Accreditation as a Quality Indicator in International Contexts

By

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Outline

- **Definition of Internationalization**
- **Factors Affecting Internationalization**
- **Quality Assurance in the Arab Region**
- **International Program Accreditation**
- **Impact of Internationalization on Quality Assurance in Higher Education**

Globalization/Internationalization

Sometimes the terms internationalization and globalization are used interchangeably.

The two concepts are different but both are a related phenomena

Globalization/Internationalization

Internationalization is changing the world of higher education and globalization is changing the world of internationalization

Jane Knight,2008

Globalization/Internationalization

The term "internationalization" refers to the importance of international trade, relations, treaties etc owing to the (hypothetical) immobility of labor and capital between or among nations

Globalization/Internationalization

- For centuries there has been international exchange of knowledge and scholars among countries. There has been always students abroad, teacher mobility, research and publishing

- Recently, joint degree, franchise, satellite campus, international certificates and harmonizing credentials are the current trend

Internationalization

Internationalization focuses attention on the intentional actions of individual, groups and social institutions as they actively seek to cross national borders in pursuit of social, economic, political or cultural benefits. Looking at higher education institutions, *Knight ,1999*

Internationalization

Internationalization is both a response to, and a contributing factor facilitating, globalization/internationalization

(Nielsen, 2011)

Factors Affecting Internationalization

1. Language
2. Schooling
3. Information communication technologies
4. International Organizations
5. Transportation
6. Global trade in education services

ICT, World International User

- The current high growth rate of Internet users world-wide,

- the increased use of smart-phones for Internet access,

- The mobile friendly web design,

- The evolution of the social web.

ICT, World International User

The penetration rate of the Internet in the world, equivalent to the percentage of the 2015 population that has access to the Internet, is 42.3%.

ICT, World International User

The number of mobile-only internet users have gone from approximately 14 million in 2010, up to the impressive number of 788 million users today, in 2015.

Factors affecting Internationalization

International students in USA in the year 2014, are about 900,000 international students contributed 11 billion dollars to the US economy

(Economist Global Agenda, 2014, May 21)

International Organizations working in Quality Assurance in Higher Education

1. World Bank
2. CIQG
3. UNESCO
4. INQAAHE
5. OECD/AHELO
6. Other Development Banks
7. EU, USAID and WTO (GATS)
8. GPEC

Other Regional Organizations

- Regional QA Networks (ANQAHE, APQN, ENQA, ……..
- AArU, AAU, IAU, TEMPUS and projects (Qache project)…….

Historical Background of ANQAHE

o Established in June 2007

o Independent, nongovernmental and non for profit organization

o Includes 14 QAAs as full members and 2 QA Centres as Associated members out of the 22 Arab Countries

Members of ANQAHE

Scope of Work of the QAAs in the Region

- Cover the quality of learning and teaching in universities
- Vocational education
- Pre-university education
- Research centers or units
- Specific discipline

Main Task and Goals

- External quality assurance of programmes
- External quality assurance of institutions
- Quality enhancement
- Collecting /disseminating information on quality of HEIs
- Licensing and Recognition of HEIs

Main Task and Goals

- Development and maintenance of qualification framework

- Deciding of the funding of higher education

- Ranking and classifications of universities

CHEA INTERNATIONAL QUALITY GROUP (CIQG)

INTERNATIONAL QUALITY PRINCIPLES

May 2015

CHEA International Quality Group CIQG

A rewarding forum for colleges, universities, accrediting and quality assurance organizations to address issues and challenges focused on quality and quality assurance in an international setting.

CHEA International Quality Group CIQG

provides service designed to:

- Assist institutions and organizations in further enhancing capacity for academic quality

- Advance understanding of international quality assurance

- Provide research and policy direction,

defining quality and addressing rankings, combating degree mills and accreditation mill

CHEA INTERNATIONAL QUALITY GROUP (CIQG)

INTERNATIONAL QUALITY PRINCIPLES

May 2015

International Quality principle - Context

- **The growing international activity within higher education – greater student mobility, expanding faculty exchanges and research collaboration, more cross-border partnerships among institutions and the growing reliance on online or Web-based education – has created a sense of urgency for a shared understanding of educational quality.**

Context

- **While any single worldwide regimen of educational quality would be difficult and perhaps undesirable, a shared understanding about the dimensions of quality would be useful. These guiding principles are one effort to move toward such understanding while acknowledging and respecting the many differences of history, culture, beliefs and values that shape our systems of higher education and our perspectives on quality.**

Purpose

- Serve as a framework for international deliberation about quality in higher education.

- Seek common ground and establish a foundation for understanding quality.

- Inform discussions of quality, quality assurance and qualifications at the country, regional or inter national level.

Principles

1. *Quality and higher education providers*: Assuring and achieving quality in higher education is the primary responsibility of higher education providers and their staff.

2. *Quality and students*: The education provided to students must always be of high quality whatever the learning outcomes pursued.

3. *Quality and society*: The quality of higher education provision is judged by how well it meets the needs of society, engenders public confidence and sustains public trust.

Principles

4. *Quality and government*: **Governments have a role in encouraging and supporting quality higher education.**

5. *Quality and accountability*: **It is the responsibility of higher education providers and quality assurance and accreditation bodies to sustain a strong commitment to accountability and provide regular evidence of quality.**

Principles

6. *Quality and the role of quality assurance and accreditation bodies*: **Quality assurance and accreditation bodies, working with higher education providers and their leadership, staff and students, are responsible for the implementation of processes, tools, benchmarks and measures of learning outcomes that help to create a shared understanding of quality.**

7. *Quality and change*: **Quality higher education needs to be flexible, creative and innovative; developing and evolving to meet students' needs, to justify the confidence of society and to maintain diversity.**

UNESCO and Council of Europe, 2001)

"All types of higher education study programmes, sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based should belong to the educational system of a state, different from the state in which it operates, or may operate independently of any national system."

UNESCO GUIDELINES (2005)

- The focus of the UNESCO Guidelines is on the quality of provision,

- UNESCO's guidelines aim to collect international best practices in order for authorities 'to protect students and other stakeholders from low quality provision and disreputable providers'

UNESCO GUIDELINES (2005)

- The Guidelines were conceived as being voluntary and non binding in character and as providing orientation for developing national capacity and international cooperation in this area. They are neither a normative nor a standard setting document.

UNESCO's vision is to:

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;

Typology of cross-border provider mobility (type of mobility)

- Description of form/Branch campus
- Independent institution
- Acquisition/ Merger
- Study centre/ Teaching site
- Affiliation/ Networks
- Virtual University

Knight, 2005.

Typology of cross-border (program mobility)

- Franchise
- Twinning
- Double/ Joint degree
- Articulation
- Validation
- Virtual/ Distance

Knight, 2005.

- MOOCS

UNESCO

- Education software and corporate training through ICT delivery);
- Consumption abroad (students studying abroad);
- Commercial presence (i.e. local university or satellite campus, language training companies, private training companies) or programme or institutional mobility;
- Presence of natural persons (professors, teachers, researchers working abroad).

Erasmus Mundus, Project Quache

- Project co-financed by the Erasmus Mundus and coordinated by ENQA. The project, known as the Quality Assurance of Cross-Border Higher Education (QACHE), aimed at enhancing the international practice of quality assuring higher education provided across national borders.

QACHE Project

The project consortium comprised the APQN and ANQAHE, as well as a number of national quality assurance agencies with different experience with CBHE: Spain, ANECA, France HCERES, German GAC, UK (QAA), and Australia (TEQSA).

Erasmus Mundus Project Quache Toolkit

- Cooperation

Quality assurance agencies of sending and receiving countries should seek to coordinate and cooperate in their review activity of cross-border higher education, with a view to avoiding regulatory gaps and duplication of efforts, and lessen the regulatory burden on providers

Qache Toolkit

Networks

- Networks of quality assurance agencies should facilitate inter-agency cooperation and the implementation of this Toolkit.

Qache Toolkit

- Information

Quality assurance and accreditation agencies of sending and receiving countries should share information about their respective quality assurance systems, and about providers operating across borders, with a view to facilitating mutual understanding and building mutual trust.

Global Pediatrics Education Consortium

A non-profit organization,

(a) A standard post-graduate pediatric curriculum;

(b) Quality assessment tools;

(c) Standards and guidelines for post-graduate residency training program accreditation;

(d) Guidelines for developing physician certification programs;

(e) Guidelines for developing continuing professional development programs.

International Program Accreditation

- Engineering
- Medical
- Dental
- Pharmacy
- Accounting
- Business
- Education
- …………..

International Engineering Accreditation

- ABET is voluntary, and to date, more than 3,400 programs at nearly 700 colleges and universities in 28 countries have received ABET accreditation. Approximately 85,000 students graduate from ABET-accredited programs each year, and millions of graduates have received degrees from ABET-accredited programs since 1993

- www.chea.org

International Engineering Accreditation

- ABET accreditation provides assurance that a college or university program meets the quality standards of the profession for which that program prepares graduates.
- www.chea.org

International Engineering Accreditation

- Engineering is an area with special regulation regarding recognition of degrees, in that 13 signatories have agreed in the Washington Accord to 'recognise the substantial equivalence of such programs in satisfying the academic requirements for the practice of engineering at the professional level'

Engineering accreditation

- ASIIN is the German accreditation agency specialised in accrediting degree programs from the fields of engineering, informatics/computer science, the natural sciences and mathematics.

- ASIIN is then authorised by a European or international association/network to award such a subject-related quality seal in the course of the procedure, provided that pertinent requirements are met.

International Engineering Accreditation

EUR-ACE (EURopean ACcredited Engineer) is a quality label for European engineering degree programs which meet defined criteria set by the European Network for Accreditation of Engineering Education (ENAEE).

International Engineering Accreditation

The Engineering Accreditation Board (EAB) of the Engineering Council in UK is made up of all the Professional Engineering Institutions (PEIs) that are licensed by the Engineering Council to accredit academic programmes for both Chartered Engineer and Incorporated Engineer status.

International Medical Education Programs

FAIMER foundation

In partnership with the <u>World Health Organization (WHO)</u> and the <u>World Federation for Medical Education (WFME)</u>, FAIMER shares medical school data with the <u>University of Copenhagen</u> to assist with its development of the <u>Avicenna Directories</u>, an electronic directory of international health professions education programs

International Medical Accreditation

FAIMER also works with the <u>European Medical Association (EMA)</u> in the collection and dissemination of information on postgraduate medical training programs throughout the world. These international collaborations are instrumental for the development of high-quality data resources and the advancement of research in international medical education.

International Dental Accreditation

The Commission on Dental Accreditation (CODA) offers fee-based consultation and accreditation services to established international predoctoral dental education programs.

ISQua's International Accreditation

- ISQua's International Accreditation Programme (IAP) is the leading International Health Care external evaluation programme of its kind.

ISQua's International Accreditation

- It 'Accredits the Accreditors' through three unique programmes:
- Accreditation of health care and social care standards
- Accreditation of external evaluation organisations and
- Accreditation of surveyor training programmes

AHELO: The Myth of Measurement and Comparability

Philip G. Altbach

Key policy documents on quality assurance in cross-border education

The alternative to national level policy borrowing regarding quality assurance, is internationalisation of quality assurance itself

Inside Higher Education

The accreditation process is becoming internationalized and commercialized. Bona fide national and international accreditation agencies now work in many countries. For instance, U.S. national and regional accreditors provide or sell their services in more than over 65 countries.. (Altbach et al., 2006)

International Branch Campuses and Institutional Control   *Robert Coelen*

Institutions going abroad with International Branch Campuses face a significant increase in the resources required to control the delivery and quality of their mobilized programs. This extra burden finds its origin in factors related to partners, internal perceived barriers between campuses, and the additional jurisdiction.

Internationalizing the Curriculum and all Students' Learning
Betty Leask

- Internationalization of the curriculum has the potential to connect broader institutional agendas focused on internationalization with student learning

- An internationalized curriculum focused on student learning is defined by two main characteristics. First, it will be connected to the different cultures and practices of knowing, doing and being in the disciplines

International Visiting Scholars: Brain-Circulation and Internationalization
Yukiko Shimmi

International visiting scholars who temporarily visit universities in different countries for academic purposes are an important group of people in the era of globalization. The definitions and trends of international visiting scholars, their flexible status, and the importance of this population from the perspectives of brain-circulation and internationalization of higher education is an important issue to be discussed

Graduate Student Learning Abroad: Emerging Trend? *John M Dirkx, et al*

Within the United States and around the world, universities are increasingly sending their graduate students abroad. But we know relatively little about the learning derived from these international experiences or how they contribute to graduate-level education. Researchers at Michigan State University have begun to explore this "black box" of internationalization

Liz Reisberg
Inside Higher Education   Number 80: Spring 2015

As international qualities have become a factor in how institutions are perceived and compared, many universities are taking shortcuts, paying third parties to enhance their international dimension and produce measurable results quickly. Greater international enrollment has also become an important source of income. Allowing third-party actors to have a significant role in institutional management has opened the door to substandard, as well as unethical

Impact of Internationalization

Internationalization has a great impact on Higher Education. On one hand, it promotes homogenization, disseminate the good culture of QA, cross border flows of idea and information, changing the environment of QA in HE, cooperation and competition between agencies and HEIs, mutual recognitions between agencies.

Impact of Internationalization

On the other hand, it slowly stealing jobs, facilitates migration and immigration of QA consultants, support accultarization, intensify regional differences, changes the direction of national policy making decision in education, creates ranking of universities and maybe ranking of quality assurance agencies is coming

Impact of Internationalization

A specter of corruption is haunting the global campaign toward higher education internationalization. An overseas degree is increasingly valuable, so it is not surprising that commercial ventures have found opportunities on the internationalization landscape. New private actors have entered the sector, with the sole goal of making money.

Impact of Internationalization

Some of them are less than honorable. Some universities look at internationalization as a contribution to the bottom line in an era of financial cutbacks. The rapidly expanding private higher education sector globally is largely for-profit. In a few cases, such as Australia and increasingly Britain, national policies concerning higher education internationalization tilt toward earning income for the system

Thank you

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