

December 2016

Results of ECA survey on Quality Assurance of Cross-Border Higher Education

HCERES

Haut conseil de l'évaluation de la recherche
et de l'enseignement supérieur



- I - Background and rationales of the survey
- II - Main findings and open questions

- Internationalisation activities in the scope of ECA WG 2
- Common growing interest for CBHE
- But also diversity, doubts, questions and gaps ...

- Our starting point : QACHE PROJECT
- Erasmus Mundus Project (QACHE) "Quality Assurance of Cross-border Higher Education"
- Coordinated by ENQA 2013-2015
- 5 QA Agencies and 3 QA networks



Australian Government
Tertiary Education Quality and Standards Agency



- **Activities and results of the QACHE project :**
 - Surveys (regional networks and European providers)
 - Country reports
 - Regional events
 - The Toolkit

- **Some key findings are still accurate :**
 - Regulation of and information about CBHE is patchy:
 - Absence of a common approach to CBHE
 - Absence of developed QA systems for CBHE
 - Absence of comprehensive data about CBHE
 - Lack of reciprocal understanding by sending & host countries of each other's QA frameworks

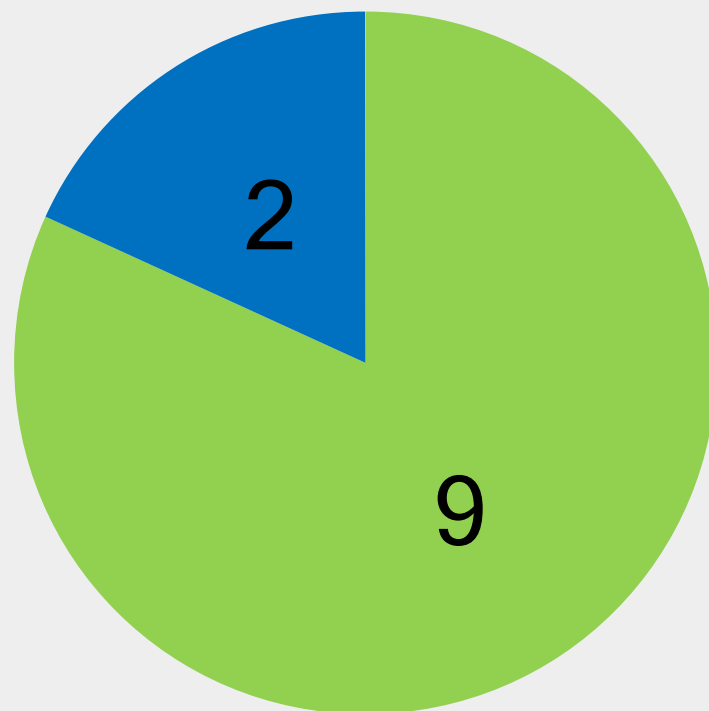
Higher education institutions/providers delivering cross-border higher education:

Ensure that the programmes they deliver across borders and in their home country are of **comparable quality** and that they also take into account the **cultural and linguistic sensitivities** of the receiving country. It is desirable that a commitment to this effect should be made public

The main conclusion is a high level of compliance with the *Guidelines* recommendations. On average, responding OECD countries conform to 72% of the main recommendations.

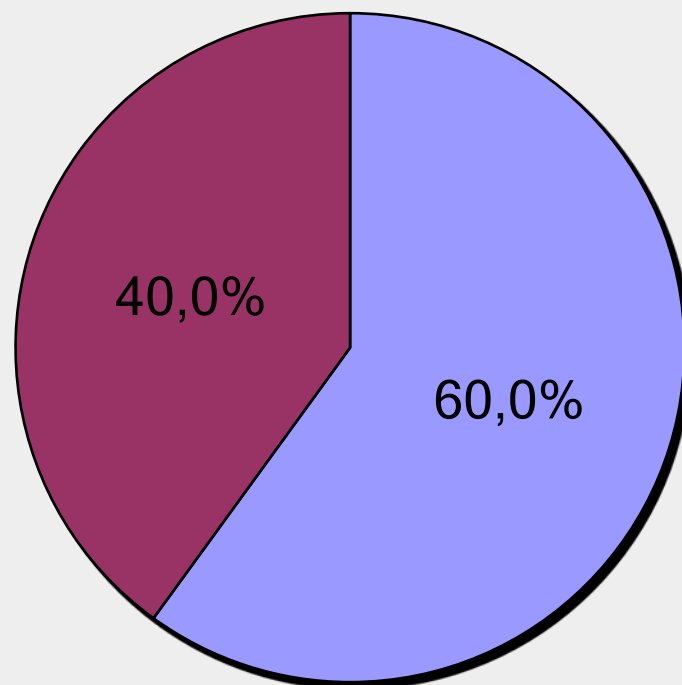
Tertiary education institutions are the group of stakeholders that follow the most the recommendations of the *Guidelines*, with an average compliance of 80%.

What type of the quality assurance / accreditation agency do you represent?

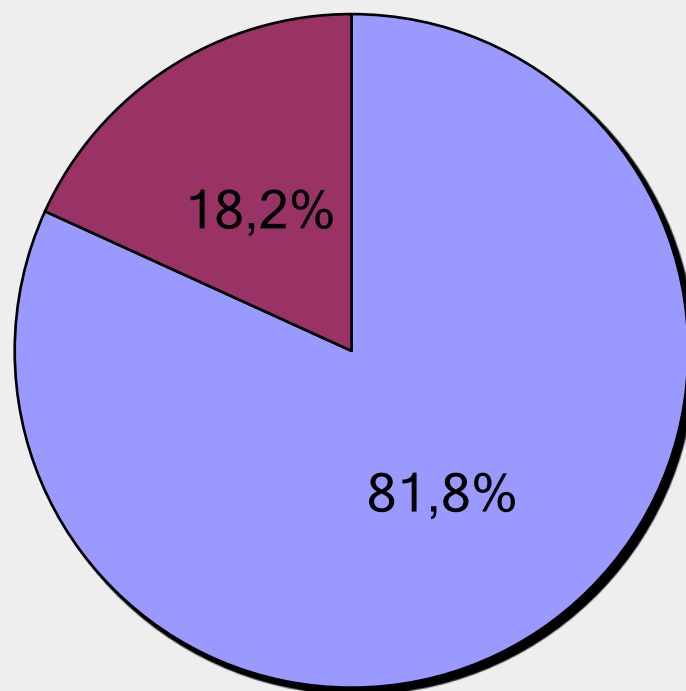


- National quality assurance / accreditation agency
- International quality assurance / accreditation agency

Do the EQA procedures of the exported / imported education include issues of comparability between the quality of the programme offered domestically and abroad?

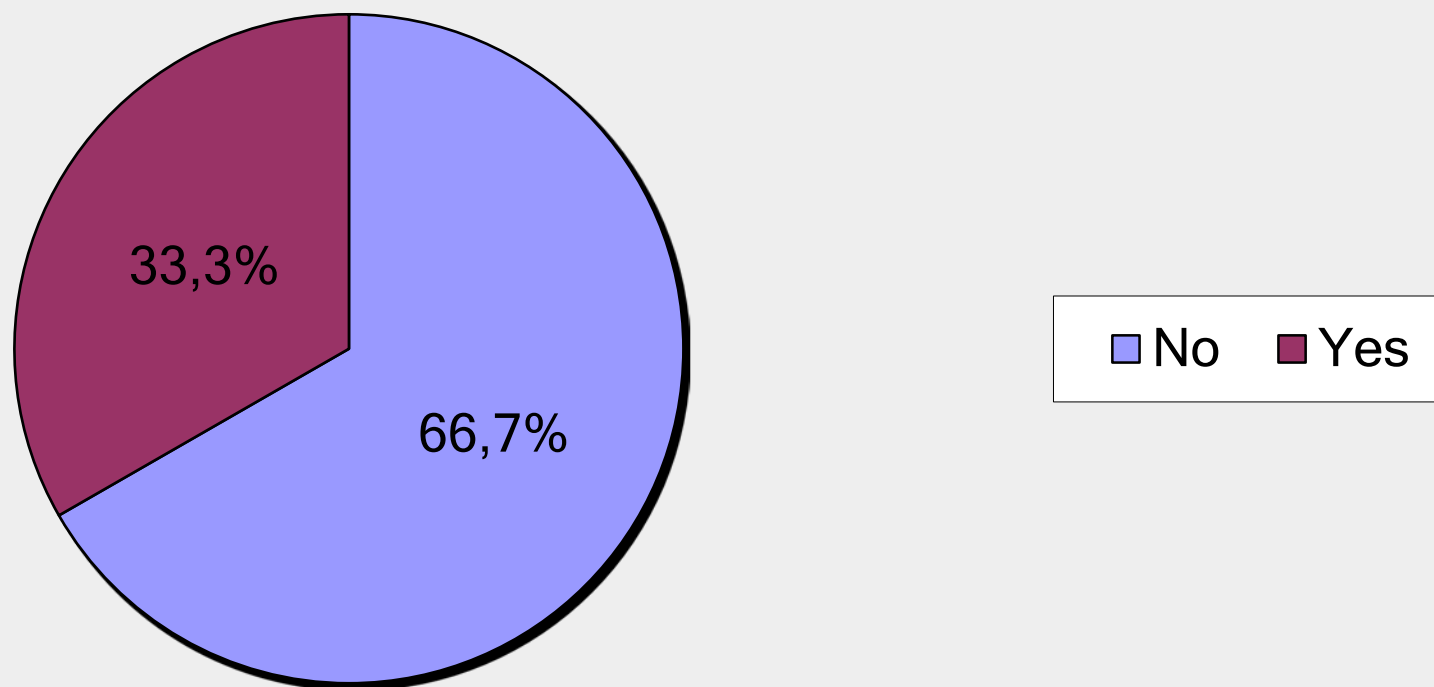


Does your agency runs system-wide analysis aimed to identify differences in quality of the programmes offered domestically and abroad?



■ No ■ Yes

Does your agency perceive any difference between the quality of programs offered at home and abroad?



- During the assessment of the degrees, similar indicators (of rates for example) are offered in the reports by the different universities participating in the international joint degree, but it is really difficult to make a comparison because of the different situations in the countries.
- The quality of the programme offered abroad must be identical to the one offered in the home country.
- In particular in relation to the comparability of available teaching/learning facilities, staffing resources, student support services etc at home and abroad
- Of course the different characteristics of the countries participating in the degree provoke the existence of real differences, but nevertheless the quality of the programs has to reach to a minimum to be able to assess the degree in a positive way.
- All education, whether offered at home or abroad, is subject to accreditation and has to conform to the same standards and criteria.

- The quality of the programmes offered is recommended to be comparable, but ...
- ... There is no comprehensive comparison system in place, and ...
- ... Nobody seem to percieve it as an issue, so ...
- .. Is it or not?