

# Cross-border Higher Education (QACHE) Project Experts' Forum. BPP University London, 5 – 6 November 2014

## The challenges of QA of CBHE: European QA Agencies

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**The European QA Agencies Survey: purpose and methodology**

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# ■ 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 QQAs
- 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 ■ Piecing together the questionnaires

# A map with unknown territories. So the survey needed a surveyor



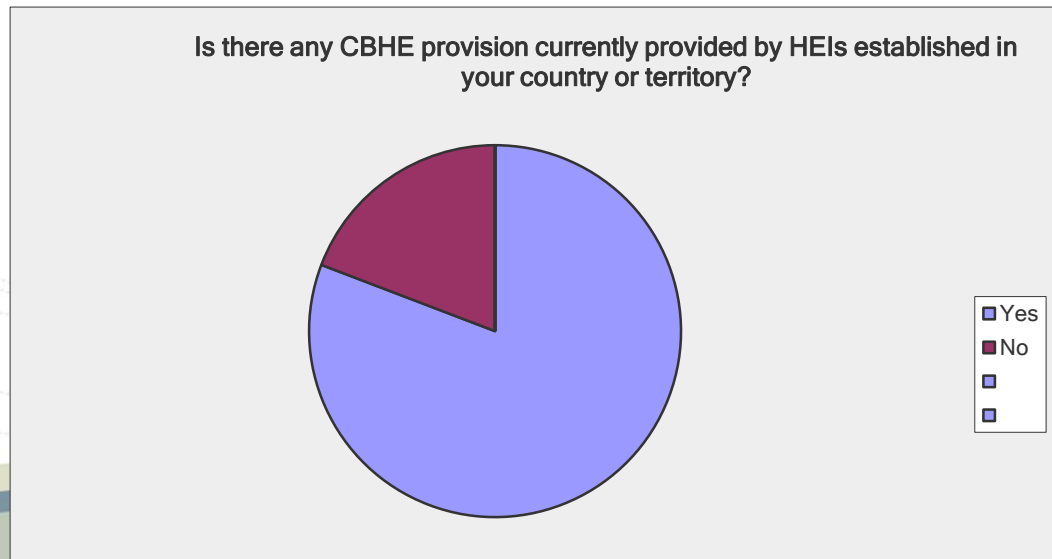


# The survey: “clusters” of questions

1. Tipology 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 pays attention to CBHE provision "at home".
  - Low level of regulation
  - Some cases only private HEIs and provision are regulated
  - Except for funded international projects (DAAD, Campus France)



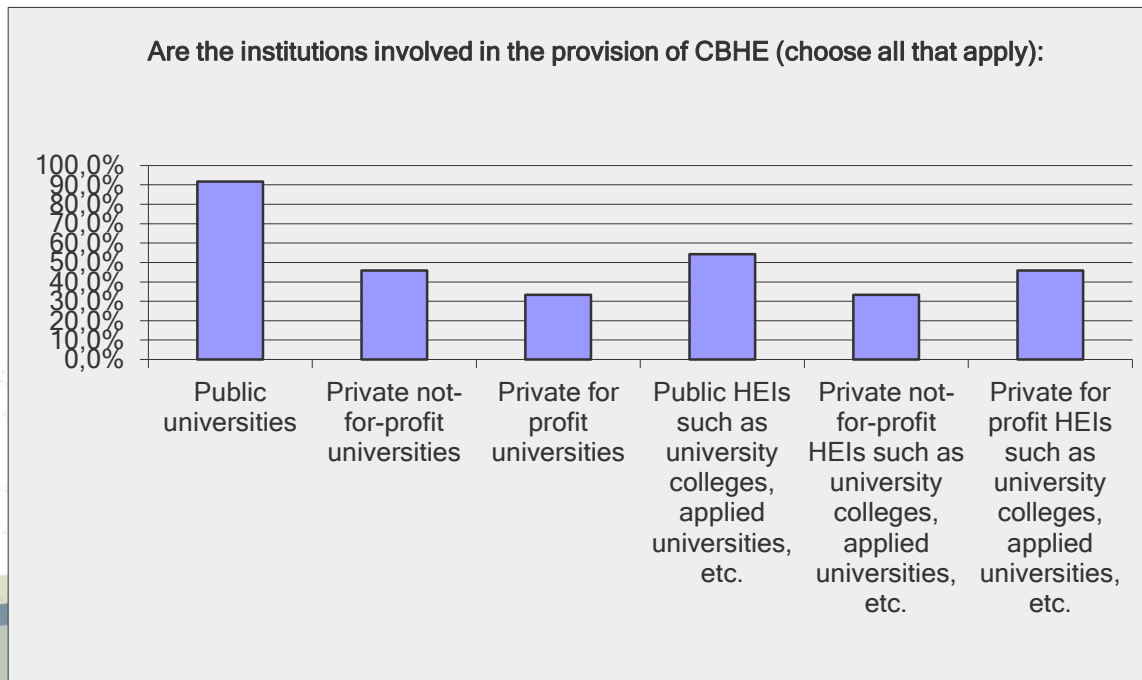
# 1. Typology of CBHE practices and jurisdiction for QQAs

- Typology of providers and programmes
  - Almost all Knight (2005) typology of providers: 50%
  - 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

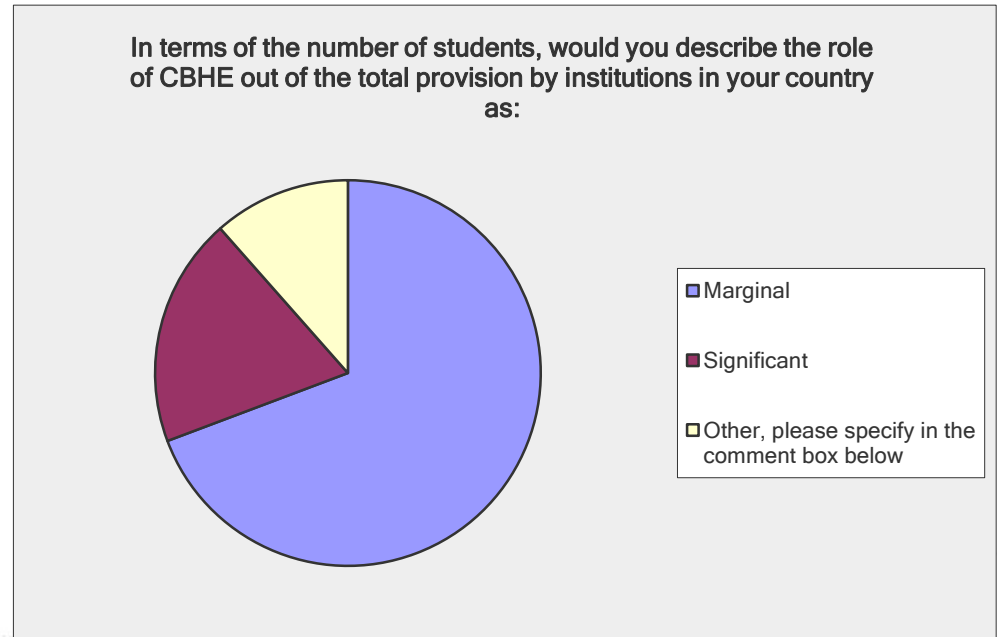
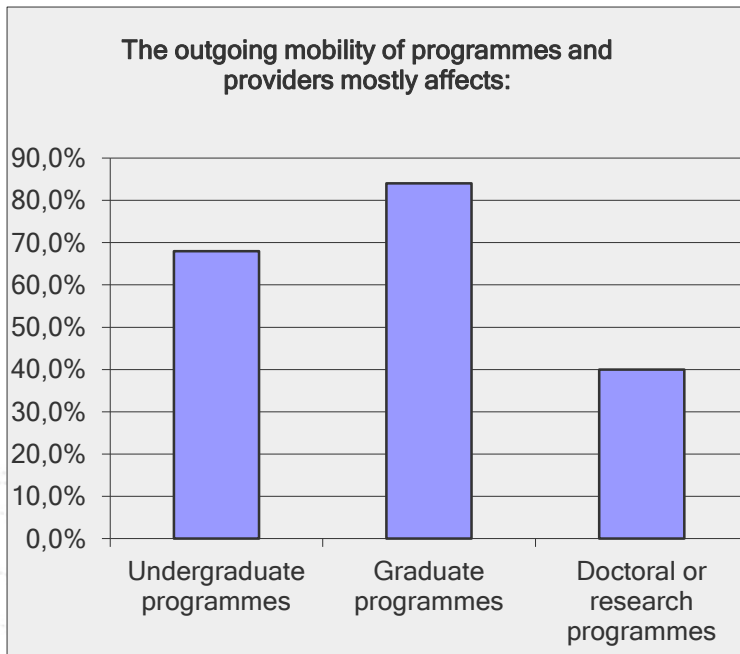
## - Countries involved:

- Figures does not necessarily match national series
- Three countries at the head: UK-42%; France-33%; Germany-23%
- Some gaps have been identified from matching exercises
- Numbers are "higher" but "how much?"
- 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

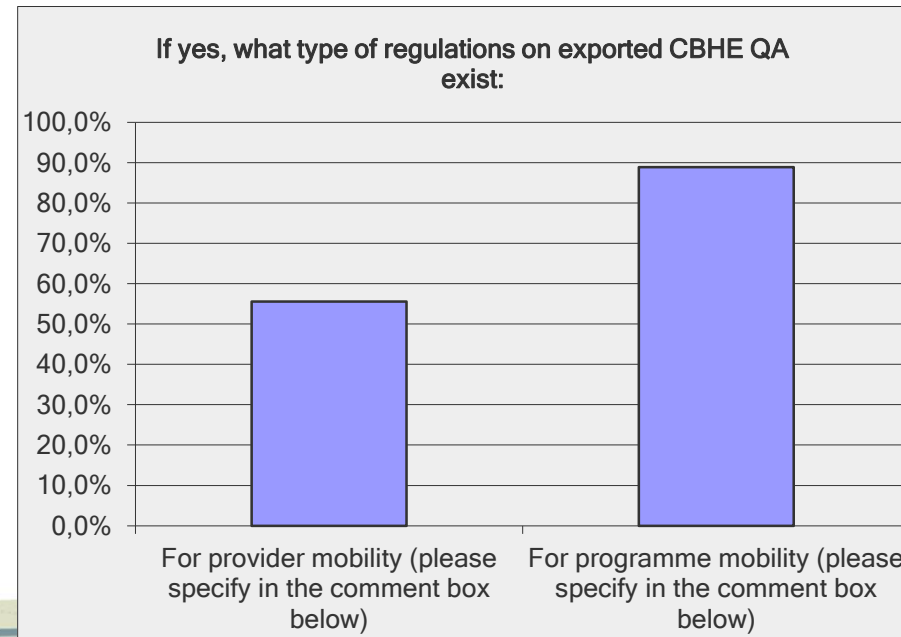
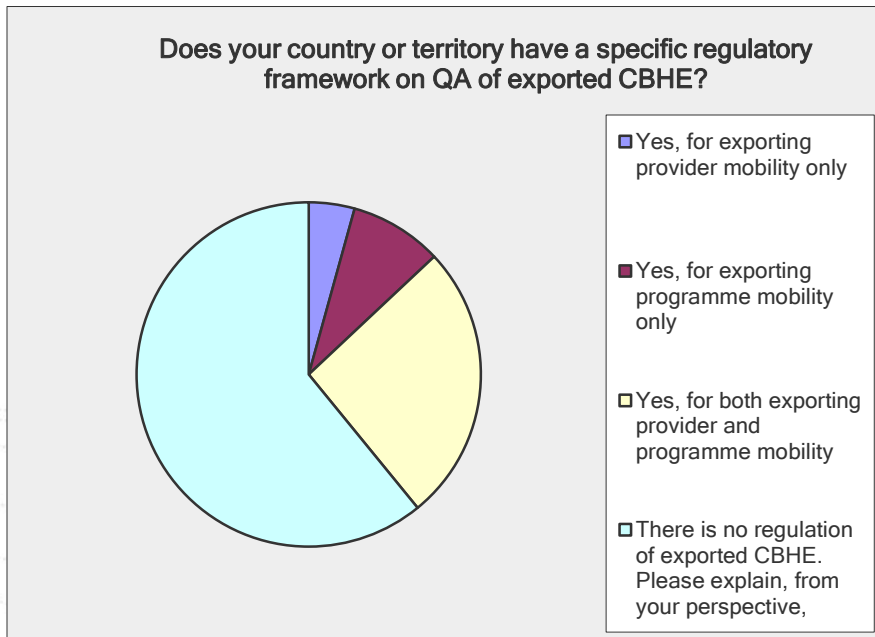
- Specific QA regulation for QBHE?:
  - Yes: 38%
  - No: 60%
  - Some countries only regulate private provision
  - Regulation vs market driven environment
  - QA labels identified as a trend but not enough “weighed”
  - Need to check them again at the end of the process
  - Joint/double degrees: 88%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

## 2. Specific QA regulations/framework of exported CBHE

Specific QA regulation for QBHE?:

Type of CBHE and regulation:

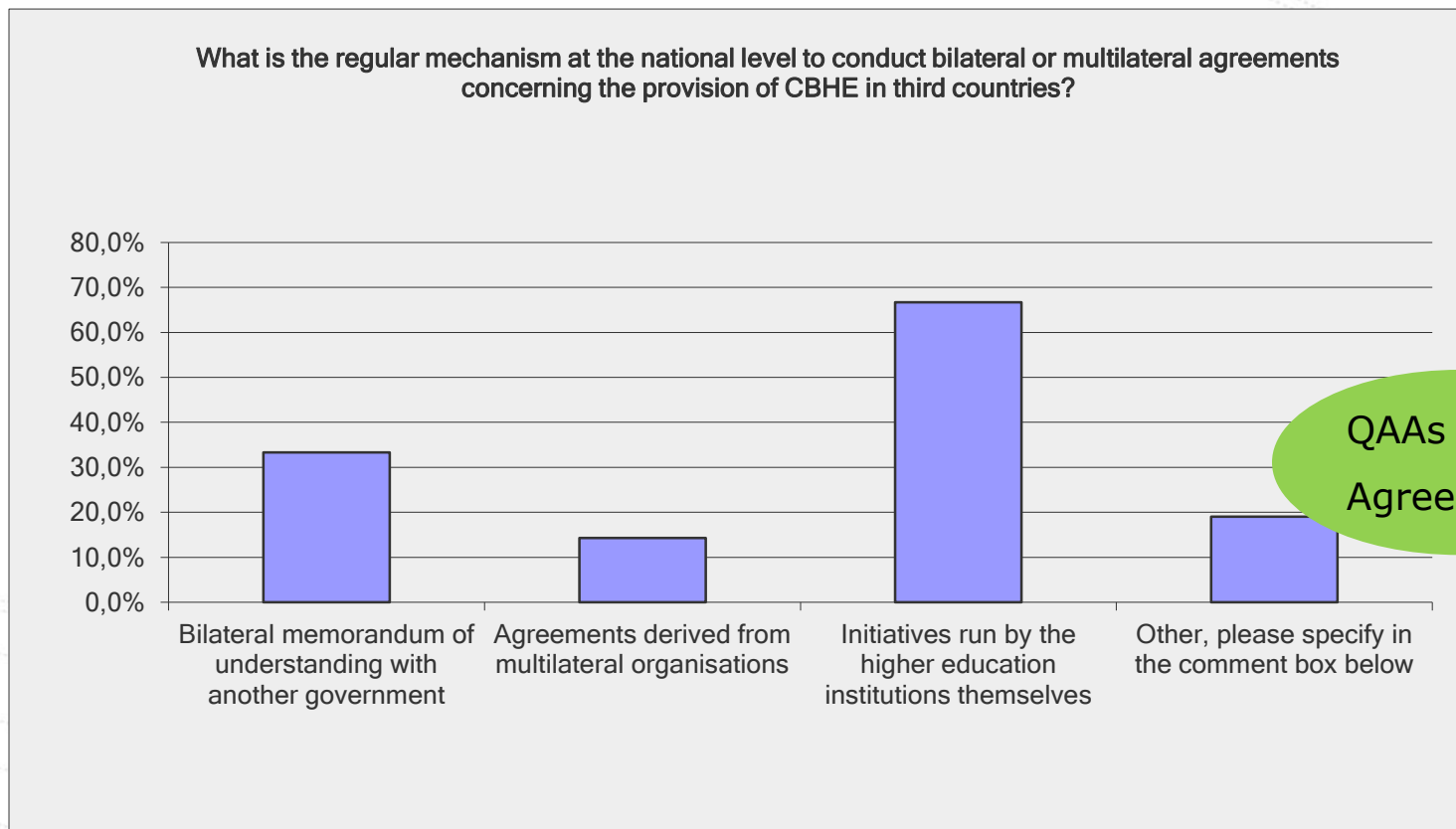
No: 60%





## 2. Specific QA regulations/framework of exported CBHE

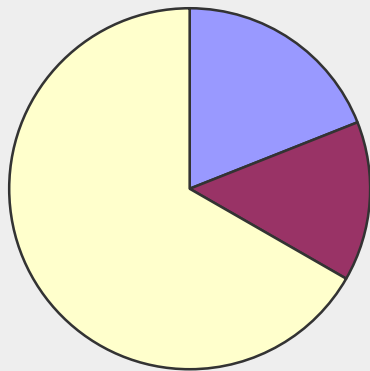
- How are CBHE practices conducted?:



## 2. Specific QA regulations/framework of exported CBHE

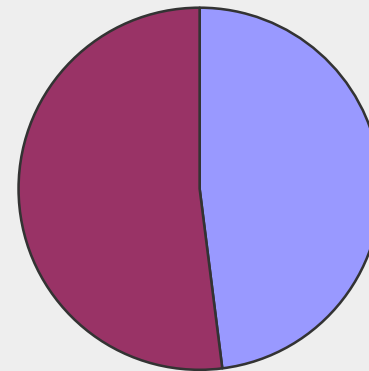
- How is the QA system or body involved?:

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

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



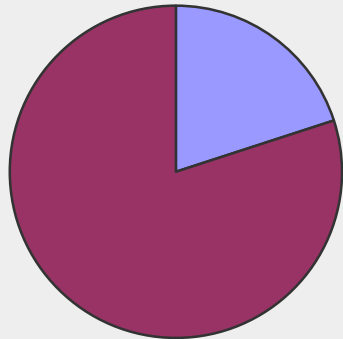
- Yes (If yes, please describe the role your Agency has in the QA of exported CBHE in the 'comments' field below.)
- No

## 2. Specific QA regulations/framework of exported CBHE

Is any other body involved?:

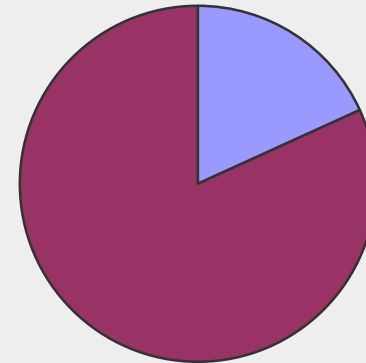
Is there a QA system for CBHE?

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

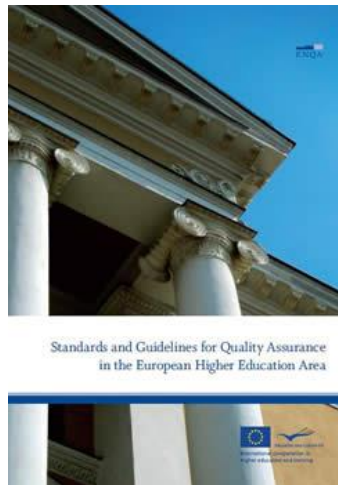
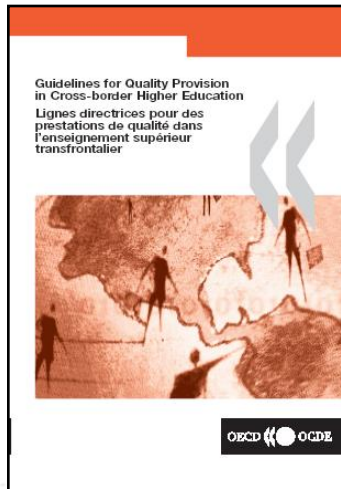
## 2. Specific QA regulations/framework of exported CBHE

Are international criteria useful?:

- Yes: 80%

A new set of CBHE?:

- Yes: 75%



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

### 3. Recognition/authorisation issues.

Only 50% of answers:

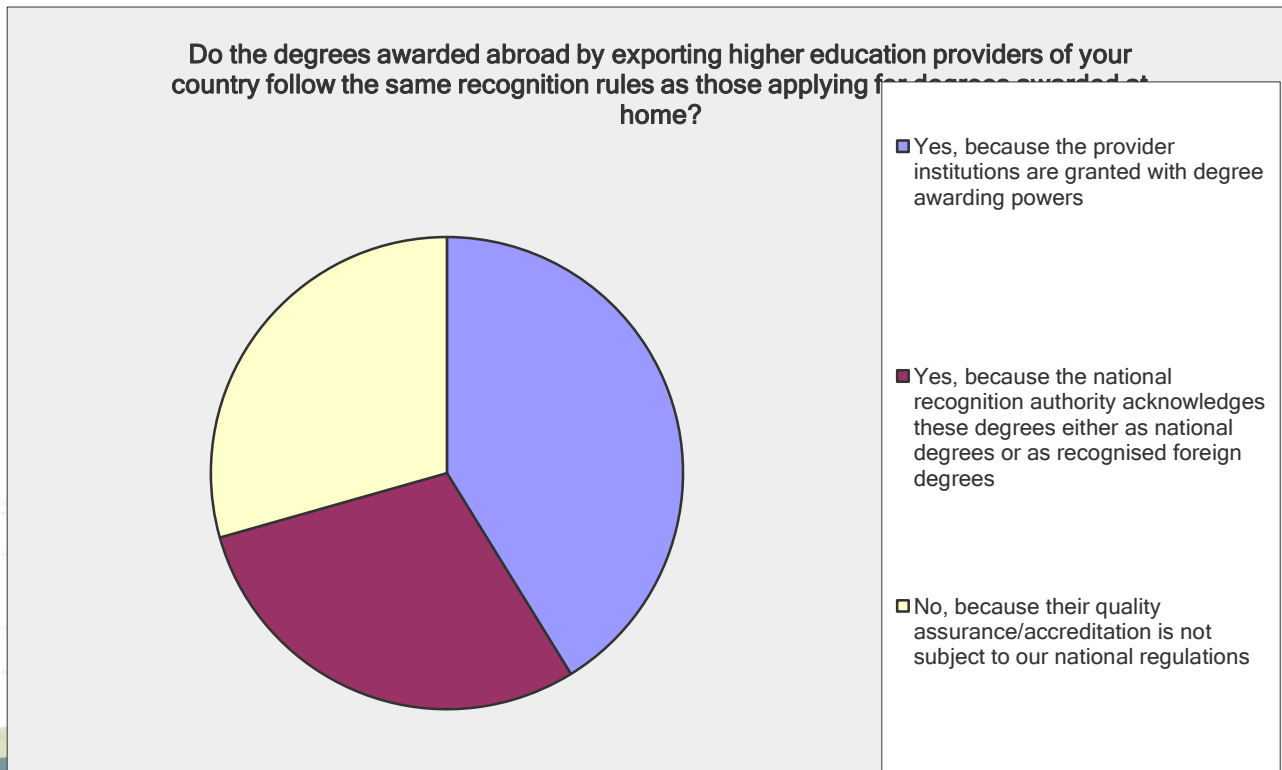
- Yes: 70%

ENIC-NARICs/regular procedure

Only 50% of answers:

- No: 29%

No information provided

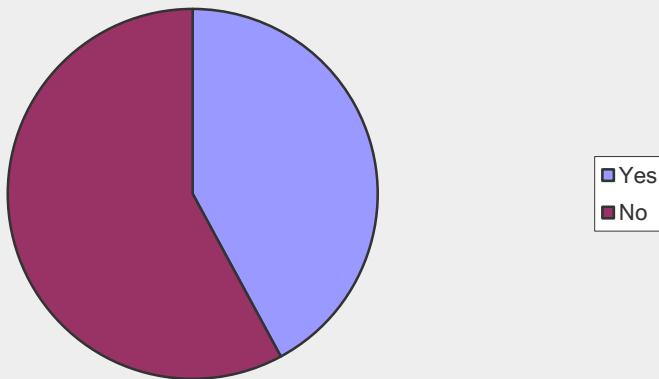


## 4. Information and students' protection.

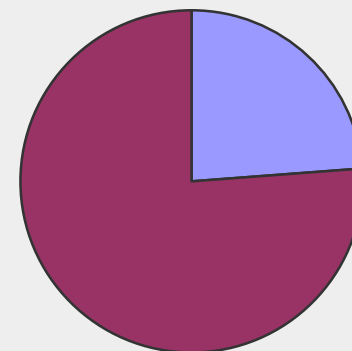
Is there any information for students?:

- 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
  - In favour of collaboration between regional networks (ANQAHE, ENQA, APQN)
  - Collaboration within INQAAHE

# 5. QAAs collaboration and networking.

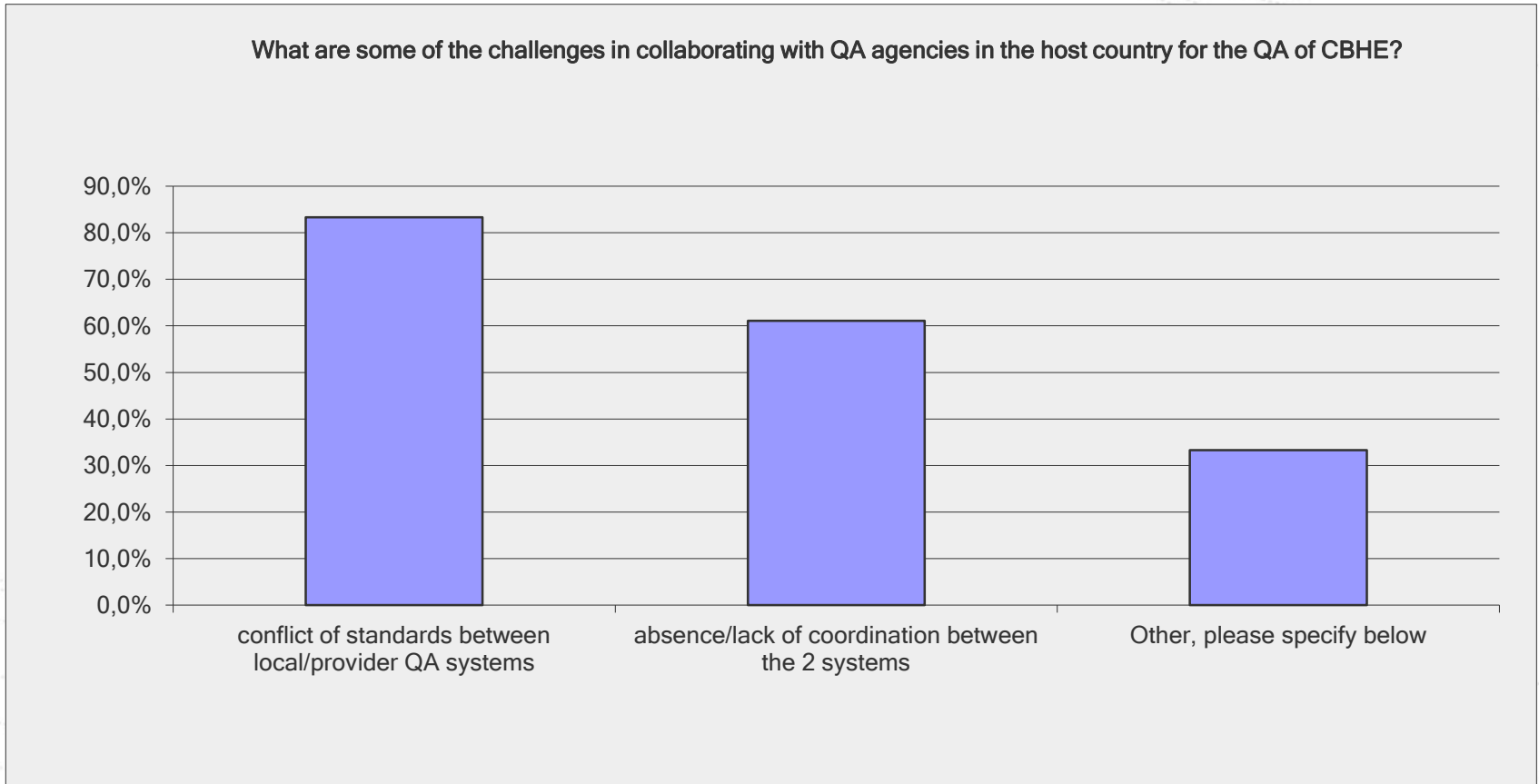
- Challenges





# 5. QAAs collaboration and networking.

- Challenges



## 5. QAAs collaboration and networking.

- Challenges
- What is in the column of “others”?
  - The cost of collaboration
  - Troubles on recognition (ENIC-NARIC colaboration)
  - Language barriers (EMOI-British Council or do we have other ways to do that)
  - 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



# 4. Conclusions

# Blurred picture...or slightly out of focus?



# Conclusions

- No news = lack of information...in this case
- Scattered data and frameworks to present it for comparative purposes
- 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 QBHE

- 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? Ianus Dilemma
  - QAAs claim for a framework.
    - Standards
    - Guidelines
    - Code of Good Practice
  - Coordinated by ENQA? Or EQAR?
  - Need to promote OECD/UNESCO Guidelines



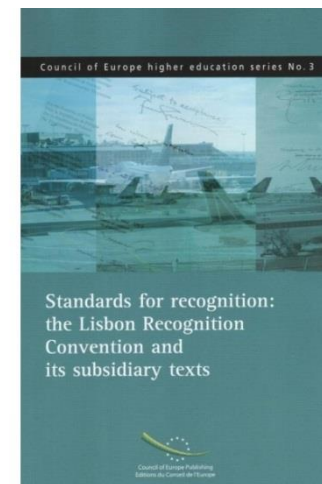


## Cluster 3: Recognition/authoriation issues

- Different actors: governments; ENIC-NARIC network, QAAs, HEIs
- Legal framework-rooted
- Strengthening collaboration/cooperation between QAAs and ENIC-NARIC network (ECA framework)
- Sthrengthening political initiatives towards the existing international recognition frameworks:

Lisbon Recognition Convention

- Can we lend a hand from our positions?



## Cluster 4: Information and student protection

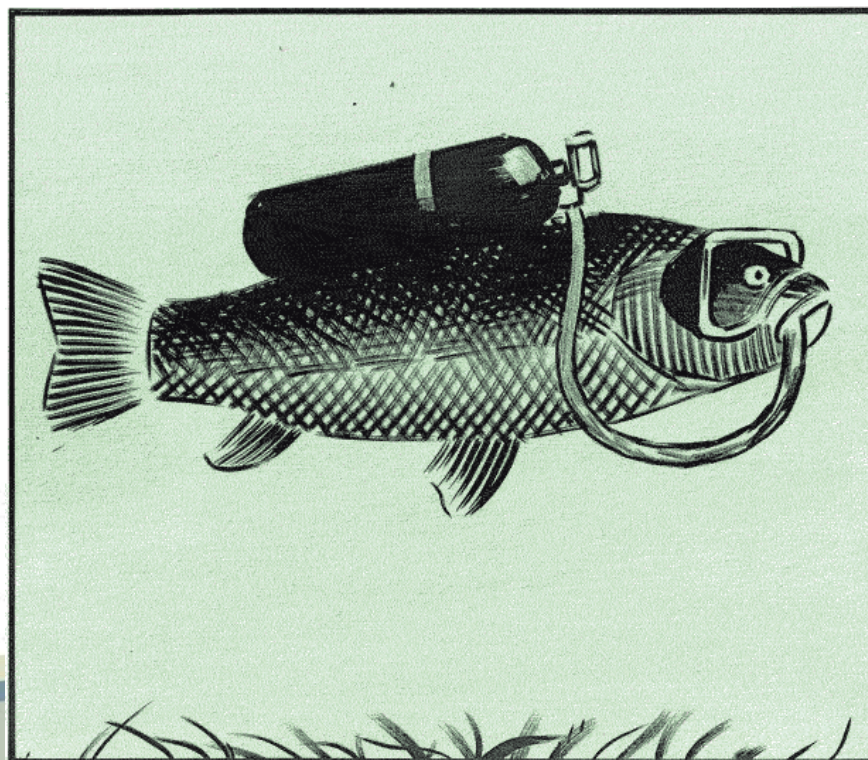
- Low level of involvement of QAAs, generally speaking
- QAAs are not always invited to the party at home or abroad
- QAAs do not have always a framework or procedures to join that party either
- Good practices from QAAs experience on building trust among regional QAA networks and recognition of QA and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

## 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.
- But, what about recognition of qualifications?
- Close cooperation with regional QAAs networks

## 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



# Thank you!

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