



AGENCIA NACIONAL DE EVALUACIÓN  
DE LA CALIDAD Y ACREDITACIÓN



Quality Assurance of Cross-border Higher Education



EUROPEAN ASSOCIATION  
FOR QUALITY ASSURANCE  
IN HIGHER EDUCATION

**Quality Assurance of Cross-Border Higher Education, QACHE**  
**Asia-Pacific Regional Seminar**  
22-23 January 2015, Macau, China  
Gabinete de Apoio ao Ensino Superior, GAES

**Quality Assurance of Cross-border higher  
education - the European  
perspective**

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Mundus

ANECA



# Índice

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

**The survey: piecing together the questionnaires**

**Conclusions: a map with unknown territories**



- **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
- 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)

# The survey: technical details

1. 39 European QA agencies (ENQA members)
2. Responses: 33 QA agencies (100%)
3. Blank or incomplete: 6 questionnaires (18%)
4. Refusal to publish results: 12 QAAs (36%)
5. 38 questions gathered in 5 groups
6. Average number of response/question (38): 17
7. Nr questions below 11 responses: 3 responses
7. Average response/question 35: 24

## Who filled up the survey?

- 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





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# 2.

## Piecing together the questionnaires

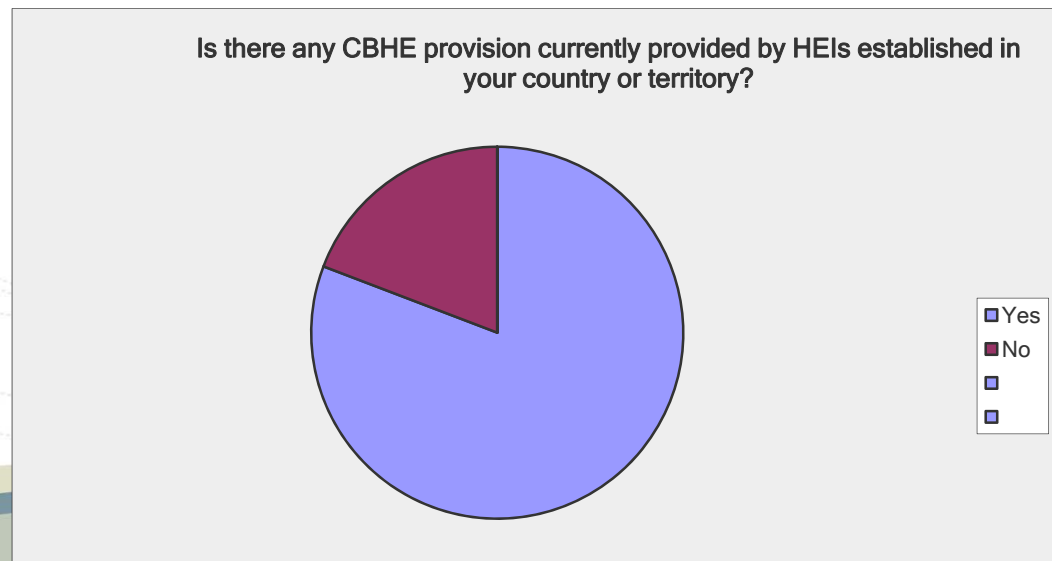


# The survey: “clusters” of questions

1. Typology of CBHE practices and jurisdiction for QQAs
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

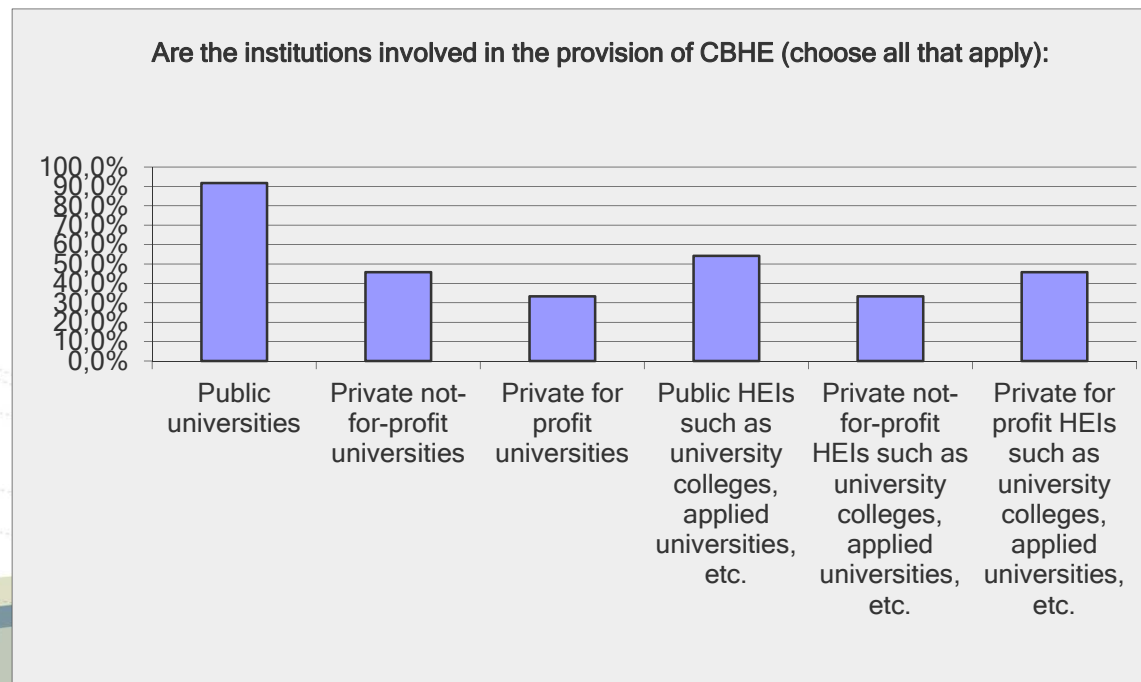
## - Typology of providers and programmes

- 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 QQAs

## - 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?



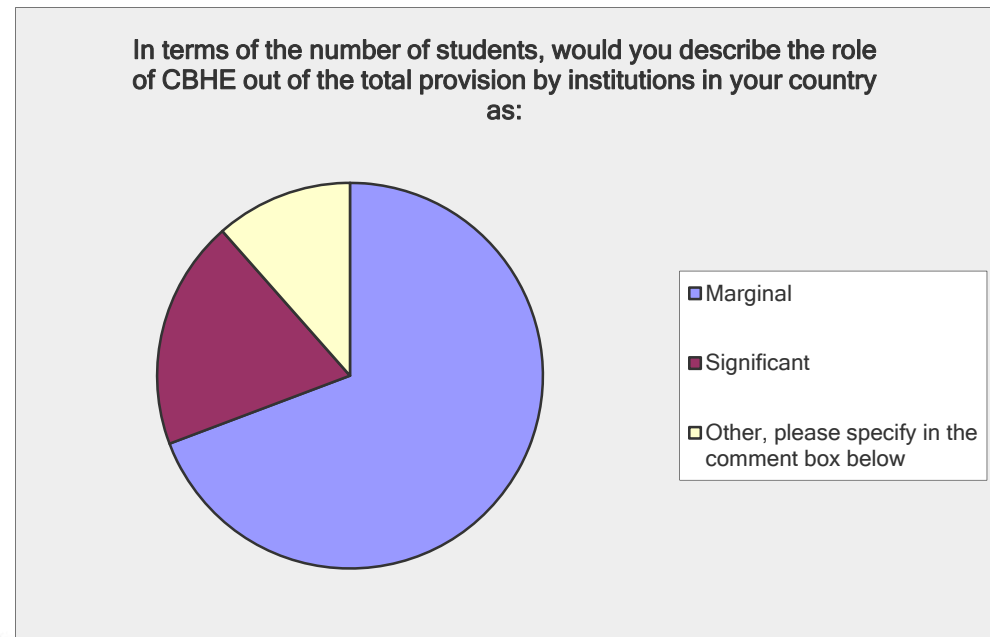
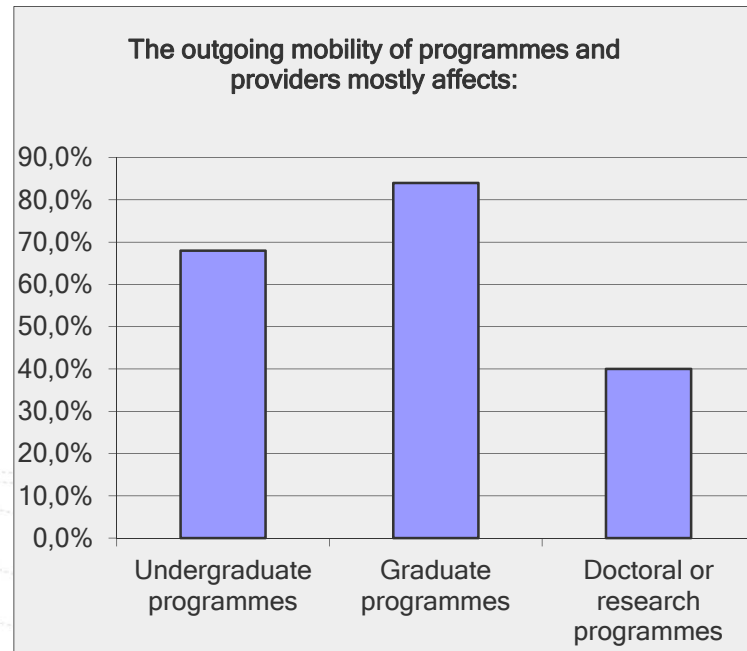
# 1. Typology of CBHE practices and jurisdiction for QQAs

## - 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 QQAs

- Mobility of programmes:
- Number of student mobility:





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

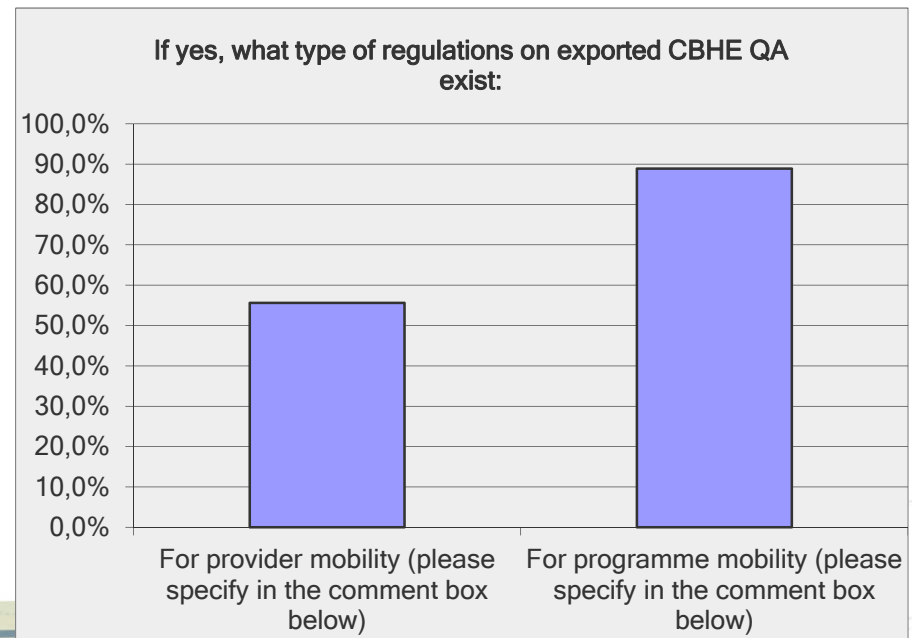
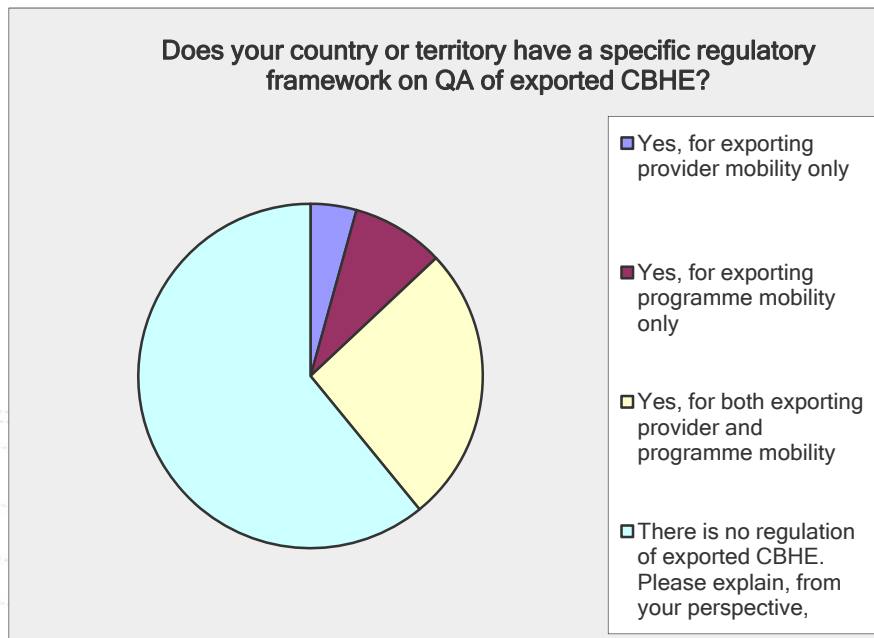
### - Specific QA regulation for QBHE?:

- 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

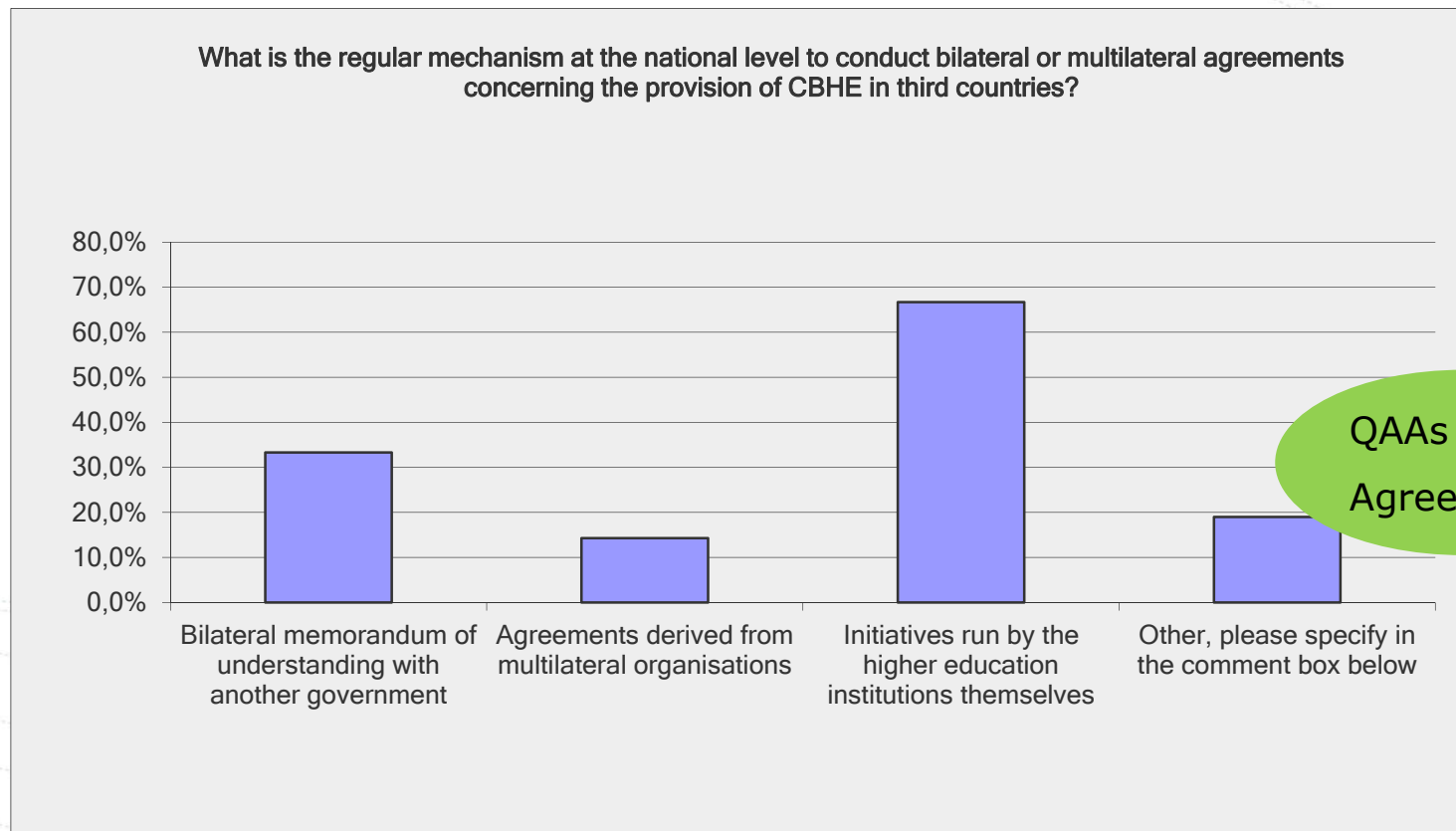
Specific QA regulation for QBHE?:      Type of CBHE and regulation:

No: 60%



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

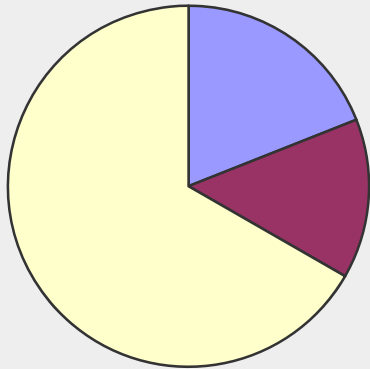
- How are CBHE practices conducted?:



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

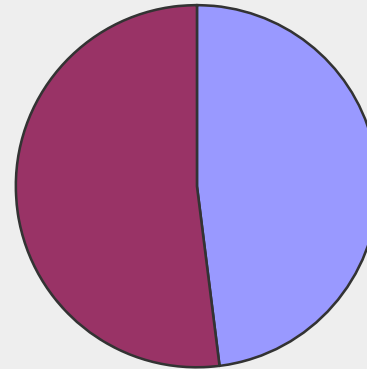
- How is the QA system or body involved?:

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?



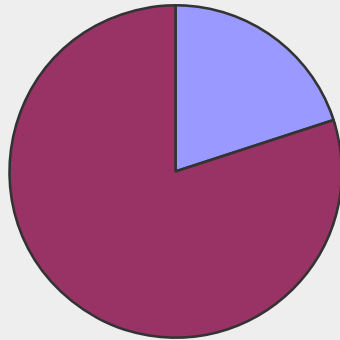
- Yes (If yes, please describe the role your Agency has in the QA of exported CBHE in the 'comments' field below.)
- No

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

Is any other body involved?:

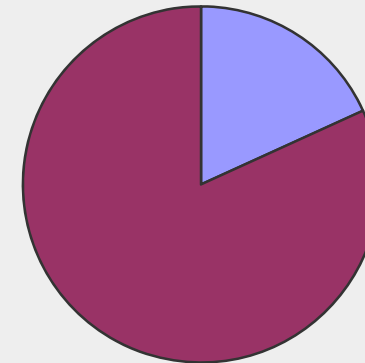
Is there a QA system for CBHE?

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

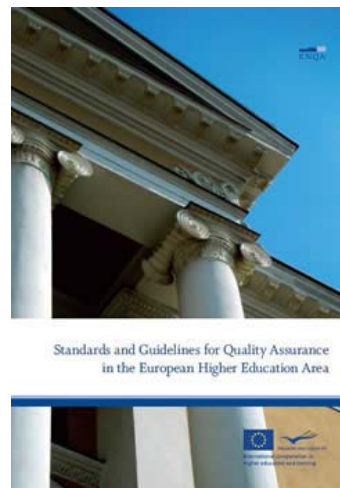
## 2. Specific QA regulations/framework of exported CBHE

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:

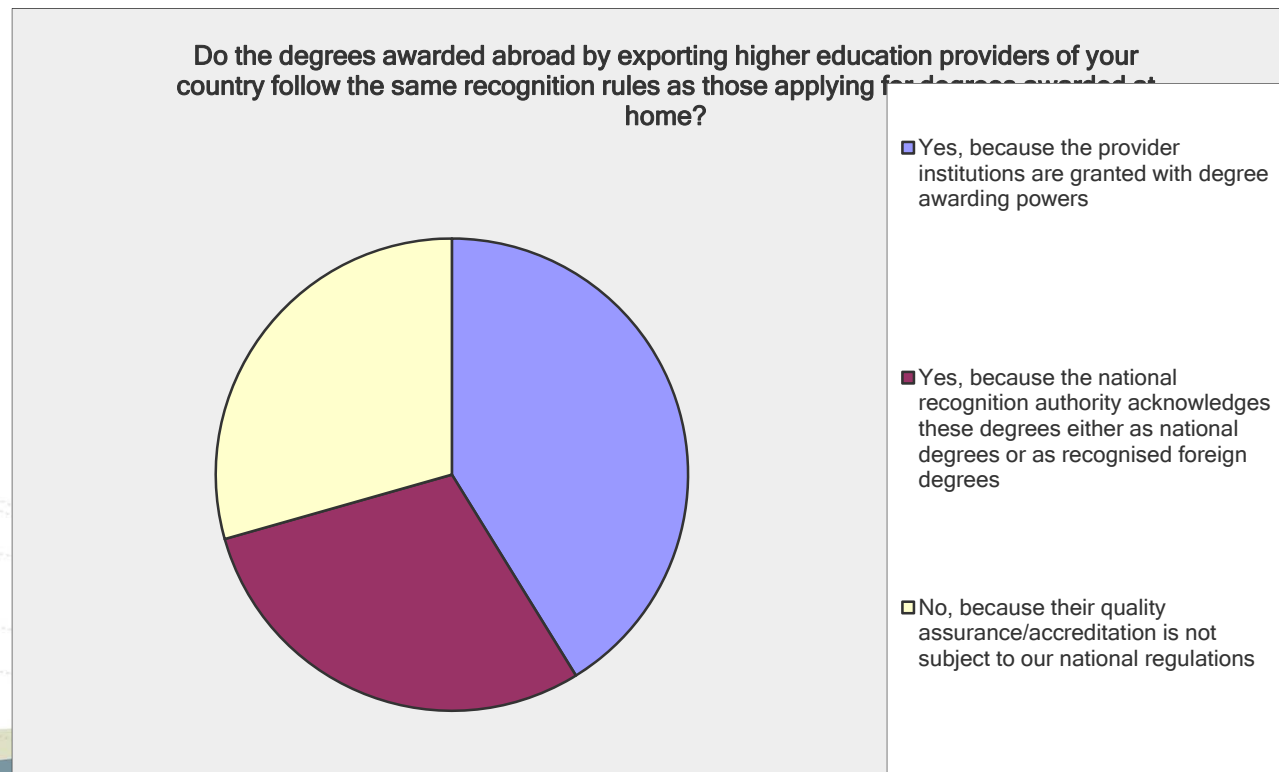
- Yes: 70%

ENIC-NARICs/regular procedure

Only 50% of answers:

- No: 29%

No information provided

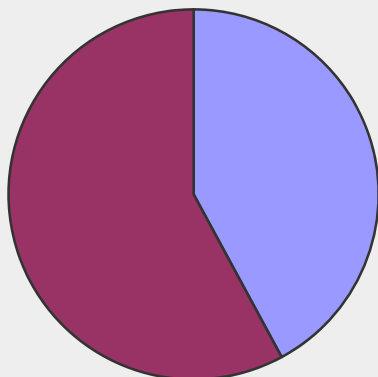


## 4. Information and students' protection.

Is there any information for students?:

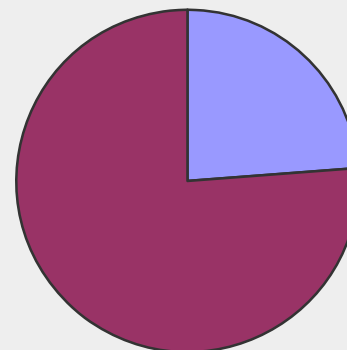
- Yes: 42,6%
- ENIC-NARICs
- QAAs / Public authorities

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



■ Yes  
■ No

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



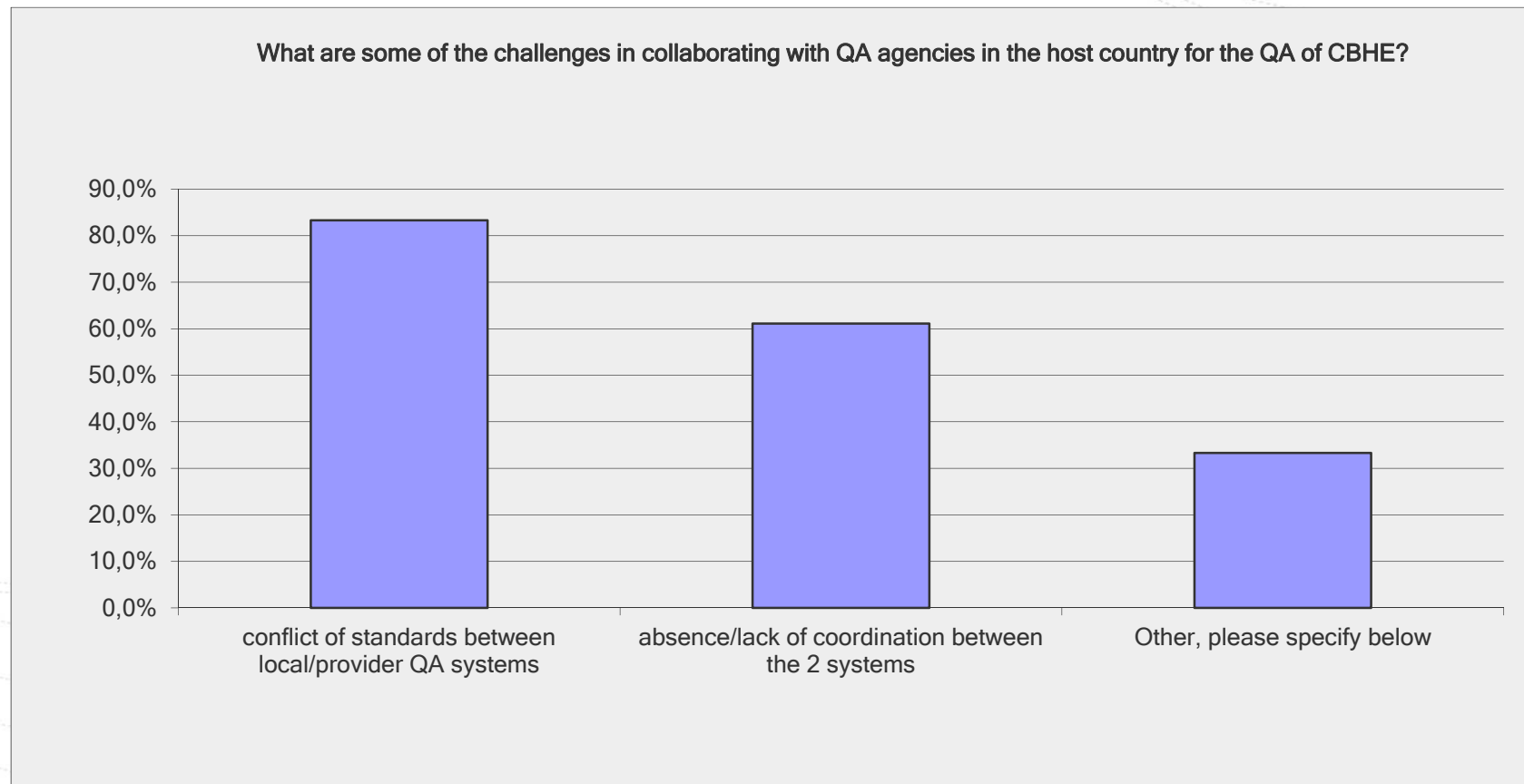
■ Yes, please specify whether the list is established by the government or any other official body in the comment box below  
■ No

## 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
- What is in the column of “others”?
  - The cost of collaboration
  - Troubles on recognition (ENIC-NARIC coloboration)
  - 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



## Conclusions

- No news  $\neq$  good news at all
- No news = lack of information
- Scattered data and frameworks to present it for comparative purposes
- We are at the beginning of the journey in terms of clarifying the setting rather than at the end
- Blurred picture that surely needs to be matched and clarified in the near future

## 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
- 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
  - Need to develop good practices/broad guidelines: QACHE?

## Cluster 3: Recognition/authorisation 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

- QAAs as a trustworthy source of information for both students and (foreign) providers
- An useful tool of information for decision makers at the national and international level
- Code of good practices on QA in CBHE for the benefit of students interested in enrolling a foreign programme
- Cooperation with UNESCO portal and initiatives



## Cluster 5: QAAs collaboration and networks

- Close cooperation with regional QAAs networks:
  - Bilaterally
  - Within INQAAHE
  - Networking with UNESCO to define an agenda on QA-CBHE
- QAAs networks crucial in disseminating good practices among their members to provide information to different audiences
- Public information of trustworthy providers for the public to prevent bogus HEIs and accreditation mills (vs black lists)

## Cluster 5: QAAs collaboration and networks

- They have to be innovative and fit for purpose to combine student protection allowing CBHE practices
- Need to develop standards, guidelines for QA of CBHE
- They have to be fit for purpose and flexible to meet different region's expectations and problems





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





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Thank you very much  
for your attention

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