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للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training



Cross-border Higher Education (QACHE) Project

**Gulf Regional Seminar. QQA
Bahrain, 19 – 20 November 2014**

The challenges of QA of CBHE: European QA Agencies

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- **The European QA Agencies Survey: purpose and methodology**
- **The survey: piecing together the questionnaires**
- **Conclusions: a map with unknown territories**





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1

The European QA agencies survey: purpose and methodology





The purpose of the European QACHE survey for QAAs

- To map the role of agencies in QA of CBHE...if any
- Criteria and procedures used
- To identify good practices to be shared
- The impact of international guidelines
- To collect information for QACHE's outcomes:
 - The toolkit for QA agencies and HEIs
 - To develop CBHE QA standards





The methodology of the survey

- The survey was designed according to the goals defined in the QACHE project
- An internal working group was set up (April-14)
 - 2 members from the International Unit
 - 1 member from the Strategic Planning Unit
 - 2 international advisor (UK + Sp)
- A first draft was submitted to the WG for discussion and proposals for improvement (May-14)
- The final version was released (early June-14)



Who filled up the survey?

- 30 QAAs
- 22 countries
- Switzerland (2)
- Holy See
- Poland
- Croatia
- Denmark (2)
- Austria
- Spain (4)
- Georgia
- France
- Finland
- Hungary
- Kazakhstan
- Czech Republic
- Italy
- Armenia
- Norway
- Germany (2)
- Slovak Republic
- United Kingdom
- Romania
- Ireland (2)
- Belgium (2)





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2

■ Piecing together the questionnaires



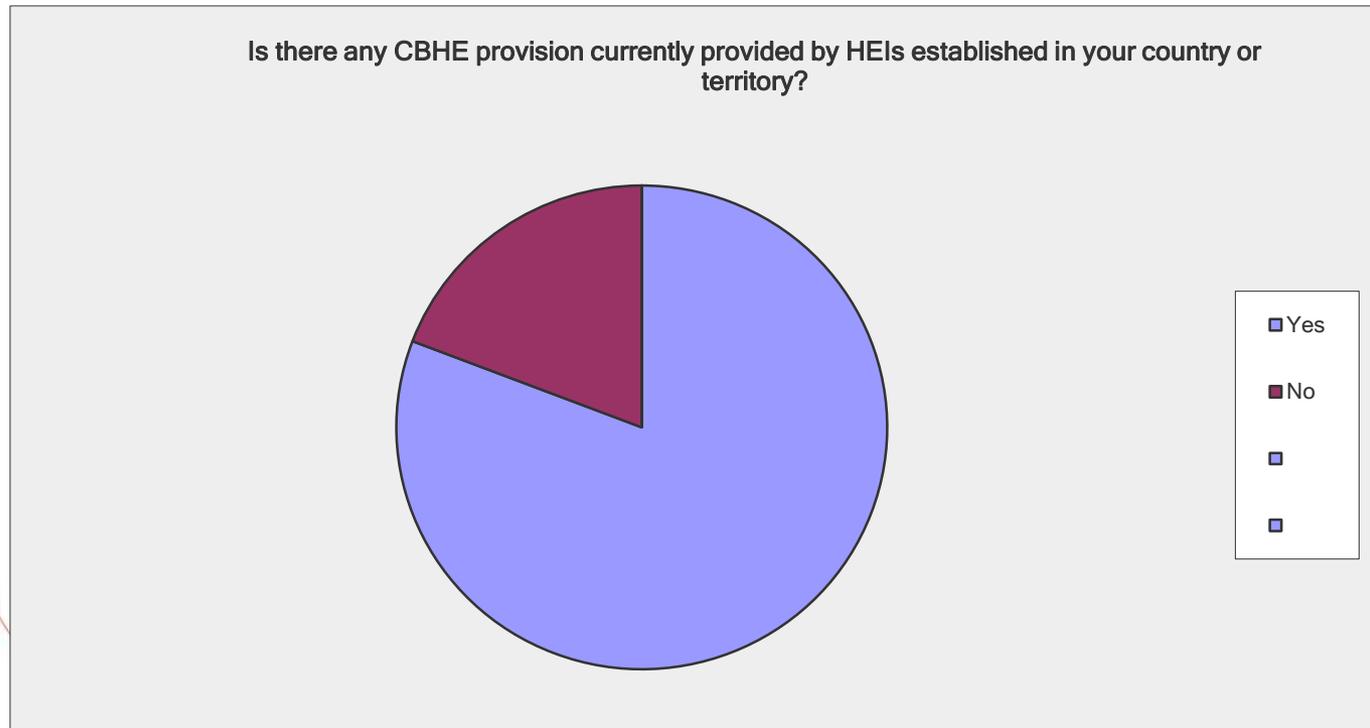
The survey: “clusters” of questions

1. Typology of CBHE practices and jurisdiction for QAAs
2. Specific QA regulations / framework of exported CBHE
3. Recognition/authorisation issues
4. Information and students’ protection
5. QAAs collaboration and networking



1. Typology of CBHE practices and jurisdiction for QAAs

- 80% QAAs pay attention to CBHE provision “at home”.





1. Typology of CBHE practices and jurisdiction for QQAs

- Typology of providers and programmes

- Almost all Knight (2005) typology of providers (branch campus, virtual university, study centre...)
- Programmes:
 - Twinning: 50%;
 - Franchise/validation: 30%
- Percentage of virtual providers/programmes : 60%
- Joint/double degrees: 90%
- Virtual/distance is increasing

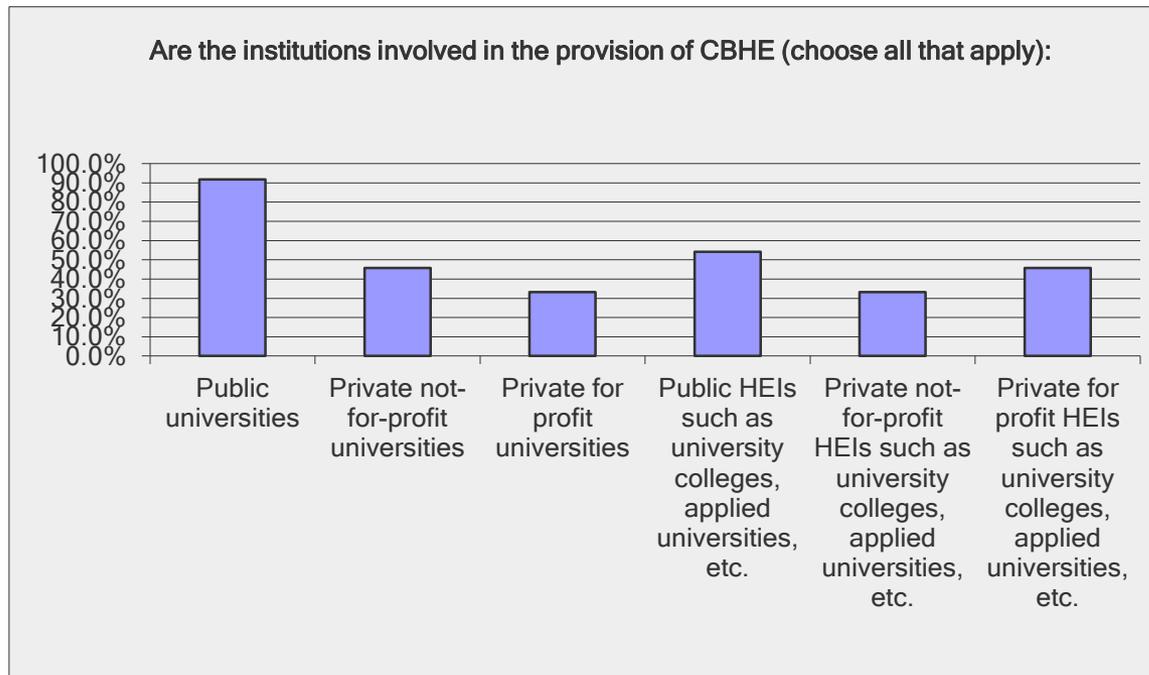




1. Typology of CBHE practices and jurisdiction for QAAs

- Nature of providers:

- Public HEIs overrepresented in CBHE: 90-46%
- Not-for-profit private HEIs: 30-45%
- More active? Or more information from public providers?





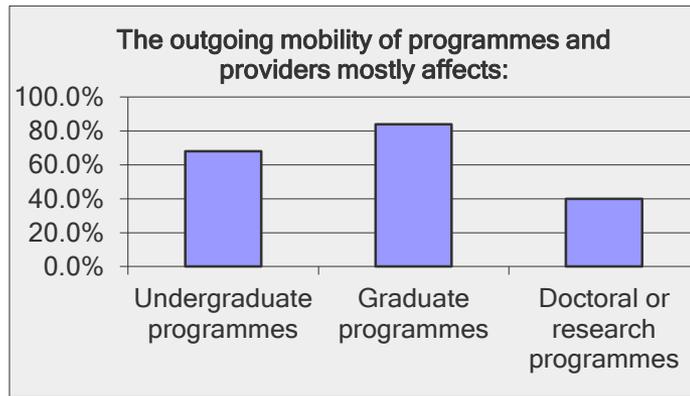
1. Typology of CBHE practices and jurisdiction for QAAs

- Countries involved (main providers of CBHE in other countries):
 - Three countries at the head: UK-42%; France-33%; Germany-23%
 - Some gaps have been identified from matching exercises
 - Figures should be taken as a point of reference for the project
 - Need to check them again at the end of the process
 - Picture more clear after crossing data with regional partners and country reports from QACHE

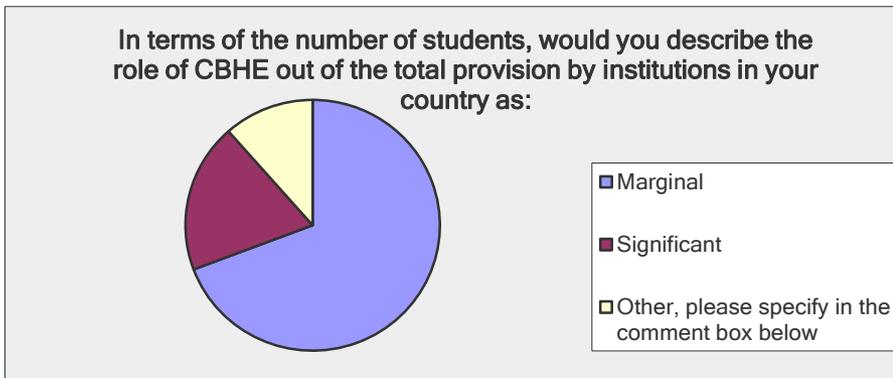




1. Typology of CBHE practices and jurisdiction for QAAs



- Mobility of programmes



- Number of student mobility





2. Specific QA regulations/framework of exported CBHE

- Specific QA regulation for CBHE?:

- Yes: 38%
- No: 60%
- Some countries only regulate private provision
- QA labels identified as a trend but not enough “weighed”
- Need to check them again at the end of the process
- Joint/double degrees: 88% (out of 38%): a massive rate



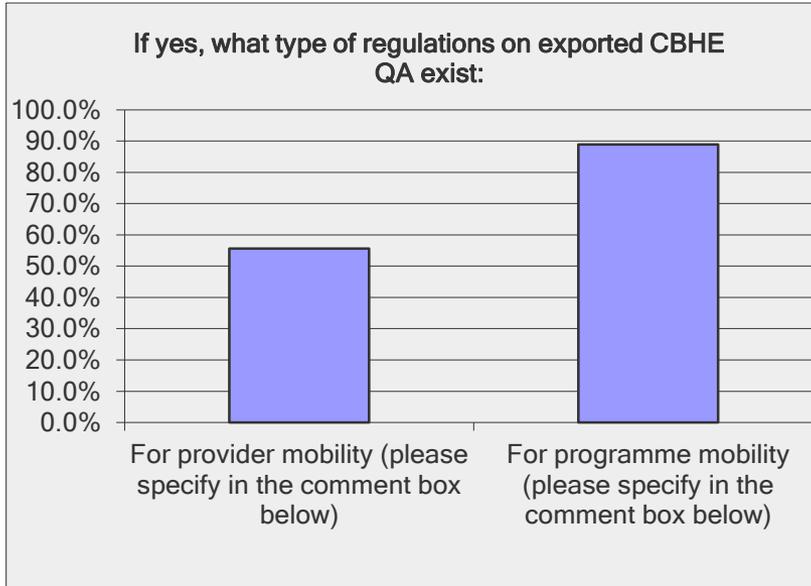
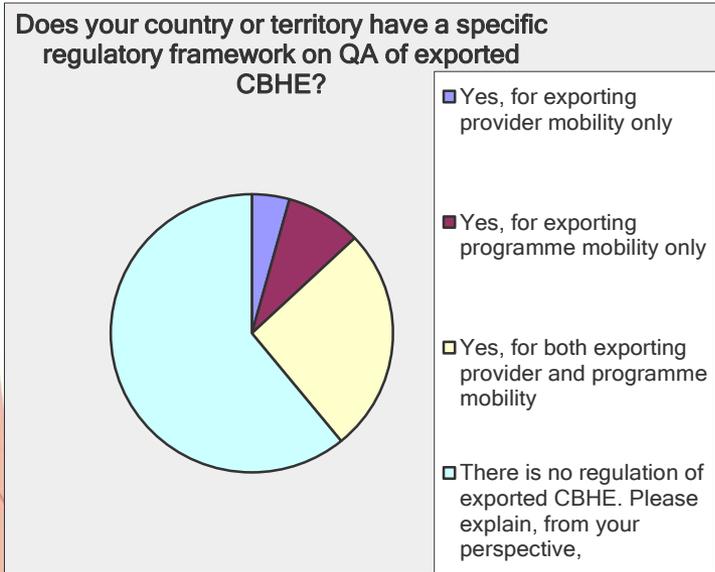


2. Specific QA regulations/framework of exported CBHE

Specific QA regulation for CBHE?:

Type of CBHE and regulation:

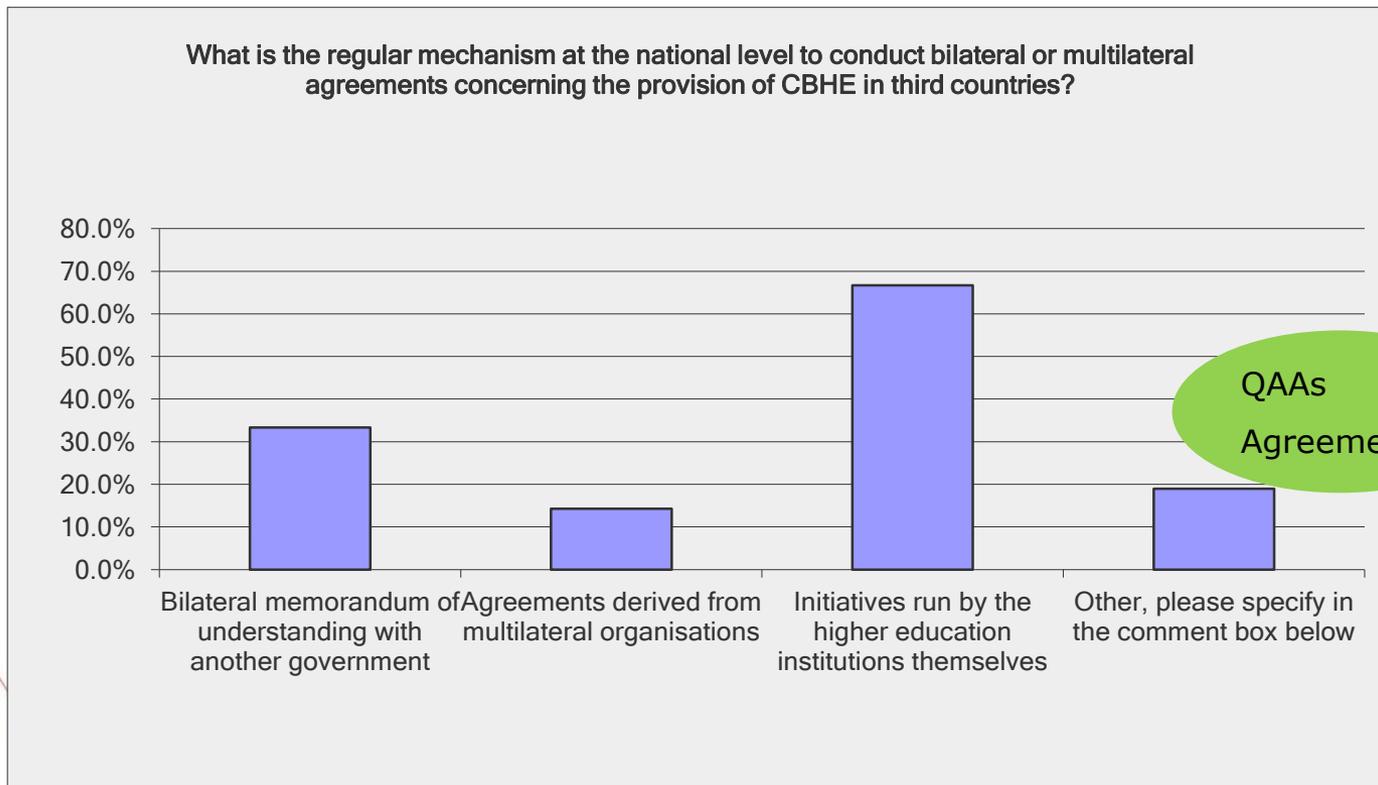
No: 60%





2. Specific QA regulations/framework of exported CBHE

- How are CBHE practices conducted?:

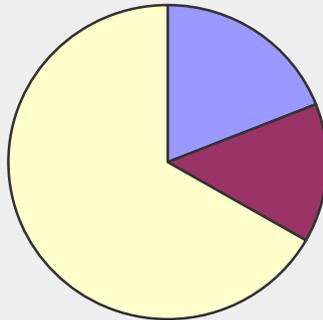




2. Specific QA regulations/framework of exported CBHE

- How is the QA system or body involved?:

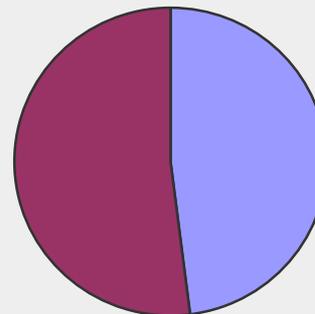
Do these agreements make explicit reference to the quality assurance of higher education delivered abroad?



- Yes, please specify in the comment box below
- No
- I don't know

HEIs responsibility

Is your Agency involved in the quality assurance of exported CBHE?



- Yes (If yes, please describe the role your Agency has in the QA of exported CBHE in the 'comments' field below.)
- No



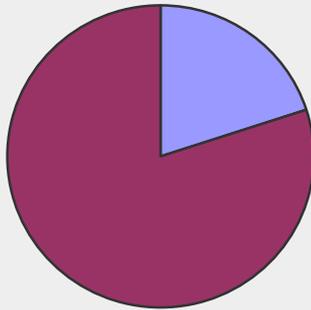


2. Specific QA regulations/framework of exported CBHE

Is any other body involved?:

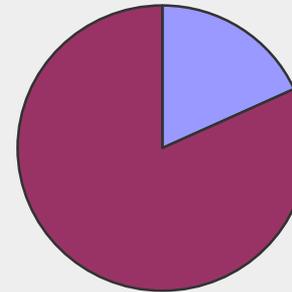
Is there a QA system for CBHE?

If no, is there another organisation that is involved/in charge of QA of exported CBHE?



■ Yes, please provide details in the comment box below
■ No

Is there a specific QA system for exported CBHE in place in your country?



■ Yes ■ No

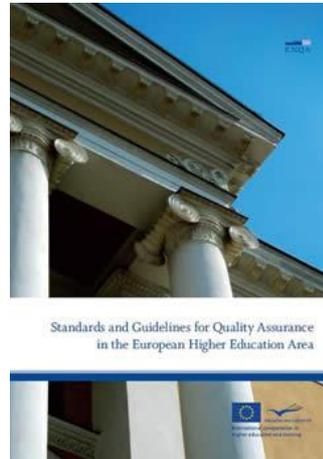
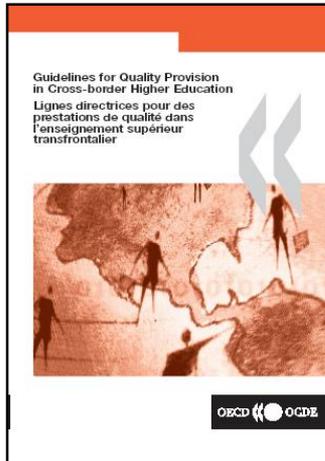




2. Specific QA regulations/framework of exported CBHE

Are international criteria useful?:

- Yes: 80%



A new set of CBHE?:

- Yes: 75%

- For student protection?:
- For national regulation?
- Flexible? Light?
- Who should be in charge?
 - ENQA?: 83%
 - EQAR?: 0.0%



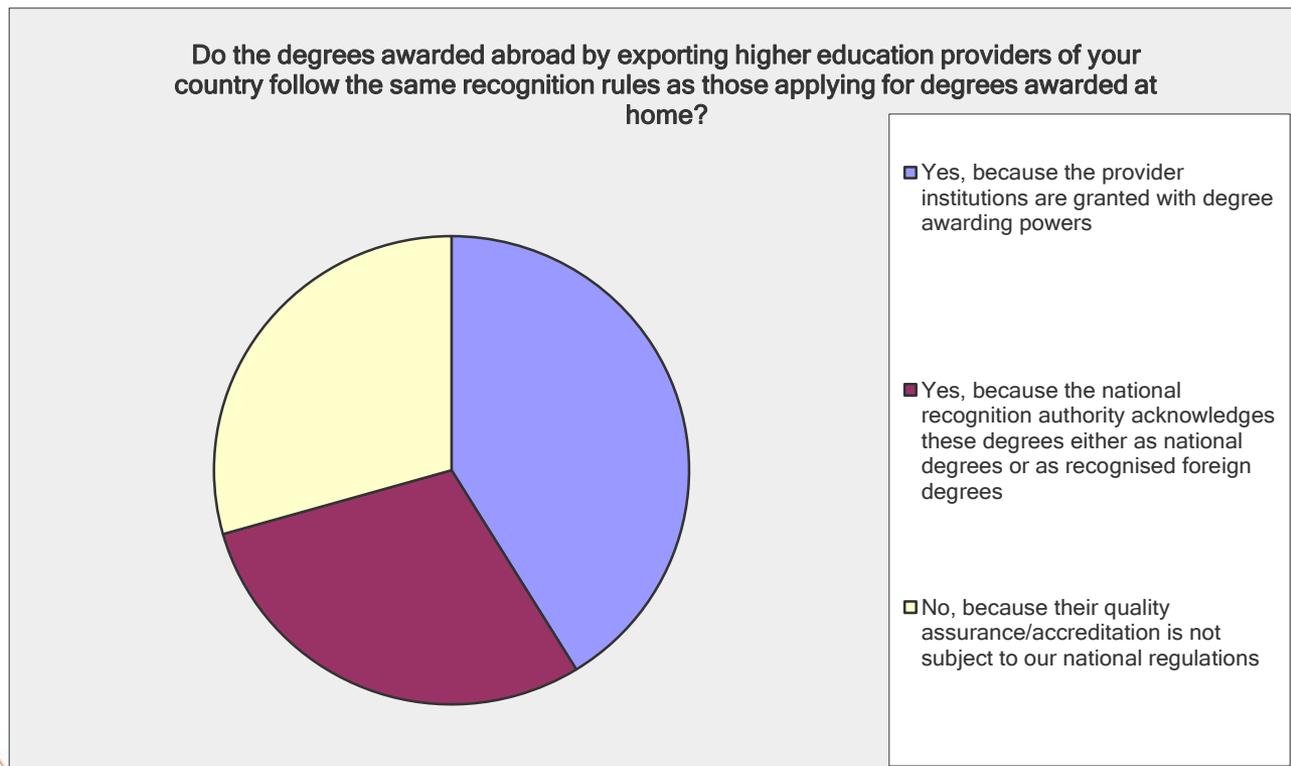
3. Recognition/authorisation issues.

Same recognition rules at home and abroad?

Only 50% of answers:

- Yes: 70%

ENIC-NARICs/regular procedure



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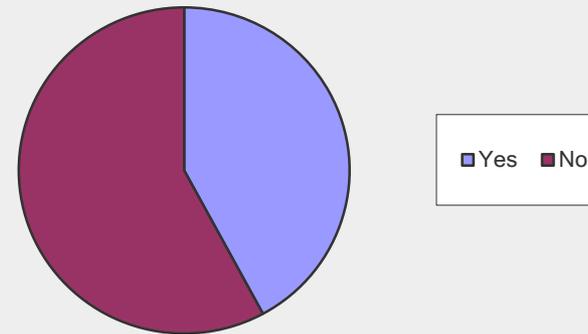


4. Information and students' protection.

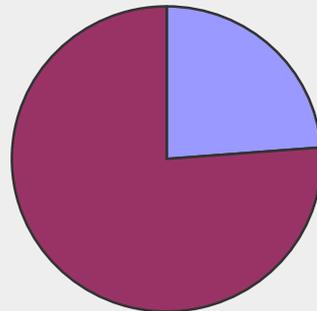
Is there any information for students?:

- Yes: 42,6%
- ENIC-NARICs
- QAAs / Public authorities

Is there any public source of information (in your own national context) from which students and other stakeholders can find out whether a cross-border



Is there a register or list made available to students which includes the national exporting higher education providers and/or programmes?



- Yes, please specify whether the list is established by the government or any other official body in the comment box below
- No





5. QAAs collaboration and networking.

- 50% of QAAs developed mechanisms to collaborate with local QAAs and HEIs abroad.
- How?
 - Mous between agencies (Mutual recognition agreements)
 - Mous at the national level or international HE agencies
 - Mous between Heis and HEIs networks
- Collaboration between networks (should play a bigger role): mostly in favour of collaboration between regional networks (79%)
(ANQAHE, ENQA, APQN)
- Collaboration within INQAHE





5. QAAs collaboration and networking.

- Challenges

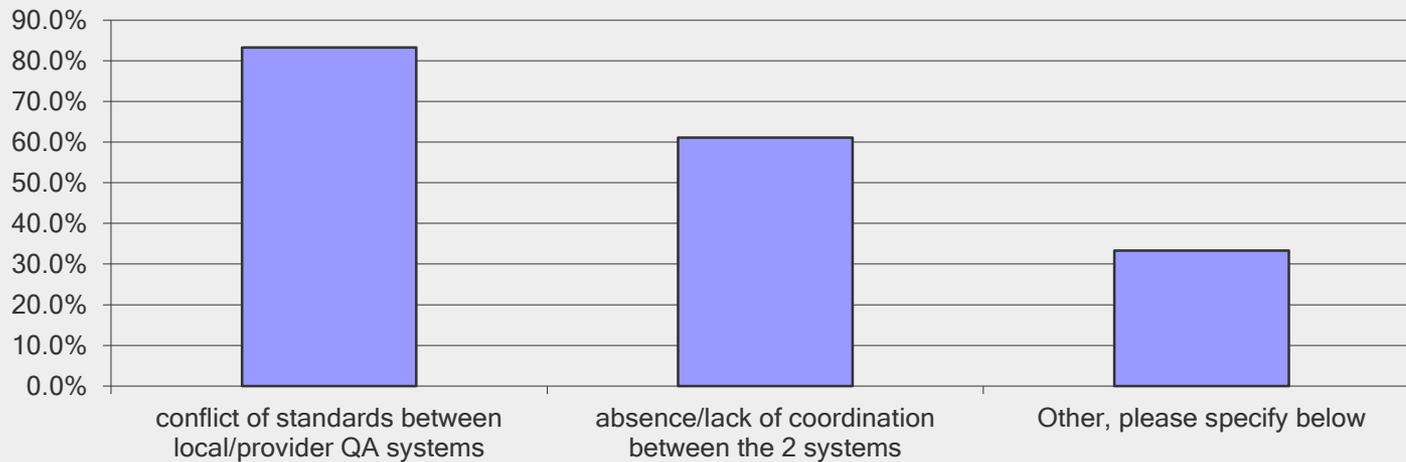




5. QAAs collaboration and networking.

- Challenges

What are some of the challenges in collaborating with QA agencies in the host country for the QA of CBHE?





5. QAAs collaboration and networking.

- What is in the column of “others”?
 - The cost of collaboration
 - Troubles on recognition (ENIC-NARIC collaboration)
 - Language barriers
 - Particularities from cultural contexts
 - Methodological QA differences
 -





5. QAAs collaboration and networking.

*Good practices

- Answers: 23%
 - Public reports on QA of CBHE
 - Strengthening collaboration between agencies
 - Strengthening the influence of regional networks to promote QA of CBHE
 - Exchange of QA experts around the regional networks



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4. Conclusions





Conclusions

- No news = lack of information...in this case
- We are at the beginning of the journey in terms of the project rather than at the end
- Blurred picture that surely needs to be matched and clarified in future steps of this project QACHE





Cluster 1: Type of CBHE

- Similar provider and programme mobility is widely shared throughout the European setting
- Virtual/Distance learning and the various types of delivery under this tag is becoming a big area of interest /challenge/concern in the EHEA
 - open learning and teaching, embedded in the tradition of open universities
 - online learning and teaching, building on innovations with ICT in education



Cluster 2: Specific QA framework for CBHE

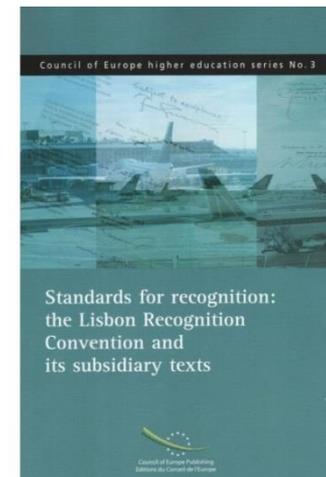
- Student protection as a priority in dealing with QA of CBHE
- “Collateral damages” to students could result from bona fide HEIs and fair practices derived from lack of information about provision delivered
- Student protection vs market-driven practices?
- QAAs claim for a framework.
 - Standards
 - Guidelines
 - Code of Good Practice
- Coordinated by ENQA? Or EQAR?
- Need to promote OECD/UNESCO Guidelines





Cluster 3: Recognition/authorization issues

- Different actors: governments; ENIC-NARIC network, QAAs, HEIs
- Legal framework-rooted
- Strengthening collaboration/cooperation between QAAs and ENIC-NARIC network (ECA framework)
- Strengthening political initiatives towards the existing international recognition frameworks:
 - Lisbon Recognition Convention
- Can we lend a hand from our positions?





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Cluster 4: Information and student protection

NOT ENOUGH





Cluster 5: QAAs collaboration and networks

- Low level of involvement of QAAs, generally speaking
- QAAs are not always invited to the party at home or abroad and not always have a framework or procedures to join that party either
- Good practices from QAAs experience on building trust among regional QAA networks and recognition of QA and accreditation practices.
- Close cooperation with regional QAAs networks





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Cluster 5: QAAs collaboration and networks

- Need to develop standards, guidelines for QA of CBHE
- They have to be innovative and fit for purpose to combine student protection allowing CBHE practices





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Thank you!

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