

Quality Assurance in Higher Education

UNESCO OECD guidelines

an insight into their implementation by the European QA agencies

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London, first of December 2008

Outlines of the presentation

1. **Quality Procedures in the European Higher Education Area and Beyond – Second ENQA Survey**
2. **TEEP II**
3. **ECA activities**
4. **Towards an ENQA position**

1. Quality Procedures in the European Higher Education Area and Beyond – Second ENQA Survey

- 51 responding agencies - 30 EHEA countries
- Survey made and published in 2008

Table 49.

WHAT SPECIFIC CRITERIA AND STANDARDS ARE USED FOR YOUR AGENCY'S EXTERNAL QUALITY PROCEDURES?	RESPONSE COUNT	RESPONSE %
The Agency's own published criteria and standards	41	87.2
European Standards and Guidelines	39	83
National criteria and standards	31	66
OECD/UNESCO Guidelines on Quality Provision in Cross-border Higher Education	7	14.9
Others (please specify all and provide url links)	5	10.6
	answered question	47
	skipped question	4

- Existence of external QA procedures for programmes delivered across national boundaries in 55% of the responding agencies

2. TEEP II

- Transnational European Evaluation Project II
- 2004-2006, following the 2002-2003 TEEP I
- TEEP II was design both to follow up and to develop further that work and so to continue to advance cross-border external quality assurance methods in an area where no single regulatory body can assume full responsibility+
- 6 agencies involved (AQU, CNÉ, HAC, HSV (coordinator), QAA, NVAO)
- The three main objectives were to:
 - Pilot the transnational quality evaluation of three Erasmus Mundus joint master's programmes
 - Test the use of comparable evaluation criteria
 - Develop a method for transnational evaluation
- An application of the principles of the ESG to the evaluation of joint master's degrees
- The development of a evaluation approach focused on:
 - Organisation, management
 - Programme contents and delivery
 - Quality assurance

3. ECA activities

- The European Consortium for Accreditation
 - 15 agencies (also ENQA members)

- An objective: the mutual recognition of the results of accreditation procedures
 - A difficult issue considering the legal aspects and implications of recognition.

- A new project: the Transparent European Accreditation decisions and Mutual recognition agreements II (TEAM II)
 - to develop a European methodology for quality assurance and accreditation procedures regarding joint programmes.
 - to explore the cross-border recognition of qualifications awarded by joint programmes.
 - to extend of the *Qcrossroads* information tool. A data base intended to present the qualifications awarded by quality assured and/or accredited programmes and/or institutions from eight countries and thirteen in a near future.

4. Towards an ENQA position

- Too soon for having an ENQA position but according the conclusions of the second survey about quality procedures:
 - Students surely have a right to the same level of quality of provision and standards of awards wherever and however they study.
 - The quality assurance of collaborative provision is currently a relatively minor interest. This may well not be the case in a few years time.
 - It remains to be seen whether new approaches to quality assurance of joint/trans-national provision are more likely to be through:
 - joint QA (Cf. ENQA TEEP II approach demonstrates the feasibility)
 - some form of mutual recognition (Cf. ECA TEAM II project)
- Students and society (employers, stakeholders, ...) want not only principles but assurance about the quality delivered. It is true nationally and internationally.
- It is difficult to disconnect QA and recognition
- The question of the scale of the external quality procedures is part of the issue
 - Programmes, internal quality assurance mechanisms

Thank you for your attention

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<http://www.enqa.eu>

UNESCO OECD guidelines for QA agencies

- a) Ensure that their quality assurance and accreditation arrangements include cross-border education provision in its various modes. ò
- b) Sustain and strengthen the existing regional and international networks or establish regional networks in regions that do not already have one. ò
- c) Establish links to strengthen the collaboration between the bodies of the sending country and the receiving country and enhance the mutual understanding of different systems of quality assurance and accreditation. ò
- d) Provide accurate and easily accessible information on the assessment standards, procedures, and effects of the quality assurance mechanisms on the funding of students, institutions or programmes where applicable as well as the results of the assessment. ò
- e) Apply the principles reflected in current international documents on cross-border higher education such as the UNESCO/Council of Europe *Code of Good Practice in the Provision of Transnational Education*.
- f) Reach mutual recognition agreements with other bodies on the basis of trust in and understanding of each others professional practice, develop systems of internal quality assurance and regularly undergo external evaluations, making full use of the competencies of stakeholders. Where feasible, consider undertaking experiments in international evaluation or peer reviews.
- g) Consider adoption of procedures for the international composition of peer review panels, international benchmarking of standards, criteria and assessment procedures and undertake joint assessment projects to increase the comparability of evaluation activities of different quality assurance and accreditation bodies.