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"QUALITY ASSURANCE FOR HIGHER EDUCATION 4.0 - ISSUES AND CHALLENGES"

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PRESENTATION

ON

***EXTERNAL QUALITY ASSURANCE OF CROSS BORDER AND ONLINE
EDUCATION: TAKING FORWARD NEXT-GENERATION QA AGENDA***

DR. JAGANNATH PATIL

ADVISER , NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC), INDIA
IMMEDIATE PAST PRESIDENT, ASIA PACIFIC QUALITY NETWORK & PAST PRESIDENT, THE
INTERNATIONAL NETWORK FOR QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION (INQAAHE),
FOUNDER CHAIR PERSON-ASIA PACIFIC QUALITY REGISTER (APQR)

OUTLINE:

- **QA in Context of Higher education**
- **Higher education and quality assurance – emerging key trends**
- **Internationalisation of Higher Education - Key Trends**
- **QA of Online Higher Education**
- **Contribution and impact of internationalisation of HE and QA: Way forward learning form QACHE project**
- **The message from Bengaluru Statement 2016 on next-Generation quality assurance of Higher Education**
- **Role of Quality Assurance Networks**
- **Ideas for the future**

QA IN HIGHER EDUCATION CONTEXT

Traditionally quality in higher education is responsibility of institutions themselves. Higher education and university systems exist from centuries while most EQAs are recent entities.

Yet, QAAs in most systems have occupied prime place as it is considered as powerful tool :

- To ensure accountability for public funding [welfare state]
- To secure trust and public guarantee about quality of offerings [legitimacy and currency]
- To protect students and stakeholders from dubious or substandard provisions [Watchdog]
- To provide stimulus for improvement and innovations [Facilitator]

The last point which positions EQA as facilitator of quality improvement and innovations would be an ideal case for healthy relations among QA bodies and universities . Is it happening ?

Question is how many QAAs are doing everything above or have achieved some of these purposes ?

KEY TRENDS

Higher Education Expanding Rapidly Worldwide. Some Key Trends Include:

- Increasing share of private sector . In Asia, it has 3 times more reach than government sector
- External QA gaining wider acceptance and reached almost all countries . Phenomenal growth in Asia and Latin America in just two decades.
- Disruptive technology and innovations like MOOCs, OERs set to revolutionise HE scenario adding new, complex dimensions to internationalisation and posing greater challenges to quality assurance

KEY TRENDS

- Instances of reduced government funding for HE but increased interventions through regulations and accreditation policies
- Increased role and expectations from regional and global associations and networks.
- Paradox of world reality- Technology and innovations bringing the world closer beyond boundaries on hand . While intolerance , discrimination and violence dividing the world in name of race, religion and origin .

INTERNATIONALISATION OF HIGHER EDUCATION - KEY TRENDS

- The global population of students who move to another country to study continues to rise, reaching almost 5 million in 2014 – more than double the 2.1 million internationally mobile students in 2000. 8 million students per year by 2025 (OECD).
- For now, the USA remains the most popular country for international students, followed by the UK, Germany, France and Australia (50%).
- The most mobile students from Asia, with China, India and South Korea.

INTERNATIONALISATION OF HIGHER EDUCATION - KEY TRENDS

- Government strategies have continued to drive a range of international experiences.
- The Ministry of Education and Science launched a new scholarship programme in 2014, which will provide \$133.3m funding for 3,000 Russian postgraduates to study overseas at some of the world's leading universities between 2014 and 2017.
- Germany is also pushing study abroad for its university students, with a new programme that aims for half of all degree students to experience study abroad by 2020. At present, roughly a third of all German students spend some time at a university outside Germany.
- In the USA, the Institute of International Education has launched a new five-year programme, 'Generation Study Abroad', to double the number of students obtaining international experience during their degree from the present 295,000 (10% of the student population) to 600,000 by 2019.
(Let's see Trump impact, if any now!)

INTERNATIONALIZATION OF HE - KEY TRENDS

- Massive Open Online Courses (MOOCs) have become one of the most high profile aspects of the use of technology in teaching in recent years, with 142 universities providing free courses open to all participants via Coursera and edX alone.
- Most of South Africa's 23 universities offer some form of distance learning online, and with the number of university-age students across Africa predicted to double from 200 million to 400 million by 2045, online learning fills a gap in both opportunity and affordability.
- The European Commission has funded a new internet portal, Europeana, which gives students and researchers all over the world access to millions of books, paintings, films, museum objects and archival records drawn from libraries and archives across Europe.

QA OF ONLINE HIGHER EDUCATION

- In recent years there is boom of online higher education (HE) providers as well as Massive Open Online Courses (MOOCs).
- The QA bodies are struggling to catch up with fast pace of rapidly evolving flexible forms of HE delivery.
- Projections show the e-learning market worldwide is forecast to surpass 243 billion U.S. dollars by 2022. In 2016, the self-paced e-learning product market amounted to 46.67 billion U.S. dollars and is projected to decreased to 33.5 billion U.S. dollars in 2021. A considerable share of faculty worldwide has shown willingness to support less traditional and digital education models. [Source: <https://www.statista.com/topics/3115/e-learning-and-digital-education>]

QA OF ONLINE HIGHER EDUCATION

- In US, “The regulations were first published by the U.S. Department of Education in December 2016. But higher education groups say many institutions are unsure about how to follow the rules and are waiting for additional guidance from the department”
(Source: <https://www.insidehighered.com/news/2018/03/09/universities-stall-%E2%80%98confusing%E2%80%99-distance-education-regulations>)
- In India, “University Grants Commission (UGC) has drafted University Grants Commission (Online Education) Regulations, 2017”. (Source: https://www.ugc.ac.in/pdfnews/2526425_UCG-Public-Notice-reg-Draft-Online-Regulations.pdf)
- Some dubious accreditation agencies are encashing on lack of regulations or information on accreditation of online education providers operating within and beyond borders.

CONTRIBUTION AND IMPACT OF INTERNATIONALISATION OF HE ON QA- THE WAY FORWARD LEARNING FROM QACHE PROJECT.

- Internationalization in all forms have posed great challenges in front of higher education and QA systems.
- An Erasmus Mundus Project entitled “Quality Assurance of Cross-border Higher Education” ([QACHE](#)) led by ENQA in which Asia Pacific Quality Network [APQN], ANQAHE and some leading QA agencies are partners revealed different ways QA of CBHE is being perceived and handled in Europe , Asia Pacific and Arab region.
- In Asia Pacific Survey we found that majority of the respondents [68%] agree that CBHE has a positive influence on the national system of HE in your country, in terms of academic standards, HE access, etc .
- However, concerns about comparability of degree, sovereignty issues and cultural gaps were also raised

FOUR KEY FINDINGS OF QACHE FROM ANALYSES OF SURVEYS FROM 3 REGIONS

- The sheer diversity of approaches and regulatory frameworks for inbound or outbound CBHE within and across the three investigated regions
- Lack of information about and knowledge of different agencies' approaches and national frameworks
- A “trust gap” between sending and receiving countries about the quality of CBHE, with receiving country being generally more skeptical than sending countries about the quality, and quality assurance, of incoming provision
- Low levels of cooperation amongst QA agencies in the quality assurance of CBHE

IMAGE 1: QACHE VICIOUS CYCLE

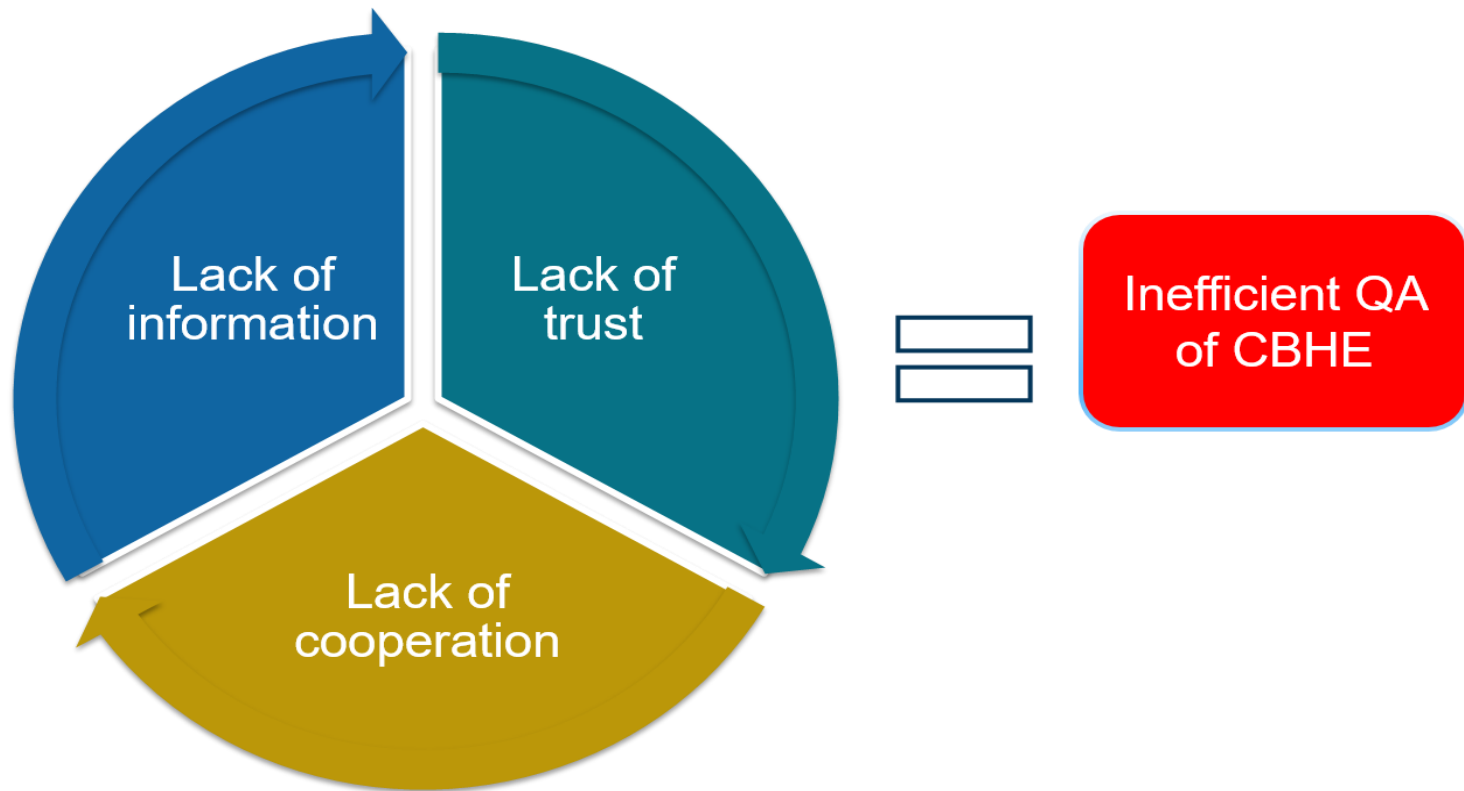
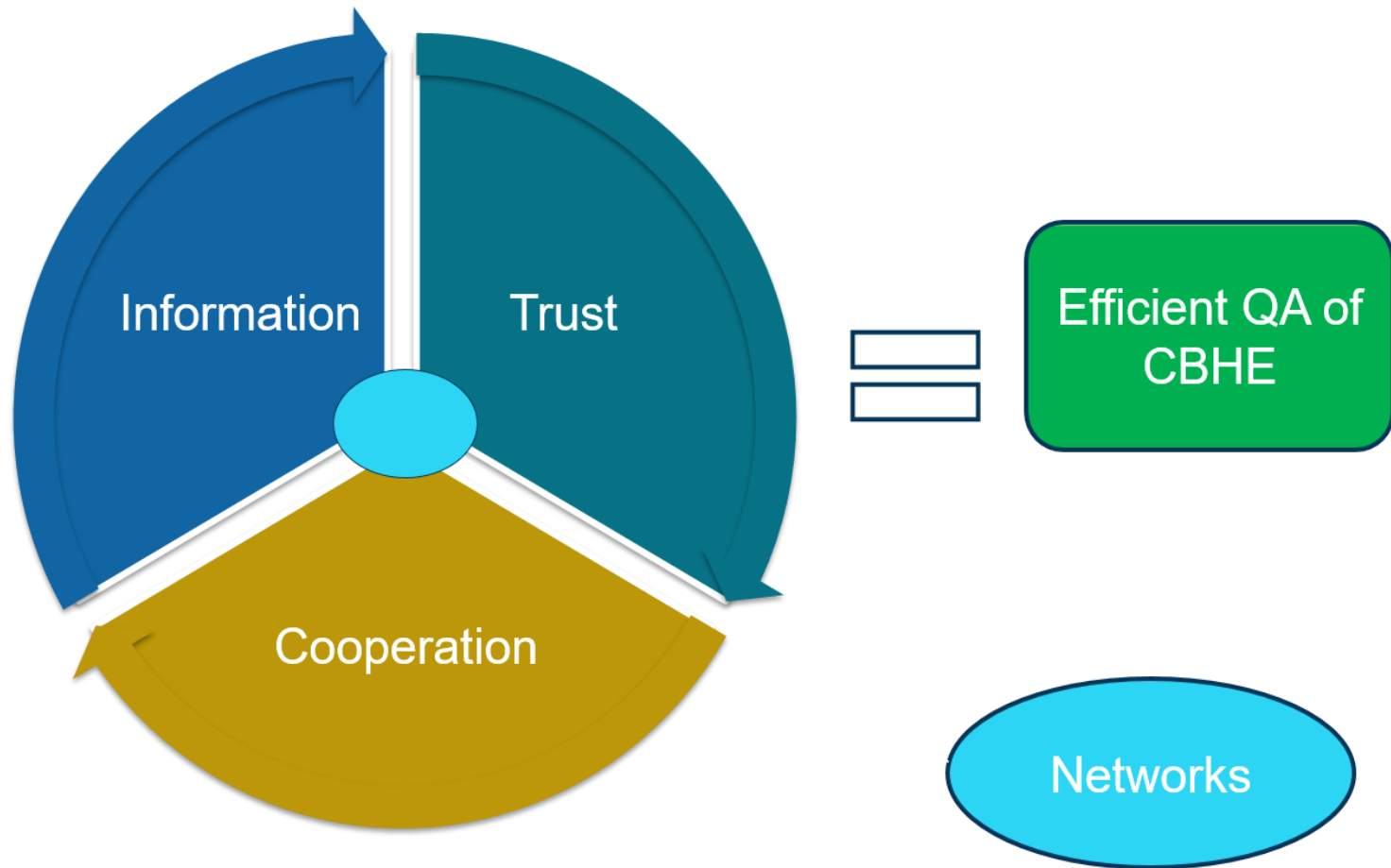


IMAGE 2: QACHE VIRTUOUS CYCLE



THE FIVE PRINCIPLES EMERGING FROM QACHE PROJECT TOOLKIT –

- The first principle is about making information about national approaches to CBHE easily accessible.
- The second principle is about proactively engaging in information-sharing activities with counterpart agencies sharing CBHE provision.
- The third principle is about seeking to liaise with them whenever intending to quality assure CBHE provision.
- The fourth principle is about seeking ways in which to cooperate in the actual quality assurance of CBHE provision.
- The fifth principle is directed to regional networks of agencies, calling on them to play an enhanced role in the facilitation of information sharing and inter-agency cooperation

[Source - <http://www.enqa.eu/index.php/quality-assurance-of-cross-border-higher-education-qache/>]

THE MESSAGE FROM BENGALURU STATEMENT 2016 ON NEXT-GENERATION QUALITY ASSURANCE OF HIGHER EDUCATION

- **Bengaluru Statement 2016 on Next-Generation Quality Assurance of Higher Education: A Shared Vision and Commitment for Fostering Partnership Beyond Borders**”, which was the culmination of the global summit organised by NAAC and APQN will be counted as the major landmark in the International history of higher education quality assurance.



GLOBAL PARTNERS INCLUDED ORGANISATIONS SUCH AS THE FOLLOWING:

- Council for Higher Education Accreditation (**CHEA**) of **USA**
- European Association for Quality Assurance in Higher Education (**ENQA**)
- European Consortium for Accreditation in Higher Education (**ECA**)
- Arab Network for Quality Assurance in Higher Education (**ANQAHE**)
- ASEAN Quality Assurance Network (**AQAN**)
- Asia Pacific Quality Register (**APQR**)



CHEA – USA



ENQA – Europe



ECA – Europe



ANQAHE – Arab Region



AQAN - South East Asia



APQR – Asia Pacific



Quality Assurance Agencies:



UK Quality Assured

QAA - United Kingdom



TEQSA - Australia



QQA – Bahrain



TEC - Mauritius



MQA Malaysia



AACUP - Philippines



HEEACT – Taiwan



NIAD-QE , Japan



BENGALURU STATEMENT 2016 ON NEXT-GENERATION QUALITY ASSURANCE OF HIGHER EDUCATION

- Organised by National Assessment and Accreditation Council (NAAC), India and co-organised by Asia-Pacific Quality Network (APQN) in partnership with 16 leading Quality Assurance organisations including networks and QA agencies from Asia Pacific, Europe, America, Africa and Arab regions on 16-17 September 2016 at Bengaluru, India, re-affirming previous relevant commitments such as Nagoya Declaration on Higher Education for Sustainable Development-2014, Incheon Declaration-2015 “*Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*”.

THIS HISTORIC BENGALURU STATEMENT – 2016 EXPRESSED INTENT AND ASPIRATIONS FOR:

- Cooperation among quality assurance networks and organizations to dissolve boundaries for quality higher education.**
- Endeavour to Foster Trust Beyond Borders in higher education quality assurance:**
- Sharing global information resources.**
- Promoting values and ethical practices in quality assurance.**
- Sharing and promoting good practices.**
- Strengthening of capacity building.**
- Developing strategies and resources for next generation quality assurance in age of technology.**
- Resource mobilisation for quality assurance.**
- Strengthening professionalism in quality assurance.**

BENGALURU STATEMENT 2016

From this historical statement , following are the key appeals that seek to strengthen international cooperation to safeguard students and promote international mobility .

- o Cooperation among quality assurance networks and organizations to dissolve boundaries for quality higher education:**

We believe that appropriate future of networking in quality assurance of higher education is in networking of networks and QA bodies. Global higher education and quality assurance community is witnessing rapid transformation in theory and practices due to huge expansion of higher education and emergence of different forms of higher education delivery within and across the borders. We acknowledge the efforts by INQAAHE over the years to bring together all regional networks and building on this goodwill, express further need for quality assurance networks to come together and develop a common agenda to ensure co-operation.

BENGALURU STATEMENT 2016

○ **Sharing global information resources:**

While some regions like Europe have well established information and recognition systems like ENIC-NARIC, many other regions lack such resources. To address this issue, Asia Pacific Quality Network (APQN) has initiated a global project on Quality Information Portal, with the help of UNESCO. We need to promote development of regional and global databases of recognized accreditation bodies and accredited higher education institutions. We express need to enhance link among all existing Quality Registers such as that of Council for Higher Education Accreditation (**CHEA**), European Quality Assurance Registers and databases for Higher Education (**EQAR**) and Asia Pacific Quality Register (**APQR**) for accreditation agencies. Similarly existing databases and information portals of accredited higher education institutions need to be strengthened and linked.

BENGALURU STATEMENT 2016

- **Strengthening of capacity building:** Taking note that QA is relatively new phenomenon in many countries, we express need to undertake capacity building initiatives by sharing resources and expertise to emerging QA bodies.
- **Developing strategies and resources for next generation quality assurance in age of technology:** We need to focus on developing strategies and resources for next generation quality assurance which is characterised by disruptive innovations and ground breaking technologies in higher education. The quality assurance of flexible forms of higher education and other new avenues need to be explored by sharing good practices, developing resources and capacity building.

BENGALURU STATEMENT 2016

- Bengaluru Statement – 2016 has called upon quality assurance networks, organizations and stakeholders of higher education to join hands and commit to work together to enhance quality in higher education in service of students and society.
- NAAC, APQN and other partners have agreed to deliberate further on this statement and develop action plan by making specific commitments to deliver on the various issues raised for the benefit of quality in higher education.

KEY LESSONS , REFLECTIONS AND IDEAS

- Internationalisation in HE is to be dealt with caution. As a measure of cooperation, capacity building and mobility, it could be boon but if not handled carefully can sow the seeds of neo-colonisation. So putting the students welfare and national interest first, could be a good strategy.
- Regional QA labels can be good alternative to international accreditation .
- Mutual recognition of QA decisions on accreditation of qualifications is good way forward to facilitate mobility
- National Associations, regional networks and global alliances can influence and shape the future of higher education locally and globally .
- Degree mills and accreditation mills are threat to society and affects good work of Universities and QA bodies. Zero tolerance policy by all stakeholders is need of the hour.

ROLE OF QA NETWORKS

- Quality Assurance in higher education has national as well as international implications.
- Over the past few decades External Quality Assurance (EQA) has emerged as an important tool to ensure credibility of Higher Education Institutions (HEIs) and programs for the purpose of international mobility.
- Mutual recognition of Quality Assurance (QA) decision among different countries is one of the major tools used by EQA agencies.
- Regional and international QA networks such as Asia Pacific Quality Network (APQN), European Network for Quality Assurance (ENQA), International Network for Quality Assurance Agencies in Higher Education (INQAAHE) are playing important role as facilitator of trust as well as exchange of good practices among EQAAs.
- The membership of regional and international QA networks is now considered critical requirement for establishing credential EQAAs bodies which operate nationally as well as internationally.

ROLE OF QA NETWORKS

- Moving beyond this informal recognition, there is emphasis on formal recognition of EQA bodies which seek to operate regionally or internationally.
- European Quality Assurance Register (EQAR) is the most prominent example where most of the European EQA bodies have undergone formal registration procedures.
- EQAR provided legitimate basis for cross border QA activities.
- Many of the international operators in QA are based in USA which are recognised by national recognition bodies like Council of Higher Education (CHEA) and/or USDE.

ASIA PACIFIC QUALITY REGISTER (APQR)

APQR is established as a stakeholder initiative in Asia Pacific region.

APQR Register Bodies:

- Fiji Higher Education Commission (FHEC), Fiji
- Certification Association “Russian Register”(RR), Russia
- National Centre for Public Accreditation (NCPA), Russia

In process:

- Eurasian Centre for Accreditation and Quality Assurance in Education and Healthcare (ECAQA), **Kazakhstan**
- The Indonesian Accreditation Agency for Higher Education in Health (IAAHEH), **Indonesia**
- Mongolian National Council For Education Accreditation (MNCEA), **Mongolia**

The official website of APQR (i.e. www.apqr.co)

ROLE OF QA NETWORKS

- Several unrecognised and dubious players acting as international/global QA agencies.
- Similar to degree mills, now we are faced with menace of accreditation mills.
- These two different trends have necessitated a need of formal regional as well as international mechanism of recognition of legitimate EQAAs.
- India is also on verge of launching multiple QA bodies regime.

IDEAS FOR THE FUTURE

Global alliance of HEIs, QA Networks, Regional associations and bodies like UNESCO with common agenda such as –

- Global information portal on HEIs and qualifications
- Global Quality Assurance Register [GQAR] in higher education.
- Capacity building of EQA bodies to handle QA of online & Cross Border Higher Education (CBHE).
- Toolkits for QA of online higher education similar to toolkits of CBHE.
- Global register of accredited online HE providers.
- Joint Initiative against degree and diploma mills.

CULTURAL TIES FROM CENTURIES CAN PERHAPS HELP US DISSOLVE BORDERS



Borobudur, a Buddhist Temple built by Sailendra dynasty



The Prambanan Temple of Central Java



The Balinese script in a Hindu temple.



Idli in India may have been an imported idea from Indonesia.

THANK YOU



Dr. Jagannath Patil*

jp.naacindia@gmail.com

**views in this presentation are personal and do not reflect policies or opinions of any organisation*