

QUALITY ASSURANCE OF TRANSNATIONAL HIGHER EDUCATION

Presented by

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Outline of Presentation

- Higher Education and Quality Assurance in Asian Context
- Student Mobility and Regionalization in Asian higher education
- Types of Quality Assurance for Transnational Higher Education
- International guidelines for QA of CBHE
 - ▣ INQAAHE
 - ▣ APQN
 - ▣ CHEA
- Two researches
 - ▣ QA for Branch Campuses
 - ▣ QA for Joint degree programs
- Two non-local accreditations in Taiwan
- Conclusion

1. Higher Education and Quality Assurance in Asian Context

Overall View of the Asia Pacific Region Higher Education and QA System



Total of Universities:
76,387

Total No. of Student Population:
349,617,534

Total No. of Quality Assurance Agencies:
87

No. of Public QAA:
48

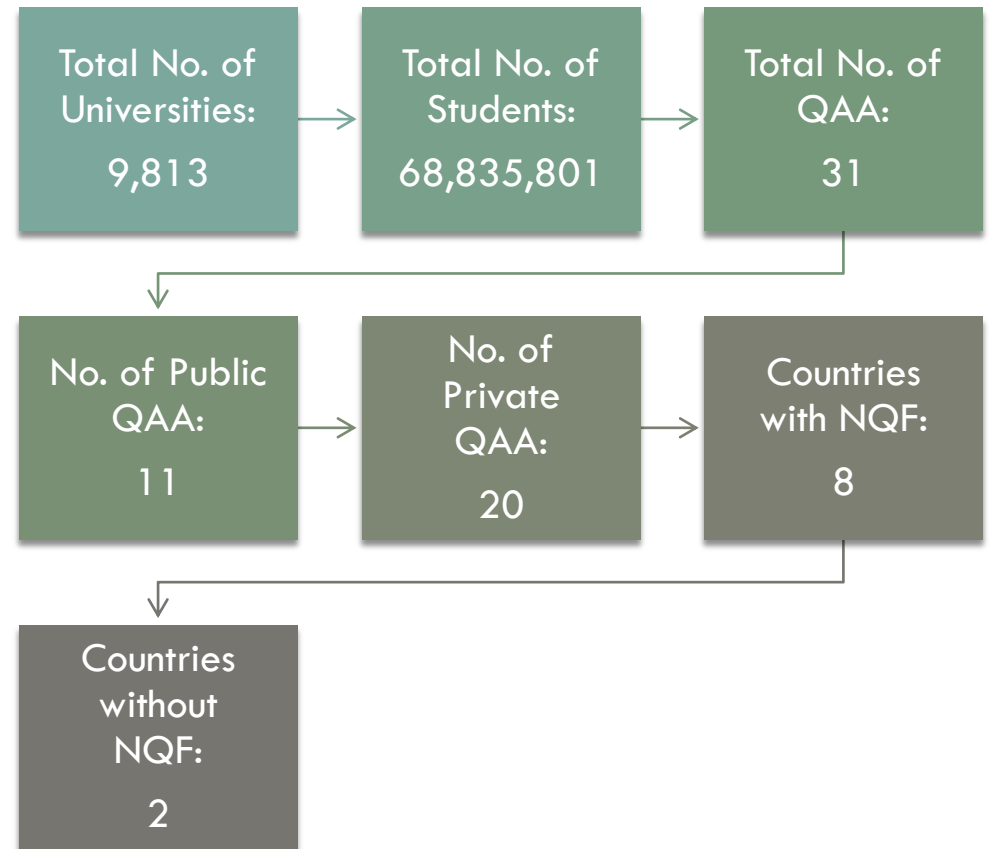
No. of Private QAA:
39

Countries with NQF:
32

Countries without NQF:
19



ASEAN Region



Rise of QA in Asia Higher Education

- Massification
- Marketization
- Accountability (New public managerialism)
- Funding allocation
- Public concern
- International collaboration
- Talent mobility in the regions /intercontinentally

2. Student Mobility and Regionalization in Asian higher education

Concept of Regionalization

- Regionalization has been “viewed within the dual frames of proximity and patterns of exchange and dimensions that in turn have been conceptualized and actualized along prevailing norms of time and space” (Neubauer, 2012, p.4).
- It is a formal process of integrating regional policies and shared benefits in alignment with global practices (Dale & Robertson, 2002; Beerkens, 2004).
- HE regionalization
 - ▣ “ Higher education as a tool for regional integration’ takes a more tactical approach to how higher education can be used to achieve regional integration” (Knight, 2013, p. 113)

Internationalization and Regionalization in Higher Education

- Internationalization tends to depend on regional collaboration and network development
- regionalization, as a regional form of internationalization, aims at integrating global trends and international practices into regional context
- Building closer alignment of higher education systems by collaborative programs

Student mobility in Asia

- Flowing out more than flowing in
- Leading destination: Australia, UK and USA
- Largest outflow:
 - China(421K)
 - India(153K)
 - Korea(105K)
- Regional Providers: Australia and Japan

Regional mobility

- over 2.5 million international students in 2010 according to OECD Report ; in 2025 , there will be up to 8 million
- China to Korea : (902) to (23097)
- Korea to China: (11731) to (57504)
- China to Japan: (25655) to (80231)
- ASEAN to China: (4975) to (23700)
- ASEAN to Japan: (5296) to (9354)
- ASEAN to Korea: (174) to (2489)

3. Transnational Higher Education and Quality Assurance

Delivery Mode of Transnational Education

- It can be Physical or Virtual
- Modes
 - ▣ Franchise (home Country / one qualification)
 - ▣ Twinning (home country/ one qualification)Tight
 - ▣ Double and Joint (home and host country/ two or one qualification)
 - ▣ Articulation (home country/ one qualification)loose
 - ▣ Validation (host country/ one qualification)
 - ▣ Branch campus (home / host country/ one qualification)
 - ▣ E- learning (through distance)

Quality of cross border higher education

- Who should be responsible for quality of cross-border higher education, students' rights and graduates' competencies?
- If national QA agencies should, do they have capacity to operate the activities?
- If international accreditors can, will they threaten national sovereignty ?
- What kinds of assessment tools should be used to measure the quality of international education ?
- How will faculty members assure and measure learning outcomes of local and international students?

QA Types of cross border higher education (the World Bank)

15

- Accreditation in the receiving country (by local accreditor)
 - ▣ HK
- Accreditation in the sending country (by foreign accreditor)
 - ▣ US
- Regional accreditation (by interational and multinational organization)
 - ▣ Europe
- Cross border quality assurance (no capacity by local accreditors)
 - ▣ Most Asian countries

Guidelines for Cross border QA

- UNESCO/ OECD
 - ▣ UNESCO/ OECD Quality provision in cross-border higher education (2005)
- CHEA
 - ▣ “iNternational Principles”, which provide American accreditors with a framework for working internationally
- INQAAHE
 - ▣ New Guidelines of Good Practice in Quality Assurance (GGP)
- ENQA
 - ▣ Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- ECA
 - ▣ Code of good practice
 - ▣ Principles: selection of experts
 - ▣ Principles: accreditation of joint programmes
- APQN
 - ▣ Toolkits

UNESCO-APQN Toolkit: Regulating the Quality of Cross-border Education

- This Toolkit is designed to provide a reference tool to assist
 - ▣ with the development of regulatory frameworks for quality assurance in cross-border education, whether from **a receiver or provider perspective**.
- The provider country (export)
 - ▣ the source country of the programme, qualification or other intellectual property (eg. component of a course of study) that is delivered in another country
- The receiver country (import)
 - ▣ the host country to which the programme, qualification or other intellectual property sourced overseas is delivered

Challenges for QA of CBHE



- National accreditors' capacity
- National systems for foreign qualification recognition have limited knowledge and experiences
- Lack of confidence on professional qualifications

PQN Quality Label initiative

- Launched in 2014
- To support, develop, improve and enhance international excellence in HEIs and programs in this region
- Working with local QAA
- APQN Quality Label as regional/international accreditation of internationalization

Criterion	Indicator
1. International Mission & policy	1.1 Policy of internationalization
	1.2 System of internal quality assurance (IQA)
2. Organization & administration	2.1 Organization
	2.2 Administration
3. International Mobility	3.1 Mobility of programs
	3.2 Student mobility
	3.3 Staff mobility
4. Student Support	4.1 Availability of scholarships & investments
	4.2 Human resources
	4.3 extracurricular activities
5. Student Learning Outcomes (SLO)	5.1 Academic performance & qualification
	5.2 Graduate

CAMPUS Monitoring on Collaborative Program

- Government-led initiative that aims to strengthen exchange and cooperation among universities in Japan, China, and Korea under the **Collective Action for Mobility Program of University Students**
 - ▣ Established in March 2010
 - ▣ Members:
 - ▣ Japan: National Institution for Academic Degrees and University Evaluation (NIAD-UE)
 - ▣ China: Higher Education Evaluation Center of the Ministry of Education (HEEC)
 - ▣ Korea: Korean Council for University Education (KCUE)
- **10 pilot programs** selected through **joint screening** by the three countries
- The **QA Council of the three countries** has agreed to carry out **monitoring of the CAMPUS Asia Projects** as a joint QA initiative on a pilot basis.

4. Two Researches

- Hou, Angela Yung Chi, Hill C., Chen, K. H.J., Tsai, S.(2018). A Comparative Study of International Branch Campuses in Malaysia, Singapore, China and South Korea: Regulation, Governance and Quality Assurance. Asia Pacific Education Review (on-line) <https://doi.org/10.1007/s12564-018-9550-9> (SSCI)
- Hou, Angela Yung Chi. (2016). Quality Assurance of Joint Degree Programs from the perspective of Quality Assurance Agencies: Experience in East Asia. Higher Education Research & Development. 35(3), pp. 473-487. (SSCI). (Impact Factor 0.991)

QA of International Branch Campuses

- The objective
 - ▣ to explore national policies and regulatory frameworks for international branch campuses (IBCs) in Malaysia, Singapore, China and South Korea
- Major Findings
 - ▣ **an inclusive model of internal quality** has been developed in international branch campuses found in the four nations.
 - ▣ Four models-
 - ▣ exemption, reliance on home country accreditation, duplication, and international accreditation.
 - ▣ South Korea and Singapore were more closely aligned to **liberal regulation with minimal quality assurance**
 - ▣ Malaysia and China were in the category of **liberal regulation and restrict regulation respectively, but with comprehensive quality assurance process.**

QA of Joint Degree Programs

■ The Objective

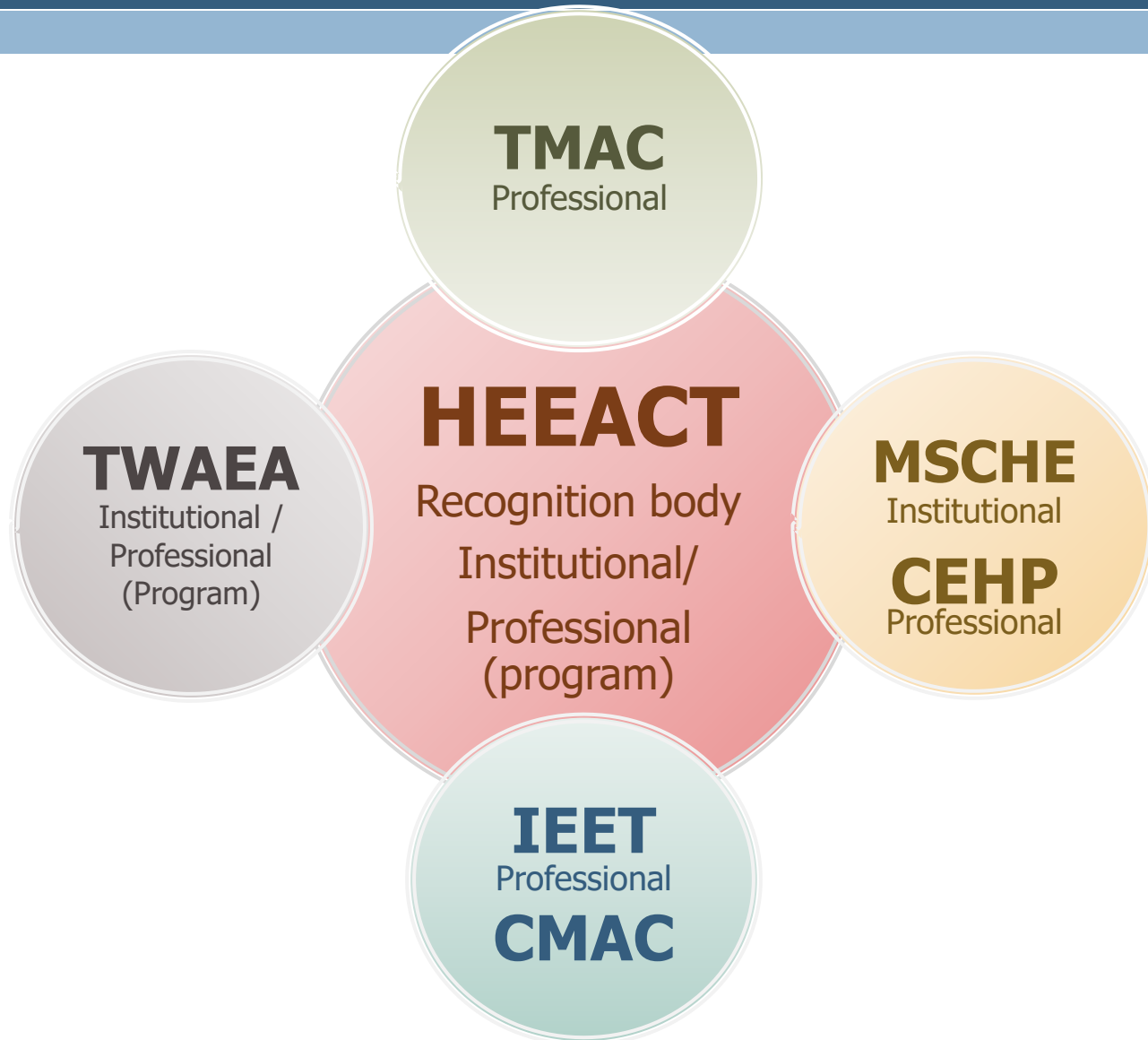
- is to explore current QA approaches to joint degree programs in Europe and East Asia from the perspectives of quality assurance agencies

■ Major findings

- an external QA mechanism for joint degree programs has not yet been developed in East Asian nations.
- the adoption of international accreditation as the popular approach for joint degree programs in business fields in Asia raises the serious issue of national jurisdiction over higher education.
- the European Consortium for Education's (ECA) single accreditation mode is highly recommended by quality assurance agencies.

5. Two non-local accreditations in Taiwan

QA Ecosystem (GLONACAL) in Taiwan



HEEACT's overseas accreditation

- Oversea accreditation
 - ▣ School of Arts, Macao Polytechnic Institution(2014-)
 - ▣ Music Program in Bachelor degree
 - ▣ Sport Education in Bachelor degree
 - ▣ Design Program in Bachelor degree
 - ▣ Visual Arts Program in Bachelor degree
- Joint accreditation with National Center for Public Accreditation (2014-2015)
 - ▣ Far Eastern Federal University
 - ▣ History Program in Master Degree
 - ▣ History Program in Bachelor degree

Comparison

	MPI	Far Eastern Federal University
Model	International accreditation	Joint accreditation
Standards	HEEACT standards	HEEACT and NCPA joint standards
Panel	Taiwanese panel	Joint panel (2 from Taiwan/ 3 from Russia)
Outcomes	Accreditation outcomes	Accreditation outcomes /Report
Language	Chinese	Russia/ English
Challenges	Local context / reviewers' training	Language / jointness

6. Conclusion

QA's Role and Responsibilities

- International Capacity building of QA agencies
 - ▣ Staff/ reviewers/ English document and website
- Collaborations with foreign and local agencies
 - ▣ Staff exchange program/ joint project
- Linkages with international QA Networks
 - ▣ Resources and platform
- Mutual / Multilateral Agreement on the Mutual Recognition of Accreditation Results
 - ▣ HEEACT vs MQA
 - ▣ ECA (MULTRA)

Thank you for your attention

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