
 Jianxin Zhang (President)	China	Yunnan Higher Education Evaluation Center (YHEEC)
 Galina Motova (Vice-President)	Russia	National Centre for Public Accreditation (NCPA)
 Jagannath Patil (Board Director)	India	National Institute Academic Degrees Quality Enhancement Higher Education (NIAD-QE)
 I-Jung Grace Lu (Board Director)	Chinese Taipei	Higher Education Evaluation Accreditation Council of Taiwan (HEEACT)
 Farida Nurmanbetova (Board Director)	Kazakhstan	Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care (ECAQA)
 Deepthi Bandar (Board Director)	Sri Lanka	University of Peradeniya, Sri Lanka
 Syun Tutilya (Special Guest)	Japan	National Institute Academic Degrees Quality Enhancement Higher Education (NIAD-QE)

APQN Board Directors are located in different countries and work in external quality assurance agencies (EQAAs) or Higher education institutions (HEIs). They have their own unique experiences and opinions on the impact of the pandemic on the quality assurance (QA) of higher education. In the interview, they shared their experiences and good practices on “the role and role of Quality Assurance Agencies(QAAs) in quality assurance in higher education”, “how to guarantee the quality of online teaching” and “the impact on the internationalization of higher education quality assurance”, and put forward their own suggestions on APQN “dissolving boundaries for a quality region” and “devote to supporting the internal and external quality assurance of higher education in the Asia-Pacific Region”.

Based on the interview of the above 6 Board directors and one special guest, below are the findings.

1. The role of the QAAs is ensuring internal quality in HEIs. QAA plays various roles in ensuring the internal quality of higher education institutions (HEIs). APQN Board Directors share their views with us. 1) Quality of higher education is combined with both internal QA and external QA. 2) QAAs should develop their roles to support HEIs, such as the promoters of the change of quality concept, the participants of quality management and quality standard setters. 3) QAAs should provide relevant information and guidelines to support HEIs, including setting guidelines, developing a methodology of QA of online learning, providing information support and realizing resource sharing. 4) Encouraging and Improving Online Learning.

2. QAAs’ Taking measures to guarantee internal QA during online teaching. Affected by COVID-19 crisis, the number of HEIs closing and switching to e-learning has soared. However, few of these HEIs are well prepared for this sudden, disruptive move. APQN Board Directors share us with their points. 1) Every country and QAAs should help to make standards and take measures to ensure the quality of online teaching. 2) HEIs should consider developing new learning-assessment procedures and criteria, increasing academic and psychological support for students, factoring COVID-19 crisis into strategic planning and developing multimedia technologies.

3. The impact of COVID-19 on the internationalization of higher education is huge. The outbreak of COVID-19 has brought unprecedented obstacles to higher education—as well as the internationalization of higher education QA around the world. 1) The mobility of global personnel has been reduced due to the travel restrictions and social quarantine. 2) The international educational interaction has been more diversified thanks to technology. 3) Academic networking has become

an unstoppable trend these days. Some measures should be taken to promote the international QA of higher education, including strengthening the QA of online courses, promoting localization and internationalization of education and enhancing cooperation between QAAs.

4. APQN has taken actions in supporting both internal and external QA in the Asia-Pacific Region (APR). APQN serves as a bridge to take actions that could improve the quality of higher education in the APR. 1) APQN have formed an online support network to support QA, including conducting the research on the impact of COVID-19 on HEIs and QA systems and organizing and participating in online seminars. 2) APQN should provide short-term and long-term guidance to APQN members, such as providing financial support, manuals on distance learning, drawing up key quality parameters and so on.

APQN research group appreciate very much that APQN Board directors did contribute a lot to HE quality assurance and shared their views during the COVID-19 crisis. You can find report in detail in APQN website.

Part Two: APQN Board Directors' Interview on HE Quality during the COVID-19 Crisis.....40

1. Role of the QAAs in Ensuring Internal Quality in HEIs43

1.1 HE Quality is Combined with both internal QA and external QA43

1.2 Developing the Role of External QAAs to Support HEIs.....43

1.2.1 The Promoters of the Change of Quality Concept.....43

1.2.2 The Participants of Quality Management and Standard Setters44

1.3 Providing Relevant Information and Guidelines to Support HEIs45

1.3.1 Setting Guidelines to Respond to the Pandemic45

1.3.2 Developing a Methodology of QA of Online Learning45

1.3.3 Providing Information Support and Realizing Resource Sharing45

1.4 Encouraging and Improving Online Learning.....46

2. Taking Measures to Guarantee Internal QA during Online Teaching46

2.1 Standards for High-quality Online Teaching47

2.2 Important Considerations for HEIs47

2.2.1 Developing New Learning-assessment Procedures and Criteria47

2.2.2 Increasing Academic and Psychological Support for Students47

2.2.3 Factoring COVID-19 Crisis into Strategic Planning47

2.2.4 Developing Multimedia Technologies to Acquire Practical Skills48

(Written by Zhijie Xiang, Panpan Huang and Jianxin Zhang)

FAA's On-Site Visit by Review Panel for Alignment to APQR



Finance Accreditation Agency (FAA), a member of the Asia-Pacific Quality Network (APQN), has sought alignment with the Asia-Pacific Quality Register (APQR) as a measure of self-assessment to enhance its programme accreditation processes, to

enable better governance of its quality assurance processes and activities, as well as to seek wider recognition. This initiative is in line with the mission of FAA to inspire and promote the highest quality in continuing education and professional development for the financial services industry through globally benchmarked accreditation framework, standards and practices.

FAA submitted an Expression of Interest (EoI) to the APQR Secretariat on 25 September 2018. After the initial verification of information, the EoI was approved and accepted by the APQR Council on 6 November 2018. Following the acceptance of EoI, FAA prepared and submitted a Self-Evaluation Report (SER) to the APQN Secretariat on 8 November 2019.

The on-site visit to FAA by the APQR Review Panel was held on 15 and 16 January 2020. The Review Panel comprised three (3) experts approved by the APQR Council, led by Professor Jeanette Baird from Australia, with Professor Syun Tutiya from Japan and Dr Elena Savinykh from Russia as Panel members.

Before the Panel came to Malaysia, they had reviewed the SER and the initial documentations individually. The Panel also prepared a list of further documents for FAA to provide in advance of the site visit and a proposed interview schedule for the on-site visit, which was iteratively developed with FAA.

The Panel met face-to-face in the morning of 15 January 2020 to discuss their assessments to date, the further evidence required and the questions they would ask for each interview session. The Panel then proceeded with the schedule of the on-site visit. In brief, the agenda of the visit included interviews with members of FAA Board, FAA Accreditation Council,



training providers, external assessors and staff. The FAA premises were viewed, as was the end-to-end system for the management of programme accreditation, the FAA Accreditation System (FAST).

The Panel reviewed its overall findings in the late afternoon of 16 January 2020. An exit meeting with the Chief Executive Officer and senior management team of FAA was conducted at the end of the on-site visit by the Panel with commendations and some recommendations for enhancement.

FAA was thoroughly pleased with the approach, dedication and professionalism displayed by the Review Panel before and during the site visit. The Review Panel also expressed its sincere thanks and appreciation to FAA for its thoroughly professional organization and for the consistent openness and collegiality of FAA personnel throughout the review.

The alignment exercise was a memorable and valuable learning experience for the FAA community. The review has also reaffirmed FAA's commitment towards achieving its mission. FAA hopes that more agencies will take part in the alignment exercise so that the standards used by the agencies are comparable, which is a significant step forward for wider recognition and future collaboration.



(Written by Finance Accreditation Agency)

The 8th APQN Online Forum Held Successfully

On July 27, 2020 11am at (Shanghai Time), the 8th online forum was successfully held through an online meeting platform named Webex Meet. 32 representatives from 9 countries and regions around the world attended the 8th Asia-Pacific Quality Network (APQN) Online Forum, discussing the topic of "Influence of COVID-19 on Quality Assurance: the new normal of Higher Education 4.0".

This forum was hosted by APQN, led by Dr. I-Jung Grace Lu (from HEEACT), and facilitated by All Board Directors of the APQN. The forum was focused on six themes: (1) Governments as a key player for higher education quality assurance under the impact of COVID-19; (2) The new normal of internationalization of quality assurance; (3) Quality assurance of outcome-based teaching and learning: the influence of COVID-19; (4) Digitization of quality assurance: will this be the new normal for quality assurance? (5) Innovations in HE accreditation in an era of disruptive technologies; (6) Reflections on new normal and strategies for quality assurance in emerging out of COVID-19pandemic.

At the beginning of the online forum, a simple opening remark was from Prof. Jianxin Zhang, the 5th and 6th President of APQN. In the presentation, Prof. Jianxin Zhang elaborated on the damage of COVID-19 that has done to the quality assurance of higher education around the world and summarized the activities of APQN in fighting the pandemic.

After the opening remarks, six APQN board members, Prof. Jianxin Zhang, Prof. Galina Motova, Dr. Jagannath Patil, Dr. I-Jung Grace Lu, Ms. Farida Nurmanbetova, and Prof. Deepthi C. Bandara, respectively gave presentations on the 6 sub-topics of the online forum. The six board members' presentations sparked heated discussion during the online forum. There were also two open discussions in which attendees expressed their views and insights.



The pandemic of COVID-19 Virus Disease 2019 (COVID-19) relentlessly spread all over the world. The COVID-19 pandemic around the globe has had profound impacts on education. In this special period, the online forum provided a timely and inclusive platform for the quality assurance communities to discuss these important topics. And every participant benefited a lot from this forum and showed their appreciation to APQN and all board members for this great forum.

To sum up, the success of the 8th online forum gave APQN great confidence: Although there are many difficulties to address the New Normal of Higher Education4.0, APQN would shoulder its responsibility and take this 8th online forum as an opportunity to further enhance the Quality of Higher Education in Asia-Pacific region!

(Written by I-Jung Grace Lu, Panpan Huang and Zhijie Xiang)

MPI-APQN 12th International Conference Held Online

In order to explore the online quality assurance of higher education institutes all over the world under the pandemic, and enhance the quality of Macao higher education, the Macao Polytechnic



Institute (MPI) and the Asia Pacific Quality Network (APQN) jointly organized “The 12th Higher Education International Conference on Teaching and Learning Quality Assurance in Higher Education under the Pandemic” during 25th to 26th November, 2020 via Zoom platform. Over 30 higher education experts and scholars from the United Kingdom, Turkey, Pakistan, Mauritius, Sri Lanka, etc. and cross-straits, Hong Kong and Macao regions gathered online to explore the mechanism of education coping with the global pandemic, delivering speeches about the opportunities and challenges of online education. The online conference attracted 300 experts and PhD candidates from all over the world to participate. They actively engaged in exchanging views and interacting freely during the conference.

Professor Im Sio Kei, President of MPI and Professor Jianxin Zhang, President of APQN delivered welcoming speeches during the opening ceremony. Professor Im Sio Kei remarked that MPI has been holding the higher education international conference ever since 2009, providing an exchange platform for scholars from different regions. The honors and recognitions that MPI has received in the



teaching field in recent years reflect the consistency of the Institute’s teaching quality with international standards. Those include: becoming a first higher education institution in Asia to have had a successful institutional review by UK’s Quality Assurance Agency for Higher Education; being the first and the sole higher education institution in Macao to have received the state-level award “2018 National Teaching Excellence Award” awarded by the Ministry of Education of the PRC. Professor Im Sio Kei said the impact of COVID-19 pandemic was beneficial, too; the traditional face-to-face teaching was switched to online teaching quickly. New

trends, new methods, new cases, and corresponding measurements of quality assurance would be explored through this special “cloud” event. The participants gathered to enhance the development of higher education teaching and learning quality assurance together.

Professor Jianxin Zhang, President of APQN congratulated the successful convening of the conference on behalf of 241 member organizations from 42 countries. Prof. Zhang claimed that the pandemic has brought 3 changes to online teaching and learning: change of online teaching pattern, online teaching relationship and online teaching technology. These changes have brought challenges to teachers and students, and the requirement for technology has been raised to a new level. It was meaningful to hold this conference to discuss this pressing topic. Prof. Zhang praised MPI for pursuing the excellence of teaching, jointly holding an international conference with APQN for six consecutive years, and promoting experience exchange, theoretical discussion and brainstorming among the participants.



This conference invited four famous scholars to deliver keynote sessions: Mr. Douglas Blackstock, Chief Executive Officer of Quality Assurance Agency for Higher Education from the UK talked about “The Role of Quality Assurance Agencies and Working in Partnership for Home, Transnational and International Higher Education during the Pandemic”; Prof. Ronghuai Huang, Dean of Smart Learning Institute, Beijing Normal University, delivered “Building Online Teaching Skills in HEIs through the third Wave of Online Education”; Prof. Sonny Shiu-Hing Lo, Deputy Director, School of Professional and Continuing Education, the University of Hong Kong, talked about “Training Teachers on Online Teaching Skills and Pedagogy:

Challenges and Implications”; Professor Jianxin Zhang, President of APQN, shared “APQN Survey: the COVID-19 Impact in Higher Education Institutions(HEIs)”.

During the conference, over 20 experts and scholars presented their papers in six parallel sessions to explore the quality assurance of higher education under the pandemic. The followings are the list of the presenters of the 6 parallel sessions.

Parallel Session 1 (ENG) - 2020/11/26 16:00-17:40 (UTC+8, Macao Local Time)	Parallel Session 2 (ENG) - 2020/11/26 16:00-17:40 (UTC+8, Macao Local Time)
<p>1.1 Responses to the Pandemic: Institutional Quality Assurance Cells in Bangladesh</p> <ul style="list-style-type: none"> Jude William R. Genilo Director, Institutional Quality Assurance Cell, University of Liberal Arts Bangladesh 	<p>2.1 Teaching and learning during traumatic times: Polyvalent theory and the importance of social engagement</p> <ul style="list-style-type: none"> Adrian Davis Lecturer, Macao Polytechnic Institute
<p>1.2 Quality Assurance and Quality Enhancement in Online Learning in Higher Educational Institutions and the Challenges of COVID-19</p> <ul style="list-style-type: none"> Jamshid Turi¹, Saima Rafique², Syed Q. Raza³ ¹Assistant Professor, SZABIST Larkana Campus ²QEC Officer, SZABIST Larkana Campus ³Senior Lecturer, SZABIST Larkana Campus 	<p>2.2 Teaching the Privileged? Observations on the (Un)Inclusiveness of Online Education During Pandemic</p> <ul style="list-style-type: none"> Nashia Ajaz Lecturer, Fatima Jinnah Women University
<p>1.3 The Impact of Quality Assurance Measures on Quality of Online Education at Lahore School of Economics</p> <ul style="list-style-type: none"> Amberin Tanveer¹, Syeda A. Amjad² ¹Director, Quality Enhancement Cell, Lahore School of Economics ²Assistant Director, Quality Enhancement Cell, Lahore School of Economics 	<p>2.3 Student Satisfaction with online education in post COVID-19 ERA: A study of a private sector university of Pakistan</p> <ul style="list-style-type: none"> Farrukh Idrees Director, Quality Enhancement Cell, FAST National University of Computer and Emerging Sciences
<p>1.4 Quality Assurance for Online Education: A Case Study of Fatima Jinnah Women University, Pakistan</p> <ul style="list-style-type: none"> Saadia Panni¹, Nosheen Naz² ¹Lecturer, Fatima Jinnah Women University ²Assistant Director, Fatima Jinnah Women University 	<p>2.4 Teachers' experiences of online education during the Covid-19 pandemic period in a teacher education institution</p> <ul style="list-style-type: none"> Hersant Bessondiyal¹, Shalini J. Ramasawmy², Mohun Cyparsade³, Sookheniali Pedaruth⁴, Roodraker Beelan⁵ ¹Associate Professor, Mauritius Institute of Education ²Senior Lecturer, Mauritius Institute of Education ³Associate Professor, Mauritius Institute of Education ⁴Senior Lecturer, Mauritius Institute of Education ⁵Senior Lecturer, Mauritius Institute of Education
<p>1.5 The Future of Transnational Education (TNE): innovative models of delivery, quality assurance and recognition</p> <ul style="list-style-type: none"> Fabrizio Tiffino 	<p>2.5 Exploring Student Engagement and the Design of an Online Course and Using Activity Tracking Tools</p> <ul style="list-style-type: none"> Christophe Pflum

Parallel Session 3 (ENG/CHI) - 2020/11/26 16:00-17:40 (UTC+8, Macao Local Time)	Parallel Session 4 (ENG) - 2020/11/26 18:00-19:20 (UTC+8, Macao Local Time)
<p>3.1 探究“互聯網+教育”的師範教育發展方向</p> <ul style="list-style-type: none"> Meriyao Jin 金夢瑤 Lecturer, The Education University of Hong Kong 香港教育大學講師 	<p>4.1 Assessing Students' Learning Online: It's More Than Testing</p> <ul style="list-style-type: none"> Gonca Uludag¹, Salih Bardakci², Omer F. Yildiz³, Yasim Tunc⁴, Buket Akkoyunlu⁵, Ailhan Nasir⁶, Sina Arcan⁷, Mustafa Elmaz⁸ ¹Academic Expert, Turkish Higher Education Quality Council (THEQC) ²Academic Expert, Turkish Higher Education Quality Council (THEQC) ³Expert, Turkish Higher Education Quality Council (THEQC) ⁴Academic Expert, Turkish Higher Education Quality Council (THEQC) ⁵Consultant, Turkish Higher Education Quality Council (THEQC) ⁶Member and Head of International Relations, Turkish Higher Education Quality Council (THEQC) ⁷Member, Turkish Higher Education Quality Council (THEQC) ⁸President, Turkish Higher Education Quality Council (THEQC)
<p>3.2 高教品質保機線上教育評鑑的初探</p> <ul style="list-style-type: none"> Chun-chi Chih 池健吉 Associate Researcher, HEEACT (Higher Education Evaluation and Accreditation Council of Taiwan) 台灣高等教育評鑑中心副研究員 	<p>4.2 How Have UK Providers Quality Assured Their Blended Learning Models during the COVID-19 Pandemic?</p> <ul style="list-style-type: none"> Analy Smith Quality and Standards Manager, Quality Assurance Agency for Higher Education
<p>3.3 Challenges and Opportunities in Performing Arts Education during COVID-19</p> <ul style="list-style-type: none"> Michael Li 李自豪 Assistant Deputy Director, Hong Kong Academy for Performing Arts 香港演藝學院助理副院長 	<p>4.3 Perceived Quality of Online Teaching: Lessons from COVID 19 Pandemic</p> <ul style="list-style-type: none"> WONSAM Tennakoon Senior Lecturer, Wayamba University of Sri Lanka
<p>3.4 疫情下高等教育質量保證——以澳門理工學院為例</p> <ul style="list-style-type: none"> Vivian Lei Ngan Lin 李真蓮 Vice President, Macao Polytechnic Institute 澳門理工學院副院長 	

Parallel Session 5 (ENG) - 2020/11/26 18:00-19:20 (UTC+8, Macao Local Time)	Parallel Session 6 (ENG) - 2020/11/26 18:00-19:20 (UTC+8, Macao Local Time)
<p>5.1 The Impact of Pandemic on Learning Activities and Accreditation of Health Study Program in Indonesia</p> <ul style="list-style-type: none"> Ely Nurachmah Secretary, Indonesian Accreditation Agency for Higher Education in Health (AAHEH) / IAM-PTAHS 	<p>6.1 Case Study on Effect of Color on Memorization and Trust in Learning Concepts</p> <ul style="list-style-type: none"> Fala Marican Senior Lecturer, General Sir John Kotelawala Defence University, Ratmalana, Sri Lanka; Faculty of Health Sciences, The Open University of Sri Lanka, Nawala, Sri Lanka
<p>5.2 Problems Faced by the Teachers in Online Teaching during Covid-19</p> <ul style="list-style-type: none"> Awais Wahid Data Analyst, The University of Haripur 	<p>6.2 Emergency Remote Teaching vs Well-Planned Blended Learning</p> <ul style="list-style-type: none"> Ludmila Guseva Department Head, Kazima Minin Nizhny Novgorod State Pedagogical University
<p>5.3 Quality Assurance in Healthcare Professions Education: The Challenges of the Pandemic</p> <ul style="list-style-type: none"> Saule Sarsenbayeva Director General, The Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care 	<p>6.3 Assuring Institutional Quality in Times of a Pandemic</p> <ul style="list-style-type: none"> Alison Felce¹, Nadeem Khan² ¹Head of Accreditation and Institutional Services, Quality Assurance Agency for Higher Education (QAA) ²Dean, Institutional and Program Accreditation, Higher Colleges of Technology, Abu Dhabi, United Arab Emirates
<p>5.4 Virtual Internship for Accounting Practicum</p> <ul style="list-style-type: none"> Fong Chun Cheong Associate Professor, Macao Polytechnic Institute 	<p>6.4 Mitigating the Impact of COVID-19 Pandemic on Computer Education, Macao's Experience and Strategy</p> <ul style="list-style-type: none"> Phyllis Le¹, Su Ki Tang², Chan Tong Lam³, Rita Tse⁴ ¹Associate Professor, School of Applied Sciences, Macao Polytechnic Institute ²Associate Professor, School of Applied Sciences, Macao Polytechnic Institute ³Associate Professor, School of Applied Sciences, Macao Polytechnic Institute ⁴Director, School of Applied Sciences, Macao Polytechnic Institute

(written by MPI)

UK NARIC launches the TNE Quality Benchmark

UK NARIC, building on its mission to engage internationally to facilitate the recognition of international qualifications, has launched a new scheme focused on transnational education (TNE). The TNE Quality Benchmark (TNE QB) serves the primary purpose of improving international understanding and confidence in TNE qualifications, with a view to improving the recognition climate for TNE of demonstrated quality and standards. It ultimately aims to support the global mobility of TNE students for employment or further study, and the growth of quality and relevant TNE provision.



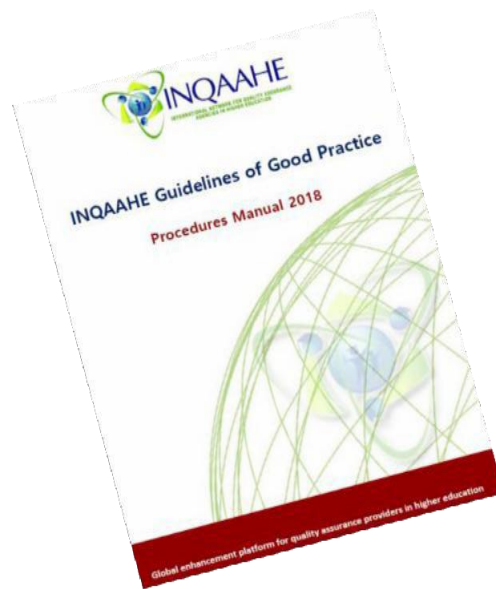
Specifically, TNE QB is based on a peer-review assessment that an awarding institution, through a TNE operation, has the capacity to deliver TNE qualifications that:

- are of comparable standards to those of similar provision it offers in its home country (or across its delivery model for online learning);
- provide a learning experience that ensures the achievement of the expected learning outcomes;
- take into account the education, training and skills needs of the location of delivery.

The benchmarks underpinning TNE QB, the TNE International Standards, have been developed in close alignment to international guidelines, including the UNESCO / OECD [Guidelines for Quality Provision in Cross-Border Higher Education](#), the INQAAHE [Guidelines of Good Practice in Quality Assurance](#), and the [Chiba Principles](#). Specific consideration has also been given to the UNESCO [Global Convention on the Recognition of Higher Education Qualifications](#). More information can be found [here](#). UK NARIC looks forward to engaging with key stakeholders internationally in implementing the TNE QB scheme.

In coincidence with the launch of the TNE benchmark scheme, UK NARIC has also made available new resources to assist providers navigating the changing and uncertain global education environment as it comes to terms with the COVID-19 crisis. These include:

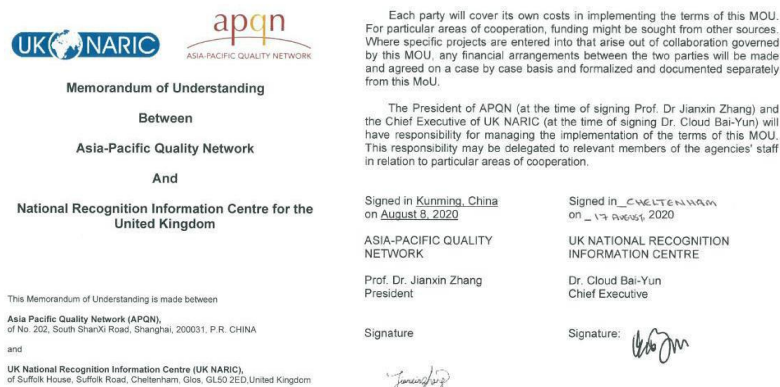
- a new guide to recognition issues in international distance learning outlining national approaches to the recognition of international distance learning, with a focus on China, Hong Kong, India, Malaysia, Nigeria, Oman, Pakistan, Singapore and Sri Lanka, with further countries in a follow-up publication.
- a blog charting the impact of COVID-19 on education, tracking announcements on school closures and changing exam arrangements worldwide, and publishing these, as announcements are made;
- and a more detailed briefing paper, focusing on the effects of COVID on the education and exam systems of selected key countries.
- For more information on the TNE QB scheme and other resources at UK NARIC please contact Fabrizio.Trifiro@naric.org.uk



APQN-NARIC Signed Memorandum of Understanding

On July 12, 2020, in a spirit of amicable cooperation, Asia-Pacific Quality Network (APQN) and National Recognition Information Centre (NARIC) in the United Kingdom signed a Memorandum of Understanding (MOU).

In accordance with the framework of British laws and regulations, “APQN Constitution” and “Chiba Principles”, both parties are committed to building a partnership that provides platforms and opportunities for cooperation in supporting the growth of quality transnational education in the Asia-Pacific Region, through enhancing quality assurance and facilitating recognition of TNE qualifications of demonstrated quality and standards.



The MOU includes 5 articles and will be in force for a period of three years since the signing date and can be extended depending on the mutual interests of both parties. Any collaborative projects that are entered into under the terms of this MOU shall be negotiated and agreed by both parties and will be described in detail in working plans that will be annexed to this MOU or, if considered necessary, a formal legally binding contract.

(Written by Xiaoyin Cao)

Survey on the Effectiveness of Online Teaching during COVID-19

In 2020, the COVID-19 Pandemic swept the world mercilessly. Higher education institutions (HEIs), in strict accordance with the requirements and deployment of education authorities, actively build online teaching platform, and strive to minimize the impact of the pandemic on teaching. However, the “rush to start” of online teaching has led to worrying teaching effectiveness. Therefore, the Education Committee of China Democratic League (CDL) in Yunnan Province in China, supported by Asia-Pacific Quality Network (APQN), carried out a survey on the effectiveness of online teaching in HEIs during the COVID-19 Pandemic.

The Project Leader is Jianxin Zhang (APQN President, director of the Education Committee of China Democratic League (CDL) in Yunnan Province), and the members are Zhijie Xiang, Panpan Huang, Xiaoyin Cao and Yahan Yang. From July 13 to 31, 2020, the research group carried out a “Survey on the Effectiveness of Online Teaching during the COVID-19 Pandemic” in the HEIs in China, and got 4650 valid respondents.

Based on the survey data of 4650 valid respondents from 23 provinces/regions, the research analyzes the effectiveness of online teaching during COVID-19 pandemic. The results show, there exists such effectiveness problems as “insufficient preparation before class, teaching incidents in class and lack of feedback after class”.

Therefore, the research put forward 5 suggestions to improve the effectiveness of online teaching: (1) students’ autonomous learning ability; (2) teachers’ information literacy; (3) new teaching ideas between teachers and students; (4) blending teaching mode, and (5) teaching assessment methods, which aims to provide useful references for improving online teaching quality during public emergencies in the post-pandemic era.

(Written by Xiaoyin Cao)



NIAD-QE University Quality Assurance Forum 2020

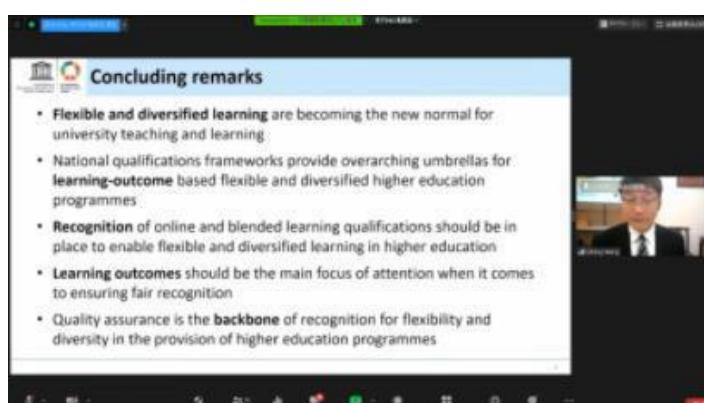
The NIAD-QE University Quality Assurance Forum 2020 "The Tokyo Convention and Diversified Learning-Transition Phase in Recognition of Qualifications" was held online on Wednesday, September 23, 2020. A large number of higher education colleagues from 39 regions and countries registered, and there were 470 participants via YouTube on the event day.

The forum began with the opening address by FUKUDA Hideki, President of NIAD-QE, followed by keynote speeches by three internationally recognized experts. The three keynote speakers shared insights on the principles behind Asia-Pacific Regional Convention on



the Recognition of Qualifications in Higher Education, so-called the Tokyo Convention as well as the Global Convention on the Recognition of Qualifications concerning Higher Education, or the Global Convention. They explored cases and issues in recognition of qualifications in light of differences in education systems, and deepened participants' understanding of the roles of NICs.

Dr. Libing WANG, Chief of Section for Educational Innovation and Skills Development (EISD), UNESCO Asia-Pacific Regional Bureau for Education in Bangkok, shared his observation on flexible and diversified learning in higher education.



He described that there has been an increasing trend in modality of program deliveries to replace classroom-based learning with online learning and blended learning. COVID-19 has accelerated this movement and the forms are becoming the new normal for higher education. Another phenomenon he mentioned is that higher education is absorbing non-formal learning and informal learning. He

pointed out that fair recognition of learning and recognition of credits based on learning outcomes is more crucial than ever, as form of learning has become more flexible and diversified. He emphasized the importance of a common qualification framework, which keeps the flexibility and diversity in a certain unity, to attain comparability among learning programs.

Dr. Chantavit SUJATANOND, Centre Director of Southeast Asian Ministers of Education Organization Regional Centre for Higher Education and Development (SEAMEO RIHED), outlined initiatives in Southeast Asia towards enhancing cross-border mobility and internationalization of higher education. The initiatives include strengthening coordination of credit recognition and transfer, such as the ASEAN Qualification Reference Framework and the Greater Mekong Sub-region University Consortium. She brought to light the critical issue to adopt the new normal waken by COVID-19 in regard to the delivery of education and qualification recognition embedding assessment framework for learning outcome. In this regard, she highlighted the importance of clear information on recognition of skills and higher education qualification in each country and across the region of Southeast Asia.

Mr. Luca LANTERO, Director of Information Centre on Academic Mobility and Equivalence (CIMEA) and President of Lisbon Recognition Convention Committee Bureau, presented an overview of the process in the European region to frame higher education qualification recognition, and the concept of the substantial difference applied for recognition activities at his organization. He indicated that recognition of higher education qualification should be recognized as a global issue and challenge. He then went over the development of the recognition in Europe leading to recognition based on equivalency and even going further to mutual and automatic recognition. Furthermore, he added that the recognition remains a critical matter because the number of students seeking study opportunities outside their home countries is still increasing even under COVID-19 disruption. In relation to the student mobility among education systems, he illustrated CIMEA's approach to verify the authenticity of qualification and concept of substantial difference composing a key part of CIMEA's principles towards evaluating foreign qualifications.

Thereafter, HOTTA Taiji, Professor of the Research Department at NIAD-QE and Executive Director of National Information Center for Academic Recognition Japan, moderated a panel discussion.

The latter part of the program featured interactive online polls to gain insights

into the awareness of diversified learning among the participants and presentations by four Japanese experts. The presenters included Mr. SATO Kuniaki from Ministry of Education, Culture, Sports, Science and Technology, Mr. YAMAMOTO Natsuki from Hitachi Ltd., Professor SUGIMURA Miki from Sophia University, and Dr. TANIGUCHI Isao from National Institute of Technology. Their presentations addressed issues in response to recent developments in higher education as well as Japan's good practices and future expectations from the viewpoint of leading practitioners in policymaking, industry, and higher education.

Following the presentations, Professor HOTTA moderated the discussion among the keynote speakers and the panel members, sharing the results of the polls and their comments. The dialogue provided an in-depth look at issues surrounding non-traditional learning, student-centered approach and the value of academic degrees, calling for urgent consideration on such issues in higher education at both national and international levels.

The forum concluded successfully with closing remarks by HASEGAWA Toshikazu, Vice-President of NIAD-QE.



Presentation materials and video clips from University Quality Assurance Forum will be available at:

<https://www.niad.ac.jp/english/news/en2020/uqaf2020.html>

(Written by International Affairs Division, NIAD-QE, Japan)

REPORTS BY THE BOARD

President Annual Report by Jianxin Zhang

It is an unusual year in 2020 for all the persons in this planet as well as APQN, due to the COVID-19 pandemic. Just as World Bank says *“The pandemic has already had profound impacts on education by closing schools almost everywhere on the planet, in the largest simultaneous shock in our lifetimes.”* Due to the pandemic, APQN had to cancel 2020 AAC, 2020 AGM, 2020 Global Summit and other face-to-face activities.

Fortunately, under the leadership of the 6th Board, APQN carried out many activities to fight the pandemic. I'd like to thank all for your continual support of our goal of *“Dissolving Boundaries for a Quality Region”* and our enhancement of *“Quality Culture”*.

APQN President
Prof Dr. Jianxin Zhang
(Elected)



CHINA

I. All in a Year's Work

Looking back in the year of 2020, we are pleased that APQN carried out the following 6 activities:

- 1) from March to May: *“Survey on the COVID-19 Impact in HEIs”*;
- 2) from April to June: *“Survey on the COVID-19 Impact in QAAs”*;
- 3) from June to July: interviews with 7 Board Directors on the COVID-19 impact on quality;
- 4) on July 28: the 8th online forum entitled *“Influence of COVID-19 on HE Quality Assurance: the New Normal of Higher Education 4.0”*;
- 5) in July: *“Survey on Effectiveness of On-line Teaching”*;
- 6) during 25th to 26th November: *“the 12th Higher Education International Conference (online) on Teaching and Learning Quality Assurance in HE under the Pandemic”* held by MPI-APQN.

In January the APQR Panel reviewed Finance Accreditation Agency (FAA) which has been accepted onto the Register. APQN has nominated 46 consultants and expanded Consultant Database to a total of 236 experts from 58 countries/territories. Meanwhile, APQN also published *“APQNews (Issue 21)”* and *“APQNews (Issue 22)”*, and APQN Annual Report (2020) is publishing.

In 2019, APQN has been involved in over 50 tasks. Table 1 shows the list of APQN activities carried out in year 2019:

Table 1: List of APQN Activities Carried out in Year 2020

Month	Activity	Status
Before January 30	1. Reviewing of the Submitted papers	Completed
	2. The APQR Review to Finance Accreditation Agency (FAA) in Malaysia	Completed
	3. Adding "Individual Member" to APQN Website	Completed
Before February 29	1. Program of 2020 APQN Annual Conference as well as Board Meetings	Completed
	2. E-mail "Notice of Postponement of 2020 APQN Academic Conference and AGM" to all relevant persons and up-load to APQN website.	Completed
	3. Abstract of Contribution to the book entitled "Quality Assurance in Higher Education Across the World" by CHEA, U.S.A	Completed
	4. Decision of Publication of "2019 - 2020 Anthology of APQN Academic Conference" before 2021 AAC.	Completed
	5. Skype meeting for QA for Symbiosis International (Deemed University)	Completed
	6. E-mail the information to all directors to discuss on "Nomination of Consultant Database"	Completed
	7. Proposal of the 8 th On-line Forum entitled "Higher Education 4.0 in the Asia-Pacific Region".	First draft submitted
	8. Action Plan of Publication of "2019 - 2020 Anthology of APQN Academic Conference" before 2021 AAC.	First draft submitted
	9. Endorsement of the Project Proposal of APQN Survey of the Influence of COVID-19 at Higher Education Institutions (HEIs)	Completed
	10. Endorsement of APQN Survey of the Influence of COVID-19 to Quality Assurance Agencies (QAAs)	Completed
	11. Distribution of APQN Survey at HEIs at https://www.wjx.cn/jq/66391561.aspx on March 31, 2020	Completed
Before April 30	1. Distribution of APQN Survey to QAAs at https://www.surveycake.com/s/DlOnD on April 1, 2020	Completed
	2. APQN Financial Statement get audited	Completed
	3. Publication of "2019 APQN Annual Report"	Completed
	4. Report of "Nomination of Consultant Database"	Completed
	5. Short Report of Distribution of APQN Survey at HEIs	Completed
	6. Attending CHEA/CIQG Webinar on "Sustaining and Enhancing Institutional Autonomy: The Role of Quality Assurance" on April 16, 2020	Completed
	7. Attending UNESCO's COVID-19 Educational Response Webinar 4 on "Managing High-Stakes Exams and Assessments during the Covid-19 Pandemic" on 9 April 2020	Completed
	8. Attending CCG Webinar on "How is COVID-19 Impacting International Education" on April 17, 2020 organized by Center of China and Globalization (CCG).	Completed
	9. Congratulation to "25 Years of Education Accreditation in Russia: taking stock and looking forward" held on April 22, 2020 by NCPA, Russia	Completed
Before May 30	1. Speech as one Panelist at CHEA Webinar on Assuring Quality in Higher Education in a Time of Crisis on May 6, 2020	Completed
	2. Reforming Proposal of the 8 th On-line Forum	Completed
	3. Final of Interview with APQN Board Directors during Covid-19	Completed
	4. Final report of the Final report of APQN Survey of the Influence of	Completed

	COVID-19 to HEIs	
	5. Final Report of the Final report of APQN Survey of the Influence of COVID-19 to QAAs	Completed
	6. 2019 Service Contract of APQN website	Completed
	7. The Secretariat has collected 41 APQN membership fee	Completed
Before July 30	1. Release of "APQNews (Issue 21 2020)"	Completed
	2. The 8 th On-line Forum entitled "Influence of COVID-19 on higher education quality assurance: the new normal of higher education 4.0" on July 27	Completed
	3. Update APQN Information at Yearbook of International Organizations by Union of International Associations (UIA)	Completed
	4. Release the three Reports of APQN Research on the COVID-19 Impact in Higher Education: 1) Final Report on APQN Survey on COVID-19 Impact in HEIs; 2) Final Report on APQN Survey on COVID-19 Impact in QAAs; 3) Interview with APQN Board Director on COVID-19 Impact	Completed
	5. Seeking Opinions of Memorandum of Understanding between Asia-Pacific Quality Network and National Recognition Information Centre for the United Kingdom	Completed
	6. Agreement of MPI's 12 th Higher Education International Conference on "Teaching and Learning Quality Assurance in Higher Education under the Pandemic" during 25 th -26 th November 2020 through online	Completed
	7. Agreement of Online NIAD-QE University Quality Assurance Forum 2020 Sponsored by APQN to be held September 23, 2020	Completed
	8. APQN have received 73 membership fees	Completed
Before September 30	1. The Overview of the 8 th On-line Forum entitled "Influence of COVID-19 on higher education quality assurance: the new normal of higher education 4.0"	Completed
	2. Report of Survey on the Effectiveness of Online Teaching in HEIs in post Corona Crisis	Completed
	3. Online NIAD-QE University Quality Assurance Forum 2020 Sponsored by APQN to be held September 23, 2020	Completed
	4. Approval of Joint APQN Quality Label & UK NARIC TNE Quality Benchmark offer	Completed
Before October 30	1. IQAAHE Regional Networks' Meeting 2020 on October 12 from 15.00 to 16.15 with the Online Mode.	Completed
	2. Announcement of MPI's 12 th Higher Education International Conference on "Teaching and Learning Quality Assurance in Higher Education under the Pandemic" during 25 th -26 th November 2020 through online	Completed
	3. First Draft of the book entitled "APQN Research on COVID-19 Impact"	In action
	4. The Secretariat together with the review team have completed and approved applications of 3 new members.	Completed
	5. The Secretariat has collected the membership fees of 84 members in total.	Completed
Before November 30	1. MPI's 12 th Higher Education International Conference on "Teaching and Learning Quality Assurance in Higher Education under the Pandemic" during 25 th -26 th November 2020 through Online	Completed
	2. Attending the 14 th Iran International Conference on Quality Assurance (QAUS-2020) on 10-11, November 2020, through Online	Completed
	3. The Board agreed to the proposal submitted by EDUVALUE in Singapore to postpone 2021 AAC and AGM to the end of 2021	Completed
	4. The Secretariat together with the review team have completed and approved applications of 4 new members; The Secretariat has	Completed

	collected the membership fees of <u>86</u> members in total.	
Before December 30	1. The Board Directors submitted annual report (500-word or so) for Draft of APQN Annual Report	Completed
	2. The Secretariat submitted the report of APQN 241 members from 42 countries/territories	Completed
	3. Release of “APQN New Year Greeting” on December 24, 2020	Completed
	4. Release of “APQNews (Issue 22, 2020)” on Dec. 30, 2020	Completed
	5. Revising 2020-2021 APQN Calendar	Completed
	6. The notice of the postpone 2021 AAC	Completed
	7. Participation of the 8 th International Conference on Research in Education (ICORE 2020) with the Theme "COVID 19: Teaching Learning Opportunities" organized by University of the Punjab, Pakistan	Completed

Overall APQN has completed some special tasks in 2020, except the outbreak of the COVID-19 Pandemic. However, consideration needs to be given to the long-term sustainability of the outcomes and impacts of APQN activities. It will require a proactive stance and continuity of the APQN heritage.

II. APQN’s Goal and Tasks in 2021

Based on “APQN Constitution(version 9.0)” and “APQN Strategic Plan (2019-2022)” , in 2021, APQN will focus on the following “1-2-3-4-5 Plan”, i.e.1 Mission, 2 Values, 3 Visions, 4 Principles and 5 Tasks:

1. One Mission

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.

2. Two Values

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

3. Three Visions

- 1) To promote quality culture;
- 2) To be a self-sustaining non-government and non-profit organization;
- 3) To be the first point of reference, efficient in its operations and share information among members.

4. Four Principles

- 1) Procedure-based;
- 2) Capacity building;
- 3) Self-reliance and information-sharing;

4) Sustainable development for final goal.

5. Five Tasks

1) To establish ongoing financial viability and stability, such as exploring additional funding sources externally which can include donation, commissioned work, and sponsorship of events or publications by governments, agencies/organizations, philanthropists and other relative stakeholders;

2) To populate and maintain the website database and make information accessible to all, such as canvassing its members to identify relevant requirements for quality assurance, e.g. APQN Quality Register (APQR);

3) To well organize APQN Academic Conferences (AAC) just as 2019 in Sri Lanka, at the same time to facilitate APQN Global Summit such as what NAAC, HEEACT and BAN-PT did in 2016, 2017 and 2018, to co-host Quality Assurance Forum just like that in Macao Polytechnic Institute (MPI), to launch research projects just as Self-funding project of “APQN Sustainable Development, to co-train external assessors just like that of NAEAC in Pakistan;

4) To strengthen relations with other international, regional and national networks/organizations within and outside the Region, such as promoting the communication with more international, regional and national quality assurance and networks/organizations, such as INQAAHE, UK NARIC, ENQA, ANQAHE, AQAN, CHEA and others;

5) To broaden the base of services to its members to ensure visibility and sustainability of network activities, such as strengthening ongoing initiatives of APQR, APQN Anthology, “APQN Research on the COVID-19 Impact in Higher Education” and so on.

By completing the activities mentioned above, APQN can achieve the following 10 purposes specified in “APQN Constitution”: 1) to promote good practices in developing an effective and comprehensive quality culture of higher education in the Asia-Pacific Region; 2) to foster research activities in quality assurance practices for rebuilding the employability oriented higher education in Asia Pacific Region; 3) to provide advice and expertise in order to assist in the development of new quality assurance organizations in the region; 4) to facilitate cooperation among Quality Assurance Agencies (QAAs) and Higher Education Institutions (HEIs), and recognize each other’s decisions and judgment; 5) to assist APQN members in determining the quality standards operating across national borders; 6) to ensure better-informed international recognition of qualifications throughout the region; 7) to assist in the development and application of credit transfer systems; 8) to enhance the mobility of students between institutions both within and across

national borders; 9) to make the APQN members aware of and alert against the dubious accrediting practices and organizations; and 10) to promote the interest of the Asia-Pacific Region by effective representation vis-à-vis interacting with other networks and international organizations.

The past 17 years has been a long road of challenges on which APQN achieves the vision of “to be a self-sustaining non-government and non-profit organization”. The future year is a new path of “Dissolving Boundaries for a Quality Region”, a non-profit QA organization that restlessly enhancing HE quality in the Asia-Pacific Region.

III. Offering Thanks

As the two terms (2016-2019; 2020-2022) consecutive APQN president of my service, I have many persons to thank.

First of all, I must thank 241 members from 42 countries/territories who trusted me as the 6th President, all the members of APQN Board (Vice President: Galina Motova; APQN Secretary/Treasurer: Pingping Liu; Immediate Past President: Jagannath Patil; Board Directors: Deepthi C. Bandara, I-Jung Grace Lu, Farida Nurmanbetova; Administrator: Le Fang and Yingjie Xu), who have entrusted me with administrative responsibility and supported me greatly.

Second, I must express appreciation to APQN former Presidents as well as the pioneers! Together with all the Board Directors, with the lead of the 1st President, Mr. Peter Cheung, the 2nd President, Ms. Concepcion Pijano, the 3rd President, Dr. Antony Stella, the 4th President, Dr. Jagannath Patil, APQN has made extraordinary development. With their 17-year effort, they have left APQN spiritual legacy to us: 1) the Spirit of Dedication; 2) the Spirit of Sharing; 3) the Spirit of Serving; 4) the Spirit of Innovation; 5) the Spirit of Sustainable Development. We have and will heritage the legacy and make APQN greater and more sustainable!

Third, I am also most grateful to all the quality assurance networks (organizations) that have remained exceptionally helpful and friendly to APQN, such as UNESCO, CHEA/CIQG, INQAHHE, UK NARIC and many others. That relationship has made APQN become one good example of mutually beneficial and friendly cooperated international QA networks.

IV. Conclusion

I have to say, in 2020 APQN has gone through the most difficult years due to the COVID-19 Pandemic. Luckily, we have survived it and demonstrated our achievements to fight COVID-19.

No doubt, in the upcoming New Year - 2021, APQN will still face new challenges,

for example, the COVID-19 is still attacking human being without mercy, and we also face new opportunities. No doubt, the sixth Board will provide APQN with new energy and new enthusiasm. Strength and weakness co-exist; opportunity and threat go hand in hand. Based on the solid foundation of APQN's 17-year development, together with all members, APQN will work harder for our mission. APQN is sure to realize the dream of sustainable development.

I firmly believe, through the joint-efforts of 241 members in APQN big harmonious family, with APQN spiritual legacy - Dedication, Sharing, Serving, Innovation and Sustainable Development - APQN is bound to achieve the ultimate goal of "*dissolving boundaries for a quality region*". With the pioneering spirits and unremitting efforts of all APQN persons, APQN will certainly "*move from one success to another success*".

I end the report with gratitude for all those who made APQN vibrant and sustainable development possible, with high expectation for the successful administration in 2020, and with renewed appreciation for the passion and devotion to many of you for this remarkable QA non-profit and non-government organization!



APQN sixth President (2019-2022): Prof. Dr. Jianxin Zhang
Chief Expert of Yunnan Higher Education Evaluation Center
Professor of Yunnan University, China

Vice President Annual Report by Galina Motova

The year 2020 has become a challenge for all mankind, and a threat to life, health and the economy. The result was the suspension of production activities, self-isolation, and the closure of borders. It became a challenge that no one could expect and prepare for. The COVID-19 outbreak has also changed the work of quality assurance agencies in the whole world. At the first stage, they were left with questions about their further work: Will accreditation be demanded by the universities in such a difficult time? How to conduct accreditation when

site visits are no longer possible? Will the results of accreditation conducted in a remote format be recognized? But most importantly: how to help universities maintain the quality of education and how to maintain the quality of external evaluation in order to guarantee the rights of students to have their distance education recognized.

The agencies were forced to adapt to new conditions and employ new tools and policies. In such a situation, the help of partners and network associations, exchange of ideas, technologies and best practices are very important. APQN, as an association of accreditation agencies, was also forced to suspend face-to-face events, but retained and expanded virtual communication opportunities for network members. During March and April 2020 at the initiative of the President of APQN Prof. Jianxin Zhang two projects were launched—The APQN Survey of the Impact of the COVID-19 Pandemic in Higher Education Institutions (HEIs) and the APQN Survey on the Influence of COVID-19 on Quality Assurance Agencies (QAAs). As Vice President I was responsible for the second project. A questionnaire for interviewing agencies was developed and sent to 71 recipients. It was obvious that in this difficult situation not all agencies will be able to participate in the survey, but 32 agencies responded.

The results of the survey show that more than half of the institutions are working remotely. Some have combined office hours and remote work, and a few agencies temporarily suspended their activities. The agencies were asked about the biggest challenges they face when working remotely, and most of them noted that communication with coworkers became harder and it is difficult to ensure quality of education while conducting external reviews remotely. As many events were

APQN Vice President
Prof. Dr. Galina Motova
(Elected)



RUSSIA

cancelled and activities of the agencies were restricted, the virus had an impact on their financial sustainability. External reviews are one of the main activities of the agencies. In the current situation most of the agencies decided to temporarily suspend education quality reviews, while others conduct them remotely. As site-visits to the educational institution constitute one of the most important parts of external reviews, some agencies conduct them observing all safety precautions, while others will conduct follow-up site visits to the institution within a reasonable period of time after remote reviews. Ensuring quality of education while conducting external reviews remotely has become one of the biggest problems for the agencies. Modern technologies became a great solution to the problem of conducting external reviews in the current conditions. At present the number of infected people is increasing at a quick rate. But it seems that the agencies continue working as they are doing now and use the tools and policies they have developed for in this emergency situation. The pandemic brought new challenges, and the agencies were urged to address them quickly. The survey shows that the majority of QAAs managed the situation quite successfully under all challenges. New circumstances could lead to some changes in the sphere of quality assurance, and the tools that are currently used by the agencies could be also applied in the future.

It was important to compare the results obtained in the survey with the results of the work of agencies in other regions and disseminate them as widely as possible. The same questionnaire was sent to 62 member agencies of the European Association for Quality Assurance in Higher Education (ENQA) and the Central and Eastern European Network for Quality Assurance (CEENQA) and 34 responses were received. A comparative analysis showed that both European and Asian agencies face similar problems and find ways to solve them.

In order to widely disseminate the analytical information received, my colleagues from NCPA and I prepared materials for the APQN Newsletter, the Final Report on the APQN Survey on the Influence of COVID-19 on Quality Assurance Agencies, and also prepared an article in the anniversary collection of ENQA materials dedicated to the 20th anniversary of the Association (<https://enqa.eu/index.php/enqa-is-proud-to-publish-its-20th-anniversary-publication/>) "Quality assurance: the new normal and strategies".

In addition, on July 17, I participated as a key speaker at the annual General Assembly of the Central and Eastern European Network for Quality Assurance (CEENQA) with a presentation that also focused on the results of the survey on the impact of COVID-19 on the work of the member accreditation agencies in ENQA, CEENQA and APQN. The assembly, which was held in the format of a web

conference, was attended by 23 accreditation agencies. Also, on October 2, as a key speaker, I took part in the IV Central Asian International Forum on Quality Assurance of Education, which was attended by 287 representatives of the research, pedagogical and professional community, state and public organizations, employers and students from Kazakhstan, Russia, the Kyrgyz Republic, the Republic of Tajikistan, Moldova, Latvia, Ukraine and Greece.

As a Board member I participated in all APQN initiatives and projects:

- Interview Records of APQN Board Directors в рамках проекта “APQN Survey of the Influence of COVID-19 in Quality of Higher Education”.
- The 8th Online Forum “Quality Assurance for Higher Education 4.0 in the Asia-Pacific Region”, which was led by the Board Director Dr. I-Jung Grace Lu. The topic of my presentation was “The New Normal of Internationalization of Quality Assurance”

As the Head of the Review Committee I participated in the examination and decision-making on the admission of new APQN members and a new category of APQN membership – Individual Status.

I am grateful to all members of APQN for their activity and responsiveness in this difficult year, I am thankful to the APQN Board of Directors for their support in work, to our President Prof. Jianxin Zhang for her initiative and hard work to preserve and promote the work of the network.

At the close of another year, I thankfully take this opportunity to wish all APQN members a prosperous new year.

APQN Vice President: Dr. Galina Motova
Deputy Director of the National Centre for Public Accreditation, Russia

Secretary/Treasurer Report by Pingping Liu

The year of 2020 is undoubtedly an extraordinary year. Due to the disruption of Covid-19, the whole world is experiencing a radical change, education being no exception. 2020 brings us not only challenges but also opportunities, showing us a quite different feeling--pain, hardness, tears, also cooperation and mutual responsibility for the whole world. So many thanks for the sincere trust and support of Prof. Jianxin ZHANG and all the other Board Directors!

APQN Secretary/Treasurer

Ms. Liu Pingping

(Ex-Officio)



CHINA

To effectively and efficiently run the Secretariat, an experienced and expertised team assigned from SEEI is working on this with every effort, with Ms. Pingping LIU as the Secretary/Treasurer, both Ms. Yingjie XU and Mr. Le FANG as the Administrator, and Ms. Cunyao FAN as the accountant. The team has contributed much time and energy to the management of the Secretariat: (a) finishing the daily routine work of the Secretariat, such as collecting membership fees, updating the website, and other support for the events, conferences and so on. (b) undertaking tasks assigned by the Board, such as forwarding conferences and instant notifications to all members, assisting the review of new members' entry applications and transferring review fee of APQR; and (c) communicating effectively and solving the daily queries from the members and interested parties, such as queries about the application of membership, queries about the academic conference and queries about APQN quality awards and so on. The main work is listed as follows.

1. APQN Members and the Board

Under the guidance of President Jianxin ZHANG and all Board Directors, currently the number of APQN members of all types has successfully reached 241 from 42 countries/territories. We would like to warmly welcome the following 4 new members: National University of Medical Sciences, Pakistan; Shri Shivaji Arts & Commerce College Amravati, India State Maharashtra; "EdNet" Agency for Quality Assurance of Educational Field, Kyrgyzstan; Mahatma Gandhi Mission's MGM University, India. We started to send emails about membership fee collection in late April, with the subject of "2020 APQN Membership Fee and 2019 APQN Annual Report". Thanks for all dedicated support and cooperation, an effective communication mode among has been wellformed.

2. Events and Projects

APQN 2020 AAC and AGM for the theme of “Higher Education 4.0 in the Asia-Pacific Region”, being supposed to be held from 16th to 19th April 2020 in Singapore, has been postponed from 25th to 28th March 2021 in Singapore due to the COVID-19 (Coronavirus Disease 2019).

On December 26th, 2019, an email named “Call for Papers for 2020 APQN Academic Conference (AAC)” was sent to all members, after which several active members submitted their paper and works and we have received around 15 responses.

In addition, the Secretariat also has maintained APQN Website and uploaded records and materials of APQN 2019, 2018, 2017 Conference and AGM.

Due to the impact of the Covid-19, many offline events or conferences hosted have been changed to online. APQN helps them do promotion work and forwards meeting notices to all APQN members, such as NIAD-QE University Quality Assurance 2020 and MPI and APQN International Meeting. Also APQR Council Meeting was successfully held on December with the support of the APQN Secretariat. Majority of the Council members presented the meeting, including Dr. Jagannath Patil, Chairperson, Prof. Angela Yung Chi Hou, Co-Chairperson, Prof. Dr. Jianxin Zhang, Dr. Libing Wang and Prof. Jeanette Baird, and only Prof. Colin Peris was absent for some reason. Ms. Liu Pingping, APQN Secretary and Mr. Le Fang, the APQN Administrator presented the meeting as the Special Invitee. The brief report for the work of the APQR and several other issues was made and decided during this meeting.

3. Routine Work

Besides the above work, the Secretariat are also focusing on the APQN routine work, including:

(a) Guidelines for authors APQN AAC Anthology, MQA Internship Programme 2020, calling for nominations of experts for Database of Consultants, postponement of APQN AAC Conference 2020, Online NIAD-QE University Quality Assurance Forum 2020 sponsored by APQN, calling for papers of Higher Education International Conference on Teaching and Learning QA in Higher Education under the Pandemic organized by MPI and APQN (2020/11/25-26), and publishing the 2019 Annual Report, etc. The Secretariat has engaged in planning the activities, preliminarily reviewing the applications, making recommendations to the Board, conducting coordination and supervision, providing technical support in the process and so on.

(b) When it comes to APQN members, the Secretariat has updated information for the existing members, adding new members and deleting the quitting members, also providing detailed and thoughtful consultations. Furthermore, the Secretariat

makes every effort to call for new members, such as approaching potential members in the APQN database and non-member participants of APQN activities, answering queries in the process of application and giving timely feedback after pre-review of the application, providing support for the review of Membership Review Committee, and undertaking follow-up work for the review of the Board.

(c) The Secretariat has kept cooperating and communicating with the website server, Kramah Software, India to promote the website maintenance in 2020. APQN received 4 new members via the application system on the website, which has facilitated the boost and growth of APQN.

4. Financial Statement

According to financial requirements, the annual audit for the 2020 Finance Statement and the audit work will be made in January, 2021. The Secretariat has sent 4 rounds of emails to call for membership fee payment, and the annual membership fees from 86 members have been well received. All the expenses have been strictly followed the budget and the procedures of financial regulations. The annual financial audit will be initiated as soon as possible in January, 2021.

In closing, I would like to express my sincere gratitude to the APQN Board, especially President Prof. Jianxin ZHANG and Vice President Prof. Galina MOTOVA. You all have made great contributions to the development of APQN. I would highly appreciate the support of all APQN members, especially Dr. Hui FENG, President of Shanghai Education Evaluation Institute, the host of the Secretariat for the generous kind-contribution, and also those interested parties for APQN. Thanks for the attention and support of President Jianxin ZHANG and Vice President Galina Motova, and all the Board Directors Dr. Jagannath Patil, Dr. Grace I-Jung Lu, Ms. Farida Nurmanbetova, Prof. Deepthi C. Bandara. I believe all of us would like to work together to bring a brighter future for APQN and also for the whole world. Last but not least, thanks again for every APQN Member and wish everything goes well!

APQN Secretary/Treasurer: Ms. Liu Pingping
Deputy Director of Shanghai Education Evaluation Institute

Report from Board Directors

Jagannath Patil

It gives me great pleasure to submit a brief report on activities undertaken by me as an Asia Pacific Quality Network (APQN) Board Director co-opted as APQR Chairperson.

Immediate Past President
Dr. Jagannath Patil
(Cooped)



INDIA

I. 8th APQN Online Forum - 2020

The 8th online forum was successfully held on July 27, 2020 through an online meeting platform named Webex Meet. There are 32 representatives from 9 countries and regions around the world attend the 8th Asia-Pacific Quality Network (APQN) Online Forum, discussing the topic of "Influence of COVID-19 on Quality Assurance: The new normal of Higher Education 4.0".

This forum is hosted by APQN, led by Dr. I-Jung Grace Lu (from HEEACT), and facilitated by All Board Directors of the APQN. The undersigned had participated in the various discussions as APQN Board Director & presenter in the forum. The forum focuses on six themes:

- 1) Governments as key player for higher education quality assurance under the impact of COVID-19.
- 2) The new normal of internationalization of quality assurance.
- 3) Quality assurance of outcome-based teaching and learning: the influence of COVID-19.
- 4) Digitization of quality assurance: will this be the new normal for quality assurance?
- 5) Innovations in HE accreditation in an era of disruptive technologies.
- 6) Reflections on new normal and strategies for quality assurance in emerging out of COVID-19 pandemic.

II. The highlights of my Participation in Online Forum are given below:

- Made a brief presentation on "Reflections on new Normal and strategies for quality assurance in emerging out of COVID-19 pandemic"
- Participated in open discussions with experts in which attendees expressed their views and insights.
- During the Forum, all other APQN Board Members gave presentations on the 6 Sub-Topics of The Online Forum Respectively.
- Successfully concluded APQN Online Forum closing session with summary.

III. The APQR Review of QAA's:

In 2020, APQR has registered only 1 Quality Assurance Agency (QAA) to undergo the process of inclusion on APQR Finance Accreditation Agency (FAA), Kuala Lumpur, Malaysia.

As of now following 8 QAAs are registered on APQR.

- 1) "Fiji Higher Education Commission" (FHEC) based in Suva, Fiji.
- 2) Certification Association "Russian Register" (RR) based in Saint Petersburg, Russia.
- 3) "National Centre for Public Accreditation" (NCPA) based in Russia.
- 4) "Indonesian Accreditation Agency for Higher Education in Health" (IAAHEH) based in Jakarta, Indonesia.
- 5) Mongolian National Council for Education Accreditation (MNCEA), Mongolia.
- 6) Independent Agency for Accreditation and Rating (IAAR), Republic of Kazakhstan.
- 7) Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care (ECAQA), Republic of Kazakhstan.
- 8) Finance Accreditation Agency (FAA), Kuala Lumpur, Malaysia.

IV. One year foreign assignment at NIAD-QE, Japan

I was appointed as Specially Appointed Professor at National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE), Tokyo, Japan for a period of one year from October 2019 to October 2020. NIAD-QE is a premier quality assurance agency of Japan under the Ministry of Education, Culture, Sports, Science and Technology (MEXT). NIAD-QE has been acting as one of the longest operating members of the Asia Pacific Quality Network (APQN) in Japan.

V. Other highlights:

Apart from these issues it has been a great pleasure and privilege to be part of various APQN Board activities such as APQN Finance Committee, website and various other initiatives.

Overall it was a great experience of learning and sharing with APQN quality assurance family. We hope to continue the legacy of APQN as a torch bearer of higher education quality assurance networking in Asia-Pacific.

APQN Sixth Board Director: Dr. Jagannath Patil
Specially Appointed Professor, NIAD-QE, Tokyo, Japan
Adviser, NAAC, Bengaluru, India
Former President of Asia Pacific Quality Network [APQN]
Founder Chairperson, Asia Pacific Quality Register (APQR)
jp.naacindia@gmail.com, patil@niad.ac.jp

Deepthi Bandara

The year 2020 was extraordinary, challenging and a difficult one for all of us on earth. This was true for APQN without exception. As a Board Director in APQN, I also had to look out for alternatives, short term as well as long term to brace the new normal with respect to the Network. It extended all the way from my work at the University, services I provided to the Government and Higher Educational Institutes to family and home. As 2020 draws to a close I am still fending to do the best to achieve the intended outcomes of all activities I undertake.

APQN Board Member
Prof. Deepthi C. Bandara
(Elected)



Sri Lanka

At the beginning of 2020 it was like any other year and I reviewed the papers submitted to me by the APQN administration in preparation for the 2020 AAC of APQN in Singapore in April. At the same time, I was finalizing a paper submission for APQN 2020 – one I was writing with Jianxin Zhang on the Conference sub theme of Internationalization of Quality Assurance.

Even though we in Sri Lanka were aware of the COVID situation in China, not in my wildest dreams did I realize it would blow up to such catastrophic proportions and a calamity engulfing the whole world. The Pandemic struck as all violently!!

I greatly appreciate the enormous commitment by President Zhang to keep the APQN alive during these extraordinary times and the cooperation and solidarity expressed by my fellow Board members in decision making and conducting activities for the Network during these trying times.

Together with my colleague the Director of QAC, Sri Lanka I had edited all papers that were read at the AAC 2019 in March in Colombo, Sri Lanka and submitted to be included in the APQN Anthology 2019. The total number of papers submitted in final form by Feb 2020 was 10. I discussed with President Zhang who was in Sri Lanka at the time whether it was worthwhile to publish these papers as the 2019 Anthology as it would be a small volume. Hence it was proposed that APQN would combine papers of AAC 2020 and make one Anthology after AAC 2020. I regret making this proposition to date. AAC 2020

was never held and no paper could be published – I feel we let down the authors who submitted and read papers at the AAC 2019. They probably would have to wait a long time more before their publication comes out!! One's hindsight is always better than the foresight!! It is a shame since we in Sri Lanka had already designed the front cover for the QUALITY ASSURANCE IN THE ASIA-PACIFIC REGION: INSIGHT INTO THE FUTURE (An anthology of selected papers of APQN Annual Academic Conference 2019) to be published by the University Grants Commission, Sri Lanka.

Unfortunately, since we have now postponed the AAC 2020 to 2021 we have a situation that we would have to have the publication as a 2019/2021.

I served as a Member of the editorial committee and proof-read the entire APQNews Issue 21 of June 30, 2020 in order for it to be released on time. I encouraged colleagues in Sri Lanka to apply to the Quality Assurance Council, Sri Lanka to be nominated to be included for the APQN database of consultants and am glad several made the mark. I also assisted the Board in determining the suitable nominees from all countries to compile the Nomination of Experts for database of Consultants.

I supported the postponement of 2020 AAC and AGM to 2021 due to the circumstances prevailing and supported again very recently for a second postponement of the AAC 2021 to later in the year even if March 2021 still does not seem to be a suitable time for a face to face conference. I am in discussion with the Board Directors now regarding amendments to the conference title of “Higher Education 4.0 in the Asia-Pacific Region” which was to happen in 2020.

I engaged in discussion and decision for the New category of APQN membership – Individual Status to the APQN Network and am glad it was accepted.

I agreed with the rest of the Board whose endorsement of the project proposals of “APQN Survey of the Impact of the COVID-19 Pandemic in Higher Education Institutions (HEIs)” and “APQN survey on the influence of COVID-19 on Quality Assurance Agencies (QAAs)”. I made as much input as possible for the survey to be disseminated in all State Universities and Higher Education Institutes of Sri Lanka. I also participated in the APQN Board Directors’ Interview on HE Quality during COVID-19 and was able to give my own unique experiences and opinions on the impact of the pandemic on the quality assurance (QA) of higher education.

I was happy to comment on the proposal for the 8th Online Forum: Quality Assurance for Higher Education 4.0 in the Asia-Pacific Region which was led by

Board Director Dr. I-Jung Grace Lu. It was indeed exciting to serve as a facilitator in this forum for the session on Quality Assurance of Outcome-Based Teaching and Learning: the influence of COVID-19. I took a three-pronged approach for this session and discussed the role of the Central direction from senior management, the Principles established to shape teachers and How to keep students engaged. I closed the session with the challenges to be faced in this endeavor.

I hope the year 2021 would be a better year for all and that I am able to serve the APQN Board and its membership more constructively and productively.

Wishing you all good health and safety during these difficult times.

**APQN 6th Board Director: Prof. Deepthi Bandara
University of Peradeniya, Sri Lanka**

I-Jung Grace Lu

The year 2020 is defiantly a unique one for all our partners and friends in the QA community. Due to the COVID-19 pandemic, lockdowns have been taking place around the world, and schools and higher education institutions (HEIs) have been closed temporarily due to the situation. Most of the QA agencies have also postponed their work. Several events of APQN have also been forced to postpone due to the pandemic, such as the AAC of 2020 in Singapore. Thankfully, with the nowadays digital technology, APQN was still able to provide support and ignite hope for all members of the QA community this year. As board director, I joined several discussions and meetings with other APQN directors to brainstorm how can we best support the members during this difficult time. Such discussions include the logistic support for APQN members, the development of Guidelines for Quality of On-line teaching, more possible ways to engage the members to APQN through online events, the possible solutions on the publication of 2019 & 2020 Anthology, etc.



Throughout this difficult time, APQN hopes to engage members through different online activities, including encouraging them to participate in “APQN Survey on the Influence of COVID-19 at Higher Education Institutions (HEIs)”, join different academic Webinars which are held by APQN or other QA agencies, and join the 8th APQN Online Forum. During this year, I helped promote the participation of the AQPn survey on COVID-19 and provide some suggestions on the survey and survey results. I also participated in several international Webinars, including the Macao Polytechnic Institute (MPI) and APQN 12th International Joint Conference, under the topic of “The 12th Higher Education International Conference on Teaching and Learning Quality Assurance in Higher Education under the Pandemic”.

As for the 8th APQN Online Forum, I proposed to change the old pattern of discussion, which is asynchronous information sharing and discussions between members through posting on the APQN online forum platform, to a hybrid Webinar, which is both synchronous and asynchronous that all participants can actively interact with the presenter and engage in the

discussion process through the online conference, as well as share their information and idea in the old online forum platform. Once the proposal was agreed upon among the directors, I helped to hold and organize the 8th APQN Online Forum and set the forum under the topic of “The Influence of COVID-19 on Quality Assurance: The new normal of Higher Education 4.0”. On 27th July 2020, the 8th online forum was successfully held through Webex. Overall, 32 representatives from 9 countries and regions around the world attend the APQN Online Forum. Each Board Director of APQN facilitates a theme, all six themes include 1. Governments as a key player for higher education quality assurance under the impact of COVID-19; 2. The new normal of internationalization of quality assurance; 3. Quality assurance of outcome-based teaching and learning: the influence of COVID-19; 4. Digitization of quality assurance: will this be the new normal for quality assurance?; 5. Innovations in HE accreditation in an era of disruptive technologies; and 6. Reflections on new normal and strategies for quality assurance in emerging out of COVID-19 pandemic. After the Webinar, I also conducted a short report on the online forum with some of the participants.

This year, our daily life has been changed dramatically in all ways. However, this is also the year in which we connected even closer through virtual space and platforms. I am honored, as a board director of APQN, I can also contribute to the QA community through these online platforms and channels. I pray that the next year of 2021 will be a brighter year which we can celebrate the efforts we put together in 2020 to make quality education possible even under the pandemic.

APQN 6th Board Director: Dr. I-Jung Grace Lu
Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)

Farida Nurmanbetova

As a Board Director of APQN (elected) I have served and contributed to the APQN2020 International Initiatives and Events:

1) Review of the information and related documents to the application of the APQN's New Members in 2020;

2) Review of CV 32 applicants and additional 17 applicants, that applied for Nominations of Consultants Database with feedback, and submission of the conclusion, regarding each

applicant eligibility to be included in updated APQN's Consultants Database;

3) Participation at the 8th Asia-Pacific Quality Network (APQN) Online Forum, discussing the topic of "Influence of COVID-19 on Quality Assurance: The new normal of Higher Education 4.0 " that was hosted by APQN, led by Dr. I-Jung Grace Lu (from HEEACT) and facilitated by All Board Directors of the APQN. My presentation is "Digitization of Quality Assurance: will this be the New Normal for Quality Assurance?" focused on the new approaches and values, the practical implication of the digital technologies in external quality assurance, and consideration of how Quality Assurance Agencies use these technologies to appropriately respond to the challenges presented by the COVID-19 outbreak and its allowed to discuss a possibility that a hybrid approach to Quality Assurance would become normal in the future. Also it reviewed and provided the useful guides for EQA in time of COVID-19 and publications of the QAA-UK, ENQA, CHEA, Johns Hopkins Center for Health Security that suggested for further reading and discussion on pre-conference forum.

4) I have reviewed and provided my feedback and some suggestions regarding the content and the questions of a) the APQN Survey on the Influence of COVID-19 at Higher Education Institutions (HEIs) and b) APQN Survey on the Influence of COVID-19 at Quality Assurance Agencies as well as the final reports of these surveys;

5) I have submitted my perspective and answers to the questions of the Interview with APQN Board Director on COVID-19 Impact for Quality of Higher Education and also provided the Kazakhstan Government new Regulations to

APQN Board Member
Ms. Farida Nurmanbetova
(Elected)



Kazakhstan

respond the challenges during COVID-19 Crisis. Due to the Governmental Regulations the HEIs are following proposed plan that includes implementation of the crisis management strategies and plans to deal with the spread of the coronavirus, as well as launching a webinar series designed to enable university faculty and administrators to share best practices in distance learning and teaching.

6) Approval of the report of Survey on the Effectiveness of On-line Teaching in the HEIs during the COVID-19 Pandemic supported by Asia-Pacific Quality Network (APQN).

7) Discussion for approval of Joint APQN Quality Label & UK NARIC TNE Quality Benchmark proposal and methodology for joint review by APQN and UK NARIC as well as the draft of MoU between APQN and UK-NARIC including areas for collaboration and expected activities: Information Exchange and promotion the UK NARIC TNE Quality Benchmark (TNE QB) as a new tool for international recognition of TNE Qualifications; Cooperation in Quality Assurance and implementation and review of TNE QB; Capacity Building and Training; Dissemination and Outcome of QA for improvement the understanding and acceptance of international qualifications.

8) Participation in discussion and support of the final decision to postpone the APQN AAC Conference to November 17-20, 2021.

Also, I would like to acknowledge the great support of Professor Jianxin Zhang, President of APQN and Ms. Zhijie Xiang, Graduate Student from the Higher Education institution of Yunnan University for their contribution to the paper named "Student Participation in ECAQA's Quality Assurance of Higher Education in KAZAKHSTAN" that includes the discussion the basics of students' involvement in ECAQA's quality assurance of higher education and the reference points.

**6th Board Director: Dr. Farida Nurmanbetova MD, DmedSc
Eurasian Centre for Accreditation and Quality Assurance in Higher
Education and Health care (ECAQA), Kazakhstan**

2020 REPORT ON FINANCE

2020 APQN Statement of Income and Outcome(In USD)

	Categories / Programs	Actual amount
S/N	Income	
1	Annual Membership Fees, including Initial Joining Fees	47,818.04
2	Review of Asia-Pacific Quality Register	3,000.00
3	Review of Asia-Pacific Quality Label	-
4	Interest received	631.71
5	Contribution from AAC and Other Events	-
Total income in 2020		51,449.75
S/N	Expenses	
1	Audit Fees APQN Account	2,822.69
2	Administrator's Salary & Administration of the Secretariat's Function	15,000.00
3	The Expenses for APQN Website in 2020	3,600.00
4	The Expenses for APQR Website in 2020	200.00
5	Honorarium for Reviewers of APQR	500.00
6	Partial Finance Support to "APQN Survey on COVID-19 Impact in HEIs"	1,000.00
7	Bank Fees(including account maintenance, transfer fees and difference in exchange	311.50
8	Shipping Fees	62.15
9	Certification Costs	615.06
10	Other Expenses	1,140.00
Total Expenses in 2020		25,251.40
Balance for 2020		26,198.35
Balance carried forward from 2020 and		215,839.98

Notice:

1.The Administrator's Salary & Administration of the Secretariat's Function includes USD 3176.54 as SEEI received from Chinese members' membership fees, which could not be transferred directly into the USD account of the APQN for finance regulation.

2.The USD 1140 expense is for the Board director who is based at NCPA in Russia, where it is impossible to transfer funding in and out of Russia due to the financial policies. APQN could not transfer the Board director as the 2019-AAC-&-AGM sponsorship (USD1000 in total) and funding for the publication of Anthology Publication 2017 (USD 2500 in total). With the agreement of 4 parties (the Board director, NCPA, the Secretariat & Board), USD 1140 as NCPA'S membership fee since 2018 was deducted from USD 3500, and the remaining USD 2360 will be provided to the Board director in person at 2021 ACC in Singapore.



2020 APQN Annual Report



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